

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

UMM Catalog

UMM Archives

Spring 1999

Morris Catalog 1999-01

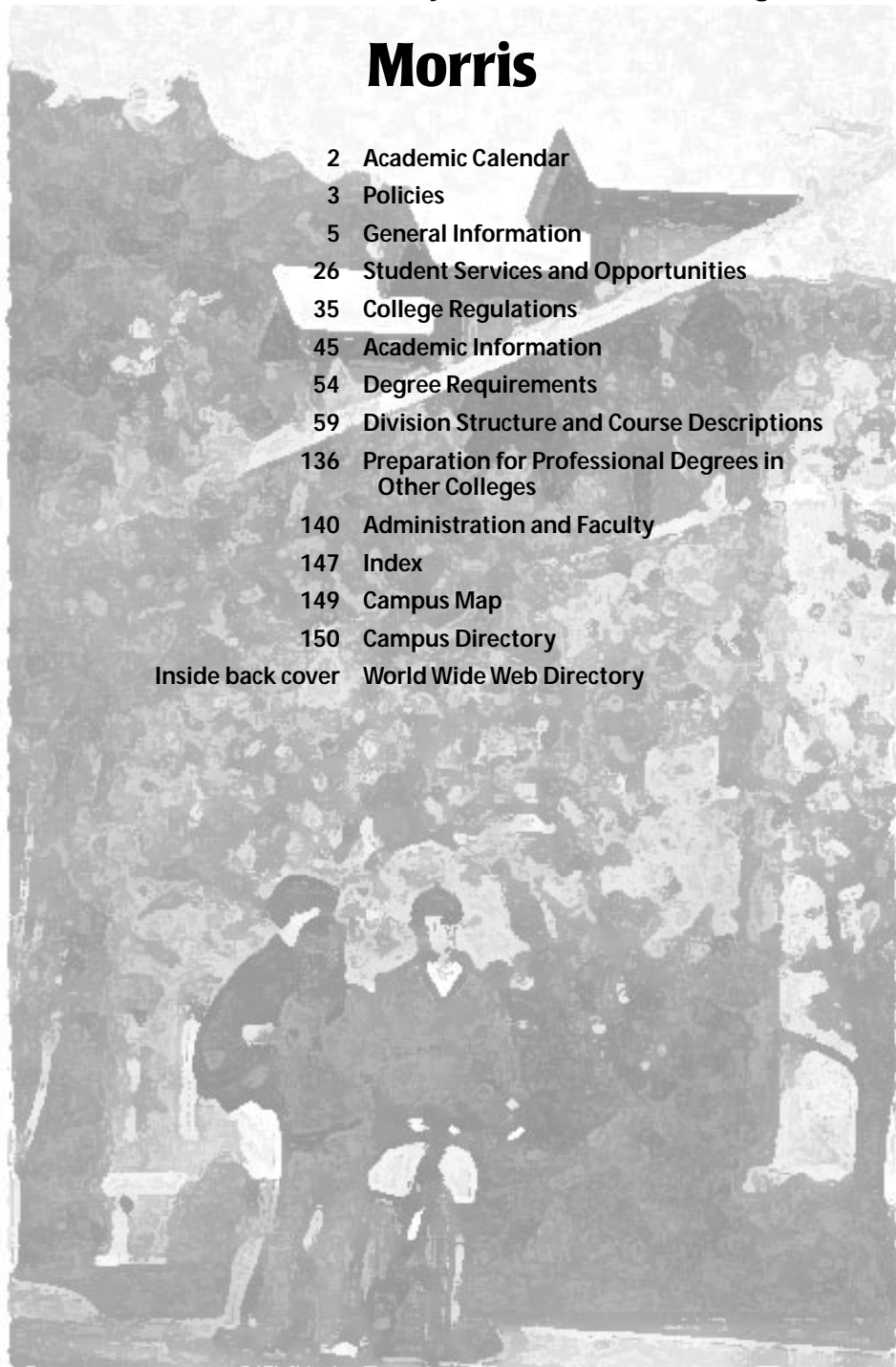
University of Minnesota Morris

Follow this and additional works at: <https://digitalcommons.morris.umn.edu/catalog>

This is the Policies, General Information, Student Services Opportunities, College Regulations, Academic Information, and Degree Requirements sections of the 1999-2001 University of Minnesota, Morris Catalog.

Morris

2	Academic Calendar
3	Policies
5	General Information
26	Student Services and Opportunities
35	College Regulations
45	Academic Information
54	Degree Requirements
59	Division Structure and Course Descriptions
136	Preparation for Professional Degrees in Other Colleges
140	Administration and Faculty
147	Index
149	Campus Map
150	Campus Directory
Inside back cover	World Wide Web Directory



1999-2000 Academic Calendar

Fall Semester 1999

New student orientation	Thursday-Saturday, August 26-28, 1999
Fall semester classes begin	Monday, August 30, 1999
Labor Day holiday	Monday, September 6, 1999
Thanksgiving holidays	Thursday-Friday, November 25-26, 1999
Last day of instruction	Tuesday, December 14, 1999
Fall semester examinations	Wednesday-Saturday, December 15-18, 1999
Christmas holiday	Thursday-Monday, December 23-27, 1999
New Year's holiday	Friday, December 31, 1999

Spring Semester 2000

Martin Luther King, Jr. holiday	Monday, January 17, 2000
Spring semester classes begin	Tuesday, January 18, 2000
Spring break	Monday-Friday, March 27-31, 2000
Last day of instruction	Friday, May 5, 2000
Spring semester study day	Saturday, May 6, 2000
Spring semester examinations	Monday-Thursday, May 8-11, 2000
UMM Commencement	Friday, May 12, 2000

Intersession 2000

Intersession classes begin	Monday, May 15, 2000
Memorial Day holiday	Monday, May 29, 2000
Intersession classes end	Friday, June 2, 2000

Summer Session 2000

Summer session begins	Monday, May 22, 2000
Independence Day holiday	Tuesday, July 4, 2000
8-week summer term ends	Friday, July 14, 2000
10-week summer term ends	Friday, July 28, 2000

2000-2001 Academic Calendar

Fall Semester 2000

New student orientation	Thursday-Saturday, August 24-26, 2000
Fall semester classes begin	Monday, August 28, 2000
Labor Day holiday	Monday, September 4, 2000
Thanksgiving holidays	Thursday-Friday, November 23-24, 2000
Last day of instruction	Tuesday, December 12, 2000
Fall semester examinations	Wednesday-Saturday, December 13-16, 2000
Christmas holiday	Monday-Tuesday, December 25-26, 2000
New Year's holiday	Monday-Tuesday, January 1-2, 2001

Spring Semester 2001

Martin Luther King, Jr. holiday	Monday, January 15, 2001
Spring semester classes begin	Tuesday, January 16, 2001
Spring break	Monday-Friday, March 26-30, 2001
Last day of instruction	Friday, May 4, 2001
Spring semester study day	Saturday, May 5, 2001
Spring semester examinations	Monday-Thursday, May 7-10, 2001
UMM Commencement	Friday, May 11, 2001

Intersession 2001

Intersession classes begin	Monday, May 14, 2001
Memorial Day holiday	Monday, May 28, 2001
Intersession classes end	Friday, June 1, 2001

Summer Session 2001

Summer session begins	Monday, May 21, 2001
Independence Day holiday	Wednesday, July 4, 2001
8-week summer term ends	Friday, July 13, 2001
10-week summer term ends	Friday, July 27, 2001

University of Minnesota Mission Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery**—Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- **Teaching and Learning**—Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service**—Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

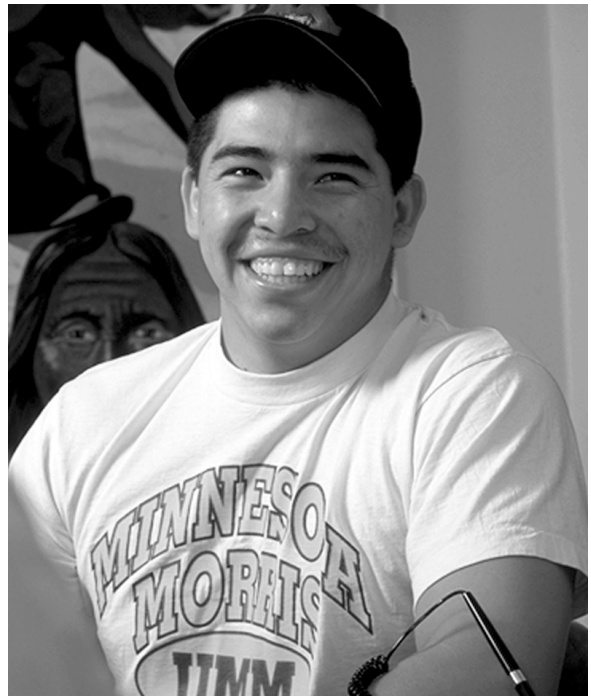
In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity,

and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

University Policies

Catalog Use—The University of Minnesota changed to a semester-based academic calendar beginning academic year 1999-2000. This catalog is the first semester-based catalog produced for the University of Minnesota, Morris. It covers academic years 1999-2000 and 2000-2001.

The *Morris Catalog* is in effect for nine years; this catalog is in effect from fall 1999 through the end of summer session 2008. Some courses offered before fall of 1999 will no



longer be offered after summer 1999. This transition should not impede UMM students' progress toward graduation. Consult faculty advisers, the Academic Advising Office, or the vice chancellor for academic affairs and dean about semester conversion questions. *Students returning to UMM after an absence should contact the Registrar's Office to determine which catalog will best fit their program plans.*

This publication is available in alternative formats upon request. Please contact the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008; admissions@tc.umn.edu).

This catalog also is available in electronic format on the Internet and may be accessed at <http://www.umn.edu/commpub> on the World Wide Web.

Evening and summer courses are featured in the *UMM University College Catalog* and the *UMM Summer Session Catalog* respectively.

Class Schedule—This annual publication lists course offerings with class times, rooms, instructors, and prerequisites, as well as registration instructions, fees, final examination schedules, and other useful information.

Equal Opportunity—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the

Americans With Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Julie Sweitzer, Acting Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547).

Immunization—Students born after 1956 who take more than one University class are required under Minnesota law to submit an Immunization Record form.

The form, which is sent along with the official University admission letter, must be filled out and returned to the Health Service within 45 days after the beginning of the first term of enrollment in order for students to continue registering for classes at the University. Complete instructions accompany the form.

Extracurricular Events—No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy may be granted by the chancellor, upon recommendation from the Scholastic Committee. Any exemption granted pursuant to this policy shall be honored, and students who are unable to complete course requirements during finals week shall be provided an alternative and timely opportunity to do so. Persons seeking an exception to this policy should contact the Office of the Chancellor.

Smoke-Free Campus Policy—Smoking is prohibited in all buildings of the University of Minnesota, Morris campus except for designated private residence hall rooms.

General Information



Morris Campus

Located in west central Minnesota, the University of Minnesota, Morris continues the educational service that began on the campus in 1887. Originally an American Indian boarding school, it was operated for 22 years, first by the Sisters of Mercy and then by the federal government. In 1909, as the federal government reduced the number of nonreservation boarding schools, the campus and facilities were deeded by Congress to the state of Minnesota on the condition “that Indian pupils shall at all times be admitted to such school free of charge for tuition and on terms of equality with white pupils.” Beginning in 1910 and for the next 53 years, the West Central School of Agriculture offered a boarding school experience for rural youth under the auspices of the University of Minnesota’s Institute of Agriculture. To meet changing educational needs, as the School of Agriculture was being phased out, the Board of Regents in 1960 established the University of Minnesota, Morris.

Conceived at the outset as a four-year liberal arts college, UMM was to serve not only the population of west central Minnesota, but also was to provide an educational opportunity for students throughout the state who sought a University of Minnesota undergraduate liberal education in a small college setting. The guiding principles of selective admission, controlled growth, and academic excellence in a residential campus atmosphere have not changed for three and a half decades.

With approximately 1,900 students and 120 teaching faculty (1997), UMM combines the residential environment of the small liberal arts college with the advantages of being a college of the University of Minnesota. The members of the faculty, representing more than 25 academic fields, are organized into four divisions: Education, Humanities, Science and Mathematics, and Social Sciences. A 16-to-1 student-faculty ratio and a strong institutional commitment to individual attention bring UMM students into frequent contact with faculty; undergraduates often collaborate with faculty in research and professional activities.

The UMM student body is made up of a diverse and talented group of men and women. The campus currently represents students from throughout Minnesota and more than 30 other states and 15 foreign countries. In 1997, 25 percent of entering freshmen ranked in the top

5 percent of their high school class; 39 percent were in the top 10 percent; and 64 percent were in the top 20 percent.

There are more than 85 student organizations at UMM. Throughout the year, a variety of cultural and cocurricular activities—theatre productions, concerts, recitals, music festivals, lectures, athletic events—are enjoyed by the campus community and the residents of the region.

UMM helped found the Council of Public Liberal Arts Colleges in 1992. This national body has 14 member institutions that share a common commitment to academic excellence and concern for undergraduate student development. The council sponsors professional development conferences for faculty in various disciplines and helps tell the public liberal arts story.

In addition to UMM, the council includes the College of Charleston (SC), The Evergreen State College (WA), Fort Lewis College (CO), Henderson State University (AR), Keene State College (NH), Mary Washington College (VA), Ramapo College of New Jersey, St. Mary’s College of Maryland, State University of New York College at Geneseo, Truman State University (MO), University of Alabama at Montevallo, University of Maine at Farmington, and University of North Carolina at Asheville.

Mission

The mission of the University of Minnesota, Morris as an undergraduate, residential, liberal arts college is distinctive within the University of Minnesota. The Morris campus shares the University’s statewide mission of teaching, research, and outreach, yet it is a small college where students play a major role in shaping their own education. The campus serves undergraduate students primarily from Minnesota and its neighboring states, and it is an educational resource and cultural center for citizens of west central Minnesota. Through its instructional excellence, commitment to research, many extracurricular programs and services, and strong sense of community, the University of Minnesota, Morris endeavors to achieve its place among the best liberal arts colleges in the region.

Accreditation

The University of Minnesota, Morris is accredited by the North Central Association of Colleges and Schools. Professional accreditation for elementary and secondary teacher preparation has been granted by the National Council for the Accreditation of Teacher Education and the Minnesota Board of Teaching.

Academic Programs

UMM's academic programs offer basic preparation for most of the professions and several specialized occupational areas. Each student program includes studies in three broad areas of knowledge—the humanities, the natural sciences, and the social sciences.

UMM students may choose a four-year curriculum leading to the bachelor of arts degree in any of the following fields.

- Art History
- Studio Art
- Biology
- Chemistry
- Computer Science
- Economics
- Education
 - Elementary Education
 - Secondary Education (licensure only)
 - Coaching (endorsement only)
- English
- European Studies
- French
- Geology
- German
- History
- Latin American Area Studies
- Liberal Arts for the Human Services
- Management
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Social Science
- Sociology
- Spanish
- Speech Communication
- Theatre Arts

UMM students can also work closely with faculty and counselors to design their own interdisciplinary program, or choose from among one- to four-year liberal arts curricula that offer preparation for admission to a variety of professional schools. (See Professional Degrees in Other Colleges section in this catalog.)

Honors Program

The UMM Honors Program offers a distinctive opportunity for students to enhance their college experience. It encourages students to explore the world of ideas and creativity in a variety of ways that offer challenges and excitement. It is a combination of courses, activities, and individual projects that is flexible, allowing students to determine the ways in which they study and develop. Any interested UMM student may enroll in the program by filling out an application form, available from the Honors Office, 225 Community Services.

The Honors Program offers a selection of special courses that go beyond the scope of the regular curriculum. Typically, they are small classes and represent the special interests of the faculty who design them. Honors students have opportunities for extended and stimulating independent study. They also come together regularly at a variety of public or special events on and off campus. Successful completion of the Honors Program provides a UMM degree “with honors” as recognition of superior achievement in academic and cocurricular endeavor.

To graduate “with honors,” participants must complete one honors course annually, attend and respond to at least four honors activities per year of participation, successfully complete a senior honors project (which counts as an honors course), and earn A's for half of their UMM credits. The Honors Program is administered by a faculty director. A more detailed description of the Honors Program appears in the Academic Information section in this catalog.

University College at UMM

University College (UC) shares in UMM's liberal arts mission but is also linked to the University's Twin Cities campus. UC organizes and administers evening and summer session offerings, including a wide range of undergraduate and graduate, credit and noncredit courses. UC offers a master of education in elementary education and a master of liberal studies in conjunction with colleges on the University's Twin Cities campus. UC develops and sponsors conferences, institutes, and workshops; administers regional public service programs; coordinates interactive television programming and scheduling on the Morris campus; and provides academic advising and educational counseling for nontraditional students. UC serves as a liaison between the University and west central Minnesota communities by assisting with economic development initiatives, technology transfer, grant projects, and conducting research on the educational needs of communities, groups, and individuals in the area. UC also offers academic advising to regional adults (see the Regional Advising Service section in this catalog).

Facilities

The UMM campus is situated on rolling prairie along the Pomme de Terre River adjacent to the city of Morris. The attractive, tree-shaded campus, with its 26 buildings, is located around a pedestrian mall. The major buildings, including the Science and Math Complex, the Rodney A. Briggs Library, the Humanities Fine Arts Center, the Physical Education Center, the Student Center, the Food Service, and three of the residence halls, are modern in design and of relatively recent origin. They are blended with several older buildings of a gracious early twentieth-century style which recalls the campus' early history, first as an American Indian boarding school, then as the University's West Central School of Agriculture. All major instructional areas as well as most administrative space are accessible to persons with mobility limitations.

The Humanities Fine Arts Center received the prestigious First Design Award from *Progressive Architecture* magazine. It houses two theatres, a recital hall, a gallery, art studios,

music rehearsal rooms, two television studios, and a variety of special purpose classrooms.

The Physical Education Center houses three basketball courts in its main gymnasium. Seating capacity for games is 4,000. It also features a large multipurpose gymnasium and wrestling room, an exercise therapy and weight room, handball courts, and classrooms. It has a spacious natatorium consisting of an official Olympic-size eight-lane swimming pool and a separate diving tank.

The Rodney A. Briggs Library provides reading and study space for 600 students and contains over 180,000 volumes. Through excellent interlibrary loan arrangements, students can borrow books and receive photocopies from the entire University of Minnesota library system as well as from other libraries throughout the state and region. The library also serves as a depository for certain government documents and houses the West Central Minnesota Historical Research Center, the Writing Room, and the Academic Assistance Center.

UMM has laboratory facilities for psychology and a simulation laboratory for political science students as well as many laboratories for the natural sciences. Students also have access to the modern Computing Services center, which supplies support services for instructional, research, and administrative programs on campus.

The Student Center opened in 1992. Intended as the community center for students, faculty, staff, alumni, and guests, the center contains meeting rooms, a café, a major auditorium, lounges, recreation rooms, study space, a banquet and ballroom, student activities and student organization offices, and the campus radio station.

UMM is looking forward to the completion of a new science building and renovation of existing science facilities to give the campus a state-of-the-art science complex. The new 60,000-square-foot science building will be completed by fall of 2000. It will house new laboratories and computer classrooms to support the science and mathematics curriculum.

In addition, the campus and region are working together to build a new 40,000-square-foot Regional Fitness Center. The \$5 million facility should be completed by fall of 1999. It will include a walking/jogging track, low impact cardiovascular area, warm water pool/water slide, and multipurpose court areas.

Admissions

The Office of Admissions and Financial Aid is the primary source of information about the University for prospective students; it provides college catalogs, brochures, and other printed materials regarding all phases of the institution and its policies and programs. In addition, the office arranges personal visits with admissions counselors or with University faculty to discuss programs in which a student is interested. For more information about admissions and financial aid or to arrange a campus visit, call 1-800-992-8863. Persons with disabilities seeking accommodation during the admissions process may contact the disability services coordinator in Room 362, Rodney A. Briggs Library (320/589-6179).

Admission Requirements

Persons seeking admission to the University of Minnesota, Morris—on the basis of a high school diploma, by special examination, or through transfer from another college—should check the admission requirements detailed on the following pages.

Applicants may obtain an application form from their high school principal or counselor or by writing to the Office of Admissions and Financial Aid, University of Minnesota, Morris, Behmler Hall, 600 East 4th Street, Morris, MN 56267. Each application submitted must be accompanied by a nonrefundable fee of \$25 payable by check or money order to the University of Minnesota, Morris (please do not send cash through the mail).

Freshman Admission

Because of the nature of the curriculum, the standards of academic performance required, and the need to maintain the small size of the college, a selective admission policy is necessary. UMM currently admits 550 freshmen to its fall semester class, most of whom are in the top 25 percent of their high school class. The current student body represents 30 states and 15 foreign countries; large and small, public and private high schools; and a variety of social, economic, and cultural backgrounds. Success with high school preparatory courses, class rank, ACT test scores, educational objectives, extracurricular activities, and other relevant information are all taken into consideration in the admission decision.

Students may apply to the entering class under one of three admissions options: Decision I, II, or III. Applicants follow the same procedures, submit the same supporting materials, and are evaluated by the same criteria under each option. The options are offered to accommodate applicants who arrive at a final choice of college later than others. However, interested students are encouraged to apply early regardless of which decision option they choose.

Confirmation Deadline

All admitted applicants are required to confirm their acceptance with a \$100 nonrefundable confirmation fee due on or before the confirmation deadline for their chosen admission option. The confirmation fee reserves space in the class, and the date of receipt of a student's confirmation fee affects housing assignment and course registration. Students are encouraged to send their confirmation fees as soon as possible. Deadline extensions will be considered on an individual basis; however, confirmation fees must be received by May 1, the national candidate's reply date.

	Application Deadline	Notification Date	Confirmation Deadline
Decision I (early)	December 1	December 20	January 30
Decision II	February 1	February 15	March 15
Decision III	March 15	April 1	May 1
Transfer students	May 1	Upon receipt of final transcript	Within 14 days of notification

High School Preparation Requirements

UMM policy requires that students beginning as freshmen fall 1991 or later, or as transfer students fall 1993 or later, must have completed the following courses in high school.

1. *Four years of English*, with emphasis on writing, including instruction in reading and speaking skills and literary understanding and appreciation.
2. *Three years of mathematics*, including one year each of elementary algebra, geometry, and intermediate algebra. Students who plan to enter the natural sciences, health sciences, or quantitative social sciences should have additional preparation beyond intermediate algebra.
3. *Three years of science*, including one year of biological and one year of physical science.
4. *Two years of a single foreign language*. American Indian languages and American Sign Language may be used to fulfill this requirement.

5. *Two years of social studies*, including U.S. history.

Students are strongly urged to include visual and performing arts and computer skills courses in their college preparation program. For more information on specific courses that fulfill University requirements, contact the UMM Office of Admissions and Financial Aid.

Applicants with some deficiencies may be admitted if other factors in their applications warrant an exception, but if admitted, they will be required to make up any deficiencies within the first two years of enrollment.

ACT Test Scores

Freshmen must submit scores from the American College Testing (ACT) Assessment Program. As a basis for admission, applicants' ACT scores should clearly indicate strength in their aptitude and preparation. Applicants should complete the ACT Assessment during one of the national testing periods (preferably before January 1) and have their assessment report sent to UMM (code 2155). In certain instances in which the ACT is not readily available, scores from other aptitude tests will be accepted for admission. Nevertheless, the ACT Assessment, which provides the basic information used in the freshman advising program, must be taken before registering for classes.

Freshmen With College Credit

Advanced Placement—Entering freshmen may receive recognition for advanced scholastic achievement demonstrated on the Advanced Placement Examinations. Recognition and credits are granted for scores of 3 and above. Credits granted may be applied toward college degree requirements. Contact the UMM Office of Admissions and Financial Aid for more information on specific credits granted.

Former PSEO (Post-secondary Enrollment Options Act) Students—Students who have acquired college credits from regionally accredited institutions through Minnesota's Post-secondary Enrollment Options Act must provide the UMM Registrar's Office with an official transcript of courses taken at a college or university during their junior and/or senior year in high school. The registrar will prepare an official evaluation of all completed courses, and credit will be given for courses that provide a substantial amount of liberal arts content.

Special Admissions Status

Former UMM Students—UMM students who interrupt their enrollment for less than one year must be reenrolled through the Registrar's Office before they can register for classes. Those in good standing, who interrupt their enrollment for more than one year, need to be readmitted through the Office of Admissions and Financial Aid. Former Morris students will be considered for readmission on the basis of their past performance as space is available. Former Morris students in good standing, who interrupted their enrollment to transfer to another college, must meet the requirements for admission as transfer students listed elsewhere in this catalog.

Special Student—"Special Student" enrollment is reserved for students, whether part or full time, who are not degree candidates, who are admitted on a term-by-term basis, and who have access to courses if space is available. "Special Student" status is reserved for five categories of students: 1) adults taking courses of special interest; 2) probationary admissions who will later become regular degree candidates; 3) UMM faculty and staff; 4) PSEO high school students taking courses for enrichment; and 5) an occasional PSEO student who is carrying a full-time Morris freshman course load. "Special Student" admissions will be limited and will be based on an approved Learning Plan. Students should contact the Office of Admissions and Financial Aid directly for application materials.

Deferred Admission

Students choosing to delay their matriculation into UMM after being admitted may defer their admission. To seek deferred admission, students first complete all admissions procedures. Once admitted, they request deferred status; after deferment has been granted, the \$100 nonrefundable confirmation fee will reserve space for up to one year.

International Students

Citizens of other countries are encouraged to apply for admission to the University of Minnesota, Morris. They are evaluated on an individual basis, with consideration given to the academic record of each student in relation to the educational system of her or his native country. Applicants must show evidence of exceptional academic achievement and probability of success at Morris. Letters of reference from individuals under whom the applicant has studied and evidence of good health are required. The Test of English as a

Foreign Language (TOEFL) is also required of all students applying from outside the United States unless their native language is English. A minimum score of 550 is expected of Morris applicants. The TOEFL is offered worldwide at selected locations. Students who cannot locally obtain a TOEFL *Bulletin of Information for Candidates, International Edition*, and registration forms should write to the Test of English as a Foreign Language, Box 899, Princeton, NJ 08540, USA.

Senior Citizens

Minnesota residents age 62 years or older may be admitted to UMM classes, when space is available after tuition-paying students have been accommodated, at a minimal cost. Persons wishing to take a course without credit pay only materials or other special fees. Those seeking credit for a course pay \$6 per credit as well as materials or other special fees. Further information is available from the UMM Office of Admissions and Financial Aid.

Admission by Examination

An individual, whether a graduate of a Minnesota high school or not, may apply for admission by examination. In most instances, the examination is of an objective nature and measures general aptitude for college work rather than specific knowledge of a subject area. Inquiries about the examination procedure should be directed to the Office of Admissions and Financial Aid.

Reciprocity

The University of Minnesota, Morris has reciprocity agreements with Kansas, Michigan, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin, and Manitoba. A student who is a resident of any of these states or this province may qualify for reciprocity tuition rates, which are lower than nonresident tuition rates and, in some cases, comparable to resident rates. For more information, contact the Office of Admissions and Financial Aid, University of Minnesota, Morris, Behmler Hall, 600 East 4th Street, Morris, MN 56267 (320/589-6035 or 1-800-992-8863), or the Resident Classification and Reciprocity Office (612/625-6330).

The University of Minnesota campuses have a consortium agreement. The agreement allows students planning to earn their degree at the home campus to attend another University of Minnesota campus for one term within an academic year. Requests to enroll through the consortium agreement are approved for academic reasons supported by the student's

adviser or for extenuating circumstances such as a student needing to be close to a medical facility or in times of family crisis. Students register at the home campus; financial assistance is not interrupted. Fees vary according to rates at the instructional unit. Petition forms for attending another campus are available in the Registrar's Office.

Residents

Because the University is a state-supported institution, Minnesota residents pay lower tuition than nonresidents. To qualify for resident status, students must reside in Minnesota for at least one calendar year before the first day of class attendance. For more information, contact the Resident Classification and Reciprocity Office, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the Office of Admissions and Financial Aid on the Morris campus.

Nonresidents

Students who have had permanent homes in Minnesota for at least one calendar year are eligible to pay resident tuition rates; most other students must pay nonresident rates. Certain nonresident students may qualify for resident tuition rates (see p. 25). Completion of a year's stay in Minnesota does not by itself establish residence for University purposes. Persons who move to Minnesota and who are students may not be able to demonstrate that they qualify for residence here. Students from out of state who have established Minnesota residence must assume the burden of proving conclusively that they have been residents for the requisite time and that they have, in fact, established their permanent home in this state.

Students may lose their Minnesota residence, for University purposes, under certain circumstances. These may include employment outside of Minnesota or change of their parents' domicile to another state.

When a student's status warrants a change of classification—for either loss or establishment of residence—it is the student's responsibility to initiate action. Students who have any questions about their classification should apply to the Office of Admissions and Financial Aid for consideration of their status. Reclassification requests must be made in writing.

General Information

Planning to Transfer to Morris?

Minnesota's public colleges and universities are working together to make transfer easier. Students can help if they **PLAN AHEAD, ASK QUESTIONS**, and check into established transfer agreements.

Preparing for Transfer to UMM

Students currently enrolled in another college or university should

- discuss transfer plans with a UMM admissions counselor (320/589-6035 or 1-800-992-8863).
- call or visit UMM. Students should request the following materials:
 - college catalog
 - information on financial aid (how to apply and by what date)
 - transfer brochure
 - information on UMM admission criteria and materials required for admission (e.g., transcripts, test scores). Note that elementary education, secondary education, and management programs require special admission in addition to general UMM admission. In these instances, admission to UMM does not guarantee admission to the program. These special admission requirements are listed under the respective majors in the Division Structure and Course Descriptions section in this catalog.
- after reviewing these materials, make an appointment to talk with the transfer coordinator. Be sure to ask about course transfer and degree requirements.

Applying for Transfer Admission to UMM

- Application for admission is always the first step in transferring. Fill out the application as early as possible before the deadline (see admission deadlines under Confirmation Deadline above). Enclose the application fee. Priority will be given to those transfer students applying before May 1 for fall semester and by November 1 for spring semester. A \$100 confirmation fee is due within 14 days after notification of admission. Students with less than one year of college must meet the UMM admission requirements for freshmen. In general, transfer students with credits from an accredited college or university who have maintained at least a C+ average (2.50 cumulative GPA) in all credits attempted will be considered for admission.

- Request that official transcripts be sent from every previous institution attended, whether courses were completed satisfactorily or not. Provide a high school transcript or GED test scores as well.
- Check to be certain all the necessary paperwork is received by the UMM Office of Admissions and Financial Aid. The admissions decision cannot be made until all required documents are received.
- Students who have heard nothing from the Office of Admissions and Financial Aid after one month should call to check on the status of the application.
- After the student has applied for admission, the student's transcript will be evaluated for transfer credits. A transfer credit evaluation will indicate which courses transfer and which do not. An Academic Progress and Advising System (APAS) report showing how the courses meet specific degree requirements will be available when the student arrives for orientation and to register for classes.
- If the student has questions about the evaluation, the student may call the registrar. Many concerns can be cleared up if the student understands why decisions were made. If not satisfied, the student can appeal. See "Rights as a Transfer Student" below.

Understanding How Transfer of Credit Works

- UMM, as the receiving college, decides what credits transfer and whether those credits meet UMM degree requirements.
- As a general policy, UMM accepts transfer coursework from institutions that are regionally accredited and whose mission includes providing courses that are intended for transfer to baccalaureate programs. In addition, the transfer coursework must be comparable in nature, content, and level to courses offered by UMM and applicable to the bachelor of arts degree; "like" transfers to "like."
- In addition to coursework from the traditional liberal arts disciplines, UMM will accept for transfer courses in those specialized programs offered on the Morris campus—education, management, and business administration.

- To be acceptable for transfer, coursework must be college level, not remedial. Coursework is remedial if the majority of the content is found in the usual secondary school curriculum.
- To maintain consistency, UMM will accept transfer courses that are appropriate for application to the mission of a liberal arts college. Courses that are technical and applied will not transfer to UMM. Coursework in the generally accepted liberal arts disciplines (e.g., mathematics, philosophy, history, geology) is usually accepted.
- UMM does not accept transfer coursework from technical colleges, business colleges, and similar postsecondary schools. However, credit from these programs for knowledge acquired in liberal arts may be obtained by special examination. In lieu of regional accreditation, determination will be made that instruction is collegiate level and appropriate for UMM's liberal arts mission before credit will be awarded.
- When coursework is transferred, UMM accepts the validity of an accredited transfer institution's decisions regarding credit value, grades, content as described, and level of instruction of its courses, and transfers those courses accordingly.
- UMM accepts for transfer coursework with the grade of D or above, subject to the restrictions of UMM's own degree requirements. (See Grading Policy section in this catalog.)
- When grading systems are not compatible, credits are transferred with a grade symbol of "T" for transfer.
- UMM honors the transfer institution's decisions regarding exemptions, advanced placements, waivers of requirements, and awards of credit by examination such as AP and CLEP if the standards are similar to those used by UMM.
- The MINNESOTA TRANSFER CURRICULUM, an agreement for transferring general education requirements as a package from colleges within MNSCU and the University of Minnesota systems of higher education, will be honored for students who have fully completed that curriculum before transfer to UMM. The Minnesota Transfer Curriculum will replace most of UMM's general education requirements within the baccalaureate degree for transfer students. The UMM degree requirements that will remain for transfer students who have completed the Minnesota Transfer Curriculum are
 - foreign language, one year at the college level;
 - a total of 60 liberal education credits outside the discipline of the student's major, including applicable transfer credits;
 - major or area of concentration;
 - 30 credits in residence;
 - 2.00 cumulative GPA;
 - 120 minimum credits for the degree.
- Application of courses to UMM general education requirements for students who are transferring to UMM from a participating college or university but who have not fully completed the Minnesota Transfer Curriculum will be done on a course-by-course basis. In general, the designation of courses from the previous college's version of the Minnesota Transfer Curriculum can be used as a guide.
- If the student changes the career goal or major, it might not be possible to complete all degree requirements within the 120 minimum total credits required for graduation.

Rights as a Transfer Student

A transfer student is entitled to

- a fair credit review and an explanation of why credits were or were not accepted;
- a formal appeals process. Appeals steps are 1) transfer students provide supplemental information to the registrar—a syllabus, course description, or reading list; 2) the registrar may ask a department(s) to review supplemental materials; 3) the student will receive an updated APAS showing the outcome of the appeal; and 4) if the student is dissatisfied with the outcome, the student can make a further appeal to the Scholastic Committee.

Understanding UMM Degree Requirements for Transfer Students

- Not everything that transfers will help the student graduate. UMM's bachelor of arts degree program requires coursework in several categories: general education, major/minor courses with their prerequisites, and electives. The key question is, "Will the student's credits fulfill requirements of the degree or program chosen?"

For help with transfer questions or problems, see the UMM campus transfer coordinator in the Advising Office.

Transfer Within the University

A student who wishes to change from one college, school, or campus of the University of Minnesota to UMM must meet the UMM requirements for admission. Students may complete the Minnesota Transfer Curriculum prior to transfer. Students who have partially completed the Minnesota Transfer Curriculum must meet the UMM requirements for completion of the bachelor of arts degree.

- Transfer applicants from other colleges within the University to UMM who have maintained at least a C+ average (2.50 GPA) will be considered for admission.
- Students with less than a year of college must meet the admission requirements for freshmen and should have at least a C+ average (2.50 GPA) in their college coursework as well.
- Application for transfer within the University of Minnesota should be made at the Registrar's Office on the campus where the student is currently enrolled or was last registered. The "Change of College" form serves as the application for admission.
- Students should apply as early as possible before their expected date of transfer.

Registration

Registration and up-to-date registration publications and information are available on the Registrar's Office web site: <<http://www.mrs.umn.edu/services/registrar>>.

New Students

Designated registration periods are held during the summer for entering first-year students and transfer students who plan to enroll fall semester. Faculty advisers assist new students with academic planning and course selection.

New Student Orientation

UMM offers a comprehensive new student orientation program, which provides information on UMM's educational opportunities, services, and resources. Returning students help new students find their niche in campus life. New Student Orientation is held just before the beginning of the academic year. Students entering UMM spring semester take part in orientation activities held the first day of the semester.

Students in Attendance

Registration for students in attendance occurs toward the end of the previous term. Registration instructions and materials are issued from the Registrar's Office.

Annual Planning—Long-range academic planning between students and their advisers occurs in the spring, preceding fall registration. Annual Planning provides an opportunity for significant discussion of the breadth and quality of students' liberal education; career objectives, interests, and plans; and technical details of degree requirements. Students who will be freshmen or sophomores in the fall plan their next year; those who will be juniors plan their two remaining years. For students with fewer than 105 semester credits, notification of the adviser's approval of the Annual Plan is required in the Registrar's Office before students may register for fall semester.

Leave of Absence (LOA)

Students at Morris are encouraged to request a leave of absence if they plan to leave school for more than two semesters. Forms are available in the Registrar's Office. Students whose leave is approved, and who return at the agreed upon time, do not need to apply for readmission when they return.

At the time the leave is requested, students can find out whether they will be allowed to complete old or new program requirements upon their return. If the leave of absence is for more than two academic years (i.e., four semesters), the student may need to follow new program requirements.

Re-enrollment

Students at Morris who have not been granted a leave of absence and who do not register for two consecutive semesters (in day school or University College, but excluding summer session) will be placed on inactive status. Following one semester of nonregistration, a student will be sent information regarding both the meaning of inactive status and the leave of absence option. Students placed on inactive status will need to contact the Office of Admissions and Financial Aid for approval to regain active status before registering for another term.

Students in good academic standing who have interrupted their academic work for no more than one calendar year will be allowed to re-enroll.

Withholding Permission to Register

UMM reserves the right to deny students permission to register for a subsequent term or to withhold the release of grades, transcripts, or diplomas if students have not complied with academic or disciplinary regulations or financial obligations to the University. Normally, holds on registrations or records are filed by the Business Office, the Briggs Library, the Office of Admissions and Financial Aid, or the Office of the Chancellor. A student who believes that the policy of withholding transcripts, grade reports, diplomas, or permission to register has been unjustly applied in a particular case may appeal directly to the Office of the Chancellor for a resolution.

Change in Registration

Cancel/Add procedures are printed in the *UMM Class Schedule*. Cancel/Add Request forms are available in the Registrar's Office. After the first week of the semester, faculty signatures are required for all course additions. Scholastic Committee approval is required for changes in grading systems and for course additions after the end of the second week of the semester. However, because of the individualized arrangement, Directed Study courses may be added at any time during the semester without Scholastic Committee approval. Procedures for Directed Study are printed on the back of the forms available in the division offices. For more information, see the Directed Study and Internships section in this catalog.

Withdrawals

The withdrawal policy is found in the *UMM Class Schedule*. Students should note carefully the cancel/add period in which withdrawal removes a course from the transcript, the period following cancel/add in which withdrawal will place a W on the transcript, and the date after which students may no longer withdraw from classes unless there are documented extenuating circumstances.

Withdrawal from classes may also affect grants-in-aid, loans, and scholarships. Students who receive any type of financial assistance should check with the financial aid staff before withdrawing from a class.

Canceling Out of College

Students who choose to discontinue their enrollment after registering for classes must process a complete cancellation from college. The deadline for cancellation is the same as the deadline for single course withdrawal. Cancellation after the deadline requires special

approval for documented extenuating circumstances. See the *UMM Class Schedule* for cancellation deadlines.

Students obtain a Cancellation of Enrollment form at Student Counseling, 231 Behmler Hall. Cancellation processing includes a visit with financial aid staff. Final clearance for cancellation is in the Registrar's Office. Until an official notice of cancellation is received in the Registrar's Office, spaces in the classes are reserved, and tuition and fees charges continue to accrue regardless of nonattendance.

Refunds of Credits

In response to the federal Higher Education Amendments of 1992, the University of Minnesota has established a refund policy that follows the federal regulations with flexibility to serve both day school and University College students. Students attending the University for the first time will have a nine-week refund period during their first term of attendance. There is an eight-week refund period for continuing students.

Fall semester, which begins on Monday, will end week one on Saturday. Spring semester, which begins on Tuesday, will end week one on Monday of the following week. This will allow University College students whose first course meeting is Monday of week two in spring semester at least one day of class before a penalty for cancellation is imposed.

Students are entitled to a full or partial refund or credit of tuition, student services fees, and special course fees as follows (intersession and summer session refund schedules will appear in subsequent publications).

Fall Semester Refund Schedule

First term of enrollment at the University of Minnesota:

100% through Saturday of week 1
90% through Saturday of week 2
80% through Saturday of week 4
70% through Saturday of week 5
60% through Saturday of week 7
50% through Saturday of week 8
40% through Saturday of week 9

After first term of enrollment at the University of Minnesota:

100% through Saturday of week 1
90% through Saturday of week 2
50% through Saturday of week 4
25% through Saturday of week 8

Spring Semester Refund Schedule

First term of enrollment at the University of Minnesota:

100% through Tuesday of week 1
90% through Monday of week 2
80% through Monday of week 4

General Information

70% through Monday of week 5
 60% through Monday of week 7
 50% through Monday of week 8
 40% through Monday of week 9

After first term of enrollment at the University of Minnesota:

100% through Tuesday of week 1
 90% through Monday of week 2
 50% through Monday of week 4
 25% through Monday of week 8

The Office of Admissions and Financial Aid, the Business Office, and the Registrar's Office work together to verify the date of cancellation. Any aid that has been received by the student will be recovered first, as required by the aid programs involved. The Business Office cashier will either process a refund to or collect the balance from the student depending upon remaining funds and outstanding obligations to the University. Refund examples are available upon request by contacting the Office of Admissions and Financial Aid.

Students participating in approved study abroad or student teaching, internships, or other individual projects at remote off-campus locations may be granted a waiver of the student services fees (with the exception of nonrefundable fees) for the period of their absence from the campus. Students should contact the registrar for further information on student services fee waivers. Prorated room and board rebates are also available in many cases. See the *Residential Life Handbook* for details.

Access to Student Educational Records

In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's signed release. (Exceptions under the law include state and federal educational and financial aid institutions.) The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, electronic (e-mail) address, telephone number, dates of enrollment and enrollment status (full-time, part-time, not enrolled, withdrawn and date of withdrawal), college and class, major, adviser, academic awards, honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information. To do so, they must complete a form in the Registrar's Office.

Students are notified annually of their right to review their educational records. The regents' policy, including a directory of student records, is available for review at the Chancellor's

Office on the Morris campus. Inquiries may be directed to the administrator of the unit responsible for maintaining the records in question or to the Vice Chancellor for Student Affairs, 309 Behmler Hall.

Expenses

All UMM fees, deposits, and refund policies are subject to change without notice. Current information may be obtained from the UMM Registrar's Office.

Estimated Cost of Attendance

Per Year—The approximate yearly cost of attendance for a Minnesota or reciprocity state resident living on campus is currently \$9,844. This amount includes tuition and fees, room and board, and an estimate for textbooks and supplies. Not included are personal expenses such as clothing, travel, and recreation, which are best estimated by the individual student. Nonresident tuition rates are higher than the rates for residents. (Reciprocity tuition rates vary from state to state.)

Per Semester—A breakdown of expenses per semester for a typical student in 1999-2000 follows:

	Resident	Nonresident
Tuition (15 to 20 credits)	\$2,370	\$4,740
Room and board (19 meals/week)	\$1,967	\$1,967
Student services fees	\$238	\$238
Textbooks and supplies	\$350	\$350
Total	\$4,925	\$7,295

Tuition Fees

Semester rates for students taking 15 to 20 credits:

Resident	\$2,370
Nonresident	\$4,740

Per-credit-hour tuition for students taking fewer than 15 or more than 20 credits per semester:

Resident	\$158 per cr
Nonresident	\$316 per cr

Student Services Fees

Activities Fee—A fee of \$76.50 per semester is charged to all students registered for 6 or more credits. Those registered for fewer than 6 credits may elect to pay the fee to participate in the activities, events, and services it funds, which include cultural and social events sponsored by student organizations and other UMM units.

Athletic Fee—A fee of \$15 per semester is charged to all students registered for 6 or more credits.

Health Service Fee—A fee of \$52.50 per semester is charged to all students registered for 6 or more credits. Those registered for fewer than 6 credits may elect to pay the fee in order to have access to the Health Service, which provides limited outpatient care. (Students must have adequate health insurance coverage to supplement this care.)

Student Center Fee—A nonrefundable fee of \$39.00 per semester is charged to all students: \$25.50—debt service for the new facility (built in 1992), \$7.50—services and operating expenses, \$6.00—facility repair and improvement.

Technology Fee—A fee of \$52.50 per semester is charged to all students registered for 6 or more credits. This fee helps fund technological enhancements on campus which will be of direct benefit to students and their educational programs.

Special Course Fee

(Charged in addition to tuition):

Music Lesson Fee—A fee of \$170 per credit is charged to students registered in Individual Performance Studies (Mus 1200 through 1219) and Class Piano (Mus 1044). Music majors at advanced performance levels (those enrolled in Mus 3200 through 3219, after passing the jury examination) are entitled to a waiver of this fee. (Note: Applied music instructors are not expected to make up sessions for unexcused student absences from scheduled lessons.)

Supplemental Fees

Application Fee—A nonrefundable fee of \$25 must be submitted with an application for admission to UMM.

Admissions Confirmation Fee—A fee of \$100 is necessary for students to show their intent to enroll at UMM.

Credit by Examination Fee—A fee of \$30 per examination is charged to students seeking credit for acquired knowledge that they believe is comparable to that required to complete a specific course offered at UMM.

Health Insurance Fee (optional except for noncitizens)—Health insurance coverage is available to students through a UMM group plan. Annual coverage cost is \$404. Students from foreign countries are required to purchase the UMM group health insurance or seek a waiver based on proof of equivalent coverage.

Identification Card Replacement Fee—A fee of \$10 is charged to replace a UMM ID card. The fee applies to students who have been registered UMM students within the past two years and have changed their names or lost or damaged their cards.

Locker Fee (optional)—A fee of \$10 per year is charged for use of a locker and towel service in the Physical Education Center. The lock deposit of \$3 is refundable at the time the lock is returned—see below.

MPIRG Fee (optional)—The Minnesota Public Interest Research Group (MPIRG) is a nonprofit, nonpartisan, student-run organization funded by an optional student fee of \$4 per semester. A statewide advocacy group, MPIRG provides students the opportunity to speak out on public issues and work for social change. Students may, at the time of registration, elect not to be billed for this fee or may recover it during a refund period scheduled each semester by local representatives.

Parking Fee (optional)—A fee of \$60 per academic year is charged for a permit to park in campus lots.

Placement Service Fee (optional)—A fee of \$40 is charged for use of the college placement service in seeking employment.

Testing Service Fees—Students are assessed administration and scoring costs for national testing services. The Test Center is located in the Student Counseling office.

Transcript Fees—Unofficial transcripts are available at no cost to currently registered students for advising purposes. Official chronological transcripts are issued for a fee to currently enrolled students and alumni for off-campus use. Transcripts are processed in two to three working days. Same-day and fax service are also available at a higher rate. For current prices, students should call the Registrar's Office (320/589-6027). For overnight delivery, students must provide the express mailer prepaid and completely addressed.

SLC Fee (optional)—A fee of \$2.72 per semester is charged to students, by Regents' authority, to support the Student Legislative Coalition. SLC lobbies to express student views on University quality, affordability, and accessibility. Students may, at the time of registration, elect not to be billed for this fee.

Deposits

Housing Deposit—A \$200 nonrefundable deposit must be paid by all newly admitted UMM students seeking on-campus housing.

Key Return Deposit—A \$10 refundable deposit is charged for each key issued for an outside door of, or a room in, a campus building to ensure its return.

Lock Deposit—A \$3 refundable deposit is charged for the loan of a combination lock for use on a campus locker (see above).

Payments

Students must pay tuition, student services fees, special course fees, room and board, and other financial obligations by the due date shown on the billing statement. It is the student's obligation to pay bills on time in order to avoid late fees.

Installment Option Fee

An installment payment fee of \$10 is charged to students who wish to pay the above fees in two installments instead of all at once. The election is made at the cashier windows on or before the due date shown on the billing statement, at which time the first installment also is payable. The second installment is payable no later than the end of the sixth week of classes.

Late Payment Fees

For those paying the above fees in full, a late payment fee of \$25 is charged if they are not paid by the due date shown on the billing statement, another \$15 is charged if they are not paid by the due date on the second billing statement, and another \$15 is charged if they are not paid by the end of the semester. For those paying in installments, a late payment fee of \$15 is charged if the second installment is not paid by the due date on the second billing statement and another \$15 is charged if the installment is not paid by the end of the semester.

Financial Aid

The goal of the UMM financial aid program is to enable all qualified students to attend UMM regardless of their available financial resources. The program is designed to provide financial assistance to as many students as possible in an equitable and consistent manner. Typically, more than 90 percent of the UMM student body receives some type of financial aid in the form of scholarships, grants, student employment, and loans.

Eligibility

The primary tool that the University uses to determine student eligibility for financial aid is the Free Application for Federal Student Aid (FAFSA). This system analyzes the financial resources of students and their families in a standardized manner.

The amount of aid that a student is eligible to receive is based on financial need. Financial need is determined by subtracting what the federal government determines a student and his or her parents can afford to pay from the actual cost of attending UMM. Items normally calculated in the cost of attending college include tuition, fees, room and board, books, supplies, personal living expenses, and transportation.

The family's share of the college expenses comes from the student's and the parents' income, assets, and other outside resources.

UMM uses information from the FAFSA only as a guide. Individual attention is given to the special circumstances of each student's financial situation. Once this situation is evaluated, the UMM Office of Admissions and Financial Aid will award scholarships, grants, loan funds, or student employment to meet the student's demonstrated need.

Application Procedures

Students who want to be considered for all types of financial aid should complete the following:

1. An application for admission to the University of Minnesota, Morris.
2. The Free Application for Federal Student Aid (FAFSA). Submit the FAFSA and indicate University of Minnesota, Morris, federal school code number 002389. (Note: Completion of the FAFSA requires student and parent federal tax return information.)

To receive priority consideration for financial aid, complete the FAFSA by April 1. Any FAFSA received by UMM after the deadline will be considered as funds are available. Financial aid is awarded on a continuous basis throughout the school year.

Renewal

Financial aid is renewable each year as long as academic progress requirements are met and the student's financial circumstances continue to justify need. A student must reapply for financial aid annually by completing the Free Application for Federal Student Aid (FAFSA) or the renewal application. As a student's

financial situation changes, the aid award is adjusted accordingly. For complete details of the academic progress requirements, see the Academic Progress Requirements section in this catalog.

Primary Types of Aid

Scholarships and Grants

National Merit Scholarship Program—Finalists in the National Merit Scholarship Program are eligible for a four-year full-tuition scholarship. These students must be admitted to UMM and indicate UMM as their first-choice school to the National Merit Corporation. Funding for the full-tuition scholarship comes from National Merit and UMM and is renewable. No separate application is needed; however, documentation and verification of finalist status may be required.

Commended scholars named by National Merit are eligible for a \$1,000 scholarship per year for four years. These awards are limited, and priority will be given to those first confirming their enrollment at UMM.

Presidential Scholarship—The University of Minnesota, Morris participates in the Presidential Scholarship Program. Recipients are selected according to criteria based on academic performance, evidence of leadership, and potential for scholastic achievement and contribution to the University community. The Presidential Scholarship of \$2,000 per year is renewable.

President's Outstanding Minority Scholarship—The University of Minnesota, Morris participates in the President's Outstanding Minority Scholarship program. Recipients are selected from minority student applicants who are high school seniors, have superior academic records and college aptitude test scores, and demonstrate qualities of leadership and creativity. This program provides awards ranging from \$1,000 to \$3,000 per year, renewable each year for a maximum of four years.

UMM Freshman Academic Scholarship—UMM has an Academic Scholarship Program for freshmen in the upper 10 percent of their high school graduating class. The following scholarships are awarded based on resident tuition.

- A one-half tuition scholarship (equal to one-half the annual cost of resident tuition) is awarded to all recent graduates in the top 5 percent of their high school class (95-99 percentile).

- A one-fourth tuition scholarship (equal to one-fourth the annual cost of resident tuition) is awarded to all recent graduates in the top 10 percent of their high school class (90-94 percentile).

Transfer Academic Scholarships—These scholarships are available to those transferring to UMM with at least one year's worth of credits from another accredited institution. Transfer students with a cumulative Grade Point Average (GPA) of at least 3.75 qualify for a one-half tuition scholarship, and those with a GPA of at least 3.50 qualify for a one-fourth tuition scholarship. These scholarships can be used during the student's first year at UMM and are based on resident tuition.

Josephine L. Merriam Scholarship—This scholarship is awarded to outstanding male high school graduates for use during their freshman year at the University of Minnesota.

William W. Stout Scholarship—This scholarship is awarded to outstanding female high school graduates for use during their freshman year at the University of Minnesota.

Federal Supplemental Educational Opportunity Grant (SEOG)—The Federal Supplemental Educational Opportunity Grant is restricted to undergraduate students who demonstrate financial need. This grant ranges from \$100 to \$4,000 based on financial need, enrollment status, the availability of funds, and the amount of other aid the student is receiving.

Federal Pell Grant—This grant is awarded to students who are pursuing a first undergraduate degree. The amount of the Federal Pell Grant is based on financial need. The actual Federal Pell Grant Award will depend on the cost of education, the amount of federal funds available, and the student's enrollment status during the academic year.

Minnesota State Grant—The Minnesota Higher Education Services Office (MHESO) offers this grant to Minnesota resident students attending an eligible Minnesota institution. Minnesota State Grant is restricted to undergraduate students who demonstrate financial need. State grant eligibility is limited to full-time enrollment for eight semesters or the equivalent.

University Scholarship—Scholarships from University funds are awarded to students who demonstrate financial need as determined by Office of Admissions and Financial Aid criteria.

General Information

Endowed Scholarship—There are a number of endowed scholarships available as a result of gifts from alumni and friends of the University. Income from these funds is awarded to students meeting the specific requirements of the scholarships. See Special Scholarship Programs below.

Loan Programs

Federal Perkins Loan—The Federal Perkins Loan carries an interest rate of 5 percent. The actual amount of the loan is determined by financial need, the availability of loan funds, the amount of other aid, and the school's financial aid awarding criteria. Full-time students may borrow a maximum of \$4,000 per year not to exceed \$20,000 for undergraduate study. Disbursements are made in halves.

Repayment of the Federal Perkins Loan begins nine months after the student graduates, withdraws, or ceases to be enrolled at least half time. No interest accrues on the loan while the student is enrolled.

Ford Federal Direct Subsidized Loan—This low-interest loan is available from the government to students who demonstrate financial need.

If eligible, students may borrow as indicated below.

Credits completed	Maximum amount per year
44 or less	\$ 2,625
45 through 89	3,500
90 or more	5,500

Undergraduates may borrow a total of \$23,000. The government deducts a 4 percent origination fee from each disbursement. Disbursements are made in halves.

The interest rate is variable, not to exceed 8.25 percent. The federal government pays interest on the loan for students until the start of the repayment period. Payment begins six months after students leave school or cease to be enrolled at least half time.

Ford Federal Direct Unsubsidized Loan—This low-interest loan is available from the government to students who do not demonstrate financial need. Students are charged interest on this loan but can defer the interest while enrolled at least half time. If students decide to defer the in-school interest, the accrued interest is capitalized and added to the loan principal when students begin repayment.

The combined total amount of Ford Federal Direct Subsidized Loan and Ford Federal Direct Unsubsidized Loan cannot exceed the following.

Credits completed	Maximum amount per year
44 or less	\$ 2,625
45 through 89	3,500
90 or more	5,500

Dependent undergraduate students may borrow a total of \$23,000. Independent undergraduate students may borrow \$46,000 (only \$23,000 of this amount may be in subsidized loans).

The government deducts a 4 percent origination fee from each disbursement. Disbursements are made in halves.

The interest rate is variable, not to exceed 8.25 percent. Payment begins six months after students leave school or cease to be enrolled at least half time.

Student Educational Loan Fund (SELF)—The SELF loan is a Minnesota program that help students who are not eligible for Ford Federal Direct Subsidized Loans, need to borrow more than existing programs allow, and have limited access to other financial aid programs. The Minnesota Higher Education Services Office (MHESO) is the program's lender.

Students may borrow as indicated below.

Credits completed	Maximum amount per year
89 or less	\$ 4,500
90 or more	6,000

Undergraduates may borrow a total of \$25,000. Disbursements are made in halves.

To qualify, every student who applies for a SELF loan must have a credit-worthy cosigner.

The SELF loan interest rate varies each semester for the life of the loan. The SELF loan is always in repayment. There is no grace period or payment deferment. SELF program applications are available in the Office of Admissions and Financial Aid.

Ford Federal Direct Parent Loans for Students (PLUS)—This loan is for parents of dependent undergraduates. Parents may borrow up to the cost of attendance minus other financial aid. The loan is applied to the student's tuition, fees, room, board, and other school charges. If any money remains, the parents or the student receive the balance.

The government deducts 4 percent origination fee from each disbursement. The interest rate is variable, not to exceed 9 percent. Disbursements are made in halves.

Repayment begins within 60 days of receiving the check. Interest, however, begins accruing upon disbursement.

Student Employment

There are three types of student employment: federal work-study, state work-study, and institutional employment. Eligibility requirements differ for each; however, students must be registered for a minimum of 6 credits per academic term to remain eligible for student employment.

Employment is awarded by the Office of Admissions and Financial Aid and may be part of students' financial aid award. A list of eligible students, along with their skills and majors, is given to departments and offices on campus.

Every UMM department and office employs students; however, positions are limited. Students should contact campus departments and offices during spring semester to arrange employment for the following academic year. Some off-campus positions provide students the opportunity to perform community service work.

Once students have secured a job, a Work-Study Eligibility and Employment Contract must be completed. Before beginning work, students must complete a set of payroll documents in the Office of Admissions and

Financial Aid. A driver's license and Social Security card are necessary for completing these documents in a timely manner.

When payroll documents and the employment contract are completed, student employment checks will be received on a bi-weekly basis, as time sheets are submitted. Student employment checks are given directly to students for use as needed for educational expenses. Students are allowed to work more than one job, if they so desire; however, they are limited to a maximum of 20 hours per pay period.

For more information, refer to the *Student Employment Policy and Rules* book available in the Office of Admissions and Financial Aid.

Internships

Minority Mentorship Program—This program benefits full-time minority students who have completed 25 to 90 credits and offers the experience of working one-on-one with UMM faculty. Contact the Minority Student Program Office for more information.

Morris Administrative Internships—This program benefits full-time juniors and offers the experience of working one-on-one with UMM faculty, professional academic staff, and civil service staff. Contact the Office of the Vice Chancellor for Academic Affairs and Dean for more information.



Morris Academic Partners—This program benefits full-time juniors and offers the experience of working one-on-one with UMM faculty. Contact the Office of the Vice Chancellor for Academic Affairs and Dean for more information.

Special Scholarship Programs

Recipients of the following scholarships are chosen by the Office of Admissions and Financial Aid in consultation with specific academic disciplines based on the special criteria established by the donor(s). No application is required for these scholarships. Recipients are notified directly by the Office of Admissions and Financial Aid.

Beta Sigma Psi/Chi Phi Scholarship—Established by alumni of two former UMM fraternities. The Beta Sigma Psi fraternity was on campus from 1968 to 1985; the Chi Phi fraternity from 1985 to 1990. Both groups were Christian based and involved in a number of community and campus volunteer activities. Based on financial need and academic merit, the scholarship is awarded to male freshmen.

Bridgford Orvis Scholarship—Established by Betty Bridgford Orvis and her husband, Robert Orvis, in memory of Betty's father, Roy Bridgford. Roy was an instructor in agronomy and soils at the West Central School of Agriculture from 1918 to 1956. Based on financial need and academic merit, it is preferably awarded to a student with a background in agriculture.

Vern Brown Scholarship—Established to recognize Vern Brown's 32 years of service at UMM in its Business Services area. Candidates must be majoring in management and/or economics with preference given to those with financial need and coming from a farm background.

Community First Scholarship—Established in 1995 by the Community First Bank Contributions Committee. The scholarship is awarded annually to a student within the bank's service area who demonstrates financial need.

Herb Croom Scholarship—The UMM Alumni Association endowed this scholarship in honor of the late Herbert G. Croom. Awarded annually to a freshman based on academic merit and financial need. Eligible students are direct descendants of UMM or West Central School of Agriculture (WCSA) alumni.

Ethel M. Curry Scholarship—Awarded to at least one-fourth Native American, full-time freshmen. Preference is given to Minnesota residents. This scholarship is renewable for four years based on good academic standing. See the Academic Progress Requirements section in this catalog.

Brion Dalager Memorial Scholarship—Awarded annually to students who have demonstrated outstanding ability in the UMM Concert Band. Established by the family and friends of Brion Dalager, former UMM music student.

Lynette M. Eystad Memorial Scholarship—Lynette Eystad was employed at UMM from January 1989 through November 1994. This scholarship was established by her husband Dan and their four children. The scholarship is awarded annually to a returning student majoring in management or economics. Preference is given to women and to Hancock or Morris Area High School graduates.

First Federal Savings Bank Scholarship—Established in 1993 by the bank's board of directors. It is awarded to a student from the bank's service area—Morris, Breckenridge, or Benson—on the basis of financial need and academic merit. The scholarship may be renewed.

Russel M. Fischer Scholarship—Awarded annually to an upper division student who is a resident of South Dakota and participates in UMM extracurricular activities that provide leadership skills. Russel Fischer joined the UMM Chancellor's Advisory Council in 1995.

Linda Freeman Scholarship—Linda Freeman established this scholarship to assist an upper division, nontraditional student majoring in English. It is based on financial need. Freeman graduated from UMM while raising her two daughters, working full time, and serving in a number of civic organizations.

Joseph P. Gandrud Endowed Scholarship—Established by Robert and Nancy Gandrud in honor of Robert's father Joseph, a longtime Glenwood area farmer. This scholarship is awarded annually to a student who has graduated from the Minnewaska Area High School and demonstrates financial need.

Clayton A. Gay Memorial Scholarship—Established in memory of Clayton A. Gay, a Morris attorney who helped establish UMM as a four-year liberal arts campus. It is given on the basis of financial need to freshmen who reside in Stevens County.

Gertrude Gaffney Hanlon Memorial Scholarship—Established in 1993, this scholarship provides assistance to UMM students with financial need. Funds are provided from the estate of Dorothy Hanlon, daughter of Gertrude Gaffney. Dorothy Hanlon was a teacher and administrator with the Bureau of Indian Affairs for many years.

Hansen Memorial Scholarship—Established by the children of Daisy Regis Hansen and Harry A. Hansen. Daisy was a UMM faculty member who taught stringed instrument technique and, for a time, served as concert mistress of the UMM Orchestra. Harry worked as custodian in the Morris public schools. The scholarship is presented to a student majoring in music or music education on the basis of academic merit, including outstanding musical performance.

John Q. Imholte Scholarship—Established in 1990 on the occasion of Jack Imholte's stepping down after 21 years as UMM chancellor. It is awarded to upper division students who have completed 90 credits of coursework and demonstrated outstanding academic ability.

Helen and Carl Iverson Memorial Scholarship—Carl Iverson was a state senator and helped establish the state college system, UMM, and the University of Minnesota College of Veterinary Medicine. He and his wife, Helen, established scholarships for students from Otter Tail and Grant Counties.

Dorothybelle and Edward Kaufman Appleton Scholarship—Recipients of this scholarship, established by Dorothybelle and Edward Kaufman of Appleton, MN, must have a permanent home residence within the boundaries of School District #784 and have completed a minimum of 75 credits at UMM with a GPA of at least 3.50. They must complete a degree at UMM on a full-time basis.

Mary Jo Kwako Scholarship—Established in honor of the late Mary Jo Kwako, former UMM student (1965-68), by family and friends. The scholarship is awarded to UMM students who have demonstrated academic merit and financial need.

LaFave Scholarship—Awarded to women 20 years of age or older who are admissible degree candidates and have been out of high school for at least two years. The scholarship is donated by Edward and Patricia LaFave, longtime Morris residents who helped establish UMM.

Estelle Lee Scholarship—From the estate of Estelle Lundring Lee, a longtime Morris resident and UMM friend. The scholarship is awarded to those planning to teach in elementary, secondary, or higher education.

Theodore S. and Tone H. Long Scholarship—Ted Long taught English at the West Central School of Agriculture from 1925 to 1960 and at UMM from 1960 to 1969. His wife, Tone, taught home economics at the agriculture school from 1927 to 1937. The scholarship is awarded on the basis of merit and motivation.

Dian and Andy Lopez Scholarship—Established in 1994 by Dian and Andy Lopez, UMM computer science faculty, this scholarship is awarded to women or American minority computer science majors. Recipients must be third-year students with a GPA of at least 3.00.

Carol and Roger McCannon Scholarships—The McCannon Nontraditional Scholarship is awarded to a student 24 years of age or older and attending UMM or taking courses at UMM through University College (Continuing Education). The McCannon Student Athlete Scholarship is awarded to a student in good academic standing who intends to be or is a UMM intercollegiate athlete and demonstrates a commitment to community service. Roger McCannon has been the director of University College (Continuing Education) at UMM since 1975. Carol McCannon is currently the student activities program adviser and Campus Compact coordinator.

McCree/Kaufman Scholarships—Established by Dorothybelle and Edward Kaufman of Appleton, MN, in memory of their parents. The A. Amos McCree scholarship is given to a student majoring in mathematics or computer science, the Alice Mills McCree scholarship to a student majoring in theatre arts, the Andrew Kaufman scholarship to a student majoring in the natural sciences, and the Kate McCoy Kaufman scholarship to a student majoring in elementary education. Students must have demonstrated academic excellence and potential in the field.

Matthew Mehr Scholarship—Established by Clear With Computers, Inc. in memory of Matthew Mehr. This scholarship is awarded annually to students pursuing a career in physical therapy or occupational therapy.

Minnegasco Scholarship—Given by Minnegasco, an area gas and electric business, to an outstanding minority student of U.S. citizenship majoring in computer science or pre-engineering.

Morrison Scholarships—Given by Edward and Helen Jane Morrison of Morris, who helped establish UMM, in memory of Ed's parents. J. C. Morrison was owner-publisher of the *Morris Sun* and *Morris Tribune* from 1898 to 1954. The Edna Murphy Morrison Scholarship

General Information

is awarded to outstanding music majors. The J. C. Morrison Scholarship is given to English majors. Both are awarded on the basis of academic merit.

Otter Tail Power Company Scholarship—Awarded to a needy and deserving freshman student. Otter Tail Power has been an important part of the Morris community for many years and a longtime supporter of UMM.

Bill Stewart Minority Student Scholarship—Established to honor Bill Stewart, longtime director of UMM's Minority Student Program, and reaffirm UMM's commitment to diversity. This scholarship is awarded to financially needy minority students who are planning to major in math or one of the sciences and intending to pursue a graduate degree.

Mark C. Sticha Scholarship—Mark Sticha is a 1975 graduate of UMM and established this scholarship in honor of his parents, Miles and Laverne Sticha. The scholarship goes to a freshman from Todd County who is from a working farm family.

