



In a setting “Where the West Begins” near the rim of the breathtaking Badlands of North Dakota, Dickinson State University is a university of great heritage and wonderful promise.

During his early adult years, Theodore Roosevelt ranched, hunted, and in his words, lived the “strenuous life” in this region. Many times over the years, Roosevelt said these were the events and the place that formed the foundation for his great accomplishments of service and leadership. Every day at DSU, you will be provided with experiences that will transform and prepare you to be successful in an ever changing world.

Dickinson State is filled with a wonderful spirit of optimism. You will find there is an infectious collegiality among students, faculty and staff which leads to an unspoken, yet palpable, bond of deep respect for one another and a commitment to holding oneself to the highest of expectations. You will study in well maintained and updated facilities and have the opportunity to complement your time in the classroom by participating in a variety of extra-curricular and co-curricular activities which include: student research projects, music and theater productions, student government, intercollegiate athletics, clubs and organizations. Whether you choose to participate in lab sciences, in theatrical performances, in athletics or in community service, the friendships you forge here during your time at DSU could lead to great business partnerships or diplomatic successes for decades to come.

The community of Dickinson is changing rapidly as the energy industry expands. The university has been serving this area for nearly 100 years and has a wonderful relationship with the community. The dynamic growth in the area provides you with opportunities to participate in internships with national and international businesses. The education you receive at Dickinson State University will prepare you both intellectually and socially to succeed in your future.

Best regards,

D.C. Coston, Ph.D.
President
Dickinson State University



AFFIRMATIVE ACTION/DISCLAIMER STATEMENT

This catalog is published by Dickinson State University to provide prospective students and other interested individuals with information concerning this institution. Any part of this catalog may be changed or revoked without notice and may not serve as a binding obligation with the State of North Dakota or Dickinson State University.

This catalog is intended to be a description of the policies, academic programs, degree requirements, and course offerings in effect for the 2012-2013 and 2013-2014 academic years. It should not be construed as an irrevocable contract between the student and the University. Dickinson State University reserves the right to change any of the policies, procedures, or fees described in this catalog and to apply these changes to any or all of its students as it sees fit. The University may also choose to add or delete course offerings or degree programs at any time.

Equal Opportunity/Affirmative Action

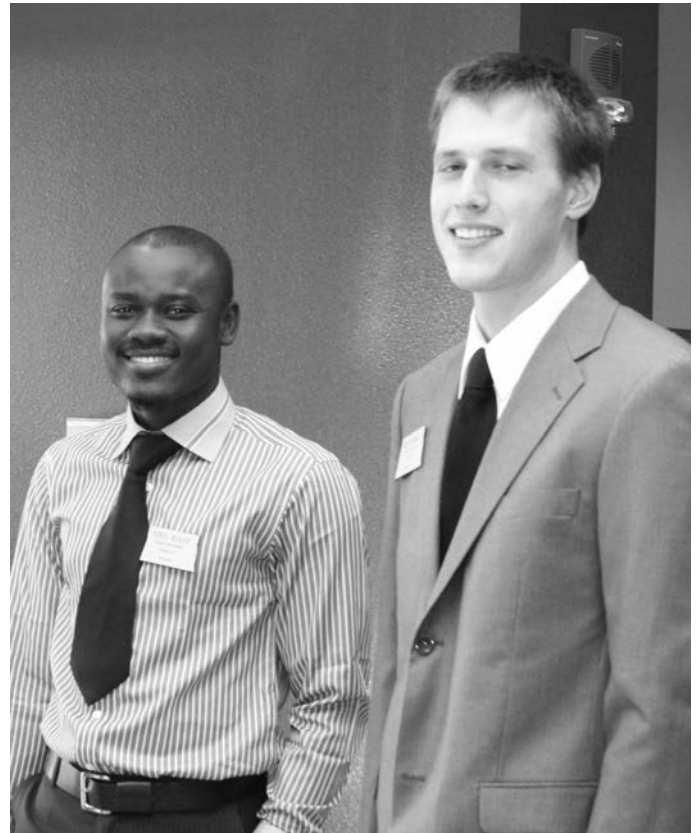
Dickinson State University is fully committed to equal opportunity in employment decisions, educational programs, and activities in accordance with all applicable state and federal laws, including affirmative action efforts. In that regard, Dickinson State University does not discriminate on the basis of age, religion or creed, national origin, marital status, race or ethnicity, gender, disability, or veteran's status in its admissions, employment practices, education programs, housing, food service, or other related activities.

Inquiries regarding the educational opportunities or equal employment policies of this institution should be directed to Mr. John Hurlimann, Civil Rights Compliance Officer, Dickinson State University, 291 Campus Drive, Dickinson, ND 58601-4896 or to the Office for Civil Rights, U.S. Department of Education, 10220 North Executive Hills Blvd., 8th Floor, Kansas City, MO 64153.

Disclaimer from the North Dakota State Board of Higher Education

The State Board of Higher Education requires that the following announcement be published in all catalogs and bulletins of information issued by institutions of North Dakota: "Institutions shall publish electronic and/or hard copies of catalogs and bulletins for the purpose of furnishing prospective students and other interested persons with information about the institutions. Announcements contained in such printed or electronic material are subject to change without notice; and may not be regarded in the nature of binding obligations on the institutions and the State."

Dickinson State University is accredited by The Higher Learning Commission, of Colleges and Schools located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602.





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2012-2013

Fall Semester

Aug. 20	Monday	Residual Registration
Aug. 20	Monday	Classes Begin – 3:00 PM (MT)
Aug. 29	Wednesday	Last Day to Add a Class
Sep. 3	Monday	Labor Day Holiday
Oct. 8-12	Monday-Friday	Mid Term
Oct. 15	Monday	First Day/Second Half Semester
Nov. 9	Friday	Last Day to Drop a Class
Nov. 12	Monday	Veterans Day Holiday
Nov. 12-15	Monday-Thursday	Pre. Reg./Returning Students
Nov. 21	Wednesday	Thanksgiving Recess Begins After Evening Classes
Nov. 22-23	Thursday-Friday	Thanksgiving Holiday
Nov. 26-30	Monday-Friday	Pre. Reg./New Students
Dec. 7	Friday	Last Day of Regular Classes
Dec. 10-14	Monday-Friday	Final Examinations
Dec. 14	Friday	Semester Ends

Spring Semester

Jan. 7	Monday	Residual Registration
Jan. 7	Monday	Classes Begin - 3:00 PM (MT)
Jan. 17	Thursday	Last Day to Add a Class
Jan. 21	Monday	Martin Luther King Jr. Holiday
Feb. 18	Monday	Presidents Day Holiday
Feb. 25-Mar. 1	Monday-Friday	Mid Term
Mar. 4	Monday	First Day/Second Half Semester
Mar. 11-15	Monday-Friday	Spring Break
Mar. 29-Apr. 1	Friday-Monday	Easter Recess
Apr. 5	Friday	Last Day to Drop a Class
Apr. 8-11	Monday-Thursday	Pre.Reg./Returning Students
May 3	Friday	Last Day of Regular Classes
May 6-10	Monday-Friday	Final Examinations
May 11	Saturday	Commencement

**2013-2014****Fall Semester**

Aug. 26	Monday	Residual Registration
Aug. 26	Monday	Classes Begin – 3:00 PM (MT)
Sep. 2	Monday	Labor Day Holiday
Sep. 4	Wednesday	Last Day to Add a Class
Oct. 14-18	Monday-Friday	Mid Term
Oct. 21	Monday	First Day/Second Half Semester
Nov. 11	Monday	Veterans Day Holiday
Nov. 15	Friday	Last Day to Drop a Class
Nov. 18-22	Monday-Friday	Pre.Reg./Returning Students
Nov. 27	Wednesday	Thanksgiving Recess Begins After Evening Classes
Nov. 28-29	Thursday-Friday	Thanksgiving Holiday
Dec. 2-6	Monday-Friday	Pre.Reg./New Students
Dec. 13	Friday	Last Day of Regular Classes
Dec. 16-20	Monday-Friday	Final Examinations
Dec. 20	Friday	Semester Ends

Spring Semester

Jan. 13	Monday	Residual Registration
Jan. 13	Monday	Classes Begin – 3:00 PM (MT)
Jan. 20	Monday	Martin Luther King Jr. Holiday
Jan. 23	Thursday	Last Day to Add a Class
Feb. 17	Monday	Presidents Day Holiday
Mar. 3-Mar. 7	Monday-Friday	Mid Term
Mar. 10	Monday	First Day/Second Half Semester
Mar. 17-21	Monday-Friday	Spring Break
Apr. 11	Friday	Last Day to Drop a Class
Apr. 14-17	Monday-Thursday	Pre.Reg./Returning Students
Apr. 18-21	Friday-Monday	Easter Recess
May 9	Friday	Last Day of Regular Classes
May 12-16	Monday-Friday	Final Examinations
May 17	Saturday	Commencement



LOCATION AND SETTING

Dickinson State University is located in the city after which it is named. Dickinson, the seventh largest city in the state, is the hub of West River North Dakota and boasts a population of approximately 16,000. The University serves as a cultural, social, recreational and intellectual center for the residents of the West River region.

Dickinson, located directly along Interstate 94, is served by commercial air service transportation. The University and the city are situated near the scenic North Dakota Badlands and Theodore Roosevelt National Park, the area where Roosevelt ranched prior to his ascendancy to national prominence. One hour's drive north of Dickinson is Lake Sakakawea, created in the 1950s by the Garrison Dam project. This region of North Dakota abounds with some of the country's finest hunting, fishing, camping, and hiking opportunities.

HISTORICAL SKETCH

Dickinson Normal School was created in 1916 by a constitutional amendment approved by North Dakota voters. Classes began in 1918 with a two-year program designed to train elementary and secondary teachers. In 1931, four-year degrees were offered for the first time under the school's new name, Dickinson State Teachers College. In recognition of the institution's broadened curriculum, Dickinson State Teachers College became Dickinson State College in 1963. University status was granted in 1987 as the progression of education in the West River region was recognized by the State Board of Higher Education.

MISSION, ROLE, AND SCOPE STATEMENT

Dickinson State University is a regional four-year institution within the North Dakota University System, whose primary role is to contribute to intellectual, social, economic, and cultural development, especially to Southwestern North Dakota. The University's mission is to provide high-quality, accessible programs; to promote excellence in teaching and learning; to support scholarly and creative activities; and to provide service relevant to the economy, health, and quality of life for the citizens of the State of North Dakota.

ACADEMICS AT DICKINSON STATE

The University long ago outgrew its original teachers' college status and has since adopted a broader mission. The present programs include not only teacher education and the liberal arts, but also specialized programs in business, nursing, agriculture, and computer science. There is opportunity for pre-professional study and vocational training in selected areas as well.

Recognizing the individuality of each student, the faculty strives not only to train students for future occupations but to stimulate students' curiosity and challenge their ability in many areas. Students build their programs around a core of General Education courses, which include fine arts, humanities, natural sciences, mathematics, and the social and behavioral sciences. Dickinson State University students are encouraged to complete their general education requirements by the end of the sophomore year. Students are then free as juniors and seniors to explore a major field of study. Dickinson State

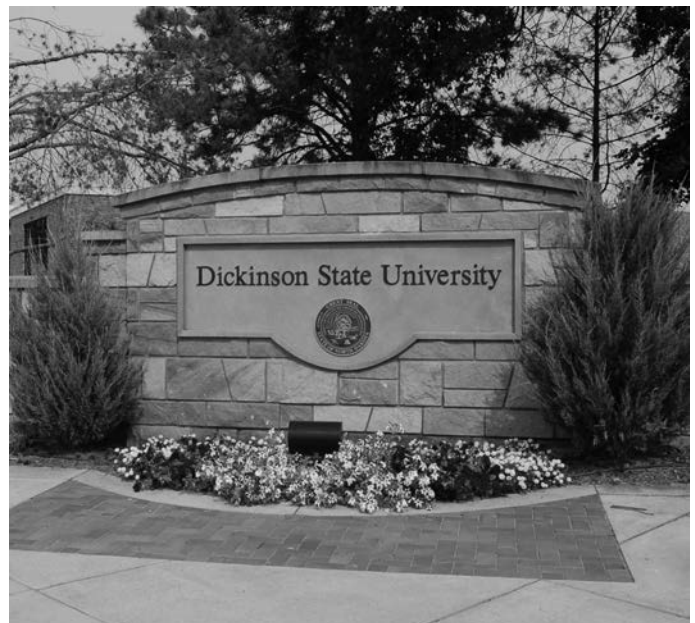
University believes that its curriculum offers students a healthy combination of intellectual challenge, professional training, and practical experience.

ACCREDITATIONS AND MEMBERSHIPS

Dickinson State University is accredited by the:

- The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools (NCA) 30 North LaSalle Street, Suite 2400 Chicago, Illinois 60602-2504
- National League for Nursing Accrediting Commission (NLNAC) 350 Hudson Street New York, New York 10014
- National Environmental Health Science and Protection Accreditation Council (EHAC) 8620 Roosevelt Way NE, Suite A Seattle, WA 98115
- National Council for the Accreditation of Teacher Education (NCATE) 2010 Massachusetts Avenue Northwest, Suite 500 Washington, DC 20036-1023.
- National Association of Schools of Music (NASM) 11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248
- International Assembly for Collegiate Business Education (IACBE) PO Box 3960 Olathe, KS 66063

The University holds memberships in the American Association of Colleges for Teacher Education, the American Council on Education, the American Association of State Colleges and Universities, the Council for Advancement and Support of Education, the Collaboration and the Council for Undergraduate Research.





Introduction

The Office of Enrollment Services and Communications serves prospective students as they navigate the admission and financial aid process at Dickinson State University. All policies and procedures for processing applications for admission are designed to be in compliance with State Board of Higher Education (SBHE) and North Dakota University System (NDUS) policies. SBHE and NDUS policies can be found at NDUS.edu.

Dickinson State University has a rolling admission policy. While we strongly encourage students to apply early, students may apply at any time of the year for admission as there is no application deadline. Students admitted early benefit from early fall registration opportunities.

In order to ensure timely processing of admission documents, applicants are encouraged to apply by the following dates: Fall Semester, Aug. 1; Spring Semester, December 15; Summer Session, May 15.

Admission Policy Disclaimer

Admission policies at Dickinson State University are reviewed annually and are subject to change. Reference the DSU website at www.dickinsonstate.edu for the latest admission information or contact the Office of Enrollment Services and Communications at 1.800.279.HAWK extension 2175.

Falsification or omission of information may result in a denial of admission, rescission of admission, dismissal or other appropriate sanctions.

First Time Freshman Applicants

Application Procedure

1. The application for admission process can be submitted online at www.dickinsonstate.edu. The \$35 nonrefundable admission fee can be paid at the time of application with a debit or credit card. Students also have the option of submitting the application fee payment by check or money order to:

Office of Enrollment Services and Communications
291 Campus Drive
Dickinson, ND 58601

2. All official documents, including high school transcripts and GED scores, must be mailed directly to Dickinson State University from the issuing agency. These documents can be mailed to the address listed above.

Freshman Admission Requirements

1. A beginning freshman who has earned a high school diploma must request an official high school transcript be sent from the institution where it was earned (which includes the applicant's graduation date).

OR

A beginning freshman who has not earned a high school diploma, but whose high school class has graduated, may be admitted to Dickinson State University if the applicant has successfully completed the GED battery of tests with an average score of 450 and a minimum score of 410 in each subject area.

OR

A beginning freshman who has earned a high school diploma through home education must follow the home educated applicant's guidelines as well as the requirements listed below.

2. Cumulative grade point average (CGPA): Applicants seeking admissions to Dickinson State University must have a minimum cumulative grade point average of 2.0 on a 4.0 scale. Applicants not meeting this requirement may be considered for provisional admittance.
3. Admission requires completion of the following high school curriculum (CORE):
 - a. 4 units of English
 - b. 3 units of mathematics, Algebra I and above
 - c. 3 units of laboratory science, including at least 1 unit each in 2 or more of the following: biology, chemistry, physics, or physical science
 - d. 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family
 - e. Applicants who have not completed the required CORE classes may be admitted provisionally. Provisional status limits the students options for course enrollment.
 - f. Students age 25 or older on the first day of class are exempt from CORE requirements.

State Board policy prohibits the enrollment of a student into a baccalaureate track until the student has satisfactorily completed all requirements of the North Dakota Core Curriculum. Applicants who have not completed these requirements may be considered for admission into the Associates Degree program.

4. Admission requires completion of the American College Test (ACT) battery (preferred) or the Scholastic Aptitude Test (SAT). A student must achieve a minimum score of 18 on the ACT or 870 on the SAT. Applicants not meeting this requirement may be considered for provisional admittance.

The following exceptions apply:

- a. Students age 25 or older on the first day of class.
- b. Students from foreign countries other than Canada.
- c. Students transferring 24 or more semester credits accepted into a degree program at the receiving campus.

Test scores are used for placement into college courses in accordance with SBHE. These can be found online at: <http://www.ndus.edu/makers/procedures/ndus/default.asp?PID=458&SID=56>

5. Applicants must provide documentation of immunity against measles, mumps and rubella. Immunity may be proven by:
 - a. Presenting evidence of two doses of measles, mumps, and rubella vaccine at least one month apart from a health licensed physician or an authorized representative of a state or local health department.
 - b. Presenting proof of a positive serological test for measles, mumps and rubella.
 - c. Presenting proof of date of birth prior to 1957.
 Exemptions apply to students enrolled in only online courses or if the applicant falls into any of the following



ADMISSION REQUIREMENTS

categories:

- a. Immunization is contraindicated by a medical condition.
- b. A student has had one immunization and agrees to have a second one no less than one month later.
- c. A student's beliefs preclude participation in an immunization program.

Effective fall 2012, newly admitted students ages 21 and younger residing in campus housing must provide documentation of immunity against meningococcal. Exemptions may be provided upon application under established campus procedures if:

- a. Immunization is contraindicated by a medical condition.
- b. A student's beliefs preclude participation in an immunization program.

Conditional Acceptance:

A student may be Conditionally Accepted prior to high school graduation when the institution has received all of the documents listed above including an in-progress **official** high school transcript. While conditionally accepted, a hold is placed on the student account which prevents the disbursement of financial aid.

If the final transcript is not received by the end of the fourth week of classes, the student will be administratively withdrawn from classes.

If the **official** final transcript arrives prior to the end of the fourth week of classes and the application file is complete, the applicant will be reviewed for official acceptance and any pending financial aid will be released.

Home Educated Applicants

Application Procedure

Home educated applicants shall submit, in addition to the application for admission and application fee:

- a. A high school diploma issued under NDCC section 15.1-23-17 (or equivalent documents from another state) if available and a transcript listing classes completed, course syllabus or description of course content, performance or grade (with key explaining grading) in each class in grades nine through twelve, which must be verified by the parent or other instructor; **OR**
- b. A GED diploma

1. Home educated students are also required to comply with Policy 402.1.1, relating to required standardized tests, and Policy 404.2, relating to core curriculum requirements for admission to baccalaureate and graduate institution.
2. Curriculum description or transcript showing the following:
 - a. Specific listing of classes completed by the student; identified and/or separated by class levels. A course syllabus or detailed description for the course content may be requested.
 - b. Clear identification of those courses which meet the North Dakota University System College Preparatory Requirements. This is required by all

four-year institutions).

- c. A key explaining grading system and successful completion of coursework.
- d. Date of students graduation/completion of plan of study.
- e. Signature of the parent/instructor.
- f. Identification of any other private or public high school the student has attended.
- g. Transcript of college courses (if applicable).
- h. A GED may be accepted with an overall score 45 and a minimum score of 40 on each individual subject exam; however, individual institutions may require higher scores.

3. Diploma/Certificate issued by the local school district in which the student resides if that district provides such a document.
4. Submission of either ACT or SAT I test scores.
 - a. All of their NDUS required and/or other institutional specific documentation such as immunization, etc.

NOTE:

According to the National Association of Student Financial Aid Administrators, "A student who has been home schooled is eligible for financial aid if he or she can present documentation that the state in which the student resides considers the home schooling to be the equivalent of a high school diploma. If the student does not have such documentation or some other recognized equivalent of a high school diploma, the student must be beyond the age of compulsory school attendance in the state in which the post-secondary institution is located and must pass an Education Department approved ability-to-benefit test."

Transfer Applicants

Application Procedure

1. The application for admission process can be submitted online at www.dickinsonstate.edu. The \$35 nonrefundable admission fee can be paid at the time of application with a debit or credit card. Students also have the option of submitting the application fee payment by check or money order to:

**Office of Enrollment Services and Communications
291 Campus Drive
Dickinson, ND 58601**

2. All official documents, including transcripts, must be mailed directly to Dickinson State University from the issuing institution. These documents can be mailed to the address listed above.
3. Applicants who have completed 24 or more semester hours (36 or more quarter hours) of credit toward a degree program and are in good standing (not on dismissed or suspended status) at their most recent institution attended shall be admitted to the institution. Transfer applicants who are not in good standing may be evaluated on an individual basis.

Transfer Admission Requirements

1. Submit official transcripts from all post-secondary institutions attended.
2. Cumulative grade point average (CGPA): Applicants seeking admissions to Dickinson State University must have a minimum cumulative grade point average of 2.0 on a 4.0 scale. Applicants not meeting this requirement may be considered for provisional admittance.
3. Applicants must provide documentation of immunity against measles mumps and rubella. Immunity may be proven by:
 - a. Presenting evidence of two doses of measles, mumps and rubella vaccine at least one month apart from a health licensed physician or an authorized representative of a state or local health department.
 - b. Presenting proof of a positive serological test for measles, mumps and rubella.
 - c. Presenting proof of date of birth prior to 1957.

Exemptions apply to students enrolled in only online courses or if the applicant falls into any of the following categories:

- a. Immunization is contraindicated by a medical condition.
- b. A student has had one immunization and agrees to have a second one no less than one month later.
- c. A student's beliefs preclude participation in an immunization program.

Effective fall 2012, newly admitted students ages 21 and younger residing in campus housing must provide documentation of immunity against meningococcal. Exemptions may be provided upon application under established campus procedures if:

- a. Immunization is contraindicated by a medical condition.
- b. A student's beliefs preclude participation in an immunization program.

Official Acceptance:

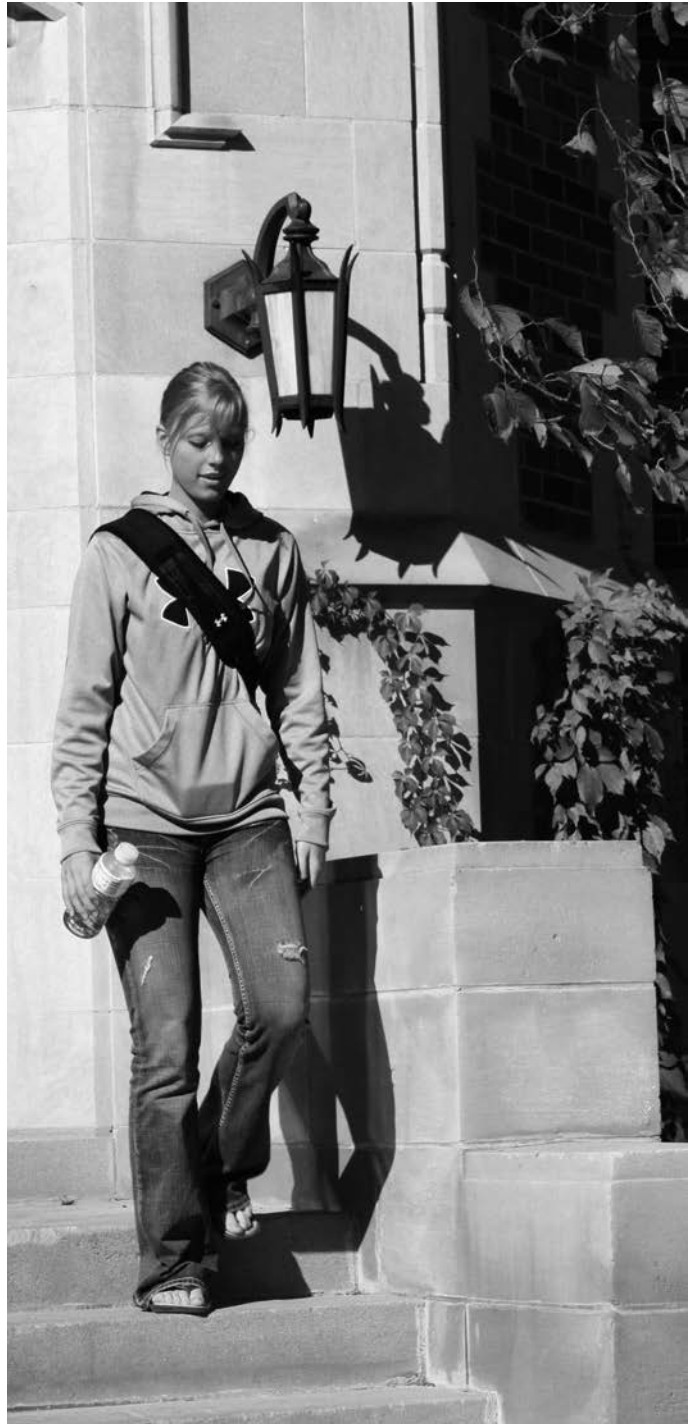
A student is considered Officially Accepted when the institution has received all of the documents listed above.