Ted Uehling Scholarship—Established to honor Ted Uehling, former professor of philosophy at UMM. This scholarship is to be awarded to African American students majoring in philosophy.

UMM Alumni Association Scholarship—Gifts from the UMM Alumni Association make this scholarship possible. It is designated for first-year students and intended to support UMM's Freshman Academic Scholarship program.

University Association-Lucy Imholte Scholarship—Presented to full-time sophomores from the Morris area who have demonstrated scholastic achievement during their freshman year at UMM. Lucy Imholte, former president of the University Association, has been active in a number of Morris community organizations.

Alice Weickert Memorial Scholarship—This scholarship is awarded to UMM students demonstrating need and academic achievement. Alice Weickert was a longtime Morris elementary school principal.

Leroy Welfare Scholarship—Established by his granddaughter Judy Blair, a UMM alumna. This scholarship is awarded annually to a political science major.

Carrie Wickstrom Scholarship—Awarded annually to students seeking teaching licensure in elementary education and based on financial need.

Seventh District Minnesota Federation of Women's Club Scholarship—Awarded to deserving students based on financial need.

Other State and Federal Programs

Robert C. Byrd Honors Scholarship—This federal program provides renewable scholarships of \$1,500 for the first year of postsecondary education to high school seniors who have demonstrated outstanding academic achievement. Students can apply through their high school and should contact their principal or counselor for the application. For more information, contact the Minnesota Department of Education, Office of State and Federal Programs (651/282-5088 or 651/296-2181).

Division of Rehabilitation Services Grant (DRS)—Educational benefits are available to students with a disability that is considered a handicap to employment. The amount received is based on individual needs and program requirements. Contact the local DRS Office or the Minnesota State Office (651/296-5616) to apply for these benefits.

Minnesota Indian Scholarship and Tribal (BIA) Scholarship—These scholarships are awarded to students who show membership in a state or federally recognized American Indian tribe. To receive funding from the Minnesota Indian Scholarship Program (MISP), a student needs to have at least one-fourth blood quantum and be a Minnesota resident. The scholarship is based on financial need.

Students enrolled with a state or federally recognized tribe are encouraged to apply for BIA funds by directly contacting the BIA Higher Education Program. The amount awarded is based on financial need and availability of funds. Students are encouraged to apply with their tribe as early as possible before beginning their enrollment.

Students receive an official notification of an award from the Minnesota Indian and/or Tribal Scholarship Program and the Office of Admissions and Financial Aid.

Special Eligibility Programs

Students With Disabilities—In addition to the usual financial aid, students with disabilities may be eligible for other types of aid.

- Blind students may be eligible for additional assistance available through the Minnesota State Services for the Blind, 2200 University Avenue West, Suite 240, St. Paul, MN 55114 (651/642-0500).

- The Survivors' and Dependents' Educational Assistance Program provides assistance and training opportunities to eligible dependents of certain veterans. Contact the Department of Veterans Affairs, Regional Office and Insurance Center, Bishop Henry Whipple Federal Building, 1 Federal Drive, Fort Snelling, St. Paul, MN 55111 (1-800-827-1000, TDD 1-800-829-4833).

Financial aid for other students with disabilities may be available through the Minnesota Division of Rehabilitation Services. For more information, contact the DRS Liaison Office, 390 North Robert Street, St. Paul, MN 55101 (651/296-5616), or a local DRS office.

American Indian Tuition Waiver—In recognition of the Morris campus's history as an Indian Boarding School in the 1800s, the Minnesota legislature mandated that American Indians attending Morris are not required to pay tuition. To be eligible for the tuition waiver, students must show membership in a state or federally recognized American Indian tribe or provide other documentation or certification of American Indian ancestry/heritage. Applicants are not required to be residents of Minnesota. For more information, contact the Office of Admissions and Financial Aid, 105 Behmler Hall, 600 East 4th Street, Morris, MN 56267-2199.

Nonresident Students—Nonresident students in the top 25 percent of their high school graduating class and nonresident transfer students with at least one year of transferable credits and a GPA of 3.00 or greater qualify for Minnesota resident tuition rates.

Tuition Reciprocity—Tuition reciprocity allows residents of other states that have agreements with Minnesota to pay in-state tuition rates. Students from South Dakota, North Dakota, and Manitoba qualify for the Minnesota in-state tuition rate. Students from Wisconsin pay their comparable state rate.

Midwest Student Exchange Program—The Midwest Student Exchange Program is an agreement with Kansas, Michigan, Missouri, and Nebraska. Students from these states pay 150 percent of the Minnesota resident tuition.

Minority Encouragement Program—This academic support program for St. Paul, Minnesota, school students enables more minority students to complete four-year college degrees. Each year, students with potential are selected by the St. Paul Public School District to participate in this program. UMM covers the cost of tuition, fees, and course books once students have been admitted to UMM as full-time students. Financial assistance is available until the student graduates or for a maximum of five years.

Disadvantaged Students—Nonresident students who demonstrate a very high level of financial need and no means of family support for college expenses may be considered for resident tuition. Requests for such consideration should be made in writing to the Office of Admissions and Financial Aid, 105 Behmler Hall, 600 East Fourth Street, Morris, MN 56267-2199.

Veterans' Education Benefits—UMM is approved by the Minnesota State Approving Agency to participate in all Veterans' Education Assistance Programs. These programs include benefits for those who have served on active duty and their eligible dependents, as well as members of the Reserve and National Guard.

Student Services and Opportunities



At UMM, students will find a wide range of activities and services that can enhance their education and enrich their personal experience. They will be part of a learning community that is continually changing and growing. UMM is a friendly campus where students will come to know many fellow students and staff members on a first-name basis. Each person is not just another student, but an individual responsible for making his or her own decisions and using the many resources of the campus to make the most of her or his education.

Listed below are descriptions of many of the student services and extracurricular opportunities available at UMM. Described here are some of the services offered by professional staff, ranging from financial aid to the college Health Service, as well as the varied social, educational, and recreational programs of the college. Opportunities range from work on the campus newspaper or student radio station to participation in more than 85 student clubs and organizations concerned with a variety of interests from theatre to international affairs. A complete program is available—for men and women, teams and individuals—of intercollegiate athletics and intramural sports and recreation. Each of these services and activities is provided to enhance the college experience.

Briggs Library

The Rodney A. Briggs Library and its reference staff provide a full range of library services to support UMM academic programs. Its collection includes more than 180,000 volumes and more than 900 journal subscriptions. The library is also a partial federal and state documents depository, providing access to census and other statistical and governmental information. It maintains a quality collection of children's books and teaching preparation materials in support of students majoring in education. It also has a computerized catalog and circulation system that can be searched from terminals in the library and at various locations around campus. The library's Web page is a gateway to a variety of free and fee-based Internet resources.

The library is open over 90 hours a week during the academic year. It provides individual carrels, group study rooms, and an "absolute quiet" study area.

In addition to materials and services available on campus, Briggs Library is linked through the Internet to the University of Minnesota, Twin Cities campus libraries and other libraries in Minnesota and the world. The library's interlibrary loan service has a 97 percent success rate for obtaining materials from other libraries, so UMM students can do academic work that would not otherwise be possible on a campus this size.

Media Services

Media Services supports the instructional, research, and outreach mission of the UMM campus by providing a wide range of instructional media services. It maintains a pool of instructional equipment, including laptop computers and data projectors, that is available for instructional and institutional use. All general-purpose classrooms are equipped with an overhead projector and screen, and many rooms are equipped with videotape players and television monitors. Select classrooms are equipped with data/video projection systems.

Media production services include video and audio production, photography, slide production, multimedia, and digital graphics. Workshops are provided to the campus community on the use of computer graphics software, including PowerPoint, PhotoShop, digital imaging, and World Wide Web page design. Television studios and associated video production equipment are available for curricular and extracurricular activities. Media Services maintains four interactive television sites, which provide ITV service through two networks: 1) all-University and 2) statewide to all higher education institutions.

As well as producing classroom materials for faculty, Media Services helps students when their coursework calls for the use of media, equipment, or the production of instructional materials.

Computing Services

Computing Services supports all UMM instructional, research, and administrative programs. It provides central host computers, a network running Novell NetWare, and many attached Macintosh and Windows microcomputers. Seven public access user areas are available: the Student Center 24-hour study area, the third floor of the library, the basement of Camden Hall, the basement of the Office of

Student Services and Opportunities

Residential Life (ORL), and two locations in the basement of Behmler Hall. The lab in 10 Behmler Hall is staffed during all hours of operation. The labs in the Student Center, ORL, and 39 Behmler Hall are open 24 hours per day, seven days per week during the academic year. Use of all UMM Computing Services' computers is restricted to noncommercial and nonprofit activities.

Training on many of the available software packages is offered through hands-on tutorials, informational handouts, and noncredit workshops. Schedules of upcoming free workshops are posted on the bulletin board outside 10 Behmler Hall and are published in the UMM Computing Services newsletter as well as the *Weekly Bulletin*.

Access to all computing facilities is free to students, faculty, and staff. World Wide Web browsers, electronic mail, word processing, statistical packages, graphics, spreadsheets, databases, and compilers are all available. Students retain their system accounts until they leave UMM. UMM has its own World Wide Web server at <<http://www.mrs.umn.edu>>.

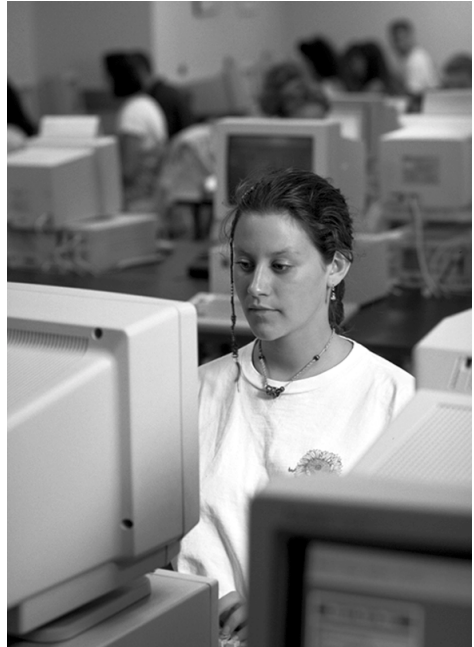
UMM is connected to the Internet. The Internet domain name for the UMM campus is *mrs.umn.edu*. UMM users can communicate with any other computer on the Internet. The electronic library system, Student Access System, and central services are all accessible from ResNet network connections in every UMM residence hall room.

Computing Services is also available on the World Wide Web (see the UMM World Wide Web directory in this catalog).

Registrar's Office

Staff members in the Registrar's Office are available to help students with questions and problems concerning academic records. Assistance is available on a walk-in basis, by appointment, or by telephone. The Registrar's Office is located in 212 Behmler Hall (320/589-6030).

The Registrar's Office integrates the Morris campus academic record-keeping system, the transcript system, and student self registration through the World Wide Web or Student Access. Students may also come to the Registrar's Office, where staff will register for them on the all-University PeopleSoft computing system. The office manages registration procedures, controls the permanent records for day school students, and monitors



The Hasselmo Language Teaching Center is a valuable resource for foreign language students.

fulfillment of general education, degree, and honors requirements.

Other services available to students include provision of Academic Progress and Advising System (APAS) reports, transcripts of academic records, certification of full-time attendance for loan deferments and scholarships, processing of graduation applications, and certification of eligibility for good-student discounts on auto insurance.

Student Counseling

Students face more than just academic challenge while attending UMM. Many of them face their passage into adulthood. Student Counseling at Morris helps students through this passage on intellectual, physical, spiritual, emotional, occupational, and social levels. Counseling staff help students become aware of potential problems, pitfalls, and opportunities during this exciting, challenging, and often difficult transition in life.

Students are offered short-term, individual, personal, or undecided major/career counseling. Many students use this service to share feelings and concerns or to discuss problems in a

comfortable and confidential setting. All students are entitled to this service free of charge.

Student Counseling is committed to working closely with student leaders. In an advisory capacity, the counseling staff supports the resident advisers, the Third Ear Program, and Peer Health Educators. The Third Ear Program is a student organization that serves as a referral and information service and provides programming and peer support on emotional issues and concerns. Peer Health Educators is a select group of volunteer students who provide information and programs to students on primarily physical health and wellness issues. Both groups work in the Wellness Center on the ground floor of Gay Hall, next to the Health Service.

Student Counseling is UMM's testing center for institutional placement exams (mathematics and foreign language), exams for credit (CLEP), and national undergraduate and graduate school admission or licensing exams (ACT, GRE, MCAT, MAT, DAT, PCAT, OCAT, VCAT, LSAT, GMAT, PPST). Questions regarding test registration and procedures can be answered by the staff.

Student Counseling staff also serve as a confidential resource for students who feel victimized by sexual, racial, or transgender harassment. When students believe they have been harassed, they can speak to staff in a completely confidential and safe environment.

The Career Center

The Career Center offers a variety of career planning, field experience education, and job placement services. These services are available to both current students and alumni who need assistance in establishing career planning and job search strategies.

Career planning activities offer the opportunity to evaluate skills, values, and interests that affect career decision making. The process of career planning may include personal counseling, exploration of current information in the Career Library, occupational testing, and participation in life/work planning and career outreach groups.

Field experience education at UMM is offered through an internship program. Internships provide the opportunity to earn credit for study and work in one's chosen field. UMM has established internships in business, counseling, public relations, television and radio production, social work, public

administration, computer programming, education, scientific research, and many other fields.

Placement services assist students and alumni in seeking employment or admission to graduate or professional schools. These services include publishing job vacancies in education, government, business, and industry; establishing and maintaining credentials for graduates and alumni who register with the office; arranging on- and off-campus interviews between employers and registrants; collecting and maintaining current information about salary and employment trends; and offering assistance with résumé and letter writing, job search, and interviewing techniques.

Minority Student Program

The Minority Student Program (MSP) was instituted as a response to the educational and socioeconomic problems fostered by racism and prejudice in our society. The MSP works in cooperation with other UMM student personnel services and academic offices to provide individual responses to the special needs of minority students. Services include academic, personal, and financial advising to enhance successful academic progress and full participation in campus life.

MSP encourages minority students to participate in the many activities of the college and the community so others may broaden their understanding of the multicultural society around them.

Commission on Women, Women's Resource Center, and Women of Color

UMM is the home of various organizations that promote the growth and development of women faculty, staff, and students. The Commission on Women (CW) is an all-University organization of women faculty and staff created in 1988 by the University's *Minnesota Plan II* as part of a system-wide initiative to improve the working and learning environments for women at the University. Under the leadership of a

coordinator, the UMM Commission on Women Advisory Board sponsors campus events that promote discussion of issues of interest to women. The UMM Commission on Women and the Women's Resource Center share an office in the lower level of the Student Center (Room 28) (320/589-6419).

The Women's Resource Center (WRC) is a campus organization for all students who support women's rights and equality. The WRC is also an educational center with books and periodicals available to the public.

Women of Color is a campus organization that promotes understanding of the experiences of women of color while helping to develop the diverse strengths and cultural values of these women. For more information, contact the Office of Student Activities, Student Center (320/589-6080).

Gay, Lesbian, Bisexual, Transgender, and Allied Resources

Two UMM organizations address issues concerning gay, lesbian, bisexual, and transgender (GLBT) people—the Queer Issues Committee and E-Quality.

The Queer Issues Committee, a subcommittee of the Student Services Committee, is composed of staff, faculty, and students who identify with or support the GLBT community. This committee sponsors the annual "Hearing All the Voices" week, coordinates the Safe Haven Program, and works to create a supportive campus environment.

E-Quality is a student organization that also identifies with and supports the GLBT community. Through social events, educational programs, and political activism, E-Quality promotes understanding to end stereotyping. E-Quality members coordinate the Gay, Lesbian, Bisexual, Transgender, and Allied Resource Center which is located in the Windflower Room on the lower level of the Student Center (320/589-6091). The center contains many publications relevant to GLBT issues, including videotapes, pamphlets, books, current newspapers, and national magazines. The center is staffed by UMM students, faculty, and staff dedicated to creating and maintaining a safe,

confidential space for open dialogue and learning about issues of diverse sexuality. The center is open to the public.

Health Service

The Health Service functions as an outpatient clinic providing services similar to those of a family physician. The Health Service is located in Clayton A. Gay Hall.

All regularly enrolled students who pay the health service fee may use the Health Service. The following clinical services are free of charge: outpatient treatment of injuries and illnesses, immunizations, medications, and certain laboratory work. All Health Service records are confidential. Students should report emergencies and illnesses requiring a physician's care directly to the Health Service. When the Health Service is closed, students may use the Stevens Community Memorial Hospital emergency room.

Because the health service fee does not pay for medical or surgical inpatient services at a hospital, all students should have insurance to cover these services. Student health insurance is offered through the Health Service. Applications are sent with registration materials. (See Health Insurance Fee under Supplemental Fees.)

Students With Disabilities

Because UMM is a small, student-centered college, it is a suitable choice for students with disabilities. Students with disabilities receive personal attention and are accommodated on an individualized basis.

UMM's Disability Services office is located in 362 Briggs Library. Disability Services provides support for students with physical, mental, and/or cognitive disabilities. The disability services coordinator works with students to ensure that they receive appropriate accommodations and learn self-advocacy skills to protect their rights.

Students with disabilities are accommodated through a variety of means such as alternate print formats, alternate testing, note-takers, building orientation, classroom relocation, priority registration, sign language interpreters, and taped lectures and books. A strong peer

tutoring program, under the direction of the Academic Assistance Center, offers additional academic support.

The UMM campus is a mixture of old and new structures, and several of the older buildings on campus are only partially accessible. All teaching facilities and the library, student center, administration building, and food service building are accessible and have elevators. Students requiring wheelchair access to inaccessible buildings are served by faculty and staff at alternate locations. There is accessible living space in both conventional residence halls and campus apartments.

Students with disabilities are responsible for requesting accommodation far enough in advance for accommodations to be made. Persons with disabilities seeking assistance or information should contact Disability Services in 362 Briggs Library (320/589-6178 V/TDD; e-mail angfa@caa.mrs.umn.edu).

Residential Life

Living on campus at UMM means being part of a very special community. Residence hall living gives students a unique opportunity to meet new friends and interact with a variety of people. Living on campus means being close to classes and facilities and encourages involvement in college activities. All residence hall rooms have direct UMM network access—one connection for each resident. This is an added attraction for students who own computers.

Variety makes living on campus attractive. UMM has five residence halls, ranging from a small, traditional setting like Blakely Hall to a large, contemporary setting like Independence Hall. Apartment living is also available in furnished, two-bedroom units designed for four students. Residential life at UMM includes the following options.

Blakely Hall is one of the original residence halls at UMM. Offering the only fireplace in a campus residence hall and a home-like atmosphere, Blakely Hall accommodates about 70 students. It is coeducational by alternate floors and has open visitation.

Clayton A. Gay Hall accommodates 235 students with 35 students living on each floor. There are two separate lounge areas and kitchenette-utility rooms on every floor. Gay Hall is coeducational by wing, floor, or alternating rooms and has open visitation.

Independence Hall accommodates 250 students in double rooms, with 20-30 students living in each wing. There are kitchenette-utility areas on each floor. Independence Hall is coeducational by either alternating rooms or wings and has open visitation.

Pine Hall, known for its unique location of privacy in a secluded area near the Humanities Fine Arts Center, houses 85 students. A kitchen and game room are located on the ground floor. All floors have an open guest policy and are coeducational by alternating floors.

Spooner Hall is a traditional-style residence hall. Designed to accommodate 90 students, it features large rooms and a comfortable atmosphere distinguished by the Inner Lounge, which is noted for its charm and warmth. Spooner Hall is coeducational by alternate floors and has open visitation.

The apartment complex at UMM offers facilities for 284 students. The four-person apartments have wall-to-wall carpeting, two double bedrooms, a kitchen-living room, and a private bath. They provide the privacy of off-campus living arrangements with the convenience of being on campus.

Students living in the residence halls may choose to have single rooms, if space is available, at a slightly higher rate than that for double rooms. The residence halls are served by a central Food Service facility that is within easy walking distance. The apartments have cooking facilities in each unit.

For more information about on-campus housing, write to the Office of Residential Life (ORL) at Office of Residential Life, University of Minnesota, Morris, Morris, MN 56267-2134 (or by e-mail at housing@mrs.umn.edu). ORL also has a section on the UMM World Wide Web site at <http://www.mrs.umn.edu/services/reslife/>.

Student Center

The Student Center opened in 1992 and serves as a community center for UMM students, faculty, staff, alumni, and guests. The Student Center includes three primary gathering places: the Turtle Mountain Cafe, a popular location for lunch, studying, socializing, and meetings; Oyate Hall, a large multipurpose room with a fireplace lounge and panoramic view of the mall; and Edson Auditorium, home to many campus performances and events. In addition, the Student Center provides a campus

information center, lounge and study space (including a 24-hour student lounge and computer lab), offices and meeting places for student activities and organizations, outdoor recreation and international travel services, and recreation areas including a TV lounge, game room, and vending area.

The facility is a center for cocurricular activity on the campus. The activities, events, and functions that take place in the Student Center—club meetings, dances, comedy performances, conferences and rallies, issue forums and spontaneous debate, world-class performances and lectures—enrich student life and are an integral part of the UMM experience.

Student Activities

The Office of Student Activities coordinates and supports UMM's extracurricular social, educational, cultural, and recreational programs. It provides professional assistance to student organizations and is perhaps the single best source of information and technical expertise for individuals or groups of students who would like to get something done, see something happen on campus, or simply become involved. Through participating in student organizations, UMM students develop leadership and organizational skills, meet new people, make a difference on campus, and have fun.

Student Organizations

UMM has more than 85 student organizations, clubs, committees, and special interest groups. These organizations provide opportunities for involvement in the academic, social, cultural, religious, and recreational activities of the campus, as well as in local, national, and international issues. During new student orientation, UMM sponsors an Activity Fair that serves as a showcase for the many student organizations. The Activity Fair provides new students with an opportunity to meet students active in a particular organization and learn about the group's activities and events, gain an understanding of each organization's purposes and goals, and join the organizations that match their interests.

UMM student organizations include the Art Club, Asian Student Association, Big Friend/Little Friend, Black Student Union, Campus Activities Council, Concert Choir, Chronicle Alternative, Circle of Nations Indian Association, Dance Ensemble, E-Quality, Fencing Club, Imani, International Student Association, Inter-Varsity Christian Fellowship, Jazz Ensembles, KUMM student radio, Meiningens, Minnesota Public Interest Research Group (MPIRG), Morris Campus Student Association, Nontraditional Student Association, Orchestral Society, Outdoor Club, Peer Health Educators, Psychology Club, Saddle Club, Soccer Club, United Latinos, *University Register* (student newspaper), and Women's Resource Center.

Morris Campus Student Association

The Morris Campus Student Association (MCSA) exists to represent the interests of students on the Morris campus of the University of Minnesota. The central policy-making body of UMM, the Campus Assembly, consists of faculty, staff, and elected student representatives. These students, along with other elected or appointed student representatives, form the student government, the MCSA Forum. The Forum provides nearly all of the recommendations for student membership on campus committees. It is the major source for expressing student opinion and initiating legislative action to promote and protect student interests. Freshmen can become involved in the MCSA through the First-Year Council, an organization that provides information, social activity, and involvement in student government.

Campus Activities Council

The Campus Activities Council (CAC) is the major activities and events planning organization on the UMM campus. Through funds provided by the Activities Fee, CAC offers a wide variety of cultural, social, recreational, and educational programs. CAC events range from professional music, theatre, and dance performances to an annual lecture series, free weekly films, stand-up comedy, live

music, and community-building picnics and activities. Each year CAC works to “bring the world to UMM.”

Involvement in CAC may range from simply attending and enjoying a variety of events to becoming an active member of any of the five student committees: Concert and Variety Entertainment (CAVE), Performing Arts, Homecoming and Traditions, Films, and Convocations (lectures). Each committee selects, organizes, and promotes events in its specific program area. Committees also work with other campus organizations to present unique special events.

Campus Activities Programming

In addition to the activities presented by the Campus Activities Council, a variety of other options for cultural enrichment and entertainment are available. A large number of student organizations and residence hall groups organize events and programs of their own. The UMM bands, choirs, and theatre also present outstanding performances.

Several week-long themes are addressed through a variety of program activities on campus each year. Early in the fall, *Homecoming* activities include a pepfest, a parade, the traditional football game, a homecoming dance, and more. The UMM Women’s Resource Center addresses women’s issues and recognizes women’s accomplishments during *Women’s Week*. *Black History Month* and *Cultural Heritage Week* focus campus attention on the issues, accomplishments, culture, history, and art of U.S. ethnic minorities.

Fine Arts Programs

The Campus Activities Council Performing Arts Series sponsors several performances by artists of national and international stature each year. The seven-event series of dance, music, and theatre includes the annual spring Jazz Festival featuring professional guest artists and jazz at its finest.

The UMM art faculty arrange regular exhibits in the Art Gallery during the year. These exhibits include original works of artists from many periods and mediums, as well as displays of paintings, drawings, and sculptures by UMM students and faculty.

University theatre students and faculty produce classical and contemporary plays each semester during the academic year. In addition, the Meiningens, a student group dedicated to providing theatre experience for its members, offers dramatic productions.

Concerts are scheduled throughout the year by the UMM Concert Band, Orchestral Society, University Choir, Concert Choir, Jazz Choir, and Jazz Ensembles. Student and faculty recitals, vocal and instrumental, are scheduled frequently for student and community enjoyment.

Frequently changed displays of rare books are exhibited in the library. Included are general and specialized exhibits of books ranging from the medieval period to modern times.

Campus Media

KUMM—the U-90 Alternative (89.7FM) and *The University Register* provide the campus community with campus news, information, student opinions, and entertainment. KUMM broadcasts alternative radio seven days a week, 24 hours a day during the academic year. The student newspaper, *The University Register*, is published weekly throughout the academic year and is available in campus news boxes or online. KUMM and *The University Register* are student run organizations staffed by hundreds of dedicated volunteers.

Religious Organizations

Religious student organizations offer fellowship, service, and religious activities for UMM students. The Inter-Varsity Christian Fellowship, the Fellowship of Christian Athletes, Morris Community Church Campus Ministries, Free Church Campus Ministries, and Positive Spirituality provide an opportunity to meet together in study, prayer, and fellowship. The Catholic and Lutheran Campus Ministries provide off-campus fellowship and worship at their respective centers and offer a diversity of events throughout the year.

Sports and Recreation

Recreational activities and organized sports are important features of life at UMM. Since their inception, the intercollegiate and intramural athletic programs have attempted to contribute to the individual participant's general education. Through these athletic and recreational experiences, the student has the opportunity to improve her or his level of personal fitness. The wellness and sport science staff is dedicated to helping the individual participant realize this goal.

UMM is a member of the Northern Sun Intercollegiate Conference (NSIC). On the men's varsity level, the UMM Cougars compete in seven sports within the NSIC, including football, basketball, wrestling, baseball, golf, tennis, and track and field. UMM is also a member of the National Collegiate Athletic Association (NCAA).

In women's varsity athletics, UMM competes within the NSIC in volleyball, basketball, track and field, softball, tennis, golf, cross-country, and soccer. In addition, there is a U.S.A. wrestling program for women.

The men's intramural program, under the supervision of the athletic director and student directors, features a wide variety of activities. Seasons of competition are scheduled in flag football, basketball, volleyball, and slow pitch softball.

The women's intramural program, under the supervision of the athletic director and student directors, provides a diversified activity program. Seasons of competition are scheduled in basketball and volleyball.

Coeducational recreational activities are also a vital part of the UMM program. Coeducational football, volleyball, slow pitch softball, and basketball are ongoing events. A number of sports clubs have been organized as a result of student-faculty interest. Fencing, karate, and saddle clubs have many enthusiastic members.

A wide variety of leisure-time recreational opportunities are available to all students. There are pool and table tennis facilities in the residence halls. Swimmers and divers spend many hours in the regulation NCAA/AAU pool and separate diving tank. All students and faculty are encouraged to use these facilities whenever possible.

Finally, for the outdoor enthusiast, there are excellent recreational facilities for fishing, hunting, boating, and skiing within a few miles of the Morris campus. An outdoor recreation club is active on the campus.

Alumni Association

The UMM Alumni Association offers students opportunities for networking with alumni across the United States and around the world. Alumni often are willing to assist students in locating internships and jobs as well as offer advice about the "real world." An annual Alumni Career Fair brings alumni to campus for a day spent discussing educational and career development. The Minority Student Program Alumni Association, operating within the overall UMM Alumni Association, extends the alumni network specifically to students of color.

Each term, all UMM students receive the publication *Profile*, which is produced by the UMM Office of University Relations in cooperation with the Office of Alumni Relations.

Students can visit the Office of Alumni Relations on the World Wide Web (see the UMM World Wide Web directory in this catalog).



Grading Policy

1. This policy became effective fall quarter 1997 for the Crookston, Morris, and Twin Cities campuses, replacing all previous grading policies. It may not be applied retroactively to any grades or symbols awarded before that time.
2. The above campuses have two grading systems, A-B-C-D-F (with pluses and minuses) and S-N. Students may receive grades only from the grading system under which they have registered for a course.

In addition, there are registration symbols that do not carry grade points or credit.
3. Instructors must clearly define for a class, at one of its earliest meetings, the performance necessary to earn each grade or symbol. The amount and quality of work required for an S may not be less than that required for a C-.
4. No student may receive a bachelor's degree unless at least 75 percent of the degree-qualifying residence credits carry grades of A, B, C, or D (with or without pluses or minuses). Each campus, college, and department may choose not to accept academic work receiving a D (with or without a plus).

Each campus, college, and department determines to what extent and under what conditions each grading system is used, may specify what courses or proportion of courses must be on one system or the other, and may limit a course to either system.
5. When both grading systems are available, students must choose one when registering for a course. The choice may not be changed after the end of the second week of classes (the first week in summer terms).
6. The University's official transcript, the chronological record of the student's enrollment and academic performance, is released by the University only at the student's request or in accord with state or federal statutes; mailed copies have the University's official seal printed on them. Students may obtain an unofficial transcript, at their request, except when they have a transcript hold on their record.
7. The University calculates for each student, both at the end of each grading period and cumulatively, a grade point average (GPA), the ratio of grade points earned divided by the number of credits earned with grades of

A-F (including pluses and minuses). Both the periodic and cumulative GPA appear on each student's record.

8. When a student is allowed to repeat a course, all grades for the course appear on the transcript, the course credits may not be counted more than once toward degree and program requirements, and only the last enrollment for the course counts in the student's GPA.
9. Students may petition the college scholastic committee or other appropriate body about this policy.
10. The following grades (with grade points as indicated) and symbols are used on transcripts.

A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.67	
B+	3.33	
B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements.
B-	2.67	
C+	2.33	
C	2.00	Represents achievement that meets the course requirements in every respect.
C-	1.67	
D+	1.33	
D	1.00	Represents achievement that is worthy of credit even though it falls fully to meet the course requirements.
S		Represents achievement that is satisfactory (equivalent to a C- or higher). The S does not carry grade points and is not included in GPA calculations, but the credits count toward the student's degree program if allowed by the department.
F or N		Represents failure or no credit and indicates that coursework was completed but at an achievement level unworthy of credit, or was not completed and there was no agreement between the instructor and student that the student would be awarded an I. Academic dishonesty is grounds for an F or N for the course. The F carries 0.00 grade points and is included in GPA calculations; the N does not carry grade points and is not included in GPA calculations.
I		Incomplete, a temporary grade that indicates coursework has not been completed.

The instructor assigns an I when, due to *extraordinary* circumstances, the student was prevented from completing coursework on time. An I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements during the next year.

For undergraduates and adult special students, work to make up an I must be submitted within one year of the last day of final examinations of the term in which the I was given; if not submitted by that time, the I will automatically change to an F (if A-F registration) or N (if S-N registration).

The instructor is expected to turn in the new symbol within four weeks of the date work is submitted.

When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or N, it may be converted to any other symbol by petition of the instructor (or department if the instructor is unavailable).

- K Indicates the course is still in progress and a grade cannot be assigned at the present time.
- T Transfer, a prefix to the original grade that indicates credits transferred from another institution or from one University college or campus to another.
- V Visitor, indicates registration as an auditor or visitor; does not carry credit or grade points.
- W Withdrawal, indicates a student has officially withdrawn from a course. If a student withdraws from a course during the first two weeks of classes, that course registration is not recorded on the student's transcript. The W is recorded if the student withdraws from the course during the third through sixth week of class (second or third week of summer terms). Withdrawal in the seventh or later week of classes (fourth or later in summer terms) requires college approval and will be granted solely for extenuating nonacademic reasons.
 Each student may, once during his or her undergraduate enrollment, withdraw from a course without college approval, and receive a W, at any time up to and including the last day of class for that course.
- X Indicates a student may continue in a sequence course in which a grade cannot be determined until the full sequence of courses is completed. The instructor submits a grade for each X when the student completes the sequence.

students for all off-campus use and to alumni. Current prices are available by calling the Registrar's Office at 320/589-6027. *Regular Service* transcripts are the most economical, but students should allow up to a week for processing. *Same Day Service* is available for urgent requests. For *Overnight Delivery*, students must provide the express mailer prepaid and completely addressed. Fax service is available if students provide a credit card number. Requests by mail should include payment, the student's full name, UMM ID number, dates of enrollment, the complete address to which the transcript should be sent, and the student's signature. Transcripts will not be issued without the student's *signed* authorization. Students must have met all financial obligations to the University before official transcripts can be released for any purpose.

Student Access to Records

Students have password access to their personal information. One password accesses information at the following sources:

- *Registrar's Office World Wide Web Site*
- *Student Access System*: registration queue times, holds, registration approvals, section status, registration system.
- *World Wide Web Registration*: user-friendly, with the above services and more.
- *Morris Student Line (320/589-6490)*: registration queue times, holds, and registration approvals.

For more information, see the Registrar's Office World Wide Web site and the *UMM Class Schedule*.

Classes, Schedules, and Final Examinations

Mandatory Attendance at First Class Session—Students must attend the first class meeting of every course in which they are registered, unless they obtain approval from the instructor for an intended absence before the first class meeting; without such prior approval, a student may lose his or her place in the class to another student.

Academic Transcript—The transcript is the record of the student's enrollment and academic performance. The University of Minnesota campuses share a student records computing system, which includes transcript information from all of the University of Minnesota campuses the student has attended during her or his undergraduate program. Coursework is displayed in a manner consistent with the all-University transcript and grading policies as well as with the unique policies of the college of registration. Transcript and grading policies for the University of Minnesota are detailed on the back of each official transcript. Courses *in progress* are shown with no grades indicated.

In compliance with the federal Family Educational Rights and Privacy Act, transcript requests must contain the student's signature. Grades cannot be given to the student by telephone. Transcript requests can be submitted in person, by mail, or by fax to the Registrar's Office, University of Minnesota, Morris, Morris, MN 56267 (fax: 320/589-6025). "Official transcripts" are those issued to any second party. A second party is anyone other than the student (or alumnus) requesting the transcript. Unofficial transcripts are available at no cost to currently registered students. Official transcripts are issued to currently enrolled

If a student wishes to remain in a course from which he or she has been absent the first day without prior approval, the instructor should be contacted as soon as possible. In this circumstance, instructors have the right to deny access to the class if other students have been enrolled and the course is full. Instructors are encouraged, however, to take into account extenuating circumstances (e.g., weather) which may have prevented a student from attending the first class session. Absence from the first class session that falls during a recognized religious holiday (e.g., Rosh Hashanah) does not require instructor approval, but the instructor must receive prior notification of the absence and the reason; in this instance, the place for the student will be retained.

Students must *officially* cancel any course for which they have enrolled and subsequently been denied admission.

Class Attendance—In addition to officially sanctioned excuses, an instructor may excuse a student for any reason the instructor deems acceptable. Instructors have the responsibility of informing their classes of attendance policies.

Students should not be penalized for absences due to unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to, verified illness; participation in group activities sponsored by the University, including athletic events; serious family emergencies; subpoenas; jury duty; military service; and religious observances. It is the responsibility of the student to notify faculty of such circumstances as far in advance as possible and to obtain an official excuse.

At UMM, official excuses, which faculty are obligated to honor, are available from either the Health Service, in the case of verifiable illness, or the Vice Chancellor for Student Affairs Office, in the case of a personal and family emergency or when the student is performing a function in the interest of the University. In these cases students remain responsible for making up the work that they have missed and faculty are responsible for making a reasonable effort to assist students in completing work covered during excused absences.

Standard Class Schedule and Class Period—A standard class schedule at the University of Minnesota, Morris consists of 65-minute classes on MWF or 100-minute classes on TTh with an appropriate change period between classes. Classes of lengths other than 65 or 100 minutes

are permitted, subject to University Senate policies governing the relationship between contact hours, credits, and student workload.

Examinations during the term (e.g., mid-terms) may be given only during the regular class sessions; they may not be held at times other than the regularly scheduled class period, subject to the following conditions:

- Exceptions may be made by instructors only for the purpose of giving make-up examinations.
- Any examinations outside of regular class time during the term must be approved by the vice chancellor for academic affairs and dean.
- Any examinations to be held outside of regular class time must be listed in the published *Class Schedule*.
- Accommodation must be provided to any student who encounters an academic conflict, such as between an examination scheduled outside of regular class time and the regular class period of another course, or if two exams are scheduled to be held simultaneously outside of regular class time.
- Take-home examinations, by their very nature, are specifically exempted from this policy.

Overlapping Classes—No student will be permitted to register for classes that overlap. Classes that have any common meeting time are considered to be overlapping, as are any back-to-back classes that have start and end times closer together than 10 minutes.

Only under extenuating circumstances will petitions for overrides for such conflicts be permitted, and will require the signatures of all faculty members involved. The decision to approve or disapprove such an override petition is entirely discretionary with each faculty member involved.

Final Examination Policy—The examination week is part of the regular school year and must be taken into account by students in planning for any other activities or work outside of school hours. The final examination schedule is printed in the UMM *Class Schedule*. Final examinations for summer session will be scheduled during the regular meeting time of the course on the last day. Students are expected to know the times for their final examinations and to attend the examinations as scheduled.

Students who have final examinations scheduled at conflicting times, or who have three (or more) examinations in one calendar day, should contact the Office of the Vice

Chancellor for Academic Affairs and Dean. Students will be expected to make the appropriate rescheduling arrangements with the instructors by the end of the second week of the term, so that conflicts will be eliminated well in advance of the final examination period. Instructors must agree to give an alternative final examination to these students.

Instructors are not permitted to hold their final examinations ahead of the regularly scheduled time except under unusual circumstances and by approval of the appropriate division chairperson. These regulations which require faculty to abide by the final examination schedule are not, however, intended to prohibit faculty from accommodating the special needs of students by offering examinations at other times. If a final is given at another time, faculty should also offer a final at the scheduled time.

It is University Senate policy to prohibit classes, University-sponsored trips, or extracurricular events on study day and during the final examination period. Under certain rare circumstances, exceptions to the prohibition on trips or events are possible from the chancellor, upon recommendation of the Scholastic Committee. To obtain approval the unit must provide written documentation showing the numbers involved and the educational benefit to the participants, and demonstrating that the trip or event cannot be scheduled at another time. An exemption granted pursuant to this policy shall be honored and students who are unable to complete course requirements during final examination period as a result of the exemption shall be provided an alternative and timely means to do so.

Repeating a Course

Credit will not be awarded twice for the same or an essentially equivalent course. (Topics courses may be repeated when the topic changes.) After consultation with their advisers, students may repeat courses for which they have received a grade of D, F, or N. Courses with a grade of C-, S, or higher may be repeated only with the permission of the Scholastic Committee. In accordance with all-University grading policy, (a) all grades for the course will appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's GPA.

Special Ways to Earn Credit or Advanced Placement

Examinations for Credit—Credit for acquired knowledge that is comparable to the content of specific University courses may be obtained by special examination. Special examinations for credit may provide official University recognition for a variety of previous educational activity (classes at unaccredited, international, private proprietary, vocational/technical, or armed services schools; certificate learning; foreign study or travel; noncredit-based transfer work; training programs; job experience; independent preparation). The examination administered by a department may be a typical final examination, an oral test, written papers or projects, or any other combination of work which will satisfy the examiners that the student has adequately achieved the values of the course. Special examinations do not allow credit for skill courses in reading, writing, or speaking a native tongue, or for high school-level language or mathematics courses.

Minimum standards for awarding credits by examination are determined by the academic department giving the examination. No department will be required to give examinations for credit.

To receive assistance in determining whether they have prior learning that may translate into college credits, students should contact the Regional Advising Service (320/589-6456). To arrange a special examination for credit, students should obtain a Request for Special Examination form from the Registrar's Office and take it to the coordinator of the Scholastic Committee, 223 Community Services, for processing. The committee determines eligibility to receive credit and the appropriate grading system before the examination is scheduled and before the special fee of \$30 is paid. The coordinator of the committee notifies the division chairperson of the request for a special examination, who in turn arranges for an instructor to give it. The instructor then notifies the student of the scheduled time, and the student pays the fee at the Business Office before taking the examination. No fee is charged for examinations for credit taken during the student's first term in residence or the first term after an absence of a year or more. Otherwise, the fee is charged. Credits earned by

examination do not count as resident credit. The instructor reports the results to the Registrar's Office on the Request for Special Examination form.

A student must do "C-" quality work on an examination for credit to earn credit; a notation is then placed on the transcript showing the course and credits earned. The discipline awarding the credit determines whether or not a grade is to be assigned in addition to the notation of credits earned. If a grade is assigned, it will count in the GPA. If the student fails to do "C-" quality work on the examination, no notation will be made on the transcript.

Portfolio Evaluation—This method of evaluation involves faculty review of a portfolio in which the student translates prior learning experiences into educational outcomes, and documents those experiences for academic credit. A special fee is required. For more information, contact the Regional Advising Service.

Proficiency Examinations—Students who believe they have not been properly placed in a sequence of courses may apply to the appropriate division for a proficiency examination. Students who believe they possess sufficient competency to be exempted from prerequisite courses may also apply to take such an examination. Proficiency examinations must be arranged through Student Counseling. Proficiency examinations are administered by the appropriate academic discipline, require no fee, and yield no credit or grade. Proficiency examinations may be taken at any time, and if the student's work is of passing quality, a notation is made on his or her transcript, "Course X satisfied by proficiency examination."

Nationally Administered Examinations for Credit—The Scholastic Committee, with the concurrence of the appropriate discipline, recognizes and awards credits based on nationally administered examinations which are taken as part of the Advanced Placement program, the CLEP program, and the International Baccalaureate program. Minimum standards are established by the Scholastic Committee. The national examinations will be reviewed every five years to determine whether the minimum standards remain appropriate. Credits may be awarded for a particular course, if the academic discipline reviewing the national examination determines that the material in the test is substantially similar to that of an existing course. If the material is

judged to be of college level but not substantially similar to an existing course, general departmental credits are assigned. No discipline will be required to offer credits for nationally recognized tests.

Examinations for Advanced Placement—Entering freshmen may receive recognition for advanced scholastic achievement demonstrated on the Advanced Placement (AP) Examinations of the College Entrance Examination Board.

Recognition may take the form of advanced placement, the granting of nonresident credit, or both. Advanced placement involves the waiving of prerequisite coursework in areas where the appropriate faculty agree that sufficient competency has been demonstrated through test results. Nonresident credit provides college credit for advanced high school work demonstrated through examination performance. Credit granted may be applied toward college degree requirements but may not be used to fulfill residency requirements.

Advanced Placement Examination scores of 1 and 2 do not qualify for recognition. Recognition may be granted for scores of 3 or above through Scholastic Committee action, which follows consultation with appropriate faculty.

The cases of entering freshmen who seek credit or advanced placement through the submission of evidence other than the Advanced Placement Examination scores may be considered by the Scholastic Committee.

CLEP—Registered students will be awarded credit for obtaining satisfactory scores on the nationally standardized general examinations of the College Level Examination Program (CLEP). These credits may be counted toward the 60-credit liberal arts requirement and the 120 credits required for graduation. CLEP credits do not satisfy the residency requirement, however. Four of the CLEP general examinations may be taken for credit: Humanities, Mathematics, Natural Science, and Social Science.

For each examination passed, credits will be entered on a student's transcript without a grade. If a student has earned or is registered for college credits in the area of the examination *before* taking it, he or she will receive only the difference between these credits and the credit maximum permitted. If a student has previously earned and/or is registered for more credits than the area of the examination awards, no credit will be given for successful completion of the test. However, a student will be permitted to receive credit for courses taken *after* successful

completion of a CLEP examination in a particular subject area. In order to receive credit for a CLEP examination, a student must earn a score that equals or exceeds the 75th percentile among a national sample of college sophomores.

The CLEP general examinations are available to freshmen during freshman orientation week and by arrangement. Students may sign up for examinations by contacting Student Counseling. A fee is charged.

Students may also earn credit by successfully passing the CLEP subject examinations, which measure achievement in specific college courses. There are over 30 CLEP subject examinations covering the content of a variety of courses ranging from Spanish to psychology. UMM allows credit for most. A special fee is charged. To earn credit a student must meet the national qualifying score, based on a norm group of college students who have already passed the course for which the examination is intended. Interested students should inquire about the full list of CLEP subject examinations at Student Counseling where the examinations are given.

Students who have taken CLEP examinations elsewhere should submit an official transcript of their scores to Student Counseling, where they will be processed for appropriate credit allocation. Students are notified of scores received and credit granted. The Registrar's Office makes appropriate entries on students' transcripts in cases where credit is granted.

International Baccalaureate—Students who complete an international baccalaureate (IB) diploma with a score of 30 or higher and have no examination scores lower than 4 are awarded credit for each of the higher-level examinations, plus credits for each of the subsidiary exams, for a total of 30 credits. If a test covers material that is substantially similar to an existing University course, credit for that course is awarded. If a test covers material that is college level but not substantially similar to an existing course, the registrar awards blanket credits in appropriate areas.

No credit is given for subsidiary-level exams other than those included as part of the IB diploma, but students may receive credit for any higher-level exams with a score of 5 or higher as described above. If appropriate, blanket credits may be used to meet general education requirements.

To receive credit, students who have completed IB examinations should provide an official record of their scores to the Office of Admissions and Financial Aid. The Registrar's Office makes an appropriate entry on the student's transcript when credit is granted.

Military Service School Experience—UMM does not grant college credit for military service. The Scholastic Committee will, however, grant credit for military service school experience when formal training courses have substantial content and have counterparts in the normal liberal arts curriculum. In evaluating such training, the Scholastic Committee uses the *Guide to the Evaluation of Educational Experiences in the Armed Forces* published by the Commission on Accreditation of Service Experiences of the American Council on Education. To obtain credit, a student must verify the service school attendance as well as successful completion of the work for which credit is requested. For more information, consult the registrar, 212 Behmler Hall.

Organizational Sponsored Instruction—The University of Minnesota, Morris may grant credit for formal educational programs and courses sponsored by noncollegiate organizations if they have substantial content and have counterparts in the normal liberal arts curriculum. In evaluating such training, the Scholastic Committee uses the *Guide to Educational Programs in Non-Collegiate Organizations* of the American Council on Education and similar guidelines published by other national agencies. To obtain credit, a student must verify successful completion of the work for which credit is requested. For more information, consult the coordinator of the Scholastic Committee, 223 Community Services.

Academic Progress Requirements

The UMM Campus Assembly has established minimum academic progress requirements that apply to both student status and eligibility for financial aid, with provisions for possible suspension and loss of eligibility for aid. The authority for administering the requirements and taking action, when necessary, rests with the Scholastic Committee.

Academic progress is audited annually at the end of spring semester; students who meet the annual requirements will continue in good standing and will remain eligible for financial

aid during the subsequent year. Students who do not meet the requirements for good standing but fall within specified guidelines will be placed on Level One Probation. Students who fall below the requirements for Level One Probation will be suspended. Students who successfully appeal their suspension will be allowed to return on conditions for one semester; this period of conditions is called Level Two Probation. Students on probation remain eligible for financial aid.

Minimum Academic Progress Requirements

There are two criteria for meeting minimum academic progress requirements: one considering performance over time (cumulative GPA) and the other measuring performance during the short term (annual completion ratio of 75%). The student must meet *both*.

To remain in good standing, all students who earn more than 5 credits must maintain a minimum cumulative GPA of 2.00 and an annual completion ratio of 75 percent. A lower GPA or completion ratio will result in probation or suspension.

Credits earned	Cum GPA	Annual Completion Ratio*
0-29	2.0	75%
30-59	2.0	75%
69-89	2.0	75%
90-120	2.0	75%

**UMM uses a formula for determining the completion ratio (N and I are included in the calculation; W, V, K, and X are not): percentage of successful completion = $\frac{ABCS}{ABCSDFN}$.*

Probation

Students whose annual completion ratio is between 50 percent and 75 percent, or whose cumulative GPA falls in the ranges given below, will automatically be placed on probation.

Criteria for Level One Probation:

Credits earned	Cum GPA	Annual Completion Ratio
0-29	1.50-1.99	50-74%
30-59	1.65-1.99	50-74%
69-89	1.80-1.99	50-74%
90-120	1.95-1.99	50-74%

Students who are placed on Level One Probation are sent letters of notification from the Scholastic Committee, as are their advisers, along with information about resources for improvement. Students on probation need their adviser's signature in order to register. A signature implies that the student and adviser have discussed the registration. Level One

Probation students can be returned to good standing for the following semester by earning a cumulative GPA of 2.00 and a semester completion ratio of 75 percent.

Suspension

Students with an annual completion ratio below 50 percent or a GPA below the requirements for Level One Probation will be suspended and will lose their eligibility for financial aid. Students may appeal their suspension to the Scholastic Committee. If their appeal is approved, special conditions will be imposed for the following semester. The conditional period in lieu of suspension is called Level Two Probation.

The Scholastic Committee has the authority to prescribe special academic requirements for those students who successfully appeal their suspensions, requiring them to complete a specified number of credits and to maintain an acceptable GPA (e.g., 12 credits of C or better) during the single semester of their return. Students and their advisers will be notified of the conditions imposed through the successful appeal. The adviser's signature will be required on the student's registration form.

Readmission

Students who have been suspended and have lost their aid eligibility may apply to the director of admissions for readmission after one semester. Readmission following suspension is not automatic. The director will consult with the Scholastic Committee for a recommendation. It is expected that prior to readmission, the student will present an academic plan for improvement; evidence of successful completion of evening, summer, or transfer courses; and/or evidence that his or her personal difficulties are being addressed. Previous records, circumstances, and intervening experiences, including successful college work, employment, or other indicators of potential success, will be evaluated by the Scholastic Committee. Readmitted students must again meet academic progress requirements. Under certain circumstances, the Scholastic Committee may prescribe special requirements.

Exemption From Regulations

Through the college regulations, the Campus Assembly expresses its judgment concerning the best procedures for most students. These regulations are, in most cases, general statements that give students an opportunity to make certain choices. Occasionally students may find that, even with the choices open to them, the regulations work to their educational disadvantage. In this event, they may petition the Scholastic Committee for an exemption. Petitions should contain a clear statement of the reason for the request and be prepared in consultation with the Scholastic Committee coordinator, 223 Community Services. After the Scholastic Committee has acted on a petition, notification of its decision will be sent to the student, the student's adviser, and the Registrar's Office.

Grievance Procedures

Students with complaints about an instructor or criticisms about course content, procedures, or grading should, in almost all instances, bring the matter directly to the instructor. Where this is clearly inappropriate or when such action does not bring about a mutually satisfactory solution, the student should take the problem to the chairperson of the division administratively responsible for the course (see the section on Division Structure located elsewhere in this catalog). The chairperson will attempt to resolve the matter informally. Grievances involving an instructor's judgment in assigning a grade based on academic performance may be resolved only through the informal resolution procedures. In other instances, if a resolution is not achieved, a UMM Grievance Committee will be appointed. Appeals of the UMM Grievance Committee's decisions may be referred to the all-University Grievance Committee in accordance with the Regents' Policy on Student Academic Grievance, available from the UMM Office of the Vice Chancellor for Academic Affairs and Dean.

Sexual Harassment

Sexual harassment will not be tolerated. Policies pertaining to sexual harassment are governed by the All-University Policy Statement on Sexual Harassment. That policy, which forbids all forms of sexual harassment,

applies to the entire campus community—faculty, staff, and students—while engaged in University activities and to any individual supervising or evaluating University faculty, staff, or students engaged in University activities. It defines sexual harassment as follows: “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement at the University; (2) submission to or rejection of such conduct by an individual is used as the basis for University employment or academic decisions affecting this individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment at the University.”

At UMM, any person seeking assistance in either resolving or making a complaint in a matter of sexual harassment should contact the Office of Human Resources at 320/589-6021. Students may also seek confidential assistance from Student Counseling at 320/589-6060. Staff may also seek confidential assistance from the Employee Assistance Program: SCMC Life Center at 320/589-1313 or Prairie Counseling Center at 320/589-2222.

Racial/Ethnic Harassment

UMM is committed to providing a safe environment for all students and employees. It is committed to equal educational access and opportunity for all persons without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Acts of racial or ethnic harassment are incompatible with these commitments. Whenever complaints of harassment are filed, UMM will make every effort to protect the rights and concerns of both the complainant and the respondent.

At UMM, students or staff seeking confidential assistance with a racial or ethnic harassment incident may contact Student Counseling at 320/589-6060. Additional resources are identified in a racial/ethnic harassment brochure available in the Office of the Vice Chancellor for Student Affairs.

Academic Integrity and Student Disciplinary Action Procedures for UMM

The Board of Regents has adopted a University-wide Student Conduct Code that specifically prohibits scholastic dishonesty, falsifying information provided to the University, falsely identifying one's self, failing to comply with a proper order, disorderly conduct, threats, theft and property damage, violations of residence and other University rules, possession of weapons on campus, disruptive demonstrations or noise, and violation of federal or state laws of special relevance to the University. The entire Student Conduct Code is reproduced in the student handbook, *Student Life at UMM*.

The Policy on Academic Integrity, the All-University Policy Statement on Sexual Harassment, and the Student Conduct Code brochure further explain prohibitions regarding scholastic dishonesty and sexual harassment. Copies of those documents may be obtained from the Office of the Vice Chancellor for Student Affairs.

The UMM Campus Assembly has enacted a set of policies and procedures to maintain a climate of academic integrity and responsible behavior on the Morris campus. These policies and procedures are governed by a Committee on Academic Integrity and a Student Behavior Committee.

The Committee on Academic Integrity is a subcommittee of the Scholastic Committee and is made up of four students and four faculty members charged with the responsibility of educating students regarding the need for standards of academic honesty, advising faculty and students on questions of procedure in the event of a suspected violation of these standards, and determining the guilt or innocence of students involved in cases of alleged academic dishonesty brought before the committee.

The college prefers that questions of academic dishonesty be settled directly by the instructor and student(s) involved. Procedures specify that if the standards of academic integrity have been violated, the instructor should meet with the student(s) involved and, after informing the student(s) of the allegation and supporting evidence, attempt to reach an

agreement regarding the veracity of the charges and whether a penalty will be levied. If a decision is reached, the instructor will prepare and submit a written report to the vice chancellor for student affairs, presenting the details of the incident, evidence, and penalties imposed. A copy of the report will be provided to the student(s) in question; students have the right to file their own versions of the incident with the vice chancellor for student affairs, should they desire to do so. These reports will be maintained in a confidential University file. If an agreement between the student(s) and the instructor cannot be reached, the matter may be referred by either of the parties to the Committee on Academic Integrity for resolution.

The Student Behavior Committee is a subcommittee of the Student Services Committee. The Student Behavior Committee is made up of three faculty, three students, and a representative appointed by the chancellor who serves as secretary without a vote. Formal disciplinary action at UMM is the responsibility of the Student Behavior Committee. The committee normally does not take action in cases involving violations of civil law, except when such violations are clearly detrimental to the interests of the academic community.

The major objective of the formal disciplinary system at the University of Minnesota, Morris is to maintain standards of conduct and order commensurate with the educational goals of the institution. These procedures help students understand and accept the consequences of their behavior in relation to themselves and others. The procedures are designed to guarantee the rights of the accused and to protect the welfare of all members of the University community. The regents affirm the right of students to equitable and prompt action on alleged violations of student conduct. In this regard it is expected that most complaints can be heard and settled informally. Under circumstances in which these preferred methods fail to resolve the difficulty, formal disciplinary action with proper procedural safeguard will be taken by the Student Behavior Committee.

Advice or consultation regarding any matter of academic integrity or student conduct may be obtained from the chairperson of the appropriate committee or the vice chancellor for student affairs. Detailed statements of policies and procedures regarding academic integrity and student disciplinary action are available from the Office of the Vice Chancellor for Student Affairs.



UMM is committed to providing as many learning opportunities for students as possible. The faculty are dedicated not only to teaching, but to research, writing, creative work, and involvement in state, regional, national, and international professional organizations. Many encourage students to work with them on research projects, and a number of UMM students have co-authored scholarly articles or papers.

UMM offers 27 majors as well as interdisciplinary and preprofessional programs. Programs and courses in education, the humanities and fine arts, the social sciences, and science and mathematics provide a breadth of knowledge that is an excellent background for a major. Students can complement their coursework through the Honors Program, study abroad, internships, field trips, and directed studies. In addition, many lectures, concerts, films, and special programs are offered on campus to enhance the educational experience.

Helping students make the most of their education is UMM's primary goal. UMM's programs challenge students to think critically, make decisions wisely, develop their creativity, and increase their awareness of the worlds around them.

Program Planning

Students are responsible for planning programs that will satisfy their own educational and vocational goals. Academic advisers, teaching faculty, and the staffs of Student Counseling and Academic Advising are available to assist with such program planning, and students should seek this assistance to assure well-organized and balanced programs of study as well as to avoid errors that might arise in planning. In preparing their programs, students should use this catalog in conjunction with the UMM *Class Schedule*. The *Class Schedule* lists all of the courses offered each semester and the hours during which each class meets.

Academic Progress and Advising System (APAS)

Before registration each semester, the Registrar's Office distributes APAS reports to students. The APAS reports are designed by the Registrar's Office to display completed and in-progress coursework within each student's

degree, general education, and major requirements. The APAS report also displays courses students may select to complete remaining requirements.

The report assists students, advisers, and the University in determining students' progress toward completion of their program requirements and serves as a graduation check. Advisers may obtain APAS reports for their advisees at any time by contacting Academic Advising, 223 Community Services (320/589-6011).

Advising

Academic advising by faculty is considered an integral part of UMM's central mission. Connections between students and faculty outside the classroom contribute to a successful educational experience.

Faculty Advisers—Academic Advising, 223 Community Services, is responsible for coordinating the advising program. Adviser assignments are based on students' particular needs and academic interests. Faculty advisers help with academic planning, encouraging students to pursue their interests within the liberal arts. First- and second-year students are required to discuss their course selections with their advisers each semester. Students must prepare an academic plan: freshmen for their sophomore year and sophomores for their final two years. Advisers can help students enhance their college experience by eliciting academic goals, talking through ways to meet requirements, and considering the effects of their choices on preparing for a career or graduate training.

Changing Advisers—Advisers have expertise in the general education program as well as in the discipline of the major and can provide important information about career preparation or further study. Students may arrange to have different advisers assigned at any time by contacting Academic Advising.

Career Planning—Student Counseling, 231 Behmler Hall, can assist students who are undecided about a major. Trained professional counselors help students consider their options for majors and/or careers through workshops, individual counseling, and the use of interest and vocational inventories. Student Counseling is also the Test Center for graduate school admission examinations, CLEP exams for college credit, and math and foreign language placement exams.

Regional Advising Service

University College's Regional Advising Service is a "first stop" for regional adults who want to learn more about the educational opportunities available to them at UMM, the University of Minnesota, or nearby colleges in west central Minnesota. Prospective students need not know what they wish to study before contacting the center. Staff help PSEO (Post-Secondary Enrollment Options Act) students, nontraditional students, or students with highly individual needs define their educational goals and identify learning resources such as UMM's day, summer, and evening courses; independent and distant learning; certificate programs; and prior learning evaluation. They work with students on and off campus to design individual areas of study or to chart a course over a period of time to work toward a degree. Call 1-800-842-0030 toll free or 320/589-6456 to arrange to talk with an adviser. The Regional Advising Service is located on the second floor of the Community Services Building.

Academic Assistance Center

The services provided by UMM's Academic Assistance Center (AAC) help students achieve their academic goals, whatever they might be. AAC programs are available free of charge to all students at UMM.

The AAC provides peer tutors for most courses offered at UMM, drop-in assistance for mathematics courses, workshops in study skills and reading efficiency, Spanish conversation practice sessions, and English as a Second Language tutoring. AAC provides some computer-assisted instruction in a variety of disciplines. In addition, AAC provides services for students with disabilities (see also Students With Disabilities under the Student Services and Opportunities section).

Academic Enrichment

UMM believes in providing a variety of opportunities for students to participate in academic endeavors. They will find many ways to become involved in nontraditional learning experiences and to use the professional tools of their field.

For example, UMM students might spend a semester as an intern at the state capitol, become an assistant for UMM's Gateway Program, travel to Ecuador on an anthropology field trip, help to organize a model United Nations program, or use primary research materials to recreate historical events for a paper filed in the archives of the West Central Minnesota Historical Research Center. They might do an internship in social service organizations ranging from welfare agencies to group homes, or they might have their poetry published on UMM's Prairie Gate Press or their artwork exhibited. They might work with a faculty member on atmospheric or energy research or a study of birds of prey.

There are opportunities to write computer programs, learn important skills as a teaching assistant, and take field trips, exploring a broad variety of habitats ranging from the coastal areas of Florida and Texas to the desert areas of Arizona, New Mexico, and Oklahoma to various areas within Minnesota and the surrounding region.

There are also opportunities to become involved in the kinds of research that at many schools are reserved for graduate students only. Students may have a chance to collaborate with faculty members, and they may, as a number of students have done, publish scholarly work with the faculty.

Undergraduate Research Opportunities Program (UROP)

The Undergraduate Research Opportunities Program (UROP) is a competitive, merit-based program throughout the University of Minnesota that offers financial awards to undergraduates for research, scholarly, or creative projects undertaken in partnership with a faculty member. UROP awards include stipends (up to \$1,000) and expense allowances (up to \$300). All full-time undergraduates at UMM are eligible to apply. All UMM faculty may serve as UROP sponsors. Further information about UROP awards may be obtained from the UROP Office, 225 Community Services.

Minority Mentorship Program

The Minority Mentorship Program has been developed by UMM to promote awareness of cultural diversity on campus and in the community. Minority students are matched with faculty/staff who have similar academic and career interests. Students enjoy long-term working relationships with their mentor and have an educationally meaningful paid work

experience. Up to \$1,000 per year in student employment funds are available to selected students for work supervised by their mentor. Further information about the Minority Mentorship Program may be obtained from the Minority Student Program Office, 110 Minority Resource Center.

Morris Academic Partners

UMM has established a program for advanced students called Morris Academic Partners. Receiving a stipend of \$1,500 for the year, Morris Academic Partners undertake assignments that enhance their intellectual competence and increase their interest in graduate or professional study. Projects involve assisting faculty and professional staff in their research and/or teaching and are more complex than typical work-study assignments. Students entering their third year of study are nominated by faculty for a Morris Academic Partnership and are named by the appropriate division chairperson with the concurrence of the dean. Further information about the Morris Academic Partners program may be obtained from the Office of Admissions and Financial Aid, 105 Behmler Hall.

Morris Administrative Interns

The Morris Administrative Internship (MAI) program pays a stipend of \$1,500 per year. The internships are designed to enable selected students in the junior year to work in administrative or faculty offices performing tasks that are essentially managerial in nature. Interns might, for example, administer and compile surveys, help to organize cocurricular organizations, or assist in planning significant campus events. The MAI program is organized by the Office of the Vice Chancellor for Academic Affairs and Dean.

Campus Compact

UMM belongs to the National Campus Compact Association that promotes and supports public and community service and service learning at colleges and universities. Coordinated service activities at UMM include individual volunteerism, group projects, and service learning courses that integrate service into existing coursework. The goal of these activities is to connect UMM students with members of the Morris community while encouraging leadership, civic participation, and career preparation. Contact the Campus Compact coordinator at 320/589-6083.

Study Abroad

UMM is committed to providing an education that prepares students to become global citizens by expanding their world view and deepening their understanding of world issues. Because firsthand knowledge of other societies and cultures builds international awareness, UMM encourages students to study abroad as part of their academic program. UMM maintains a study abroad office, the Center for International Programs (CIP), that, together with a student-run International Student Travel Center (ISTC), provides overseas study, work, and travel information for students. The CIP office is located at 225 Community Services, and the ISTC office is in 17 Student Center.

Because UMM is part of the larger University of Minnesota, its students have the opportunity to take part in an especially broad range of programs all over the world, offered not only by UMM, but also by other University of Minnesota colleges and other institutions as well. Students may consult guides and publications on foreign study and travel in the CIP and ISTC offices. Students also are assisted by staff with expertise in foreign study opportunities. Note: Enrolling in a study abroad program offered by another institution and approved for credit by UMM is the same as enrolling at UMM, for the purpose of applying for federal student aid.

Directed Study and Internships

The term “directed study” refers to those on- or off-campus learning experiences individually arranged between a student and a faculty member for academic credit in areas not covered in the regular curriculum. Directed study courses (with 1993, 2993, 3993, or 4993 course numbers) may be added to the registration any time during the term. A directed studies project may, with the approval of the Honors Program Committee, be counted as an honors course (the form needed for requesting this approval is available in the Honors Office, 225 Community Services). An “internship” is a supervised opportunity to apply one’s academic learning at a job site. It is arranged among a student, an on-site supervisor, and a University faculty member. For more information about finding an internship, contact the Career Center at 320/589-6065. Directed study and internship offerings include the following courses:

Discipline Directed Study—1993, 2993, 3993, 4993 (1-5 cr per semester)

Interdisciplinary Directed Study—IS 1993, 2993, 3993, 4993 (1-5 cr per semester)

Interdisciplinary Internship—IS 3996 (1-16 cr per semester)

Prior Learning Directed Study—IS 3893 (1-4 cr per semester)

Prior Learning Internship—IS 3896 (1-16 cr per semester)

In addition to listing the directed study or internship course on the regular Course Enrollment Request or Cancel/Add form, a special Directed Study Approval form or Internship Approval Form and Learning Contract is required for registration. These forms, available at the division offices, essentially establish a contract between the student and the supervising faculty member. The contract includes a statement of the objectives of the project, the methods to be employed, and the procedures for evaluating the project.

In addition to faculty evaluation, student evaluation of the project is mandatory. When the work of the project is completed, the faculty member will provide the student with an evaluation questionnaire, which is part of the approval form. The student completes the questionnaire and delivers it to the Office of the Vice Chancellor for Academic Affairs and Dean. The faculty member will not submit a grade until the student's evaluation of the project has been completed.

Credits

Amount of work is expressed in semester credits. Each credit represents an average of three hours a week of a student's time and effort, one hour in class with two hours of preparation or three hours of laboratory work, for example.

A student with fewer than 30 credits is classified as a freshman; 30 to 59 credits, sophomore; 60 to 89 credits, junior; 90 credits or more, senior.

At least 120 credits are required for graduation. Programs must include specified general education requirements and a major or area of concentration (see below). The number of courses required for graduation varies because courses are assigned varying amounts of credit.

The college year is divided into two semesters of approximately 15 weeks each, followed by an optional intersession. Except in special cases, full-time students carry 12 to 16

credits each semester; an average course load is 16 credits, usually three or four courses, per semester.

Majors Offered

The University of Minnesota, Morris offers the following majors:

Art History	Liberal Arts for the
Art, Studio	Human Services
Biology	Management
Chemistry	Mathematics
Computer Science	Music
Economics	Philosophy
Elementary Education	Physics
English	Political Science
European Studies	Psychology
French	Social Science
Geology	Sociology
German	Spanish
History	Speech Communication
Latin American Area Studies	Theatre Arts

Students may also choose to complete an area of concentration. This is an individualized, often interdisciplinary, group of courses that meets the requirements for a major.

Specific requirements for UMM majors are listed in the Division Structure and Course Descriptions section in this catalog. Completion of a given major, however, usually involves fulfillment of more than the minimum requirements. Once a student has selected a major, she or he should seek the counsel of a faculty member in the discipline to plan a well-organized and balanced program.

Many students enter college with no clear choice of a major in mind. General education requirements, many of which are completed during the first two years, will often acquaint students with disciplines from which they may select a major that best fits their interests and abilities.

Teacher Education

The requirements for teacher education programs are listed in the Division Structure and Course Descriptions section of this catalog. These programs are selective. An admission process must be completed for entry into either the elementary or secondary education programs. Students who intend to seek licensure as an elementary school teacher should contact the Division of Education as soon as possible (no later than the fall semester of their sophomore year) if they expect to complete degree and licensure requirements in four years.

Students who intend to seek licensure as a secondary school teacher must select a major or field that is taught in the secondary schools and must complete a sequence of courses in secondary education. Such students should contact the Division of Education as soon as possible (no later than the spring semester of their junior year) if they expect to complete degree and licensure requirements in four years.

Honors Program

The Honors Program represents an opportunity for UMM students to enhance their education and work toward graduation “with honors.” All UMM students are eligible to participate in the Honors Program. Applications are available at the Honors Office, 225 Community Services. Students wishing to register for an honors course must be enrolled in the Honors Program. If spaces remain in an honors course at the end of registration, non-honors students may enroll with the permission of the instructor.

To graduate “with honors,” participants must (1) complete one honors course per year of participation; (2) participate in four honors co- and extracurricular activities per year of participation; (3) successfully complete a senior honors project (which counts as an honors course); and (4) earn A’s for half of their UMM credits. Transfer students who wish to graduate from UMM “with honors” must complete the requirements expected of a student entering the program as a sophomore. They take two honors courses, complete the senior honors project, and engage in the number of honors activities required for each year they are in the Honors Program. Honors courses taken at another institution will count in the UMM Honors Program if the director of the program finds them equivalent.

Honors courses are limited to a class size of 20. The courses encourage active learning through writing, experimentation, creative activity, or discussion and emphasize primary texts and materials. Honors students do original work that demonstrates a consistently high level of academic commitment. Honors courses are based, therefore, on evaluating the quality, not the quantity, of students’ active participation, and they differ significantly from other curricular offerings either in content or pedagogy. *A directed studies project (course numbers—1993, 2993, 3993, 4993) may, with the approval of the Honors Program Committee, be counted as an honors course.*

The form needed for requesting this approval is available in the Honors Office. In general, honors courses provide learning opportunities not ordinarily available in the UMM curriculum. Proposals for new honors courses are submitted to the Honors Program Committee for approval; the appropriate forms are available from the division offices.

Although honors courses are rigorous, the grading standards are the same as for all UMM courses. Honors courses are not intended to produce an abnormally heavy workload. Because of staffing constraints, the list of honors courses may change from year to year. *The listing below represents a sampling of courses that have been offered in the past and which may be offered in the 1999-2001 biennium.* Actual course offerings appear in the *Class Schedule*.

Honors activities are designated by the honors director and the Honors Program Committee. These activities include lectures, artistic performances, field trips, colloquia, and the like. Honors students attend and respond to *at least four* activities per year, at least two per semester. Juniors and seniors act as mentors in the program. See the Honors Program brochure for details.

The senior honors project is a substantial scholarly or creative work that shows the student’s engagement in the intellectual life of the discipline(s) in which the project is completed. It is the responsibility of the student to secure a project adviser from an appropriate discipline, as well as a second adviser from outside the project’s discipline, to oversee each project. Participants submit a proposal for their project by the end of their junior year. The project advisers certify to the Honors Program Committee that the project has been completed satisfactorily. Each project is appropriately presented to the UMM community of scholars (e.g., public presentation, archived paper, performance, or exhibit). Finally, a copy or a description of the project is submitted to the Honors Program Committee.

Sample Honors Courses—Updated listings are available through the honors coordinator. For complete course descriptions, see the Division Structure and Course Descriptions section; symbols are explained near the beginning of that section.

Chem 1111f. Honors: General Chemistry I. (Sci-L; 4 cr; SP-1 yr high school chem, †Math 0901 or placement beyond Math 0901 using ACT/placement exam score; 3 yrs high school math recommended)

Chem 1112s. Honors: General Chemistry II. (Sci-L; 4 cr; QP-1501; SP-1111, # for students not in Honors Program)

Econ 4122s. Honors: International Trade Theory. (SS; 2 cr; QP-3101; SP-3201 or #, # for students not in Honors Program)

Econ 4132s. Honors: International Finance. (SS; 2 cr; QP-3102; SP-3202 or #, # for students not in Honors Program)

Ed 3101f. Honors: Ethics and Decision Making in Education I. (E/CR; 4 cr; prereq upper div status, # for students not in Honors Program)

Ed 3102s. Honors: Ethics and Decision Making in Education II. (1-4 cr; QP-3001; SP-3101; prereq # for students not in Honors Program)

Geol 1111f. Honors: Physical Geology. (Sci-L; 4 cr; prereq # for students not in Honors Program; not offered 2000-2001)

Hist 3201. Honors: Radicalism and the 17th-Century English Revolution. (Hist; 4 cr; prereq # for students not in Honors Program)

Hum 1350. Honors: Variable Topics in French Literature and Culture. (See specific topics for general education categories; 4 cr; repeatable when topic changes)

Hum 1351. Honors: Literature and Culture of French-Speaking Africa and the Caribbean. (IP; 4 cr)

Hum 1352s. Honors: French Cinema. (IP; 4 cr)

Hum 1452s. Honors: German Literature in Film. (IP; 4 cr; does not count toward German major or minor; not offered 2000-2001)

Hum 1510s. Honors: Contemporary Latin American Novel in Translation. (IP; 4 cr; repeatable with #; does not count toward Spanish major or minor)

IS 1002f. Honors: The Common Experience: Opening Minds. (CE; 2 cr)

NSci 3201. Honors: Relativity and Cosmology. (Sci; 4 cr; QP-Math 1203, Phys 1200; SP-Math 1102, Phys 1102; prereq # for students not in Honors Program; offered when feasible)

Pol 3265s. Honors: American Political Culture. (Hist; 4 cr; QP-1200, 1300; SP-1201, 2101 or #, # for students not in Honors Program; not offered 1999-2000)

___1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

(One or more of these course numbers is available in each discipline and may be taken as honors courses subject to approval of the Honors Program Committee.)

___4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)
(This course is available in each discipline.)

Honors and Awards

Honors and awards recognize exceptional scholarship and related achievements within the student body. Such scholarship can be demonstrated in a variety of ways. General academic excellence, as traditionally measured by the grade point average (GPA), is one way. Exceptional scholarship, however, may not always be reflected by the GPA. For this reason, UMM also recognizes creative scholarship as demonstrated in a particular discipline.

Graduation With Distinction—Students graduating “with high distinction” have an overall GPA of 3.90 or higher; those graduating “with distinction” have a GPA from 3.75 to 3.89. These standards apply to students who entered fall 1998 or later. Students who entered at an earlier date should consult the catalog for their year of entry.

Graduation With Honors—Students graduating with honors have successfully completed the UMM Honors Program, including honors courses, honors activities, and a senior honors project, and have earned A’s for half of their UMM credits. (See Honors Program above for detailed program requirements.)

Dean’s List—The Dean’s List recognizes students who have achieved an outstanding academic record during a given semester. To qualify, students must have earned a GPA of 3.50, have registered for a minimum of 12 credits, taken at least two-thirds of these credits on the A-B-C-D-F grading system, and completed all credits for which they were registered during that semester. The Dean’s List is announced each semester by the vice chancellor for academic affairs and dean, and a certificate is sent to each student named on the list. The Dean’s List is also sent to the hometown newspapers of all students named to that semester’s Dean’s List.

There are instances in which coursework may extend beyond a single academic semester or a serious illness or justifiable emergency may make it impossible for work to be completed by the end of a semester. In such cases, students who meet all other criteria for the Dean’s List stated above may petition the Functions and Awards Committee, in writing, for an exception; petitions must be filed within two weeks after the beginning of the next semester for which students register. Students who seek such exceptions should consult with the Office of the Vice Chancellor for Academic Affairs and Dean for more information.

Scholar of the College Award—Presented annually to students who have demonstrated scholarly work by making a valuable contribution to one or more of the academic disciplines. Nominations are made by the faculty, reviewed by the Functions and Awards Committee, and approved by the Campus Assembly.

Academic Information

In addition to the above scholastic honors, the University of Minnesota, Morris recognizes campus-wide student leadership through the following awards:

Abbott Award in Physics—Presented to a graduating senior who plans to attend graduate school and shows great potential for achieving a professional career in physics. This award honors the contributions of Robinson and Rose Marie Abbott to the UMM community and their three sons who graduated from UMM with majors in physics. Robinson Abbott, a biology professor, was a faculty member for 30 years and served as the Division of Science and Mathematics chairperson in the 1960s. Rose Marie Abbott also taught at UMM.

American Indian Salt Springs Award—Presented to an outstanding American Indian student on the basis of academic excellence and contribution to the Indian and campus community. To be eligible, the student must be returning to UMM the following year.

Natalie Benoit Memorial Award—Presented to a junior or senior art student. Established in honor of the late Natalie Benoit by her parents, George and Joan Benoit.

Chris Berg Memorial Award—Presented annually to an outstanding senior majoring in economics who has demonstrated academic excellence in that field. It is presented by the economics/management faculty of UMM in memory of their late colleague.

Keith Carlson Memorial Jazz Award—Presented annually to the outstanding jazz musician at the University of Minnesota, Morris. This award was established in memory of Keith Carlson by Mr. and Mrs. Jack Carlson.

Chancellor's Award—Presented to outstanding students on the basis of academic excellence and contribution to campus life. The Executive Committee of the Morris Campus Student Association and student members of the Campus Assembly nominate students for this award. Students in turn are endorsed by the Functions and Awards Committee; UMM's Chancellor makes the final selection.

SPS Chemistry Award—Presented annually to a senior chemistry major who has demonstrated outstanding scholarship, potential, and service in chemistry.

Allen W. Edson Award—Presented annually in recognition of a student's total contribution to campus life. Selection is made by the Executive Committee of the Morris Campus Student Association, student members of the Campus

Assembly, and the faculty. Allen Edson was superintendent of the West Central School of Agriculture and Experiment Station from 1948 until his death in 1958.

Millard R. Gieske Award—Presented annually to a political science major who has demonstrated academic excellence and has completed a minimum of 100 credits. The Gieske Scholar stipend is in support of either undergraduate research or an internship in community affairs, professional organizations, or government institutions. This award is in memory of Millard R. Gieske, professor of political science at UMM from 1963 to 1991.

Roy Grohs Award—Presented to an outstanding management or economics junior who has demonstrated academic excellence and provided service to the discipline and will be returning to UMM. The award is in honor of Roy Grohs, who joined the UMM faculty in 1969 and served as assistant professor of economics until 1984.

Arnold Henjum Award—Presented to a senior athlete on the basis of academic and athletic excellence and integrity. The award is in honor of Arnold Henjum, professor of education at UMM from 1964 to 1992.

Willis Kelly Award—Presented annually to a senior woman athlete who most exemplifies the spirit of competition in women's athletics at the University of Minnesota, Morris. The award is in memory of Willis Kelly, a physical education coach and athletic director at UMM for more than 20 years. She became the first director of women's athletics in 1975 and served as director of men's and women's athletics from 1982 until her retirement in 1987.

Curtis H. Larson Award—Presented to the graduate chosen as senior class speaker. Established in honor of the late Curtis H. Larson, the first class speaker in 1964, who died in an automobile accident while serving in the Peace Corps in Ecuador.

Mary Martelle Memorial Award—Presented annually to a student and to a staff member deemed to have made outstanding contributions to campus life. This award perpetuates the memory of Mary Martelle, senior secretary in the Office of Student Activities from 1965 to 1976. Recipients of this award are named by a special selection committee appointed by the chancellor.

Betty Peterson Memorial Award for Accompanying—Presented annually to recognize a major project in keyboard accompanying.

Jay Y. Roshal Award—Presented to a senior student majoring in biology at UMM who demonstrates promise and interest in a career in the biological sciences. The award is in honor of Jay Y. Roshal, professor of biology at UMM from 1960 to 1984.

William R. Scarborough Award—Presented annually to a senior student enrolled in either the elementary or secondary education program, this award recognizes a student's demonstrated competence and potential for becoming an outstanding member of the teaching profession. The award perpetuates the memory of William Scarborough, who joined the UMM faculty in 1966 and served as chairperson of the Division of Education until his death in 1979.

Student Leadership Award—Presented annually to recognize student achievements in student initiated and directed activities. These include the student organizations, committees, and special groups whose activities or programs are coordinated with or administered by Student Activities or Residential Life.

Wall Street Journal Award—Presented annually to an outstanding senior majoring in economics who has shown individual initiative through independent study, directed study projects, and honors courses, and who has provided service to the discipline.

For more information about these and other awards, contact the respective division chairperson.

Intersession

The intersession is primarily for courses that are more unique in purpose and format than those offered during the fall and spring semesters and summer sessions. Courses include, but are not limited to, short-term study abroad experiences; topics that are innovative, experimental, interdisciplinary, and explored in greater depth; or special internships. The intersession lasts for three weeks beginning after the end of spring semester.

Course offerings and enrollment requirements are determined by the UMM Summer Session Office.

Degree Requirements



University of Minnesota Degrees

Degrees from the University of Minnesota are granted by the Board of Regents upon the recommendation of the faculty of the University school or college, in this case the Morris campus, in which the student is enrolled. Requirements vary to some extent among the undergraduate colleges of the University, and students must meet all course, credit, and grade point average requirements of the college in which they are enrolled. The *Morris Catalog* is in effect for nine years; this catalog is in effect from fall 1999 through the end of summer session 2008. However, students may choose to use the catalog in effect their first term and year at UMM (provided it has not expired) or any subsequent catalog. The University of Minnesota converts from quarters to semesters beginning fall 1999. This transition will not impede UMM students' progress toward graduation. Consult faculty advisers, the Academic Advising Office, or the vice chancellor for academic affairs and dean about semester conversion questions. Prospective graduates must file an application for their degree at least one semester ahead of their expected commencement date and must meet all financial obligations to the University.

Bachelor of Arts Degree at UMM

Requirements for the bachelor of arts (B.A.) degree of the University of Minnesota, Morris consist of two parts, general education and the major. *General education*, in turn, consists of three parts: *The Common Experience*, *Skills for the Liberal Arts*, and *Expanding Perspectives*. First-semester freshmen are required to have *The Common Experience*. All students must meet the requirements listed in *Skills for the Liberal Arts* and in *Expanding Perspectives*. The *major* is a field of specialization whose requirements are specified by faculty in that discipline or academic area.

The *Skills* component of general education aims at helping students acquire the intellectual and communication skills needed for successful advanced work. The *Expanding Perspectives* component aims at helping students gain enough understanding of the principal areas of human endeavor to continue learning in the future and to have a sense of the limits of their knowledge. Work in the major aims at giving students learning in depth and making them reasonably expert in one area.

Because new students need to lay the foundation for liberal learning early, they are expected to complete a significant part of the *Skills* component during their first and second years of college. The emphasis is on establishing an intellectual framework for future work, a framework consisting of writing, linguistic reasoning, and artistic skills. Students will continue to develop these skills in advanced courses. It should be noted that in most *Skills* categories, the requirements may also be met through assessment of prior learning, transfer of credit, individual projects, testing, and other means. These methods may be especially helpful in the case of nontraditional students.

The *Expanding Perspectives* component is aimed at producing liberally educated people who are distinguished by their ability to understand how knowledge is acquired in many different fields. These people usually have broad interests and know where to obtain information on almost any subject. They can solve problems because they bring ideas and techniques from one field to bear on another in innovative ways. In a world of diverse peoples, activities, and value systems, all of which are increasingly interrelated, it is especially important that college graduates have breadth as well as depth in their education and that they expand the horizons of their knowledge.

Expanding Perspectives is subdivided into two parts. One part consists of a traditional core of liberal studies roughly organized around the subjects of history, social sciences, humanities, fine arts, and the biological and physical sciences. The other part addresses contemporary themes, which are grouped under the heading *The Global Village*. In these the aim is to expand students' perspectives on human diversity, people and the environment, the international scene, and issues of ethical and civic responsibility. In some cases, students may also satisfy *Expanding Perspectives* requirements through independent study, transfer credit, internships, study abroad, special examinations, and other means. Students will gradually fulfill the *Expanding Perspectives* requirements throughout their college career.

During the freshman year, students should explore possible majors or fields of specialization, keeping in mind that, in a liberal arts B.A. program, the major is more often their intellectual "home base" than preparation for a specific occupation.

Courses taken to complete general education requirements may also apply to requirements in the major. *However, all students must complete 60 credits of general education that are not drawn from the discipline of the major.*

Degree Requirements

1. General Education Requirements (60 credits)

Provision i

UMM courses designated as appropriate for meeting general education requirements are those which, if passed successfully, demonstrate the student's competency in a given skill or area.

Students are required to complete a minimum of 60 credits of general education coursework outside the discipline of the major and must meet the requirements listed below within those 60 credits. The requirements may be met not only through UMM courses, but also by transfer of credit, examinations for proficiency or credit, assessment of prior learning, individual projects, and other means. For details, students should consult with their advisers.

In some instances the specific general education requirements may be met using fewer than 60 UMM credits. If this occurs, then elective courses, introductory or advanced, from any discipline outside the major, with the exception of courses in elementary or secondary education, wellness and sport science, or accounting courses in management, may be used to fulfill the remaining credits of the 60-credit general education requirement.

Note: The designation following each category below, e.g., CE for The Common Experience, appears at the beginning of the parenthetical information for each course that is appropriate for that category.

I. The Common Experience (CE)—One 2-credit course.

II. Skills for the Liberal Arts—One to five courses.*

These requirements emphasize the development of the intellectual skills, the communication skills, and the framework for learning needed for successful advanced work. Because new students need this foundation early, they are expected to complete many of these requirements during their first and second years.

- A. *College Writing (CW)*—One course.*
- B. *Foreign Language (FL)*—Two courses.*
- C. *Mathematical/Symbolic Reasoning (M/SR)*—One course.*
- D. *Artistic Performance (ArtP)*—One course.

III. Expanding Perspectives—Eight courses of at least 2 credits each.

- A. *Historical Perspectives (Hist)*—One course.
- B. *Human Behavior, Social Processes and Institutions (SS)*—One course.
- C. *Communication, Language, Literature, and Philosophy (Hum)*—One course.
- D. *Fine Arts (FA)*—One course.
- E. *Physical and Biological Sciences (Sci—without lab; Sci-L—with lab)*—Two courses, one with lab.
- F. *The Global Village*—Two courses, one from each of two areas.
 - 1. *Human Diversity (HDiv)*
 - 2. *People and the Environment (Envt)*
 - 3. *International Perspective (IP)*
 - 4. *Ethical and Civic Responsibility (E/CR)*

*This requirement may be reduced or eliminated through exemption.

Provisions ii through v

Provision ii—Goals will be used to match courses to general education requirements (see below).

Provision iii—Only courses of two or more credits will satisfy an Expanding Perspectives requirement.

Provision iv—A course can satisfy only one of the general education categories.

Provision v—In the description of each major, there will be a statement about how students majoring in that area formally acquire computing and writing skills. Students should contact their faculty adviser for current information.

Goals of the General Education Requirements

- I. *The Common Experience*: First-year seminar aims not only to teach students to think critically and to assess sources of information, but also to help students to become aware of the lenses through which they perceive and to recognize that their perceptions are not universal.

- II. A. College Writing:* To understand the writing process through invention, organization, drafting, revising, and editing, and develop writers who can write about a range of ideas for a variety of readers.
- II. B. Foreign Language:* To develop some fluency in the skills of speaking, listening, reading, and writing in a second language, and critical insight into another culture.
- II. C. Mathematical/Symbolic Reasoning:* To strengthen students' ability to formulate abstractions, construct proofs, and utilize symbols in formal systems.
- II. D. Artistic Performance:* To introduce an understanding of the creative process through individual performance, and demonstrate skill in such activities as composition, theater, dance, studio art, and music.
- III. A. Historical Perspectives:* To increase students' understanding of the past, the complexity of human affairs, the ways in which various forces—economic, cultural, religious, political, scientific—influence efforts to control events, and the ways historians verify and interpret their findings.
- III. B. Human Behavior, Social Processes and Institutions:* To increase students' systematic understanding of themselves as functioning humans, their individual similarities to and differences from others, their awareness of the nature and significance of their conscious experience, and the forces that shape their interpersonal attachments and interactions; or to increase students' understanding of methods of analyzing modern society or some significant legal, political, economic, religious, social, or scientific component of it.
- III. C. Communication, Language, Literature, and Philosophy:* To expand students' capacity to understand, analyze, discuss, and evaluate discourse concerning the complexity of the human condition through the study of languages and works of thought and imagination.
- III. D. Fine Arts:* To develop students' understanding, analysis, and appreciation of the arts.
- III. E. Physical and Biological Sciences:* To increase students' understanding of the structure and dynamics of the physical and biological worlds, and of the scientific method.
- III. F. The Global Village:* To increase students' understanding of the growing interdependence among nations, peoples, and the natural world.
- III. F. 1. 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.
- III. F. 2. People and the Environment:* To increase students' understanding of the interrelatedness of human society and the natural world.
- III. F. 3. International Perspective:* To increase students' systematic understanding of national cultures substantially different from those in which they received their prior schooling.
- III. F. 4. Ethical and Civic Responsibility:* To broaden and develop students' capacity to question and reflect upon their own and society's values and critical responsibilities, and to understand forces, such as technology, that cause them to modify these views and often mandate creation of new ways to resolve legal, social, and scientific issues.

2. Major or Area of Concentration

The major at UMM is defined as an intensive and coherent program of study reflecting the structure of one or more fields of knowledge. The major complements the essential skills and the broad base of knowledge provided by general education.

The purpose of the major is to ensure that each student pursues a particular field of knowledge in depth, investigates advanced theories and schools of thought, and becomes competent in using the language and methods of inquiry of the field. It is through such concentrated study, conducted over an extended period of time, that a student begins to master an existing body of knowledge and comes to understand the nature of expertise in the chosen field, including both its power and its limitations.

Students complete a major in an academic discipline by fulfilling the requirements for that major as specified elsewhere in this catalog. Some students may choose instead to complete an *area of concentration*, which is an individualized, often interdisciplinary, group of courses that meets the requirement of study in depth of a specific field of knowledge. (Students wishing to complete an *area of*

concentration instead of a defined major must have that program approved by appropriate faculty advisers and the vice chancellor for academic affairs and dean. A copy of the approved program must be filed with the Registrar's Office. Detailed procedures and forms are available from the Office of the Vice Chancellor for Academic Affairs and Dean.)

3. Minor or Area of Emphasis

The minor shares the essential characteristics of the major but differs from it quantitatively. It indicates a special interest and expertise beyond general education and provides sufficient skills and knowledge of the field to form a basis for further study. The requirements for minors are listed in this catalog under the appropriate academic discipline.

Students may choose instead to complete an area of emphasis, a group of courses that meets the same standards used for minors. (Students wishing to complete an area of emphasis must follow the same procedures used to define an area of concentration.)

A minor or area of emphasis is not required for graduation.

4. Minimum Required Credits (120 credits)

A student can fulfill the course requirements for graduation in most programs within the 120-credit minimum, but some combinations of general education courses, major, and teacher education licensure programs may require more than 120 credits. The 120 credits required must include a minimum of 60 credits of general education outside the discipline of the major.

In addition, no more than 40 of the 120 credits required for graduation may be taken in any one discipline.¹ No more than 8 credits in Mus 1300 through Mus 1330, no more than 4 credits in WSS 1401 through WSS 1411, and no more than 4 credits in Psy 4896 may be applied to the 120-credit degree requirement. No more than 10 credits of D may be applied to the 120-credit degree requirement. The use of the grade of D in the major may be further restricted by the discipline.

5. Quality of Work

A student must earn at least a C (2.00) average in all coursework that is applied to the B.A. degree and in the major or area of concentration.

6. Residency

A UMM student must earn 30 credits from UMM; 15 credits must be earned in residence during the senior year. Credits earned through University of Minnesota University College classes are considered residence credits. AP, CLEP, and IB credits are considered nonresident for purposes of the residency requirement.

¹ *For the purpose of this policy all secondary education methods courses are considered to belong to the secondary education discipline. College composition credits do not count toward the 40-credit maximum in English. Introductory foreign language courses do not count toward the 40-credit maximum in the language disciplines. Introduction to public speaking courses do not count toward the 40-credit maximum in speech communication. Credits earned through the CLEP general examination in mathematics do not count toward the 40-credit maximum in the mathematics discipline. For music majors with teaching licensure, Mus 1300, 1310, and 1320 credits are allowed to count toward the 60-credit general education requirement.*

Division Structure and Course Descriptions

This is the Division Structure (majors) and Course Descriptions sections of the 1999-2001 University of Minnesota, Morris Catalog.



Division Structure

Disciplines (i.e., departments or fields such as English, physics, or psychology) are grouped administratively into four divisions—Education, Humanities, Science and Mathematics, and Social Sciences—to help integrate the various areas of study into a liberal arts curriculum, provide a forum for faculty discussion of common programs and interests, and encourage the planning of interdisciplinary academic programs.

Courses are listed alphabetically by discipline. Each discipline description includes, as appropriate, requirements for the major, the minor, and teacher education licensure.

Division of Education

Education (page 77)

Elementary Education (page 77)

Secondary Education (page 80)

Wellness and Sport Science (page 132)

Through the field of education, students can pursue the study of education and its role in society (separate from teacher licensure programs); complete a major and teaching licensure in elementary education; prepare to teach one or more liberal arts subjects at the secondary school level; and/or prepare for graduate study in education.

Intercollegiate athletics, lifetime physical activity skill courses, and courses addressing various wellness issues are offered by the wellness and sport science faculty. A human performance lab is available for wellness and athletic performance assessments for students, faculty, and staff. Coaching endorsement is also offered for interested individuals.

Many students enrolled at UMM, no matter what their area of study, participate in intercollegiate athletic competition, which is directed by the wellness and sport science faculty.

Division of Education programs are enhanced through faculty commitment to personalized instruction, use of current instruction technologies, and opportunities for student and faculty participation in multicultural and international educational experiences.

Division of the Humanities

Art History (page 64)

Art, Studio (page 66)

English (page 82)

French (page 87)

German (page 91)

Humanities (page 95)

Music (page 110)

Philosophy (page 113)

Russian (page 123)

Spanish (page 126)

Speech Communication (page 128)

Theatre Arts (page 130)

The Division of the Humanities is composed of 10 disciplines offering a major, as well as supplementary courses in Russian and the humanities, i.e., the literature and thought of the non-English-speaking world in translation.

Since the time of the ancient Greeks and Romans, the disciplines in the humanities have been central to the meaning of a liberal education. These disciplines investigate important questions about the nature of human beings and their cultures, and examine alternative views concerning the meaning and direction of life.

In addition to its curricular programs, the Division of the Humanities sponsors and directs a varied program of cocurricular activities, organizations, and events for the campus and surrounding communities, including

- Student art exhibitions and traveling Art Gallery exhibits of works by professional artists.
- Scheduled poetry readings; a Prairie Gate Press; foreign and American films; a Writing Room to help students develop creative and expository writing skills; lectures on literary and language subjects; French, German, and Spanish student clubs with a variety of projects; opportunities for language students to travel and study abroad.
- A varied program of musical events, including concert band, jazz ensemble, and choir concerts, as well as recitals by students and faculty; opportunities to work with well-known composers and artists in residence; tours.
- A Philosophy Colloquium in which internationally distinguished philosophers participate.
- A number of opportunities in speech communication, including sponsorship of speakers and discussion groups, student attendance at conferences, and participation in the student organization Communications Club.
- Annual offering of faculty- and student-directed plays; opportunities to work with professional troupes in residence; annual theatre tour to New York or London.

The Division of the Humanities provides students with opportunities to participate in the varied curricular and cocurricular programs described above. Through participation in these programs as either employees or volunteers, scores of students each year discover for themselves the meaning and value of a liberal education.

Finally, the Division of the Humanities offers its students one of UMM's most beautiful and useful facilities, the Humanities Fine Arts Center—a building that has been granted by *Progressive Architecture* its First Design Award with the following citation:

"It gives architectural form to a powerful new direction in education—the school being integrated into the community. This project shows how the school can be a model for community development."

Division of Science and Mathematics

- Biology (page 68)
- Chemistry (page 70)
- Computer Science (page 73)
- Geology (page 89)
- Mathematics (page 106)
- Natural Science (page 113)
- Physics (page 115)

Whether interested in biology, chemistry, computer science, geology, mathematical sciences, or physics, students will find that programs in UMM's Division of Science and Mathematics offer excellent preparation for employment in a related field, graduate study, or teaching in junior or senior high school. Courses leading to Minnesota secondary education licensure are offered in physical science, life science, earth science, and mathematics. The sciences form an integral part of UMM's preprofessional programs in the health, medical, and engineering fields and contribute to general education studies.

Students will have many opportunities to get to know their instructors and perhaps be associated with them on research projects. Students have worked with faculty on computational geometry, distributive computing projects, and the theory of light scattering in superfluid helium. They have helped develop a variety of methods for the analysis of statistical data, such as a loglinear model of educational data and the representation of three-dimensional copulas in terms of two-dimensional marginals. Students have also developed computer software for mathematics education and have researched topics in biomathematics and theoretical mathematics. They have conducted

investigations into molecular biology and the genetic engineering of microorganisms, the ecology of prairies, and the genetics and ecology of amphibians. They have studied the geology of glacial deposits in Minnesota, analyzed the fossils and sediments of the Cretaceous Seaway in South Dakota, and contributed to faculty field research in the Rocky Mountains of Colorado and Idaho. They have conducted research on the breakdown of pesticides, the preparation of novel chemical compounds, and the development of new chemical reactions both at UMM and in universities and national laboratories across the country. Students are encouraged to publish results of their research with faculty or to present their findings at conferences or seminars. Most students at some time serve as teaching assistants, earning money while assisting professors in tasks ranging from helping with lab courses to tutoring beginning students.

Field trips are an integral part of the learning process. Students and faculty have traveled to the Florida Keys, the volcanoes of Hawaii, the deserts of Arizona and New Mexico, western Canada and Alaska, and throughout Minnesota and surrounding regions of the Upper Midwest, in seeking a better understanding of our Earth's natural environments, landforms, and processes.

Students will find other ways to enhance their studies in the sciences. The Geology, Math, ACM Computer, Biology, ACS, Chemistry, and Physics Clubs provide an opportunity for students and faculty who share mutual interests to meet informally and participate in related activities. In addition, visiting scientists frequently come to campus to discuss current scientific problems and topics with UMM faculty and students.

Construction is underway for major additions to the Science and Mathematics facilities. A new laboratory and classroom wing, to be completed in the year 2000, will house biology and chemistry labs, a computer classroom, and general purpose classrooms. Current facilities will subsequently be renovated to house the computer science, geology, mathematics, and physics programs. With these enhanced facilities, the opportunities available to students will be even more exciting.

Division Structure and Course Descriptions

Division of the Social Sciences

- Anthropology (page 63)
- Economics (page 74)
- Geography (page 88)
- History (page 93)
- Liberal Arts for the Human Services (page 99)
- Management (page 104)
- Political Science (page 117)
- Psychology (page 120)
- Social Science Major (page 123)
- Sociology (page 124)

The social sciences consist of the branches of study dealing with the structure of society and the activities of its members. The Division of the Social Sciences includes the disciplines of anthropology, economics, geography, history, management, political science, psychology, and sociology. In addition, its courses are incorporated into the interdisciplinary programs in Latin American Area Studies, Women's Studies, and European Area Studies, and it offers a major in Liberal Arts for the Human Services and a social science major for teacher licensure. The social sciences coursework is oriented toward liberal education studies that prepare students to understand human beings in their social relationships.

Many of the social science disciplines encourage various kinds of fieldwork. Students intern on the local as well as state and federal levels as social workers, counselors, state legislative assistants, and administrative assistants in a variety of programs and organizations, including the Older Adults Program, welfare agencies, and group homes. A number of students have co-authored studies with faculty and have presented papers at professional conferences. Many students serve as research and teaching assistants. They have

used primary research materials to recreate historical events for reports filed in the archives of the West Central Minnesota Historical Research Center. They go beyond the boundaries of the strictly "classroom" education to explore and gain firsthand experience with the professional tools of their field.

UMM's Division of the Social Sciences has many resources that lend themselves well to establishing individual learning experiences. Among these are the West Central Minnesota Historical Research Center, Psychology Laboratory, Project on Fantasy, Model United Nations Program, and a wide variety of internship and field studies programs.

Close student-faculty rapport is an important aspect of social sciences study. Individualized attention is emphasized and students are encouraged to work on a one-to-one basis with professors to create a program that best suits their needs and interests.

Interdisciplinary Programs

- European Studies (page 84)
- Interdisciplinary Studies (page 96)
- Latin American Area Studies (page 97)
- Women's Studies (page 134)

UMM offers interdisciplinary majors, whose educational objectives are realized through an integration of courses from two or more disciplines, in European Studies, Latin American Area Studies, and Liberal Arts for the Human Services, as well as a minor in Women's Studies. Interdisciplinary course offerings not associated with an interdisciplinary major or minor involve in-depth material of two or more traditional academic disciplines or divisions, and some include subject material of a very broad nature that cannot properly be regarded as a part of a traditional discipline or division.

Course Numbers and Designators

Course numbers reflect the level of difficulty of a course. Generally, courses numbered 1xxx are for undergraduates in their first year of study, courses numbered 2xxx are for undergraduates in their second year of study, courses numbered 3xxx are for undergraduates in their third year of study, and 4xxx are for undergraduates in their fourth year of study. Some courses require prerequisite coursework or advanced class status for entrance while others do not. Students should plan their programs carefully to complete courses in the proper sequence.

The current *Class Schedule* contains information on course prerequisites, hours and days, and room assignments.

In connection with course numbers, disciplines and programs are identified by a two-, three-, or four-letter designator prefix (e.g., Ed for Education, Pol for Political Science, LAAS for Latin American Area Studies).

Degree Requirements and Course Descriptions

Symbols, Abbreviations, and Punctuation

The following symbols, abbreviations, and punctuation are used throughout the course descriptions in lieu of page footnotes:

1201-1202-1203

..... A *hyphen* between course numbers indicates a sequence of courses that must be taken in the order listed. The first course in the sequence is a prerequisite for the second course, and the second course in the sequence is a prerequisite for the third course.

1201, 1202, 1203

..... A *comma* between course numbers indicates a series of courses that may be entered any semester.

Honors

..... "Honors:" at the beginning of a course title indicates an Honors course.

f,s Following a course number, indicates fall, spring semester.

Sci-L Courses that meet specific general education requirements are designated as CE, CW, FL, M/SR, ArtP, Hist, SS, Hum, FA, Sci, Sci-L, HDiv, Env, IP, E/CR.

cr Credits per semester

¶ Concurrent registration is required (or allowed) in the course listed after this symbol.

..... Approval of the instructor is required for registration.

prereq

..... Before enrolling in some courses, students must have completed or be concurrently enrolled in certain other courses, or possess some particular qualification or class standing. These requirements are known as "prerequisites" (prereq). If no prerequisites are listed, there are none for the course.

Prerequisites from the quarter system are preceded by "QP" and prerequisites from the semester system are preceded by "SP." When "prereq" appears in the prerequisite statement, what follows is for both quarters and semesters.

QP ... Quarter prerequisite (see "prereq")

SP ... Semester prerequisite (see "prereq")

, In prerequisite listings, a comma means "and."

Δ Approval of the discipline offering the course is required for registration.

A prerequisite course listed by number only (e.g., prereq 3105) is in the same discipline as the course being described.

Anthropology (Anth)

This discipline is in the Division of the Social Sciences.

Objectives—Anthropology courses are designed to provide an understanding of human beings and human society with respect to both biology and culture. Students are exposed to a broad historical and comparative framework within which to view the variety of human cultures. Coursework deals with concepts, techniques, and substantive knowledge of the branches of the field, e.g., physical anthropology, social and cultural anthropology, ethnology, archaeology, and linguistics. (See Sociology for more information.)

Course Descriptions

Note: Anth 2300, 2451, 3300, and 3411 may also be taken for credit in Sociology.

Anth 1101f. Introductory Physical Anthropology. (Sci-L; 4 cr)

Prehistoric human life and culture. Processes of human evolution. The fossil record linking anatomically modern humans with our earliest hominoid ancestors. Human and other primate variation and genetics.

Anth 1111f,s. Introductory Cultural Anthropology.

(SS; 4 cr)

Varieties and range of human behavior as revealed through the comparative study of cultures throughout the world. Concepts developed by anthropologists to explain both the unity and diversity of humankind.

Anth 2300f,s. Variable Topics in Latin American Cultures and Societies. (IP; 4 cr; repeatable when topic changes;

QP-1110 or Soc 1100; SP-1111 or Soc 1101)

Same as Soc 2300. Use of archaeological, historical, and contemporary materials. Topics may include political institutions, media, popular culture, ethnicity, class, ecology, and cultures.

Anth 2301f. Social Change and Development in Latin

America. (IP; 4 cr; QP-1110 or Soc 1100; SP-1111 or Soc 1101)

Anth 2302s. Women in Latin America. (IP; 4 cr;

QP-1110 or Soc 1100; SP-1111 or Soc 1101)

Anth 2400s. Variable Topics in American Indian Cultures and Societies. (See specific topics for general education

categories; 4 cr; repeatable when topic changes; QP-1110 or Soc 1100; SP-1111 or Soc 1101; not offered 1999-2000)

In-depth study of topic concerning North American Indians. Topics vary, e.g., traditional Native American societies and cultures, Native American archaeology, Native American religions.

Division Structure and Course Descriptions

Anth 2401s. Traditional Native American Cultures and Societies. (IP; 4 cr; QP–1110 or Soc 1100; SP–1111 or Soc 1101)

Anth 2451f. 20th-Century Native Americans. (HDiv; 4 cr)
Same as Soc 2451. The cultures, problems, and resurgence of Native Americans in the 20th century. Government policies; education, religion, self-determination, family, gaming, etc.

Anth 3101f. The Anthropology of Religion. (SS; 4 cr; QP–1110 or Soc 1100; 5 addtl cr Anth or Soc recommended; SP–1111 or Soc 1101; 4 addtl cr in Anth or Soc recommended)
Comparative study of religion, magic, witchcraft, etc., in various parts of the world. Theories and concepts developed by anthropologists in dealing with religious phenomena in a cross-cultural perspective.

Anth 3200s. Variable Topics in Comparative Ethnography. (Env; 4 cr; repeatable when topic changes; QP–1110 or Soc 1100; SP–1111 or Soc 1101 or #: not offered 1999-2000)

Topics in social systems, beliefs, values, and customs of societies around the world. Comparison and analysis of how various components of social and cultural systems interact with one another and with their environments.

Anth 3300s. Variable Topics in Area Studies. (IP; 4 cr; repeatable when topic changes; QP–1110 or Soc 1100; SP–1111 or Soc 1101 or #: not offered 2000-2001)
Same as Soc 3300. In-depth study of societies and cultures (values, religions, politics, economic institutions, kinship, family organization) of a particular part of the world, e.g., Africa, India and South Asia, China, Pacific Islands.

Anth 3301s. India and South Asia. (IP; 4 cr; QP–1110 or Soc 1100; SP–1111 or Soc 1101 or #: not offered 2000-2001)

Anth 3411s. Seminar in Anthropological (Qualitative) Methodology. (E/CR; 4 cr; QP–1110, 5 addtl cr in Anth; SP–1111 or Soc 1101, 4 addtl cr in Anth or Soc; not offered 2000-2001)

Same as Soc 3411. Exploration and evaluation of methods used in cultural anthropology; qualitative methods in sociology and anthropology; research ethics; design and execution of qualitative research project.

Anth 4901s. Seminar in Anthropological Theory. (4 cr; QP–1110, 5 addtl cr in Anth; SP–1111 or Soc 1101, 4 addtl cr in Anth or Soc; not offered 1999-2000)
Survey of the historical development and major contemporary fields of anthropological theory.

Anth 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)
Research, field, or cultural experiences.

Anth 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program. #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Art History (ArH)

This discipline is in the Division of Humanities. Art history involves the study of ways the visual arts reflect and shape the world’s cultures.

Objectives—The purposes of the art history curriculum are to develop students’ understanding of some of the historical traditions in the visual arts, to teach students methods of analysis and interpretation of the meaning of works of art, and to help students learn to evaluate the quality of works of art.

Major Requirements

ArtS 1101-1102—Basic Studio Drawing
ArtS 1103—Basic Studio 2-D Design
ArtS 1104—Basic Studio 3-D Design
ArtS 1105-1106—Basic Studio Discussion
ArH 1101—Principles of Art
ArH 1111—Ancient and Medieval Art
ArH 1121—Renaissance to Modern Art
and 24 additional credits in art history

Courses with grades of D may not be used to meet the major requirements. Required courses may not be taken S-N unless offered S-N only.

Minor Requirements

ArH 1101—Principles of Art
ArH 1111—Ancient and Medieval Art
ArH 1121—Renaissance to Modern Art
and 12 additional credits in art history

Courses with grades of D may not be used to meet the minor requirements. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

ArH 1101. Principles of Art. (FA; 4 cr)

An introduction to the theories, methods, and vocabulary of art history. Involves development of basic skills of research and of analysis and interpretation of individual works of art. Helps the student to understand the intrinsic as well as the historical-cultural meanings of works of art.

ArH 1111. Ancient and Medieval Art. (FA; 4 cr)

Origins of art in the Paleolithic period; survey of monuments of ancient Mesopotamia, Egypt, Greece, and Rome as well as the Early Christian, Romanesque, and Gothic styles of western Europe. Also treatment of non-western traditions in ancient and medieval periods.

ArH 1121. Renaissance to Modern Art. (FA; 4 cr)

Survey of the major works of art of western Europe from 1400 to the present.

ArH 3101f. Art of Ancient Greece. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 1999-2000)

Beginning with the Bronze Age civilization of the Aegean, Minoan, Cycladic, and Mycenaean, this course will follow the development of painting, sculpture, and architecture of ancient Greece, concentrating on the classical period in Athens and the Hellenistic period in the Mediterranean.

Arth 3111s. Art of Ancient Rome. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 1999-2000)

The Etruscan civilization in central Italy originating in the 7th century B.C.E. will initiate the study of the development of Roman painting, sculpture, and architecture with concentration on the Imperial period of ancient Rome to the 4th century C.E.

Arth 3121f. Medieval Italian Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 1999-2000)

Painting, sculpture, and architecture of central Italy, notably Tuscany, from the 12th to 14th centuries, with attention to the influence of the mendicant monastic orders of the Franciscans and the Dominicans on the art of the period.

Arth 3131f. Northern Renaissance Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 2000-2001)

Painting, sculpture, and architecture of France, Belgium, the Netherlands, and Germany during the late 14th century to the mid-16th century, tracing the development of oil painting and interpreting the significant imagery of the period.

Arth 3141f. 15th-Century Italian Renaissance Art.

(FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 2000-2001)

The renewal of interest in Classical art and humanistic learning as embodied in the painting, sculpture, and architecture of Italy. Tuscany in central Italy will be the focus of this rebirth in Renaissance art and culture.

Arth 3151s. High Renaissance Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 2000-2001)

The art of the 15th and early 16th centuries in Italy, concentrating on the work of Leonardo da Vinci, Michelangelo, and Raphael to understand the classicizing principles of the time and place.

Arth 3161. Mannerist Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 2000-2001)

A study of art during a period of cultural upheaval and radical change in Italy and northern Europe from 1520 to 1590.

Arth 3171. Baroque Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 2000-2001)

The art of the Roman Catholic Counter Reformation, the court of Louis XIV of France, and “the Little Dutch Masters” and Rembrandt in 17th-century Europe.

Arth 3181. 18th-Century European Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 1999-2000)

The art of the court of Louis XV of France and of the Enlightenment of western Europe and England.

Arth 3191. 19th-Century American Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 1999-2000)

The art of the nation from 1800 to 1893 during a period of expansion ending in a time of consolidation. Emphasis on landscape painting of the American wilderness and both high style and vernacular architecture provides the basis to understand patterns of immigrant settlement and development of the land.

Arth 3201f. 19th-Century European Art through Post-Impressionism. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 2000-2001)

Survey of major movements from Neoclassicism through Romanticism, Realism, and Impressionism to Post-Impressionism. Attention is given to iconographical and formal analysis as well as to the social conditions in which artists lived and worked.

Arth 3211s. Early Modern Art: Symbolism to Surrealism. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 2000-2001)

Survey of the major early modern movements from Symbolism through Cubism, Futurism, Expressionism, Constructivism, De Stijl, and the Bauhaus to Surrealism. Attention is given to theories of modern art as well as to formal and iconographical analyses and to the social conditions in which modern art was created and experienced.

Arth 3221f. 20th-Century Art: 1945 to the Present.

(FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 1999-2000)

An examination of selected artists and movements from the 1940s through the present. Equal emphasis is given to the art and the social context in which it was made and experienced, and to modernist and postmodernist aesthetic and critical thought.

Arth 3231s. History of Photography. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 2000-2001)

Survey of European and American photography from the period of invention to the present. Major artists and movements are examined in the context of a variety of aesthetic, social, and technical issues.

Arth 3241f. African American Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 1999-2000)

Survey of African American art from colonial times to the present, focusing on social context and aesthetic and biographical issues.

Arth 3251s. Pre-Columbian Arts of the Americas.

(FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 1999-2000)

The pre-colonial arts of the native peoples of Mexico, South America, and the southwestern United States from 1000 B.C.E. to the 16th century C.E.

Arth 3261s. Chinese Art. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 1999-2000)

Survey of Chinese arts from the Neolithic times to the 20th century, presented in the context of Chinese culture.

Arth 3271s. The Art of Japan. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr; not offered 2000-2001)

A survey of the art of Japan beginning with the introduction of Buddhism in the 6th century followed by a concentration on the Momoyama and Tokugawa periods from the 16th through the 19th centuries, emphasizing the art of printmaking.

Arth 4000. Variable Topics in Art History. (FA; 2-4 cr; repeatable when topic changes; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or jr)

An art history seminar. See *Class Schedule* for topics.

Division Structure and Course Descriptions

Arth 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; QP-1100 or 1201 or 1202 or jr, #; SP-1101 or 1111 or 1121 or jr, #)

Content and nature of the course to be determined by faculty and student consultation. May include individual research and writing, working in relation to the Art Gallery program, or travel and study.

Arth 4994. Senior Honors Project. (1-5 cr; repeatable; QP-1100 or 1201 or 1202 or jr; SP-1101 or 1111 or 1121 or jr; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the seniors honors project is one of the requirements for graduating from UMM "with honors."

Art, Studio (ArtS)

This discipline is in the Division of the Humanities. Studio art includes studies in the traditional areas of the visual arts as well as in contemporary concerns and techniques. Students are introduced to the skills of critical analysis of works of art and to a variety of media and approaches to their use. In addition, the discipline supports cocurricular activities, including the UMM Student Art Club, student exhibitions, and guest speakers.

Objectives—The goal of the studio art curriculum is to introduce students to the technical, conceptual, and communication skills necessary for activities in the visual arts and to help students understand the major traditions and the place of the visual arts in our culture. Studio courses serve the needs of students planning to pursue graduate studies in art, students interested in exploring their own creative potential as part of their general education, and students preparing for secondary school teaching.

Major Requirements

ArtS 1101-1102—Basic Studio Drawing

ArtS 1103—Basic Studio 2-D Design

ArtS 1104—Basic Studio 3-D Design

ArtS 1105-1106—Basic Studio Discussion

Arth 1101—Principles of Art

(it is recommended that the above courses be taken during the freshman year)

ArtS 2101—Second-Year Drawing

ArtS 2102—Second-Year Drawing

ArtS 3881—Junior Review

ArtS 4881—Senior Review

ArtS 4901—Senior Exhibit

A minimum of 12 credits in one of the following three major media and a minimum of 6 credits in another of the three major media:

Printmaking

ArtS 2201—Beginning Printmaking

ArtS 2202—Beginning Printmaking

ArtS 3200—Advanced Printmaking

Painting

ArtS 2301—Beginning Painting

ArtS 2302—Beginning Painting

ArtS 3300—Advanced Painting

Sculpture

ArtS 2401—Beginning Sculpture

ArtS 2402—Beginning Sculpture

ArtS 3400—Advanced Sculpture

a minimum of 6 credits of 2xxx level or above ArtS electives

a minimum of 8 additional credits in ArtH

Courses with grades of D may not be used to meet the major requirements. Required courses may not be taken S-N unless offered S-N only.

Minor Requirements

ArtS 1101-1102—Basic Studio Drawing

ArtS 1103—Basic Studio 2-D Design

ArtS 1104—Basic Studio 3-D Design

ArtS 1105-1106—Basic Studio Discussion

One 12-credit sequence in one major medium or two 6-credit sequences in two different media:

Printmaking

ArtS 2201—Beginning Printmaking

ArtS 2202—Beginning Printmaking

ArtS 3200—Advanced Printmaking

Painting

ArtS 2301—Beginning Painting

ArtS 2302—Beginning Painting

ArtS 3300—Advanced Painting

Sculpture

ArtS 2401—Beginning Sculpture

ArtS 2402—Beginning Sculpture

ArtS 3400—Advanced Sculpture

ArtS 2101-2102—Second-Year Drawing

or Arth 1101—Principles of Art

Participation in ArtS 4901—Senior Exhibit is encouraged but not required

Courses with grades of D may not be used to meet the minor requirements. Required courses may not be taken S-N unless offered S-N only.

Teacher Preparation Requirements

Licensure requirements for teaching in grades K-12 include:

the studio art major

a minimum of 3 credits in each of the three major media

ArtS 1050—Beginning Ceramics

the required professional education courses for secondary licensure (see Secondary Education)

ArtE 4103—Methods of Teaching Art K-12 student teaching

Courses with grades of D may not be used to meet the major requirements. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Arts 1050f. Beginning Ceramics. (ArtP; 3 cr; repeatable to 6 cr)

Personal expression through the medium of clay. Topics will include forming methods using stoneware and porcelain (hand building and wheel techniques), glazing, the nature of clay, glaze chemistry, firing, and kilns.

Arts 1070f.s. First-Year Drawing. (ArtP; 3 cr; repeatable to 6 cr; open to nonmajors; should not be taken by students who have completed Basic Studio [see Second-Year Drawing])

For nonmajors with little or no previous experience in drawing. Exploration of line through contour and gesture, continuing with studies of value, texture, and space. Contemporary and traditional modes of drawing explored using a variety of materials.

Arts 1101 through 1106. Basic Studio. (Appropriate for nonmajors; art majors should also take ArtH 1101)

Preparation for advanced work in studio art; four related parts must be taken concurrently and in sequence. *Basic Studio Drawing*: basic exercises of drawing, use and exploration of materials and methods in line and form development, problems of spatial representation. *Basic Studio 2-D Design*: elements of two-dimensional design and color theory, introduction to painting and printmaking. *Basic Studio 3-D Design*: elements of three-dimensional design, introduction to sculpture. *Basic Studio Discussion*: theories, philosophy, history of visual arts, contemporary trends in art, selected readings.

Arts 1101f-1102s. Basic Studio Drawing. (ArtP; 2 cr per sem)

Arts 1103f. Basic Studio 2-D Design. (ArtP; 2 cr)

Arts 1104s. Basic Studio 3-D Design. (ArtP; 2 cr)

Arts 1105f-1106s. Basic Studio Discussion. (ArtP; 1 cr per sem)

The four parts of Basic Studio must be taken concurrently.

Arts 2050s. Advanced Ceramics. (ArtP; 3 cr; repeatable; QP-1200; SP-1050 or #; offered when feasible)

For students who have a working knowledge of basic forming and glazing techniques. Emphasis on advanced hand building and wheel techniques, critiques, glaze experiments, and firing.

Arts 2101f. Second-Year Drawing. (ArtP; 3 cr; QP-2 qtrs of 1503, 1504, 1505 or 1600-1605; SP-1101-1106 [10 cr] or 2 sem of 1070 or #)

Increases and improves students' knowledge and skill in drawing as a traditional art form and as a preparation for work in other media.

Arts 2102s. Second-Year Drawing. (ArtP; 3 cr; QP-3503; SP-2101 recommended)

Allows students to use drawing skills previously gained in a more individual way, integrates them with new ideas, and explores experimental drawing directions.

Arts 2201f-2202s. Beginning Printmaking. (ArtP; 3 cr per sem; QP-1600-1605; SP-1101-1106 [10 cr] or # for 2201 for nonmajor jrs and srs)

Study of and practice in various methods of printmaking; application of drawing skills, color, composition, and personal expression to printmaking techniques.

Arts 2301f, 2302s. Beginning Painting. (ArtP; 3 cr per sem; QP-1600-1605; SP-1101-1106 [10 cr], # for nonmajor jrs and srs)

The development of painting as a means of artistic expression including basic technical, material, and formal compositional problems.

Arts 2401f-2402s. Beginning Sculpture. (ArtP; 3 cr per sem; QP-1600-1605; SP-1101-1106 [10 cr], # for 2401 for nonmajor jrs and srs)

Exploration of sculpture as a means of artistic expression, including an introduction to the planning and construction of three-dimensional forms using both traditional and contemporary techniques. A two-semester sequence provides experience with a variety of materials.

Arts 2500. Photography. (ArtP; 3 cr; repeatable; QP-1600-1605; SP-1101-1106 [10 cr] or #; offered when feasible)

Introduction to photography as an art medium. Composition and artistic expression explored through basic photographic techniques. Must have a 35 mm camera.

Arts 3000. Variable Topics in Studio Art. (ArtP; 1-4 cr; repeatable when topic changes; QP-1600-1605; SP-1101-1106 [10 cr] or #; offered when feasible)

Exploration of areas of particular interest or timeliness not covered by the regular curriculum.

Arts 3100f. Third-Year Drawing. (ArtP; 3 cr; repeatable; QP-3503, 3504, 3505; SP-2101-2102 recommended)

Continued development of the skills and understandings required by traditional problems of drawing.

Arts 3110s. Third-Year Drawing. (ArtP; 3 cr; repeatable; QP-3503, 3504, 3505; SP-2101-2102, 3100 recommended)

Emphasizes self-direction, experimental approaches and materials, and study of contemporary concepts.

Arts 3200f.s. Advanced Printmaking. (ArtP; 3 cr; repeatable; QP-3600, 3601, 3602; SP-2202)

Further exploration of printmaking techniques and skills as a means of artistic expression. Students may register for either semester; however, a year's continuous work is recommended.

Arts 3300f.s. Advanced Painting. (ArtP; 3 cr; repeatable; QP-3700, 3701, 3702; SP-2302 or #)

Further development of painting as a means of artistic expression. Students may register for either semester; however, a year's continuous work is recommended.

Arts 3400f.s. Advanced Sculpture. (ArtP; 3 cr; repeatable; QP-3800, 3801, 3802; SP-2402)

Further development of sculpture as a means of artistic expression. Students may register for either semester; however, a year's continuous work is recommended.

Arts 3881s. Junior Review. (0 cr; prereq jr studio art major; S-N only)

Review by the studio art and art history faculty of the student's work to date. Time of review and work presented decided in consultation with the adviser and the instructor of the major studio area. Normally taken spring semester.

Arts 4881f. Senior Review. (0 cr; prereq sr studio art major; S-N only)

Review by the studio art and art history faculty of the student's work, concentrating on the major media and including any work designated at the Junior Review. Time of review and work presented decided in consultation with the adviser and the instructor of the major studio area. Normally taken fall semester.

Division Structure and Course Descriptions

Arts 4901s. Senior Exhibit. (0 cr; prereq sr studio art major or minor; S-N only)

Students consult with their adviser and the faculty member facilitating the exhibit for details.

Arts 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Arts 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Biology (Biol)

This discipline is in the Division of Science and Mathematics.

Objectives—The biology curriculum is designed to provide students with biological knowledge and to develop scientific skills as part of their liberal arts education. It prepares students for graduate or professional programs and for careers such as secondary biology education, government service, or private sector employment. Included in those skills are the abilities to conduct and interpret scientific research and to successfully communicate scientific information both verbally and in writing. The faculty believe these objectives can best be attained through a balanced core curriculum in biology and a diverse array of elective coursework, both of which include active lab and field experiences.

Major Requirements

Biol 1101—Biological Principles
Biol 2101—Evolution of Biodiversity
Biol 2111—Cell Biology
Biol 3101—Genetics
Biol 3111—Biochemistry
Biol 3121—Molecular Biology
Biol 3131—Ecology
Biol 4901—Senior Seminar
Chem 1101-1102—General Chemistry I-II
or Chem 1111-1112—Honors General Chemistry I-II
Chem 2301—Organic Chemistry I
Chem 2302—Organic Chemistry II
Chem 2311—Organic Chemistry Lab I
Math 1021—Survey of Calculus
or Math 1101—Calculus I
Math 1601—Introduction to Statistics
or Math 2601—Statistical Methods

at least 8 additional credits from:

Biol numbered 4000-4500
or Psy 3211—Biological Psychology
Psy 3201—Comparative Psychology
or Geol 3111—Introduction to Invertebrate Paleontology

Required courses may not be taken S-N unless offered S-N only. Up to 5 credits of coursework with a grade of D may be used to meet the major requirements if offset by an equivalent number of credits of A or B in the major.

Biology majors are advised to complete their chemistry and mathematics requirements as early as possible. All majors should have their programs approved by a biology adviser by the beginning of their junior year.

The *speaking component* is met in the biology major via the following course:

Biol 4901—Senior Seminar

The *writing component of the general education requirements* is met in the biology major via the following course, which requires writing assignments and/or term papers:

Biol 1101—Biological Principles

The *computing component of the general education requirements* is met in the biology major via the following courses, which utilize computer software in class and in processing data from experiments or field projects:

Biol 2111—Cell Biology

Biol 4311—Conservation Genetics

Minor Requirements

Biol 1101—Biological Principles
Biol 2101—Evolution of Biodiversity
Biol 2111—Cell Biology
two additional Biol courses numbered 3000-4500

Courses required for the minor may not be taken S-N. Up to 5 credits of coursework with a grade of D may be used to meet the minor requirements if offset by an equivalent number of credits of A or B in the major.

Teacher Preparation Requirements

Students interested in secondary teaching in biological (life) science must complete a biology major and meet the requirements of the secondary education licensure program. The secondary teaching minor in biological (life) science requires a biology minor and completion of the requirements of the secondary education licensure program. Consultation with a biology adviser and early completion of the basic science courses are recommended. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Biol 1000. Variable Topics In Biological Thought.

(See specific topics for general education categories; 1-5 cr; repeatable when topic changes; no elective cr for Biol majors or minors; offered when feasible)
Introduction to scientific method, illustrated by study of both classical and modern literature in biology. Some of

the properties of and challenges to organisms, with illustrations chosen from general or specific topics announced in advance. (lect and/or lab)

Biol 1051f. Wildlife Biology. (Sci-L; 4 cr; no elective credit for biol majors or minors; offered when feasible)

Biological principles and practices illustrated through studies of North American wildlife. Wildlife taxonomy, identification, migration and dispersal, ecological relationships, contemporary problems associated with human activities. (two 65-min lect, one 120- or 180-min lab or field study)

Biol 1052f,s. Conservation Biology. (Sci-L; 4 cr; no elective cr for biol majors or minors; offered when feasible)

Survey of topics in conservation biology, with emphasis on topics that have created controversy and debate: loss of biodiversity, endangered species preservation and management, habitat conservation, environmental degradation, and sustainable development. (two 65-min lect, one 120- or 180-min lab or field study)

Biol 1101f,s. Biological Principles. (Sci; 4 cr)

Basic principles of biology, including cellular structure, organismal function, inheritance, and evolution. Emphasizes scientific methods and the biological literature. Includes small group discussions. First course of the biology major sequence. (three 65-min lect and discussion)

Biol 2101s. Evolution of Biodiversity. (Sci-L; 4 cr; SP-1101 or #)

Analysis of evolutionary trends using historical and contemporary evidence. Principles of classification and phylogenetic reconstruction. Includes laboratory survey of the major groups of organisms. (two 65-min lect, one 120-min lab)

Biol 2102f. Human Anatomy. (3 cr; prereq soph)

Same as WSS 2102. Structure of human systems at their organ and cellular levels. (one 100-min lect, one 120-min lab)

Biol 2111f. Cell Biology. (Sci-L; 4 cr; QP-Chem 1302 or Chem 1502; SP-1101, ¶Chem 1102 or ¶Chem 1112)

Cell structure and function. Includes topics pertaining to the chemistry, physiology, structure, and reproduction of plant and animal cells. (two 65-min lect and one 120-min lab)

Biol 3101s. Genetics. (Sci-L; 4 cr; QP-1114; SP-1101, 2111)

Principles and mechanisms of inheritance and variation, including cytological, organismal, and population genetics; mechanisms of evolution; and the genetic problems of humans. (two 65-min lect, one 120-min lab)

Biol 3111f. Biochemistry. (Sci-L; 4 cr; QP-1114, Chem 3331, Chem 3332; SP-1101, 2111, Chem 2302 or #)

Lectures, discussions, and lab experiments on the structures, functions, and biochemical transformations of proteins, carbohydrates, nucleic acids, and lipids. (three 50-min classes, one 180-min lab)

Biol 3121s. Molecular Biology. (Sci-L; 5 cr; QP-1114, 3200; 3500 recommended; SP-1101, 2111, ¶3101, Chem 2301)

Principles and mechanisms of DNA function, protein synthesis, and gene regulation in prokaryotes and eukaryotes. Genetic engineering and evolution at the molecular level. (two 100-min lect, 180-min lab)

Biol 3131f. Ecology. (Sci-L; 4 cr; QP-1120; 3200 recommended; SP-1101, 2101)

Basic principles and models of population biology, community structure and function, and ecosystem

dynamics. Lab exercises emphasize fieldwork, techniques for characterizing local plant and animal communities, and experimental investigation of topics such as competition and behavioral ecology. (two 65-min lect, one 180-min lab and field study; weekend field trip required)

Biol 4000. Variable Topics in Advanced Biology.

(See specific topics for general education categories; 1-5 cr; repeatable when topic changes; prereq depends on topic; offered when feasible)

Treatment of advanced topics in biology not included in the regular curriculum. (lect, lect/lab, or lab only depending on topic)

Biol 4102s. Human Physiology. (Sci; 4 cr; QP-1114, Chem 1303 or Chem 1502; SP-1101, 2111, Chem 1102 or Chem 1112; offered even-numbered yrs)

Function of human systems at their organ, cellular, and molecular levels. (three 65-min lect)

Biol 4111s. Microbiology. (Sci-L; 4 cr; QP-1114; 3200, 3500 recommended; SP-2111 or #; offered odd-numbered yrs)

Lectures, discussions, and lab experiments on the morphology, physiology, genetics, taxonomy, and ecology of microorganisms, with an emphasis on prokaryotic microbes and viruses. (three 50-min lect, one 180-min lab)

Biol 4121. Herpetology. (Sci-L; 4 cr; QP-1120; SP-2101; offered when feasible)

Survey of amphibians and reptiles, including their evolution, systematics, identification, behavior, ecological relationships, and contemporary problems associated with human activities. (two 65-min lect, one 120-min lab and field studies)

Biol 4131f. Vertebrate Natural History. (Sci-L; 4 cr; QP-1120; SP-2101; offered even-numbered yrs)

Survey of vertebrates, including their evolution, systematics, and ecological relationships. (two 65-min lect, one 180-min lab or field study)

Biol 4141f. Comparative Invertebrate Zoology. (Sci-L; 4 cr; QP-1120; SP-2101 or #; offered when feasible)

Comparative study of the structure, function, natural history, development, and evolution of invertebrate animals. (two 65-min lect, 180-min lab)

Biol 4151f. Entomology. (Sci-L; 4 cr; QP-1120; SP-2101 or #; offered odd-numbered yrs)

Structure, life histories, habits, and classification of common families of insects, including their economic significance. (two 65-min lect, 180-min lab; weekend field trip required)

Biol 4161. Evolution. (Sci; 4 cr; QP-3200, SP-2101 or #; offered when feasible)

Survey of the history, evidence, and mechanisms of organic evolution. (three 65-min lect)

Biol 4171s. Plant Systematics and Evolution. (Sci-L; 4 cr; QP-1114, 1120; 3200 recommended; SP-2101; offered even-numbered yrs)

Introduction to the identification and phylogenetics of land plants. Survey of the major trends in plant evolution, including morphological and life history variation among major plant taxa. Use of keys for local flora emphasized. (two 65-min lect, one 180-min lab and field study)

Division Structure and Course Descriptions

Biol 4301. Plant Biology. (Sci-L; 4 cr; QP-1114, 1120;

SP-2101, 2111 or #; offered when feasible)
Descriptive and experimental study of plants. Anatomy, development, physiology, secondary compounds, evolution, human uses of plants. (two 65-min lect, one 180-min lab)

Biol 4311f. Conservation Genetics. (Sci-L; 4 cr; QP-3200; Math 1150 or Math 3605 recommended; SP-3101; offered even-numbered yrs)

Introduction to theory of population differentiation and gene flow; applications to managing and recovering rare species. Adaptive and neutral models, linkage disequilibria, effective population size, inbreeding depression, population genetic structure. Labs use computers to model genetic changes in populations and analyze genetic structure. (two 100-min lect, one 120-min lab)

Biol 4321s. Animal Physiology. (Sci-L; 4 cr; QP-1114; SP-2111; offered odd-numbered yrs)

Functions of animal structures as they relate to coping with different environmental situations. (two 65-min lect, one 120-min lab)

Biol 4600. Practicum in Biology. (1-2 cr; repeatable to 4 cr; prereq Δ ; no elective cr for biol majors or minors; S-N only) Supervised experience of selected activities; lab preparation/management, greenhouse care/management, animal care, curating museum/herbarium collections. Repeatable with different projects or activities.