Conditional Acceptance:

1. Applicants who are transferring from an NDUS school may be considered for conditional acceptance after receipt of all documents stated above, *but* pending receipt of their official transcript showing posted grades of all courses attempted.
2. Transfer applicants from non-NDUS institutions will be considered for conditional admittance on a case-by-case basis. A rationale and request for exemption must be presented in writing and submitted to the Site Director or Admissions coordinator for consideration.
3. If the final transcript is not received by the end of the fourth week of classes, the student will be administratively withdrawn from classes. If the **official** final transcript arrives prior to the end of the fourth week of classes and the application file is complete, the applicant will be reviewed for official acceptance and any pending financial aid will be released.

Provisional Acceptance:

State Board policy prohibits the enrollment of a student into a baccalaureate track until the student has satisfactorily completed all requirements of the North Dakota Core Curriculum. Applicants who have not completed these requirements may be considered for provisional admission into an associate's degree program. Students not meeting the CGPA of 2.0 on a 4.0 scale or the composite ACT requirements of 18 may also be considered for provisional admittance into an associate's degree program.





ADMISSION REQUIREMENTS

United States Permanent Resident Applicants

Application Procedure

Applicants who are currently United States Permanent Residents must meet all the stated admission requirements and follow the same application procedures as U.S. citizens. (see first time freshman or transfer sections):

1. In addition, all applicants whose education occurred outside of the United States will be required to demonstrate their English language proficiency by sitting for TOEFL or IELTS. This exam must be taken within two years of the time you intend to enroll at DSU. The minimum acceptable score is 71 on the IBT and 6.0 on the IELTS.

TOEFL/IELTS exemptions

- Applicants who are citizens of Australia, Canada (except Quebec), Ireland, New Zealand, the United Kingdom, the Bahamas, Barbados, Belize, Dominica, Grenada, Grand Cayman, Guyana, Jamaica, Trinidad and Tobago, Liberia, American Samoa, the Virgin Islands, and the US Trust Territories are exempt from this requirement.
 - In order to be considered for exemption, applicants must submit:
 - Proof of citizenship (passport, visa, birth certificate or permanent resident card) must be provided. Note: Permanent Residency alone does not qualify for an exemption.
 - Students who have earned a diploma from an accredited United States High School or a degree from an United States college or university, or students that have achieved 24 credits with a 2.0 cumulative grade point average on a 4.0 scale at an accredited United States college or university.
 - Students who have completed English 110 and 120 (English Composition) with a grade of "C" or better.
2. Submit official transcripts and independent evaluation
 - Transcripts provided from either **a)** high schools not located in the U.S., **b)** or post-secondary transcripts for institutions not regionally accredited in the U.S. must be official and must be accompanied by certified English translations (if in a language other than English).
 - All documents submitted for purposes of admission must be certified. Uncertified photocopies of required documents are not acceptable.
 - An independent evaluation from a NACES (National Association of Credential Evaluation Services) or AACRAO (American Association Collegiate Registrars and Admissions Officers) approved agency is also required. Applicants with fewer than 24 transfer credits must apply as a first year freshman applicant.
 3. Applicants who hold Permanent Residency are required to present their permanent resident card to an admissions office at Dickinson State University, in addition to other required application materials. Admissions will not process your application without this component. Refugees and asylees must provide proof of

legal residence in the U.S.

*All permanent residents, and most other eligible non-citizens, can apply for need-based financial aid, and undergraduate applicants are also automatically considered for merit-based scholarships.

International Applicants

Application Procedure

International First Time Freshman

Dickinson State University is authorized under federal law to accept international students. An applicant seeking admissions must adhere to the following admission requirements:

1. Complete the online application by visiting www.dickinsonstate.edu/apply and submit required \$35 application fee online or by wire transfer.
 - Wire transfer information:
Bank of North Dakota,
1200 Memorial Ave, Bismarck, ND 58504
Dickinson State University
Account Number: 4404184
Routing Number: 091300285
Or contact the bank by phone at:
701-328-5645
2. Demonstrate Proficiency in the English Language by:
 - Submitting a score of 71 or higher on the (IBT) TOEFL (DSU accepts electronic versions of TOEFL directly from the company). DSU school code – 6477
 - Submitting an IELTS score of 6.0 or higher (DSU accepts electronic versions of IELTS directly from the company). (www.IELTS.org)
 - The following countries are TOEFL exempt: Australia, Canada, Ireland, New Zealand, United Kingdom, Bahamas, Barbados, Belize, Dominica, Granada, Grand Cayman, Guyana, Jamaica, Trinidad and Tobago, Liberia, American Samoa, the Virgin Islands and all U.S. Trust Territories
 - Proof of completion of the United States General Education Development (GED) certificate administered in English.
3. Submit official notices from a bank indicating the student/student's parent/student's sponsor has necessary funding for one (1) full year of tuition, fees, insurance, room, board and books. Notices must come in a sealed envelope directly from the bank to DSU. Any documents submitted in envelopes which have been opened or tampered with will be automatically declined. Dickinson State University does not accept statements of accounts.
4. Submit official transcripts and official evaluation
 - Transcripts provided from either **a)** high schools not located in the U.S., **b)** or post-secondary transcripts for institutions not regionally accredited in the U.S. must be official and must be accompanied by certified English translations (if in a language other than English).
 - All documents submitted for purposes of admission must be certified. Uncertified photocopies of required documents are not



- acceptable.
 - An independent evaluation from a NACES (National Association of Credential Evaluation Services) or AACRAO (American Association Collegiate Registrars and Admissions Officers) approved agency is also required.
5. Submit a copy of the data page of the passport
 - Copies may be submitted by scanning and uploading directly to your student application.
 6. Submit a complete Declaration of Finance form
 - The Declaration of Finance form may be submitted by scanning and uploading directly to your student application.
 7. Prior to admission, submit documentation of two doses of measles, mumps, and rubella vaccine no less than one month apart from a health licensed physician or authorized representative of a state or local health department; (b) proof of a positive serologic test for measles, mumps and rubella; or (c) proof of date of birth prior to 1957.
 8. Upon arrival student must provide proof of:
 - Freedom from Tuberculosis. TB testing is conducted on campus by the campus Health Center. Students showing positive reactions will be sent to a local clinic for additional testing.
 - Documentation of at least one dose of meningococcal conjugate vaccine in the five years prior to enrollment or (b) evidence of two doses of meningococcal conjugate vaccine administered at age 10 or older and at least eight weeks apart.

International Transfers

Dickinson State University is authorized under federal law to accept international students. An applicant seeking admissions must adhere to the following admission requirements:

1. Complete the online application by visiting www.dickinsonstate.edu/apply and submit the required \$35 application fee online or by wire transfer.

Wire transfer information:
 Bank of North Dakota,
 1200 Memorial Ave, Bismarck, ND 58504
 Dickinson State University
 Account Number: 4404184
 Routing Number: 091300285
 OR contact the bank by phone at 701-328-5645
2. Demonstrate Proficiency in the English Language by:
 - Submitting a score of 71 or higher on the (IBT) TOEFL (DSU accepts electronic versions of TOEFL directly from the company). DSU school code – 6477 Submitting an IELTS score of 6.0 or higher (DSU accepts electronic versions of IELTS directly from the company). (www.IELTS.org)
 - The following countries are TOEFL exempt: Australia, Canada, Ireland, New Zealand, United Kingdom, Bahamas, Barbados, Belize, Dominica, Granada, Grand Cayman, Guyana, Jamaica, Trinidad and Tobago, Liberia, American Samoa, the Virgin Islands and all U.S. Trust Territories
 - Proof of completion of the United States General Education Development (GED) certificate administered in English.
 - Students transferring from another U.S. institution who have successfully completed (C or better) English Comp I are not required to submit TOEFL or IELTS scores.
3. Submit official notices from a bank indicating the student/student's parent/student's sponsor has necessary funding for one (1) full year of tuition, fees, insurance, room, board and books. Notices must come in a sealed envelope directly from the bank to DSU. Any documents submitted in envelopes which have been opened or tampered with will be automatically declined. Dickinson State University will no longer accept statements of accounts.
4. Submit official transcripts and independent evaluation
 - Transcripts provided from either **a)** high schools not located in the U.S., **b)** or post-secondary transcripts for institutions not regionally accredited in the U.S. must be official and must be accompanied by certified English translations (if in a language other than English).
 - All documents submitted for purposes of admission must be certified. Uncertified photocopies of required documents are not acceptable.
 - An independent evaluation from a NACES (National Association of Credential Evaluation Services) or AACRAO (American Association Collegiate Registrars and Admissions Officers) approved agency is also required.





ADMISSION REQUIREMENTS

- Applicants with fewer than 24 transfer credits must apply as a first year freshman applicant.
- 5. Submit a copy of the data page of the passport
 - Copies may be submitted by scanning and uploading directly to your student application.
- 6. Submit a complete Declaration of Finance form
 - The Declaration of Finance form may be submitted by scanning and uploading directly to your student application.
- 7. Documentation of two doses of measles, mumps and rubella vaccine no less than one month apart from a licensed health physician or authorized representative of a state or local health department; proof of a positive serologic test for measles, mumps and rubella; or proof of date of birth prior to 1957.
- 8. Prior to admission, submit documentation of two doses of measles, mumps, and rubella vaccine no less than one month apart from a licensed health physician or authorized representative of a state or local health department; proof of a positive serologic test for measles, mumps, and rubella; or proof of date of birth prior to 1957.
- 9. Upon arrival student must provide proof of:
 - Freedom from Tuberculosis. TB testing is conducted on campus by the campus Health Center. Students showing positive reactions will be sent to a local clinic for additional testing.
 - Documentation of at least one dose of meningococcal conjugate vaccine in the five years prior to enrollment or evidence of two doses of meningococcal conjugate vaccine administered at age 10 or older and at least eight weeks apart.
- 10. Upon admission, applicant must request their SEVIS record be transferred to DSU before immigration documents can be issued.

Collaborative Applicants

Application Procedures

A student who wishes to enroll in a course at another NDUS institution as a collaborative student must contact the home institution for approval to register as a collaborative student. Only fully admitted undergraduate students in good academic and financial standing are allowed to enroll collaboratively. International students must receive approval from the home institution's Designated School Official (DSO). More information on Collaborative Applications can be found at <http://www.ndus.edu/makers/procedures/ndus/default.asp?PID=338&SID=56> or by contacting your home institution.

Dual Credit Applicants

Application Procedures

High school students interested in taking courses offered through the dual credit program at Dickinson State University must complete the application for undergraduate admissions and submit a \$35 one-time application fee to the Office of Enrollment Services and Communications. A permission form will be issued through the high school for approval through the Department of Public Instruction and submitted to Dickinson State University for admission. For additional information regarding the dual credit program at Dickinson State University, please contact the Office of Extended Learning at 866.496.8797.

Early Entry Applicants

Application Procedures

An Early Entry student is a student that is still enrolled in high school and wishes to simultaneously enroll in post-secondary courses that are offered on campus. The applicant must be in good standing with their high school and receive approval (i.e. signatures) from both the parents/guardians and the high school principal/guidance counselor. Additionally, all applicants must submit an application and pay the \$35 non-refundable application fee. The Pre-College Program form is available through the Office of Academic Affairs.

Non-Degree Seeking Applicants

Application Procedures

A Non-Degree Seeking student wishes to take courses through Dickinson State University without seeking a degree of study. To apply as a Non-Degree Seeking student, the applicant must submit an application and pay the \$35 non-refundable application fee.

Transient Applicants

Application Procedures

A transient student is one who enrolls at the institution for one term only and plans to transfer the credits earned to apply toward a degree at another institution. If the student wishes to attend for more than one term, the complete registration process must be followed. The student may appeal the results of the transcript evaluation to the Vice President for Academic Affairs who, upon examination, may authorize adjustments.



Re-Admit Applicants

Application Procedures

A Re-Admit student is one that has previously accrued credit at Dickinson State University and has not taken course work for one semester or more. The student may return to the university by following the procedure below:

1. Complete an application for admission (either online or hardcopy submitted to the Office of Academic Records, May Hall 111).
2. Submit official transcripts from all post-secondary institutions attended since leaving DSU.
3. Documentation of immunizations (if not already on file. Ex: students that attended online only and are now attending on campus).