Biol 4901f. Senior Seminar. (1 cr; required of all sr biology majors; prereq sr or #; full year course, students register and start attending in fall for whole year) Seminar on selected biological topics.

Biol 4993f,s. Directed Study. (1-5 cr; repeatable; prereq Δ)

Biol 4994. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Chemistry (Chem)

This discipline is in the Division of Science and Mathematics. Coursework in chemistry spans the four traditional areas of analytical, inorganic, organic, and physical chemistry. Ancillary areas such as biochemistry and geochemistry are available through interdisciplinary coursework with the biology and geology disciplines. Although majors concentrate primarily on chemistry, they must also do work in beginning physics and calculus. The beginning chemistry courses satisfy the physical sciences component of the general education requirements.

Chemistry majors, particularly in upper division courses, do hands-on work with chemical instrumentation and use computers in both software and hardware applications. The faculty prides itself on working closely with its students on undergraduate research projects,

directed studies, and undergraduate teaching assistantships. In addition, chemistry majors are encouraged to complete summer research internships at university and industrial labs or at other research facilities, both locally and nationally.

Study in chemistry is the prerequisite for many preprofessional programs at UMM. Students who also do work in the Division of Education can obtain licensure in secondary education. About two-thirds of UMM's chemistry majors pursue postgraduate work toward a doctoral degree—most of them in chemistry, many in medicine, but also in other health-related fields, such as veterinary medicine and dentistry, in biological fields related to chemistry, and in a variety of other fields. The other third directly enter the job market upon graduation, primarily in the chemical industry or in secondary education.

Objectives—The chemistry curriculum focuses on the structure of matter and the conditions required for material change. It is designed to prepare students for graduate study in chemistry or related fields or for a career in the chemical industry or in secondary teaching.

Major Requirements

Chem 1101-1102—General Chemistry I-II
or Chem 1111-1112—Honors General Chemistry I-II
Chem 2301—Organic Chemistry I
Chem 2302—Organic Chemistry II
Chem 2311—Organic Chemistry Lab I
Chem 2321—Introduction to Research
Chem 3101—Analytical Chemistry
Chem 3501—Physical Chemistry I
Chem 3502—Physical Chemistry II
Chem 3511—Physical Chemistry Lab
Chem 4901—Chemistry Seminar I
Chem 4902—Chemistry Seminar II

two courses from:

Chem 3111—Instrumental Analysis
Chem 3701—Inorganic Chemistry
Chem 3811—Macromolecules
Chem 4100—Variable Topics in Analytical Chemistry
Chem 4300—Variable Topics in Organic Chemistry
Chem 4500—Variable Topics in Physical Chemistry
Chem 4700—Variable Topics in Inorganic Chemistry
or another course approved by the chemistry discipline

in addition, the chemistry major requires:

Math 1101—Calculus I
Math 1102—Calculus II
Phys 1101—General Physics I
Phys 1102—General Physics II

Required courses may not be taken S-N unless offered S-N only. Up to 8 credits of coursework with a grade of D may be used to meet the major requirements if offset by an equivalent number of credits of A or B.

Students should consult members of the chemistry faculty in order to plan programs of study appropriate to their interests and postgraduate goals.

Minor Requirements

Chem 1101-1102—General Chemistry I-II
or Chem 1111-1112—Honors General Chemistry I-II
three additional Chem lecture courses numbered 2301 or above, two of which must include lab or have a concurrent lab registration

Required courses may not be taken S-N except where noted. Up to 8 credits of coursework with a grade of D may be used to meet the minor requirements if offset by an equivalent number of credits of A or B.

Teacher Preparation Requirements

Chemistry is part of the requirement for licensure in physical science. For this program, students must acquire a high level of competency in chemistry or physics. The chemistry emphasis is listed here; the physics emphasis is listed in the physics section. Note that either emphasis will satisfy the licensure requirement.

For the *chemistry emphasis*, students must complete:

Chem 1101-1102—General Chemistry I-II
or Chem 1111-1112—Honors General Chemistry I-II
Chem 2301—Organic Chemistry I
Chem 2302—Organic Chemistry II
Chem 2311—Organic Chemistry Lab I
Chem 2312—Organic Chemistry Lab II
Chem 3101—Analytical Chemistry
Chem 3501—Physical Chemistry I

two additional Chem lecture courses at the 3xxx level or above

Phys 1101—General Physics I
Phys 1102—General Physics II
Phys 2101—Modern Physics
Phys 2201—Circuits and Electronic Devices
Phys 3301—Optics

required professional education courses, including methods (SciE 4103—Methods of Teaching Science in the Secondary School) and student teaching in chemistry

The teaching minor in chemistry requires:

Chem 1101-1102—General Chemistry I-II
or Chem 1111-1112—Honors General Chemistry I-II

Chem 2301—Organic Chemistry I
Chem 2311—Organic Chemistry Lab I
Chem 3101—Analytical Chemistry
Chem 3501—Physical Chemistry I
3 additional credits in an approved Chem lecture course at the 3xxx level or above

required professional education courses, including methods (SciE 4103—Methods of Teaching Science in the Secondary School) and student teaching in chemistry

Early consultation with an adviser in chemistry is recommended for those pursuing licensure in physical science.

Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Chem 1101f. General Chemistry I. (Sci-L; 4 cr; SP—Math 0901 or placement beyond Math 0901 using ACT/ placement exam score)

Scientific method, measurements, nomenclature, stoichiometry, atomic and molecular structure, chemical periodicity, and properties of common elements and ions. Development of scientific reasoning and problem-solving skills. Lab exercise concomitant with these topics. (3 hrs lect, 3 hrs lab)

Chem 1102s. General Chemistry II. (Sci-L; 4 cr; QP—1302 or 1501; SP—1101)

Continuation of Chem 1101. Chemical bonding, states of matter, solutions, acid-base chemistry, chemical equilibrium, oxidation-reduction reactions, kinetics, thermodynamics, quantum theory, nuclear chemistry, organic chemistry, and biochemistry. (3 hrs lect and rec, 3 hrs lab)

Chem 1111f. Honors: General Chemistry I. (Sci-L; 4 cr; SP—1 yr high school chem, M/Math 0901 or placement beyond Math 0901 using ACT/ placement exam score; 3 yrs high school math recommended)

Brief review of stoichiometry, atomic structure, periodicity, and nomenclature. Properties of solids, liquids, and gases; solutions; thermodynamics. Lab exercises in general chemistry. Assumes substantial background in high school chemistry and mathematics. (3 hrs lect and rec, 3 hrs lab)

Chem 1112s. Honors: General Chemistry II. (Sci-L; 4 cr; QP—1501; SP—1111, # for students not in Honors Program)

Continuation of Chem 1111. Kinetics, equilibrium, acid-base chemistry, solubility, coordination equilibria, thermodynamics, and electrochemistry. Overview of s- and p-block elements and transition metal chemistry. Lab exercises include qualitative analysis and inorganic synthesis and related analyses. (3 hrs lect and rec, 3 hrs lab)

Chem 2301f. Organic Chemistry I. (Sci; 4 cr; QP—1303 or 1502; SP—1102 or 1112)

Introduction to the structure and reactivity of organic molecules; nomenclature and functional groups; stereochemistry; mechanisms of substitution and elimination pathways; physical organic chemistry; introduction to synthetic strategy; fundamentals of spectroscopic techniques. (4 hrs lect)

Division Structure and Course Descriptions

Chem 2302s. Organic Chemistry II. (Sci; 3 cr; QP-3332; SP-2301)

Continuation of topics from Chem 2301; spectroscopy; chemistry of polyenes, aromatic systems, and amines; enol and enolate chemistry; free-radical chemistry; retrosynthetic analysis; special topics. (3 hrs lect)

Chem 2311f. Organic Chemistry Lab I. (1 cr; QP-1303 or 1502; SP-12301)

Development of lab techniques in organic chemistry; experimental problem solving. (3 hrs lab)

Chem 2312s. Organic Chemistry Lab II. (1 cr; QP-3333; SP-2311)

Experiments in organic chemistry; synthesis and experimental design; spectral analysis. (3 hrs lab)

Chem 2321s. Introduction to Research. (Sci-L; 2 cr; QP-3333; SP-12302)

Interdisciplinary approach to experiment design and analysis of data. Synthesis of organic, organometallic, and/or inorganic compounds, with emphasis on purification and characterization using instrumental methods. Instruction in use of the scientific literature and scientific report writing. (6 hrs lab)

Chem 3101f. Analytical Chemistry. (Sci-L; 4 cr; QP-1303 or 1502; SP-1102 or 1112)

Aqueous chemical equilibrium for acid-base, oxidation-reduction, and complexometric chemical systems; fundamentals of quantitative analytical chemistry; titrimetric and gravimetric methods of analysis; basic chemical instrumentation with emphasis on spectrophotometric methods of analysis. (3 hrs lect, 3 hrs lab)

Chem 3111. Instrumental Analysis. (Sci-L; 4 cr; QP-3110; SP-3101)

Principles of chemical instrumentation and instrumental methods of analysis; extensive lab work using chromatographic, spectrophotometric, and electrochemical methods of analysis.

Chem 3501f. Physical Chemistry I. (Sci; 4 cr; QP-1303 or 1502, Math 1202, Phys 1200; SP-1102 or 1112, Phys 1101, Math 1102 or #)

The gas state. Classical thermodynamics. Phase, chemical, and heterogeneous equilibria. Chemical kinetics. Kinetic theory of gases. Transport. (4 hrs lect)

Chem 3502s. Physical Chemistry II. (Sci; 3 cr; QP-3532; SP-3501)

Introduction to quantum theory. Atomic and molecular structure. Spectroscopy. Introduction to statistical mechanics. Chemical dynamics. Topics drawn from the liquid and solid states, advanced kinetics, electrochemistry, and surfaces. (3 hrs lect)

Chem 3511s. Physical Chemistry Lab. (1 cr; QP-3530; SP-13502)

Lab experiments to illustrate physico-chemical principles and to develop skills in data collection, analysis, and interpretation and in report writing. (3 hrs lab)

Chem 3701. Inorganic Chemistry. (Sci; 3 cr; QP-3530; SP-3501)

The periodic table; survey of nomenclature, symmetry, structure, and bonding theory of inorganic compounds, with emphasis on coordination compounds.

Chem 3801. History of Chemistry. (Sci; 3 cr; no elective cr for chem majors or minors; QP-3330; SP-2301 or #)

Theories of atoms, elements, and principles. Alchemy. Pneumatic chemistry. Phlogiston. Lavoisier and the

chemical revolution. Dalton and atomic weight scales. Physical and chemical atoms. Cannizzaro and the Karlsruhe Congress. Einstein, Perrin, and the reality of atoms. Niels Bohr and the periodic table. (3 hrs lect)

Chem 3811. Macromolecules. (Sci; 3 cr; QP-3332, 3532; SP-2301, 3501 or #)

The molecular structure and bulk properties of macromolecules. Viscoelasticity. Molar masses of polymers. Polymer synthesis. Kinetics and mechanism. Macromolecular conformations.

Chem 4100. Variable Topics in Analytical Chemistry. (Sci; 2-5 cr; repeatable when topic changes; QP-3110; SP-3101 or #)

Advanced topics in chromatographic, spectrophotometric, or electroanalytical methods of chemical analysis.

Chem 4300. Variable Topics in Organic Chemistry. (Sci; 2-5 cr; repeatable when topic changes; QP-3332; SP-2302)

Advanced topics in synthetic organic, organometallic, or bio-organic chemistry as shaped by student interest.

Chem 4500. Variable Topics in Physical Chemistry. (Sci; 2-5 cr; repeatable when topic changes; QP-3532; SP-3502 or #)

Advanced topics in molecular structure, group theory, and statistical mechanics as shaped by student interest.

Chem 4700. Variable Topics in Inorganic Chemistry. (Sci; 2-5 credits; repeatable when topic changes; QP-3720; SP-3701 or #)

Bonding and properties of coordination compounds.

Chem 4894. Research. (1-5 cr; repeatable; prereq #)

Chem 4901f. Chemistry Seminar I. (0 cr; required of all chem majors; may not count toward chem minor; QP-3410; SP-2321; S-N only)

Presentations by faculty, guest speakers, and students on topics of current research interest. Students are required to present one seminar for the Chem 4901-4902 sequence.

Chem 4902s. Chemistry Seminar II. (1 cr; required of all chem majors; may not count toward chem minor; SP-4901; S-N only)

Continuation of Chemistry Seminar I.

Chem 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Chem 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Computer Science (CSci)

This discipline is in the Division of Science and Mathematics.

Objectives—The computer science curriculum is designed to provide students with a strong foundation in the diverse and rapidly changing field of computing. The science of computing is emphasized with a focus on fundamental principles and the formal underpinnings of the field. Students are encouraged to use and

supplement their formal education through a variety of research opportunities, participation in discipline colloquia and student/professional organizations, and pursuit of internship experiences or international studies opportunities. Students who successfully complete the major are qualified to enter the computing field as professionals or to pursue graduate studies.

Major Requirements

CSci 1301-1302—Problem Solving and Algorithm Development I-II

CSci 2101—Data Structures

CSci 3401—Models of Computing Systems

CSci 3501—Algorithms and Computability

CSci 3601—Software Design and Development

CSci 3901—Seminar

14 credits of electives. Elective credits must meet a distribution requirement of at least 4 credits in each area (CSci 44xx, 45xx, and 46xx), with at least two 4-credit courses (CSci 4x5x) in different areas and three 2-credit courses (CSci 4x0x)

in addition, majors must complete a Hum general education course *outside the major* and 12 credits of appropriate Math courses numbered 1101 and above (not to include Math 1601 or Math 2211)

majors also must complete at least 8 credits from biology, chemistry, geology, or physics

Up to 8 credits of coursework with a grade of D may be used to meet the major requirements if offset by an equivalent number of credits of A or B.

Minor Requirements

CSci 1301-1302—Problem Solving and Algorithm Development I-II

CSci 2101—Data Structures

two courses chosen from:

CSci 3401—Models of Computing Systems

CSci 3501—Algorithms and Computability

CSci 3601—Software Design and Development

in addition, students minoring in computer science must complete at least 4 credits of Math courses numbered 1020 and above (not to include Math 2211)

Up to 8 credits of coursework with a grade of D may be used to meet the minor requirements if offset by an equivalent number of credits of A or B.

Course Descriptions

CSci 1001. Introduction to Computer Science. (M/SR; 2 cr)
Basic hardware and software concepts, elementary data representation, problem solving techniques, algorithm development, and current information processing and network applications.

CSci 1301. Problem Solving and Algorithm Development I. (M/SR; 4 cr)

Simple searching and sorting algorithms, lists and trees, introduction to major programming paradigms, basic proof techniques including induction and invariants, simple Big-Oh analysis of algorithms, simple set theory and logic.

CSci 1302. Problem Solving and Algorithm Development II. (M/SR; 4 cr; QP-1200, 1400; SP-1301)

Study of the functional programming paradigm, concentrating on recursion over lists, trees, and graphs; proving program correctness through induction; regular expressions; an introduction to objects.

CSci 2101. Data Structures. (M/SR; 4 cr; QP-1300, 1400; SP-1302)

Introduction to data types, including: stacks, queues, trees, and graphs; implementation of abstract data types, using object-oriented techniques and reusable libraries.

CSci 3401s. Models of Computing Systems. (M/SR; 4 cr; QP-3300; SP-2101)

Basics of computing systems, models of networks and operating systems, and issues such as deadlock, scheduling, protection and security, data management, intercomputer communication, the OSI model, and the three lower layers and their instantiation in TCP/IP.

CSci 3501f. Algorithms and Computability. (M/SR; 4 cr; QP-3300; SP-2101)

Models of computation (Turing machines, lambda calculus, deterministic and non-deterministic machines); approaches to the design of algorithms, determining correctness and efficiency of algorithms; complexity classes, NP-completeness, approximation algorithms.

CSci 3601. Software Design and Development. (M/SR; 4 cr; QP-3300; SP-2101)

Design and implementation of medium- and large-scale software systems. Principles of organizing and managing such designs and implementations throughout their lifetime. Designing for modularity and software reuse; use of libraries. Dynamics of working in groups. Group lab work on a substantial software project. (3 hrs lect, 3 hrs lab)

CSci 3901. Seminar. (Hum; 2 cr; QP-3300; SP-2101)

Familiarizes students with the literature of the field, including historical development and ethical and social implications of technology. Students will analyze various articles or similarly published works, synthesize their contents, make formal presentations, and attend and evaluate the presentations of their peers. Students will have multiple speaking and writing experiences.

CSci 4400. Variable Topics in Computing Systems. (M/SR; 2 cr; repeatable when topic changes; QP-3200; SP-3401, ¶3901 or #; offered when feasible)

Current developments in computer networks, operating systems, system programming, computer architecture, parallel and distributed architectures, databases, artificial intelligence, graphics, approximation algorithms, artificial life, computer music, etc.

CSci 4450. Variable Topics in Computing Systems. (M/SR; 4 cr; repeatable when topic changes; QP-3200; SP-3401; offered when feasible)

Topics in computing systems, such as computer networks, operating systems, system programming, computer architecture, parallel and distributed architectures, databases, artificial intelligence, graphics, approximation algorithms, artificial life, computer music.

Division Structure and Course Descriptions

CSci 4500. Variable Topics in Theory. (M/SR: 2 cr; repeatable when topic changes; QP–3510; SP–3501, ¶3901 or #: offered when feasible)
Current developments in analysis of algorithms, theory of computation, distributed algorithms, parallel algorithms, approximation algorithms, graph theory, computational geometry, NP-completeness, etc.

CSci 4550. Variable Topics in Theory. (M/SR: 4 cr; repeatable when topic changes; QP–3510; SP–3501; offered when feasible)
Topics in theory, such as analysis of algorithms, theory of computation, distributed algorithms, parallel algorithms, approximation algorithms, graph theory, computational geometry, and NP-completeness.

CSci 4600. Variable Topics in Programming Languages and Program Translation. (M/SR: 2 cr; repeatable when topic changes; QP–3190; SP–3601, ¶3901 or #: offered when feasible)

Current developments in software engineering, requirements analysis, specification, software architectures, formal methods, program derivation, testing, parallel and distributed languages, parsing, optimization techniques, compiling, etc.

CSci 4650. Variable Topics in Programming Languages and Program Translation. (M/SR: 4 cr; repeatable when topic changes; QP–3190; SP–3601; offered when feasible)
Topics in programming languages and program translation, such as software engineering, requirements analysis, specification, software architectures, formal methods, program derivation, testing, parallel and distributed languages, parsing, optimization techniques, and compiling.

CSci 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

CSci 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)
A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Economics (Econ)

This discipline is in the Division of the Social Sciences.

Objectives—The economics curriculum is designed to ensure that students:

- understand the nature and functioning of the market system
- are able to define criteria for assessing efficiency in the provision of goods and services
- investigate and assess the operation of economic institutions
- are able to evaluate alternative policies intended to enhance economic outcomes
- develop competence in quantitative methods and computing methods
- are able to conceptualize and analyze problems using the tools of economic theory, and communicate the results
- are competent in oral and written communication
- are adequately prepared for graduate or professional school.

Major Requirements

Econ 1101—Principles of Economics
Econ 3201—Microeconomic Theory
Econ 3202—Macroeconomic Theory
Econ 3501—Introduction to Econometrics
Econ 4900—Variable Topics in Economic Research
Math 1021—Survey of Calculus
Math 1601—Introduction to Statistics
14 additional credits in Econ courses at the 3xxx level and above

Grades of D in Econ 1101, Math 1021, and Math 1601 may not be used to meet major requirements. Up to 4 credits of other economics coursework with a grade of D may be used to meet major requirements if offset by an equivalent number of credits of A or B. Required courses may not be taken S-N unless offered S-N only.

Note: Students should complete

Econ 1101—Principles of Economics
Math 1021—Survey of Calculus
Math 1601—Introduction to Statistics
or their equivalents during the first two years.
Econ 3201—Microeconomic Theory
Econ 3202—Macroeconomic Theory
Econ 3501—Introduction to Econometrics
should be completed before the senior year.

Minor Requirements

Econ 1101—Principles of Economics
Econ 3201—Microeconomic Theory
Econ 3202—Macroeconomic Theory
Math 1021—Survey of Calculus
Math 1601—Introduction to Statistics
6 additional credits in Econ courses at the 3xxx level or above

Grades of D in Econ 1101, Math 1021, and Math 1601 may not be used to meet minor requirements. Required courses may not be taken S-N unless offered S-N only.

Teacher Preparation Requirements

Students seeking teaching licensure in any of the social sciences must complete a social science major. Economics majors seeking teaching licensure must also complete a social science major and the required professional education courses, including methods (SScE 4103—Methods of Teaching Social Science in the Secondary School) and student teaching in social studies. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Econ 1101f,s. Principles of Economics. (SS; 4 cr; prereq high school algebra or #)

Introduction to the study of scarce resource allocation in a market economy. Supply and demand, consumer theory, the theory of the firm, market structure, pricing of the factors of production. Measurement of economic performance; national income, inflation, and unemployment; competing macroeconomic theories; stabilization policies.

Econ 1951f,s. Seminar for Social Science Majors. (1 cr; QP-1101, 1102; SP-1101; no cr for students who are concurrently enrolled in or have received cr for 3xxx Econ courses; S-N only)

Familiarization with various journals, periodicals, and sources of statistical information that deal with current developments in economics.

Econ 3000. Variable Topics in Economics. (See specific topics for general education categories; 2 cr; repeatable when topic changes; QP-1101, 1102; SP-1101 or #; offered when feasible)

Topic to be announced.

Econ 3111f. Money and Financial Markets. (SS; 2 cr; QP-1101, 1102; SP-1101 or #)

Nature and functions of money; definitions of money; structure and function of Federal Reserve system; quantity theory of money; value of money; gold vs. paper standard; interest rate fundamentals and behavior; risk and term structure of interest rates; foreign exchange market; bond and stock market.

Econ 3112f. Money and Banking. (SS; 2 cr; QP-3105; SP-3111 or #)

Bank management; fractional reserve banking and role of commercial banks and other financial institutions; the complete money supply model; Federal Reserve monetary policy; theories of how money affects the real sector; liquidity preference theory; history of banking and banking legislation; history of the business cycle; the banking crisis of 1975-1992; integration of financial markets, banking system, the central bank, the demand for money, and financial panics.

Econ 3121f. Public Economics I. (SS; 2 cr; QP-1101; SP-1101 or #; not offered 1999-2000)

Analysis of the economics of taxation.

Econ 3122f. Public Economics II. (SS; 2 cr; QP-1101; SP-1101 or #; not offered 1999-2000)

Analysis of the economics of public expenditures.

Econ 3131f. Comparative Economic Systems. (IP; 2 cr; QP-1101, 1102; SP-1101 or #; not offered 2000-2001)

Comparison of the theory and functioning of the major economic systems of the world; economic reform in capitalist and socialist economies.

Econ 3141s. Economic Development and Growth I.

(IP; 2 cr; QP-1101, 1102; SP-1101 or #)

Nature and meaning of economic development. Theories of economic growth and the historical experience of now developed countries. General development problems facing developing countries.

Econ 3142s. Economic Development and Growth II.

(IP; 2 cr; QP-3140; SP-3141 or #)

Current development problems and policies in developing countries; the possibilities and prospects for future development. Case studies examining the development progress of these countries.

Econ 3201f. Microeconomic Theory. (SS; 4 cr; QP-1101, Math 1140; SP-1101, Math 1021 or #)

Analytical approach to decision making by individual economic units in the output and input markets, under perfect and imperfect market conditions. Externalities and role of government.

Econ 3202s. Macroeconomic Theory. (SS; 4 cr; QP-1102, Math 1140; SP-1101, Math 1021 or #)

The theory of national income determination; inflation, unemployment, and economic growth in alternative models of the national economy.

Econ 3211. History of Economic Thought I. (Hist; 2 cr; QP-3101; SP-3201 or 3202; offered when feasible)

The origin and development of economic thought from mercantilism to Karl Marx. Some important original works of Adam Smith, David Ricardo, and John Stuart Mill are also studied.

Econ 3212. History of Economic Thought II. (Hist; 2 cr; QP-3101; SP-3211 or #; offered when feasible)

The development of economic thought from William Stanley Jevons to John Maynard Keynes. Some important original works of Alfred Marshall, Irving Fisher, and John Maynard Keynes are also studied.

Econ 3501s. Introduction to Econometrics. (M/SR; 4 cr; QP-3101 or 3102, Math 1150; SP-3201 or 3202, Math 1601)

Designing empirical models in economics. Simple and multiple regression analysis. Violations of classical assumptions in regression analysis. Logit and probit models; simultaneous equation models and lag models. Emphasis on application techniques to economic issues.

Econ 4101f. Labor Economics I. (HDiv; 2 cr; QP-3101; SP-3201 or #)

Wage and employment determination. Distribution of earnings and earnings inequality by race and sex. Labor supply applications.

Econ 4102f. Labor Economics II. (SS; 2 cr; QP-3101; SP-3201 or #)

Functioning and performance of the labor market. Heterodox explanations of labor market behavior. Labor demand applications.

Econ 4111s. Mathematical Economics I. (M/SR; 2 cr;

QP-3101, 3102, Math 1140; SP-3201, 3202, Math 1021 or #; offered when feasible)

Application of mathematical methods to economic analysis. Mathematical formulations and solution of optimizing models pertaining to households and firms and of adjustments to disturbances.

Econ 4112s. Mathematical Economics II. (M/SR; 2 cr;

QP-3101, 3102, Math 1140; SP-3201, 3202, Math 1021 or #; offered when feasible)

Topics include linear modeling, input-output analysis and linear programming, efficiency and exchange, comparative static analysis, and dynamic microeconomic and macroeconomic models.

Econ 4121s. International Trade Theory. (SS; 2 cr; QP-3101; SP-3201 or #; not offered 1999-2000)

Overview of why trade occurs, pattern of trade and international factor movement. Effect of trade and trade policy on the economy. Current topics in trade theory.

Econ 4122s. Honors: International Trade Theory. (SS; 2 cr; QP-3101; SP-3201 or #, # for students not in Honors Program; not offered 1999-2000)

Same as Econ 4121. Overview of why trade occurs,

Division Structure and Course Descriptions

pattern of trade and international factor movement. Effect of trade and trade policy on the economy. Current topics in trade theory.

Econ 4131s. International Finance. (SS; 2 cr; QP-3102; SP-3202 or #)

Foreign exchange markets; theories of exchange rate determination; fixed vs. flexible rate systems; theories of balance of payments adjustments; international quantity of money theory; international reserves; international monetary system (past, present, and future); internal and external balance, international economic policy coordination, international debt problem; effect of international sector on domestic growth and stability.

Econ 4132s. Honors: International Finance. (SS; 2 cr; QP-3102; SP-3202 or #, # for students not in Honors Program) Same as Econ 4131. Foreign exchange markets; theories of exchange rate determination; fixed vs. flexible rate systems; theories of balance of payments adjustments; international quantity of money theory; international reserves; international monetary system (past, present, and future); internal and external balance, international economic policy coordination, international debt problem; effect of international sector on domestic growth and stability.

Econ 4900f.s. Variable Topics in Economic Research.

(See specific topics for general education categories; 2 cr; repeatable when topic changes; QP-3101, 3102; SP-3201, 3202 or #)

Guided research sessions. Familiarize students with literature in the field. Research topics include case studies of international or national topics within the discipline or any significant economic issue. Students are required to make a formal presentation on their research topic and attend presentations by their peers.

Econ 4901f. Labor Economics. (2 cr; QP-3101, 3102; SP-3201, 3202 or #)

Econ 4902s. Development Economics. (2 cr; QP-3101, 3102; SP-3201, 3202 or #)

Econ 4903s. International Economics. (2 cr; QP-3101, 3102; SP-3201, 3202 or #)

Econ 4904f. Public Economics. (2 cr; QP-3101, 3102; SP-3201, 3202 or #)

Econ 1993f,s, 2993f,s, 3993f,s 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Econ 4994. Senior Honors Project. (1-5 cr; repeatable; prereq participation in the Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Education Programs

(See Education [Ed]; Education, Elementary [EIEd]; Education, Secondary [SeEd]; and Wellness and Sport Science [WSS].)

UMM offers all students the opportunity to study education and its role in society. Courses with the “Ed” designator meet general education requirements, and enrollment in these courses is open and not limited to students pursuing teaching licensure.

The Division of Education offers a major and teaching licensure in elementary education (K-6). Licensure of secondary school teachers (7-12) is offered for majors in studio art, earth science (geology), English, French, German, life science (biology), mathematics, music, physical science (chemistry, physics), social science, Spanish, speech communication, speech-theatre, and theatre arts; and for minors in chemistry, earth science (geology), French, German, life science (biology), mathematics, physics, Spanish, speech communication, and theatre arts. Coursework for head varsity coaches in Minnesota is also offered.

Teacher education at UMM is part of the lifelong development of an effective teacher that includes an individual’s study of liberal arts disciplines and pedagogy, teaching, and other life experiences. UMM’s teacher education program is based on a belief that a successful teacher is one who reflects on teaching and makes instructional decisions that encourage student reflection and learning.

Teacher education at UMM uses personalized instruction and opportunities for student teaching within and outside the United States to prepare teachers who can employ human, technological, and other resources in the effective instruction of diverse populations of learners. The program introduces prospective teachers to the teaching profession and prepares them to demonstrate:

- 1) *knowledge* of themselves and of learners, liberal arts disciplines, and diverse social organizations and societies, including non-Western cultures, human growth and development, communication and language, problem solving, and effective teaching and learning;

- 2) *skill* in all aspects of the teaching act, including setting objectives; choosing content, materials, and instructional activities; teaching; and evaluating oneself, the teaching process, and the outcomes of learning;

- 3) *dispositions* associated with effective teaching and the assessment of oneself in relation to learners and learning;

- 4) *leadership* when confronting educational issues.

Admission requirements must be met and admission granted before students can enroll in courses in either the elementary or secondary teacher education programs. These admission requirements are set by UMM and the state of Minnesota. They are described under “Admission to the Major” in the “Education,

Elementary (EIEd)” section and “Admission to the Program” in the “Education, Secondary (SeEd)” section of this bulletin. Neither the elementary nor the secondary education program can be completed in one year.

Education (Ed)

This discipline is in the Division of Education. It is designed to meet general education requirements and is not limited to students pursuing teaching licensure.

Objectives—These courses are designed to offer students the opportunity to study education and its role in society.

Course Descriptions

Ed 1051s. Comparative Education. (IP; 4 cr)

Critical thinking abilities and insight into other cultures developed through study of education in selected countries and the United States.

Ed 2101f.s. Foundations and Issues in Education. (1 cr; prereq soph)

History, philosophy, and purposes of American education; teaching as a profession; issues and trends in education today. Career opportunity and certification requirements in education. In addition to class sessions, students complete 30 hours of preprofessional field experience in the schools.

Ed 3101f. Honors: Ethics and Decision Making in Education I. (E/CR; 4 cr; prereq upper div status, # for students not in Honors Program)

Study of educational decision making in different settings through analysis and development of case studies, seminar discussion, and independent research, including interviews with decision makers and participation in meetings of policy-making agencies.

Ed 3102s. Honors: Ethics and Decision Making in Education II. (1-4 cr; QP-3001; SP-3101; prereq # for students not in Honors Program)

Study of educational decision making in different settings through analysis and development of case studies, seminar discussion, and independent research, including interviews with decision makers and participation in meetings of policy-making agencies.

Ed 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Ed 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Education, Elementary (EIEd)

This discipline is in the Division of Education.

The elementary education major leads to Minnesota licensure as a teacher of grades 1 through 6. Students interested in licensure in kindergarten education must complete additional requirements. A separate admissions process must be completed and admission granted before students can enroll in these programs.

Objectives—Coursework leading to a degree in elementary education is designed to meet standards of effective practice required for licensure by providing prospective teachers with opportunities to understand concepts, tools of inquiry, and structures of disciplines taught in the elementary school; understand children and adolescents and their individual and group behavior; plan and implement instruction adapted to learners of diverse backgrounds and abilities; communicate effectively; encourage critical thinking and problem solving; use formal and informal methods of assessment; and collaborate with parents/guardians, families, school colleagues, and the community in an ethical manner.

Admission to the Major

During fall semester of the sophomore year, students are expected to attend an application meeting to begin the application process. Applications must be submitted to the Elementary Education Admissions Committee by the end of the first week of spring semester for entry to the program fall semester of the junior year. Enrollment in the major is limited. The decision to admit is made during spring semester, before fall registration. The elementary education course sequence begins in fall semester.

Students transferring from another school must be admitted to UMM before admission to the elementary major can be offered. It is recommended that these students seek academic planning advice from a member of the elementary education faculty before the semester in which admission to the program is sought.

Requirements for admission include the following:

1. Satisfactory completion of Psy 1061—Introduction to the Development of the Child and Adolescent and Ed 2101—Foundations and Issues in Education; (Psy 1051—Introduction to Psychology is strongly recommended)

Division Structure and Course Descriptions

2. Passing score on the Division of Education writing proficiency test or minimum passing score, as established for the State of Minnesota, on the examination of writing skills of the Preprofessional Skills Test (PPST)
3. Must have taken the PPST before enrolling in elementary education courses (date and location determined by Minnesota Board of Teaching; inquire at Student Counseling for details)
4. A minimum GPA of 2.50 overall and in required education courses
5. Approximately 60 credits completed by the end of the sophomore year
6. Approval of the faculty based on an interview, recommendations, assessment of prior experience (especially with children and other cultures), and progress toward a degree
7. Prior status as a student admitted to UMM

Student Teaching Requirements

1. Successful completion of EIED 3101—Teaching and Learning Strategies, EIED 3102—Reading in the Elementary School, EIED 3103—Mathematics in the Elementary School, EIED 3104—Art in the Elementary School, EIED 3105—Music in the Elementary School, EIED 3106—Physical Education in the Elementary School, EIED 4101—Special Education, EIED 4102—Social Studies in the Elementary School, EIED 4103—Science and Health in the Elementary School, EIED 4104—Language Arts and Literature in the Elementary School, EIED 4105—Practicum: Experience in the Elementary School Classroom, and EIED 4106—Beginning Student Teaching
2. A minimum GPA of 2.50 overall and in the elementary education major
3. Satisfactory completion of tutor aide and practicum experiences
4. Spch 1000—Variable Topics in Introduction to Public Speaking or Spch 1051—Introduction to Public Speaking or exemption granted by petition to the Division of Education based on satisfactory completion of at least a semester-length high school speech course
5. Approval of teacher education faculty

Major Requirements

Students must complete:

- Psy 1061—Introduction to the Development of the Child and Adolescent
Ed 2101—Foundations and Issues in Education
EIED 3101—Teaching and Learning Strategies
EIED 3102—Reading in the Elementary School
EIED 3103—Mathematics in the Elementary School
EIED 3104—Art in the Elementary School
EIED 3105—Music in the Elementary School
EIED 3106—Physical Education in the Elementary School
EIED 4101—Special Education
EIED 4102—Social Studies in the Elementary School
EIED 4103—Science and Health in the Elementary School

- EIED 4104—Language Arts and Literature in the Elementary School
EIED 4105—Practicum: Experience in the Elementary School Classroom
EIED 4106—Beginning Student Teaching
EIED 4201—Directed Student Teaching in Primary and Intermediate Grades
EIED 4901—The Teacher and Professional Development.
All courses required for a major in elementary education must be completed with a grade of C or higher.

Elementary Licensure Requirements

Students planning to teach in Minnesota elementary schools must meet the licensure requirements of the Minnesota Board of Teaching (BOT).

At the University of Minnesota, Morris, the following program is designed to meet the current BOT requirements. These course requirements are subject to change when the BOT implements new licensure rules.

1. All requirements for an elementary education major
2. One Math course at the 1xxx level or above (or CLEP equivalency)
3. Courses in the humanities, including courses from three different areas, such as (but not limited to) art, literature, music, philosophy, and theatre
4. Courses from four areas in the natural and social sciences. At least one course must be in the natural sciences, such as (but not limited to) life science, earth science, and physical science; at least one course must be in the social sciences, such as (but not limited to) anthropology, economics, geography, history, political science, psychology, and sociology
5. WSS 1101—First Aid and Psy 1081—Drugs and Human Behavior
6. Human relations training that satisfies Minnesota Board of Teaching Rules, part 8700.2700
7. Senior Presentation: A reflective summary of the student as teacher presented to an audience of educators and peers following successful completion of student teaching
8. A minimum GPA of 2.50 overall and in the elementary education major
9. All courses required for teaching licensure in elementary education must be completed with a grade of C or higher
10. A passing score on the Minnesota Board of Teaching Preprofessional Skills Test (PPST)
11. A positive recommendation from the discipline and Division of Education

Note: Students in elementary education must complete licensure requirements and apply for licensure within seven years from time of admission to the licensure program. After seven years, all education courses previously taken become void and must be retaken for licensure.

Required courses may not be taken S-N unless offered S-N only.

Kindergarten Licensure Requirements

Students who seek additional state teaching licensure in kindergarten education apply for the program during the fall semester of the junior year. Enrollment is limited. Applicants are notified of admission to the program at the end of the fall semester.

Students must complete:

1. The elementary education licensure program
2. EIED 3201—Kindergarten Education and EIED 4203—Directed Student Teaching in Kindergarten

Area of Concentration or Minor

It is recommended that students complete an area of concentration or a minor supportive of elementary education.

1. To complete an area of concentration, at least 16 credits are required. Students should seek approval of their plan for an area of concentration from a member of the elementary education faculty.
2. Students seeking a non-education major or minor should consult this catalog for requirements in the area of interest.

Course Descriptions

EIED 3101f. Teaching and Learning Strategies. (4 cr; admission to the elementary teacher education program) Elementary school teaching and learning. Planning for instruction, learning theory, multicultural education, classroom management, use of technology in the classroom. Includes a 30-hour field experience in elementary classrooms.

EIED 3102f. Reading in the Elementary School. (4 cr; prereq admission to elementary teacher education program) Beginning and advanced reading instruction in the elementary grades. Includes study of theory, issues, word recognition and comprehension strategies, reading materials, assessment, and group management.

EIED 3103f. Mathematics in the Elementary School. (2 cr; prereq admission to the elementary teacher education program) Standards, curriculum, assessment, and methodology for teaching mathematics in the elementary school. Includes the theoretical basis of methodology in mathematics and its application, measurement and evaluation, selection and use of instructional media and computer software, and meeting the needs of culturally diverse and special needs students.

EIED 3104s. Art in the Elementary School. (0.5 cr; SP-admission to the elementary teacher education program, 3101, 3102, 3103 or #) Scope, sequence, and related activities in elementary art.

EIED 3105s. Music in the Elementary School. (0.5 cr; SP-admission to the elementary teacher education program, 3101, 3102, 3103 or #) Scope, sequence, and related activities in elementary music.

EIED 3106s. Physical Education in the Elementary School. (0.5 cr; SP-admission to the elementary teacher education program, 3101, 3102, 3103 or #) Scope, sequence, and related activities in elementary physical education.

EIED 3201 (Intersession). Kindergarten Education. (4 cr; QP-3100, 3110, 3111, 3112, 3113; SP-3101, 3102, 3103, 3104, 3105, 3106; prereq admission to the elementary teacher education program) Foundations, issues, methods, and materials for kindergarten education. Developmentally appropriate curriculum, assessment, and methodology for teaching kindergarten children. Required for students desiring kindergarten endorsement.

EIED 4101f. Special Education. (2 cr; QP-3100, 3110, 3111, 3112, 3113; SP-3101, 3102, 3103, 3104, 3105, 3106; prereq admission to the elementary teacher education program) Strategies associated with special needs students.

EIED 4102f. Social Studies in the Elementary School. (2 cr; QP-3100, 3110, 3111, 3112, 3113; SP-3101, 3102, 3103, 3104, 3105, 3106; prereq admission to the elementary teacher education program) Outcomes, content, integration strategies, and assessment of social studies instruction in the elementary curriculum.

EIED 4103f. Science and Health in the Elementary School. (3 cr; QP-3100, 3110, 3111, 3112, 3113; SP-3101, 3102, 3103, 3104, 3105, 3106; prereq admission to the elementary teacher education program) Standards, curriculum, and assessment of elementary school science and health. Includes theoretical basis of methodology and its application, assessment, selection and use of instructional media and computer software, and meeting the needs of cultural diverse and special needs students.

EIED 4104f. Language Arts and Literature in the Elementary School. (3 cr; QP-3100, 3110, 3111, 3112, 3113; SP-3101, 3102, 3103, 3104, 3105, 3106; prereq admission to the elementary teacher education program) Outcomes, content, strategies, and assessment of language arts and children's literature in the elementary classroom.

EIED 4105f. Practicum: Experience in the Elementary School Classroom. (2 cr; QP-3100, 3110, 3111, 3112, 3113; SP-3101, 3102, 3103, 3104, 3105, 3106; prereq admission to the elementary teacher education program) Field experience in the elementary classroom.

EIED 4106f. Beginning Student Teaching. (2 cr; QP-3100, 3110, 3111, 3112, 3113; SP-3101, 3102, 3103, 3104, 3105, 3106; prereq admission to the elementary teacher education program) Participation in inservice, teaching, and teaching-related activities in preparation for student teaching.

EIED 4201s. Directed Student Teaching in Primary and Intermediate Grades. (HDiv; 10 cr; QP-3200; SP-4101, 4102, 4103, 4104, 4105, 4106; S-N only) Students teach for a period of 11 weeks demonstrating application of approaches to teaching and learning in primary and intermediate grades under the guidance of a cooperating teacher and University supervisor.

EIED 4202f,s. Directed Student Teaching in the Elementary School. (1-16 cr; prereq #: S-N only) For students who need alternative or additional student teaching experience.

Division Structure and Course Descriptions

EEd 4203s. Directed Student Teaching in Kindergarten. (3 cr; SP-3201, 4101, 4102, 4103, 4104, 4105, 4106; S-N only) Application of approaches to learning and teaching in a kindergarten classroom under the guidance of a cooperating teacher and University supervisor.

EEd 4204s. Directed Student Teaching in International School. (IP; 10 cr; SP-4101, 4102, 4103, 4104, 4105, 4106; S-N only)

Students teach for a period of 11 weeks demonstrating application of approaches to teaching and learning in primary and intermediate grades under the guidance of a cooperating teacher and University supervisor.

EEd 4901s. The Teacher and Professional Development. (2 cr; OP-3300; SP-4201 or #)

Professional development issues, including portfolio assessment.

EEd 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

EEd 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Education, Secondary (SeEd)

This discipline is in the Division of Education. The secondary education program leads to Minnesota licensure as a teacher of grades 7 through 12 in specified liberal arts disciplines. A separate admissions process must be completed and admission granted before students can enroll in courses in this program.

Currently UMM is approved to recommend teaching licensure for the following majors or fields: studio art, earth science (geology), English, French, German, life science (biology), mathematics, music, physical science (chemistry, physics), social science, Spanish, speech communication, speech-theatre, and theatre arts. Individuals interested in teaching should inquire at the Division of Education office for the current list of approved majors and minors at the time they select a teaching field.

Students planning to seek Minnesota teaching licensure at the secondary school level must complete the secondary teacher education program as well as requirements for teacher preparation listed under the discipline(s) of their major(s) and minor(s).

Objectives—Coursework in secondary education is designed to meet standards of effective practice required for licensure and provide prospective teachers with opportunities to understand central concepts, tools of inquiry, and structures of disciplines taught in the secondary school; understand how children and

adolescents learn and develop, individual and group motivation and behavior, and diversity among learners; create instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities; use instructional strategies that reflect personal knowledge of effective verbal, nonverbal, and communication techniques and encourage development of critical thinking, problem solving, and performance skills; understand and use formal and informal methods of student assessment; plan and manage instruction and engage in reflection and self-assessment; and collaborate with parents/guardians, families, school colleagues, and the community in an ethical manner.

Admission to the Program

During spring semester of the junior or senior year, students are expected to attend an application meeting to begin the application process. Enrollment in the program is limited. The decision to admit is made during spring semester, before fall registration. The secondary education course sequence begins in fall semester.

Students transferring from another school must be admitted to UMM before admission to the secondary program can be offered. It is recommended that students seek academic planning advice from a member of the secondary education faculty before the semester in which admission to the program is sought.

Requirements for admission include the following:

1. Successful completion of Psy 1061—Introduction to the Development of the Child and Adolescent and Ed 2101—Foundations and Issues in Education; (Psy 1051—Introduction to Psychology is strongly recommended)
2. Passing score on the Division of Education writing proficiency test or minimum passing score, as established for the State of Minnesota, on the examination of writing skills of the Preprofessional Skills Test (PPST)
3. Must have taken the PPST before enrolling in secondary education courses (date and location determined by Minnesota Board of Teaching; inquire at Student Counseling for details)
4. A minimum GPA of 2.50 overall, in required education courses, and in each teaching major or minor
5. Approximately 90 credits completed by the end of the junior year
6. Approval of the faculty based on an interview, recommendations, assessment of prior experience (especially with young people and other cultures), and progress toward a degree
7. Prior status as a student admitted to UMM

Student Teaching Requirements

1. Successful completion of SeEd 4101—Block I: Teaching the Secondary Student and SeEd 4102—Block II: Teaching and Learning Strategies
2. Successful completion of subject area methods course(s)
3. Satisfactory completion of tutor aide and practicum experiences
4. Spch 1000—Variable Topics in Introduction to Public Speaking or Spch 1051—Introduction to Public Speaking or exemption granted by petition to the Division of Education based on satisfactory completion of at least a semester-length high school speech course
5. A minimum GPA of 2.50 overall, in required education courses, and in each teaching major and minor
6. Approval of teacher education faculty based on recommendations of discipline faculty

Secondary Licensure Requirements

Students planning to teach in Minnesota secondary schools must meet the licensure requirements of the Minnesota Board of Teaching (BOT), as well as the requirements for teacher preparation listed under their chosen major(s) or minor(s).

At the University of Minnesota, Morris, the following program is designed to meet the current BOT requirements. These course requirements are subject to change when the BOT implements new licensure rules.

1. Professional education courses Ed 2101—Foundations and Issues in Education, SeEd 4101—Block I: Teaching the Secondary Student, SeEd 4102—Block II: Teaching and Learning Strategies, SeEd 4201—Directed Student Teaching in the Secondary School, and SeEd 4901—The Teacher and Professional Development
2. A special methods course in each major and minor field in which teaching licensure is desired
3. Psy 1061—Introduction to the Development of the Child and Adolescent, and Psy 1081—Drugs and Human Behavior
4. Spch 1000—Variable Topics in Introduction to Public Speaking or Spch 1051—Introduction to Public Speaking or exemption granted by petition to the Division of Education based on satisfactory completion of at least a semester-length high school speech course
5. Human relations training that satisfies Minnesota Board of Teaching Rules, part 8700.2700
6. Senior Presentation: A reflective summary of the student as teacher presented to an audience of educators and peers following successful completion of student teaching
7. A minimum GPA of 2.50 overall, in required education courses, and in each teaching major(s) or minor(s)

8. All courses required for teaching licensure in secondary education (discipline major or minor, professional education, or other course) must be completed with a grade of C or higher
9. A passing score on the Minnesota Board of Teaching Preprofessional Skills Test (PPST)
10. A positive recommendation from the discipline and division offering the major or minor and from the Division of Education

Note: Students in secondary education must complete licensure requirements and apply for licensure within seven years from time of admission to the licensure program. After seven years, all education courses previously taken become void and must be retaken for licensure.

Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

SeEd 4101f. Block I: Teaching the Secondary Student.

(4 cr; OP—Ed 1000, Psy 1350; SP—¶4102, Ed 2101, Psy 1061, methods; prereq admission to the secondary teacher education program)

Study of the secondary education student, including exceptionalities, individual differences, learning styles, self-esteem, motivation, communication skills, and multicultural education.

SeEd 4102f. Block II: Teaching and Learning Strategies.

(4 cr; SP—¶4101, methods)

Teaching and learning strategies for secondary classrooms. Planning for instruction, learning theory, use of technology in the classroom, educational philosophy, discipline, and assessment. In addition to class sessions, students complete 90 hours of preprofessional field experience in the schools.

SeEd 4201s. Directed Student Teaching in the

Secondary School. (HDiv; 10 cr; OP—Spch 1100 or Spch 1200; SP—4102, SeEd methods courses, Spch 1000 or Spch 1051 or exemption; S-N only)

Students teach for a period of 11 weeks demonstrating application of approaches to teaching and learning in secondary and intermediate grades under the guidance of a cooperating teacher and University supervisor.

SeEd 4202f,s. Directed Student Teaching in the

Secondary School. (1-16 cr; prereq #: S-N only)

For students who need alternative or additional student teaching experience.

SeEd 4204s. Directed Student Teaching in International

School. (IP: 10 cr; OP—Spch 1100 or Spch 1200; SP—4102, SeEd methods courses, Spch 1000 or Spch 1051 or exemptions; S-N only)

Students teach for a period of 11 weeks demonstrating application of approaches to teaching and learning in primary and intermediate grades under the guidance of a cooperating teacher and University supervisor.

SeEd 4901s. The Teacher and Professional Development.

(2 cr; SP—4201)

Professional development issues, including portfolio assessment.

SeEd 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Division Structure and Course Descriptions

SeEd 4994f.s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Secondary Education Methods Courses

These courses focus on the objectives, curricula, special methods, materials, and evaluation appropriate for teaching the various subject matter areas in the secondary school. Students are expected to complete a methods course in both their major and minor fields. The prerequisites for each course are a major or minor in the discipline and admission to the secondary education program. The methods course is taken concurrently with the secondary education block courses and must be successfully completed before student teaching in a specific field.

ArtE 4103f. Methods of Teaching Art K-12. (3 cr)

EngE 4103f. Methods of Teaching English in the Secondary School. (3 cr: QP—Engl 3110, Engl 3200, Engl 3220; SP—Engl 3001, Engl 3021)

LanE 4103f. Methods of Teaching Foreign Language in the Secondary School. (3 cr)

MthE 4103f. Methods of Teaching Mathematics in the Secondary School. (3 cr)

MusE 4103f. Methods of Teaching Music K-12. (3 cr)

MusE 4104f. Multicultural Music for the K-12 Music Educator. (1 cr; prereq #)

SciE 4103f. Methods of Teaching Science in the Secondary School. (3 cr)

SScE 4103f. Methods of Teaching Social Science in the Secondary School. (3 cr)

SThE 4103f. Methods of Teaching Speech and Theatre Arts in the Secondary School. (3 cr)

English (Engl)

This discipline is in the Division of the Humanities. The ideal student of English combines intellectual rigor with insight and sensitivity, uniting those qualities in effective criticism. The courses at UMM aim to foster these qualities in a wide variety of intellectually challenging ways.

Objectives—At UMM, students have the opportunity to examine different periods of literature from the medieval to the present and to take courses in expository and creative writing. They also are able to look in more detail at specific periods, authors, genres, criticism, and theory. Students learn how to discuss methodically and imaginatively what they have read: how the author has structured

the text and how literary language achieves its effects and directs the reader’s response to the text. English courses involve learning to write effectively about literature, to analyze carefully, and to construct coherent arguments.

Major Requirements include a minimum of 10 courses (40 credits).

Prerequisite course:

Engl 2011—Analysis of Poetry and Poetic Language

Advanced courses:

- A. At least two courses in British literature from:
Engl 3101—Medieval to Renaissance in English Literature
Engl 3111—British Romanticism: Origins and Influences
Engl 3121—Victorian and Modern British Literature
- B. At least one course in American literature from:
Engl 3201—The Pluralistic Roots of U.S. Literature
Engl 3211—New Visions of U.S. Literature
- C. At least one course from:
Engl 3301—Multicultural Literature
Engl 3311—Native American Literature
Engl 3321—Women’s Literature

Electives: Five courses, three at the 3xxx or 4xxx level

Minor Requirements include a minimum of six courses (24 credits).

Prerequisite course:

Engl 2011—Analysis of Poetry and Poetic Language

Advanced courses:

- A. At least one course in British literature from:
Engl 3101—Medieval to Renaissance in English Literature
Engl 3111—British Romanticism: Origins and Influences
Engl 3121—Victorian and Modern British Literature
- B. At least one course in American literature from:
Engl 3201—The Pluralistic Roots of U.S. Literature
Engl 3211—New Visions of U.S. Literature
- C. At least one course from:
Engl 3301—Multicultural Literature
Engl 3311—Native American Literature
Engl 3321—Women’s Literature

Electives: Two courses, one at the 3xxx or 4xxx level

Teacher Preparation Requirements

Engl 2011—Analysis of Poetry and Poetic Language
Engl 3001—Advanced Expository Writing
Engl 3021—Grammar and Language

Engl 3031—Shakespeare

Engl 3301—Multicultural Literature

**Two courses from historical perspectives—
one British:**

Engl 3101—Medieval to Renaissance in English Literature

Engl 3111—British Romanticism: Origins and Influences

Engl 3121—Victorian and Modern British Literature

one American:

Engl 3201—The Pluralistic Roots of U.S. Literature

Engl 3211—New Visions of U.S. Literature

Electives: Three courses, one at the 3xxx or 4xxx level

Two courses in speech:

Spch 2101—Introduction to Speech Communication

Spch 3301—Media Theory, Criticism, and Problems

Professional education courses as required

Course Descriptions

Engl 1001f. Fundamentals of Writing. (4 cr; may not be used to fulfill the College Writing requirement)

Intensive practice in the fundamentals of writing.

Students learn and apply strategies for generating, organizing, revising, and editing their writing.

Engl 1011f,s. College Writing. (CW; 4 cr)

Practice in expressive and analytical writing, with special emphasis on the multisource essay.

Engl 1021s. Introduction to Creative Writing. (ArtP; 4 cr; prereq #: not offered 1999-2000)

An introduction to the basic elements of creative writing, including exploration of poetry, story, and journal writing. Practice with techniques such as dialogue, description, voice, and style.

Engl 1031s. Imagining Contemporary America. (HDiv; 4 cr; not offered 2000-2001)

Examination of selected recent literary works reflecting the diversity of U.S. culture.

Engl 1100. Variable Topics in Literature. (See specific topics for general education categories; 4 cr; repeatable when topic changes; offered when feasible)

Study of a literary topic that is both timely and of broad interest.

Engl 1101f. The Novel Since 1960. (Hum; 4 cr; not offered 1999-2000)

Major British and American novels since 1960.

Engl 1102. The Environmental Imagination. (Envt; 4 cr; not offered 1999-2000)

Study of selected poetry and prose on nature and the environment.

Engl 1103. The Novel on Page and Screen. (Hum; 4 cr; offered when feasible)

Text and film versions of major British and American novels will be studied to learn about the effects of adaptation and the distinctive characteristics of the two media.

Engl 1104. Backgrounds to Literature. (Hist; 4 cr; offered when feasible)

Wide reading in the Bible and versions of the Greek and Roman myths combined with selected readings in English literature that illustrate the literary use of biblical and classical allusions.

Engl 2011f,s. Analysis of Poetry and Poetic Language. (4 cr; SP-1011 or equiv)

Introduction to the English major, concentrating on poetry. Emphasis on appreciating and understanding poetic form and technique. Includes one play by Shakespeare.

Engl 2021s. Analysis of Drama and Short Fiction. (Hum; 4 cr; SP-1011 or equiv; not offered 2000-2001)

Study of dramatic literature and fiction with emphasis on developing an understanding and appreciation for the forms of narrative fiction and drama and the techniques appropriate to each.

Engl 2100. Variable Topics in Writing. (ArtP; 4 cr; repeatable when topic changes; QP-1302 or 1302H; SP-1011 or equiv; offered when feasible)

Study of a topic or method(s) of writing not normally covered by other writing courses.

Engl 2101f. Journal Writing. (ArtP; 4 cr; QP-1302 or 1302H; SP-1011 or equiv; not offered 1999-2000)

Exploring the genre of journal writing; includes reading of published journals and keeping a journal.

Engl 3001f,s. Advanced Expository Writing. (4 cr; prereq #: not offered fall 2000)

Formal training in expository writing, with special attention to the ways that context and audience affect writers' stylistic choices.

Engl 3011s. Advanced Creative Writing. (ArtP; 4 cr; prereq #: not offered 2000-2001)

For experienced writers. Focus on developing skills and mastering creative and technical elements of writing poetry and fiction.

Engl 3021f. Grammar and Language. (4 cr)

Study of prescriptive and descriptive grammars and their application to writing; theories of grammar; nature of language, including phonology, syntax, semantics, language acquisition, and language variation and change.

Engl 3031s. Shakespeare. (Hum; 4 cr; QP-1501; SP-2011)

A careful reading of a representative selection of Shakespeare's plays, with attention to their historical context, the poetic and dramatic aspects of Shakespeare's art, and a variety of approaches to his work.

Engl 3050f. Variable Topics in Literature and Language I. (4 cr; repeatable when topic changes; QP-1501; SP-2011)

Detailed investigation of the works of certain authors or an intensive investigation of a particular period.

Engl 3101f. Medieval to Renaissance in English Literature. (4 cr; QP-1501, 1531, 1541; SP-2011)

Readings in English poetry, prose, and/or drama from 1300 to 1600, with particular attention to the development of an English national literature and the challenges posed by periodization (i.e., "Medieval" and "Renaissance"). Specific authors vary.

Engl 3111s. British Romanticism: Origins and Influence. (4 cr; QP-1501, 1531, 1541; SP-2011)

The study of Romanticism as an historical movement in English literature—its origins in reaction to 18th-century neoclassicism and its influences on subsequent literature.

Division Structure and Course Descriptions

Engl 3121s. Victorian and Modern British Literature.

(4 cr; QP-1501, 1531, 1541; SP-2011)

Analysis of literature as a product and cause of cultural change in Great Britain from 1839 to 1939.

Engl 3131s. The English Novel. (4 cr; QP-1501; SP-2011; not offered 2000-2001)

Study of the development of the English novel in the 18th and 19th centuries.

Engl 3141f. Irish Literature From 18th Century to the Present. (4 cr; QP-1501; SP-2011; not offered 2000-2001)

Readings in Irish literature and its relationship to historical contexts.

Engl 3201f. The Pluralistic Roots of U.S. Literature. (4 cr; QP-1501, 1531, 1541; SP-2011)

Study of important texts, canonical and non-canonical, and important periods and movements that define the colonial and U.S. experience up to 1870.

Engl 3211s. New Visions of U.S. Literature. (4 cr; QP-1501, 1531, 1541; SP-2011)

Study of selected historical and literary texts in order to explain the emergence of distinctively modern conceptions of U.S. literature from 1870 to the present.

Engl 3221s. Development of the Novel in the United States. (4 cr; QP-1501, 1531, 1541; SP-2011; not offered 1999-2000)

Study of the development of the American novel in the 19th and 20th centuries.

Engl 3301f. Multicultural Literature. (4 cr; QP-1501, 1531, 1541; SP-2011; not offered 2000-2001)

Comparative examination of literature by African American, Native American, Chicano/a, and Asian American writers.

Engl 3311f. Native American Literature. (4 cr; QP-1501, 1531, 1541; SP-2011; not offered 1999-2000)

Development of Native American literature from the 19th century to the present. Emphasis will be placed on cultural and historical contexts informing this literature as well as concerns of orality, community, and identity.

Engl 3321s. Women's Literature. (4 cr; QP-1501, 1531, 1541; SP-2011)

Examination of women writers as a distinct group, with attention to ethnic, class, and cultural differences, includes readings in feminist theory.

Engl 3401f. Modern British and American Poetry. (4 cr; QP-1501; SP-2011; not offered 2000-2001)

Study of important movements and figures in 20th-century poetry from 1900 to the present.

Engl 4000f,s. Variable Topics in Literature and Language II. (4 cr; repeatable when topic changes; QP-1501; SP-2011, #)

In-depth study of a literary subject conducted as a seminar with student presentations of oral and written reports. Attention will be given to literary research and writing. Topics will be announced in advance.

Engl 4001f. British Fiction From 1900 to 1930. (4 cr; QP-1501; SP-2011, #; not offered 2000-2001)

The development of modernism in British fiction in such writers as Conrad, Woolf, Forster, and Lawrence.

Engl 4002s. Spenser and Milton. (4 cr; QP-1501; SP-2011, #; not offered 2000-2001)

This seminar will use extensive readings in Spenser's *The Faerie Queen* and Milton's *Paradise Lost*, as well as selected minor works, to explore in detail the thought, culture, and history of the English Renaissance.

Engl 4003f. The Works of Herman Melville. (4 cr; QP-1501; SP-2011, #; not offered 2000-2001)

The development of Herman Melville's fictional prose and poetry.

Engl 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Engl 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

European Studies (ES)

This is an interdisciplinary major under the authority of the vice chancellor for academic affairs and dean. The program is administered by the coordinator of European studies.

Objectives—The purpose of the European studies program is to acquaint students with the culture and society of Europe from the Middle Ages to the present as well as Europe's classical antecedents. The study of modern Europe reflects recent changes in Central/Eastern Europe and Russia. The approach is interdisciplinary, drawing on various fields of study.

Major Requirements include language proficiency in French, German, or Spanish equivalent to that required for the completion of the course numbered 2002 in the language. (Students planning to pursue advanced courses in French, German, or Spanish should note that proficiency beyond the 2002 level is sometimes a prerequisite to some of the courses listed below.) Equivalent proficiency in European languages not offered at UMM may also be used to satisfy this requirement.

In addition, 48 credits must be selected from the courses listed below, with a maximum of 16 of the credits in any one discipline.

1. Students develop a coherent program and a plan of study in consultation with their major advisers. Advisers normally are faculty with a specialty in an appropriate area. Upon approval by the advisers, the program and plan are forwarded to the vice chancellor for academic affairs for information.
2. Any directed study course for which an instructor is available is acceptable provided the subject matter is appropriate.
3. The topics courses listed below as well as topics and seminar courses in other disciplines are acceptable provided the subject matter is appropriate.
4. Students are encouraged to spend a period of time in Europe pursuing conventional coursework, independent studies, or other study abroad programs.

Note: Students planning to major in European studies must register with the vice chancellor for academic affairs and dean.

Course Descriptions

Arth 1121. Renaissance to Modern Art. (FA; 4 cr)

Survey of the major works of art of western Europe from 1400 to the present.

Arth 3201f. 19th-Century European Art through Post-Impressionism. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 2000)

Survey of major movements from Neoclassicism through Romanticism, Realism, and Impressionism to Post-Impressionism. Attention is given to iconographical and formal analysis as well as to the social conditions in which artists lived and worked.

Arth 3211s. Early Modern Art: Symbolism to Surrealism. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 2001)

Survey of the major early modern movements from Symbolism through Cubism, Futurism, Expressionism, Constructivism, De Stijl, and the Bauhaus to Surrealism. Attention is given to theories of modern art as well as to formal and iconographical analyses and to the social conditions in which modern art was created and experienced.

Arth 3221f. 20th-Century Art: 1945 to the Present. (FA; 4 cr; QP–1100 or 1201 or 1202 or jr; SP–1101 or 1111 or 1121 or #; not offered 1999-2000)

An examination of selected artists and movements from the 1940s through the present. Equal emphasis is given to the art and the social context in which it was made and experienced, and to modernist and postmodernist aesthetic and critical thought.

Econ 4121s. International Trade Theory. (SS; 2 cr; QP–3101; SP–3201 or #; not offered 1999-2000)

Overview of why trade occurs, pattern of trade and international factor movement. Effect of trade and trade policy on the economy. Current topics in trade theory.

Engl 1100. Variable Topics in Literature. (See specific topics for general education categories; 4 cr; repeatable when topic changes; offered when feasible)

Study of a literary topic that is both timely and of broad interest.

Engl 3131s. The English Novel. (4 cr; QP–1501; SP–2011; not offered 2000-2001)

Study of the development of the English novel in the 18th and 19th centuries.

Fren 3011s. Reading and Analysis of Texts. (Hum; 4 cr; QP–1120 or #; SP–2002 or equiv or #)

Introduction to representative literary works of France and the French-speaking world. Development of ease in reading French; introduction to methods for analyzing its style and meanings.

Fren 3021f. Contemporary France. (IP; 4 cr; QP–1120 or #; SP–2002 or #; not offered 1999-2000)

A study of the evolution of French culture from 1870 to the present as France developed into a modern, multicultural democracy.

Fren 3041s. French Cultural Heritage in Other Lands. (IP; 4 cr; QP–1120; SP–2002 or #; not offered 1999-2000)

Readings in a variety of cultural and literary texts from among French-language writers of Africa, the Caribbean, North America, and Europe; study of issues of national identity, race, gender, and postcolonial consciousness.

Fren 3051f. French Literature I: Medieval and Early Modern France. (Hum; 4 cr; QP–3300; SP–3011; not offered 1999-2000)

A survey of French literature from the Middle Ages to the Enlightenment; a study of the successive ideals of feudalism, Renaissance knowledge and lyricism, classical reason and unreason, and the “Rights of Man.”

Fren 3052f. French Literature II: Revolution, Romanticism, Modernity. (Hum; 4 cr; QP–3300; SP–3011; not offered 2000-2001)

A survey of French literature from the Enlightenment to the present: literature as the rewriting of the past and the discovery of the creative self.

Fren 4991. Independent Study in French Abroad. (IP; 4 cr; repeatable to 12 cr; QP–3241 and # for study in France, 3243 and # for study in other French-speaking cultures; SP–3021 and # for study in France, 3041 and # for study in other French-speaking cultures)

Ger 3102f. Survey of German Literature and Culture II. (Hum; 4 cr; QP–3105 or #; SP–3011 or #)

Chronological study of German literature and its cultural background from 1830 to 1920. Selected representative works by Stifter, Buechner, Hebbel, Keller, Storm, Hauptmann, and Kaiser are read and analyzed.

Ger 3201s. German Classicism. (Hum; 4 cr; QP–3200, 3201 or #; SP–3101, 3102 or #; not offered 2000-2001)

Readings in aesthetic theory and exemplary works by writers of the period. Texts by Goethe and Schiller are read and analyzed in conjunction with opera librettos based on their works. Videos of Donizetti’s *Mary Stuart* and Verdi’s *Don Carlo*.

Ger 3211s. German Romanticism. (Hum; 4 cr; QP–3200, 3201 or #; SP–3101, 3102 or #; not offered 1999-2000)

Readings in Romantic theory and works by important authors of the period: Wackenroder, Tieck, Novalis, Eichendorff, and E.T.A. Hoffmann. Other art forms, such as music and painting supplement the literary discussions.

Ger 3300f,s. Variable Topics in German With English Discussion. (IP; 4 cr; repeatable when topic changes; open to all students; does not count toward major or minor)

Topics may be an in-depth study of one author or a specific period in German literature. Seminar discussions based on individual research. Readings and discussions are in English.

Ger 3601f. Studies in German Literature. (Hum; 4 cr; QP–3105 or #; SP–3011, #; not offered 1999-2000)

Selected readings in German reflecting modern literary trends. The course examines the cultural politics in the evolution of the literature in the formerly divided Germany, using plays, novels, biography, and documentary reports. It deals with questions of literary theory, history, and sociopolitical structures.

Hist 3000. Variable Topics in History. (Hist; 4 cr; repeatable when topic changes; offered when feasible)

Study of a historical topic that transcends the traditional chronological or geographical categories. Possible topics include the history of historical writing, science, and Christianity.