Continuing Education Applicants

Application Procedures

A Continuing Education student is one that has already earned a degree from Dickinson State University and wishes to pursue another degree with the institution. These applicants must follow the same procedures as a readmit student, as outlined above.

Family Educational Rights And Privacy Act (FERPA)

Notification of Rights under FERPA

for Dickinson State University

Student records maintained by the university fall into two general categories: directory information and educational records.

As custodian of student records in compliance with the Family Educational Rights and Privacy Act of 1974, the university assumes the trust and obligation to ensure the full protection of student records which includes maintaining the confidentiality of educational records. The administrative procedures that follow are to be complied with by university personnel who have or accumulate educational records that are in a personally identifiable form.

FERPA confidentiality regulations do not apply between two schools when students choose to become collaborative students. The colleges and universities involved may exchange academic information without written permission from the collaborating students.

The Family Educational Rights and Privacy Act (FERPA) afford certain rights with respect to their education records. These rights include:

1. **RIGHT TO REVIEW:** The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, chair of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the

student of the correct official to whom the request should be addressed.

2. **RIGHT TO AMEND RECORD:** The right to request the amendment of the student's education records the student believes is inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **RIGHT TO CONSENT:** The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the university discloses education records without consent to officials of another North Dakota University System (NDUS) school in which a student seeks or intends to enroll.



ADMISSION REQUIREMENTS

Student Information

Student information is information concerning a student that may be released publicly. It includes the following: the student's name, local address, telephone listing, date and place of birth, major field of study, classification (class level and part-time or full-time), participation in officially-recognized activities, weight and height of members of athletic teams, dates of enrollment, degrees and awards received and the most recent educational institution attended by the student.

A student may request that none of their directory information not be made public by completing Directory Suppression Form in the Office of Academic Records between the first and 10th day of class in a semester (or between the first and fifth day of class in the summer session). This request will remain in effect until the student notifies the Office of Academic Records to the contrary. The specified directory information will then be treated the same as educational records information. In response to public inquiries, the university will only verify whether or not an individual is currently enrolled at the university. Restricting directory information will exclude their name from all publications (honors lists, commencement, etc.). A student may request that a specific individual(s) or agency have academic, financial, resident life and/or SEVIS information. Students must complete a Student Information Release form at the Office of Academic Record to authorize release.

Educational Records

Educational records are those records, files, documents and other materials containing information directly related to a student's academic progress, financial status, medical condition, etc., and are maintained by the university or a party acting on behalf of the university. Educational records include more than academic records. Educational records, with the exception of those designated as directory information, may not be released without the written consent of the student to any individual, agency or organization, other than authorized university personnel or other individuals or agencies who have a legal right to access this information. Educational records, including but not limited to a student's academic transcript, may be released by a North Dakota University System (NDUS) institution to another NDUS institution without prior written consent, provided the student has applied for admission to the second institution.





RIGHTS AND RESPONSIBILITIES OF APPLICANTS

All students who feel they or their parents cannot adequately meet the full cost of education are encouraged to apply for student financial aid. The Office of Financial Aid is located in May Hall, Room 209. Office hours are 7:45 AM – 4:30 PM, Monday – Friday. Call (701) 483-2371 or toll free 1-800-279-HAWK. Fax: (701) 483-2720

WHO MAY APPLY

Students applying for federal aid must meet the following criteria:

- Demonstrate financial need (as determined by the analysis process), except for some loan programs;
- Have a high school diploma or a General Education Development (GED) certificate, or meet other standards established by the State and approved by the United States Department of Education;
- Be a United States citizen or an eligible non-citizen;
- Be enrolled as a regular student working toward a degree or certificate in an eligible program;
- Have a valid Social Security number;
- Maintain Satisfactory Academic Progress;
- Register with the Selective Service, if you are a male between the ages of 18 and 25;
- Not be in default or owe a repayment on a Student Financial Assistance grant or loan; and
- Not have been convicted under Federal or State law of possession or sale of illegal drugs while receiving federal aid.

The Department of Education or Dickinson State University may require students, through a process called verification, to document the information provided on their application. If the applicant does not provide the requested documentation, Title IV funds will not be disbursed.

Students are required to repay any financial aid received as a result of inaccurate information. (Any person who intentionally misrepresents facts on the application violates federal law and may be subject to a \$20,000 fine and/or imprisonment).

HOW TO APPLY

Students must complete and submit a need analysis application, the Free Application for Federal Student Aid (FAFSA). The options for completing the FAFSA: online using FAFSA on the Web at www.fafsa.gov or, a PDF version of the FAFSA may be downloaded at www.FederalStudentAid.ed.gov or, call **1-800-4-FED-AID** and request a paper application.

Students and one parent (if providing parent information) should obtain a Federal Student Aid PIN. The PIN allows students (and parents) to sign the FAFSA electronically, to access, or to correct the processed FAFSA information. Apply for a PIN at www.pin.ed.gov

When completing the application, students must indicate Dickinson State University as a college they plan to attend. The code for Dickinson State is 002989.

Students applying for summer aid must complete a Summer Financial Aid application. This becomes available as soon as the summer session schedule for a given year is released. Students must be enrolled in six or more credit hours to be eligible for federal student aid. **Alternative (private) loans may be available for students enrolled in less than six credits.**

HOW FINANCIAL AID IS DETERMINED

After completion of the FAFSA, students will receive a Student Aid Report (SAR) and the school whose code is listed will receive an Institutional Student Information Record (ISIR). The SAR/ISIR contains an Expected Family Contribution (EFC) number, which is needed to determine eligibility. The Office of Financial Aid uses the cost of education (tuition, fees, room, board, books, and other related expenses) minus the EFC number and other resources to determine the student's financial need. The cost of attendance may be adjusted by submitting an Unusual Circumstances Form or by submitting a child care request form. Both forms are available in the Office of Financial Aid or on the website: www.dickinsonstate.edu > Current Students > Financial Aid > Applications and Forms.

By completing the need analysis application, the student will automatically be considered for the federal, state, and campus-based financial aid programs.

WHEN TO APPLY

The FAFSA application must be completed each year. To ensure full access to all available financial aid programs, students should submit the need analysis application as soon as the family income tax returns have been completed. (If a tax return will not be filed, students may apply any time after January 1.) Priority consideration for the North Dakota State Grant and campus-based aid (FWS, SEOG, and Federal Perkins) is given to those who have their FAFSA received by the Central Processor by April 15.

Applications for financial aid will be accepted after April 15; however, funding may be limited to the Federal Pell Grant, Direct (subsidized and unsubsidized) Loan, and/or parent Direct PLUS loan.

NOTIFICATION OF FINANCIAL AID

Students will be notified of their financial aid by an award notice. Those who qualify may be eligible for grants, loans, and/or federal work study. Students must electronically accept/decline their award(s) on Campus Connection, Student Center > *Accept/Decline Awards*, before disbursement will be made.

Students must notify the Office of Financial Aid of changes in enrollment status or of additional resources received. Students enrolled in 6, 7, or 8 credits are considered half-time. Students enrolled in 9, 10, or 11 credits are considered $\frac{3}{4}$ time. Students enrolled in 12 or more credits are considered full-time.

[EXCEPTION: Once a student has passed a course, it can only be repeated ONE time and be counted in enrollment status for financial aid purposes. Subsequent repeats are counted as hours attempted; however, they are not eligible to be included in enrollment status for financial aid purposes.]

[NOTE: If a student is admitted into an eligible program and takes remedial coursework with that program, those credits do count towards enrollment status.]

TYPES OF FINANCIAL ASSISTANCE

Dickinson State University provides the following types of financial aid: grants, loans, student employment and foundation scholarships/awards.

GRANTS: Grants are gifts of money that do not have to be repaid.



Federal Pell Grant may be awarded to undergraduate students pursuing their first bachelor's degree for up to 12 semesters (or its equivalent). The amount of the grant is based on the EFC number, the student's need, estimated cost of attendance, the student's enrollment status, and the money appropriated by the Federal Government.

Federal Supplemental Educational Opportunity Grant (SEOG) may be awarded to undergraduate students who are eligible for a Federal Pell Grant. SEOG is a campus-based program; therefore, students must complete the FAFSA and meet the priority deadline of April 15.

Teacher Education Assistance for College and Higher Education (TEACH) Grant may be awarded to students who maintain a 3.25 grade point average and agree to teach full-time (for at least four years within eight years of graduation) at a school serving a high percentage of low income students. The students must agree to teach a specific subject (math, science, technology, engineering, a foreign language, bilingual education, special education, or as a reading specialist). The grant provides up to \$4,000 a year (not to exceed \$16,000 for undergraduates); however, if the student does not fulfill the teaching requirement, the grant funds become a Direct unsubsidized Loan, which must be repaid.

Iraq and Afghanistan Service Grant (IASG) may be awarded to a student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001. Applicants with a Pell-eligible EFC will be awarded a maximum Pell Grant and all Title IV aid will be based on an EFC of zero; applicants who are not Pell-eligible will receive an IASG award equal to a maximum Pell Grant for the award year. All other Title IV aid must be based on the student's calculated EFC.

North Dakota State Student Incentive Grant Program (SSIG or State Grant) may be awarded by the North Dakota University System to full-time undergraduate students who are United States citizens, residents of North Dakota, and have not attended college for more than eight semesters. The grants are need-based and are dependent upon the availability of funds. Students apply by completing the FAFSA prior to April 15. For more information, visit www.ndus.edu/students/default.asp > Paying for College > ND Grants and Scholarships.

LOANS: Loans must be repaid.

Direct (subsidized and unsubsidized) and Direct Parent Loan for Undergraduate Students (PLUS) are available at Dickinson State University.

[NOTE: Prior to the release of the first Federal Stafford Loan disbursement, students must accept the loan, complete entrance loan counseling and a **Master Promissory Note (MPN)** at www.studentloans.gov. The loan origination fee is one percent.]

Forbearance, Deferment and Cancellation of Loan information can be found on the Master Promissory Note.

Loan funds that are received electronically are credited directly to the student's account. Loan funds that arrive in the form of a check must be endorsed by the student and then will be credited to the student's account. Any funds in excess of the amount owed the University at the time of disbursement are

considered "excess aid" and may be disbursed to the student in the form of a check or direct deposit transaction. Disbursement could be delayed if students have not completed Entrance Loan Counseling and MPN, are not enrolled at least half-time, or have a "hold" on their account.

Direct Subsidized Loans may be awarded to students who are enrolled at least half-time and have need. Direct subsidized loans disbursed on or after 07/01/12 will have a 6.8% fixed rate of interest. If eligible, a freshman may borrow up to \$3,500, a sophomore (or a student in a two-year program) may borrow up to \$4,500, and a junior or senior may borrow up to \$5,500. The maximum amount that can be borrowed is \$23,000. Repayment begins six months after graduation or if the student ceases to be enrolled at least half-time. Students receiving a subsidized loan after July 1, 2012 and before July 1, 2014 will be responsible for the interest that accrues on the loan during the grace period. If a student does not pay the interest accrued, the interest will be added to the principal amount of their loan when the grace period ends.

Direct Unsubsidized Loan is a non-need based program for those ineligible for (any or all of) the Direct Subsidized Loan. It has a 6.8% fixed rate of interest. The student is responsible for the interest payment while enrolled. The additional annual loan limit for dependent undergraduate students is \$2,000. The additional annual loan limit for independent undergraduate students (or students whose parents are unable to obtain Direct Parent Loans for Undergraduate Students) is \$6,000 a year for the first and second years of study and \$7,000 for the third and fourth years of study. Repayment begins six months after graduation or if the student ceases to be enrolled at least half-time.

The aggregate unsubsidized (minus subsidized) loan amounts for dependent students is \$31,000; the aggregate unsubsidized (minus subsidized) loan amounts for independent students is \$57,500.

[NOTE: An exit interview is required at the time a student graduates, drops below half-time status or terminates enrollment at Dickinson State University.]

Direct Parent Loans for Undergraduate Students (PLUS) enable parents to borrow money to help pay for their children's education. Parents may borrow on behalf of a dependent student. The maximum loan amount that a parent may borrow for each dependent student is the difference between the cost of attendance and any other financial assistance. The PLUS loan requires a separate application. If the period of enrollment is more than one semester, there will be multiple disbursements. Generally, the loan enters repayment within 60 days of the final disbursement. To apply, go to www.studentloans.gov, complete a Direct PLUS Loan Application and MPN. The loan origination fee is four percent.

Federal Perkins Loan may be awarded according to availability of revolving funds. Federal Perkins is a campus-based loan; therefore, priority is given to students whose FAFSAs are received by the Central Processor by April 15. It is a five percent interest loan with a \$5,500 per year limit (maximum \$27,500). If eligible for this loan at Dickinson State University, the minimum amount is \$400. Students need to complete entrance loan counseling and a Federal Perkins Loan



Master Promissory Note. Repayment (to Student Loan Service Center, P.O. Box 6050, Fargo ND 58108-6050) begins nine months after the borrower ceases to be enrolled at least half-time.