Division Structure and Course Descriptions

Hist 3100f. Variable Topics in European History I. (Hist; 4 cr; repeatable when topic changes)

Political, social, intellectual, or economic history of Europe from the end of the Middle Ages to 1750. Possible topics include the Renaissance, the Reformation, royal absolutism, and the scientific revolution.

Hist 3150f. Variable Topics in European History II. (Hist; 4 cr; repeatable when topic changes)

Political, social, intellectual, or economic history of Europe from 1750 to the present. Possible topics include the fascist era, development of nationalism, World War I, World War II, and the era of the French Revolution and Napoleon.

Hist 3200f. Variable Topics in European National History. (Hist; 4 cr; repeatable when topic changes)

Political, social, intellectual, or economic history of selected European nations. Possible topics include Tudor and Stuart England, the English Civil War, modern Britain, modern France, imperial Russia, and Soviet Russia.

Hum 1000. Variable Topics. (See specific topics for general education categories; 4 cr; repeatable when topic changes; offered when feasible)

Opportunity to study a traditional literary or narrative form or an idea as it appears in a number of cultures. Topic to be announced.

Hum 1100. Variable Topics in Western World Literature.

(See specific topics for general education categories; 4 cr; repeatable when topic changes; offered when feasible) Emphasis on continental works in a single genre (e.g., the novel) or from a single international literary movement (e.g., romanticism or symbolism). Topic to be announced.

Hum 1300. Variable Topics in French Literature and Culture.

(See specific topics for general education categories; 4 cr; repeatable when topic changes) This course will be taught on a variety of topics such as modern French literature in translation and women authors in French. It will be offered as both a regular course and an honors course. Topic to be announced.

Hum 1451s. German Literature in Film. (IP; 4 cr; does not count toward German major or minor; not offered 2000-2001).

Development of the German film as expressionistic art form. Film as text, film as history, film as aesthetic expression. Film presentations are in German but with English subtitles in most cases. Readings and lectures are in English.

Mus 1041f,s. Introduction to Music. (FA; 4 cr)

Survey emphasizing development of an intelligent understanding and appreciation of music. For non-music majors.

Mus 3101f. Core Studies III: Medieval, Renaissance, and Baroque Music. (FA; 4 cr; QP-1123; SP-1102)

Historical development of Western music and representative literature of the various periods and styles.

Pol 1401f. World Politics. (IP; 4 cr)

The contemporary international system, including nationalism, international political economy, foreign policy formulation, and global concerns such as the environment and conflict. North/South debate, definitions of power, the new world order, regional vs. global conflicts, and avenues of cooperation.

Pol 3301f. Contemporary Political Ideologies. (Hum; 4 cr; QP-1100; SP-1101 or #; not offered 2000-2001)

Major currents of political theory from Marx to present: Marxism, socialism, syndicalism, anarchism, fascism, political ideologies of antidemocratic thought, and totalitarian regimes.

Pol 3352s. Variable Topics in Western Political Thought: Modern. (Hum; 4 cr; QP-1100; SP-1101 or #)

Machiavelli; theories during the Renaissance, Reformation, and Counter-Reformation. Early modern absolutism, the emergence of modern contract theory, constitutionalism, liberalism, and utopianism.

Pol 3421f. International Organizations. (E/CR; 4 cr; QP-1400; SP-1401 or #; not offered 1999-2000)

Origins of diplomacy and its role in maintaining communication among nations, including the recent and special role of international organizations. History of the practice of diplomacy, current bilateral diplomatic practices, and multilateral interactions as practiced through the United Nations and the League of Nations before it. Structure and functional agencies of the U.N. and role in international peacekeeping or collective security.

Pol 3452s. Variable Topics in International Relations: International Relations Theory. (IP; 4 cr; QP-1400; SP-1401 or #; not offered 1999-2000)

Theory and practice of contemporary international relations. Realism and idealism, national power, systems theory, integration theory, war and peace, conflict resolution, and the world government.

Pol 3500s. Variable Topics in Comparative Politics.

(See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1100; SP-1101 or #) In-depth analysis of major government systems from regions of the world other than Europe or issues in comparative public policy, e.g., comparing social welfare budgetary priority across nation-states.

Pol 3502s. Government and Politics of Europe. (SS; 4 cr; QP-1100; SP-1101 or #; not offered 2000-2001)

Analysis of major government systems of Europe, including Great Britain, the former Soviet Union or Commonwealth of Independent States, and Eastern Europe, France, and Germany, with emphasis on how different institutions, structure, and culture result in different types of public policy.

Span 3201f. Masterpieces of Spanish Peninsular Literature I. (Hum;

4 cr; QP-3 qtrs advanced Span, 1 qtr 3101; SP-3001, 3002, 3101)

Masterpieces from the Generation of 1898 and the Contemporary Period. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3202s. Masterpieces of Spanish Peninsular Literature II. (Hum; 4 cr; QP-3 qtrs advanced Span, 1 qtr 3101; SP-3201)

Masterpieces from Medieval, Renaissance, Golden Age, 18th century, and 19th century. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced.

Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3500f. Variable Topics in Spanish Peninsular Literature. (Hum; 4 cr; repeatable when topic changes; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101) Topic to be announced. Students should demonstrate the ability to analyze literary texts, using the text as well as aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Spch 3411f. Intercultural Communication Theory and Research. (HDiv; 4 cr; QP–1101 or #; SP–2101 or #) Study of intercultural communication from an interpersonal and group perspective. Includes qualitative and quantitative methods.

Th 3000f. Variable Topics in Theatre Arts. (1–4 cr; repeatable when topic changes; prereq #: offered when feasible)

Varying topics relating to theatre that are not ordinarily included in other theatre arts courses.

Th 3102s. World Theatre: History and Literature II. (Hist; 4 cr; QP–1500, 3500; SP–1101, 3101) Theatrical practice and dramatic literature from the late 17th century to the present, examining select Asian, African, and/or Western Hemisphere theatrical practice, as well as tracing the roots leading to, and influences on, current world theatre practice and dramatic literature.

Foreign Languages and Literatures

(See French [Fren], German [Ger], Russian [Russ], and Spanish [Span].)

UMM offers majors and minors in French, German, and Spanish. Some beginning courses in Russian also are offered. Study of foreign languages, culture, and literature may be undertaken for its own sake as part of a traditional liberal education. It is useful as well for preparation for teaching, graduate or professional work, and business careers.

French (Fren)

This discipline is in the Division of the Humanities. The French discipline gives students the language and analytic skills necessary to participate in the cultural life and appreciate the literary heritage of France and francophone countries throughout the world. French is an important language of diplomacy, commerce, health care, and research in many disciplines, such as music, art, linguistics, history, law, political science, anthropology, and philosophy.

Objectives—The French discipline is designed to teach skills necessary for communicating with a variety of French-speaking peoples and to introduce their rich cultures, including their ideas, institutions, and writings, past and present. It invites students to look at the impact these cultures have had on Western civilization and to examine all of them critically.

Major Requirements

Fren 2001—Intermediate French I
Fren 2002—Intermediate French II
Fren 3001—Conversation and Composition
Fren 3011—Reading and Analysis of Texts
Fren 3021—Contemporary France
a minimum of 16 additional credits from Fren courses at the 3xxx level or above

Courses with grades of D may not be used to meet the major requirements. Courses offered in English do not count toward the major. Students may count Fren 4991—Independent Study in French Abroad toward the major.

Minor Requirements

Fren 2001—Intermediate French I
Fren 2002—Intermediate French II
Fren 3001—Conversation and Composition
Fren 3011—Reading and Analysis of Texts
Fren 3021—Contemporary France
a minimum of 8 additional credits from Fren courses at the 3xxx level or above

Teacher Preparation Requirements

French majors must complete:

the required professional education courses, including methods (LanE 4103—Methods of Teaching Foreign Language in the Secondary School)

student teaching

the proficiency examination in French

Students may count Fren 4991—Independent Study in French Abroad toward the major.

French minors must complete:

Fren 2001—Intermediate French I
Fren 2002—Intermediate French II
Fren 3001—Conversation and Composition
Fren 3011—Reading and Analysis of Texts
Fren 3021—Contemporary France
8 additional credits from Fren courses at the 3xxx level or above

Course Descriptions

Fren 1001f. Beginning French I. (FL; 4 cr)

An introduction to oral and written French, its basic structure, and to French culture.

Fren 1002s. Beginning French II. (FL; 4 cr; QP–1100 or placement or #; SP–1001 or placement or #)
Continuation of 1001.

Division Structure and Course Descriptions

Fren 2001f. Intermediate French I. (IP; 4 cr; QP–1102 or placement or #; SP–1002 or placement or #)
Review of the essential structural patterns of the French language; continued development of oral, aural, reading, and writing skills based on cultural and literary texts appropriate to this level.

Fren 2002s. Intermediate French II. (IP; 4 cr; QP–1110 or placement or #; SP–2001 or placement or #)
Review of the essential structural patterns of the French language; continued development of oral, aural, reading, and writing skills based on cultural and literary texts appropriate to this level.

Fren 3001f. Conversation and Composition. (IP; 4 cr; QP–1120 or placement or #; SP–2002 or placement or #)
Conversation, including work on sounds and sound patterns as well as vocabulary building and practice based on common situations; writing skills; and advanced grammar review.

Fren 3011s. Reading and Analysis of Texts. (Hum; 4 cr; QP–1120 or #; SP–2002 or equiv or #)
Introduction to representative literary works of France and the French-speaking world. Development of ease in reading French; introduction to methods for analyzing its style and meanings.

Fren 3021f. Contemporary France. (IP; 4 cr; QP–1120 or #; SP–2002 or #; not offered 1999-2000)
A study of the evolution of French culture from 1870 to the present as France developed into a modern, multicultural democracy.

Fren 3031f. Backgrounds to Modern France. (Hist; 4 cr; QP–1120 or #; SP–2002 or #; not offered 2000-2001)
This course traces the history of French culture from the Middle Ages until 1870; it examines the geography, language, and institutions of medieval and early modern France.

Fren 3041s. French Cultural Heritage in Other Lands. (IP; 4 cr; QP–1120; SP–2002 or #; not offered 1999-2000)
Readings in a variety of cultural and literary texts from among French-language writers of Africa, the Caribbean, North America, and Europe; study of issues of national identity, race, gender, and postcolonial consciousness.

Fren 3051f. French Literature I: Medieval and Early Modern France. (Hum; 4 cr; QP–3300; SP–3011; not offered 1999-2000)
A survey of French literature from the Middle Ages to the Enlightenment; a study of the successive ideals of feudalism, Renaissance knowledge and lyricism, classical reason and unreason, and the “Rights of Man.”

Fren 3052f. French Literature II: Revolution, Romanticism, Modernity. (Hum; 4 cr; QP–3300; SP–3011; not offered 2000-2001)
A survey of French literature from the Enlightenment to the present: literature as the rewriting of the past and the discovery of the creative self.

Fren 4011s. Creative Writing and Translation. (Hum; 4 cr; QP–1120; SP–2002 or equiv or #; not offered 1999-2000)
Written French styles from the inside out. How to create effects in French; how to convey in French those you read in English. Work on texts by well-known French and English authors and, especially, your own original work.

Fren 4021f. Readers’ Theatre. (Hum; 4 cr; QP–1120; SP–2002 or equiv or #; not offered 1999-2000)
Improvisation on themes and situations. The study of texts of France and other French-speaking countries suitable for oral interpretation, and the preparation of a program.

Fren 4100s. Variable Topics in French. (Hum; 4 cr; repeatable when topic changes; QP–3300; SP–2002 or equiv or #; not offered 1999-2000)
Topics in the language, culture, or literature of France or other French-speaking peoples. Topics to be announced.

Fren 4200f. French Practicum. (1 cr; repeatable to 4 cr; prereq #)
The practical application of the four skills of speaking, listening, reading, and writing in French through a series of projects.

Fren 4210. French Culture on Computer. (Hum; 2-6 cr; repeatable to 6 cr; prereq #; offered when feasible)
An independent in-depth study via computer of a particular period of French culture, including the political history, art, architecture, social life, education, and literature, from the Middle Ages to the 20th century.

Fren 4991. Independent Study in French Abroad. (IP; 4 cr; repeatable to 12 cr; QP–3241 and # for study in France, 3243 and # for study in other French-speaking cultures; SP–3021 and # for study in France, 3041 and # for study in other French-speaking cultures)

Fren 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Fren 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)
A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Geography (Geog)

This discipline is in the Division of the Social Sciences.

Objectives—Geography courses focus on basic concepts of the field and deal with both societal relationships and the physical environment. Either Geog 1001 or 3111 satisfies the geography requirement for students seeking secondary school teaching licensure in the social sciences.

Course Descriptions

Geog 1001s. Problems in Geography. (Envst; 4 cr; offered when feasible)
Basic concepts and questions of geography. The terminology of geography; some modern trends in geography; interpretation of geographical data; select problems of human, physical, economic, and cultural geography.

Geog 3111. Geography of Minnesota. (Envst; 4 cr; prereq #; offered when feasible)
The changing geography of Minnesota and the upper Midwest. Legacy from the railroad era, transformation into the auto-air age, the emerging future.

Geology (Geol)

This discipline is in the Division of Science and Mathematics. Geology currently offers courses that satisfy a variety of requirements as well as a curriculum leading to a bachelor of arts degree in geology.

Objectives—The geology curriculum serves those interested in a broader knowledge of their natural environment and the geological sciences as part of their liberal arts education; provides a firm foundation in geology, related sciences, and mathematics for students interested in the investigation and solution of geologic problems; prepares students for graduate study in the geosciences and related areas; provides the necessary background in earth science for those who plan to teach in this field at the secondary level; and serves those in other professional or interdisciplinary programs who need geology as a related subject.

Major Requirements

Geol 1101—Physical Geology
 Geol 2101—Mineralogy and Crystallography
 Geol 2111—Petrology and Petrography
 Geol 3196—Geology Field Camp
 Geol 4901—Geology Senior Seminar
 Geol 4902—Geology Senior Seminar Presentations
 20 additional credits in Geol courses at the 2xxx level or above
 Chem 1101-1102—General Chemistry I-II
 or Chem 1111-1112—Honors General Chemistry I-II
 Math 1101—Calculus I
 a minimum of 7 credits, chosen through consultation with a geology adviser, from appropriate natural science, biology, computer science, physics, chemistry, or mathematics courses

Up to 8 credits of coursework with a grade of D may be used to meet the major requirements if offset by an equivalent number of credits of A or B.

Graduate studies in the geological sciences:

Geol 1121—Historical Geology: Earth History and Changing Scientific Perspectives
 Geol 2121—Sedimentology and Stratigraphy
 Geol 3101—Structural Geology
 Math 1102—Calculus II
 CSci 1301—Problem Solving and Algorithm Development I
 Phys 1101—General Physics I

are necessary for students planning to pursue graduate studies in the geological sciences.

Minor Requirements

Geol 1101—Physical Geology
 Geol 2101—Mineralogy and Crystallography
 Geol 2111—Petrology and Petrography

Chem 1101-1102—General Chemistry I-II
 12 additional credits in Geol courses numbered 1121 or above; a maximum of 3 credits of directed study may be used to satisfy elective requirements

Up to 8 credits of coursework with a grade of D may be used to meet the minor requirements if offset by an equivalent number of credits of A or B.

Teacher Preparation Requirements

Students interested in secondary teaching in earth science must complete a program of coursework that includes:

professional education courses (described under Education, Secondary)

geology courses (described below)

the following science core courses:

Biol 1101—Biological Principles
 Biol 2101—Evolution of Biodiversity
 Chem 1101-1102—General Chemistry I-II
 Geol 1101—Physical Geology
 Geol 1121—Historical Geology: Earth History and Changing Scientific Perspectives
 Phys 1101—General Physics I

In addition, students must complete:

Geol 2101—Mineralogy and Crystallography
 Geol 2111—Petrology and Petrography
 20 additional elective credits in geology

The teaching minor in earth science requires:

the professional education sequence
 science core courses listed above
 Geol 2101—Mineralogy and Crystallography
 12 additional credits in geology

Consultation with an adviser in geology and early completion of the basic science core courses are recommended.

Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Geol 1001s. Environmental Geology: Geology in Daily Life. (Sci; 4 cr; may not count toward geol major or minor) Effects of volcanoes, earthquakes, and floods on humans and civilization; geologic problems associated with rural and urban building, waste management, and waste disposal; the importance of geologic knowledge in the discovery of fossil fuels and mineral resources. (4 hrs lect)

Geol 1011f. Geology of the National Parks. (Sci; 4 cr; may not count toward geol major or minor) Exploration of the fundamental aspects of the geosciences: earth materials, geologic time, plate tectonics, and the evolution of landscapes by examining the geology and geologic history of the U.S. national parks. (4 hrs lect)

Division Structure and Course Descriptions

Geol 1101f.s. Physical Geology. (Sci-L; 4 cr)

Introduction to the materials that make up the Earth and the structures, surface features, and geologic processes involved in its origin and development. Lab work includes study of the major constituents of the Earth's crust, including the important rocks and minerals; study of surface and geologic features using aerial photographs, topographic maps, and satellite imagery. (3 hrs lect, 3 hrs lab)

Geol 1111f. Honors: Physical Geology. (Sci-L; 4 cr; prereq # for students not in Honors Program; not offered 2000-2001)

Introduction to planet Earth and the surface features, structures, and physical and chemical processes involved in its origin and development. Lab work focuses on study of the major constituents of the Earth's crust, including the important rocks and minerals; study and interpretation of surface and geologic features using aerial photographs, topographic maps, and satellite imagery; modeling, analysis, and interpretation of geological processes and data. (3 hrs lect, 3 hrs lab and discussion, 1-day field trip)

Geol 1121s. Historical Geology: Earth History and Changing Scientific Perspectives. (Sci-L; 4 cr)

Development of fundamental theories and principles of geology, including stratigraphy, uniformitarianism, geologic time, evolution, and plate tectonics. Emphasis on how geological thought has evolved through time as the scientific, religious, and political climate has changed. Discussion of the Earth's history and science's changing views of the Earth; continental movements, mountain building, and the evolution and development of organisms and ecosystems. Lab experience on methods of interpreting Earth's history from rocks, fossils, and structures and solving geological problems. (3 hrs lect, 3 hrs lab)

Geol 2101f. Mineralogy and Crystallography. (Sci-L; 4 cr; QP-1100, Chem 1501; SP-1101 or 1111, Chem 1101 or #)

Classification, identification, physical and chemical properties, origin and natural occurrence of major mineral groups. Lab study of crystal systems by use of models; introduction to optical aspects and physical and chemical testing. (3 hrs lect, 6 hrs lab and field trips)

Geol 2111s. Petrology and Petrography. (Sci-L; 4 cr; QP-3200; SP-2101)

Classification, composition, genesis, and natural occurrence of igneous, sedimentary, and metamorphic rocks; lab study and identification of rocks by various macroscopic, microscopic, and chemical means. (3 hrs lect, 6 hrs lab and field trips)

Geol 2121f. Sedimentology and Stratigraphy. (Sci-L; 4 cr; QP-3200; SP-2101)

Processes of sedimentation, including origin, transportation, and deposition of sediments; interpretation of sedimentary environments. Principles of stratigraphy and their applications. Correlation problems; use and construction of thickness and facies maps and cross sections; interpretation of ancient sedimentary environments based on stratified sequences of rocks. (3 hrs lect, 3 hrs lab and field trips)

Geol 2131f. Geomorphology. (Sci; 4 cr; QP-1120; SP-1101 or 1111; not offered 1999-2000)

Study of the Earth's surface and surficial processes; weathering, erosion, and deposition, and the resulting landforms and products; the history of the study of landforms in the United States. (3 hrs lect, 3 hrs lab and field trips)

Geol 2141f. Glacial and Quaternary Geology. (Sci; 4 cr;

QP-1120; SP-1101 or 1111; not offered 2000-2001)
Glaciers, glaciology, glacial deposition, glacial erosion; climatic change and the growth and advance of ice sheets; effect of glaciations on flora and fauna. (3 hrs lect, 3 hrs lab and field trips)

Geol 3000f.s. Variable Advanced Topics in Geology. (Sci; 4 cr; repeatable when topic changes; prereq #)

Lecture or lecture and lab treatment of topics not included in the regular curriculum. Possible topics include economic geology and global tectonics.

Geol 3101s. Structural Geology. (Sci; 4 cr; QP-3220; SP-2111 or #)

Theory of rock deformation; description and classification of structures in the Earth's crust; application of geometric, graphic, and map interpretation techniques to solution of structural problems; field mapping problem. (3 hrs lect, 3 hrs lab and field trips)

Geol 3111s. Introduction to Invertebrate Paleontology. (Sci-L; 4 cr; QP-1110; SP-1121 or #; not offered 1999-2000)

Morphology and evolutionary record of the major invertebrate groups characterized by significant fossil representation. Principles of evolution, paleoecology, and paleoenvironmental interpretations of fossil assemblages. (3 hrs lect, 3 hrs lab)

Geol 3196. Geology Field Camp. (Sci; 6 cr; QP-1110, 3240, 3410; SP-1121, 2121, 3101 or #)

Identification and solution of geological problems in the field, including stratigraphic correlation, construction of cross sections and geologic maps, report preparation, field mapping, structural analysis, and environmental interpretation of Precambrian and Paleozoic rock units. Offered only during summer at the UMM Field Station in the Black Hills. (5-wk residential camp)

Geol 3401s. Geophysics. (Sci; 4 cr; QP-Math 1201, Phys 1200; SP-Math 1101, Phys 1101; not offered 2000-2001)

Propagation of seismic waves, earthquake seismology, and the structure of the Earth; the origin and nature of the Earth's magnetic and gravitational fields; the Earth's internal production and flow of heat; composition, state, and rheology of the Earth's interior; plate tectonics and elementary geodynamics. (3 hrs lect)

Geol 3411s. Subsurface Methods. (Sci; 4 cr; QP-1120; SP-1101 or 1111 and #; not offered 2000-2001)

Techniques and methods of investigating subsurface geologic features. Includes a discussion of drilling methods, subsurface mapping methods, and techniques for interpreting subsurface geologic trends. (3 hrs lect, 2 hrs lab)

Geol 3421s. Airphoto Interpretation. (Sci; 4 cr; QP-1100; SP-1101 or 1111 and #; not offered 1999-2000)

Interpretation of geologic landforms, cultural features, and vegetative patterns as viewed from aerial photographs. Geologic features studied include volcanic, mass wasting, and glacial flow features; coastal and fluvial features; groundwater solution features; and structural features. (2 hrs lect, 4 hrs lab)

Geol 3501f. Hydrology. (Sci; 4 cr; QP-Math 1201; SP-Math 1101 or #; not offered 2000-2001)

Groundwater occurrence, movement, and contamination; water resource design and development; history of water wells, well drilling; installation and development of water supply systems; the future of fresh water supplies. (3 hrs lect)

Geol 3601f. Introduction to Geochemistry. (Sci; 4 cr; QP-Chem 1501; SP-Chem 1101, #; not offered 1999-2000) Applying chemistry to geologic problems such as weathering, sedimentary processes and diagenesis, formation of evaporites and ore deposits, magma genesis and magmatic differentiation; thermodynamic functions and the Phase Rule; oxidation potential and Eh-pH diagrams; isotopic geochemistry and geochronology. (3 hrs lect)

Geol 4110f. Advanced Invertebrate Paleontology. (Sci; 4 cr; repeatable to 8 cr; QP-3460; SP-3111 or #; not offered 1999-2000) Invertebrate paleontology and paleobiology; may include in-depth investigation of one or two phyla, evolutionary trends within a single phylum, catastrophic extinctions, or studies in micropaleontology or paleoecology. (3 hrs lect, 2 hrs lab)

Geol 4120f. Advanced Sedimentology and Stratigraphy. (Sci; 4 cr; repeatable to 8 cr; QP-3240; SP-2121; not offered 2000-2001) Sedimentology and stratigraphy; may include in-depth investigation of selected depositional environments, recognition of specific depositional sequences through time, or correlation of specific time stratigraphic geologic units on a local, regional and worldwide scale. (3 hrs lect, 2 hrs lab and field trips)

Geol 4130s. Advanced Geomorphology. (Sci; 4 cr; repeatable to 8 cr; QP-3400; SP-2131; not offered 1999-2000) Surficial processes and the resulting landforms; may include catastrophic events, large lakes, arid regions geomorphology or the evolution of the Badlands. (3 hrs lect, 3 hrs lab and field trips)

Geol 4140s. Advanced Glacial and Quaternary Geology. (Sci; 4 cr; repeatable to 8 cr; QP-3310; SP-2141; not offered 2000-2001) Glacial geology and glacial history; may include pre-pleistocene glaciations, quaternary stratigraphy, or subglacial processes. (3 hrs lect, 3 hrs lab and field trips)

Geol 4901f. Geology Senior Seminar. (1 cr; required for geol major; prereq #) Capstone experience in geology. Discussion of selected topics of geologic interest.

Geol 4902s. Geology Senior Seminar Presentations. (1 cr; required for geol major; prereq #) Capstone experience in geology. Presentations of research projects.

Geol 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Geol 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #) A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

German (Ger)

This discipline is in the Division of the Humanities. The purpose of the German curriculum is to introduce students to the language, literature, and culture of German-speaking countries. The courses are designed to

promote a global perspective by encouraging students to take a close look at another culture and in this way become aware of both the diversity and similarity among all people. The courses satisfy general education and major/minor requirements and prepare students for teaching or graduate study.

Objectives—Students develop a number of skills in German, including comprehension and speaking, reading and writing, in order to communicate effectively in German about everyday situations, literature, and culture. On all levels, students gain an awareness of the structure of languages and facility with the German idiom, enabling them to read and write reports and papers. In literature seminars, students learn aesthetic appreciation through the interpretation of texts and to organize their thoughts for effective argumentation. Many German courses give students an interdisciplinary perspective, using history, art, architecture, music, and film. Cultural immersion abroad increases fluency and proficiency. The German program prepares its graduates for careers in teaching, business, political science, medicine, music, psychology, philosophy, and law.

Major Requirements

Ger 2001—Intermediate German I
 Ger 2002—Intermediate German II
 Ger 3001—Beginning German Conversation and Composition
 Ger 3011—Readings in German
 Ger 3021—Advanced German Conversation and Composition
 Ger 3101—Survey of German Literature and Culture I
 Ger 3102—Survey of German Literature and Culture II
 Ger 3201—German Classicism
 or Ger 3211—German Romanticism
 two additional elective 3xxx courses (4 credits each) in German
 Courses with grades of D may not be used to meet the major requirements.

Minor Requirements

Ger 2001—Intermediate German I
 Ger 2002—Intermediate German II
 Ger 3001—Beginning German Conversation and Composition
 Ger 3011—Readings in German
 Ger 3021—Advanced German Conversation and Composition
 Ger 3101—Survey of German Literature and Culture I
 Ger 3102—Survey of German Literature and Culture II
 one additional elective 3xxx course (4 credits each) in German
 Courses with grades of D may not be used to meet the minor requirements.

Division Structure and Course Descriptions

Teacher Preparation Requirements

German majors and minors must complete required professional education courses, including methods and student teaching in German. They must also demonstrate their proficiency in German by examination. The examination is administered by the discipline and covers the skills of reading, writing, listening, and speaking. Students are required to pass with a rating of at least “good.” Regular use of the Language Teaching Center and, if possible, a foreign study experience are recommended to maintain language skills. Required courses may not be taken S-N, unless offered S-N only.

Study in Austria and Germany—Students interested in a foreign study experience may spend a semester or a full year in Berlin (Humboldt University), Vienna (Center for Central European Studies), or Freiburg (University of Freiburg) through the Institute of European Studies. Language prerequisites vary for individual programs. Internships are available in all of them. Through the Global Campus, students may also participate in bilateral exchanges to Austria with Karl Franzens University in Graz and with the University of Salzburg.

Course Descriptions

Ger 1001f. Beginning German I. (FL: 4 cr)

Introduction to German as it is spoken and written presently. The course acquaints students with the basic sounds, structures, and vocabulary of German and enables them to understand, read, and write the language and to communicate in German about everyday situations. It makes them aware of the relationship between culture and language.

Ger 1002s. Beginning German II. (FL: 4 cr; QP–1100, 1101 or placement or #; SP–1001 or placement or #)
Continuation of 1001.

Ger 2001f. Intermediate German I. (IP: 4 cr; QP–1102 or placement or #; SP–1002 or placement or #)
The skills of listening, reading, and writing are enforced through grammar review and discussion of modern texts.

Ger 2002s. Intermediate German II. (IP: 4 cr; QP–1110 or #; SP–2001 or #)

German culture. A variety of readings in German to examine the historical and contemporary aspects of the culture of German-speaking countries. Students give oral reports and write papers about art, architecture, literature, philosophy, or music. They keep a journal of visits to sites on the World Wide Web relevant to topics such as geography, history, and culture.

Ger 3001f. Beginning German Conversation and Composition I. (IP: 4 cr; QP–1102 or #; SP–1002 or #)

This course builds on grammar and structure learned in the beginning sequence. Students engage in discussions about daily activities and topics of their interest. Models for writing and speaking are provided in the form of short

stories, newspaper articles, and literary excerpts. Visual materials serve as points of departure for conversation and composition.

Ger 3011f. Readings in German. (IP: 4 cr; QP–1120 or #; SP–2002 or #)

Students read and analyze modern texts in order to advance their ability to comprehend and discuss various literary styles. This course is a prerequisite for more advanced courses in the major and minor.

Ger 3021s. Advanced German Conversation and Composition. (IP: 4 cr; QP–3100, 3105 or #; SP–3001, 3011 or #)
This course helps advanced-intermediate and advanced students learn to speak and write more precisely, idiomatically, and accurately. It is a refinement and extension of language skills through consideration of contemporary issues in newspapers, magazines, and literary readings.

Ger 3031. German Play. (ArtP; 4 cr; QP–1110 or #; SP–2001 or #; offered when feasible)

Reading, study, and presentation of a short contemporary play. Enhances fluency and familiarity with the modern German idiom.

Ger 3101s. Survey of German Literature and Culture I. (Hum; 4 cr; QP–3105 or #; SP–3011 or #)

This course consists of a chronological study of German literature and its cultural background from the early beginnings through the early 19th century. Selected representative works are read and analyzed.

Ger 3102f. Survey of German Literature and Culture II. (Hum; 4 cr; QP–3105 or #; SP–3011 or #)

Chronological study of German literature and its cultural background from 1830 to 1920. Selected representative works by Stifter, Buechner, Hebbel, Keller, Storm, Hauptmann, and Kaiser are read and analyzed.

Ger 3201s. German Classicism. (Hum; 4 cr; QP–3200, 3201 or #; SP–3101, 3102 or #; not offered 2000–2001)

Readings in aesthetic theory and exemplary works by writers of the period. Texts by Goethe and Schiller are read and analyzed in conjunction with opera librettos based on their works. Videos of Donizetti's *Mary Stuart* and Verdi's *Don Carlo*.

Ger 3211s. German Romanticism. (Hum; 4 cr; QP–3200, 3201 or #; SP–3101, 3102 or #; not offered 1999–2000)

Readings in Romantic theory and works by important authors of the period: Wackenroder, Tieck, Novalis, Eichendorff, and E.T.A. Hoffmann. Other art forms, such as music and painting supplement the literary discussions.

Ger 3221s. Studies in German Drama. (Hum; 4 cr; QP–3105 or #; SP–3011 or #; not offered 2000–2001)

Selected works by contemporary German, Austrian, and Swiss playwrights: Brecht, Duerrenmatt, Frisch, Handke, Horvath, and Hacks.

Ger 3300f,s. Variable Topics in German With English

Discussion. (IP: 4 cr; repeatable when topic changes; open to all students; does not count toward major or minor)
Topics may be an in-depth study of one author or a specific period in German literature. Seminar discussions based on individual research. Readings and discussions are in English.

Ger 3400f,s. Variable Topics in German With German

Discussion. (IP: 4 cr; repeatable when topic changes; QP–3200, 3201 or #; SP–3101, 3102 or #; offered when needed)
Same content as 3300, except readings and discussions

are in German. However, for study abroad, advanced students in German complete an in-depth project in an area of their interest. This may consist of a number of papers and/or a journal. These students should discuss their topic in advance with the instructor.

Ger 3501s. Women's Issues in Contemporary German Culture. (IP; 4 cr; QP-3200, 3201 or #; SP-3101 or 3102 or #; not offered 2000-2001)

The focus is on women as daughters and wives, the historical relationship of gender and class, and the lives of women from various ethnic backgrounds in Germany. Short stories, essays, and biographical materials document the evolution of women's rights in German society. Selected readings from Verena Stefan, Rosa Luxemburg, Sarah Kirsch, Irma Traud Morgner, and others.

Ger 3601f. Studies in German Literature. (Hum; 4 cr; QP-3105 or #; SP-3011, #; not offered 1999-2000)
Selected readings in German reflecting modern literary trends. The course examines the cultural politics in the evolution of the literature in the formerly divided Germany, using plays, novels, biography, and documentary reports. It deals with questions of literary theory, history, and sociopolitical structures.

Ger 3611f. Studies in Austrian Literature. (Hum; 4 cr; QP-3105 or #; SP-3011 or #; not offered 2000-2001)
Selected readings in Austrian literature from 1875 to 1925, including Marie von Ebner-Eschenbach, Rainer Maria Rilke, Arthur Schnitzler, and Hugo von Hofmannsthal. Historical background for the period through Brigitte Hamann's biography of Empress Elisabeth and the modern musical *Elisabeth*, as well as the operetta *Die Fledermaus* and Istvan Szabo's film *Oberst Redl*.

Ger 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr per sem; prereq #)

Ger 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)
A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

History (Hist)

This discipline is in the Division of the Social Sciences.

Objectives—The history curriculum is designed to introduce students to the study of the human past. Students majoring in history learn to approach decision-making with an awareness of a broad range of choices; learn to think critically and communicate their ideas effectively; integrate their academic study with their intellectual and moral maturation; understand the construction of historical knowledge; and learn how to learn. The curriculum emphasizes the role of the student as an active learner and encourages individualized learning experiences, including those outside of established coursework, and the development of close working relationships between students and faculty.

Major Requirements include:

A demonstrated familiarity with a range of historical periods and cultures sufficiently broad to allow meaningful exploration of "alternative communities" in time and place and to develop an empathy with alternative solutions to life's problems.

A demonstrated ability to critically analyze, interpret, and synthesize various types of historical materials, which need not be limited to written documents.

A demonstrated awareness of how the pursuit of a knowledge of history reflects the student's own quest for personal and intellectual growth and how that pursuit in turn shapes the student's growth. In addition, an awareness of the way a society's search for historical explanations relates to that society's ideals, circumstances, and practices.

A demonstrated ability to initiate and develop a course of historical inquiry.

Hist 0101—Competence Evaluation

Hist 1101—Introduction to World History to 1500

or Hist 1102—Introduction to World History Since 1500

Hist 4110-4120—Tutorial in History

28 additional credits in Hist courses

Courses with grades of D may not be used to meet the major requirements.

The student must submit a file of materials to present evidence of meeting the first four requirements stated above. The file need not be limited to materials produced in history courses.

1. At least three semesters before graduation, the student and adviser assess progress toward the major and, consulting with the remainder of the history faculty, determine work that remains to complete the major.
2. The student selects the materials for the file; the file is available only to the student, the history faculty, and persons designated by the student. The materials, as well as comments by faculty who have evaluated them, are to be placed in the file as they are completed.
3. The file need not be limited to written materials but may include, for example, multimedia presentation materials or tape recordings of oral presentations. Written materials may include research papers, book reviews, essays, project reports, and similar work.
4. The file must include a description of the plan of study and a description of the student's progress in the major. The student is responsible for developing a plan of study in conjunction with an adviser from the history faculty. Together they periodically assess the student's progress.
5. The student should enroll in Hist 0101—Competence Evaluation for the semester in which the completion of the major is expected. An S grade from the adviser notifies the Registrar's Office that the requirements of the major have been met.

Division Structure and Course Descriptions

Minor Requirements include Hist 1101 or 1102 and four additional courses of which at least three are at the 2xxx level or higher. There should be evidence of work in at least two geographic areas, with at least one of these in a non-Western area.

Teacher Preparation Requirements

Students seeking teaching licensure in any of the social sciences must complete a social science major. History majors seeking teaching licensure must also complete a social science major and the required professional education courses, including methods (SScE 4103—Methods of Teaching Social Science in the Secondary School) and student teaching in social studies. Students should gain some exposure to the subject of minority groups. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Hist 0101f.s. Competence Evaluation. (0 cr; required for history majors; S-N only)

Students enroll in this course for the semester in which the completion of the major is expected. An “S” grade from the adviser notifies the Registrar’s Office that the requirements of the major have been met.

Hist 1101f. Introduction to World History to 1500. (Hist; 4 cr)

Methods, themes, and problems in the study of world history to 1500.

Hist 1102s. Introduction to World History Since 1500. (Hist; 4 cr)

Methods, themes, and problems in the study of world history since 1500.

Hist 1301f. Introduction to U.S. History. (Hist; 4 cr)

Methods, themes, and problems in the study of the history of the United States.

Hist 1501s. Introduction to Asian Civilization. (IP; 4 cr)

History of major civilizations of Asia to the present.

Hist 1601s. Latin American History: A Basic Introduction. (IP; 4 cr)

Methods, themes, and problems in the study of Latin American history.

Hist 2301f. American Indians and the United States: A History. (HDiv; 4 cr; not offered 1999-2000)

The experience of the original Americans and their interaction with later immigrants.

Hist 2311f. African American History. (HDiv; 4 cr; not offered 2000-2001)

The African American experience in historical perspective: African origins, experiences in slavery, struggles for freedom and equality, economic and cultural development.

Hist 3000. Variable Topics in History. (Hist; 4 cr; repeatable when topic changes; offered when feasible)

Study of a historical topic that transcends the traditional chronological or geographical categories. Possible topics include the history of historical writing, science, and Christianity.

Hist 3001f. Families Through the Prism of Memory, Genealogy, and History. (Hist; 4 cr)

Hist 3002f. Military Strategy. (Hist; 4 cr; not offered 2000-2001)

Hist 3003s. World War I. (Hist; 4 cr; not offered 2000-2001)

Hist 3100f. Variable Topics in European History I. (Hist; 4 cr; repeatable when topic changes)

Political, social, intellectual, or economic history of Europe from the end of the Middle Ages to 1750. Possible topics include the Renaissance, the Reformation, royal absolutism, and the scientific revolution.

Hist 3150f. Variable Topics in European History II. (Hist; 4 cr; repeatable when topic changes)

Political, social, intellectual, or economic history of Europe from 1750 to the present. Possible topics include the fascist era, development of nationalism, World War I, World War II, and the era of the French Revolution and Napoleon.

Hist 3151f. Modern Europe. (Hist; 4 cr)

Hist 3200f. Variable Topics in European National History. (Hist; 4 cr; repeatable when topic changes)

Political, social, intellectual, or economic history of selected European nations. Possible topics include Tudor and Stuart England, the English Civil War, modern Britain, modern France, imperial Russia, and Soviet Russia.

Hist 3201. Honors: Radicalism and the 17th-Century English Revolution. (Hist; 4 cr; prereq # for students not in Honors Program)

Hist 3202f. Russian Revolution. (Hist; 4 cr)

Hist 3300. Variable Topics in Colonial and U.S. History Before 1860. (See specific topics for general education categories; 4 cr; repeatable when topic changes)

Possible topics include societies of colonial America, the creation of the American Republic, race and culture in early America, and slavery.

Hist 3301f. Red, White, and Black: Race and Culture in Early America. (HDiv; 4 cr)

Hist 3350. Variable Topics in U.S. History Since 1860.

(See specific topics for general education categories; 4 cr; repeatable when topic changes)

Possible topics include the Civil War era, America industrialization, World War II, the American presidency in the 20th-century, and the 1960s.

Hist 3351f. The U.S. Presidency Since 1900. (SS; 4 cr; not offered 1999-2000)

Hist 3352s. The U.S. 1960s. (Hist; 4 cr)

Hist 3353s. World War II. (Hist; 4 cr; not offered 2000-2001)

Hist 3450s. Variable Topics in U.S. History. (See specific topics for general education categories; 4 cr; repeatable when topic changes)

Possible topics include the history of American immigration, education, race relations in the United States, and studies in American biography.

Hist 3451s. Facing West. (4 cr)

Hist 3500. Variable Topics in Modern Asian History. (IP; 4 cr; repeatable when topic changes; offered when feasible)
Examines a selected topic in the political, social, intellectual, or economic history of modern Asia.

Hist 3550f. Variable Topics in Asian National History.

(IP; 4 cr; repeatable when topic changes)
Topics in the history of selected Asian nations.

Hist 3600f. Variable Topics in Latin American History.

(IP; 4 cr; repeatable when topic changes)
Political, economic, social, cultural, and national history of Latin America. Possible topics include Cuban or Mexican revolutions, dependence and underdevelopment, great books on Latin America, and Brazil.

Hist 3601f. Great Books. (IP; 4 cr)**Hist 3700. Variable Topics in the History of Women.**

(See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1101 or 1102 or 1201; SP-1001 or 1002 or 1201 and WoSt 1101)

Possible topics include a historical study of women and religion, a historical study of thought about American women, a cross-cultural study of the history of women.

Hist 3701s. Women and Religion: A History. (SS; 4 cr; QP-1101 or 1102 or 1201; SP-1001 or 1002 or 1201 and WoSt 1101)

A historical discussion of women in non-Western and Western religions.

Hist 3702f. The History of Women in the West. (HDiv; 4 cr; QP-Hist 1101, Hist 1102, Hist 1301; SP-WoSt 1101 or Hist 1101, Hist 1102, Hist 1301; not offered 2000-2001)

Focuses on the intellectual as well as political, social, and economic history of pre-European, western European, and American women.

Hist 3703s. 20th-Century European Women. (4 cr; QP-Hist 1101 or Hist 1102 or Hist 1201; SP-WoSt 1101, Hist 1101 or Hist 1102 or Hist 1201)

Hist 4110-4120f,s. Tutorial in History. (1 cr-4110, 4 cr-4120; no credit for 4110 until 4120 completed; repeatable to 10 cr; prereq history major or #)

A culminating historical research experience. Students should register for 4110 before 4120.

Hist 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)**Hist 4994f,s. Senior Honors Project.** (1-5 cr; repeatable; prereq participation in Honors Program. #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Honors Program

(See Academic Information section for detailed program requirements and a sample course list.)

Humanities (Hum)

This interdisciplinary group of courses is in the Division of the Humanities.

Objectives—Humanities courses are designed to introduce students to their cultural heritage. This interdisciplinary area explores the literatures and other art forms of the world. Advanced courses in the Division of the Humanities supplement the introductory courses.

Course Descriptions

Hum 1000. Variable Topics. (See specific topics for general education categories; 4 cr; repeatable when topic changes; offered when feasible)

Opportunity to study a traditional literary or narrative form or an idea as it appears in a number of cultures. Topic to be announced.

Hum 1001f. Contesting Visions of the American West. (HDiv; 4 cr; not offered 1999-2000)

Examines literary and cultural representations of the American West from a range of perspectives, including those of Asian and European immigrants, explorers, and Native Americans.

Hum 1002. Icelandic Saga. (4 cr)**Hum 1050. Variable Topics in Classics in Translation.**

(See specific topics for general education categories; 4 cr; repeatable when topic changes; offered when feasible)
Study of selected Greek and Roman texts as works of literature, reflections of a civilization, and influences on Western culture. Topic to be announced.

Hum 1051s. Greek Drama. (Hum; 4 cr; not offered 2000-2001)

Study of Greek drama.

Hum 1100. Variable Topics in Western World Literature.

(See specific topics for general education categories; 4 cr; repeatable when topic changes; offered when feasible)
Emphasis on continental works in a single genre (e.g., the novel) or from a single international literary movement (e.g., romanticism or symbolism). Topic to be announced.

Hum 1101f. The European Novel. (Hum; 4 cr; not offered 2000-2001)

Readings in major continental novelists of the 19th and 20th centuries.

Hum 1150. Variable Topics in Non-Western World Literature.

(IP; 4 cr; some topics may be offered as honors courses; repeatable when topic changes; offered when feasible)

Study of non-Western literature. Courses may emphasize a single genre (e.g., the novel), a literary movement (e.g., postmodernism), or an idea (e.g., nationalism) as it appears in a number of cultures, or may focus on the literary works of a particular non-Western culture (e.g., Middle Eastern, West African, or Native American). Topic to be announced.

Hum 1300. Variable Topics in French Literature and Culture.

(See specific topics for general education categories; 4 cr; repeatable when topic changes)
This course will be taught on a variety of topics such as modern French literature in translation and women authors in French. It will be offered as both a regular course and an honors course. Topic to be announced.

Hum 1301. Literature and Culture of French-Speaking Africa and the Caribbean. (IP; 4 cr)

Historical and cultural perspectives of Francophone Africa and the Caribbean via study of literature. Topics studied will include tribal Africa, slavery, colonialism, revolution, independence, family structures, and social institutions.

Hum 1302s. French Cinema. (IP; 4 cr)

The history of filmmaking in France from the Lumière brothers to the present; introduction to the major trends in film theory. Taught in English, all films have English subtitles. Offered as both regular and honors course.

Division Structure and Course Descriptions

Hum 1350. Honors: Variable Topics in French Literature and Culture. (See specific topics for general education categories; 4 cr; repeatable when topic changes)

This course will be taught on a variety of topics such as modern French literature in translation and women authors in French. It will be offered as both a regular course and an honors course. Topic to be announced.

Hum 1351. Honors: Literature and Culture of French-Speaking Africa and the Caribbean. (IP; 4 cr)

Historical and cultural perspectives of Francophone Africa and the Caribbean via study of literature. Topics studied will include tribal Africa, slavery, colonialism, revolution, independence, family structures, and social institutions.

Hum 1352s. Honors: French Cinema. (IP; 4 cr)

The history of filmmaking in France from the Lumière brothers to the present; introduction to the major trends in film theory. Taught in English, all films have English subtitles. Offered as both regular and honors course.

Hum 1451s. German Literature in Film. (IP; 4 cr; does not count toward German major or minor; not offered 2000-2001)

Development of the German film as expressionistic art form. Film as text, film as history, film as aesthetic expression. Film presentations are in German but with English subtitles in most cases. Readings and lectures are in English.

Hum 1452s. Honors: German Literature in Film. (IP; 4 cr; does not count toward German major or minor; not offered 2000-2001)

Development of the German film as expressionistic art form. Film as text, film as history, film as aesthetic expression. Film presentations are in German but with English subtitles in most cases. Readings and lectures are in English.

Hum 1500s. Contemporary Latin American Novel in Translation. (IP; 4 cr; repeatable with #; does not count toward Spanish major or minor)

Development of the contemporary Latin American novel and short fiction from the 1960s to the present. From the decade of the sixties, the new Latin American novel of the “Boom” emerges along with the names of writers such as García Márquez, Carlos Fuentes, Juan Rulfo, José Donoso, Luisa Valenzuela, and Vargas Llosa.

Hum 1510s. Honors: Contemporary Latin American Novel in Translation. (IP; 4 cr; repeatable with #; does not count toward Spanish major or minor)

Development of the contemporary Latin American novel and short fiction from the 1960s to the present. From the decade of the sixties, the new Latin American novel of the “Boom” emerges along with the names of writers such as García Márquez, Carlos Fuentes, Juan Rulfo, José Donoso, Luisa Valenzuela, and Vargas Llosa.

Hum 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Hum 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Interdisciplinary Studies (IS)

This is an interdisciplinary group of courses under the authority of the vice chancellor for academic affairs and dean.

Objectives—Through interdisciplinary studies, students may investigate subjects viewed from the perspectives of two or more traditional academic disciplines. Interdisciplinary studies may take the form of well-structured internships or regular classroom courses, or directed study projects that stimulate close student-faculty relationships.

Students interested in interdisciplinary internships or directed study projects should consult with their advisers and appropriate division chairpersons concerning a course prospectus, proposed study activities, and proposed criteria and methods for evaluating their work. In the case of internships, students should discuss their plans with the director of the Career Center, who assists with internship placements. A signed Directed Study Approval form or Internship Approval form (available in the academic division offices) is required in order to register for an interdisciplinary directed study or internship. The approval of the vice chancellor for academic affairs and dean is necessary to register for a directed study or an internship.

Course Descriptions

IS 1001f. First-Year Seminar: Human Diversity. (CE; 2 cr)

This first-year course aims to facilitate students' transition from high school to a collegiate environment. Special emphasis is placed on themes that help sensitize students to the spectrum of ideas within the academic setting as well as contemporary society.

IS 1051. Introduction to College Learning Skills. (4 cr; counts toward the 60-cr general education requirements; prereq participation in Gateway Program or #; offered summer only; S-N only)

Essential skills for success in higher education. Computing tools, reading and writing to learn and communicate, basic math skills. Thought processes and standards of academic dialogue.

IS 1061s. Learning to Learn. (SS; 2 cr; prereq #; S-N only)

Basic learning and thinking skills; procedures for acquiring knowledge and conducting academic inquiry; formulating and evaluating ideas, arguments, and abstract principles. Introduction to elements of the learning process. Assessment of individual approaches and development of individual strategies for learning.

IS 1071f,s. Systematic Introduction to the Art and Science of Emergency Medical Care. (4 cr; prereq CPR and first aid certification; S-N only)

Introduction to emergency medical care. Develops skills and knowledge to respond appropriately to a medical emergency. (The Stevens County Ambulance Service sets and requires an independent fee.)

IS 1091f,s. Ethical and Social Implications of Technology. (E/CR; 2 cr)

Description of appropriate technological advances. Historical development related to technology and its development cycle. Discussion of the ethical and social implications of technology.

IS 3100. Interdisciplinary Studies in Social Science. (1-4 cr; offered when feasible)

Studies of topics, applying expertise from various social science disciplines, e.g., women in the social sciences.

IS 3705f, 3710f,s. Peer Tutoring in College. (SS; 3-6 cr; prereq #)

Principles and practice of peer tutoring, one-to-one and in small groups. Students learn tutoring methods during fall semester and tutor courses that they have already completed successfully during spring semester.

IS 3705f. Peer Tutoring in College. (SS; 3 cr; prereq #)
Topics in pedagogical theory regarding peer tutoring processes, and practice in peer tutoring.

IS 3710f,s. Peer Tutoring in College. (SS; 1 cr; repeatable to 3 cr; prereq 3705)
Tutor students in selected courses.

IS 3800f,s. Practicum in Social Sciences. (1-2 cr; repeatable to 4 cr; prereq #; S-N only)

Supervised experience of selected learning activities such as discussion group leader, lab assistant, or research assistant.

IS 3893. Prior Learning Directed Study. (1-4 cr; repeatable; prereq #)

Individualized learning project combining prior learning with faculty-directed new learning, awarding academic credit for both. (When content is discipline-related, discipline designation will appear on transcript and credit may count toward appropriate general education requirement category.)

IS 3896. Prior Learning Internship. (1-16 cr; repeatable; prereq #; S-N only)

An educational experience in a work environment providing field application for the student's theoretical classroom learning experiences. The prior learning, such as in social service or business settings, would have occurred prior to the student's matriculation. The prior learning is documented and combined with faculty-directed new learning, with credit awarded for both.

IS 3996f,s. Interdisciplinary Internship. (1-16 cr; repeatable; S-N only)

One-semester educational experience in a work environment providing field applications for the student's theoretical classroom learning experiences. Approved Learning Contract required for registration.

IS 4101s. Introduction to Professional Conduct Codes, Legal Constraints, and Ethics in the Human Services.

(E/CR; 2 cr; QP-20 cr 3xxx human services courses [see LAHS listing] or #; SP-jr, 10 cr 3xxx or 4xxx human services courses or #)

Concepts of professional ethics in human services professions; ethically relevant legal mandates and constraints on professional practice; practical problems in the application of ethical principles.

IS 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Interdisciplinary studies. Directed Study Approval Form with signature required for registration.

IS 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) across two or more disciplines. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

University College Courses

IS 1301f. UC: Dakota Language I. (4 cr; not offered 2000-2001)

An introduction to speaking, writing, and reading Dakota language and an overview of Dakota culture.

IS 1302s. UC: Dakota Language II. (FL; 4 cr; not offered 2000-2001)

A continuation of 1301 with greater emphasis on conversation and culture.

IS 2011f,s. UC: English Language Teaching Assistant Program. (IP; 12 cr)

Students assist teachers of English in one of several countries where English is not the primary language. Assignments are for eleven weeks. Housing and board are provided or subsidized by the host school.

Latin American Area Studies (LAAS)

This is an interdisciplinary major under the authority of the vice chancellor for academic affairs and dean. The program is administered by the coordinator of Latin American Area Studies.

Objective—To provide a basic introduction to the cultures and societies of Latin America, to provide the means essential to gain an understanding of Latin America and its diverse peoples, and to place Latin America in a comparative perspective.

Major Requirements

Proficiency in Spanish equivalent to that required for the completion of Span 2002

4 credits in Latin American history (Hist 1601—Latin American History: A Basic Introduction or its equivalent is strongly recommended)

1 credit in LAAS 3201—Bibliographical Tools and Journals in Latin American Area Studies

1-4 credits in LAAS 4101—Senior Tutorial in Latin American Area Studies

1 credit per semester, after declaring major and when in residence, in LAAS 3100—Contemporary Latin America; no more than 4 credits can be applied to the LAAS major, and up to 4 credits can be applied to the 20-credit elective requirement

20 additional credits selected from the courses listed below; these courses must come from at least three different academic disciplines. Students are encouraged to use elective credits to acquaint themselves with as many academic fields of Latin American studies as possible. Any directed study

Division Structure and Course Descriptions

course for which an instructor is available is acceptable provided the subject matter is appropriate. These courses may be applied to the 20-credit elective requirement. Students may have up to a two-course overlap with any other major. Additional overlap is possible, but must be approved by the LAAS coordinator.

Course Descriptions

Anth 2300f.s. Variable Topics in Latin American Cultures and Societies. (IP; 4 cr; repeatable when topic changes; QP-1110 or Soc 1100; SP-1111 or Soc 1101)

Same as Soc 2300. Use of archaeological, historical, and contemporary materials. Topics may include political institutions, media, popular culture, ethnicity, class, ecology, and cultures.

Anth 2301f. Social Change and Development in Latin America. (IP; 4 cr; QP-1110 or Soc 1100; SP-1111 or Soc 1101)

Anth 2302s. Women in Latin America. (IP; 4 cr; QP-1110 or Soc 1100; SP-1111 or Soc 1101)

Anth 1993f.s, 2993f.s, 3993f.s, 4993f.s. Directed Study. (1-5 cr; repeatable; prereq #)

Research, field, or cultural experiences.

Arth 3251s. Pre-Columbian Arts of the Americas.

(FA; 4 cr; QP-1100 or 1201 or 1202 or jr; SP-1101 or 1111 or 1121 or jr; not offered 1999-2000)

The pre-colonial arts of the native peoples of Mexico, South America, and the southwestern United States from 1000 B.C.E. to the 16th century C.E.

Econ 1993f.s, 2993f.s, 3993f.s, 4993f.s. Directed Study. (1-5 cr; repeatable; prereq #)

Literature of Latin American economics.

Hist 1601s. Latin American History: A Basic Introduction. (IP; 4 cr)

Methods, themes, and problems in the study of Latin American history.

Hist 3000. Variable Topics in History. (Hist; 4 cr; repeatable when topic changes; offered when feasible)

Study of a historical topic that transcends the traditional chronological or geographical categories. Possible topics include the history of historical writing, science, and Christianity.

Hist 3600f. Variable Topics in Latin American History.

(IP; 4 cr; repeatable when topic changes)

Political, economic, social, cultural, and national history of Latin America. Possible topics include Cuban or Mexican revolutions, dependence and underdevelopment, great books on Latin America, and Brazil.

Hist 3993f.s, 4993f.s. Directed Study. (1-5 cr; repeatable; prereq #)

Opportunity to study analytically a limited topic in Latin American history. Topic determined by the student and instructor.

Hum 1500s. Contemporary Latin American Novel in Translation. (IP; 4 cr; repeatable with #; does not count toward Spanish major or minor)

Development of the contemporary Latin American novel and short fiction from the 1960s to the present. From the decade of the sixties, the new Latin American novel of the "Boom" emerges along with the names of writers such as García Márquez, Carlos Fuentes, Juan Rulfo, José Donoso, Luisa Valenzuela, and Vargas Llosa.

LAAS 3100f.s. Contemporary Latin America. (1 cr; prereq LAAS major; to be repeated each sem a student is in residence; only 4 cr may apply to LAAS major)
Opportunity for LAAS majors to read about and discuss in historical and cultural contexts the more important contemporary developments in Latin America.

LAAS 3201. Bibliographical Tools and Journals in Latin American Area Studies. (1 cr; prereq LAAS major; offered when feasible)

For the student new to the major. Introduction to the standard bibliographical tools and journals in Latin American area studies.

LAAS 4101. Senior Tutorial in Latin American Area Studies. (1-4 cr; QP-1700; SP-3201; prereq sr LAAS major; offered when feasible)

Individual reading in subjects needing further development before completing the LAAS major. Subjects determined by LAAS faculty in consultation with the senior LAAS major.

LAAS 4994f.s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Pol 1993f.s, 2993f.s, 3993f.s, 4993f.s. Directed Study.

(1-5 cr; repeatable; prereq pol sci major or #)

Latin American Political Science

Soc 2300f.s. Variable Topics in Latin American Cultures and Societies. (IP; 4 cr; repeatable when topic changes; QP-1100 or Anth 1110; SP-1101 or Anth 1111)

Same as Anth 2300. Use of archaeological, historical, and contemporary materials. Topics may include political institutions, media, popular culture, ethnicity, class, ecology, and cultures.

Soc 1993f.s, 2993f.s, 3993f.s, 4993f.s. Directed Study.

(1-5 cr; repeatable; prereq #)

Literature of Latin American sociology.

Span 1001f. Beginning Spanish I. (FL; 4 cr)

Study of basic skills of Spanish (reading, speaking, writing, listening) and cultural contexts of Latin America and Spain. Students should demonstrate the ability to: read and comprehend materials such as ads, instructions, etc.; engage in simple conversations in Spanish, to speak about themselves and express their basic needs; construct sentences and questions in Spanish in order to write accurately at the short paragraph level; comprehend short conversations.

Span 1002s. Beginning Spanish II. (FL; 4 cr; QP-1 qtr of

Span or placement; SP-1001 or placement or #)

Second course in the sequence beginning with 1001.

Span 2001f. Intermediate Spanish I. (IP; 4 cr; QP-3 qtrs of

Span or placement; SP-1002 or placement or #)

Review and building of skills with a focus on basic Spanish language structures and tenses. Students should demonstrate the ability to read critically and understand the context of literary and cultural items; respond to simple questions, avoid basic pronunciation errors, engage in short conversations, discuss assigned themes at some length; write accurately at the paragraph level, avoiding common grammatical errors; comprehend conversations.

Span 2002s. Intermediate Spanish II. (IP; 4 cr; QP–1 qtr intermediate Span or #; SP–2001 or placement or #)
Review and building of skills in more complex language structures, tenses, and moods. Students should demonstrate the ability to read with some basic literary analysis and analyze cultural differences; read out loud with understanding, speak in emotive and persuasive language contexts, hold conversations, speak extemporaneously on assigned topics; write analytically and accurately at the short paper level; comprehend short dialogues and paragraphs.

Span 3001f. Advanced Spanish I. (IP; 4 cr; QP–3 qtrs intermediate Span)
Study of complex language structures, expansion and reinforcement of grammar constructions, and analysis of literary and/or cultural readings. Students should demonstrate the ability to carefully read, comprehend, and analyze literary works and/or cultural readings; discuss motives and themes in such works, read out loud with proficiency and meaning, hold sustained conversations; use correct grammar to write and present compositions analyzing the works; comprehend main points in Scola televised presentations and materials.

Span 3002s. Advanced Spanish II. (IP; 4 cr; QP–1 qtr advanced Span; SP–3001, ¶3101)
Second course in the sequence beginning with 3001.

Span 3101s. Introduction to Spanish Literature. (Hum; 4 cr, QP–1 qtr advanced Span; SP–2002, ¶3002)
Study of a variety of literary genres representing the literature of Spain and Latin America; rudiments of literary analysis and interpretation. Students should demonstrate the ability to read and comprehend the literary works studied, analyze works critically while developing a sensitivity toward certain cultural aspects and literary nuances expressed therein; participate in and comprehend sustained class discussion with respect to certain topics or themes; write with accuracy in Spanish and show some degree of analytical proficiency at the short paper level.

Span 3202s. Masterpieces of Spanish Literature II. (Hum; 4 cr; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3201)
Masterpieces from Medieval, Renaissance, Golden Age, 18th century, and 19th century. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3301f. Masterpieces of Latin American Literature I. (Hum; 4 cr; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101)
Masterpieces from Latin America in the 20th century. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3302s. Masterpieces of Latin American Literature II. (Hum; 4 cr; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101)

Masterpieces from Latin America from 1492 to 1900. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3400s. Variable Topics in Latin American Literature. (Hum; 4 cr; repeatable when topic changes; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101)
Topic to be announced. Students should demonstrate the ability to analyze literary texts, using the text as well as aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 4993f.s. Directed Study. (1–5 cr; repeatable; prereq #)

Spch 3411f. Intercultural Communication Theory and Research. (HDiv; 4 cr; QP–1101 or #; SP–2101 or #)
Study of intercultural communication from an interpersonal and group perspective. Includes qualitative and quantitative methods.

Liberal Arts for the Human Services (LAHS)

This interdisciplinary major is in the Division of the Social Sciences.

Objectives—This program’s three main purposes are to provide a firm liberal arts basis for understanding individual human behavior in its social context; provide the liberal arts foundation for professional work in baccalaureate-level human services occupations such as counseling, casework, personnel work, and administration of human services in federal and state agencies, private businesses, or professional organizations; and prepare students for graduate work in the human services professions.

Major Requirements

Anth 1111—Introductory Cultural Anthropology
or Soc 1101—Introductory Sociology
Psy 1051—Introduction to Psychology
or Psy 1101-1102—Foundations of Psychology I-II (students planning to take a majority of LAHS credits in psychology should choose Psy 1101-1102 rather than Psy 1051)
Math 1601—Introduction to Statistics
or Math 2601—Statistical Methods

The minimum additional requirements for a major in liberal arts for the human services are:

- a) 40 credits to be selected from the courses listed below, with a minimum of 16 credits each in anthropology/sociology and upper-division psychology

Division Structure and Course Descriptions

- b) at least 4 credits of Psy 4896—Field Experiences in Psychology or IS 3996—Interdisciplinary Internship
- c) IS 4101—Introduction to Professional Conduct Codes, Legal Constraints, and Ethics in the Human Services

Students develop a coherent program of study in consultation with their major advisers generally no later than the spring semester of their sophomore year. Advisers normally are faculty with a background or specialties related to the human services area.

Students should discuss the arrangement of their field experience with their LAHS advisers no later than the fall semester of their junior year. Information concerning specific field placements can be obtained from the director of the Career Center or an LAHS faculty adviser.

Because LAHS students pursue varied careers, they are advised to include in their programs courses appropriate to their career plans. For instance, students intending to seek careers involving *public administration or policy formulation* should take such courses as:

- Econ 1101—Principles of Economics
- Soc 2101—Prejudice, Discrimination, and Systems of Oppression
- Soc 3121—Sociology of Gender
- Soc 3200—Topics in Social Stratification
- Spch 3411—Intercultural Communication Theory and Research
- Spch 3421—Organizational Communication Theory and Research
- possibly Mgmt 2201—Principles of Management

Students intending to seek careers in *counseling or in other direct helping professions working with adults* should take such courses as:

- Psy 3051—The Psychology of Women
- Psy 3101—Learning Theory and Behavior Modification
- Psy 3301—Personality I: Dimensions and Assessment
- Psy 3311—Personality II and Psychopathology I
- Psy 3312—Psychopathology II
- Psy 3403—Developmental Psychology III: Adulthood, Aging, and Death
- Psy 3501—Social Psychology
- Psy 3511—Applied Social Psychology
- Psy 4101—Helping Relationships
- Soc 3121—Sociology of Gender
- Soc 3141—Sociology of Deviance
- Spch 1061—Interpersonal Communication
- Spch 3411—Intercultural Communication Theory and Research
- Spch 3421—Organizational Communication Theory and Research

If the career involves *work with children*, students should take:

- Psy 3401—Developmental Psychology I: Child Psychology
- Psy 3402—Developmental Psychology II: Adolescence

if with the *chemically dependent*:

- Psy 1081—Drugs and Human Behavior
- a directed study or empirical research course on chemical dependency

In all instances, students should consult with their advisers when designing their programs.

Students should complete the professional ethics course (IS 4101—Introduction to Professional Conduct Codes, Legal Constraints, and Ethics in the Human Services) during the year before their internship (IS 3996—Interdisciplinary Internship) or field experience (Psy 4896—Field Experiences in Psychology). Students who plan to enroll in Psy 4101—Helping Relationships should complete the course before their internship or field experience.

Courses with grades of D may not be used to meet the major requirements.

Course Descriptions

Anth 2300f.s. Variable Topics in Latin American Cultures and Societies. (IP; 4 cr; repeatable when topic changes; QP–1110 or Soc 1100; SP–1111 or Soc 1101)

Same as Soc 2300. Use of archaeological, historical, and contemporary materials. Topics may include political institutions, media, popular culture, ethnicity, class, ecology, and cultures.

Anth 2301f. Social Change and Development in Latin America. (IP; 4 cr; QP–1110 or Soc 1100; SP–1111 or Soc 1101)

Anth 2302s. Women in Latin America. (IP; 4 cr; QP–1110 or Soc 1100; SP–1111 or Soc 1101)

Anth 2400s. Variable Topics in American Indian Cultures and Societies. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP–1110 or Soc 1100; SP–1111 or Soc 1101; not offered 1999–2000) In-depth study of topic concerning North American Indians. Topics vary, e.g., traditional Native American societies and cultures, Native American archaeology, Native American religions.

Anth 2401s. Traditional Native American Cultures and Societies. (IP; 4 cr; QP–1110 or Soc 1100; SP–1111 or Soc 1101)

Anth 2451f. 20th-Century Native Americans. (HDiv; 4 cr) Same as Soc 2451. The cultures, problems, and resurgence of Native Americans in the 20th century. Government policies; education, religion, self-determination, family, gaming, etc.

Anth 3101f. The Anthropology of Religion. (SS; 4 cr; QP–1110 or Soc 1100; 5 addtl cr in Anth or Soc recommended; SP–1111 or Soc 1101; 4 addtl cr in Anth or Soc recommended)

Comparative study of religion, magic, witchcraft, etc., in various parts of the world. Theories and concepts developed by anthropologists in dealing with religious phenomena in a cross-cultural perspective.

Anth 3200s. Variable Topics in Comparative Ethnography. (Envst; 4 cr; repeatable when topic changes; QP-1110 or Soc 1100; SP-1111 or Soc 1101 or #: not offered 1999-2000)

Topics in social systems, beliefs, values, and customs of societies around the world. Comparison and analysis of how various components of social and cultural systems interact with one another and with their environments.