[NOTE: Students may be granted loan forgiveness if they meet certain criteria. Examples include the Public Service Loan Forgiveness program (for borrowers who make 120 payments on a qualified loan while employed full-time in a public service job) or the Stafford Loan Forgiveness Program for Teachers. To find out more about the eligibility requirements for teacher loan forgiveness and about deferment provisions for teaching for the Stafford Loan Program as well as for the Perkins Loan Program, visit the Cancellation/ Deferment Option for Teachers at www.FederalStudentAid.ed.gov/tc. For information about the Teacher Shortage Loan Forgiveness Program or the Technology Occupations Student Loan Forgiveness Program in the state of North Dakota, visit www.ndus.edu/students/default.asp > Paying for College.]

Nursing Student Loan (NSL) may be awarded according to availability of revolving funds. It is a five percent interest loan with a \$3,300 per year limit for the first two years and a \$5,200 per year limit for subsequent years (maximum \$17,000). If eligible for this loan at Dickinson State University, the minimum amount is \$400. Students need to complete a Nursing Student Loan Master Promissory Note. Entrance loan counseling must be completed every year and a statement of disclosure regarding the financial charges on NSLs must be made and signed by the borrower each time a loan award is made and at the time a repayment schedule is signed. A self certification form must be collected before funds can be disbursed. Repayment (to Student Loan Service Center, P.O. Box 6050, Fargo ND 58108-6050) begins nine months after the borrower ceases to be enrolled at least half-time in a nursing program.

Nursing Education Loan is awarded by the North Dakota Board of Nursing. Applicants must be accepted or enrolled in a nursing program approved by the North Dakota Board of Nursing. The loan amounts are up to \$2,000 for the Associate in Science in Practical Nursing program and up to \$3,000 for baccalaureate completion programs. Repayment is by nursing employment in North Dakota after graduation and/or by monetary repayments. The application is available at www.ndbon.org; the deadline is July 1.

Student Employment: Student employment provides an opportunity to earn money to help pay educational costs. Students are paid an hourly wage, and time sheets are submitted twice a month. Paychecks are through electronic transfer on the 15th and last day of each month.

Student employment on campus can either be in positions funded through Federal Work Study (FWS) dollars or in positions funded through institutional dollars. If a student is eligible for Federal Work Study, the assistance is included in the Financial Aid Award Notice. Eligible students will receive a Student Employment Form. Federal Work Study is a campus-based program, and priority is given to students whose FAFSA is received by the Central Processor by April 15. Community service jobs, such as reading tutors, are available for students. Students who are not awarded FWS may apply for institutionally funded positions; information about institutional positions is available through the Office of Career Services.

Scholarships/Awards: Scholarships/awards are gifts recognizing students on the basis of academic achievement, special skills, or other criteria.

Dickinson State University Foundation Scholarships/Awards are supported by gifts from friends and alumni of the University. Returning students complete a scholarship application during the designated time frame at: www.dsufamily.academicworks.com. The priority deadline for returning students is December 15. Transfer students and incoming students complete a scholarship application obtained from the Office of Enrollment Services. The priority deadline is February 1. Dickinson State University Foundation scholarships and awards will be disbursed in two equal allotments for the fall and spring semesters. Contact the Office of Alumni and Foundation for current listings. An external (outside the University) list of scholarships is available at: <http://www.dickinsonstate.edu> > Current Students > Financial Aid > Newsletter > External Scholarships.

Cultural Diversity Tuition Awards are for students who are United States citizens or permanent residents who are of Native American descendency or who have demonstrated financial need. Applications for the CDA are available on the website and in the Office of Financial Aid..

OTHER SOURCES OF FUNDING

Native American Assistance application forms are available from a Tribal Agency or from the Office of Financial Aid.

Rehabilitation Consulting & Services assists students with physical limitations or health problems. Students who wish to apply must contact their local Division of Vocational Rehabilitation Office at Bismarck, Dickinson, Jamestown, Fargo, Minot, Grand Forks, Devils Lake, or Williston.

North Dakota Job Service may have funds available through the Workforce Investment Act (WIA) for economically disadvantaged students in need of vocational training or retraining. Contact the nearest Job Service office.

Veterans, National Guard, and Veteran Tuition Waiver Recipients need to contact the nearest Veterans Service Office or the Dickinson State University Veteran's Certifying Official in the Office of Academic Records. Any dependent (child, spouse, widow, or widower) of a resident veteran killed in action, totally disabled, deceased from service-connected causes, or declared missing in action, may also be granted a waiver of tuition.

[NOTE: The Veterans Administration provides programs of financial assistance for the education and training of eligible veterans having completed military service. These programs are designed to encourage self-improvement and offer financial help to such veterans in raising their education level. The Veterans Administration and the State of North Dakota also provide financial aid for the education of sons, daughters, spouses and surviving spouses of veterans who died or were permanently and totally disabled as a result of a service-connected disability arising out of active service in the Armed Forces, or who died from any cause while disability was in existence. In processing an application for training, the Veterans Administration will determine the applicant's eligibility for benefits. Evidence of eligibility will be provided to the applicant in the form of a Certificate of Eligibility and/ or an



Award Notification. For more information, contact your nearest Veterans Service office or the Office of Academic Records, Dickinson State University, Dickinson, ND 58601. In order to remain eligible to receive Veteran's Administration Benefits, students must maintain satisfactory progress as set forth by University policy.]

OTHER IMPORTANT INFORMATION

1098-T

The Office of Business Affairs makes available 1098T forms by the end of January. If the total scholarships and grants exceed the total tuition and related expenses, the student may have taxable income. However, if the total tuition and related expenses exceed the total scholarships and grants, the person who claims the student as an exemption may receive an education tax credit on the Federal Income Tax return. A worksheet, "How the 1098-T affects the IRS and you" is available at the Office of Financial Aid or online on their webpage.

Consortium Agreements

Consortium agreements which can exist between eligible institutions, apply to all the financial aid programs. Under a written agreement, students may take courses at an institution other than the "home institution" and have those courses count toward the degree or certificate at the home institution. Contact the Office of Financial Aid for more information.

Disbursement of Funds

Students must meet admissions, attendance and satisfactory academic progress requirements prior to receiving financial aid. All loans, grants, scholarships, and work study awards are subject to change, depending on enrollment status, other resources, participation criteria and availability of funds. If attending the academic year, grants, scholarships and loans will be disbursed in two allotments during the period of time for which the student is enrolled. Aid is disbursed each semester during the fee payment date and thereafter. Fee payment date information can be obtained at the Office of Financial Aid or Business Affairs. The students' accounts will be credited and any excess aid will be disbursed by the Office of Business Affairs during fee payment.

National Guard and Military Call-up for Active Duty

1. All students who are in a State National Guard unit called up for active duty, or who are called back to active military duty, must present to the University a copy of their official order, or a statement from their commanding officer attesting to their active duty status. This document will be placed in the student's file in the Office of Academic Records.
2. Students called up to active military duty must contact the Office of Academic Records. The contact can be made electronically, by telephone, or preferably in person. Once the contact is made, the "withdrawal" form will be completed and the student will officially be withdrawn from the University through standard administrative procedures.
3. Faculty will be notified of any student withdrawn from their course in this manner and for this reason.
4. Students who withdraw from the University because of active military duty call-up will be given first priority for

course registration when they return to DSU to continue their college career.

5. Students will receive a full refund of all University tuition and fees paid relative to the courses from which they were withdrawn as a result of their active duty notification.
 - a. Students who are recipients of Title IV aid will have their funds returned as required by federal statute and regulations.
 - b. Refunds pertaining to room and board will be prorated.
 - c. The University store manager will provide exemptions to the book return policy for students called into active military duty.

Purchasing Books

The DSU University Store allows student who are currently enrolled with no outstanding charges to purchase books and supplies and charge them to their DSU account. Each student can charge up to \$750.00 during the charging period. If the student is a nursing major and utilizes the \$750.00, another \$500.00 will be given. For all other majors, if the student utilizes the \$750.00 and still needs additional books, a manual adjustment will be made. Students are not required to purchase their books and supplies at the University Store. If students choose to opt out of this option they must have another method of payment or wait until financial aid is disbursed and refunds are available. Students who chose to opt out may purchase course materials from sources other than the University Store.

Study Abroad Programs

Students enrolled or accepted for enrollment in a study abroad program approved for credit by Dickinson State University are eligible to receive Title IV assistance. A Study Abroad Financial Aid Contractual Agreement is available in the Office of Financial Aid or on the website: <http://www.dickinsonstate.edu> > Current Students > Financial Aid > Applications and Forms.

Remedial Classes

Remedial classes count toward financial aid. If the student is admitted into an eligible program and takes remedial coursework within that program, he can be considered a regular student. The remedial courses must be at least at the high school level.

Repeated Courses

If a student has failed a course, the course can be repeated indefinitely and still be counted in the enrollment status for financial aid purposes. Once the student has passed the course, it can only be repeated ONE time and be counted in enrollment status for financial aid purposes. Subsequent repeats are not eligible to be included in enrollment status for financial aid purposes.

Withdrawal/Leave of Absence from Institution

A student who finds it necessary to withdraw or take a leave of absence from the University must contact the Office of Academic Records. Students who withdraw from the University do not complete 66 2/3% of the credits hours attempted; therefore, students would be disqualified from federal financial aid and would need an approved appeal to have the aid reinstated.



Refund/Return of Title IV Funds

Federal regulations require all institutions to develop a policy which determines the amount of Title IV grant or loan assistance that a student has earned as of the student's withdrawal date. A refund of institutional charges or the percentage of Title IV aid earned for a student, who withdraws from Dickinson State University is calculated through the sixty percent point in an enrollment period. Unearned funds must be returned in the order specified by law. A detailed refund schedule is available in the Office of Business Affairs.

Satisfactory Academic Progress Policy

To be eligible for Federal Student Aid, the U.S. Department of Education requires students to maintain satisfactory academic progress (SAP). Federal Student Aid includes Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, Federal Perkins Loan, Direct Stafford Loan, and Direct Parent (PLUS) Loan. Nursing Student Loan and other agencies, such as vocational rehabilitation and the ND State Grant, and several private/alternative loans also require students to maintain SAP. Students placed on warning, or disqualification will be notified by mail and the information will be available for students to view on their *Campus Connection* >Holds and/or To Do List.

Students will be evaluated the end of each term. The areas to be measured will be **grade point average** (GPA) that a student must achieve at each evaluation and **pace** of progression (to ensure completion within the maximum time frame). [NOTE: Incompletes, withdrawals, repetitions, and transfer hours accepted toward completion of a student's program count as hours attempted.]

GPA: In order to meet the minimum requirements of Satisfactory Academic Progress with respect to GPA, a student will need to have an academic standing consistent with the requirement for graduation from their program at the end of the first, second, and third semesters. Students who do not have 2.0 GPA will be placed on **Financial Aid Warning**. Students may continue to receive aid for one payment period; no appeal is necessary for this status.

At the end of the fourth semester of attendance, a student must have a 2.0 or better GPA. The student's current and cumulative GPA (including transfer credits) will be used to determine academic standing. Students who do not have a 2.0 or better GPA will no longer be eligible for aid.

PACE: In order to meet the minimum requirements of Satisfactory Academic Progress with respect to credits attempted, students must complete 66.667% of the credits they attempt. This percentage will be calculated for both current and cumulative credits (including transfer credits). For example: The maximum time frame for a 128 credit hour program is (150%) 192 credits. Therefore, 128/192 is the pace of 66 2/3%. The maximum time frame for a 64 credit hour program is (150%) 96 credits; 64/96 is the pace of 66 2/3%.

Students need to complete 66 2/3% of the credits attempted, regardless of enrollment status or program. Students who do not complete 66 2/3% credits attempted will no longer be eligible for aid.

Students who are approaching the maximum 192 credit limit (four-year program) or the 96 maximum credit limit (two-year program) will be placed on **Financial Aid Warning**. Students may continue to receive aid for one payment period; no appeal is necessary for this status.

Appeal Process: Students who have been placed on financial aid disqualification may appeal by requesting a Satisfactory Academic Progress Appeal Form. Appeals are evaluated on an individual basis. If it is determined that the student will be able to make SAP standards by the end of the next payment period or if the student is placed on an academic plan that will ensure the student will be able to meet standards by a specific point in time, the student will be placed on **Financial Aid Probation**, and the student **may receive aid for one payment period**. If the Director of Financial Aid denies the appeal, the student may request further evaluation from the Appeals Committee. Action taken by the Appeals Committee will be considered final. The Satisfactory Academic Progress (SAP) Appeal form is available at the Office of Financial Aid or at the website: <http://www.dickinsonstate.edu> > Financial Aid > Applications and Forms>Satisfactory Academic Progress Appeal Form.

[NOTE: Any part of this policy may be changed or revoked without notice.]



SCHOLARSHIP INFORMATION

The Dickinson State University Foundation is pleased to provide scholarships to the many deserving students at DSU each year. The DSU Foundation, an affiliated Foundation of Dickinson State University, actively supports the University students each year with more than \$750,000 in scholarships being awarded. These scholarships are made possible through gifts from alumni and friends who believe in the future of you and DSU!

WHO MAY APPLY

All prospective and current students of Dickinson State University may apply for scholarships and awards that are awarded through the DSU Foundation, Inc. An applicant must intend to be a full-time student at Dickinson State University for the upcoming academic year and have a minimum grade point average of 2.0.

HOW TO APPLY

Each year students must complete an online DSU Foundation Scholarship/Award Application by December 15 in order to receive top priority. By completing this online application form, students are applying for all available scholarships and awards awarded through the Foundation for the upcoming academic year.

WHEN TO APPLY

The Dickinson State University Foundation Scholarship/Award Application is available online at www.dsufamily.com/scholarship from October 1 until December 15 of each year for the upcoming academic year to receive top priority for scholarships. Students are reminded that they must complete an online application for each year of attendance. For top consideration all students are strongly encouraged to complete **the Dickinson State University Foundation Scholarship/Award Application by December 15th** of each year to be considered for all DSU Foundation Scholarships/Awards.

HOW SCHOLARSHIPS AND AWARDS ARE SELECTED

Each academic and activity area having scholarships and awards to distribute will receive a complete listing of all students who have applied for scholarships and awards. Each area will have designated "Fund Managers" as defined by each scholarship/award, that will organize a departmental or office scholarship/award committee. The departmental or office scholarship/award committees will forward their recommendations for each scholarship or award to the DSU Foundation Scholarship/Award Committee. These recommendations will be reviewed and processed by the DSU Foundation Scholarship/Award Committee. The Alumni and Foundation Office will notify successful applicants of their selection for a scholarship/award no later than May 1 of each year. Annual Scholarship/Award Receptions will be held by each department or office each spring. Student recipients are required to attend these receptions in order to receive their scholarship.

DISTRIBUTION OF SCHOLARSHIPS AND AWARDS

All scholarships and awards will be disbursed in two (2) equal amounts to the nearest dollar: 50 percent will be awarded at the beginning of the fall and spring semesters. Recipients are required to send a "thank you" letter or card to the donor(s). They must also submit a copy of that "thank you" letter or card which was sent to the donor(s) to the Alumni and Foundation Office by May 1st for returning students and September 1st for incoming students in order to receive the scholarship funds.

MAINTAINING ELIGIBILITY

Successful scholarship recipients must be enrolled as a DSU full-time student, be in good disciplinary standing and maintain a minimum grade point average of 2.0 in order to receive their scholarship or award. Additional requirements may apply as defined by the requirements of each scholarship/award fund. The requirement criteria for a scholarship/award will remain in force for all semesters of attendance. If an individual has a concern in meeting these requirements, he/she must contact the DSU Foundation Scholarship Administrator. For more scholarship information please contact the DSU Foundation Scholarship Administrator.

For a complete and updated listing of Scholarship Funds see website location www.dsufamily.com/ScholarshipList





STUDENT DEVELOPMENT

The Division of Student Development at Dickinson State University serves to support the central mission of the institution. In doing so, the primary mission of the Division is to foster student learning and development and to support students and the institution in the pursuit of excellence. The Division also seeks to offer opportunities for learning and development for the staff and faculty of Dickinson State University and for members of the larger community. In pursuing its mission, Student Development offers academic support, advising, informal counseling, health and wellness programming, career services, orientation and transition programming, housing, academic and social programming, international and multicultural programs, campus judicial review, and resources and programming for students' parents and their family members. Student Development also provides advising to student organizations and advocacy for student governance. The Division of Student Development offers its programs and services in a way that promotes a just, caring, inclusive, and global learning community.

ACADEMIC SUCCESS CENTER

The Academic Success Center is located in the lower level of Stoxen Library.

Supporting academic excellence at Dickinson State University, the Center provides a variety of learning services and support to students and faculty. Services include one-on-one peer tutoring in most subject areas, a writing center to assist students with writing skills and projects across all disciplines, a math/science center equipped with resources and staff to support lower-division math and science courses, and a peer mentoring program to provide basic academic skills assistance in the residence halls. The Center also works collaboratively with faculty to enhance instructional effectiveness and advising abilities. The Center also houses the First Year Experience, a group of classes and services aimed at new freshman students to assist with the transition from high school to college.

Specific programs within the Center include:

DISABILITY SUPPORT SERVICES

Students with documented disabilities who may need accommodations are encouraged to contact the Coordinator of Disability Services in the Center. Services may include testing accommodations, technological support or assistive devices (such as digital recorders, smart pens, text-to-speech software, etc.) or note-taking services. Other accommodations may include food service or housing arrangements.

Students must provide documentation of disability and apply for services through the Center. Each semester, students needing accommodations must meet with the disability support specialist to discuss their needs and supply a complete class schedule. Students are responsible for initiating these meetings and following through with their accommodations.

Dickinson State University does not provide testing or screening procedures for the diagnosis of disabilities. Students are encouraged to discuss this with their medical provider.

ENGLISH AS A SECOND LANGUAGE

MISSION:

The mission of the Dickinson State University English as a Second Language (ESL) program is to provide high-quality instruction in English as a Second Language and orientation in American culture to matriculated students who are non-native speakers of English and need or desire to improve their English language skills.

GOALS:

- To improve the level of non-native English speakers English language skills in order to meet requirements for entry into ENG 110 and the Nursing program;
- To provide appropriate ESL instruction for matriculated non-native speakers who desire to improve their skills, or who, through referral and assessment, need to improve specific reading, speaking, writing and/or listening skills;
- To provide ESL students with the cultural knowledge and awareness they will need to function satisfactorily academically and socially at Dickinson State University.

LOCATION: The ESL program office is located in the Academic Success Center in the lower level of the Stoxen Library.

CONTACT: Contact the ESL Coordinator at 701-483-2964

FIRST YEAR EXPERIENCE

The First Year Experience at DSU helps students become independent learners able to articulate and successfully pursue their own educational and personal goals. While not all students' definition of success is defined by degree attainment, the First Year Experience seeks to promote academic success leading to degree completion or students' individual academic goals.

The First Year Experience begins with the fall Opening Convocation and continues with Freshman Seminar and freshman Learning Communities. The Opening Convocation is a semi-formal event at the beginning of the academic year to welcome new students to the community of scholars and mark the beginning of this important phase in their lives.

Freshman Seminar is a required class for all new students to assist them in adjusting to college and to plan their academic experiences in order to achieve the goals they have set for themselves. Freshman Seminar also provides academic advising and intervention for students, assists them in acquiring skills to succeed in college (such as note-taking, reading for content, test preparation, and time management) and provides a small-group setting conducive to sharing the experiences and challenges of new college students.

Learning Communities are groups of classes taken together, and may be organized by department or around a theme. Learning communities provide a great opportunity to work together with the same group of students in several classes, and to integrate course content across disciplines. Learning communities also satisfy specific degree or departmental requirements and are a great way to begin your college career.



MENTORS-IN-RESIDENCE

The Mentors-in-Residence program provides peer mentoring in basic academic skills within the residence halls. Peer mentors can assist students with study skills, time management, note-taking and other academic enhancement, and can assist students in making appointments for tutoring in discipline-specific areas.

PEER TUTORING

The Center offers extensive peer tutoring in a variety of disciplines. Upper-class students with demonstrated abilities in specific content areas are recruited and trained by the Center to serve as tutors. Students may view the tutoring options and make an appointment to meet with a tutor through the online scheduling software Accudemia.

Tutoring is also available in academic skills enhancement. Tutors can assist students with note-taking, basic study skills, test preparation and time management. The Tutoring Center is also equipped with various software and online programs to assist students with keyboarding skills, math skills and reading.

TRiO STUDENT SUPPORT SERVICES (SSS)

TRiO Student Support Services is a federally funded Title IV college academic assistance program. Student Support Services at Dickinson State University works to help first generation students, low income students and students with disabilities succeed in college and persist to graduation through intensive academic planning, professional development workshops, and social interaction opportunities at no expense to participants. SSS maintains a state-of-the-art technology lab and has various items for check-out which are exclusive to participants (i.e. calculators, USB drives, headphones, laptops, and software for GRE, GMAT, LSAT, PRAXIS I & II, NCLEX RN & PN preparation). The program also provides Rosetta Stone software in French and Spanish for participants.

Only 200 students can be admitted into SSS, and entrance into the program is very competitive. Students eligible to participate in a Student Support Services project must be U.S. citizens or meet the residence requirement for federal student financial aid. They must be enrolled at the grantee institution or accepted for enrollment in the next academic term at the university, be first generation (neither parent has a bachelor's degree from an accredited university), low income (as set by federal guidelines) or have a documented physical, learning or mental disability. Students must also demonstrate areas of academic need.

WRITING AND MATH/SCIENCE CENTERS

Located within the Academic Success Center, the Writing and Math/Science Centers provide general assistance to students who are having difficulty or simply want additional support in these areas. The Writing Center provides assistance for all subject areas where writing is assigned, and writing tutors can help with all aspects of the writing process, including selection of topics, research, thesis statements, essay organization, grammar, and citation styles. The Math/Science Center provides tutoring, Supplemental Instruction, and general assistance to students in lower-level and historically difficult math classes and introductory science classes.

WORKSHOPS

The Center provides in-class workshops on note-taking, effective reading, and other academic skills upon the request of the instructor. Workshops may also be offered in response to demonstrated need in other areas, including plagiarism, academic citation, test anxiety, and other topics.

Professional development opportunities for faculty are also made available through the Center in such areas as teaching, assessment, classroom technology and advising.

CAREER SERVICES

The Office of Career Services, located in May Hall, room 111, provides students with the knowledge to make informed choices regarding career opportunities. The office assists students in exploring their full range of life and work possibilities. Career Services also functions as the central placement and job referral service for all alumni, current graduates, and students seeking part-time and full time employment.

CAREER ASSESSMENT AND EXPLORATION

As a means for helping students to identify and pursue their career goals, Career Services first assists students in assessing their skills and interests, thinking about experiences they enjoy, and developing an understanding of their personality and values. Career Services also helps students to determine the relationship between their skills and interests and potential career fields. Important in this process is helping students find out about the educational requirements, salary, working conditions, and future outlook of the fields in which they are interested.

Career Services uses tools such as the Predictive Index Survey, which measures basic personality and behavior patterns, and then links the patterns to possible career choices. Another tool, the Discover Program, a computer-based planning system provides students with a developmental guidance process and a comprehensive database of educational and occupational information to help them make important career and educational decisions.





JOB PROCUREMENT SKILLS AND EMPLOYMENT

Career Services offers a wide variety of information on resumes, cover letters, and interviewing skills. A great bonus students can take advantage of is Career Services' capabilities to critique their resumes and cover letters. The office also provides students with access to current part-time and full time employment openings locally and across the nation. Resumes may also be posted on the Career Services website. Workshops are offered on Career Assessment, Career Exploration, Job Search, Resume Writing, and Interviewing Skills.

INTERNSHIP CENTER

Internships can provide students with an excellent opportunity to link classroom learning with experiential learning and to explore possible career fields. Internships require the cooperation and participation of the student, a faculty member, and a host site. The Internship Center in Career Services can assist students in identifying or developing internship opportunities and in helping students prepare an internship proposal for consideration by a faculty member.

COOPERATIVE EDUCATION

Recognizing the need for students to develop professional skills and acquire real world work experience prior to graduation, the Division of Student Development advocates cooperative education as a viable alternative for students wishing to enhance and expand their academic experience. Cooperative education is a partnership among Dickinson State University, its students, and designated area employers with specified responsibilities for each party. Employment through cooperative education is structured and monitored by the Office of Career Services. Students may receive university credit by enrolling in ASC297/ 497 and completing the necessary requirements of their placement.

CREDENTIAL FILES

Graduates may establish a credential file, which will be mailed to prospective employers with the graduate's consent. This file consists of a personal data form, recommendations and a transcript. This file is a powerful job-seeking tool and works nicely to complement a resume and cover letter.