Anth 3300s. Variable Topics in Area Studies. (IP; 4 cr; repeatable when topic changes; QP-1110 or Soc 1100; SP-1111 or Soc 1101 or #: not offered 2000-2001)
Same as Soc 3300. In-depth study of societies and cultures (values, religions, politics, economic institutions, kinship, family organization) of a particular part of the world, e.g., Africa, India and South Asia, China, Pacific Islands.

Anth 3301s. India and South Asia. (IP; 4 cr; QP-1110 or Soc 1100; SP-1111 or Soc 1101 or #: not offered 2000-2001)

Econ 1101f,s. Principles of Economics. (SS; 4 cr; prereq high school algebra or #)
Introduction to the study of scarce resource allocation in a market economy. Supply and demand, consumer theory, the theory of the firm, market structure, pricing of the factors of production. Measurement of economic performance; national income, inflation, and unemployment; competing macroeconomic theories; stabilization policies.

Econ 3201f. Microeconomic Theory. (SS; 4 cr; QP-1101, Math 1140; SP-1101, Math 1021 or #)
Analytical approach to decision making by individual economic units in the output and input markets, under perfect and imperfect market conditions. Externalities and role of government.

Econ 3202s. Macroeconomic Theory. (SS; 4 cr; QP-1102, Math 1140; SP-1101, Math 1021 or #)
The theory of national income determination; inflation, unemployment, and economic growth in alternative models of the national economy.

Hist 3700. Variable Topics in the History of Women. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1101 or 1102 or 1201; SP-1001 or 1002 or 1201 and WoSt 1101)
Possible topics include a historical study of women and religion, a historical study of thought about American women, a cross-cultural study of the history of women.

Hist 3701s. Women and Religion: A History. (SS; 4 cr; QP-1101 or 1102 or 1201; SP-1001 or 1002 or 1201 and WoSt 1101)
A historical discussion of women in non-Western and Western religions.

IS 4101s. Introduction to Professional Conduct Codes, Legal Constraints, and Ethics in the Human Services. (E/CR; 2 cr; QP-20 or 3xxx human services courses [see LAHS listing] or #: SP-jr, 10 or 3xxx or 4xxx human services courses or #)
Concepts of professional ethics in human services professions; ethically relevant legal mandates and constraints on professional practice; practical problems in the application of ethical principles.

Mgmt 2201f. Principles of Management. (SS; 4 cr; QP-1211, Econ 1101; SP-2101, Econ 1101 or #)
Discussion of the basic functions of management: planning, organizing, controlling, decision making, evaluation. Emphasis on the human factor in management, including job performance, motivation, leadership, and communication systems. Discussion of ethics, the changing environment of business, and organizational structure. Foundation for more specialized courses in management science, marketing, financial management, and human resources.

Mgmt 3000. Variable Topics in Management. (See specific topics for general education categories; 2 cr; repeatable when topic changes; QP-1211; SP-varies by topic; offered when feasible)
Topic to be announced.

Mgmt 3151s. Human Resources Management I. (E/CR; 2 cr; QP-1212; SP-2201 or #: not offered 2000-2001)
Topics in human resource management; legal issues, planning, recruitment, selection, and training.

Mgmt 3152s. Human Resources Management II. (HDiv; 2 cr; QP-1212; SP-2201 or #: not offered 2000-2001)
Topics in human resource management: evaluating employee performance, compensation and benefits, safety, labor relations, international human resource management.

Pol 3201f. Legislative Process. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101 or #: not offered 2000-2001)
The internal organization of Congress, with emphasis on how rules and organizational changes affect the policy process. Topics include the evolution of the modern Congress, the committee system, the role of party leadership, and competing theories of congressional organization. In addition, comparisons/contrasts are drawn from other legislatures in democracies around the world.

Pol 3221f. Judicial Politics. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101 or #: not offered 1999-2000)
Role of judges, police, attorneys, and interest groups within the political system, with analysis focusing on each as political actors. Areas of discretion in the legal system. Extra-legal predictors of judicial decision making and certiorari voting.

Pol 3260f,s. Variable Topics in American Politics. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1200; SP-1201 or #)
Selected topics in American politics such as state and local politics, media and politics, minorities and social policy, and political psychology.

Pol 3263f. Political Psychology. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101; Psy 1051 or # recommended; not offered 1999-2000)
Examines the utility of concepts from personality and social psychology for conducting political analysis and understanding political behavior. Explores the role of the individual, group processes, and the political context in political decision making by both leaders and non-leaders.

Pol 3264s. American Political Culture. (Hist; 4 cr; QP-1200, 1300; SP-1201, 2101 or #: not offered 1999-2000)
A survey of the ideas shaping the U.S. political system and Americans' political behavior. Examines the ways that U.S. political culture has shaped institutional development, policy outcomes, and the everyday political experiences within the political system.

Division Structure and Course Descriptions

Psy 1061f,w. Introduction to the Development of the Child and Adolescent. (SS; 4 cr)

Theory, data, and research approaches in development from birth through adolescence. Prenatal and physical development as well as perceptual, cognitive, language, personality, and social development. Multicultural/global perspective. Does not count for elective credit for the 16-credit psychology component of the LAHS major or for the psychology major or minor.

Psy 1071f. Human Sexuality. (SS; 4 cr)

Survey of aspects of human sexuality, including intimacy and communication; male and female anatomy, physiology, and response; development of identity, sex role, and gender orientation; varieties of sexual expression; pregnancy and childbirth; contraception and disease prevention; sexual coercion and abuse; sexual dysfunctions and their treatment.

Psy 1081s. Drugs and Human Behavior. (SS; 2 cr)

Survey of psychoactive drugs, their effects on mind and behavior, and prevention and treatment of drug abuse.

Psy 3051s. The Psychology of Women. (HDiv; 4 cr; not offered 1999-2000)

Feminist approach to the psychological study of women's personality, behavior, development, language issues, motivation, work and family lives, sexuality, health and psychobiology, adjustment and therapy, and victimization experiences. Focuses on women of color, feminist research methodology, and feminist analysis of psychological theories of women.

Psy 3101f. Learning Theory and Behavior Modification. (SS; 4 cr; QP-1203; SP-1101, 1102)

Major theories of learning and their importance for understanding human and nonhuman behavior. Classical and operant conditioning, generalization, discrimination, stimulus control, animal cognition. Behavior modification theories and techniques and their application to clinical populations. Lab projects demonstrate learning and behavior modification theories, concepts, and techniques and illustrate research methods and theory testing. Includes lab.

Psy 3112s. Cognition II. (SS; 4 cr; QP-1203, Math 1150 or Math 3605; SP-1101, Math 1601 or Math 2601 or #)

Empirical study of memory, language behaviors, representation of knowledge, judgment, decision making, problem solving, and creative thinking. Includes lab.

Psy 3211s. Biological Psychology. (Sci-L; 5 cr; QP-1203 or Biol 1114 or #; SP-1101, 1102)

Brain organization and function; an emphasis on an understanding of the neural processes that underlie human and nonhuman behavior. Incorporates information from psychology, neuroscience, endocrinology, physiology, chemistry, neurology, and zoology to investigate the physiological basis of behavior. Topics include sensory processes, drugs and addiction, biological rhythms, sexual differentiation, reproduction, methods in neuroscience, neuropsychological disorders, and clinical assessment. Lab projects focus on neuroanatomical organization and function of the brain. (4 hrs lect, 1 hr lab)

Psy 3221f. Behavioral Biology of Women. (Sci; 2 cr; not offered 1999-2000)

Exploration of proximate and ultimate influences on female behavior in human and nonhuman species. Sexual differentiation, gender differences in cognition, biological basis of sexual orientation, female sexual selection, and dominance.

Psy 3301f. Personality I: Dimensions and Assessment.

(SS; 2 cr; QP-1201, 1202, Math 1150 or Math 3605; SP-1051 or 1101-1102, Math 1601 or Math 2601)

Nature of personality constructs and theories. Nature and measurement of personal traits; their dimensional structure, stability, development, and heritability.

Psy 3311f. Personality II and Psychopathology I. (SS; 2 cr; QP-1201, 1202, Math 1150 or Math 3605; SP-3301)

Nature and interaction of conscious and nonconscious cognitive processing, emotion, and motivation; relation to anxiety-based, affective, substance-use, and personality disorders.

Psy 3312s. Psychopathology II. (SS; 2 cr; QP-3400; SP-3311)

Major psychotic and organic psychological disorders and their treatment, including major affective disorders, schizophrenia, and major childhood disorders.

Psy 3401f. Developmental Psychology I: Child Psychology. (SS; 4 cr; QP-1201; SP-1051 or 1101-1102)

Theory, data, and research in development from conception to adolescence. Prenatal and physical development as well as perceptual, cognitive, personality, and social development. Language acquisition and Piaget's theory of cognitive development.

Psy 3402s. Developmental Psychology II: Adolescence. (SS; 2 cr; QP-1201, 3500 or 1350; SP-1051 or 1101-1102, 3401 or 1061)

Theory, data, and research in adolescent development with emphasis on physical, cognitive, and social development.

Psy 3403s. Developmental Psychology III: Adulthood, Aging, and Death. (SS; 2 cr; QP-1201; SP-1051 or 1101-1102)

Theory, data, and research concerning the age group from young adulthood to old age. Emphasis on physical, cognitive, and social changes.

Psy 3501f. Social Psychology. (SS; 4 cr; QP-1201, 1202 or Soc 1100 or #; SP-1051 or 1102 or Soc 1101 or #)

Theories and research in the study of interpersonal behavior. Role, self, social learning, exchange, person perception, cognitive consistency, and interpersonal transactions.

Psy 3511s. Applied Social Psychology. (SS; 2 cr; QP-3525 or #; SP-3501 or #)

A specific topic among applied social psychology fields (e.g., health psychology, psychology of law, environmental psychology) will be explored. Emphasis will be placed on the use of theories and techniques learned in Psy 3501 for the purpose of understanding social issues and/or affecting change. Topics will be announced prior to registration.

Psy 4101f,s. Helping Relationships. (SS; 4 cr; QP-3400; SP-3311)

Approaches to counseling and psychotherapy. Theories of helping relationships. Acquisition of helping skills, including attending behavior, reflection of feeling, paraphrasing, confrontation, and summarization. Major humanistic, cognitive, and behavioral approaches. Didactic instruction, observation of counseling and psychotherapeutic techniques, and practical experiences.

Psy 4630f. Empirical Investigations in Personality, Psychopathology, and Psychological Intervention.

(SS; 4 cr; repeatable; QP-3400; SP-3311)

Empirical investigations in human emotion, motivation, individual differences, psychopathology, and psychological intervention. Includes lab.

Psy 4640f. Empirical Investigations in Developmental Psychology. (SS; 4 cr; repeatable; QP–3500 or 3501 or 3502; SP–3401 or 3402 or 3403, #)

Individual reading and empirical research on any topic. Objective is greater depth than is possible in Psy 3401, 3402, 3403 and demonstration of research competency. Includes lab.

Psy 4650f. Empirical Investigations in Social Psychology. (SS; 4 cr; repeatable; QP–3525; SP–3501 or #)

Seminar instruction on topics of student and staff interests. Students will complete an empirical project and paper. Includes lab.

Psy 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Soc 2101f. Prejudice, Discrimination, and Systems of Oppression. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Patterns of group dominance, exploitation, and hate in the United States and globally. Emphasis on sexism, racism, and homophobia with some attention to other systems of oppression such as ageism and ableism.

Soc 2300f,s. Variable Topics in Latin American Cultures and Societies. (IP; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Same as Anth 2300. Use of archaeological, historical, and contemporary materials. Topics may include political institutions, media, popular culture, ethnicity, class, ecology, and cultures.

Soc 2301f. Social Change and Development in Latin America. (IP; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 2302s. Women in Latin America. (IP; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 2451f. 20th-Century Native Americans. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Same as Anth 2451. The cultures, problems, and resurgence of Native Americans in the 20th century. Government policies; education, religion, self-determination, family, gaming, etc.

Soc 3111s. Sociology of Modernization. (IP; 4 cr)

Process of modernization in non-Western societies. Social, economic, and political impact of modernization from different theoretical perspectives. Assessment of those theoretical perspectives as a means to understand dynamics of change in Third World countries.

Soc 3121f. Sociology of Gender. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Relationships among sex, gender, and society. Gender as a factor in stratification systems, social interaction, and institutions such as the economy, the family, and religion.

Soc 3131f. World Population. (Env; 4 cr; QP–1100; SP–1101)

Population theory and demographic method. Dynamics of fertility and mortality as the basis of population forecasting and its policy implications. Emphasis on the tie between Third World demographic trends and population issues in the rest of the world.

Soc 3141f. Sociology of Deviance. (E/CR; 4 cr; QP–5 cr in Soc; SP–4 cr in Soc)

Theoretical and empirical issues recurring in the sociological literature on deviant behavior.

Soc 3200s. Variable Topics in Social Stratification. (HDiv; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110; SP–1101 or Anth 1111; not offered 1999-2000)

Hierarchies of power, wealth, and prestige; analysis of various theories of stratification. Class, status, race, minorities (e.g., African Americans, American Indians), caste, and gender evaluated in terms of stratification.

Soc 3250f,s. Variable Topics in Social Structure.

(See specific topics for general education categories; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

In-depth study of one topic in sociology such as African American social institutions, the economic and social elite, bureaucracy, urban communities, social control, population, and demography.

Soc 3251f. African Americans. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 3252s. Women in Muslim Society. (IP; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 3300s. Variable Topics in Area Studies. (IP; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110; SP–1101 or Anth 1111; not offered 2000-2001)
Same as Anth 3300. In-depth study of societies and cultures (values, religions, politics, economic institutions, kinship, family organization) of a particular part of the world, e.g., Africa, India and South Asia, China, Pacific Islands.

Soc 3301s. India and South Asia. (IP; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111; not offered 2000-2001)

Spch 1061f. Interpersonal Communication. (SS; 4 cr)
Studies of variables in dyadic communication to create understanding of the student’s own communication patterns.

Spch 1071f. Introduction to Groups: Principles and Practices. (SS; 4 cr)

Group theory and directed practice in a variety of group situations, e.g., panels, symposia, and forums.

Spch 3401f. Human Communication Theory. (SS; 4 cr; QP–1101 or #; SP–2101 or #)

Perspectives on human communication, including the mechanistic, psychological, symbolic interactionist, and pragmatic. Focuses on approaches to social interaction. Provides general foundation and historical background of communication theory.

Spch 3411f. Intercultural Communication Theory and Research. (HDiv; 4 cr; QP–1101 or #; SP–2101 or #)

Study of intercultural communication from an interpersonal and group perspective. Includes qualitative and quantitative methods.

Spch 3421s. Organizational Communication Theory and Research. (SS; 4 cr; QP–1101 or #; SP–2101 or #)

Study of organizational communication, including small group perspectives. Includes qualitative and quantitative methods.

WSS 1051f,s. Fitness for Life. (2 cr; S-N only)

Factors associated with a positive lifestyle, assessment of each individual’s current wellness status, and development of a personal lifetime program for improving one’s quality of life.

Management (Mgmt)

This discipline is in the Division of the Social Sciences. It offers a liberal arts-based program of studies that allows students to enter the field of management as a professional or proceed to further studies at the graduate level.

Objectives—Management students:

1. understand and use a variety of techniques to manage financial, human, and material resources
2. are able to critically conceptualize business problems and to develop appropriate strategies for problem solving
3. understand and use a variety of quantitative analysis techniques appropriate for business
4. develop collaborative skills
5. be competent in written and oral communication
6. develop competence in computer skills
7. are prepared for professional careers in business or public service, or for graduate studies
8. are able to see relationships among the subfields of management (finance, human resources, marketing) and other liberal arts disciplines

Admission to the Major

The Division of the Social Sciences limits the number of students admitted to the management major. UMM and transfer students must apply to the Management Admissions Committee. Further details may be obtained from the office of the Division of the Social Sciences.

Major Requirements

- Mgmt 2101-2102—Principles of Accounting I-II
- Mgmt 2201—Principles of Management
- Mgmt 3101—Financial Management
- Mgmt 3201—Marketing Principles and Strategy
- Mgmt 3301—Management Science
- Econ 1101—Principles of Economics
- Math 1021—Survey of Calculus
- Math 1601—Introduction to Statistics
- Spch 1051—Introduction to Public Speaking
- 8 additional credits in Mgmt courses at the 3xxx level or above
- 8 additional credits in Mgmt or Econ courses at the 3xxx level or above, or Phil 3111—Professional Ethics
- Grades of D in Mgmt 2101-2102, Mgmt 2201, Econ 1101, Math 1021, or Math 1601 may not be used to meet major requirements. Required courses may not be taken S-N unless offered S-N only.

Note: Students should complete Mgmt 2101-2102, Econ 1101, Math 1021, and Math 1601 or their equivalents during their first two years. Prospective majors should see a management faculty member before registering for classes. Consultation with an adviser is essential to program planning.

Minor Requirements

- Mgmt 2101-2102—Principles of Accounting I-II
- Mgmt 2201—Principles of Management
- Econ 1101—Principles of Economics
- Math 1601—Introduction to Statistics
- 6 additional credits in Mgmt courses at the 3xxx level or above

Grades of D in Mgmt 2101-2102, Mgmt 2201, Econ 1101, or Math 1601 may not be used to meet minor requirements. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Mgmt 2101f. Principles of Accounting I. (4 cr)

An introductory course in accounting principles and practices. The students will develop an understanding of both the conceptual and procedural framework of the accounting processes. Emphasis will be placed on the preparation and communication of accounting information and the financial statements for a proprietorship.

Mgmt 2102s. Principles of Accounting II. (4 cr; QP-1211; SP-2101)

A continuation of Principles of Accounting I. Students will develop an understanding of the issues unique to partnerships, corporations, and organizational financing. Cash flow statements and performance analysis will also be emphasized.

Mgmt 2201f. Principles of Management. (SS: 4 cr; QP-1211, Econ 1101; SP-2101, Econ 1101 or #)

Discussion of the basic functions of management: planning, organizing, controlling, decision making, evaluation. Emphasis on the human factor in management, including job performance, motivation, leadership, and communication systems. Discussion of ethics, the changing environment of business, and organizational structure. Foundation for more specialized courses in management science, marketing, financial management, and human resources.

Mgmt 3000. Variable Topics in Management. (See specific topics for general education categories; 2 cr; repeatable when topic changes; QP-1211; SP-varies by topic; offered when feasible)

Topic to be announced.

Mgmt 3101f. Financial Management. (SS: 4 cr; QP-1212, Econ 1101; SP-2102, Econ 1101, Math 1601)

Financial analysis, theory and practice, financial leverage, capital budgeting, cost of capital, dividend policy, capital market theory, and working capital management.

Mgmt 3111s Investment and Portfolio Analysis I. (SS: 2 cr; QP-3200; SP-3101 or #)

Economic and investment environment as it relates to security investment decisions; appraisal of investment characteristics; introductory investment analysis of

various stocks and bonds; determination of investment objectives and execution of portfolio policies for various types of individual institutional investors.

Mgmt 3112s. Investment and Portfolio Analysis II. (SS; 2 cr; QP-3200; SP-3111; not offered 1999-2000)

Topics include investments in a global market and derivative markets; analysis of industry and company; study of efficient market theory.

Mgmt 3121s. Managerial Economics I. (SS; 2 cr; QP-Econ 1101, Math 1140; SP-Econ 1101, Math 1021; not offered 1999-2000)

Demand analysis and forecasting, technological change, strategic behavior, industrial innovation, market structure and pricing.

Mgmt 3122s. Managerial Economics II. (SS; 2 cr; QP-Econ 1101, Math 1150; SP-Econ 1101, Math 1601; not offered 1999-2000)

Risk and capital budgeting, government and business, global economy, public management (cost-benefit analysis, economic growth policy, and trade policy), and linear programming.

Mgmt 3131f. Managerial Accounting I. (2 cr; QP-1212; SP-2102; not offered 2000-2001)

The study of managerial accounting principles using accounting data for planning, controlling, and decision-making activities. The students will develop an understanding of various cost behaviors, product costing activities, and cost-volume-profit relationships.

Mgmt 3132f. Managerial Accounting II. (2 cr; QP-3213; SP-3131; not offered 2000-2001)

A continuation of Managerial Accounting I. The students will develop an understanding of profit planning and performance measurements. Determining relevant costs in various management decisions and capital budgeting issues will also be studied.

Mgmt 3141. Business Law I. (SS; 2 cr; QP-1212; SP-2201; offered when feasible)

Law as it relates to the commercial world, including the legal environment, federal regulation, contracts, agency, sales.

Mgmt 3142. Business Law II. (SS; 2 cr; QP-3251; SP-2201; offered when feasible)

Law as it relates to the commercial world, including the legal environment, commercial paper, corporations, and secured transactions.

Mgmt 3151s. Human Resources Management I. (E/CR; 2 cr; QP-1212; SP-2201 or #; not offered 2000-2001)

Topics in human resource management; legal issues, planning, recruitment, selection, and training.

Mgmt 3152s. Human Resources Management II. (HD/Div; 2 cr; QP-1212; SP-2201 or #; not offered 2000-2001)

Topics in human resource management: evaluating employee performance, compensation and benefits, safety, labor relations, international human resource management.

Mgmt 3161f. Labor Management Relations I. (E/CR; 2 cr; QP-Econ 1101; SP-Econ 1101 or #; not offered 1999-2000)

Historical development of labor relations and the legal framework governing collective bargaining. Labor relations law reform. Case studies from labor relations law.

Mgmt 3162f. Labor Management Relations II. (SS; 2 cr; QP-3225; SP-3161 or #; not offered 1999-2000)

Labor-management negotiation, grievances, wages and economic security plans, public policies toward collective bargaining. Case studies from labor arbitration.

Mgmt 3201f. Marketing Principles and Strategy. (SS; 4 cr; QP-1212, 3200, Math 1150; SP-2102, 2201, Math 1601 or #)

Basic factors affecting policy and strategy issues in marketing. Economic, legal, behavioral, environmental, competitive, and technological factors as they affect product, pricing, promotion, and marketing-channel decisions.

Mgmt 3301s. Management Science. (M/SR; 4 cr; QP-1212, 3220, Math 1150; SP-2102, 2201, Math 1601; offered when feasible)

Application of quantitative methods to decision making in business. Topics may include linear programming, forecasting and other probabilistic techniques, inventory management, network models, project management, decision theory, transportation and assignment models, simulation, Markov analysis, integer programming, Monte Carlo simulation.

Mgmt 3401s. Organizational Behavior. (SS; 2 cr; QP-3220, Math 1150; SP-2201, Math 1601; not offered 1999-2000)

Theories and applications of individual, group, and organizational behavior, including motivation, communication, decision making, group dynamics, power, and leadership. Case analyses and experiential exercises are tools for application of theory.

Mgmt 3501f,s. Applied Deterministic Modeling for Management Science. (2 cr; QP-1212, 3220, Math 1150 or Math 3605; SP-2102, 2201, Math 1021 or Math 1101 or Math 1601 or Math 2601 or #)

Same as Math 3501. Formulations of real-world problems as Linear Programming or Integer Linear Programming models; graphical solutions of some LP models. Linear Programming: the Simplex method, intuitive ideas behind the Simplex method. Using software to solve LP problems; interpreting optimal solutions; sensitivity analysis; duality. Network diagram representation; critical path method (CPM-PERT); transportation problem.

Mgmt 3502f,s. Applied Probabilistic Modeling for Management Science. (2 cr; QP-1212, 3220, Math 1150 or Math 3605; SP-2102, 2201, Math 1021 or Math 1101 or Math 1601 or Math 2601 or #)

Same as Math 3502. Short review of probability and statistics; mean and variance of a data set; discrete and continuous random variables (especially the Exponential distribution and the Poisson distribution). Decision and game theory. Decision trees, types of decision criteria. Queueing models, birth-and-death processes; Markovian or Poisson arrivals and exponential service times; M/M/k and M/M/8 queues; Statistical Quality Control; inventory control system.

Mgmt 4896. Internship. (1-4 cr; repeatable to 4 cr; 2 cr may be applied toward major or minor; QP-1212; SP-2201)

Placement in an environment providing educational experience and field application relevant to student's major. Written analysis of the background, structure, and policy issues in the sponsoring organization required.

Division Structure and Course Descriptions

Mgmt 4900f.s. Variable Topics in Management Research. (See specific topics for general education categories; 2 cr; repeatable when topic changes; QP-1212, 3220; SP-2102, 2201)

Guided research sessions. Familiarize students with the literature in the field. Research topics include case studies of international or national topics within the discipline.

Mgmt 4901f. Organizational Behavior. (2 cr; QP-1212, 3220; SP-2102, 2201)

Mgmt 4902f. Industrial Relations. (2 cr; QP-1212, 3220; SP-2102, 2201; offered when feasible)

Mgmt 1993f.s, 2993f.s, 3993f.s, 4993f.s. Directed Study. (1-5 cr; repeatable; prereq #)

Mgmt 4994f.s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Mathematics (Math)

This discipline is in the Division of Science and Mathematics.

Objectives—The mission of the discipline is to advance knowledge of mathematics and statistics: by *teaching* mathematics/statistics and their processes, by *research* in mathematics/statistics and mathematical/statistical pedagogy, and by *dissemination* of this knowledge to students and the community we serve.

Historically, the study of mathematics has been central to a liberal arts education. The mathematics/statistics curriculum serves as an integral part of students’ active pursuit of a liberal arts education. The discipline’s mission concentrates on the three main components of the institutional mission, namely, teaching, research, and outreach. The mathematics/statistics program serves students who major or minor in mathematics, seek secondary mathematics teaching licensure, major or minor in programs that require a mathematical background, or wish to fulfill components of a general education. The mathematics faculty provide guidance to students who choose to design their own major/minor. The discipline’s mission includes dissemination of mathematical knowledge to the community.

The mathematics and statistics curriculum is designed to help students develop competence in mathematical and statistical techniques and methods. It aims to sharpen the students’ mathematical intuition and abstract reasoning as well as their reasoning from numerical data. It also encourages and stimulates the type of independent thinking required for research

beyond the confines of the textbook. The mathematics program aims to provide students with the basic knowledge and skills to make mathematical contributions to modern society, whether in the form of pure mathematics or of mathematics applied in other disciplines. The program seeks to enable students to see and communicate how the development of mathematics has been part of the development of several civilizations and is intimately interwoven with the cultural and scientific development of these societies. The statistics program aims to provide an effective operational knowledge of the theory and methods of statistics and the application of the statistical methods in a liberal arts environment. It seeks to enhance students’ critical thinking in domains involving judgments based on data. The curriculum prepares students to enter graduate school, pursue careers in applied mathematics or statistical fields, or teach mathematics and statistics.

The discipline uses various assessment methods and tools to evaluate and improve student academic achievement in mathematics/statistics. The results of the assessment help the discipline to shape a curriculum that is responsive to student needs. The Mathematics Major/Minor Student Portfolio is the major assessment tool used by the discipline. It includes characteristics of the entering student, documents related to the learning development of the student during his or her stay at UMM, and post-graduation information. Some other assessment methods and tools include proficiency tests in basic skills courses, performance in course projects, and specially designed exams in some courses. Graduates of the program are surveyed regularly to assess discipline objectives.

Major Requirements

Math 1101-1102—Calculus I-II

Math 2111—Linear Algebra

Math 2201—Pure Mathematics I

Math 2611—Mathematical Statistics

Math 3201—Pure Mathematics II

Math 4901—Senior Seminar

one course numbered Math x4xx

a minimum of 9 additional credits in Math courses at the 2xxx level or above

Students also are required to take a course with significant mathematical applications outside the mathematics discipline. This course must be approved by the mathematics discipline

No required courses may be taken S-N. Up to 6 credits of coursework with a grade of D may be used to meet the major requirements if offset by an equivalent number of credits of A or B.

Majors should begin with Math 1011—Pre-Calculus or Math 1101—Calculus I. Students with questions about placement are encouraged to discuss them with members of the mathematics faculty. Students planning to pursue *graduate work in mathematics* should complete:

- Math 4201—Complex Analysis
- Math 4211—Real Analysis
- Math 4221—Topology
- Math 4231—Abstract Algebra
- Math 4241—Number Theory

The recommended electives for students planning to work or pursue graduate work in *applied mathematics* are:

- Math 2401—Differential Equations
- Math 3401—Operations Research
- Math 3411—Discrete and Combinatorial Mathematics
- Math 4401—Numerical Methods with Applications in Mathematical Modeling
- Math 4450—Variable Topics in Applied Mathematics

Students planning to work or pursue graduate work in *statistics* are advised to complete some electives from:

- Math 3601—Data Analysis
- Math 3611—Multivariate Statistical Analysis
- Math 4601—Biostatistics
- Math 4650—Variable Topics in Statistics

Students interested in statistics can design an area of concentration in consultation with the statistics faculty. It is suggested that the *designed academic program in statistics* include:

- Math 2611—Mathematical Statistics
- Math 3601—Data Analysis
- Math 3611—Multivariate Statistical Analysis
- Math 4601—Biostatistics
- Math 4650—Variable Topics in Statistics

Students designing their area of concentration in statistics are encouraged to enrich their degree by taking related courses in other disciplines. These related courses must be approved by the statistics faculty.

Students interested in applied mathematics can design an area of concentration in consultation with the applied mathematics faculty. It is suggested that the *designed academic program in applied mathematics* include:

- Math 2401—Differential Equations
- Math 3401—Operations Research
- Math 3411—Discrete and Combinatorial Mathematics

- Math 4401—Numerical Methods with Applications in Mathematical Modeling
- Math 4450—Variable Topics in Applied Mathematics

Students designing their area of concentration in applied mathematics are encouraged to take related courses in either the physical and natural sciences or the social sciences. These related courses must be approved by the applied mathematics faculty.

Minor Requirements

- Math 1101-1102—Calculus I-II
- Math 2111—Linear Algebra

a minimum of 12 additional credits in Math courses at the 2xxx level or above in at least two of the following numbering systems x2xx, x4xx, x5xx, x6xx

Required courses may be taken S-N, but it is not recommended. Up to 6 credits of coursework with a grade of D may be used to meet the minor requirements if offset by an equivalent number of credits of A or B.

Teacher Preparation Requirements

Students interested in teaching licensure in mathematics must complete the following requirements:

a mathematics major including:

- Math 2211—History of Mathematics
- Math 3211—Geometry
- Math 3411—Discrete and Combinatorial Mathematics

a course on computer programming required professional education courses, including methods (MthE 4103—Methods of Teaching Mathematics in the Secondary School) and student teaching in mathematics

A teaching licensure minor in mathematics requires a minor in mathematics including:

- Math 2201—Pure Mathematics I

a course on computer programming required professional education courses, including methods (MthE 4103—Methods of Teaching Mathematics in the Secondary School) and student teaching in mathematics

Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Math 0901f. Basic Algebra. (0 cr toward graduation, 4 cr toward financial aid)

Sets, absolute values, linear equations and inequalities, functions and graphs, arithmetic of complex numbers, quadratics, radicals, exponents and logarithms, and linear systems of equations.

Math 1001s. Survey of Math. (M/SR; 4 cr; prereq 2 yrs high school math)

Introductory topics in mathematics, such as number system, geometry, algebra, discrete mathematics,

Division Structure and Course Descriptions

statistics, logic, and the history of mathematics, including applications in today's world.

Math 1011f.s. Pre-Calculus. (4 cr; prereq high school higher algebra, geometry)

Polynomial, rational, exponential, logarithmic, and trigonometric functions; trigonometric identities and equations; polar coordinates and topics from analytic geometry; systems of equations, determinants, and matrices; arithmetic, geometric, and simple infinite series; binomial theorem.

Math 1021f. Survey of Calculus. (4 cr; QP-1112, high school higher algebra or #; SP-1011)

Short course for students in social sciences, biological sciences, and other areas requiring a minimal amount of calculus. Topics include basic concepts of functions, derivatives and integrals, exponential and logarithmic functions, maxima and minima, partial derivatives; applications.

Math 1101f.s. Calculus I. (M/SR; 5 cr; QP-1112, high school higher algebra or #; SP-high school higher algebra, geometry, trigonometry or 1011)

The concepts, properties, and some techniques of differentiation, antidifferentiation, and definite integration and their connection by the Fundamental Theorem. Partial differentiation. Some applications.

Math 1102f.s. Calculus II. (M/SR; 5 cr; QP-1202; SP-1101)

Further applications involving mathematical modeling and solution of simple differential equations. Taylor's Theorem. Limits of sequences. Use and theory of convergence of power series.

Math 1601f.s. Introduction to Statistics. (M/SR; 4 cr; prereq high school higher algebra)

Scope, nature, tools, language, and interpretation of elementary statistics. Descriptive statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis. Elementary probability theory, discrete and continuous probability models. Inferential statistics, point and interval estimation, tests of statistical hypotheses. Inferences involving one and two populations, ANOVA, regression analysis, and chi-squared tests; use of statistical computer packages.

Math 2101f.s. Calculus III. (M/SR; 4 cr; QP-1203 or #; SP-1102 or #)

Multivariable and vector calculus. Three-dimensional analytic geometry; partial differentiation; multiple integration; gradient, divergence, and curl; line and surface integrals; divergence theorem; Green and Stokes theorems; applications.

Math 2111f.s. Linear Algebra. (M/SR; 4 cr; QP-1203 or #; SP-1101 or #)

Matrix algebra, systems of linear equations, finite dimensional vector spaces, linear transformations, determinants, inner-product spaces, characteristic values and polynomials, eigenspaces, minimal polynomials, diagonalization of matrices, related topics; applications.

Math 2201f. Pure Mathematics I. (M/SR; 4 cr; QP-1203 or #; SP-1102 or #)

Survey of some abstract mathematical ideas. Basic set foundations, including relations, equivalence relations, and functions; emphasis on correct writing of mathematical proofs and text. Construction of natural numbers, integers, and rational number systems. Introduction to number theory and algebra: Euclidean algorithm for integers, polynomials, and Gaussian

integers. Modular arithmetic with integers and polynomials, Fermat's Little Theorem. Analysis: convergence of sequences and series; application to definition of complex functions. Cauchy-Riemann equations.

Math 2211f. History of Mathematics. (4 cr; QP-#; SP-Math course above 1100 or #; not offered 1999-2000)

Historical development of various areas in mathematics and important figures in mathematics from ancient to modern times.

Math 2401f. Differential Equations. (M/SR; 4 cr; QP-1203 or #; SP-1102 or #)

First-order and second-order differential equations with methods of solution and applications, systems of equations, series solutions, existence and uniqueness theorems, numerical solutions of first-order equations; the qualitative theory of differential equations.

Math 2501f. Probability and Stochastic Processes. (M/SR; 4 cr; QP-1202 or #; SP-1101 or #)

Probability theory; set theory, axiomatic foundations, conditional probability and independence, Bayes' rule, random variables. Transformations and expectations; expected values, moments, and moment generating functions. Common families of distributions; discrete and continuous distributions. Multiple random variables; joint and marginal distributions, conditional distributions and independence, covariance and correlation, multivariate distributions. Properties of random sample and central limit theorem. Markov chains, Poisson processes, birth and death processes, and queuing theory.

Math 2601f. Statistical Methods. (M/SR; 4 cr; QP-1140, 1202 or #; SP-1101 or 1021)

Descriptive statistics, elementary probability theory; laws of probability, random variables, discrete and continuous probability models, functions of random variables, mathematical expectation. Statistical inference; point estimation, interval estimation, tests of hypotheses. Other statistical methods; linear regression and correlation, ANOVA, nonparametric statistics, statistical quality control, use of statistical computer packages.

Math 2611s. Mathematical Statistics. (M/SR; 4 cr; QP-3610 or #; SP-1101)

Introduction to probability theory. Principles of data reduction; sufficiency principle. Point estimation; methods of finding and evaluating estimators. Hypothesis testing; methods of finding and evaluating tests. Interval estimation; methods of finding and evaluating interval estimators. Linear regression and ANOVA.

Math 3201s. Pure Mathematics II. (M/SR; 4 cr; SP-2201 or equiv)

Algebra: Euclidean, principal ideal, and unique factorization domains; rings, ideals, quotient rings, and ring homomorphisms; groups, normal subgroups, quotient groups, and group homomorphisms. Analysis: construction of the real number system, completeness; uniform continuity of functions, uniform convergence of sequences of functions; metrics, neighborhoods, compactness. Complex analysis: geometry of complex functions. Geometry: algebraic surfaces and ideals. Transformation groups that preserve a metric. The emphasis will be on rigor and axiomatic development.

Math 3211f. Geometry. (M/SR; 4 cr; QP-1202 or #; SP-Math course above 1100; not offered 2000-2001)

Analytic approach to Euclidean and non-Euclidean geometries. Selected topics from affine, hyperbolic, spherical, projective geometries. Examples are featured.

Possible comparisons of analytic and synthetic approaches. May include other related topics.

Math 3401s. Operations Research. (M/SR; 4 cr; QP-1140, 1202 or #; SP-1100 or higher or #)

Topics include, but are not limited to, linear and integer linear programming formulations, sensitivity analysis and duality, network models and applications.

Math 3411f. Discrete and Combinatorial Mathematics.

(M/SR; 4 cr; QP-#; SP-1100 or higher or #)

Propositional logic; equivalence relations; recurrence equations; structures and properties of undirected and directed graphs; applications of the aforementioned topics.

Math 3501f,s. Applied Deterministic Modeling for

Management Science. (2 cr; QP-1150 or 3605, Mgmt 1212, Mgmt 3220; SP-1021 or 1101 or 1601 or 2601, Mgmt 2102, Mgmt 2201 or #)

Same as Mgmt 3501. Formulations of real-world problems as Linear Programming or Integer Linear Programming models; graphical solutions of some LP models. Linear Programming: the Simplex method, intuitive ideas behind the Simplex method. Using software to solve LP problems; interpreting optimal solutions; sensitivity analysis; duality. Network diagram representation; critical path method (CPM-PERT); transportation problem.

Math 3502f,s. Applied Probabilistic Modeling for

Management Science. (2 cr; QP-1150 or 3605, Mgmt 1212, Mgmt 3220; SP-1021 or 1101 or 1601 or 2601, Mgmt 2102, Mgmt 2201 or #)

Same as Mgmt 3502. Short review of probability and statistics; mean and variance of a data set; discrete and continuous random variables (especially the exponential distribution and the Poisson distribution). Decision and game theory. Decision trees, types of decision criteria. Queueing models, birth-and-death processes; Markovian or Poisson arrivals and exponential service times; M/M/k and M/M/8 queues; Statistical Quality Control; inventory control system.

Math 3601f. Data Analysis. (M/SR; 4 cr; QP-1150, 3605, 3611 or #; SP-1601 or 2601 or 2611 or #)

Nature and objectives of statistical data analysis, exploratory and confirmatory data analysis techniques. Some types of statistical procedures; formulation of models, examination of the adequacy of the models. Some special models; simple regression, correlation analysis, multiple regression analysis, analysis of variance, use of statistical computer packages.

Math 3611s. Multivariate Statistical Analysis. (M/SR; 4 cr; QP-1150, 3605, 3611 or #; SP-1601 or 2601 or 2611 or #)

Analysis of categorical data. Loglinear models for two- and higher-dimensional contingency tables. Logistic regression models. Aspects of multivariate analysis, random vectors, sample geometry and random sampling, multivariate normal distribution, inferences about the mean vector, MANOVA. Analysis of covariance structures: principal components, factor analysis. Classification and grouping techniques: discrimination and classification, clustering, use of statistical computer packages.

Math 4201f. Complex Analysis. (M/SR; 2 cr; QP-3202 or #; SP-2201 or equiv; not offered 2000-2001)

Differentiable and analytic functions of a complex variable. Contour integral theorems. Laurent expansions. Other topics optional.

Math 4211f. Real Analysis. (M/SR; 2 cr; QP-3410 or #; SP-3201 or equiv; not offered 2000-2001)

The extension of the theory of integration to other forms of integrals. Metric spaces and functions defined on these. Other optional topics.

Math 4221s. Topology. (M/SR; 2 cr; QP-3250, 3202 or #; SP-3201 or equiv; not offered 1999-2000)

Selected topics from point set topology and/or algebraic topology.

Math 4231s. Abstract Algebra. (M/SR; 2 cr; QP-3310 or #; SP-3201 or equiv; not offered 2000-2001)

Selected topics from the theory of finite groups, Galois theory of fields, and/or the theory of rings.

Math 4241. Number Theory. (M/SR; 2 cr; QP-3250 or #; SP-2201 or equiv; not offered 1999-2000)

Selected topics from modular congruences, theory of primes, classical Diophantine equations, and the connections with algebraic curves.

Math 4250. Variable Topics in Pure Mathematics. (M/SR; 2 cr; repeatable when topic changes; SP-3201 or equiv; offered when feasible)

Treatment of an advanced pure mathematics topic not included in the regular curriculum.

Math 4401s. Numerical Methods With Applications in Mathematical Modeling. (M/SR; 4 cr; QP-3203, 3300, CSCi 1300 or #; SP-2111, 2401 or #; not offered 1999-2000)

Finite differences; interpolation; numerical integration; numerical solutions of differential, algebraic, and transcendental equations; continuous mathematical models.

Math 4450s. Variable Topics in Applied Mathematics.

(M/SR; 4 cr; repeatable when topic changes; prereq #; not offered 2000-2001)

Treatment of advanced applied mathematics not included in the regular curriculum.

Math 4601s. Biostatistics. (M/SR; 4 cr; QP-1150, 3605, 3611 or #; SP-1601 or 2601 or 2611 or #; not offered 2000-2001)

Design and analysis of biological studies: biological assays, case-control studies, randomized clinical trials, factorial designs, repeated measures designs, observational studies, and infectious disease data. Analysis of survival data: basic concepts in survival analysis, group comparisons, and Cox regression model. Use of statistical computer packages.

Math 4650s. Variable Topics in Statistics. (M/SR; 4 cr; repeatable when topic changes; QP-1150, 3605, 3611 or #; SP-1601 or 2601 or 2611 or #; not offered 1999-2000)

Topics selected from nonparametric methods, linear and nonlinear regression analysis, ANOVA, design of experiments, sampling methods, time series analysis and statistical computing.

Math 4901f. Senior Seminar. (M/SR; 0-1 cr; prereq sr)

This is a full-year course, required for all mathematics majors in their senior year. Students must attend year round and present one of the seminars.

Math 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Math 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Music (Mus)

This discipline is in the Division of the Humanities. The music curriculum offers a wide range of courses for the music major. It also has strong appeal to the general student, especially in the activities of the instrumental and vocal ensembles.

Objectives—Students become familiar with the traditions of Western and non-Western music through theoretical analysis, research, performance, and historical survey. The curriculum fosters the development of the critical ability necessary to understand those traditions. Students experience the unique relationship between research and performance in music. Theoretical and practical courses that provide a sound academic background in music are available for those who intend to pursue graduate study, teach, or fulfill general education requirements.

Major Requirements

7 enrollments in Mus 0100—Concert Attendance

Core Studies I

Mus 1101—Music Theory I

Mus 1102—Music Theory II

Mus 1103—Keyboard Proficiency Lab I

Mus 1104—Keyboard Proficiency Lab II

Core Studies II

Mus 2101—Advanced Music Theory III

Mus 2102—Advanced Music Theory IV

Mus 2103—Advanced Keyboard Proficiency Lab III

Mus 2104—Advanced Keyboard/Computer Proficiency Lab IV

Core Studies III

Mus 3101—Medieval, Renaissance, and Baroque Music

Mus 3102—Classical, Romantic, and 20th-Century Music

7 credits in Individual Performance Studies in the major area, of which a minimum of 2 semesters must be in the Mus 3200—Advanced Individual Performance Studies series

Mus 4901—Senior Project

6 additional credits in Mus courses at the 3xxx level or above

Courses with grades of D may not be used to meet the major requirements. Required courses may not be taken S-N except where noted.

Minor Requirements

20 credits including:

Core Studies I

Mus 1101—Music Theory I

Mus 1102—Music Theory II

and either:

Core Studies II

Mus 2101—Advanced Music Theory III

Mus 2102—Advanced Music Theory IV

or Core Studies III

Mus 3101—Medieval, Renaissance, and Baroque Music

Mus 3102—Classical, Romantic, and 20th-Century Music

Courses with grades of D may not be used to meet the minor requirement. Required courses may not be taken S-N except where noted.

Teacher Preparation Requirements

Music majors must complete:

required professional secondary education courses, including methods:

MusE 4103—Methods of Teaching Music K-12

MusE 4104—Multicultural Music for the K-12 Music Educator

student teaching in music

Mus 3311—Conducting Techniques

Required courses may not be taken S-N unless offered S-N only.

These specializations are available:

Instrumental K-12

7 credits of Mus 1300—Concert Band advanced performance ability on at least one instrument of either the wind or percussion family

secondary performance competence on one instrument of another family (wind or percussion)

Mus 3301—Instrumental Techniques: Woodwind

Mus 3302—Brass and Percussion

Mus 3303—Strings

Mus 3304—Vocal Techniques

Mus 3321—Instrumental Conducting and Materials

Vocal K-12

7 credits from Mus 1310—University Choir or Mus 1320—Concert Choir

advanced performance ability in voice secondary performance competence on an instrument (wind, percussion, or keyboard)

Mus 3301—Instrumental Techniques: Woodwind

Mus 3302—Brass and Percussion

Mus 3303—Strings

Mus 3304—Vocal Techniques

Mus 3331—Choral Conducting and Materials

Course Descriptions

Mus 0100f,s. Concert Attendance. (0 cr; repeatable; S-N only)

Encourages concert attendance as an important aspect of learning about music—the literature, various media, performance practice, and related topics. Satisfactory completion is attendance at a minimum of 15 listed concert offerings each semester.

Mus 1041f.s. Introduction to Music. (FA; 4 cr)

Survey emphasizing development of an intelligent understanding and appreciation of music. For non-music majors.

Mus 1042f. Fundamentals of Music. (FA; 4 cr)

Music treated as a performance language. Topics include music notation, melodic nuance, simple harmony and chord usage, simple aural recognition and singing, basic composition, and basic performance skills using electronic keyboards. Designed so that the general student can deal with primary issues in the study of music.

Mus 1043s. American Jazz Styles. (FA; 4 cr)

Development and analysis of the New Orleans dixieland, ragtime, stride, boogie-woogie, Chicago dixieland, swing, bop, cool, funky, progressive, third-stream, free form, and fusion jazz styles. Introductory course to help non-music majors to become familiar with and appreciate this art form.

Mus 1044f.s. Class Piano. (ArtP; 1 cr)

Introduction to piano performance for students with no previous piano training. Students will learn basic keyboard skills, including note reading, fingering, and counting. They will study beginning piano technique and will learn to perform elementary-level solos and ensembles.

Mus 1050f.s. Accompanying. (ArtP; 1 cr; repeatable to 8 cr; prereq #: S-N only)

Students who accompany private lessons and recitalists may receive credit. Accompanying assignments are made through consultation with the piano faculty.

Mus 1070f.s. Instrumental Chamber Ensemble. (ArtP; 1 cr; repeatable to 8 cr; prereq #)

Performance of instrumental chamber music. Groups are formed according to the interests of students and availability of materials.

Mus 1080f.s. Jazz Combo. (ArtP; 1 cr; repeatable to 8 cr; prereq #)

Performance of instrumental jazz music with emphasis on improvisation.

Mus 1090f.s. Vocal Chamber Ensemble. (ArtP; 1 cr; repeatable to 8 cr; prereq #)

Performance of vocal ensemble music especially written for smaller groups.

Mus 1101f. Core Studies I: Music Theory I. (3.5 cr)**Mus 1102s. Core Studies I: Music Theory II.** (3.5 cr; QP-1122; SP-1101)

Review of fundamentals; contrapuntal and harmonic techniques; develops effective analytical skills. A concurrent class in keyboard proficiency develops skills associated with music theory.

Mus 1103f. Core Studies I: Keyboard Proficiency Lab I.

(1 cr; required for majors, recommended for nonmajors; S-N only)

This lab complements Music Theory I with the visual and aural reinforcement of theory concepts at the piano keyboard. Study includes piano score reading, playing by ear, harmonization, elementary transposition and modulation, and keyboard technique with focus on major keys.

Mus 1104s. Core Studies I: Keyboard Proficiency Lab II.

(1 cr; QP-1128; SP-1103; required for majors, recommended for nonmajors; S-N only)

Students continue to develop reading and technical skills as they use the keyboard to visualize more complex theory fundamentals by working with pivot modulation, instrumental transposition, harmonization, improvisation, modes, and more advanced chord progressions.

Mus 1200-1219f.s. Individual Performance Studies. (ArtP; 1 cr per sem for each; repeatable to 8 cr; prereq #: special fee required)

Private instruction in the following areas is open to all students. It is recommended that music majors fulfill their requirement of 7 credits in successive enrollments in order to maintain continuous emphasis in the major performance area. The 3200 series is intended for music students who have achieved an advanced performance level. A jury examination in the major performance area is required to progress to the advanced performance series. The examination provides an effective check on the music student's progress. All music majors and other students who anticipate applying for the jury exam should enroll under ABCD-N grading only. *Note: Applied music instructors are not expected to make up sessions for unexcused absences from scheduled lessons.*

Mus 1200. Piano

Mus 1201. Piano Accompanying

Mus 1202. Organ

Mus 1203. Harpsichord

Mus 1204. Voice

Mus 1205. Violin

Mus 1206. Viola

Mus 1207. Cello

Mus 1208. Double Bass

Mus 1209. Flute

Mus 1210. Oboe

Mus 1211. Clarinet

Mus 1212. Saxophone

Mus 1213. Bassoon

Mus 1214. Trumpet

Mus 1215. French Horn

Mus 1216. Trombone

Mus 1217. Baritone

Mus 1218. Tuba

Mus 1219. Percussion

Mus 1300f.s. Concert Band. (ArtP; 1 cr; repeatable to 8 cr; S-N only)

Rehearsals and concerts cover standard and contemporary band literature with emphasis on concert performance. Several concerts annually in addition to a spring concert tour.

Mus 1310f.s. University Choir. (ArtP; 1 cr; repeatable to 8 cr; prereq #: S-N only)

Preparation of choral works for at least one public concert each semester and other special events. Emphasis on basic choral singing techniques.

Mus 1320f.s. Concert Choir. (ArtP; 1 cr; repeatable to 8 cr; prereq #: S-N only)

Preparation of choral works from all major periods of music literature with emphasis on concert performance. Several public concerts and appearances scheduled each semester in addition to a spring concert tour.

Division Structure and Course Descriptions

Mus 1330f,s. Jazz Ensemble. (ArtP; 1 cr; repeatable to 8 cr; S-N only)
Rehearsals and concerts cover the literature for this medium.

Mus 2101f. Core Studies II: Music Theory III. (3.5 cr; QP-1123; SP-1102)

Mus 2102s. Core Studies II: Music Theory IV. (3.5 cr; QP-1132; SP-2101)
Continuation of Core Studies I, including harmonic, contrapuntal, and 20th-century techniques. Analysis of larger forms; works from all periods. A concurrent class in keyboard/computer proficiency develops skills associated with the study of music theory.

Mus 2103f. Core Studies II: Keyboard Proficiency Lab III. (1 cr; QP-1129; SP-1104; required for majors, recommended for nonmajors; S-N only)
Students improve skills in keyboard harmony, modulation, harmonization, instrumental transpositions, grand staff reading, open score reading, and improvisation.

Mus 2104s. Core Studies II: Keyboard/Computer Proficiency Lab IV. (1 cr; QP-1137; SP-2103; required for majors, recommended for nonmajors; S-N only)
MIDI systems sequencing in the computer music lab. Improvement of skills in keyboard harmony, modulation, harmonization, instrumental transpositions, grand staff reading, open score reading, and improvisation in the group keyboard lab.

Mus 3101f. Core Studies III: Medieval, Renaissance, and Baroque Music. (FA; 4 cr; QP-1123; SP-1102)
Historical development of Western music and representative literature of the various periods and styles.

Mus 3102s. Core Studies III: Classical, Romantic, and 20th-Century Music. (FA; 4 cr; QP-1123; SP-1102)
Historical development of Western music and representative literature of the various periods and styles.

Mus 3200-3219f,s. Advanced Individual Performance Studies. (ArtP; 1 cr per sem for each; repeatable to 8 cr; prereq successful completion of jury examination)
Private instruction in the major performance area for music students at an advanced level of performance. For listing of performance areas, see Mus 1200 above (excluding piano accompanying). *Note: Applied music instructors are not expected to make up sessions for unexcused absences from scheduled lessons.*

Mus 3301f. Instrumental Techniques—Woodwind. (1 cr; not offered 2000-2001)
Practical study to develop elementary skills as well as a basic teaching knowledge and understanding of performance problems of the woodwind instruments.

Mus 3302s. Instrumental Techniques—Brass and Percussion. (1 cr; not offered 2000-2001)
Practical study to develop elementary skills as well as a basic teaching knowledge and understanding of performance problems of the brass and percussion instruments.

Mus 3303f. Instrumental Techniques—Strings. (1 cr; not offered 2000-2001)
Practical study to develop elementary skills as well as a basic teaching knowledge and understanding of performance problems of the string instruments.

Mus 3304s. Vocal Techniques. (1 cr; not offered 2000-2001)
Practical study to develop elementary skills as well as a basic teaching knowledge and understanding of performance problems of the voice.

Mus 3311f. Conducting Techniques. (2 cr)
Instrumental and choral conducting skills.

Mus 3321s. Instrumental Conducting and Materials. (2 cr; QP-3339; SP-3311)
Specialization of instrumental conducting and a survey of ensemble materials for various levels of ability and maturity.

Mus 3331s. Choral Conducting and Materials. (2 cr; QP-3339; SP-3311)
Specialization of choral conducting and a survey of ensemble materials for various levels of ability and maturity.

Mus 3400s. Opera Workshop. (ArtP; 4 cr; repeatable to 8 cr; prereq #)
Practical introduction to opera performance. Students become familiar with a number of operas and perform selections emphasizing ensemble work.

Mus 3500f,s. Composition. (1-4 cr; repeatable; QP-1121; SP-1101, #)
Original work guided on an individual basis.

Mus 3993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Mus 4101s. Form and Analysis. (4 cr; QP-1123; SP-1102; not offered 1999-2000)
Analysis of small and large structural forms in music. Emphasis on student analysis of works of all periods.

Mus 4901f,s. Senior Project. (1 cr; S-N only)
Culminating activity that allows a graduating student to demonstrate competence as a musician. Projects may take the form of a solo recital, lecture-recital, research paper, chamber music recital, or other major study. Project should be determined in the student's junior year and approved by the music faculty. Majors taking Mus 3200 through 3219 normally satisfy this requirement with a senior recital.

Mus 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)
A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

University College Courses

Mus 3051. UC: Piano Pedagogy I. (ArtP; 2 cr; QP-#, SP-1200 or #)

This course is a study, demonstration, and discussion about the various elements of piano teaching methods, techniques, and materials for elementary and early intermediate levels. This includes analysis of various piano courses and piano literature, discussion of technical regimes, ideas for private and group lessons, and planning for the practical business aspect of teaching. Recommended for piano majors.

Mus 3052. UC: Piano Pedagogy II. (ArtP; 2 cr; QP-#, SP-1200 or #)

This course will cover much intermediate literature from each of the four major periods of music with practical ideas to put into immediate use by current teachers. Piano literature to motivate and retain students as well as the study of performance practices as they relate to each musical style will be emphasized.

Natural Science (NSci)

This discipline is in the Division of Science and Mathematics.

Objectives—Courses in this group give students the opportunity to study scientific topics that reach across the boundaries of the traditional disciplines.

Course Descriptions

NSci 1051. The State of the Planet. (Env; 4 cr; offered when feasible)

An investigation of the present physical state of the soil, water, and atmosphere of the earth and how these important systems are changing. Soil generation and erosion, desertification, the hydrologic cycle, global climate change, ozone depletion.

NSci 2100. Variable Topics: Field Experience in Natural History. (Sci; 4 cr; repeatable when topic changes; offered when feasible)

Field study of the natural history of a selected area (possible sites: western Minnesota, the Badlands, the Black Hills, Ireland, and Brazil); study of the geology, natural resources, soils, and vegetation of a region; understanding of the natural history and evolution of the landscape, fauna, and flora; influence of the natural setting on humans and environmental problems associated with human development.

NSci 3100. Scientific Biography and Autobiography.

(2 cr; repeatable with #; prereq #: offered when feasible)
The life, work, and times of eminent scientists through biography and autobiography.

NSci 3201. Honors: Relativity and Cosmology. (Sci; 4 cr; QP–Math 1203, Phys 1200; SP–Math 1102, Phys 1102; prereq # for students not in Honors Program; offered when feasible)

Special relativity: covariance, Lorentz transformation, Minkowski diagrams, the nature of spacetime. The Cosmological Principle. Hubble's Law. The geometry, kinematics, and dynamics of Friedmann models. Horizons. The age of the universe. Steady-state theory and kinematic relativity.

Philosophy (Phil)

This discipline is in the Division of the Humanities. The philosophy program provides an environment in which students receive rich, well-rounded instruction in philosophy whose pursuit is essential to a liberal arts education.

Objectives—The philosophy program is designed to offer students the opportunity to study systematically the works of significant figures in philosophy; investigate the fundamental problems and systems of thought that frame philosophical inquiry; develop the ability to think and write critically and effectively; and cultivate the logical, analytical, and conversational skills necessary for stimulating and fruitful philosophical inquiry.

Major Requirements

include one from:

- Phil 1111—Philosophical Skills
- Phil 2101—Introduction to Symbolic Logic

any one from:

- Phil 1101—Introduction to Philosophy
- Phil 1121—Philosophy of Religion
- Phil 2111—Introductory Ethics
- Phil 2121—Philosophical Explorations
- Phil 2131—Philosophy of Science

any two from:

- Phil 3121—Political Philosophy
- Phil 3131—Philosophy of Law
- Phil 4100—Moral Issues and Theories
- Phil 4111—Ethical Theory

any two from:

- Phil 3101—Metaphysics
- Phil 3141—The Theory of Knowledge
- Phil 4121—Philosophy of Language
- Phil 4130—Contemporary Issues in Philosophy

any two from:

- Phil 3151—The Classical World
- Phil 3161—The Medieval World and the Renaissance
- Phil 3171—The Modern World
- Phil 4000—Topics in the History of Philosophy

Phil 4901—Senior Philosophical Defense

Minor Requirements

include one from:

- Phil 1111—Philosophical Skills
- Phil 2101—Introduction to Symbolic Logic

any one from:

- Phil 1101—Introduction to Philosophy
- Phil 1121—Philosophy of Religion
- Phil 2111—Introductory Ethics
- Phil 2121—Philosophical Explorations
- Phil 2131—Philosophy of Science

any one from:

- Phil 3121—Political Philosophy
- Phil 3131—Philosophy of Law
- Phil 4100—Moral Issues and Theories
- Phil 4111—Ethical Theory

any one from:

- Phil 3101—Metaphysics
- Phil 3141—The Theory of Knowledge
- Phil 4121—Philosophy of Language
- Phil 4130—Contemporary Issues in Philosophy

any one from:

- Phil 3151—The Classical World
- Phil 3161—The Medieval World and the Renaissance
- Phil 3171—The Modern World
- Phil 4000—Topics in the History of Philosophy

Division Structure and Course Descriptions

Course Descriptions

Phil 1101. Introduction to Philosophy. (Hum; 4 cr; offered fall 1999, spring 2001)

An introduction to fundamental problems in philosophy. The course will emphasize the development of basic reading, writing, and analytical skills required for philosophical investigation.

Phil 1111s. Philosophical Skills. (Hum; 4 cr; not offered 2000-2001)

Philosophical Skills, or “How to win an argument,” is a course in philosophical reasoning and argumentation. Its primary goal is to help with the development of analytical skills for philosophical inquiry. Emphasis on modal properties such as impossibility and necessity; modal relations like implication and inconsistency; arguments (e.g., is time travel possible? or do we have freedom to do otherwise?) which “turn on” modal properties, relations, or principles; and such philosophical pitfalls as question-begging and circularity.

Phil 1121f. Philosophy of Religion. (HDiv; 4 cr; not offered 2000-2001)

An introduction to fundamental philosophical questions concerning religion, such as the notion of divinity, the possibility of proving the existence of a divinity, the relationship between faith and reason, and the significance of mysticism. Views belonging to distant religious traditions as well as to different gender, racial, and social perspectives will be discussed.

Phil 2101f. Introduction to Symbolic Logic. (M/SR; 4 cr)

An introduction to formal or deductive logic, this course will cover 1) basic concepts of logical argumentation, 2) Aristotelian logic, 3) symbolic translations, truth tables, and theory of deduction. The final part of the course focuses on applications of the symbolic language and formal tools to philosophically interesting puzzles and paradoxes.

Phil 2111f. Introductory Ethics. (Hum; 4 cr; not offered 1999-2000)

This course has two major aims: 1) to examine critically normative ethical theories, like utilitarianism or social contract theory, as responses to the age-old problem of what makes right acts right and wrong acts wrong; 2) to explore “real life” moral problems, debates, and arguments in light of the methods and/or standards of moral assessment employed by ethical theorists.

Phil 2131f. Philosophy of Science. (HDiv; 4 cr; not offered 1999-2000)

An introduction to modern philosophical discussion concerning the nature of science. The first part of the course focuses on the basic concepts and logic of scientific inquiry. The second part discusses topics such as the aims and values of scientific inquiry, the relationship between scientific progress and truth, and the social and cultural make-up of scientific communities. Readings will include feminist views on science.

Phil 2150. Variable Topics in Philosophical Explorations. (Hum; 4 cr; offered fall 1999, spring 2001)

Exploration of a particular set of philosophical problems. A principal goal is to develop analytical, conversational, and writing skills necessary for philosophical inquiry. Topics will vary from course offering to course offering.

Phil 3101. Metaphysics. (Hum; 4 cr; QP–1201 or 1213 or 1215 or #; SP–any 1xxx or 2xxx course except 2101; not offered 1999-2000)

Explores fundamental metaphysical issues such as the nature of reality, the notion of personal identity, the relationship between language, thought, minds, and the world. Philosophical works of both classic and contemporary philosophers such as Plato, Aristotle, Quine, Putnam, and Kripke are discussed.

Phil 3111. Professional Ethics. (E/CR; 4 cr; offered spring, fall 2000)

A critical examination of moral issues that arise in our professions. Possible topics include normative ethical theories (theories about what makes right acts right and wrong acts wrong); affirmative action and preferential hiring; duties to one’s employer; autonomy in the workplace; ethical issues in advertising; corporate responsibility; sexual harassment; coercive wage offers and plea bargains; responsibility for the environment.

Phil 3121f. Political Philosophy. (SS; 4 cr; QP–1201 or 1213 or 1215 or #; SP–any 1xxx or 2xxx course except 2101; not offered 2000-2001)

Explores fundamental issues in political theory (e.g., the nature of the state, political authority, distributive justice, natural and civil rights) using important works of major political theorists (like Plato, Hobbes, Mill, Rawls).

Phil 3131s. Philosophy of Law. (SS; 4 cr; QP–1201 or 1213 or 1215 or #; SP–any 1xxx or 2xxx course except 2101; not offered 1999-2000)

Introduction to and critical examination of important theoretical and practical normative issues in the philosophy of law, some examples of which are the nature of law; the relationship between morality and the law; the nature of judicial reasoning; the justification of punishment; plea bargaining; legal responsibility; civil disobedience.

Phil 3141. The Theory of Knowledge. (Hum; 4 cr; QP–1201 or 1213 or 1215 or #; SP–any 1xxx or 2xxx course except 2101; not offered 2000-2001)

Explores historical and contemporary views on the limits, justification, and nature of human knowledge. Topics include experiential versus a priori knowledge, the nature of belief, skepticism, and different theories of justification.

Phil 3151s. The Classical World. (Hist; 4 cr; QP–1201 or 1213 or 1215 or #; SP–any 1xxx or 2xxx course except 2101; not offered 2000-2001)

Aim: exploration of the major philosophical views of the pre-socratic thinkers, Plato, and Aristotle. The course will also address the decline of the Greek tradition.

Phil 3161s. The Medieval World and the Renaissance. (Hist; 4 cr; QP–1201 or 1213 or 1215 or #; SP–any 1xxx or 2xxx course except 2101; not offered 2000-2001)

Aim: exploration of the major philosophical views of authors such as St. Thomas Aquinas, Machiavelli, Scotus, Ockham, Suarez, Copernicus, and Galileo.

Phil 3171f. The Modern World. (Hist; 4 cr; QP–1201 or 1213 or 1215 or #; SP–any 1xxx or 2xxx course except 2101)

Aim: exploration of major philosophical views ranging from Hobbes’ work to Kant’s, Wittgenstein’s, and Sartre’s.

Phil 4000f. Variable Topics in the History of Philosophy. (Hist; 4 cr; repeatable when topic changes; QP-1201 or 1213 or 1215 or #; SP-any 1xxx or 2xxx course except 2101; not offered 1999-2000)

Intensive investigation of a particular philosophical problem, area, or work of a philosopher. Topics will vary from course offering to course offering.

Phil 4100f. Variable Topics in Moral Issues and Theories. (Hum; 4 cr; repeatable when topic changes; QP-1201 or 1213 or 1215 or #; SP-any 1xxx or 2xxx course except 2101; not offered 2000-2001)

This “special topics” course involves intensive investigation of a particular problem, area, or theory in moral philosophy. Possible topics include moral responsibility, autonomy, punishment, and moral issues in philosophical psychology (e.g., is weakness of will possible, and if so, are we doing wrong when we act akratically or are we blameworthy for our akratic actions?). Topics announced in advance and will vary from course offering to course offering.

Phil 4111s. Ethical Theory. (Hum; 4 cr; QP-1201 or 1213 or 1215 or #; SP-any 1xxx or 2xxx course except 2101; not offered 1999-2000)

The primary purpose of this course is to engage in philosophical deliberation on metaethical concerns. A sample of central issues to be explored are these: Can moral obligations change over the passage of time? Does ‘ought’ imply ‘can’? Is there a real distinction between “subjective moral obligation” and “objective moral obligation”? Is it possible for there to be an individual and time, such that relative to that time, the individual has two moral obligations that cannot be jointly fulfilled? Of the different sorts of normative obligations like legal, prudential, and moral, is moral obligation overriding?

Phil 4121s. Philosophy of Language. (Hum; 4 cr; QP-1201 or 1213 or 1215 or #; SP-any 1xxx or 2xxx course except 2101; not offered 2000-2001)

Traditional and contemporary discussions of philosophical problems such as the nature of language; its relationships to the world, to human thought, and to truth; the nature of logical reasoning; metalogical problems. Readings from philosophers such as Frege, Russell, Quine, Putnam, Goodman, Wittgenstein, and Kripke.

Phil 4130s. Variable Topics in Contemporary Issues in Philosophy. (Hum; 4 cr; repeatable to 8 cr; QP-1201 or 1213 or 1215 or #; SP-any 1xxx or 2xxx course except 2101; not offered 2000-2001)

Exposure to, and critical examination of, philosophical issues of special contemporary interest. Topics may include the nature of analytic philosophy and its relationship to other philosophical traditions such as continental or feminist philosophy, the debate on realism and anti-realism, the notion of objectivity.