JOB FAIRS

Each spring, the Office of Career Services sponsors a Job Fair on Campus. This provides excellent opportunities for students and community members to meet face-to-face with some of the area top business employers.

GRADUATE SCHOOL INFORMATION

Career Services is also a source of information on Graduate Schools. The office can help students by providing them with information on determining their graduate school goals and objectives.

The Office of Career Services hosts a Graduate School Fair in the Fall semester. Some of the panel topics covered are: Why go to graduate school? How to pick a graduate school? How to finance graduate school? How to manage graduate school, a job and your family. The dos and don'ts of applying to graduate school. Graduate schools are also invited to campus for a fair where students and the general public can visit with the graduate schools on an individual basis.

MULTICULTURAL AFFAIRS

The Center for Multicultural Affairs serves all students, staff and faculty at Dickinson State University. The Center offers a place to relax, study, and socialize. Its purpose is to increase international awareness and understanding within the university community and in the city of Dickinson and surrounding area. The Multicultural Affairs staff provides support, advocacy and referrals for nearly 400 international students from over 30 countries and culturally diverse students from all regions of North Dakota and the United States.

RESIDENTIAL LIFE

The Residential Life program and facilities at Dickinson State University are designed to provide the resident student with a comfortable, attractive, and dynamic place in which to live and learn. A variety of educational, cultural, social, and recreational programs are presented to enhance the residential experience, and Residential Life staff work with student residents to create an environment which facilitates personal growth, provides a sense of community, and encourages academic excellence.

HOUSING POLICY

The University feels (and research supports) that students have a better opportunity to succeed in college if they are residents of campus housing. Therefore, Dickinson State University housing policy requires all students who are under the age of 21 and who have completed fewer than 60 credit hours by the beginning of the Fall 2012 semester to sign a contract for room and board for the 2012-13 academic year. Students reaching the age of 21, or acquiring 60 or more completed credit hours during the first semester may request to have the contract terminated at the end of the fall semester. Students requesting exemption from this policy must do so in writing. Approval of requests for exemption from this policy is at the discretion of Residential Life. Reasons for approval for exemptions may include: students living locally (within 25 miles of campus) with parents, or guardians; married students; single parents with one or more dependents; and students with extenuating personal or medical conditions.

RESIDENCE HALLS

Dickinson State University maintains three traditional residence halls for approximately 550 students. The majority of rooms are designed for shared occupancy, however based on space and availability; students may be able to have a shared room as a single at a higher cost. Rooms in these halls include furnishings (bed, dresser, desk and desk chair), broadband access to Internet, basic telephone service (dial tone and local service, long distance calls not included), basic cable service, utilities included, free laundry facilities, and access common recreation and study rooms.

The University also maintains three apartment complexes adjacent to campus. Main Campus apartments offer 24 shared apartments housing 72 students. Preference for housing assignment to these Apartments is offered to upperclassmen; freshmen are typically not assigned to either of these facilities. These Apartments feature kitchens (including refrigerator/freezer, stove, sink, counter and cabinet space), living rooms, private bathrooms, furnishings (bed, dresser, desk and desk chair), broadband access to Internet, basic telephone service (dial tone and local service, long distance calls not included), basic cable service, utilities included, and free laundry facilities.



NORTH CAMPUS APARTMENTS

In addition to the residence halls and Main Apartments, Dickinson State University offers housing for students and students with families in the North Campus Apartments. This facility is located several miles north of campus, and assignment to North Campus Apartments is typically reserved to students who are upperclassmen and students with families.

Rental arrangements for this facility are based on whether the resident is assigned as a single student or as a student with family. Rental arrangements for single students are made in the same way as those for student living in the other residential facilities, except that they are not furnished (basic telecommunications services and utilities included; meal plan required). Rental to students with families is based on a monthly rental rate for an unfurnished apartment and does not require a meal plan.

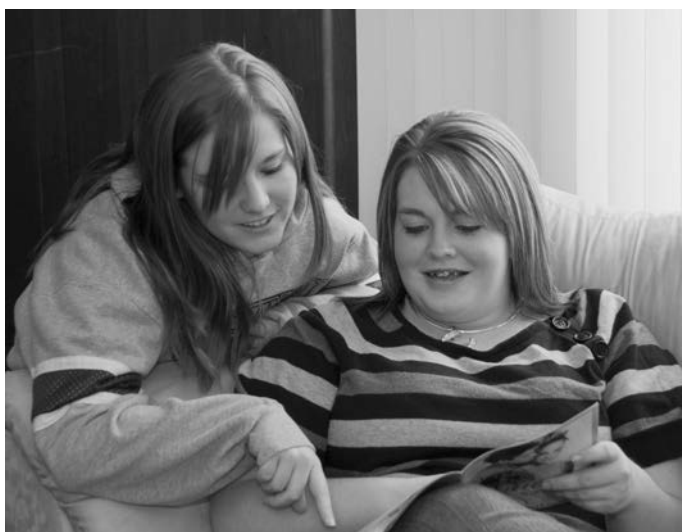
2012/2013 ROOM RATES

Residence hall room rates and rental charges for family housing in North Campus Apartments for each academic year are published annually in the Student Guide publication, which can be found in the Student Center. The table below indicates the projected Fall 2012/Spring 2013 room rates at DSU, based upon an average yearly increase of 5%. One half of the rate is billed per semester. *All fees are subject to change without notice.*

Type of Room	Fall 2012/spring 2013 projected rate
Delong Hall (shared)	\$2,038
Main Campus Apartments	\$2,038
North Campus Apartments	\$1,905
Selke Hall (shared)	\$2,038
Woods Hall (shared)	\$2,038
Residence Hall single(if available)	\$2,819

Rental charges for the Fall 2012/Spring 2013 academic year for family housing in North Campus Apartments are shown below.

Type of apartment	Fall 2012/Spring 2013 rate
One-bedroom	\$492
Two-bedroom	\$559



FOOD SERVICE

Dickinson State University provides food service through Sodexo, a professional company that specializes in school and college food service management. While the University is in session, food service is provided at the Student Center through either the cafeteria or the snack bar. Board rates for the academic year are located in the Student Guide publication. One half of the rate is billed per semester. The table below indicates the Fall 2012/Spring 2013 room rates at DSU.

Type of plan	Fall 2012/Spring 2013 rate
Monday-Friday (5 days) 10 meals/ week w/\$100 flex per semester*	\$2,924
Monday-Sunday (7 days) 15 meals/ week w/\$50 flex per semester*	\$3,066
Monday-Sunday (7 days) 19 meals/ week w/no flex \$**	\$3,335
65 meals/semester w/\$50 flex per semester*	\$986

Students living in campus residence halls (excluding those renting as students with families in North Campus Apartments) are required to participate in a campus board plan. Students living in the three traditional residence halls must choose from one of three options for a five-day per week or seven-day per week meal plan; students living in the apartments (Mainor North Campus) may also select a fourth meal plan option providing 65 meals per semester.

Students living off campus are welcome to purchase meals with cash at either the cafeteria or snack bar, but purchasing a meal plan may be a more economical alternative. Students living off campus may purchase special meal plans through the University's Office of Business Affairs.

All fees are subject to change without notice.

* Flex dollars may be used for purchases in the snack bar.

** Two meals, brunch and dinner, are served on Saturday and Sunday.

HOUSING FEES

In order to process an application for an incoming student or to hold a room assignment for a returning student, a \$200 pre-pay is required. This amount will be directly applied to their student account for the Fall semester's room and board costs.

Students must pay housing and board fees in full by the first full day of classes each semester. Housing and board fees are subject to change with one semester's notice.

REFUND OF ROOM AND BOARD

Students who must withdraw from the University (or those receiving approval from Residential Life to vacate their room and board contract for other reasons in accordance with existing Residential Life policies) and who complete a proper check out from the residence halls (in accordance with Residential Life policies) may receive a refund of the unused portion of their room and board contract. Any refund of the unused portion would be on a pro-rated basis based on the date of check out from the residence halls in accordance with the following North Dakota State schedule:

If the student checks out during	Room refund
1st week of classes	95%
2nd week of classes	90%
3rd week of classes	80%
4th week of classes	75%
5th week of classes	70%
6th week of classes	65%
7th week of classes	60%
8th week of classes	50%
9th week of classes	45%
10th week of classes	40%

If the student checks out during	Board refund
1st through 7th class days	90%
8th through 15th class days	80%
16th through 20th class days	70%
21st through 30th class days	60%
31st through 40th class days	50%
41st through 50th class days	40%
51st through 60th class days	30%
61st through 65th class days	20%
66th through 75th class days	10%

SMOKING POLICY

All residence halls are smoke-free. Students who chose to smoke will need to do so outside. This policy is subject to change in accordance to current university policy.

STUDENT HEALTH SERVICES

The Student Health Service is located in the lower level of Stickney Hall to give prompt service to students in need of health care. Services are available to all registered students. Health Education and promotion of healthy college lifestyles serve as the foundation for the Student Health Service program. A registered nurse is on duty twenty hours per week, Monday – Friday to provide general health services. A Nurse practitioner is also on duty twenty hours per week. A schedule for the nurse practitioner is posted on the door of the Health Service. Nurse practitioners provide services including: health assessment, diagnostic testing, and treatment (including prescribing medications) for minor health problems. A local physician serves as physician advisor/collaborator for the Student Health Services. Referrals are also made to the local clinics and emergency room physicians as needed. All students who are registered at Dickinson State University may use the service. There is no charge for the visits to the health service. There is a nominal charge for certain vaccinations. The health service is supported through student fees. All students entering Dickinson State University are asked to submit a medical history questionnaire to the Office of Admissions prior to registration. Information given in this questionnaire is confidential. It is an important source of information for the Health Service in giving adequate health care and treatment to the student. This information is strictly for the use of the Health Service and will not be released to anyone without your knowledge and consent. It is mandatory for all students to document immunity to measles, mumps and rubella prior to attendance at Dickinson State University. All students entering Dickinson State born after January 1, 1957 will be required to show proof of immunity to measles, mumps, and rubella. Proof of immunity can be shown by two MMR vaccines, or titre results. Immunization records must be signed by an authorized health official. Proof of medical contradiction to the immunization requirement or a signed

statement of religious or philosophical beliefs are the only exemptions to this requirement. The Student Health Service will not provide a student with a written excuse from classes. It is the student's responsibility to arrange an excuse with the instructor.

Student Health Insurance

A student plan for health insurance is available for those students not covered under family plans. Information on this plan is available at the Office of Business Affairs or Student Health Service.

WELLNESS PROGRAM

As a service of the Division of Student Development, DSU offers a campus wide Wellness Program. This Wellness Program combines the physical, intellectual, emotional, social, occupational and spiritual dimensions into a program of active learning with the goal of achieving lifelong well being.

In addition to offering a regular schedule of exercise classes, special events, classroom presentations, group discussions and individualized consultations, the Wellness Program coordinates the following programs:

Alcohol Awareness through the Arts: This is an annual program that uses creative writing, dance, music, theatre and visual art to stimulate discussion and critical thinking on our campus about potential negative consequences of binge drinking.

The Peer Educators Program: This is a group of students trained to educate, confront, listen to, and help their peers make healthy lifestyle choices. Students choosing to participate in the Peer Educators Program are trained through Bacchus/Gamma Peer Education Network and receive a national certification.

For more information on any of the Wellness Program offerings please call the Wellness Program office at (701) 483-2194 or check the web site at www.dickinsonstate.edu/wellness/.



STUDENT ACTIVITIES

The University recognizes the need to provide a well-rounded slate of activities and experiences outside of the classroom. The Office of Student Activities works closely with many Dickinson State University clubs and organizations to offer a variety of activities that attempt to meet the programming and entertainment needs of a diverse campus population. In particular, the Office of Student Activities has primary responsibility for the Campus Activity Board and Intramural Athletics. These two organizations program and schedule the vast majority of student entertainment programs outside of the classroom with funding by student activity fees.

CLUBS AND ORGANIZATIONS

To increase their involvement on campus, students can choose from a wide array of student activities. For a complete listing of active student clubs and organizations on campus see the website location www.dickinson.edu/clubs.asp or the Student Guide Publication available at the Office of Student Development in the Student Center.

STUDENT CENTER

The Student Center serves as the community center for all Dickinson State University students, faculty, staff, administration, alumni, and guests. As the living and dining room on campus, the center provides services, conveniences, and amenities that members of the university community need in their daily lives apart from the academic curriculum.

Both the cafeteria and the snack bar are located in the Student Center. Other amenities include a game room, lounge, fitness center, swimming pool, conference rooms, and ballrooms. Located in the Student Center are: Office of Residential Life, Sodexo-Marriott Food Services, Office of Student Activities, Student Development (including the Office of the Vice President for Student Development), the University Store, and the Student Senate.