Phil 4901fs. Senior Philosophical Defense. (1 cr)

Oral presentation and discussion of a paper selected among those written by the student for a 3xxx or 4xxx course. Faculty will participate in the discussion.

Phil 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Phil 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Physical Education and Athletics (PE)

(See Wellness and Sport Science.)

Physical Science (PSci)

(See Natural Science.)

Physics (Phys)

This discipline is in the Division of Science and Mathematics.

Objectives—The physics program is designed to help students understand the concepts of classical and modern physics while also developing their ability to solve quantitative problems in these areas. It provides the opportunity for students to acquire the skills necessary to perform experimental work. The program develops students’ ability to communicate, in form and content, both verbally and in writing, the results of scientific work.

The physics program offers a background suitable for students planning to pursue graduate study or careers in industry, research, or teaching. It also provides a solid foundation for any career requiring analytical reasoning.

Major Requirements

Phys 1101-1102—General Physics I-II
(or advanced placement)
Phys 2101—Modern Physics
Phys 2201—Circuits and Electronic Devices
Phys 2202—Electronics
Phys 3101—Classical Mechanics
Phys 3401—Experimental Physics
Phys 4101—Electromagnetism
Phys 4201—Quantum Mechanics
Phys 4901—Senior Thesis
Math 1101-1102-2101—Calculus I-II-III
Math 2401—Differential Equations

Required courses may not be taken S-N. The GPA in these courses must be at least 2.50.

Minor Requirements

Phys 1101-1102—General Physics I-II
(or advanced placement)
Phys 2101—Modern Physics
an additional 4 credits of Phys 2xxx or Phys 3xxx
Math 1101-1102-2101—Calculus I-II-III

Required courses may not be taken S-N. The GPA in these courses must be at least 2.50.

Teacher Preparation Requirements

Physics is part of the requirement for licensure in physical science. For licensure, students must

Division Structure and Course Descriptions

acquire a high level of competency in physics or chemistry. The physics emphasis is listed here; the chemistry emphasis is listed in the chemistry section. Note that either emphasis will satisfy the licensure requirement.

For the *physics emphasis*, students must complete:

Phys 1101-1102—General Physics I-II

Phys 2101—Modern Physics

Phys 2201—Circuits and Electronic Devices

Phys 3101—Classical Mechanics

Phys 3301—Optics

Chem 1101-1102—General Chemistry I-II

or Chem 1111-1112—Honors General Chemistry I-II

Chem 2301—Organic Chemistry I

Chem 2311—Organic Chemistry Lab I

Chem 3101—Analytical Chemistry

required professional education courses, including the science methods course and student teaching in physics

The teaching minor in physics requires:

Phys 1101-1102—General Physics I-II

Phys 2101—Modern Physics

Phys 2201—Circuits and Electronic Devices

Phys 3101—Classical Mechanics

required professional education courses, including the science methods course and student teaching in physics

Early consultation with an advisor in physics is recommended. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Phys 1000. Variable Topics in Physics. (Sci; 2-5 cr; repeatable when topic changes; offered when feasible) Treatment of topics not included in the regular curriculum. Topics may include but need not be restricted to environmental physics, astrophysics, the history of physics, cosmology.

Phys 1051f. Astronomy. (Sci-L; 5 cr) Motions of celestial objects; the solar system; telescopes and other astronomical instruments; stars and their properties; the life cycles of stars; galaxies; and cosmology. Night viewing sessions required. (4 hrs lect, 2 hrs lab)

Phys 1061f. Physics of Sound and Music. (Sci; 4 cr) Wave characteristics, sound properties, resonance, the human voice and hearing, basic musical instruments, analysis and synthesis of complex waves, acoustics.

Phys 1101s. General Physics I. (Sci-L; 5 cr; QP-Math 1201; SP-Math 1101 or #) Vectors, kinematics, laws of motion, circular motion, work-energy theorem, conservation principles, rotational motion, gravitation, simple harmonic oscillations, wave phenomena, fluid mechanics, thermal properties of matter, kinetic theory, laws of thermodynamics. (4 hrs lect and rec, 2 hrs lab)

Phys 1102f. General Physics II. (Sci-L; 5 cr; QP-1200, Math 1202; SP-1101, Math 1102 or #)

Coulomb's law, electric field, Gauss's law, electric potential, capacitance, dielectrics, current, resistance, circuits, magnetic field, Ampere's law, inductance, Faraday's law, AC circuits, Maxwell's equations, electromagnetic waves, nature of light, reflection, refraction, optical instruments, interference, diffraction. (4 hrs lect and rec, 2 hrs lab)

Phys 2101s. Modern Physics. (Sci-L; 5 cr; QP-1202, Math 3203; SP-1102, Math 2101 or #)

Special relativity, quantum nature of matter and radiation, Bohr-Sommerfeld atom, atomic spectra, uncertainty principle, Schrödinger equation, hydrogen atom, electron spin, Pauli principle, periodic table, radioactivity, fission and fusion of nuclei, properties of nuclei. (4 hrs lect, 2 hrs lab)

Phys 2201s. Circuits and Electronic Devices. (Sci-L; 4 cr; QP-1201; SP-1102 or #)

DC and AC circuits, pulses and Fourier analysis, semiconductor physics, p-n junctions, diodes and their applications. (3 hrs lect, 3 hrs lab)

Phys 2202f. Electronics. (Sci-L; 4 cr; SP-2201 or #)

Transistors, amplifiers, feedback, oscillators, operational amplifiers and their applications, logic gates. (3 hrs lect, 3 hrs lab)

Phys 3000. Variable Advanced Topics in Physics. (Sci; 2-5 cr; repeatable when topic changes; offered when feasible) Treatment of topics not included in the regular curriculum. Topics may include but need not be restricted to astrophysics, laser physics, physics of fluids, plasma physics, superfluidity and superconductivity, solid state physics, spectra of atoms and molecules.

Phys 3101f. Classical Mechanics. (Sci; 4 cr; QP-3050, Math 3203; SP-2101, Math 2401 or #; not offered 1999-2000)

Kinematics and dynamics of a particle, oscillations, central-force motion, systems of particles, rigid-body rotations, gravitation, non-inertial coordinate systems, Lagrangian and Hamiltonian formulations, dynamics of rigid bodies. (4 hrs lect)

Phys 3201s. Mathematical Methods in Physics. (Sci; 4 cr; QP-Math 3203; SP-Math 2401; not offered 1999-2000)

Complex analytic functions, Taylor and Laurent series, calculus of residues, Fourier series and integrals, series solutions of differential equations, partial differential equations, special functions, applications to physics. (4 hrs lect)

Phys 3301s. Optics. (Sci-L; 4 cr; QP-1202, Math 3203; SP-2101; not offered 2000-2001)

Light as a wave phenomenon, electromagnetic nature of light, Huygen's principle, interference, diffraction—Fraunhofer and Fresnel, polarization, dispersion, absorption and scattering. (3 hrs lect, 3 hrs lab)

Phys 3401f. Experimental Physics. (Sci-L; 4 cr; QP-3050; SP-2101)

An introduction to modern experimental methods. (3 hrs lect, 3 hrs lab)

Phys 4101f. Electromagnetism. (Sci; 4 cr; QP-3050, Math 3203; SP-2101, Math 2401 or #; not offered 2000-2001)

Vector calculus, electrostatics, Laplace and Poisson equations, dielectrics, magnetostatics, magnetic properties of matter, electromagnetic induction, Maxwell's equations, electrodynamics, electromagnetic waves. (4 hrs lect)

Phys 4201s. Quantum Mechanics. (Sci; 4 cr; QP-3050, Math 3203; SP-2101, Math 2401)

Uncertainty principle, Schrödinger equation, commutation relations, momentum space wave functions, Dirac notation, applications to problems in one dimension and the hydrogen atom, angular momentum. (4 hrs lect)

Phys 4901s. Senior Thesis. (1 cr; prereq sr)

Students will select a topic of current interest in physics, search the physics literature, synthesize their findings, and present the results both orally and in writing.

Phys 1993, 2993, 3993, 4993. Directed Study. (1-5 cr; repeatable; prereq #)

Phys 4994. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Political Science (Pol)

This discipline is in the Division of the Social Sciences.

Objectives—Students who complete the political science major are able to critically analyze not only the behavior of political actors, but also their respective political institutions and political systems. The main objectives of the political science major are to enable students to use strong analytical skills and critical thinking in their analysis of theories, institutions, and processes in political science. The program prepares students for work in government and private business, and it prepares students for additional training in law and graduate programs.

A political science major is expected to show knowledge of political institutions, behavior, and processes in domestic and/or international settings. Students learn how and why governments are structured, operate, make policy, and manage social conflict. A political science major is expected to demonstrate a critical understanding of the major schools of political thought. Upon completion of the major, students of political science:

- 1) have the ability to critically analyze, interpret, and synthesize the theories that are prevalent in a major subfield of political science
- 2) are more empowered to participate in government due to increased familiarity with politics and government
- 3) are adequately prepared for entrance into graduate or professional school

Major Requirements include a minimum of 36 credits taken within the political science discipline. Courses taken within political science must include:

Pol 1101—Introduction to Political Science

Pol 2101—Introduction to Political Science Analysis

In addition, political science majors must complete all of the requirements in at least one of the following subfields:

Subfield I: American Politics

Pol 1201—American Government and Politics

12 upper division credits in the American politics subfield (Pol 32xx)

8 upper division credits in political theory (Pol 33xx), international relations (Pol 34xx), and/or comparative politics (Pol 35xx)

4 additional elective credits in Pol 3xxx courses

Subfield II: International Relations and Comparative Politics

Pol 1401—World Politics

12 upper division credits in the international relations and comparative politics subfield (Pol 34xx, Pol 35xx)

8 upper division credits in American politics (Pol 32xx) and/or political theory (Pol 33xx)

4 additional elective credits in Pol 3xxx courses

Subfield III: Political Theory

12 upper division credits in the political theory subfield (Pol 33xx)

8 upper division credits in American politics (Pol 32xx), international relations (Pol 34xx), and/or comparative politics (Pol 35xx)

8 additional elective credits in Pol 3000 courses

Courses with grades of D may not be used to meet the major requirements.

Finally, political science majors are required to construct an academic portfolio. See the division office for details about the contents and the deadlines for submission.

The political science discipline strongly recommends that students take advantage of opportunities in internships, field studies, and study abroad.

Minor Requirements

The political science minor requires at least 20 political science credits. Minors must complete:

Pol 1101—Introduction to Political Science

at least 8 upper division Pol 3xxx credits

Courses with grades of D may not be used to meet the minor requirements.

Teacher Preparation Requirements

Students seeking teaching licensure in any of the social sciences must complete a social science major. Political science majors seeking

Division Structure and Course Descriptions

teaching licensure must also complete a social science major and the required professional education courses, including methods and student teaching in social studies. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Pol 1101f. Introduction to Political Science. (E/CR; 4 cr)
Scope and methods of study of forces and interests in politics, nature of the state and government, forms of government, electoral and party systems in the world, basic concepts of political science. Development, structure, and operation of the modern state with emphasis on totalitarian government and democratic government.

Pol 1201f.s. American Government and Politics. (E/CR; 4 cr)
Analysis of principles, organization, procedures, and powers of government in the United States. The federal system, national constitution, civil and political rights, party system; nature, structure, powers, and procedures of legislative, executive, and judicial departments of the national government.

Pol 1401f. World Politics. (IP; 4 cr)
The contemporary international system, including nationalism, international political economy, foreign policy formulation, and global concerns such as the environment and conflict. North/South debate, definitions of power, the new world order, regional vs. global conflicts, and avenues of cooperation.

Pol 2101f. Introduction to Political Science Analysis. (SS; 4 cr; QP-5 cr in any Pol 1xxx class or #; SP-4 cr in any Pol 1xxx class or #)
Research methodology and statistical tools used in political science. Emphasis includes research designs, theory and hypothesis testing, sampling and survey techniques, and other research strategies utilized in the field. Exposure to statistics and computer statistical packages.

Pol 3201f. Legislative Process. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101 or #; not offered 2000-2001)
The internal organization of Congress, with emphasis on how rules and organizational changes affect the policy process. Topics include the evolution of the modern Congress, the committee system, the role of party leadership, and competing theories of congressional organization. In addition, comparisons/contrasts are drawn from other legislatures in democracies around the world.

Pol 3211s. The American Presidency. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101 or #; not offered 2000-2001)
Traces the development of the American presidency over time. Major theories of presidential behavior and success are examined, as well as the literature on presidential popularity and executive/congressional relations.

Pol 3221f. Judicial Politics. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101 or #; not offered 1999-2000)
Role of judges, police, attorneys, and interest groups within the political system, with analysis focusing on each as political actors. Areas of discretion in the legal system. Extra-legal predictors of judicial decision making and certiorari voting.

Pol 3231s. Constitutional Law: Civil Liberties and Civil Rights. (HDiv; 4 cr; QP-1200; SP-1201 or #; not offered 2000-2001)
Examination of major Supreme Court opinions in the areas of freedom of religion, speech, assembly, and the press. Topics include the definitions of obscenity and libel, the Court's struggle with the right to privacy, and civil rights.

Pol 3232s. Constitutional Law: Governmental Powers and Constraints. (SS; 4 cr; QP-1200; SP-1201 or #; not offered 1999-2000)
Examination of major Supreme Court opinions in the areas of congressional, executive, and judicial authority; nation-state relations; and economic liberties. Topics include substantive vs. procedural due process, the Takings Clause, the contract clause, and the powers to tax and spend.

Pol 3241f. Political Parties and Interest Groups. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101 or #; not offered 2000-2001)
Organization, operation, and development of political parties and interest groups in the United States.

Pol 3251f. Political Participation and Voting Behavior. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101 or #; not offered 1999-2000)
This course provides a broad overview of factors influencing the political behavior of groups and individuals both within and outside institutions. Particular emphasis is placed on examining issues such as voter turnout, economic influences on voting patterns, and social movement mobilization.

Pol 3260f.s. Variable Topics in American Politics. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1200; SP-1201 or #)
Selected topics in American politics such as state and local politics, media and politics, minorities and social policy, and political psychology.

Pol 3261s. State and Local Politics. (SS; 4 cr; QP-1200; SP-1201 or #; not offered 2000-2001)
This course examines theoretical discussions of American democracy in the context of the actual performance of American government and society on a variety of levels. Particular emphasis is placed on the ways American democracy functions on the subnational level in states, rural communities, and urban centers. Analysis of principles, organizations, procedures, and functions of state and local government, both urban and rural, in the United States.

Pol 3262s. Minorities and Public Policy. (HDiv; 4 cr; QP-1200; SP-1201 or #; not offered 2000-2001)
Analysis of the ways race, ethnicity, and other factors shape political engagement; their implications for public policy and the policy process.

Pol 3263f. Political Psychology. (SS; 4 cr; QP-1200, 1300; SP-1201, 2101; Psy 1051 or # recommended; not offered 1999-2000)
Examines the utility of concepts from personality and social psychology for conducting political analysis and understanding political behavior. Explores the role of the individual, group processes, and the political context in political decision making by both leaders and nonleaders.

Pol 3264s. American Political Culture. (Hist; 4 cr; QP–1200, 1300; SP–1201, 2101 or #; not offered 1999-2000)
A survey of the ideas shaping the U.S. political system and Americans' political behavior. Examines the ways that U.S. political culture has shaped institutional development, policy outcomes, and the everyday political experiences within the political system.

Pol 3265s. Honors: American Political Culture. (Hist; 4 cr; QP–1200, 1300; SP–1201, 2101 or #, # for students not in Honors Program; not offered 1999-2000)
Same as Pol 3264. A survey of the ideas shaping the U.S. political system and Americans' political behavior. Examines the ways that U.S. political culture has shaped institutional development, policy outcomes, and the everyday political experiences within the political system.

Pol 3301f. Contemporary Political Ideologies. (Hum; 4 cr; QP–1100; SP–1101 or #; not offered 2000-2001)
Major currents of political theory from Marx to present: Marxism, socialism, syndicalism, anarchism, fascism, political ideologies of antidemocratic thought, and totalitarian regimes.

Pol 3350f,s. Variable Topics in Western Political Thought. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP–1100; SP–1101 or #)
Development of the Western political tradition from classical Greek thought to recent phases of American political life. Possible topics include ancient political thought, medieval political thought, modern political thought, and American political thought.

Pol 3351f. Ancient and Middle Ages. (Hum; 4 cr; QP–1100; SP–1101 or #)
Survey of classical Greek thought, Plato and Aristotle, primitive natural law, Cynics and Stoics, theory in Roman Republic and Empire, early Christianity and the church fathers, moral theory and political theory, empire and church in ideology, Roman and canon law, St. Thomas, political thought in the 14th and 15th centuries.

Pol 3352s. Modern. (Hum; 4 cr; QP–1100; SP–1101 or #)
Machiavelli; theories during the Renaissance, Reformation, and Counter-Reformation. Early modern absolutism, the emergence of modern contract theory, constitutionalism, liberalism, and utopianism.

Pol 3353s. American Political Thought. (Hum; 4 cr; QP–1100; SP–1101 or #)
Development of the American political tradition from the Puritan theocracy to recent phases of American political life.

Pol 3401s. U.S. Foreign Policy. (SS; 4 cr; QP–1400; SP–1401 or #; not offered 1999-2000)
Institutions and processes of American foreign policy. Major factors to be considered and levels of analysis that allow for the examination and dissection of foreign policy decisions. Case study analysis, e.g., Cuban Missile Crisis, Vietnam, Iran/Contra-gate.

Pol 3411f. International Law. (E/CR; 4 cr; QP–1400; SP–1401 or #; not offered 2000-2001)
Relations of international law to individuals, states, the international community, jurisdictional problems, survey of principles developed by diplomatic agents and consuls, treaties, arbitration, treatment of aliens, pacific settlement. War and hostile measures short of war, military occupation, war crimes, neutrality, collective security sanctions.

Pol 3421f. International Organizations. (E/CR; 4 cr; QP–1400; SP–1401 or #; not offered 1999-2000)
Origins of diplomacy and its role in maintaining communication among nations, including the recent and special role of international organizations. History of the practice of diplomacy, current bilateral diplomatic practices, and multilateral interactions as practiced through the United Nations and the League of Nations before it. Structure and functional agencies of the U.N. and role in international peacekeeping or collective security.

Pol 3450s. Variable Topics in International Relations. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP–1400; SP–1401 or #; not offered 2000-2001)
Advanced topics in international relations, such as comparative foreign policy and international relations theory.

Pol 3451s. Comparative Foreign Policy. (IP; 4 cr; QP–1400; SP–1401 or #; not offered 2000-2001)
Comparative examinations of foreign policies of selected countries, i.e., the United States, China, and Russia (the Soviet Union). The rise and fall of the Cold War; the triangular relationship between Washington, Beijing, and Moscow; Russia's new foreign policy; and U.S. foreign and security policy in the post-Cold War era.

Pol 3452s. International Relations Theory. (IP; 4 cr; QP–1400; SP–1401 or #; not offered 1999-2000)
Theory and practice of contemporary international relations. Realism and idealism, national power, systems theory, integration theory, war and peace, conflict resolution, and the world government.

Pol 3500s. Variable Topics in Comparative Politics. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP–1100; SP–1101 or #)
In-depth analysis of major government systems from regions of the world other than Europe or issues in comparative public policy, e.g., comparing social welfare budgetary priority across nation-states.

Pol 3501s. Government and Politics of Asia. (SS; 4 cr; QP–1100; SP–1101 or #; not offered 1999-2000)
Examination of governments, political and leadership changes, and economic developments in China, Japan, and Korea. Modernization, democratization, political pluralism, revolution, authoritarianism, and civil-military relations.

Pol 3502s. Government and Politics of Europe. (SS; 4 cr; QP–1100; SP–1101 or #; not offered 2000-2001)
Analysis of major government systems of Europe, including Great Britain, the former Soviet Union or Commonwealth of Independent States, and Eastern Europe, France, and Germany, with emphasis on how different institutions, structure, and culture result in different types of public policy.

Pol 3503s. Women in Politics Worldwide. (IP; 4 cr; QP–1200, 1300; SP–1201, 2101 or #; not offered 1999-2000)
Examines the ways gender influences politics throughout the world. Topics covered include the "gender gap" and voter turnout, women's involvement in linkage organizations, such as parties and interest groups, and finally, policy outcomes regarding women in different kinds of political systems.

Division Structure and Course Descriptions

Pol 3996f,s. Field Study in Political Science. (1-16 cr; repeatable; max of 4 cr may be applied to the major or minor; prereq #; offered when feasible)

Field study of governmental organization; internship with legislature, a state or local administrative office, lobbying group, or other position involving direct experience with government, governmental officials, or political organizations and environment.

Pol 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq pol sci major or #)

Individual research topics; normally restricted to political science majors.

Pol 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Psychology (Psy)

This discipline is in the Division of the Social Sciences. The psychology curriculum focuses on understanding the scientific method and applying it to the problems of the behavioral sciences and individual and social human behavior. It provides students with basic methodological skills, practice in applying these skills, and an introduction to core areas of psychology. The courses meet the needs of liberal arts students as well as students planning to specialize in one of the fields of psychology at the graduate level.

Objectives—(1) Awareness of the range of knowledge (data, methods) in psychology; (2) competency in translating behavioral questions into the terms of scientific inquiry; (3) competency in reading and critically synthesizing the technical literature in psychology; (4) competency in quantifying and statistically analyzing behavior; (5) awareness of ethical issues in psychology.

Major Requirements

Psy 1101-1102—Foundations of Psychology I-II
Math 1601—Introduction to Statistics
or Math 2601—Statistical Methods
IS 4101—Introduction to Professional Conduct Codes, Legal Constraints, and Ethics in the Human Services

4 credits from:

Psy 3101—Learning Theory and Behavior Modification
Psy 3111—Cognition I
Psy 3112—Cognition II
Psy 3201—Comparative Psychology
Psy 3211—Biological Psychology

20 additional credits in Psy 3xxx or 4xxx courses

or Mgmt 3151—Human Resources Management I

or Pol 3263—Political Psychology

at least 14 credits of which must be earned in courses other than:

Psy 4101—Helping Relationships

Psy 4896—Field Experiences In Psychology

Mgmt 3151—Human Resources Management I

Pol 3263—Political Psychology

and which must include an approved empirical research project of at least 4 credits or its equivalent. The approved research project is normally completed in one of the empirical investigations courses:

Psy 4610—Empirical Investigations in Cognitive Psychology

Psy 4620—Empirical Investigations in Biological Psychology

Psy 4630—Empirical Investigations in Personality, Psychopathology, and Psychological Intervention

Psy 4640—Empirical Investigations in Developmental Psychology

Psy 4650—Empirical Investigations in Social Psychology

or with an approved senior honors project (Psy 4994—Senior Honors Project)

Courses with grades of D may not be used to meet the major requirements.

Writing and Computing Components

The writing component of the general education requirements may be met in the following courses that require writing assignments and/or term papers and are required for the major:

Psy 1101-1102, Foundations of Psychology I-II

Any one of the “Empirical Investigations” courses:

Psy 4610—Empirical Investigations in Cognitive Psychology

Psy 4620—Empirical Investigations in Biological Psychology

Psy 4630—Empirical Investigations in Personality, Psychopathology, and Psychological Intervention

Psy 4640—Empirical Investigations in Developmental Psychology

Psy 4650—Empirical Investigations in Social Psychology

Psy 4994—Senior Honors Project

The computing component of the general education requirements may be met in the following courses that require computer activities and are required for the major:

Math 1601—Introduction to Statistics

or Math 2601—Statistical Methods

Any one of the “Empirical Investigations” courses:

- Psy 4610—Empirical Investigations in Cognitive Psychology
- Psy 4620—Empirical Investigations in Biological Psychology
- Psy 4630—Empirical Investigations in Personality, Psychopathology, and Psychological Intervention
- Psy 4640—Empirical Investigations in Developmental Psychology
- Psy 4650—Empirical Investigations in Social Psychology
- Psy 4994—Senior Honors Project
- Psy 3601—Quantitative Methods in Psychology also entails extensive computer use, though it is not required for the major.

Required courses may not be taken S-N unless offered S-N only.

Minor Requirements

- Psy 1101-1102—Foundations of Psychology I-II
- Math 1601—Introduction to Statistics
or Math 2601—Statistical Methods
- IS 4101—Introduction to Professional Conduct Codes, Legal Constraints, and Ethics in the Human Services

4 credits from:

- Psy 3101—Learning Theory and Behavior Modification
- Psy 3111—Cognition I
- Psy 3112—Cognition II
- Psy 3201—Comparative Psychology
- Psy 3211—Biological Psychology

10 additional credits in Psy 3xxx or 4xxx courses

at least 6 credits of which must be earned in courses other than:

- Psy 4101—Helping Relationships
- Psy 4896—Field Experiences In Psychology

Courses with grades of D may not be used to meet the minor requirements.

Teacher Preparation Requirements

Students seeking licensure in any of the social sciences must complete a social science major. Psychology majors seeking licensure must also complete a social science major and the required professional education courses, including methods (SScE 4103—Methods of Teaching Social Science in the Secondary School) and student teaching in social studies.

The following courses are recommended for teacher candidates who are not majoring in psychology but expect to teach an occasional psychology course:

- Psy 1101-1102—Foundations of Psychology I-II
- Psy 3301—Personality I: Dimensions and Assessment
- Psy 3311—Personality II and Psychopathology I
- Psy 3312—Psychopathology II
- Psy 3611—History and Philosophy of Psychology

one course from:

- Psy 3111—Cognition I
- Psy 3112—Cognition II
- Psy 3211—Biological Psychology
- Psy 3401—Developmental Psychology I: Child Psychology
- Psy 3402—Developmental Psychology II: Adolescence
- Psy 3403—Developmental Psychology III: Adulthood, Aging, and Death

Math 1601—Introduction to Statistics

or Math 2601—Statistical Methods

Course Descriptions

Psy 1051f. Introduction to Psychology. (SS: 4 cr)

An introduction to the science of mind and behavior intended for those not planning to major in psychology; does not count toward the requirements of the psychology major and is insufficient as a prerequisite for psychology lab courses. Topics include history of the field, biological bases for behavior, life span development, memory, cognition, learning, social processes, personality, and psychopathology. Includes laboratory/discussion sessions.

Psy 1061f.s. Introduction to the Development of the Child and Adolescent. (SS: 4 cr)

Theory, data, and research approaches in development from birth through adolescence. Prenatal and physical development as well as perceptual, cognitive, language, personality, and social development. Multicultural/global perspective. Does not count for elective credit for the 16-credit psychology component of the LAHS major or for the psychology major or minor.

Psy 1071f. Human Sexuality. (SS: 4 cr)

Survey of aspects of human sexuality, including intimacy and communication; male and female anatomy, physiology, and response; development of identity, sex role, and gender orientation; varieties of sexual expression; pregnancy and childbirth; contraception and disease prevention; sexual coercion and abuse; sexual dysfunctions and their treatment.

Psy 1081s. Drugs and Human Behavior. (SS: 2 cr)

Survey of psychoactive drugs, their effects on mind and behavior, and prevention and treatment of drug abuse.

Psy 1101s. Foundations of Psychology I. (SS: 4 cr)

Biological and cognitive bases of behavior. Topics include brain structure and function, sensory processes, cognition, learning theory, and evolutionary perspectives on behavior. Includes lab.

Psy 1102f. Foundations of Psychology II. (SS: 4 cr;

QP-Math 1150 or Math 3605; SP-Math 1601 or Math 2601; not offered 1999-2000)

Complex human behavior and development: development across the life span, social psychology, emotion and motivation, personality, psychopathology, psychology of health, and psychological interventions. Includes lab.

Division Structure and Course Descriptions

Psy 3051s. The Psychology of Women. (HDiv; 4 cr; not offered 1999-2000)

Feminist approach to the psychological study of women's personality, behavior, development, language issues, motivation, work and family lives, sexuality, health and psychobiology, adjustment and therapy, and victimization experiences. Focuses on women of color, feminist research methodology, and feminist analysis of psychological theories of women.

Psy 3101f. Learning Theory and Behavior Modification. (SS; 4 cr; QP-1203; SP-1101, 1102)

Major theories of learning and their importance for understanding human and nonhuman behavior. Classical and operant conditioning, generalization, discrimination, stimulus control, animal cognition. Behavior modification theories and techniques and their application to clinical populations. Lab projects demonstrate learning and behavior modification theories, concepts, and techniques and illustrate research methods and theory testing. Includes lab.

Psy 3111f. Cognition I. (SS; 4 cr; QP-1203, Math 1150 or Math 3605; SP-1101, Math 1601 or Math 2601 or #)

Empirical study of sensory processes and perceptual organization with emphasis on vision and audition. Anatomy and physiology of sense organs, psychophysics, signal detection theory, attention, speech perception, and perceptual-motor coordination. Includes lab.

Psy 3112s. Cognition II. (SS; 4 cr; QP-1203, Math 1150 or Math 3605; SP-1101, Math 1601 or Math 2601 or #)

Empirical study of memory, language behaviors, representation of knowledge, judgment, decision making, problem solving, and creative thinking. Includes lab.

Psy 3201s. Comparative Psychology. (Sci-L; 4 cr; QP-1201, 1202 or Biol 1114 or #; SP-1101 or Biol 2111)

Phylogenetic comparison of animal behavior emphasizing mechanisms of adaptation. Mechanisms of speciation, behavior genetics, evolution and ontogeny of the central nervous system, ethological determinants of behavior and learning. Includes lab.

Psy 3211s. Biological Psychology. (Sci-L; 5 cr; QP-1203 or Biol 1114 or #; SP-1101, 1102)

Brain organization and function; an emphasis on an understanding of the neural processes that underlie human and nonhuman behavior. Incorporates information from psychology, neuroscience, endocrinology, physiology, chemistry, neurology, and zoology to investigate the physiological basis of behavior. Topics include sensory processes, drugs and addiction, biological rhythms, sexual differentiation, reproduction, methods in neuroscience, neuropsychological disorders, and clinical assessment. Lab projects focus on neuroanatomical organization and function of the brain. (4 hrs lect, 1 hr lab)

Psy 3221f. Behavioral Biology of Women. (Sci; 2 cr; not offered 1999-2000)

Exploration of proximate and ultimate influences on female behavior in human and nonhuman species. Sexual differentiation, gender differences in cognition, biological basis of sexual orientation, female sexual selection, and dominance.

Psy 3301f. Personality I: Dimensions and Assessment.

(SS; 2 cr; QP-1201, 1202, Math 1150 or Math 3605; SP-1051 or 1101-1102, Math 1601 or Math 2601)

Nature of personality constructs and theories. Nature and measurement of personal traits; their dimensional structure, stability, development, and heritability.

Psy 3311f. Personality II and Psychopathology I. (SS; 2 cr; QP-1201, 1202, Math 1150 or Math 3605; SP-3301)

Nature and interaction of conscious and nonconscious cognitive processing, emotion, and motivation; relation to anxiety-based, affective, substance-use, and personality disorders.

Psy 3312s. Psychopathology II. (SS; 2 cr; QP-3400; SP-3311)

Major psychotic and organic psychological disorders and their treatment, including major affective disorders, schizophrenia, and major childhood disorders.

Psy 3401f. Developmental Psychology I: Child Psychology. (SS; 4 cr; QP-1201; SP-1051 or 1101-1102)

Theory, data, and research in development from conception to adolescence. Prenatal and physical development as well as perceptual, cognitive, personality, and social development. Language acquisition and Piaget's theory of cognitive development.

Psy 3402s. Developmental Psychology II: Adolescence. (SS; 2 cr; QP-1201, 3500 or 1350; SP-1051 or 1101-1102, 3401 or 1061)

Theory, data, and research in adolescent development with emphasis on physical, cognitive, and social development.

Psy 3403s. Developmental Psychology III: Adulthood, Aging, and Death. (SS; 2 cr; QP-1201; SP-1051 or 1101-1102)

Theory, data, and research concerning the age group from young adulthood to old age. Emphasis on physical, cognitive, and social changes.

Psy 3501f. Social Psychology. (SS; 4 cr; QP-1201, 1202 or Soc 1100 or #; SP-1051 or 1102 or Soc 1101 or #)

Theories and research in the study of interpersonal behavior. Role, self, social learning, exchange, person perception, cognitive consistency, and interpersonal transactions.

Psy 3511s. Applied Social Psychology. (SS; 2 cr; QP-3525 or #; SP-3501 or #)

A specific topic among applied social psychology fields (e.g., health psychology, psychology of law, environmental psychology) will be explored. Emphasis will be placed on the use of theories and techniques learned in Psy 3501 for the purpose of understanding social issues and/or affecting change. Topics will be announced prior to registration.

Psy 3601s. Quantitative Methods in Psychology. (M/SR; 4 cr; QP-1203, Math 1150 or Math 3605; SP-1101-1102, Math 1601 or Math 2601)

Intermediate course in research design and data analysis. Analysis of variance, regression and correlation, non-parametric methods, use of microcomputer statistical packages.

Psy 3611s. History and Philosophy of Psychology. (Hist; 2 cr; not offered 2000-2001)

Historical roots and comparative features of major theoretical systems in psychology, including their viewpoints on scientific methodology, research interests, and techniques. Component variables, hypotheses, and laws of structural, functional, behavioristic, Gestalt, psychoanalytic, and existential movements and their modern syntheses.

Psy 4101f.s. Helping Relationships. (SS; 4 cr; QP-3400; SP-3311)

Approaches to counseling and psychotherapy. Theories of helping relationships. Acquisition of helping skills, including attending behavior, reflection of feeling, paraphrasing, confrontation, and summarization. Major humanistic, cognitive, and behavioral approaches. Didactic instruction, observation of counseling and psychotherapeutic techniques, and practical experiences.

Psy 4610f. Empirical Investigations in Cognitive Psychology. (SS; 4 cr; repeatable; QP-3210 or 3211; SP-3111 or 3112)

Empirical investigations by students in any area covered by Cognitive Psychology I and II, as well as related areas. Includes lab.

Psy 4620f. Empirical Investigations in Biological Psychology. (Sci; 4 cr; repeatable; QP-3320; SP-3211)

Empirical investigations by students in any area covered by Biological Psychology, as well as related areas. Includes lab.

Psy 4630f. Empirical Investigations in Personality, Psychopathology, and Psychological Intervention. (SS; 4 cr; repeatable; QP-3400; SP-3311)

Empirical investigations in human emotion, motivation, individual differences, psychopathology, and psychological intervention. Includes lab.

Psy 4640f. Empirical Investigations in Developmental Psychology. (SS; 4 cr; repeatable; QP-3500 or 3501 or 3502; SP-3401 or 3402 or 3403, #)

Individual reading and empirical research on any topic. Objective is greater depth than is possible in Psy 3401, 3402, 3403 and demonstration of research competency. Includes lab.

Psy 4650f. Empirical Investigations in Social Psychology. (SS; 4 cr; repeatable; QP-3525; SP-3501 or #)

Seminar instruction on topics of student and staff interests. Students will complete an empirical project and paper. Includes lab.

Psy 4896f.s. Field Experiences in Psychology. (SS [if taken for 2 or more cr]; 1-4 cr; repeatable, only 4 cr may be applied to the BA or the Psy major; QP-#, which normally requires 3425 for work in psychiatric settings, 3400 or 3500 or 3502 for work in schools; SP-#, which normally requires 4101 for work in psychiatric settings, 3301, 3311, 3401 or 3402 for work in schools; S-N only)

Individually arranged, supervised observation of and assistance with activities of professional psychologists in schools, clinics, hospitals, and other field settings.

Psy 1993f.s, 2993f.s, 3993f.s, 4993f.s. Directed Study. (1-5 cr; repeatable; prereq #)

Individualized instruction for advanced undergraduates. Content and manner of instruction depends on interests of students and faculty. Individual research and reading projects in selected areas supervised by faculty members as well as seminars concerned with in-depth exploration of topics of current interest; topics to be announced.

Psy 4994f.s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Russian (Russ)

This discipline is in the Division of the Humanities. The purpose of the Russian curriculum is to introduce students to the language and culture of the Russian people. The program is designed to promote a global perspective by encouraging students to examine another culture primarily, but not exclusively, through its language. The introductory course satisfies the foreign language requirement.

Objectives—Students develop at an introductory level a number of skills in Russian: speaking, reading, listening, and writing. They gain an awareness of the structure of languages and an elementary facility with the Russian idiom.

Course Descriptions

Russ 1001f. Beginning Russian I. (FL; 4 cr)

Introduction to Russian as it is spoken and written presently. The course acquaints students with the basic sounds and vocabulary of Russian and enables them to understand, read, and write the language and to communicate in Russian about everyday situations. It makes them aware of the relationship between culture and language.

Russ 1002s. Beginning Russian II. (FL; 4 cr; QP-1100, 1101 or placement or #; SP-1001 or placement or #)

Continuation of 1001.

Secondary Education

(See Education, Secondary.)

Social Science Major

This interdisciplinary major is in the Division of the Social Sciences.

Objective—Students will understand how each social science discipline structures and advances knowledge, raises and answers analytical questions, and deals with competing theories and the changing nature of the field. Students develop an area of concentration in a single discipline or an interdisciplinary social science area.

Advising and Evaluation—Students work closely with their advisers to plan a program that satisfies the required competencies in a chosen area of concentration and in the social science disciplines.

Program—While the programs of individual students may vary, based upon arrangements approved by the divisional committee for the social science major, the minimum competencies required for each discipline normally may be achieved by completion of the following courses:

Division Structure and Course Descriptions

Anth 1111—Introductory Cultural Anthropology
Econ 1101—Principles of Economics
Econ 1951—Seminar for Social Science Majors
Geog 1001—Problems in Geography
or Geog 3111—Geography of Minnesota
Hist 1301—Introduction to United States History
Pol 1201—American Government and Politics
Psy 1051—Introduction to Psychology
Soc 1101—Introductory Sociology
Math 1601—Introduction to Statistics or equivalent proficiency in statistics approved by the divisional committee for the social science major
three to five courses in the area of concentration, which in a single social science discipline is individually developed in consultation with a social science adviser and usually entails 12–20 credits beyond the minimums. Courses with grades of D may not be used to meet the major requirements.

Teacher Preparation Requirements

Students seeking teacher licensure in the social studies must also take the required professional education courses, including methods (SScE 4103) and student teaching in social studies. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Anth 1111f,s. Introductory Cultural Anthropology. (SS; 4 cr)

Varieties and range of human behavior as revealed through the comparative study of cultures throughout the world. Concepts developed by anthropologists to explain both the unity and diversity of humankind.

Econ 1101f,s. Principles of Economics. (SS; 4 cr; prereq high school algebra or #)

Introduction to the study of scarce resource allocation in a market economy. Supply and demand, consumer theory, the theory of the firm, market structure, pricing of the factors of production. Measurement of economic performance; national income, inflation, and unemployment; competing macroeconomic theories; stabilization policies.

Econ 1951f,s. Seminar for Social Science Majors. (1 cr; QP–1101, 1102; SP–1101; no cr for students who are concurrently enrolled in or have received cr for 3xxx Econ courses; S-N only)

Familiarization with various journals, periodicals, and sources of statistical information that deal with current developments in economics.

Geog 1001s. Problems in Geography. (Env; 4 cr; offered when feasible)

Basic concepts and questions of geography. The terminology of geography; some modern trends in geography; interpretation of geographical data; select problems of human, physical, economic, and cultural geography.

Geog 3111. Geography of Minnesota. (Env; 4 cr; prereq #; offered when feasible)

The changing geography of Minnesota and the upper Midwest. Legacy from the railroad era, transformation into the auto-air age, the emerging future.

Hist 1301f. Introduction to U.S. History. (Hist; 4 cr)

Methods, themes, and problems in the study of the history of the United States.

Math 1601f,s. Introduction to Statistics. (M/SR; 4 cr; prereq high school higher algebra)

Scope, nature, tools, language, and interpretation of elementary statistics. Descriptive statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis. Elementary probability theory, discrete and continuous probability models. Inferential statistics, point and interval estimation, tests of statistical hypotheses. Inferences involving one and two populations, ANOVA, regression analysis, and chi-squared tests; use of statistical computer packages.

Pol 1201f,s. American Government and Politics. (E/CR; 4 cr)

Analysis of principles, organization, procedures, and powers of government in the United States. The federal system, national constitution, civil and political rights, party system; nature, structure, powers, and procedures of legislative, executive, and judicial departments of the national government.

Psy 1051f. Introduction to Psychology. (SS; 4 cr)

An introduction to the science of mind and behavior intended for those not planning to major in psychology; does not count toward the requirements of the psychology major and is insufficient as a prerequisite for psychology lab courses. Topics include history of the field, biological bases for behavior, life span development, memory, cognition, learning, social processes, personality, and psychopathology. Includes laboratory/discussion sessions.

Soc 1101f,s. Introductory Sociology. (SS; 4 cr)

Basic concepts, theories, and methods of sociology; survey of some of the institutional areas in which sociologists specialize.

Sociology (Soc)

This discipline is in the Division of the Social Sciences.

Objectives—The sociology curriculum (with support from anthropology courses) is designed to acquaint students with the concerns, theories, and methods of the science that deals with groups, culture, and interpersonal relations of human beings. In addition to an introduction to sociology as a science, an effort is made to relate human values broadly to the theories, methods, and data of sociology. The courses are designed to meet the needs of liberal arts students as well as students preparing for graduate school.

Major Requirements

a minimum of 36 credits in sociology and anthropology, 28 of which must be in 2xxx, 3xxx, and 4xxx courses and which must include:

Soc 1101—Introductory Sociology

Soc 3101—Research Methodology I

Soc 4991—Independent Project Seminar

one course from:

- Soc 3401—Classical Sociological Theory
- Soc 3402—Contemporary Sociological Theory

Math 1601—Introduction to Statistics is strongly recommended

Students should choose a faculty adviser as early as possible after declaring the major. Advisers help students choose appropriate tracks or combinations of classes and assist in arranging internships. Up to 4 credits of coursework with a grade of D may be used to meet the major requirements if offset by an equivalent number of credits of A or B.

Minor Requirements

A sociology minor consists of:

a minimum of 6 courses (24 credits), including:

- Soc 1101—Introductory Sociology
 - Soc 3101—Research Methodology I
 - either Soc 3401—Classical Sociological Theory
 - or Soc 3402—Contemporary Sociological Theory
- three electives
- Soc 4991—Independent Project Seminar is highly recommended

Teacher Preparation Requirements

Students seeking teacher licensure in any of the social sciences must complete a social science major and the required professional education courses and student teaching in social studies. Required courses may not be taken S-N unless offered S-N only.

Course Descriptions

Soc 1101f.s. Introductory Sociology. (SS; 4 cr)

Basic concepts, theories, and methods of sociology; survey of some of the institutional areas in which sociologists specialize.

Soc 2101f. Prejudice, Discrimination, and Systems of Oppression. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Patterns of group dominance, exploitation, and hate in the United States and globally. Emphasis on sexism, racism, and homophobia with some attention to other systems of oppression such as ageism and ableism.

Soc 2300f.s. Variable Topics in Latin American Cultures and Societies. (IP; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Same as Anth 2300. Use of archaeological, historical, and contemporary materials. Topics may include political institutions, media, popular culture, ethnicity, class, ecology, and cultures.

Soc 2301f. Social Change and Development in Latin America. (IP; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 2302s. Women in Latin America. (IP; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 2451f. 20th-Century Native Americans. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Same as Anth 2451. The cultures, problems, and resurgence of Native Americans in the 20th century. Government policies; education, religion, self-determination, family, gaming, etc.

Soc 3101f. Research Methodology I. (4 cr; QP–1100; SP–1101)

Introduction to research procedures used in sociology, including sociological statistics. Overview of both quantitative and qualitative techniques in context of professional sociological research and student research design. Development of research design. Questions of validity and reliability examined in the context of professional sociological research and student research design.

Soc 3102s. Research Methodology II. (4 cr; QP–3230; SP–3101)

Practical issues in sociological research; quantitative research project design, execution, and analysis, reporting and presentation; SPSS data analysis.

Soc 3111s. Sociology of Modernization. (IP; 4 cr)

Process of modernization in non-Western societies. Social, economic, and political impact of modernization from different theoretical perspectives. Assessment of those theoretical perspectives as a means to understand dynamics of change in Third World countries.

Soc 3121f. Sociology of Gender. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Relationships among sex, gender, and society. Gender as a factor in stratification systems, social interaction, and institutions such as the economy, the family, and religion.

Soc 3131f. World Population. (Env; 4 cr; QP–1100; SP–1101)

Population theory and demographic method. Dynamics of fertility and mortality as the basis of population forecasting and its policy implications. Emphasis on the tie between Third World demographic trends and population issues in the rest of the world.

Soc 3141f. Sociology of Deviance. (E/CR; 4 cr; QP–5 cr in Soc; SP–4 cr in Soc)

Theoretical and empirical issues recurring in the sociological literature on deviant behavior.

Soc 3200s. Variable Topics in Social Stratification. (HDiv; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110; SP–1101 or Anth 1111; not offered 1999–2000)

Hierarchies of power, wealth, and prestige; analysis of various theories of stratification. Class, status, race, minorities (e.g., African Americans, American Indians), caste, and gender evaluated in terms of stratification.

Soc 3250f.s. Variable Topics in Social Structure. (See specific topics for general education categories; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

In-depth study of one topic in sociology such as African American social institutions, the economic and social elite, bureaucracy, urban communities, social control, population, and demography.

Soc 3251f. African Americans. (HDiv; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 3252s. Women in Muslim Society. (IP; 4 cr; QP–1100 or Anth 1110; SP–1101 or Anth 1111)

Soc 3300s. Variable Topics in Area Studies. (IP; 4 cr; repeatable when topic changes; QP–1100 or Anth 1110;

Division Structure and Course Descriptions

SP-1101 or Anth 1111; not offered 2000-2001)

Same as Anth 3300. In-depth study of societies and cultures (values, religions, politics, economic institutions, kinship, family organization) of a particular part of the world, e.g., Africa, India and South Asia, China, Pacific Islands.

Soc 3301s. India and South Asia. (IP; 4 cr; QP-1100 or Anth 1110; SP-1101 or Anth 1111; not offered 2000-2001)

Soc 3401f. Classical Sociological Theory. (SS; 4 cr; QP-1100; 5 addtl cr in Soc recommended; SP-1101; 4 addtl cr in Soc recommended)

Survey of major developments in classical sociological theory, with emphasis on the “Big Three”—Marx, Durkheim, and Weber, among others. Emphasis on sociological ideas in relation to the principal intellectual currents of European and American society.

Soc 3402s. Contemporary Sociological Theory. (SS; 4 cr; QP-1100; 5 addtl cr in Soc recommended; SP-1101; 4 addtl cr in Soc recommended)

Survey of recent developments, trends, and debates in contemporary sociological theory; relationship of contemporary theories to classical theories and to current trends in European, American, and non-Western thought.

Soc 3411s. Seminar in Anthropological (Qualitative)

Methodology. (E/CR; 4 cr; QP-1100 or Anth 1110, 5 addtl cr in Soc or Anth; SP-1101 or Anth 1111, 4 addtl cr in Soc or Anth; not offered 2000-2001)

Same as Anth 3411. Exploration and evaluation of methods used in cultural anthropology; qualitative methods in sociology and anthropology; research ethics; design and execution of qualitative research project.

Soc 4100. Tutorial in Sociological Theory. (2-4 cr; repeatable to 8 cr; QP-3601; 5 addtl cr in Soc recommended; SP-3401 or 3402)

Examines specific theorist(s). Topics vary according to student and staff interests and are announced in advance.

Soc 4991s. Independent Project Seminar. (5 cr; QP-3230, 3601; SP-3101, 3401 or 3402)

Seminar to guide sociology majors in the completion of an independent study project; selection, definition, and execution of research project; small-group and one-to-one consultation and advising on defining a research topic, designing and planning its execution, developing a bibliography, relating relevant theoretical perspectives to research materials, organizing and writing a research paper.

Soc 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Research, field, or cultural experiences.

Soc 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Spanish (Span)

This discipline is in the Division of the Humanities. It promotes a global perspective by encouraging students to take a close look at another culture and in this way become aware of both the diversity and similarity among all people.

Objectives—The Spanish curriculum offers coursework in Hispanic culture, language, and literature. The courses are designed to help students develop critical insight into the philosophy and values of another culture, fluency in a second language, and sensitivity toward literature that reflects the experience of the Spanish-speaking world. The curriculum accommodates liberal arts students interested in a cross-cultural perspective, language study, secondary school teaching, or preparation for graduate study in the field.

Major Requirements

Span 2001—Intermediate Spanish I

Span 2002—Intermediate Spanish II or equivalent

Span 3001—Advanced Spanish I

Span 3002—Advanced Spanish II

Span 3101—Introduction to Spanish Literature

Span 3201—Masterpieces of Spanish Peninsular Literature I

Span 3202—Masterpieces of Spanish Peninsular Literature II

Span 3301—Masterpieces of Latin American Literature I

Span 3302—Masterpieces of Latin American Literature II

one additional course from:

Span 3400—Variable Topics in Latin American Literature

Span 3500—Variable Topics in Spanish Peninsular Literature

a foreign study experience and regular use of the language laboratory are strongly recommended to maintain language skills

Latin American area studies courses are also recommended

Courses with grades of D may not be used to meet the major requirements.

Minor Requirements

Span 2001—Intermediate Spanish I

Span 2002—Intermediate Spanish II or equivalent

Span 3001—Advanced Spanish I

Span 3002—Advanced Spanish II

Span 3101—Introduction to Spanish Literature

three additional literature courses from:

Span 3201—Masterpieces of Spanish Peninsular Literature I

Span 3202—Masterpieces of Spanish Peninsular Literature II

- Span 3301—Masterpieces of Latin American Literature I
 Span 3302—Masterpieces of Latin American Literature II
 Span 3400—Variable Topics in Latin American Literature
 Span 3500—Variable Topics in Spanish Peninsular Literature

a foreign study experience and regular use of the language laboratory are recommended to maintain language skills

Latin American area studies courses are also recommended

Courses with grades of D may not be used to meet the minor requirements.

Teacher Preparation Requirements

Spanish majors and minors must complete required professional education courses, including methods (LanE 4103—Methods of Teaching Foreign Language in the Secondary School) and student teaching in Spanish. Students seeking teaching licensure must also demonstrate their proficiency in Spanish by examination. The examination is administered by the discipline and covers the skills of reading, writing, listening, and speaking. A foreign study experience and regular use of the language lab are recommended to maintain language skills. Latin American area studies courses are also recommended. Required courses may not be taken S-N unless offered S-N only.

Required Proficiency/Placement

Examination—Students who plan to complete courses in the same language that they studied in high school must take the proficiency/placement examination and abide by the placement recommendation. If, after an initial exposure to the recommended course, the placement seems inappropriate, students may follow the recommendation of their language instructor as to the proper entry course.

Students not Majoring or Minor in Spanish

For an in-depth *cultural emphasis*, students should complete:

- Span 1001—Beginning Spanish I
 Span 1002—Beginning Spanish II or equivalent
 Span 2001—Intermediate Spanish I
 Span 2002—Intermediate Spanish II
 Span 3101—Introduction to Spanish Literature
 an additional literature course
 courses in Latin American area studies and a foreign study experience are recommended

For an in-depth *language emphasis*, students should complete:

- Span 1001—Beginning Spanish I
 Span 1002—Beginning Spanish II or equivalent
 Span 2001—Intermediate Spanish I
 Span 2002—Intermediate Spanish II
 Span 3001—Advanced Spanish I
 Span 3002—Advanced Spanish II
 a foreign study experience, special projects in language, and regular use of the language lab are recommended to maintain language skills

Course Descriptions

Note: Students may not receive credit twice for a course that is offered in both English and Spanish.

Span 1001f. Beginning Spanish I. (FL; 4 cr)

Study of basic skills of Spanish (reading, speaking, writing, listening) and cultural contexts of Latin America and Spain. Students should demonstrate the ability to: read and comprehend materials such as ads, instructions, etc.; engage in simple conversations in Spanish, to speak about themselves and express their basic needs; construct sentences and questions in Spanish in order to write accurately at the short paragraph level; comprehend short conversations.

Span 1002s. Beginning Spanish II. (FL; 4 cr; QP-1 qtr of Span or placement; SP-1001 or placement or #)

Second course in the sequence beginning with 1001.

Span 2001f. Intermediate Spanish I. (IP; 4 cr; QP-3 qtrs of Span or placement; SP-1002 or placement or #)

Review and building of skills with a focus on basic Spanish language structures and tenses. Students should demonstrate the ability to read critically and understand the context of literary and cultural items; respond to simple questions, avoid basic pronunciation errors, engage in short conversations, discuss assigned themes at some length; write accurately at the paragraph level, avoiding common grammatical errors; comprehend conversations.

Span 2002s. Intermediate Spanish II. (IP; 4 cr; QP-1 qtr intermediate Span or #; SP-2001 or placement or #)

Review and building of skills in more complex language structures, tenses, and moods. Students should demonstrate the ability to read with some basic literary analysis and analyze cultural differences; read out loud with understanding, speak in emotive and persuasive language contexts, hold conversations, speak extemporaneously on assigned topics; write analytically and accurately at the short paper level; comprehend short dialogues and paragraphs.

Span 3001f. Advanced Spanish I. (IP; 4 cr; QP-3 qtrs intermediate Span)

Study of complex language structures, expansion and reinforcement of grammar constructions, and analysis of literary and/or cultural readings. Students should demonstrate the ability to carefully read, comprehend, and analyze literary works and/or cultural readings; discuss motives and themes in such works, read out loud with proficiency and meaning, hold sustained conversations; use correct grammar to write and present compositions analyzing the works; comprehend main points in Scola televised presentations and materials.

Division Structure and Course Descriptions

Span 3002s. Advanced Spanish II. (IP; 4 cr; QP–1 qtr advanced Span; SP–3001, ¶3101)
Second course in the sequence beginning with 3001.

Span 3101s. Introduction to Spanish Literature. (Hum; 4 cr, QP–1 qtr advanced Span; SP–2002, ¶3002)

Study of a variety of literary genres representing the literature of Spain and Latin America; rudiments of literary analysis and interpretation. Students should demonstrate the ability to read and comprehend the literary works studied, analyze works critically while developing a sensitivity toward certain cultural aspects and literary nuances expressed therein; participate in and comprehend sustained class discussion with respect to certain topics or themes; write with accuracy in Spanish and show some degree of analytical proficiency at the short paper level.

Span 3201f. Masterpieces of Spanish Peninsular Literature I. (Hum; 4 cr; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3001, 3002, 3101)

Masterpieces from the Generation of 1898 and the Contemporary Period. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3202s. Masterpieces of Spanish Peninsular Literature II. (Hum; 4 cr; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3201)

Masterpieces from Medieval, Renaissance, Golden Age, 18th century, and 19th century. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3301f. Masterpieces of Latin American Literature I. (Hum; 4 cr; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101)

Masterpieces from Latin America in the 20th century. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3302s. Masterpieces of Latin American Literature II. (Hum; 4 cr; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101)

Masterpieces from Latin America from 1492 to 1900. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3400s. Variable Topics in Latin American Literature. (Hum; 4 cr; repeatable when topic changes; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101)
Topic to be announced. Students should demonstrate the ability to analyze literary texts, using the text as well as

aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 3500f. Variable Topics in Spanish Peninsular Literature. (Hum; 4 cr, repeatable when topic changes; QP–3 qtrs advanced Span, 1 qtr 3101; SP–3002, 3101)
Topic to be announced. Students should demonstrate the ability to analyze literary texts, using the text as well as the aesthetic, political, historical, and philosophical context in which the work was produced. Students must also demonstrate the ability to discuss in class the ideas of the texts and the context, and they must write papers with grammatical precision and rigorous research.

Span 4993f.s. Directed Study. (1–5 cr; repeatable; prereq #)

Span 4994f.s. Senior Honors Project. (1–5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM “with honors.”

Speech Communication (Spch)

This discipline is in the Division of the Humanities. The speech communication curriculum is designed to introduce UMM students to the study of the multidimensional nature of oral communication, including rhetoric, human communication, and electronic mass media; to promote the skills of lifelong learning as producers and consumers of messages; to develop in students the capabilities for active involvement in a participatory democracy.

Objectives—Students develop a historical and theoretical understanding of the three areas of speech communication: rhetoric, communications, electronic mass media. Students use a variety of assigned theoretical approaches appropriate to these three areas to describe and evaluate assigned or chosen discourse.

Students participate in a variety of oral communication assignments using informative and persuasive speaking techniques effectively.

Major Requirements

Prerequisite/Foundation Course

Spch 2101—Introduction to Speech Communication

Major Core Courses

Spch 3101—History of Rhetoric From the Classical to Modern Periods

Spch 3301—Media Theory, Criticism, and Problems

Spch 3401—Human Communication Theory

one course from:

Spch 3111—History of Rhetoric in the Contemporary Period

Spch 3200—Variable Topics in Public Address

one course from:

Spch 3311—Social Uses of the Media

Spch 3321—Television Broadcasting

one course from:

Spch 3411—Intercultural Communication Theory and Research

Spch 3421—Organizational Communication Theory and Research

one course from:

Spch 4151—Argumentation: Theory and Practice

Spch 4201—Persuasion: Receiver Analysis

Elective

One additional 3xxx or 4xxx Spch course.

Senior Seminar

Seniors must complete one from:

Spch 4901—Speech Communication Seminar

or a designated topics course approved by the speech communication discipline:

Spch 4000—Variable Topics in Speech Communication

Spch 4100—Variable Topics in Freedom of Speech

Minor Requirements

Spch 2101—Introduction to Speech Communication

one course from:

Spch 4151—Argumentation: Theory and Practice

Spch 4201—Persuasion: Receiver Analysis

one course from:

Spch 3101—History of Rhetoric From the Classical to Modern Periods

Spch 3111—History of Rhetoric in the Contemporary Period

Spch 3200—Topics in Public Address

one course from:

Spch 3301—Media Theory, Criticism, and Problems

Spch 3311—Social Uses of the Media

Spch 3321—Television Broadcasting

one course from:

Spch 3401—Human Communication Theory

Spch 3411—Intercultural Communication Theory and Research

Spch 3421—Organizational Communication Theory and Research

Course Descriptions

Spch 1000f. Variable Topics in Introduction to Public Speaking. (E/CR: 4 cr; repeatable when topic changes; not open to students who have taken 1051; offered when feasible)

Theory and practice within specific speaking situations that use various arguments, e.g., presentational, deliberative, or forensic.

Spch 1051f.s. Introduction to Public Speaking. (E/CR: 4 cr) Public address and directed practice in a variety of speech situations.

Spch 1061f. Interpersonal Communication. (SS: 4 cr) Studies of variables in dyadic communication to create understanding of the student's own communication patterns.

Spch 1071f. Introduction to Groups: Principles and Practices. (SS: 4 cr) Group theory and directed practice in a variety of group situations, e.g., panels, symposia, and forums.

Spch 2101s. Introduction to Speech Communication. (Hum: 4 cr)

A survey of the field of study that has emerged around the oral communication tradition. Students learn the history, theories, and contexts of communication study that prepare them for upper-division courses.

Spch 3101f. History of Rhetoric From the Classical to Modern Periods. (IP: 4 cr; QP-1101 or #; SP-2101 or #) Rhetoric from the classical theories of Corax and Tisias, Aristotle, and Cicero to the modern theories of Blair, Campbell, and Whately.

Spch 3111s. History of Rhetoric in the Contemporary Period. (Hum: 4 cr; QP-1101 or #; SP-2101 or #)

Detailed study of the development of contemporary rhetorical theory, with particular emphasis placed on the use of those theories in the development of rhetorical criticism.

Spch 3200f. Variable Topics in Public Address. (Hum: 4 cr; repeatable when topic changes; QP-1101 or #; SP-2101 or #) Analysis and evaluation of situated discourse. Topics may include British and American public address, inaugurations, rhetorical practice of non-dominant cultural groups.

Spch 3301s. Media Theory, Criticism, and Problems. (SS: 4 cr; QP-1101 or #; SP-2101 or #)

Theories, research studies, current trends, and various critical approaches to examine and explain the reflexive relationships between media and society.

Spch 3311s. Social Uses of the Media. (E/CR: 4 cr; QP-1101 or #; SP-2101 or #)

Participation in the planning, production, and performance of television projects designed to serve various publics, such as campus units or the community.

Spch 3321f. Principles of Television Broadcasting. (Hum: 4 cr; QP-1101 or #; SP-2101 or #)

Basic theories and practice: equipment, procedures, and skills associated with writing for and the production of televised broadcasting. Lectures, studio projects, class critiques.

Spch 3401f. Human Communication Theory. (SS: 4 cr; QP-1101 or #; SP-2101 or #)

Perspectives on human communication, including the mechanistic, psychological, symbolic interactionist, and pragmatic. Focuses on approaches to social interaction. Provides general foundation and historical background of communication theory.

Spch 3411f. Intercultural Communication Theory and Research. (HDiv: 4 cr; QP-1101 or #; SP-2101 or #)

Study of intercultural communication from an interpersonal and group perspective. Includes qualitative and quantitative methods.

Spch 3421s. Organizational Communication Theory and Research. (SS; 4 cr; QP-1101 or #; SP-2101 or #)

Study of organizational communication, including small group perspectives. Includes qualitative and quantitative methods.

Spch 4000. Variable Topics in Speech Communication.

(4 cr; repeatable when topic changes; QP-1101 or #; SP-2101 or #; offered when feasible)

Varying topics relating to speech communication that are not ordinarily included in other speech communication courses.

Spch 4100f. Variable Topics in Freedom of Speech. (IP; 4 cr; repeatable when topic changes; not offered 1999-2000)

Topics may include freedom of speech in the schools, history of free speech, or the contribution of a single Supreme Court justice to the development of free speech. Emphasis on reading and discussion of Supreme Court decisions.

Spch 4151f. Argumentation: Theory and Practice. (Hum; 4 cr; QP-1101 or #; SP-2101 or #)

A study of rhetorical argument design and evaluation. Students will analyze and critique arguments, as well as plan and present formal speeches.

Spch 4201s. Persuasion: Receiver Analysis. (Hum; 4 cr; QP-1101 or #; SP-2101 or #)

Investigation of persuasion theory and research from rhetorical and social science perspectives. Students will analyze particular instances of persuasive attempts.

Spch 4800f,s. Directed Experience in Teaching Speech Communication. (1-4 cr; repeatable to 8 cr; prereq #: S-N only)

Practice as facilitators in the introductory-level speech courses; weekly seminar sessions focus on method, planning, and problems in speech communication instruction.

Spch 4901s. Speech Communication Seminar. (Hum; 4 cr; prereq sr or #)

Capstone experience for majors in which students plan and conduct a project of original study that investigates a question about communication. Students select their own research methodology and implement it, presenting their findings in written and oral presentations.

Spch 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Spch 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Studio Art (Arts)

(See Art, Studio.)

Teacher Education Programs

(See Education; Education, Elementary; and Education, Secondary.)

Theatre Arts (Th)

This discipline is in the Division of the Humanities. The discipline encompasses theatre as an artistic form and as a social and cultural institution. The study of theatre arts enables the individual to develop a creative imagination, an inquiring mind, a sense of social responsibility, professional discipline, a collaborative attitude, artistic standards and judgment, and a respect for the art form.

Objectives—The curriculum provides sound academic and practical training in theatre arts for undergraduate liberal arts students, for those wishing to pursue graduate studies in the field, and for those preparing to teach. It is designed to help students develop an appreciation for and ability to produce quality theatre.

Major Requirements

Th 1101—The Theatre Experience: An Introduction

Th 1111—Fundamentals of Acting

Th 1301—Fundamentals of Design

Th 2101—Fundamentals of Directing

Th 2301—Stagecraft

Th 3101—World Theatre: History and Literature I

Th 3102—World Theatre: History and Literature II

Th 3201—Acting and Directing I

or Th 3202—Acting and Directing II

Th 4901—Senior Project

or Th 4994—Senior Honors Project

one course from:

Th 2201—Voice and Movement

Th 2211—Oral Interpretation

Th 2221—Readers' Theatre

Th 3201—Acting and Directing I

Th 3202—Acting and Directing II

Th 3301—Stage Lighting

Th 3302—Stage Costuming

Th 3303—Computer-Assisted Drawing

Th 4301—Scenic Design

six major production responsibilities (three of which must be in a faculty-directed production and three of which must be in the junior and senior years)

a portfolio review in the junior year

at least one para-programmatic theatre experience that is arranged through a theatre arts faculty member and may take any number of forms, e.g., an internship with a theatre company, study abroad, or theatre tour to New York or London

Up to 4 credits of coursework with a grade of D may be used to meet the major requirements if offset by an equivalent number of credits of A or B.

Minor Requirements

Th 1101—The Theatre Experience: An Introduction
 Th 1111—Fundamentals of Acting
 Th 1301—Fundamentals of Design
 Th 2101—Fundamentals of Directing
 Th 2301—Stagecraft

at least three courses from:

Th 2201—Voice and Movement
 Th 2211—Oral Interpretation
 Th 2221—Readers' Theatre
 Th 3101—World Theatre: History and Literature I
 Th 3102—World Theatre: History and Literature II
 Th 3201—Acting and Directing I
 or Th 3202—Acting and Directing II
 Th 3301—Stage Lighting
 Th 3302—Stage Costuming
 Th 3303—Computer-Assisted Drawing
 Th 4301—Scenic Design

three major production responsibilities, at least two to be completed in the junior and senior years

Up to 4 credits of coursework with a grade of D may be used to meet the minor requirements if offset by an equivalent number of credits of A or B.

Teacher Preparation Requirements

Theatre arts majors must complete:

the theatre arts major, including:

Th 2211—Oral Interpretation
 Spch 3311—Social Uses of the Media
 required professional education courses, including methods (SThE 4103—Methods of Teaching Speech and Theatre Arts in the Secondary School) and student teaching in theatre arts

Theatre arts minors must complete:

the theatre arts minor, including:
 Th 2101—Fundamentals of Directing
 Th 2211—Oral Interpretation
 Th 3101—World Theatre: History and Literature I
 Th 3201—Acting and Directing I
 Spch 3311—Social Uses of the Media
 required professional education courses, including methods (SThE 4103—Methods of Teaching Speech and Theatre Arts in the Secondary School) and student teaching in theatre arts

Course Descriptions

Th 1040f. Backstage on Broadway. (1 cr; repeatable to 4 cr; prereq #: S-N only)
 Supervised field trip to New York; attending selected professional theatre productions; backstage tours; discussions with theatre professionals.

Th 1050f. London Theatre Tour. (1 cr; repeatable to 4 cr; prereq #: S-N only)
 Supervised field trip to London, England; attending selected professional theatre productions; backstage tours; discussions with theatre professionals.

Th 1060f.s. Theatre Practicum. (ArtP; 1 cr; repeatable to 8 cr; prereq #: S-N only)
 Participation in some aspect of theatre production, other than acting (e.g., scenery, props, costumes, lighting).

Th 1070f.s. Theatre Performance. (ArtP; 1 cr; repeatable to 8 cr; prereq #: S-N only)
 Participation in theatrical production as an actor.

Th 1101f. The Theatre Experience: An Introduction. (FA; 4 cr)
 Fundamental examination and practical application of the theory, history, and practice of theatrical performance as a reflection of society. Focus is on the theatre event as a collaborative effort and transitory art form. (lect, 2 hrs practicum)

Th 1111f. Fundamentals of Acting. (ArtP; 4 cr; QP–1500, theatre arts major or minor; SP–1101, theatre arts major or minor or #)
 Approaches characterization from a physical and psychological view. Focus is on use of imagination, text analysis, body and voice to develop characters from modern realistic dramatic literature.

Th 1301f. Fundamentals of Design. (ArtP; 4 cr)
 Problem-solving approach to elements, principles, and functions of design; their place in the theatre and elsewhere. (3 hrs lect, 2 hrs studio)

Th 2101s. Fundamentals of Directing. (4 cr; QP–1500, 1700, theatre arts major or minor; SP–1111, theatre arts major or minor or #)
 Introduces the practical components of the director as artist, teacher, and collaborator. Focus is on the craft of directing modern realistic dramatic literature through text analysis, communication of concepts, and stylistic techniques.

Th 2111f. Creative Drama With Children. (FA; 4 cr; QP–1500 or elem ed major; SP–1101 or elem ed major or #; offered when feasible)
 The course develops classroom skills in the use of dramatic techniques to teach a broad range of subjects to children. Exercises, presentations, and experiential learning techniques will be modeled and practiced in class.

Th 2201f. Voice and Movement. (ArtP; 4 cr; QP–1500, 1700, theatre arts major or minor; SP–1111, theatre arts major or minor or #)
 Explores the use of the voice and the body as means for expression in performance and everyday communication. Focus is on expansion and enhancement of vocal and physical skills through release of tension, posture, vocal exercises, and muscle extension.

Th 2211s. Oral Interpretation. (ArtP; 4 cr)
 Introduces the study of literature through text analysis and performance. Focus is on the student's discovery of the aesthetic, communicative, and performative elements of a variety of personal narratives, prose, and poetry.

Th 2221f. Readers' Theatre. (ArtP; 4 cr; QP–3750, Spch 1100 or Spch 1101; SP–2211)
 Explores the theory and practice of adapting literature into group performance. Focus is on text analysis, script development, directing, and performing both dramatic and non-dramatic literary texts.

Division Structure and Course Descriptions

Th 2301s. Stagecraft. (ArtP: 4 cr)

Development of stagecraft from the Greeks to the present. Basic forms of stage scenery and their functions in the theatre. Tools, materials, and techniques employed in creating the visual environment of the stage. (4 hrs lect, 4 hrs practicum)

Th 3000f. Variable Topics in Theatre Arts. (1-4 cr; repeatable when topic changes; prereq #: offered when feasible)

Varying topics relating to theatre that are not ordinarily included in other theatre arts courses.

Th 3101f. World Theatre: History and Literature I. (Hist: 4 cr; QP-1500; SP-1101)

Theatrical practice and dramatic literature from origins through late 17th century, tracing the roots leading to, and influences on, early modern European theatre practice and dramatic literature, as well as examining select Asian, African, and/or pre-Columbian American theatrical practice.

Th 3102s. World Theatre: History and Literature II. (Hist: 4 cr; QP-1500, 3500; SP-1101, 3101)

Theatrical practice and dramatic literature from the late 17th century to the present, examining select Asian, African, and/or Western Hemisphere theatrical practice, as well as tracing the roots leading to, and influences on, current world theatre practice and dramatic literature.

Th 3201f. Acting and Directing I. (4 cr; QP-1500, 1700, 3610; SP-1101, 1111, 2101)

The course begins with acting and directing techniques based in psychological realism and moves to an introduction of selected historical styles often performed in today's theatre. Styles to be examined will be chosen from a list including Ancient Greek, Elizabethan, Comedy of Manners, and 19th century melodrama.

Th 3202s. Acting and Directing II. (4 cr; QP-1500, 1700, 3610; SP-1101, 1111, 2101)

The course begins with acting and directing work in classical styles and goes on to develop an understanding of, and skills in, selected nonrealistic forms. Forms examined will be chosen from a list including absurdism, feminism, postmodernism, and expressionism.

Th 3301s. Stage Lighting. (4 cr; QP-1810, 1850; SP-1301, 2301; not offered 1999-2000)

History and development of lighting for the stage. Theory and concepts of lighting as a visual art and its function in the theatre. Lighting design as a creative process and practical solution of lighting design problems. Lighting equipment and its use.

Th 3302s. Stage Costuming. (4 cr; QP-1810, 1850; SP-1301, 2301; not offered 2000-2001)

History and development of stage costume. Theory and concepts of stage costuming as a visual art and its function in the theatre. Costume design as a creative process. Practical demonstrations of knowledge of design, history, and functions of stage costume.

Th 3303f. Computer-Assisted Drawing. (FA: 4 cr)

Theory and concepts of and practice in using a computer as a drawing and drafting tool.

Th 4301s. Scenic Design. (4 cr; QP-1810, 1850; SP-1301, 2301)

Designing scenery as an expressive environment for the theatre. Elements and functions of design and principles of composition. Problems in coordination and execution of design in the interpretation of dramatic literature using

a variety of staging techniques. Study of various styles of historical and contemporary stage productions and theatre architecture through the writings and designs of such artists and theorists as Appia, Craig, Meyerhold, Jones, and Svoboda.

Th 4901f,s. Senior Project. (2-4 cr; prereq theatre arts major, #)

Culminating activity to demonstrate the student's competence in some area of theatre arts. Projects may be completed independently (e.g., a research paper, a solo acting performance) or as part of a group effort. Acting, scenery, lighting, costume design, playwriting, and theatre history are some areas in which the project may be undertaken.

Th 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

Th 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)
A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Wellness and Sport Science (WSS)

This discipline is in the Division of Education.

Objectives—Instruction in coaching for intercollegiate athletics, lifetime physical activity courses, and courses addressing various wellness issues are offered for students who desire to develop and maintain a healthy lifestyle. Preparation for employment as secondary school varsity athletic coaches is also offered.

Note: *Coaching*: The statement, "Varsity coaching requirements completed," is added to the transcript of students who complete:

WSS 1101—First Aid

WSS 2102—Human Anatomy

WSS 2111—Kinesiology

WSS 2121—Prevention and Care of Injuries

two credits from:

WSS 2201—Baseball Coaching

WSS 2202—Basketball Coaching

WSS 2203—Football Coaching

WSS 2204—Softball Coaching

WSS 2205—Track and Field Coaching

WSS 2206—Volleyball Coaching

WSS 2207—Wrestling Coaching

WSS 2208—Soccer Coaching

WSS 3201—Coaching Internship

Course Descriptions

WSS 1051f,s. Fitness for Life. (2 cr; S-N only)

Factors associated with a positive lifestyle, assessment of each individual's current wellness status, and development of a personal lifetime program for improving one's quality of life.

WSS 1052f.s. Societal Issues in Health and Wellness.

(SS; 2 cr)

A study of how perceptions of society's health and wellness issues affect our individual health/fitness choices.

WSS 1101f.s. First Aid. (1 cr)

Lectures, demonstrations, practical work in emergencies and first aid. Emphasis on accident prevention. American Red Cross responding to emergencies, and adult CPR certification is awarded upon successful completion of the course.

WSS 1200f.s. Variable Topics in Wellness Skills. (0.5-1 cr; repeatable when topic changes; each topic repeatable to 1 cr, except 1204; S-N only)

Lifetime fitness skill development. Only 4 credits may be applied toward the 120-credit minimum required for the bachelor of arts degree.

WSS 1201f. Beginning Swimming. (0.5 cr)**WSS 1202f.s. Intermediate Swimming.** (0.5 cr)**WSS 1203s. Advanced Swimming.** (0.5 cr)**WSS 1204f. Water Safety Instruction.** (1 cr; OP-1203; SP-1203)**WSS 1205s. Lifeguard Training.** (0.5 cr; OP-1203; SP-1203)**WSS 1211s. Badminton.** (0.5 cr)**WSS 1212s. Basketball.** (0.5 cr)**WSS 1213f. Golf.** (0.5 cr)**WSS 1214f.s. Racquetball.** (0.5 cr)**WSS 1215s. Skating.** (0.5 cr; alternates yrs with 1216; special fee required)**WSS 1216s. Skiing.** (0.5 cr; alternates yrs with 1215; special fee required)**WSS 1217f. Soccer.** (0.5 cr)**WSS 1218s. Softball.** (0.5 cr)**WSS 1219s. Strength Training.** (0.5 cr)**WSS 1220f.s. Tennis.** (0.5 cr)**WSS 1221f. Volleyball.** (0.5 cr)**Varsity Athletics**

All varsity athletics carry 0.5 credit and are repeatable to a total of 2 credits.

WSS 1401s. Varsity Baseball (M)

WSS 1402s. Varsity Basketball

WSS 1403. Varsity Cross Country (W)

WSS 1404f. Varsity Football (M)

WSS 1405s. Varsity Golf

WSS 1406s. Varsity Softball (W)

WSS 1407s. Varsity Tennis

WSS 1408s. Varsity Track and Field

WSS 1409s. Varsity Wrestling

WSS 1410f. Varsity Volleyball (W)

WSS 1411f. Varsity Soccer (W)

Course Descriptions**WSS 2000f.s. Variable Topics in Wellness and Sport Science I.** (2 cr; repeatable when topic changes)

Topic selected annually from issues in wellness studies (e.g., stress management, nutrition, holistic health, and aging) and sport science (e.g., athletic training).

WSS 2102f. Human Anatomy. (3 cr; prereq soph)

Same as Biol 2102. Structure of human systems at their organ and cellular levels. (one 100-min lect, one 120-min lab)

WSS 2111f. Kinesiology. (Sci; 2 cr; OP-3110; SP-2102)

Practice and study of the scientific principles of movement; analysis of basic movement in sports and other physical activities.

WSS 2121s. Prevention and Care of Injuries. (2 cr; OP-3110, 3115; SP-2111)

Conditioning of athletes for interschool sports, safety measures, care and prevention of injuries in sports and other physical activities, and practical work in the athletic training room.

WSS 2201s. Baseball Coaching. (2 cr)

History, psychology, and theory of the game, techniques of coaching each position, rules, batting, practice and game organization, strategy, officiating.

WSS 2202f. Basketball Coaching. (2 cr)

History, psychology, and theory of the game, offensive and defensive formations, strategy, practice and game organization, officiating, rules, and techniques of coaching each position.

WSS 2203f. Football Coaching. (2 cr)

History, psychology, and theory of the game, offensive and defensive formations, strategy, practice and game organization, officiating, rules, techniques of coaching each position.

WSS 2204s. Softball Coaching. (2 cr; offered even yrs)

History, psychology, and theory of the game, techniques of coaching each position, rules, batting, practice and game organization, strategy, officiating.

WSS 2205s. Track and Field Coaching. (2 cr)

History, psychology, and theory of the sports, techniques for all track and field events, methods of coaching, practice and meet organization, strategy, rules, officiating.

WSS 2206f. Volleyball Coaching. (2 cr)

History, psychology, and theory of the game, offensive and defensive formations, strategy, practice and game organization, officiating, rules.

WSS 2207f. Wrestling Coaching. (2 cr)

History, psychology, and theory of the sport, techniques, practice and meet organization, officiating, rules, strategy, techniques of coaching maneuvers.

WSS 2208f. Soccer Coaching. (2 cr)

History, psychology, and theory of the sport, individual techniques, practice and game organization, officiating, rules and strategies.

WSS 3000. Variable Topics in Wellness and Sport Science II. (See specific topics; 2-4 cr; repeatable when topic changes; offered alt yrs beginning fall 1999)

The educational objectives of these courses are realized through the use of materials from multiple disciplines. These courses emphasize the wholistic nature of health care and the unique abilities and skills that liberally educated individuals bring to analysis and problem solving in health care.

Division Structure and Course Descriptions

WSS 3001f. Advanced Athletic Training. (4 cr; SP-2121; offered 1999, 2001)

Study of neurological, biomechanical, orthopedic, and pathophysiological basis of injury and disease in active individuals. Comparison and application of advanced techniques of evaluation for injury and disease of the spine and upper and lower extremities.

WSS 3002s. Medical Aspects. (4 cr; SP-2121; offered 2000, 2002)

Etiology, evaluation, diagnosis, and treatment of medical conditions affecting active individuals, including predispositions; physiological variants; sociological, psychological, race, and gender factors.

WSS 3003f. Rehabilitation of Injury and Disease. (2 cr; SP-2121; offered 2000, 2002)

Concepts, theory, and research in therapeutic exercise. Pathophysiological responses to rehabilitation. Motivation and adherence to rehabilitation. Role and standard techniques of rehabilitation. Biomechanical theory and applications of rehabilitation.

WSS 3004f. Therapeutic Modalities. (2 cr; SP-2121; offered 2000, 2002)

Relationship of the electromagnetic and acoustic spectra to biological tissue response. The pathophysiology of pain and healing. The psychological and ethical implications of therapeutic modalities. Research design and evaluation.

WSS 3005s. Organization and Administration of Athletic Health Care. (4 cr; SP-2121; offered 2001, 2003)

Factors and relationships necessary to achieve organizational objectives: establishment of goals, policies, procedures, planning; organizational structure and behavior; leadership; ethics; and legal aspects.

WSS 3201f,s. Coaching Internship. (1 cr; prereq #; S-N only) Supervised field experience in coaching, consisting of no fewer than 40 hours.

WSS 1993f,s, 2993f,s, 3993f,s, 4993f,s. Directed Study. (1-5 cr; repeatable; prereq #)

WSS 4994f,s. Senior Honors Project. (1-5 cr; repeatable; prereq participation in Honors Program, #)

A substantial scholarly or creative work (at the undergraduate level) within the discipline. Successful completion of the senior honors project is one of the requirements for graduating from UMM "with honors."

Women's Studies (WoSt)

This is an interdisciplinary minor under the authority of the vice chancellor for academic affairs and dean. The program is administered by the coordinator of women's studies.

Objective—The purpose of this program is to explore the history, position, and roles of women as well as attitudes concerning women. The program is designed to acquaint students with the place of women in society and prepare them to deal with discrimination against women.

Minor Requirements include a minimum of 28 credits to include:

WoSt 1101—Introduction to Women's Studies

one course from:

Hist 3700—Topical Themes in the History of Women

Hist 3750—The History of Women in the West

Psy 3051—The Psychology of Women

one course from:

Soc 2101—Prejudice, Discrimination, and Systems of Oppression

Soc 3121—Sociology of Gender

Soc 3200—Topics in Social Stratification

Soc 3252—Women in Muslim Society

one course from:

Econ 4101—Labor Economics I

Econ 4102—Labor Economics II

Pol 3503—Women in Politics Worldwide

Psy 3221—Behavioral Biology of Women

an additional 8-10 credits selected from the courses listed below

In the future, as the minor adviser deems appropriate, more courses may be added. Any directed study course for which an instructor is available is acceptable provided the subject matter is appropriate.

Students must submit a file of materials to demonstrate familiarity with different theoretical approaches to the study of women; the ability to analyze, interpret, and synthesize women's studies materials; and an awareness of how a knowledge of women's studies relates to the individual's personal life and intellectual growth.

Students develop a coherent program of study in consultation with their minor advisers. Advisers are usually faculty with backgrounds or specialties related to women's studies. It is suggested that students complete 4 credits of interdisciplinary internship (IS 3996—Interdisciplinary Internship). When the program and plan are approved by the advisers, they are forwarded to the chairperson of the Division of the Social Sciences for information.

Courses with grades of D may not be used to meet the minor requirements.

Note: Students planning to minor in women's studies must register with the chairperson of the Division of the Social Sciences.

Course Descriptions

Econ 4101f. Labor Economics I. (HDiv; 2 cr; QP-3101; SP-3201 or #)

Wage and employment determination. Distribution of earnings and earnings inequality by race and sex. Labor supply applications.

Econ 4102f. Labor Economics II. (SS; 2 cr; QP-3101; SP-3201 or #)

Functioning and performance of the labor market. Heterodox explanations of labor market behavior. Labor demand applications.

Hist 3700. Variable Topics in the History of Women.

(See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1101 or 1102 or 1201; SP-1001 or 1002 or 1201 and WoSt 1101)

Possible topics include a historical study of women and religion, a historical study of thought about American women, a cross-cultural study of the history of women.

Hist 3701s. Women and Religion: A History. (SS; 4 cr; QP-1101 or 1102 or 1201; SP-1001 or 1002 or 1201 and WoSt 1101)

A historical discussion of women in non-Western and Western religions.

Hist 3702f. The History of Women in the West. (HDiv; 4 cr; QP-Hist 1101, Hist 1102, Hist 1301; SP-WoSt 1101 or Hist 1101, Hist 1102, Hist 1301; not offered 2000-2001)

Focuses on the intellectual as well as political, social, and economic history of pre-European, western European, and American women.

Pol 3500s. Variable Topics in Comparative Politics.

(See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1100; SP-1101 or #)

In-depth analysis of major government systems from regions of the world other than Europe or issues in comparative public policy, e.g., comparing social welfare budgetary priority across nation-states.

Pol 3503s. Women in Politics Worldwide. (IP; 4 cr; QP-1200, 1300; SP-1201, 2101 or #; not offered 1999-2000)

Examines the ways gender influences politics throughout the world. Topics covered include: the "gender gap" and voter turnout, women's involvement in linkage organizations, such as parties and interest groups, and finally policy outcomes regarding women in different kinds of political systems.

Psy 1071f. Human Sexuality. (SS; 4 cr)

Survey of aspects of human sexuality, including intimacy and communication; male and female anatomy, physiology, and response; development of identity, sex role, and gender orientation; varieties of sexual expression; pregnancy and childbirth; contraception and disease prevention; sexual coercion and abuse; sexual dysfunctions and their treatment.

Psy 3051s. The Psychology of Women. (HDiv; 4 cr; not offered 1999-2000)

Feminist approach to the psychological study of women's personality, behavior, development, language issues, motivation, work and family lives, sexuality, health and psychobiology, adjustment and therapy, and victimization experiences. Focuses on women of color, feminist research methodology, and feminist analysis of psychological theories of women.

Psy 3221f. Behavioral Biology of Women. (Sci; 2 cr; not offered 1999-2000)

Exploration of proximate and ultimate influences on female behavior in human and nonhuman species. Sexual differentiation, gender differences in cognition, biological basis of sexual orientation, female sexual selection, and dominance.

Psy 4896f,s. Field Experiences in Psychology. (SS [if taken for 2 or more cr]; 1-4 cr; repeatable, but no more than 4 cr may be applied toward the 120 cr for the BA or toward the major requirements in Psy; QP-#, which will normally require 3425 for work in psychiatric settings, 3400 or 3500 or 3502 for work in schools; SP-#, which will normally require 4101 for work in psychiatric settings, 3301, 3311, 3401 or 3402 for work in schools; S-N only)

Individually arranged, supervised observation of and assistance with activities of professional psychologists in schools, clinics, hospitals, and other field settings.

Soc 2101f. Prejudice, Discrimination, and Systems of Oppression. (HDiv; 4 cr; QP-1100 or Anth 1110; SP-1101 or Anth 1111)

Patterns of group dominance, exploitation, and hate in the United States and globally. Emphasis on sexism, racism, and homophobia with some attention to other systems of oppression such as ageism and ableism.

Soc 3121f. Sociology of Gender. (HDiv; 4 cr; QP-1100 or Anth 1110; SP-1101 or Anth 1111)

Relationships among sex, gender, and society. Gender as a factor in stratification systems, social interaction, and institutions such as the economy, the family, and religion.

Soc 3200s. Variable Topics in Social Stratification. (HDiv; 4 cr; repeatable when topic changes; QP-1100 or Anth 1110; SP-1101 or Anth 1111; not offered 1999-2000)

Hierarchies of power, wealth, and prestige; analysis of various theories of stratification. Class, status, race, minorities (e.g., African Americans, American Indians), caste, and gender evaluated in terms of stratification.

Soc 3250f,s. Variable Topics in Social Structure.

(See specific topics for general education categories; 4 cr; repeatable when topic changes; QP-1100 or Anth 1110; SP-1101 or Anth 1111)

In-depth study of one topic in sociology such as African American social institutions, the economic and social elite, bureaucracy, urban communities, social control, population, and demography.

Soc 3252s. Women in Muslim Society. (IP; 4 cr; QP-1100 or Anth 1110; SP-1101 or Anth 1111)

WoSt 1101. Introduction to Women's Studies. (HDiv; 4 cr; A-F only)

Includes sections on subjects like the biology of the sexes, discussions of gender, ideas and literature about women, women's history, women's economic and social conditions, etc. Faculty from many disciplines will teach this course; therefore the emphases will differ, but many different areas will be explored.

Preparation for Professional Degrees in Other Colleges

This is the Preparations for Professional Degrees in Other Colleges, Administration and Faculty, Campus Map, and Campus Directory sections of the 1999-2001 University of Minnesota, Morris Catalog.



Undergraduate liberal arts coursework is required for admission to professional schools in fields such as engineering, pharmacy, law, and medicine. Students on the Morris campus have the opportunity to complete a pattern of liberal arts courses that prepares them to apply for admission at the bachelor's degree level to various professional schools at the University of Minnesota and elsewhere.

UMM advisers are available to work with students at the beginning of the first year and on a regular basis thereafter to plan a schedule adapted to the student's academic interests. The Academic Advising Office provides detailed guides to preparatory coursework at UMM that is recommended by administrators at University of Minnesota professional schools. In addition, professional school catalogs, the best source of information about requirements, are available in the Registrar's Office.

It is recommended that students preparing for transfer into professional programs at the bachelor's degree level complete the UMM degree requirements. Many students change their educational objectives during the course of study in preparation for a professional school, in which case the credits earned can be applied toward UMM graduation requirements. Admission to professional programs is highly competitive and applicants may be competing against others who have already earned bachelor's degrees or have at least three years of preparation before they apply. Simply completing the preparation requirements does not guarantee admission.

Students are urged to consult the catalog of the professional school they plan to attend for information about the admission requirements and application deadlines and procedures. Most professional schools require a minimum GPA, a satisfactory score on a standardized aptitude test, and letters of recommendation.

UMM offers preparatory coursework, either as the full program of the bachelor of arts degree or as preliminary courses, for the following professional schools of the University of Minnesota:

- Dentistry
- Engineering
- Law
- Medicine
- Pharmacy
- Physical Therapy
- Veterinary Medicine

Dentistry

Students planning to earn the doctor of dental surgery degree at the School of Dentistry on the Twin Cities campus must complete a minimum of 87 semester credits in a science-based liberal arts curriculum emphasizing biology, chemistry, mathematics, and physics for admission to the professional program. The majority of students entering the program have completed four or more years of college and a bachelor's degree. The minimum GPA required for admission is 2.50, but acceptance is on a competitive basis.

Students seeking admission to the School of Dentistry must apply through the American Association of Dental Schools Application Service (applications for the AADSAS are available in Student Counseling). The application deadline is January 1. Scores from the Dental Admission Test (DAT) are required as part of the application. The DAT is prepared by the American Dental Association and is administered on computer. DAT scores must be submitted to the School of Dentistry by December 1 of the academic year preceding the fall term in which enrollment is sought.

Engineering

The Institute of Technology on the Twin Cities campus offers the following programs: aerospace engineering, biosystems and agricultural engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, geological engineering, materials science and engineering, and mechanical engineering. Each of these programs may have both common and specific requirements.

The freshman and sophomore years on the Morris campus prepare students for advanced courses in engineering. In addition to the required courses in composition, chemistry, mathematics, physics, and computer science, students are also encouraged to fulfill some of the general education requirements in the humanities and social sciences and to select courses that will enable them to graduate from UMM should they later choose to do so. It is very important that students work closely with their adviser and consult the *Undergraduate Catalog* of the Twin Cities campus for specific program requirements and updates. The catalog is available in Academic Advising.

Law

A bachelor's degree is required for admission to law school, but no specific preparatory program is prescribed. Students are advised to plan a bachelor's program that provides a broad background in the humanities, mathematics, sciences, and social sciences. Students should select an academic major based on their special area of interest and abilities to ensure a depth of knowledge in one field. Students are encouraged to take courses that require independent thought and writing, including work in other languages, and to develop, through coursework or activities, their skills in oral and written expression.

The University of Minnesota Law School in Minneapolis makes the following statement about its admission policy: "Admission is limited to applicants who show reasonable prospects for success in law study and in the profession. A strong scholastic record is a significant indicator of potential success in law school and, when combined with scores from the Law School Admission Test (LSAT), is the most reliable predictor of likely achievement."

The University of Minnesota Law School participates in the Law School Data Assembly Service (LSDAS), which provides a summary of the academic work of applicants, copies of their college transcripts, and their LSAT scores. Applicants are required to submit the LSAT/LSDAS registration form and to have their college transcripts sent directly to the service. It is preferred that applicants register with the LSDAS and take the LSAT at least six weeks before the March 1 application deadline. Normally applicants take the LSAT in December of their senior year in college. The LSAT/LSDAS *Information Bulletin* and application are available in Student Counseling.

Medicine

Students planning to enter a school of medicine must complete a bachelor's degree with a well-balanced liberal arts program before admission. Required premedical courses in the bachelor's degree program include composition, biology, chemistry, mathematics, and physics. The three Minnesota medical schools are the University of Minnesota Medical School in Minneapolis, the School of Medicine at the University of Minnesota, Duluth, and the Mayo Medical School in Rochester. Requirements of the various medical schools vary and frequently change; therefore, students should contact each individual school they are interested in. First-year UMM premedical students should contact the UMM premedical coordinator and work closely with their faculty adviser.

All three Minnesota medical schools participate in the American College Application Service (AMCAS). The AMCAS application should be filed between June 15 and November 15 of the preceding year for entry to medical school the following fall. Premedical students should begin application procedures for medical school during their junior year.

Students using AMCAS are required to take the Medical College Admission Test (MCAT). This test is also required or strongly recommended by most medical schools in the United States. The MCAT is administered at UMM in the spring and fall of each year. It is recommended that students take the MCAT in the spring of their junior year. Applications for AMCAS and the *Medical School Admission Test Bulletin of Information*, which includes MCAT test dates and applications, are available at Student Counseling.



Pharmacy

Students planning to apply to the University of Minnesota College of Pharmacy must complete specified general education coursework, including composition, biology, chemistry, mathematics, physics, economics, psychology, and sociology to be eligible for admission. The admission process is selective. The criteria used to evaluate and select applicants for admission include the student's educational background and GPA, oral and written communication skills, and letters of recommendation.

Applications should be filed between October 1 and February 1 of the academic year preceding the fall term in which enrollment is sought. Early application is recommended. For more information, consult the *College of Pharmacy Catalog* available in Academic Advising.

Physical Therapy

Students must complete a bachelor's degree to be eligible for admission to the graduate physical therapy program at the University of Minnesota, Twin Cities. Admission is very competitive: in 1998, 30 people were admitted from 159 applicants. Undergraduate coursework should include two biology courses with labs; elementary anatomy; human physiology; two terms of inorganic chemistry with labs; two terms of introductory physics; one general psychology course; one abnormal psychology course; one course in medical terminology; statistics to include descriptive statistics, regression analysis, and analysis of variance; one computer applications course that presents information on word processing, spread sheet, and database management programs; and calculus. All courses, with the exception of medical terminology, should be taken for a letter grade. In addition, students are advised to pursue a broad-based liberal education, including coursework comparable to the University of Minnesota, Twin Cities liberal education requirements. For more information, see the following Web site:
<www.phystrer.med.umn.edu/>.

Veterinary Medicine

Enrollment in the professional doctor of veterinary medicine program is limited. A total of 76 students is admitted each fall semester. First priority is given to Minnesota residents and to students from states and provinces where reciprocity applies to the veterinary program (North Dakota, South Dakota, and Manitoba, Canada).

To qualify for admission to the College of Veterinary Medicine, students must complete required coursework in the biological and physical sciences and general education at UMM. Most students complete their bachelor's degree before entering veterinary school but may seek admission during the academic year in which their pre-veterinary requirements are complete.

Required courses include composition, biology, chemistry, mathematics, physics, and general education requirements. Consultation with a UMM adviser is essential for proper course planning.

The Graduate Record Examination (GRE) is required for admission. Students normally take the GRE fall of the year that they are submitting their application to veterinary school. Three letters of evaluation from people who know the student well are also required. The University of Minnesota is a part of the national application process through the Veterinary Medical College Application Service (VMCAS). VMCAS applications are available from the College of Veterinary Medicine beginning in July of each year. Beginning with fall 1999, the deadline for submitting the VMCAS application is October 1. For more information or application materials, contact the Office of Student Affairs and Admissions, College of Veterinary Medicine, University of Minnesota, 460 Veterinary Teaching Hospital, 1365 Gortner Avenue, St. Paul, MN 55108; 612/624-4747.

Listing current as of March 1999

University Regents

William E. Hogan II, Minnetonka, Chair
 Patricia B. Spence, Rice, Vice Chair
 Anthony R. Baraga, Side Lake
 Robert S. Bergland, Roseau
 Dallas Bohnsack, New Prague
 Warren C. Larson, Bagley
 David R. Metzen, South St. Paul
 H. Bryan Neel III, Rochester
 Michael O'Keefe, Minneapolis
 William R. Peterson, Eagan
 Jessica J. Phillips, Bloomington
 Maureen K. Reed, Stillwater

University Administrators

Mark Yudof, President
 Robert Bruininks, Executive Vice President and Provost
 Frank B. Cerra, Senior Vice President for Health Sciences
 McKinley Boston, Jr., Vice President for Student Development & Athletics
 Carol Carrier, Vice President for Human Resources
 Sandra Gardebring, Vice President for Institutional Relations
 Eric Kruse, Vice President for University Services
 Philip Larsen, Interim Vice President for Agricultural Policy
 Christine Maziar, Vice President for Research and Dean of the Graduate School
 Mark B. Rotenberg, General Counsel

Morris Campus Administrative Officers

Samuel Schuman (1995), Interim Chancellor and Dean; B.A., Grinnell College; M.A., San Francisco State University; Ph.D., Northwestern University
 Gary McGrath (1986), Vice Chancellor for Student Affairs; B.A., University of Minnesota, Morris; M.S., Western Illinois University; Ed.D., Indiana University
 Cathleen Brannen (1993), Vice Chancellor for Finance; M.B.A., Vanderbilt University
 Lowell Rasmussen (1993), Associate Vice Chancellor for Physical Plant and Master Planning; B.S., M.S., Mankato State University
 Jennifred Nellis (1977), Assistant Academic Dean for Student Affairs; B.F.A., University of Nebraska; M.A., M.F.A., University of Iowa
 Peh Ng (1995), Assistant Academic Dean for Semester Conversion; B.S., Adrian College; M.S., Ph.D., Purdue University

Ted Underwood (1967), Assistant Academic Dean for Faculty; B.A., University of California, Berkeley; B.D., Berkeley Baptist Divinity School; Ph.D., University of London

C. Frederick Farrell, Jr. (1965), Chair, Division of the Humanities; B.A., University of Massachusetts; M.A., University of Iowa; Ph.D., University of Pittsburgh
 Craig Kissock (1969), Chair, Division of Education; B.S., M.A., Ph.D., University of Minnesota, Twin Cities
 Michael Korth (1984), Chair, Division of Science and Mathematics; B.A., University of Minnesota, Morris; M.S., Ph.D., University of Maryland
 Jooinn Lee (1961), Chair, Division of the Social Sciences; B.A., Yonsei University, Korea; M.A., University of North Dakota; Ph.D., University of Illinois

UMM Alumni Association Board of Directors

Gregory Lemmons, '71, St. Paul, President
 Curtis Loschy, '69, St. Paul, Vice President
 Cynthia Hiedeman, '87, Canby, Secretary
 Virginia Boever, '77, Alexandria, Treasurer
 Ed Caillier, '75, Fridley, Immediate Past President
 Don Brabeck, '84, St. Paul
 Harry Carter, '69, Rochester
 Blaine Hill, '87, Breckenridge
 Maypakou Ly, '94, Minneapolis
 Jon Meyer, '92, Plymouth
 Kelly Myers, '92, St. Paul
 Clare Strand, '76, Morris
 Marty Wolf, '85, Mankato

Administrative and Professional Staff

Angela Adams (1998), Coordinator, Residential Life; B.S., University of Alabama, Birmingham; M.S., University of Nevada, Las Vegas
 Ferolyn Angell (1990), Director, Academic Assistance; B.A., University of California, Berkeley; M.A., University of California, Los Angeles
 David Aronson (1981), Director, Residential Life; B.S., University of Wisconsin, Stevens Point; M.A., University of Wisconsin, River Falls
 Sarah Bell (1994), Assistant Counselor, Student Counseling; B.A., B.S., M.S., Indiana University
 Brenda Boever (1980), Transfer Coordinator and New Student Adviser; B.A., University of Minnesota, Morris
 Roger Boleman (1966), Director, Media Services; B.A., University of Minnesota, Twin Cities
 John Bowers (1994), Director, Computing Services; B.A., M.A., University of Iowa

Administration and Faculty

- Marlys Buntje (1971), Supervisor, Bookstore
- LeAnn Dean (1991), Public Services Librarian; B.A., Concordia College, Moorhead, Minnesota; M.A., University of Minnesota, Twin Cities; M.A., University of South Dakota
- Gary Donovan (1973), Director, Career Center; B.A., M.S., Mankato State University
- David Ehrensperger (1998), Assistant Librarian; B.S., M.S., University of Illinois, Urbana-Champaign
- Pamela Engebretson (1985), Financial Aid Officer; B.A., University of Minnesota, Morris; M.Ed., University of Minnesota, Twin Cities
- Karen Fischer (1993), Director, Library; B.A., Hamline University; M.A., University of Minnesota, Twin Cities; M.A., Montana State University
- Pamela Gades (1978), User Services Specialist, Computing Services; B.A., University of Minnesota, Morris
- Debra Grant (1994), User Services Specialist, Computing Services; B.A., Augsburg College
- Charles Grussing (1981), Officer, Campus Security
- Scott Hagg (1998), Assistant Director, Admissions and Financial Aid; B.A., College of Wooster
- Rickey Hall, (1998), Director, Minority Student Program; B.A., M.A., University of Iowa, Iowa City
- Vivian Heltemes (1990), Director, Alumni Relations; B.A., University of Minnesota, Morris
- Gail Hockert (1996), Assistant Counselor, Student Counseling; B.A., University of Minnesota, Morris; M.S., Moorhead State University
- Shannon Hodges (1997), Director, Student Counseling; B.A., University of Arkansas; M.S., Ph.D., Oregon State University
- David Jones (1975), Supervisor, Duplicating
- Catherine Kietzman (1986), Supervisor, General Custodial Service
- Karla Klinger (1974), Director, Academic Advising; B.A., St. Olaf College; M.A., University of Chicago
- Douglas Kuenn (1989), Assistant Director, Residential Life/Operations; B.S., M.S., University of Wisconsin, La Crosse
- Ardath Larson (1966), Technical Services Librarian; B.A., Macalester College; M.A., University of Minnesota, Twin Cities
- Lou Logan (1973), Financial Aid Officer
- Jennifer Lund (1990), Police Officer; B.S., Mankato State University
- Thomas Mahoney (1980), Director, Grants Development; B.A., University of Minnesota, Morris
- Sarah Mattson (1995), Human Resources Officer; B.S., Southwest State University
- Madeline Maxeiner (1976), Director, Fund Development, and Assistant to the Chancellor for External Affairs; B.A., University of Minnesota, Morris; M.A., Saint Mary's University of Minnesota
- Carol McCannon (1976), Program Adviser/Campus Compact Coordinator; B.A., University of Minnesota, Morris
- Roger McCannon (1975), Director, University College (Morris Center); B.A., Iowa Wesleyan College; M.A., Drake University; Ph.D., Iowa State University
- Amy McGovern (1998), Assistant Director, Residential Life; B.A., M.Ed., South Dakota State University, Brookings
- Thomas McRoberts (1968), Associate Director, University College; B.A., University of Minnesota, Morris; M.A., University of Oregon
- Michael Miller (1987), Counselor, Minority Student Program; B.S., Appalachian State University; M.S.W., University of Minnesota, Duluth
- Nancy Mooney (1977), Coordinator, Institutional Research; B.A., University of Minnesota, Morris
- Jason Neuhaus (1998), Coordinator, Residential Life; B.A., University of Nebraska, Lincoln; M.S., Mankato State University
- Tricia Oberg (1998), Counselor, Admissions; B.A., Luther College; M.A., University of Iowa, Iowa City
- Sandra Olson-Loy (1985), Director, Student Activities; B.S., Moorhead State University; M.A., University of Wisconsin, Madison
- Peter Orr (1973), Supervisor of Grounds; B.L.A., University of Minnesota, Twin Cities
- Rodney Oto (1995), Director, Admissions and Financial Aid; B.A., Coe College; Ed.M., Harvard University
- Gregory Pauling, Counselor, Admissions; B.A., University of Minnesota, Morris
- Erica Rosch (1994), Coordinator for Faculty Development and Director of the Hasselmo Language Teaching Center; B.A., University of Minnesota, Twin Cities; M.A., Middlebury College
- Mickey Rose (1972), Supervisor of General Maintenance; B.A., University of Minnesota, Morris
- David Savela (1990), User Services Specialist, Computing Services; B.A., University of Minnesota, Morris
- Dennis Sayre (1967), Lieutenant, Campus Security
- Lynn Schulz (1974), Senior Analyst Programmer, Computing Services; B.A., University of Minnesota, Morris
- Michael Snowden (1997), Counselor, Minority Student Program; B.S.B.A., M.Ed., Ph.D., University of Southern Mississippi, Hattiesburg
- Clare Strand (1990), Assistant Registrar; B.A., University of Minnesota, Morris
- Gary Strei (1973), Supervisor, Business Services
- Shirley Swenson (1963), Supervisor, Health Service
- Ruth Thielke (1971), Registrar; B.A., University of Minnesota, Morris
- Robert Thompson (1973), Technical Support, Plant Services
- Mark Van Overbeke (1988), System Software Programmer, Computing Services; B.A., University of Minnesota, Morris
- Michael Vangstad (1980), Supervisor, Maintenance and Operations
- Robert Vikander (1969), Special Assistant to the Vice Chancellor for Student Affairs; B.S., Augustana College (SD); M.S., Northern State College
- Douglas Williams (1997), User Services Specialist, Computing Services; B.A., Mankato State University
- Brian Williamson (1997), Chartwells Food Service Manager
- David Wuolu (1996), Assistant Librarian; B.A., St. John's University; M.A., University of Wisconsin, Madison

Morris Campus Faculty

Division of Education

Craig Kissock, Chair

Elementary and Secondary Education

Professor

Craig Kissock (1969), B.S., M.A., Ph.D., University of Minnesota, Twin Cities

Associate Professor

Judith Kuechle-Olson (1988), B.S., St. Cloud State University; M.S., Mankato State University; Ph.D., University of Minnesota, Twin Cities

Carol Marxen (1992), B.S., St. Cloud State University; M.Ed., University of Minnesota, Twin Cities; Ed.D., University of North Dakota

Gwen Rudney (1991), B.A., M.A., Ph.D., University of California, Riverside

Assistant Professor

Michael Risku (1992), B.S., University of Minnesota, Duluth; M.S.T., University of Wisconsin, Superior; Ph.D., Marquette University

Instructor

Jacqueline Edmonson (1998), B.S., M.S., Pennsylvania State University, University Park

Wellness and Sport Science

Director of Intercollegiate Athletics

Mark Fohl (1985), B.S., Dickinson State College; M.S., University of North Dakota

Assistant to Athletic Director and Head Men's Wrestling Coach

Douglas Reese (1991), B.S., Northern Michigan University

Head Football Coach

Kenneth Crandall (1996), B.A., Fort Hays State University; M.A., Pittsburg State University

Head Men's Basketball Coach

James Severson (1995), B.S., University of Minnesota, Morris; M.S., University of North Dakota

Head Track and Field Coach and Assistant Football Coach

Tim Steinbach (1998); B.S., St. John's University; M.S., South Dakota State University, Brookings

Head Women's Basketball Coach and Assistant Softball Coach

Carol Thelen (1998), B.E.S., St. Cloud State University; M.A., Mankato State University

Head Women's Volleyball Coach and Head Women's Softball Coach

Heather Pennie (1998), B.A., University of Minnesota, Morris; M.A., Northern State University

Head Women's Soccer Coach

Christian DeVries (1998), B.S., M.A., Adams State College

Athletic Trainer

Todd Neuharth (1994), B.A., University of Minnesota, Morris; M.A., University of South Dakota

Assistant Football Coach and Sports Information Director

John Griffin (1998), B.S., Plymouth State College

Assistant Football Coach and Assistant Equipment Manager

Todd Hickman (1998), B.E.S., St. Cloud State University; M.A., University of Nebraska, Kearney

Assistant Athletic Trainer

Dominic Greenfield (1997), B.S., M.S., Ball State University

Division of the Humanities

C. Frederick Farrell, Jr., Chair

Art

Professor

John Ingle (1966), B.A., M.F.A., University of Arizona

*Jennifred Nellis (1977), B.F.A., University of Nebraska; M.A., M.F.A., University of Iowa

*Fred Peterson (1961), B.A., St. Olaf College; B.Th., Luther Theological Seminary; Ph.D., University of Minnesota, Twin Cities

Associate Professor

Joel Eisinger (1989), B.A., Indiana University; M.A., Stanford University; M.F.A., Ph.D., Indiana University

Assistant Professor

Jasmin Cyril (1995), B.A., State University of New York at Potsdam; M.A., University of Oregon, Eugene; Ph.D., University of Michigan, Ann Arbor

John Hitchcock (1998), B.F.A., Cameron University; M.F.A., Texas Tech University

Jessica Larson (1995), B.A., University of Minnesota, Morris; M.F.A., University of Colorado

English

Professor

*James Gremmels (1960), B.A., Augustana College (SD); M.A., University of Minnesota, Twin Cities

Nathaniel Hart (1961), B.A., Tulane University; M.A., University of Connecticut; Ph.D., University of Minnesota, Twin Cities

Dwight Purdy (1972), B.A., Beloit College; M.A., Ph.D., University of Texas, Austin

Samuel Schuman (1995), B.A., Grinnell College; M.A., San Francisco State University; Ph.D., Northwestern University

Associate Professor

Vicki Graham (1989), B.A., San Francisco State University; M.L.S., M.A., Ph.D., University of California, Berkeley

* *Recipient of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education.*

Assistant Professor

- Susan Bernardin (1996), B.A., Princeton University; M.A., Ph.D., University of California, Santa Cruz
- Ty Buckman (1996), B.A., Nyack College; M.A., Ph.D., University of Virginia
- Janet Ericksen (1998), B.A., University of Kansas, Lawrence; M.A., Ph.D., University of Illinois, Urbana-Champaign

Instructor

- Judith Daniel (1995), B.S., London University; B.A., M.A., University of Minnesota, Twin Cities
- Kathryn Gonier (1995), B.A., University of Minnesota, Morris; M.A., Mankato State University
- James Mims (1995), B.S., New Mexico Institute of Mining and Technology; B.S., M.S., Utah State University

Foreign Languages and Literatures

Professor

- Vicente Cabrera (1987), B.A., Universidad Catolica del Ecuador; M.A., Ph.D., University of Massachusetts, Amherst
- C. Frederick Farrell, Jr. (1965), B.A., University of Massachusetts; M.A., University of Iowa; Ph.D., University of Pittsburgh
- María Luisa Lee (1981), B.A., University of Texas, El Paso; M.A., Ph.D., University of Colorado, Boulder

Associate Professor

- Edith Borchardt (1985), A.B., Vassar College; M.A., Ph.D., University of California, Berkeley
- Matthew Senior (1995), B.A., University of Kansas; Licence es lettres, La Sorbonne, Paris, France; M.Phil., Ph.D., Yale University
- Thomas Turner (1970), A.B., Drury College; Ph.D., University of Missouri

Assistant Professor

- Stacey Parker Aronson (1991), B.A., Ohio Wesleyan University; M.A., University of Kansas; Ph.D., University of Minnesota, Twin Cities
- Kristine Butler (1998), B.A., Carleton College; M.A., Ph.D., University of Minnesota, Twin Cities
- Jenifer Cushman (1998), B.A., Rhodes College; M.A., Ph.D., Ohio State University
- Ray Sibul (1966), B.A., M.A., Wayne State University

Instructor

- Erica Rosch (1994), B.A., University of Minnesota, Twin Cities; M.A., Middlebury College
- Juan Javier Zuluaga-Jaramillo (1997), B.A., B.Ed., M.A., University of Western Ontario

Music

Professor

- *James Carlson (1978), B.A., University of Minnesota, Morris; M.M., Moorhead State College; D.M.E., Indiana University
- Clyde Johnson (1961), B.A., M.A., Ph.D., University of Iowa

Associate Professor

- Kenneth Hodgson (1978), B.A., St. Olaf College; M.Ed., Central Washington State College; D.M.A., University of Illinois, Urbana-Champaign
- Richard Richards (1977), B.M., Concordia College; M.Mus., D.M.A., University of Colorado

Assistant Professor

- Janet Ahern (1970), B.M., Oberlin Conservatory of Music; M.M., Northwestern University
- Pamela Bustos (1997), B.M.E., M.M.E., Appalachian State University; D.A., University of Northern Colorado

Philosophy

Associate Professor

- Pieranna Garavaso (1985), B.A., M.A., University of Padova, Italy; Ph.D., University of Nebraska, Lincoln
- Ishtiyaque Haji (1992), B.A., M.A., Simon Fraser University, Canada; Ph.D., University of Massachusetts, Amherst

Assistant Professor

- Timothy O'Keefe (1998), B.A., University of Notre Dame; M.A., Ph.D., University of Texas, Austin

Speech Communication

Associate Professor

- Mary Elizabeth Bezanson (1987), B.S., B.A., University of Minnesota, Twin Cities; M.A., Ph.D., University of Washington
- Neil Leroux (1990), B.S., University of Minnesota, Twin Cities; M.Div., Lincoln Christian Seminary; A.M., Ph.D., University of Illinois, Urbana-Champaign

Assistant Professor

- Barbara Burke (1996), M.A., University of Michigan; B.S., B.A., M.A., Ph.D., Purdue University

Instructor

- Venieta Leikvoll (1995), B.A., University of Minnesota, Morris; M.A., Colorado State University

Theatre Arts

Professor

- Tap Payne (1979), B.S., Eastern New Mexico University; M.F.A., University of Oregon

Assistant Professor

- Margaret Cherne (1996), B.S., University of Wisconsin, Superior; M.A., Ph.D., University of Minnesota, Twin Cities
- Julie Patterson-Pratt (1996), B.A., Midland Lutheran College; M.A., Ph.D., Bowling Green State University

Division of Science and Mathematics

- Michael Korth, Chair

Biology

Professor

- *Van Gooch (1978), B.S., California State University, Hayward; Ph.D., University of California, Berkeley
- David Hoppe (1975), B.A., M.S., University of Minnesota, Twin Cities; Ph.D., Colorado State University

Associate Professor

- Christopher Cole (1989), B.A., Brown University; M.S., Ph.D., University of Minnesota, Twin Cities
- Margaret Kuchenreuther (1991), B.A., University of Northern Iowa; M.S., Ph.D., University of Wisconsin, Madison

Assistant Professor

- Tracey Anderson (1997), B.A., Gustavus Adolphus College; M.A., University of Kansas, Lawrence; Ph.D., Oregon State University, Corvallis
- Douglas Stemke (1998), B.S., Southwest Texas State University; Ph.D., Louisiana State University

Chemistry**Professor**

- *James Togeas (1961), B.A., St. Olaf College; M.A., University of Minnesota, Twin Cities

Associate Professor

- Nancy Carpenter (1989), B.S., Elmhurst College; Ph.D., Northwestern University
- James Olson (1959), B.A., Concordia College; M.S., North Dakota State University; Ph.D., University of North Dakota
- Bimal Roquette (1966), B.S., M.S., University of Calcutta, India; Ph.D., University of Rochester

Assistant Professor

- Bradley DeLeeuw (1998), B.A., University of Minnesota, Morris; Ph.D., University of Georgia, Athens
- Carol Fung Kee Fung (1998), B.S., University of Florida, Gainesville; Ph.D., University of Arizona, Tucson

Instructor

- Daniel Gregory (1998), B.S., Southwest State University

Computer Science**Professor**

- Angel Lopez (1970), B.S., North Dakota State University; M.S., Ph.D., Michigan Technological University

Associate Professor

- Dian Lopez (1991), B.S., Moorhead State University; M.S., Michigan Technological University; M.C.S., Ph.D., Texas A&M University
- Nicholas McPhee (1991), B.A., Reed College; M.S., Ph.D., University of Texas at Austin

Instructor

- Janet Goslett (1997), B.S., M.S., University of Cape Town, South Africa
- Scott Lewandowski (1993), B.S., Clarkson University; M.S., University of Wisconsin, Madison

Geology**Professor**

- *James Cotter (1984), B.A., Franklin and Marshall College; M.S., Ph.D., Lehigh University
- *James Van Alstine (1974), B.A., Winona State University; M.S., Ph.D., University of North Dakota

Assistant Professor

- Keith Brugger (1993), B.S., M.S., Lehigh University; Ph.D., University of Minnesota, Twin Cities
- Peter Whelan (1983), B.S., Stanford University; M.S., University of Wisconsin, Madison; Ph.D., University of California, Santa Cruz

Mathematics**Professor**

- Michael O'Reilly (1986), B.Sc., Queen's University, Northern Ireland; Ph.D., Manchester University, England

Associate Professor

- Jon Anderson (1994), B.S., M.S., Ph.D., University of Minnesota, Twin Cities
- Peh Ng (1995), B.S., Adrian College; M.S., Ph.D., Purdue University
- *Engin Sungur (1990), B.C.P., M.S., Middle East Technical University, Turkey; M.S., Ph.D., Carnegie-Mellon University

Assistant Professor

- Gholamreza Akbari Estahbanati (1997), B.S., Tehran University, Iran; M.S., Sharif University of Technology, Iran; Ph.D., University of Georgia, Athens
- Roxana Costinescu (1998), B.S., M.S., Ph.D., University of Bucharest, Romania
- David Craig (1997), B.A., Princeton University; Ph.D., University of California, Santa Barbara
- Sangwoo Heo (1998), B.S., Korea University, Seoul; M.S., Purdue University; M.A., Indiana University; Ph.D., University of Oregon, Eugene
- Shafiu Jibrin (1998), B.S., M.S., Bayero University, Nigeria; M.S., University of Windsor, Canada; Ph.D., Carleton University, Ottawa, Canada
- Jay Kovats (1998), B.A., University of San Diego; M.A., University of Chicago; Ph.D., University of Minnesota, Twin Cities
- Yimin Yang (1992), B.S., Peking University, China; M.S., Institute of Science and Technology, China; Ph.D., University of Chicago

Physics**Associate Professor**

- Michael Korth (1984), B.A., University of Minnesota, Morris; M.S., Ph.D., University of Maryland
- Gordon McIntosh (1992), B.S., Westminster College, PA; M.S., West Virginia University; Ph.D., University of Massachusetts, Amherst
- Vinod Nangia (1982), B.Sc., Hans Raj College, India; M.Sc., Allahabad University, India; Ph.D., University of North Dakota

Assistant Professor

- David Craig (1997), B.A., Princeton University; Ph.D., University of California, Santa Barbara
- James Flaten (1997), B.A., Carleton College; Ph.D., University of Minnesota, Twin Cities

* *Recipient of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education.*

Division of the Social Sciences

Jooinn Lee, Chair

Anthropology

Associate Professor

Dennis Templeman (1971), A.B., Ph.D., University of California, Berkeley

Assistant Professor

Donna Chollett (1996), B.S., M.A., Iowa State University; Ph.D., Michigan State University

Economics

Professor

Sun Kahng (1965), B.A., Seoul National University, Korea; M.A., Ph.D., Indiana University

Associate Professor

Bart Finzel (1989), B.A., Valparaiso University; M.A., Ph.D., Cornell University

Assistant Professor

Ford Brown (1989), B.A., University of Wisconsin, Eau Claire; M.A., Ph.D., University of Wisconsin, Milwaukee

Pareena Lawrence (1994), B.A., M.A., Delhi University, India; M.S., Ph.D., Purdue University

Joe Timmerman (1997), B.S., M.B.A., University of South Carolina, Columbia; Ph.D., Georgia State University

Management

Associate Professor

Bart Finzel (1989), B.A., Valparaiso University; M.A., Ph.D., Cornell University

Assistant Professor

Ford Brown (1989), B.A., University of Wisconsin, Eau Claire; M.A., Ph.D., University of Wisconsin, Milwaukee

Jennifer Dose (1995), B.A., Wittenberg University; M.A., Ph.D., Ohio State University

Joe Timmerman (1997), B.S., M.B.A., University of South Carolina, Columbia; Ph.D., Georgia State University

Instructor

Joan Reicosky (1983), B.S., Ohio State University; M.Ed., University of Illinois, Urbana-Champaign; M.Ed., University of South Carolina, Columbia

History

Professor

*Wilbert Ahern (1967), B.A., Oberlin College; M.A., Ph.D., Northwestern University

*Mariam Frenier (1973), B.S., M.A., Kent State University; Ph.D., University of Iowa

Harold Hinds, Jr. (1970), B.A., University of Oregon; M.A., Ph.D., Vanderbilt University

John Imholte (1960), B.A., Washington and Lee University; M.A., Ph.D., University of Minnesota, Twin Cities

*Ted Underwood (1967), B.A., University of California, Berkeley; B.D., Berkeley Baptist Divinity School; Ph.D., University of London

Associate Professor

*Roland Guyotte (1969), A.B., Brown University; M.A., Ph.D., Northwestern University

Assistant Professor

Dimitra Giannuli (1992), B.A., M.A., Aristotle University, Greece; Ph.D., Kent State University

Political Science

Professor

*Jooinn Lee (1961), B.A., Yonsei University, Korea; M.A., University of North Dakota; Ph.D., University of Illinois, Urbana-Champaign

Assistant Professor

William Hunt (1994), B.A., Hanover College; Ph.D., Vanderbilt University

Seung-Ho Joo (1995), B.A., Yonsei University, Korea; M.A., Eastern Kentucky University; Ph.D., Pennsylvania State University

Paula O'Loughlin (1996), B.A., Smith College; Ph.D., University of Minnesota, Twin Cities

Gregory Thorson (1995), B.A., Augsburg College; M.A., Ph.D., University of California, Riverside

Psychology

Professor

*Eric Klinger (1962), A.B., Harvard University; Ph.D., University of Chicago

Associate Professor

Katherine Benson (1978), B.A., University of Minnesota, Twin Cities; M.S., Ph.D., University of Massachusetts, Amherst

Thomas Johnson (1986), B.A., St. Olaf College; Ph.D., University of Minnesota, Twin Cities

Jeffrey Ratliff-Crain (1989), B.S., Ohio State University; Ph.D., Uniformed Services University of the Health Sciences

Assistant Professor

Leslie Meek (1995), B.A., University of Minnesota, Morris; Ph.D., University of Michigan

Norrine Ostrowski (1997), B.A., Bradley University; M.A., Ph.D., Bowling Green State University

Sociology

Professor

Vasilikie Demos (1977), B.A., Towson State University; M.A., University of Toledo; Ph.D., University of Notre Dame

Associate Professor

Solomon Gashaw (1986), B.A., Haile Selassie I University, Ethiopia; M.L.I., S.J.D., Ph.D., University of Wisconsin, Madison

Farah Gilanshah (1988), B.A., National University of Iran; M.A., Ph.D., University of Minnesota, Twin Cities

Assistant Professor

Donna Chollett (1996), B.S., M.A., Iowa State University; Ph.D., Michigan State University

* *Recipient of the Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education.*

A

Absences, Excused 38
 Academic Advising Program 46
 Academic Assistance Center 47
 Academic Information 46
 Academic Integrity Policy 44
 Academic Opportunities 46, 47
 Academic Partners, Morris 22, 48
 Academic Program Planning 14, 46
 Academic Programs 7, 49
 Academic Progress and
 Advising System (APAS) 28, 46
 Academic Progress Requirements 41
 Academic Transcript 17, 28, 37
 Access to Student Records 16, 37
 Accreditation 7
 Activities Fee 17
 ACT Test Scores 10
 Administration and Faculty, UMM
 141
 Administrative Interns, Morris 22, 48
 Admission by Examination 11
 Admission Deadlines 9
 Admission Requirements 9
 Admissions and Financial Aid, Office
 of 9, 18
 Admissions Confirmation Deadline
 and Fee 9, 17
 Advanced Placement Examinations
 10, 40
 Advisers 46
 All-Campus Events 33
 Alumni Association 34
 American Indian Tuition Waiver 25
 Anthropology 63
 APAS Report 46
 Application Fee 17
 Application Procedures 9, 18
 Aptitude Tests 10
 Area of Concentration 49, 57
 Area of Emphasis 58
 Art History 64
 Art, Studio 66
 Arts Programs 33
 Athletic Fee 17
 Athletics 34, 132
 Attendance, Class 37
 Awards and Honors 51

B

Bachelor of Arts Degree 55
 Billing Statement 18
 Biology 68
 Board and Room 16
 Briggs Library 27

C

Calendar, Academic 2
 Campus Activities Council (CAC) 32
 Campus Compact 48
 Campus Media 33
 Campus Programming 33
 Cancel/Add Information 15, 37
 Canceling Out of College 15

Career Center 29
 Change in Grading Systems 15, 36
 Change in Registration 15
 Change of Adviser 46
 Change of College
 Within the University 14
 Chemistry 70
 Class Attendance 37
 Class Period 38
 Class Schedule 4, 62
 Classes, Overlapping 38
 Classification of Students 49
 College Level Examination Program
 (CLEP) 40
 College Regulations 36
 Commission on Women 29
 Computer Science 73
 Computing Services 27
 Confirmation Deadline and Fee 9, 17
 Continuing Education, Regional
 Programs, Summer Session (see
 University College) 8
 Counseling, Student 28
 Course Descriptions 63
 Course Fees 17
 Course Numbering System 62
 Course Symbols 63
 Credit by Examination Fee 17
 Credit for Organizational
 Sponsored Instruction 41
 Credit for Prior Learning 40, 47
 Credit Hour Fee 16
 Credit Limitation in Discipline 58
 Credits and Credit Load 49
 Credits Required for the Degree 58

D

Dean's List 51
 Deferred Admission 10
 Deferred Course
 Completion Agreement 36
 Degree Requirements 55, 56, 63
 Deposits 18
 Directed Study Course Registration
 48
 Directory of Offices 150
 Disabilities 25, 30
 Disciplinary Action 42, 44
 Discipline Credit Limitation 58
 Distribution Requirements 56
 Division Structure 60

E

Economics 74
 Education Courses 77
 Education, Division of 60, 76
 Elementary Education 77
 Employment, Student 21
 English 82
 Enrollment Options Act,
 Post-Secondary (PSEO) 10
 Entrance Examination 10
 Equal Opportunity 4
 Ethnic and Racial Harassment 43

European Studies 84
 Evening Classes 8
 Examination for Credit 39
 Examination for Proficiency 40
 Examinations, Final 38
 Excuses, Absences 38
 Exemption From Regulations 43
 Exemption From Tuition 25
 Expanding Perspectives Requirements
 56
 Expenses 16
 Extracurricular Events 4

F

Facilities 8
 Faculty and Administration, UMM
 141
 Fees 16
 Final Examinations 38
 Financial Aid 18
 Financial Aid and Academic Progress
 19
 Financial Aid Application 18
 Fine Arts Programs 33
 Foreign Languages and Literatures 87
 French 87
 Freshman Admission 9
 Freshman Orientation 14
 Freshman Registration 14

G

Gay, Lesbian, Bisexual, Transgender
 Resources 30
 General Education Requirements
 (GER) 56
 General Information 6
 Geography 88
 Geology 89
 German 91
 Grade Point Average (GPA) 36, 58
 Grade Symbols 36
 Grading Systems 36
 A-B-C-D-F 36
 S-N 36
 Graduation Requirements 55
 Graduation With Honors 51
 Grants and Scholarships 19
 Grievance Procedures 43

H

Health Insurance Fee 17
 Health Service 30
 Health Service Fee 17
 High School Preparation 9
 History 93
 History of UMM 6
 Holds on Records 15
 Honors and Awards 51
 Honors Course List 50
 Honors Program 7, 50
 Housing (Residential Life) 31
 Human Services, Liberal Arts for 99
 Humanities Courses 95
 Humanities, Division of 60

Index

- I**
Identification Card 17
Immunization 4
Incompletes 36
Installment Option Fee 18
Interdisciplinary Programs 62
Interdisciplinary Studies 96
International Baccalaureate 41
International Programs, Center for 48
International Students 10
Internet 28
Internships 22, 48
Intersession 53
- L**
Late Payment Fee 18
Latin American Area Studies (LAAS) 97
Liberal Arts for the Human Services (LAHS) 99
Liberal Education at UMM 55
Library 27
Loan Programs 20
Locker Fee 17
- M**
Major or Area of Concentration 49, 57
Majors Offered 49
Management 104
Map of Campus 149
Mathematics 106
Media Services 27
Military Service School Credit 41
Minor 58
Minority Mentorship Program 22, 47
Minority Student Program 29
Mission of UMM 6
Morris Academic Partners 22, 48
Morris Administrative Interns 22, 48
Morris Campus Student Association (MCSA) 32
MPIRG Fee (optional) 17
Music 110
Music Lesson Fee 17
- N**
Native American Tuition Waiver 25
Natural Science 113
New Student Registration 14
Nonresident Student Admission 11
Nonresident Tuition 11, 16
- O**
Office Directory 150
Opportunities for Involvement 46, 47, 48
Organizational Sponsored Instruction 41
Orientation 14
Outreach Programs 8
Overlapping Classes 38
- P**
Parking Fee 17
Part-Time or Special Student Admission 10
Payments 18
Petition for Exemption
From a University Regulation 43
Philosophy 113
Physical Education (see Wellness and Sport Science) 132
Physical Science (see Natural Science) 113
Physics 115
Placement Service 29
Political Science 117
Presidential Scholars 19
Prior Learning and Portfolio Evaluation 40
Professional Preparation 137
Dentistry 137
Engineering 137
Law 138
Medicine 138
Pharmacy 139
Physical Therapy 139
Veterinary Medicine 139
Proficiency Examination 40
Program Planning 14, 46
Progress Requirements, Academic 41
Psychology 120
- Q**
Quality of Work 58
- R**
Racial and Ethnic Harassment 43
Readmission 42
Reciprocity 11
Refunds 15
Regional Advising Service 47
Registrar's Office 28
Registration 14
Religious Organizations 33
Repeating a Course 39
Requirements for Admission 9
Requirements for Degree 55, 56, 63
Residence Credit 58
Residency Requirements 11, 58
Residential Life (Housing) 31
Room and Board 16
Russian 123
- S**
S-N Grading System 36
Scholarships and Grants 19
Scholastic Committee 41
Science and Mathematics, Division of 61
Secondary Education 80
Senior Citizen Admission 11
Sexual Harassment 43
Skills for the Liberal Arts Requirements 56
Smoke-Free Campus Policy 4
Social Science Major 123
Social Sciences, Division of 62
Sociology 124
Spanish 126
Special Course Fee 17
Special Student Admission 10
Speech Communication 128
Sports and Recreation 34, 132
Student Access System 16, 37
Student Activities Office 32
Student Center 31
Student Center Fee 17
Student Counseling 28
Student Disciplinary Action 44
Student Employment 21
Student Loan Programs 20
Student Organizations 32
Student Services 27
Students With Disabilities 25, 30
Studio Art 66
Study Abroad 48
Summer Session 2, 8
Suspension/Probation 42
Symbols, Course 63
Symbols, Grading System 36
- T**
Teacher Education 49, 76
Technology Fee 17
Testing Service Fees 17
Theatre Arts 130
Traditional All-Campus Events 33
Transcripts 17, 28, 37
Transfer of Courses
From Another Institution 12
Transfer of Credits and Grades 12
Transfer Student Admission 12
Transfer Student Registration 12
Tuition 16
Tuition Waiver for American Indian Students 25
- U**
UMM Administration and Faculty 141
Undergraduate Research Opportunities Program (UROP) 47
University College 8
- V**
Veterans Education Benefits 25
- W**
Wellness and Sport Science 132
Withdrawal 15, 37
Withholding Permission to Register 15
Women of Color 29
Women's Resource Center 29
Women's Studies 134
Work-Study Program 21

Campus Directory

Questions? Problems? Need information? The following UMM directory should assist persons in directing their requests to the proper offices. Write the appropriate office at the University of Minnesota, Morris, Morris, MN 56267, or call the number listed. The area code is 320.

Academic Advising • 589-6010

Advising assignments, change of major, APAS reports, Scholastic Committee.

Academic Affairs, Vice Chancellor and Dean 589-6015

Academic affairs, curriculum, faculty interests.

Academic Assistance Center • 589-6178

Academic skills, tutors.

Admissions and Financial Aid • 589-6035

Admissions, fees, scholarships, student employment.

Alumni Relations • 589-6066

Alumni records and services, Alumni Association.

Business Office • 589-6125

Payment of fees, college purchases.

Campus Security • 589-6000

Police, emergencies.

Career Center • 589-6065

Career advising, placement services, internships.

Chancellor • 589-6020

General policies and interests of the college.

Computing Services • 589-6390

Computing services.

Continuing Education (see University College)

Counseling, Student • 589-6060

Personal counseling services.

Disability Services • 589-6178 (V/TDD)

Accommodations, access, advocacy.

Education, Division of • 589-6400

Division of Education faculty and courses, including wellness and sport science.

Faculty Center for Learning and Teaching 589-6273

Faculty resources for learning and teaching.

Finance, Vice Chancellor • 589-6024

College finances, budgeting, personnel services.

Fund Development • 589-6066

Financial gifts to the college.

Grants Development • 589-6465

Grant opportunities, management.

Health Service • 589-6070

Medical care, health-related excuses.

Humanities, Division of the • 589-6250

Division of the Humanities faculty and courses.

Honors Program • 589-6464

UMM Honors Program.

International Programs, Center for 589-6464

Study abroad.

Library • 589-6175

Circulation, reference, administration.

Minority Student Program • 589-6095

Minority student services.

Plant Services • 589-6100

Physical plant, grounds.

Registrar's Office • 589-6030

Transcripts of grades and records, class schedules, registration.

Residential Life • 589-6475

Student housing, residence hall interpersonal relations and programming.

Science and Mathematics, Division of 589-6300

Division of Science and Mathematics faculty and courses.

Social Sciences, Division of the • 589-6200

Division of the Social Sciences faculty and courses.

Student Activities • 589-6080

College events, student organizations, service learning (Campus Compact).

Student Affairs, Vice Chancellor • 589-6013

Student affairs.

Morris Campus Student Association 589-6086

Student government.

University College • 589-6450

Evening school, summer school, conferences, grants, advising.

University Relations • 589-6050

Information services, media relations, special events, calendar.

The general college number is 320/589-2211.