INTERCOLLEGIATE ATHLETICS

The Dickinson State University Blue Hawks are members of the Frontier Conference, the National Association of Intercollegiate Athletics (NAIA), and the National Intercollegiate Rodeo Association (NIRA).

Men and women who are attending the University and who have met eligibility requirements may participate in:

Men	Women
Football	Volleyball
Cross Country	Cross Country
Basketball	Basketball
Indoor/Outdoor Track	Indoor/Outdoor Track
Golf	Golf
Baseball	Softball
Rodeo	Rodeo
Wrestling	

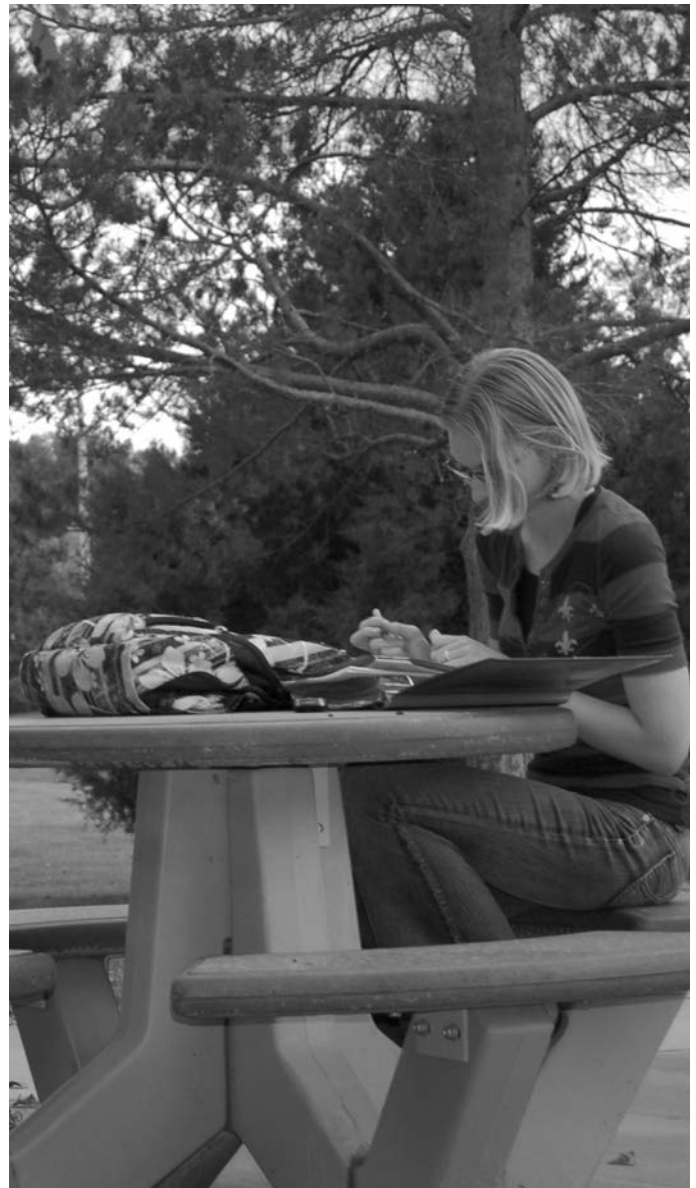
For more information, contact the Office of Intercollegiate Athletics, Wienbergen Hall, room 1, 701-483-2181.

INTRAMURAL ATHLETICS

Intramural sports are available for both men and women throughout most of the year. Scott Gymnasium, Wienbergen Hall, the Student Center, Whitney Stadium, and surrounding athletic fields provide students with some of the best athletic facilities in the upper Midwest. Students also have the opportunity to travel to other parts of the upper Midwest for regional competition in certain intramural sports programs. Intramural sports that are offered include: Indoor Soccer – Dodge Ball – Ping Pong Tournaments – Basketball – Men/ Women – Volleyball – Softball

STUDENT GUIDE

Additional information concerning all of the relevant policies and procedures concerning security, campus safety, and information regarding the reporting of crimes occurring on the Dickinson State University campus. The Student Guide is distributed in the Fall semester of each year and is also available on the Dickinson State University web site at www.dickinsonstate.edu/Guide.asp.





BUSINESS AFFAIRS

TUITION AND FEES

Tuition and fees will be collected at the Office of Business Affairs, May Hall, room 107, approximately the 10th day of class each semester. Informational materials publish the specific days at the beginning of each semester. Dickinson State University does not send out paper bills; instead, students may access their account through the Campus Connection link on the DSU homepage. Outstanding balances not paid on the designated days will be assessed a late fee of 1.75% per month. Visa, American Express, MasterCard, Discover, cash, and checks are all accepted as forms of payment. North Dakota University System policy prohibits granting credit of any kind. **All fees are subject to change without notice.**



Tuition

(full time student taking 12 credit hours per semester)

Resident Tuition	\$2,262
South Dakota, Montana, Saskatchewan, and Manitoba Non-Resident Fees.....	\$2,828
Minnesota Non-Resident Fees	\$2,434
Western Undergraduate Exchange (WUE*)	\$3,393
All Other Non-Resident Fees	\$3,393

Other Mandatory Fees

(full time student taking 12 credit hours per semester)

Student Fee	\$443.28
Technology Fee.....	\$72.00
Connect ND Fee	\$81.00
NDSA Fee	\$.36

** Dickinson State University caps the billing of traditional classroom courses at 12 credit hours per semester. Part-time students taking 11 or fewer hours are billed on a per-credit hour basis.

Online, Distance Education, Direct Study and Internship Courses (per credit hour)

Distance Education Tuition**	\$188.50
Student Fee	\$36.94
Access Fee**	\$47.78
Technology Fee.....	\$6.00
Connect ND Fee	\$6.75
NDSA Fee	\$.03

**The tuition and access fee are not subject to the 12 credit hour cap. An access fee will be charged for the following category of courses: Directed Study, Independent Study, Internship, and Online courses. This fee will be paid above and beyond that flat tuition rate for 12 semester hours and may result in an increase in the total tuition billed to the student.

The only exception made for non-payment of this special access fee would be if the course to be offered as Directed Study, Independent Study, Internship, or in an Online format is specifically mandated for graduation within a major, and has not been offered in the regular schedule within the previous two years, i.e., internships required for business majors and offered on a regular basis will not be charged an access fee. Exceptions for payment of the access fee for these courses will be very limited with each exception being granted on a case-by-case basis.

All students need to check with their faculty advisor or the Director of Academic Records before enrolling in any of these courses.

Special Course and Program Fees

Several courses may have class/course fees or a program fee. Check the registration materials for special class/course fees or review the Office of Business Affairs website for complete listing.



Miscellaneous Fees

Application Fee (non-refundable)	\$ 35.00
Audit Fee, 50% of regular tuition, per semester hour (non-refundable) Resident.....	\$ 94.25
Course Challenge Fee, 50% of regular tuition, per semester hour (non-refundable) Resident.....	\$ 94.25
Parking Fee, per academic year	\$ 30.00
Recording Fee, per semester hour	\$ 50.00
International Student Health Insurance Fee, due in full by 1st day of residual classes.....	\$ 900.00
Returned Check Fee.....	\$30.00

The student accepts responsibility for payment of tuition and fees when he/she enrolls in classes at Dickinson State University. All costs incurred in the collection of financial obligations to the University will be the responsibility of the student.

REFUNDS FOR TUITION AND FEES

The student who registers at Dickinson State University and later plans not to attend must provide the Office of Academic Records a written request that he/she be dropped from the University's rolls. A student who does not attend, will be responsible for all tuition and fees if he/she does not submit such a request.

For students who must withdraw from school after registration of the fall or spring semester, refunds will be issued based upon the number of Instructional weeks attended. The complete North Dakota State Board of Higher Education Policy 830.2 may be viewed at North Dakota University System's website under Policies and Procedures.

For those students who choose to drop a course or courses and remain in school with fewer than 12 hours will receive refunds based on the following percentages:

0 – 8.99%	100%
Thereafter	0%

Although a refund will not be granted after the seventh calendar day for course changes, the student may add the same number of hours at no charge within the same session.

STUDENTS WITH OUTSTANDING BALANCES

A student who has an outstanding balance will not be permitted to enroll in classes at the University and will not be entitled to receive a transcript of credits until the indebtedness has been paid in full.

MOTOR VEHICLE AND PARKING REGULATIONS

REGISTRATION OF VEHICLES

Every student and employee must have a parking permit to park on campus. There are two types of permits, Staff and Student. An individual must register his/her own vehicle at the Office of Business Affairs, May Hall, room 107.

All student parking permits may be purchased at the Office of Business Affairs. A parking fee of \$30 is paid at the beginning of the fall semester. Refunds are prorated on a semester basis. To obtain a refund, the individual must present the current permit to the Office of Business Affairs. Replacement parking permits may be purchased for \$2.00 if a student changes vehicles or has lost his/her parking permit. Temporary parking permits may be obtained for a vehicle that is to be parked on campus for only a few days. All parking permits must be displayed on the driver's side of the rear bumper.

General Regulations

1. Parking areas:
 - a. Employee Parking: To be used by Dickinson State employees only (does not include student employees)
 - b. Visitor Parking: Not to be used by either students or employees.
 - c. Open Parking: Areas not designated as visitor or employee parking.
 - d. Pulver Hall west parking lot: Not to be used by students or employees.
 - e. Handicapped Parking (marked with blue curbside paint and/or cross-marks indicated by wheelchair access sign): To be used only by vehicles displaying handicapped parking permit and current Dickinson State University permit.
 - f. Vehicles may be towed at owner's expense for purposes of snow removal if parked in an area not designed for overnight parking.
2. Drivers of vehicles shall yield the right of way to pedestrians.

PENALTIES AND ENFORCEMENT

Fines for violations of parking regulations on campus are \$10, except for visitor violations which are \$20. However, the fine may be reduced to half if paid by the end of the third school day following the day the violation was issued, except for visitor violations which remains at \$20. Fines for parking in designated handicapped parking areas are \$100 which may be reduced to \$50 if paid by the end of the third school day following the day the violation was issued.

Appeals on parking violations must be brought to the Office of Business Affairs within three school days of their receipt.

Unpaid violations will result in the University's placing a hold on transcripts until such times as fines are paid. Any vehicles with unpaid violations may result in the towing away of the vehicle from the campus at the owner's expense.

Vehicles in No Parking Zones are subject to towing without notice. The individual assumes all costs of towing.



ACADEMIC AFFAIRS

POLICY APPEAL

All academic policies of Dickinson State University may be waived for special circumstances through an appeal made through the Vice President for Academic Affairs or, waived administratively by the Vice President for Academic Affairs in consultation with the Director of Academic Records.

UNIVERSITY LEARNING OUTCOMES AND ASSESSMENT PROGRAM

Participation in University Assessment Program

Dickinson State University has an on-going program of assessing university-wide learning outcomes for students who graduate from the institution with either an associate or baccalaureate degree. A graduate of Dickinson State university will be able to:

- I. Demonstrate knowledge of human cultures, the humanities, the social sciences, the fine and performing arts, and the physical and natural worlds.
- II. Demonstrate the intellectual skills of inquiry, mathematical reasoning, quantitative and qualitative analysis, critical and creative thinking, and problem solving.
- III. Demonstrate written, oral, and visual communication skills, information literacy, and technological skills.
- IV. Demonstrate knowledge of personal and community health and wellness.
- V. Demonstrate responsible ethical reasoning and social and intercultural engagement.
- VI. Demonstrate advanced accomplishment in discipline-specific performance.
- VII. Demonstrate integrative learning across the curriculum.

These learning outcomes are institutional in nature and are incorporated within specific outcomes for each major program. Major programs, courses, and university programs are all geared to implement and develop the above learning outcomes during the academic careers of Dickinson State University students in order to provide students with the quality education needed for future employment and function as a productive member of society. All faculty and students are active participants in producing and inculcating these learning outcomes. Therefore, participation in assessment activities such as pre- and post-testing, portfolio development, and capstone courses including exit exams in major fields is mandatory for all students as part of the University's academic experience.

All candidates for graduation (Bachelor's Degree only) must review Dickinson State University's assessment requirements.

NOTE: Degrees will not be posted on the transcript until graduation exit exam and assessment requirements are met at an acceptable level as determined by the University.

Participation in Writing Across the Curriculum (WAC)

All Dickinson State students seeking a certificate, associate, or baccalaureate degree will participate in the University program to develop writing skills. This program is called "Writing Across the Curriculum" and involves completing a minimum number of credit hours in coursework that includes intensive written assignments and the development of writing skills.

All major programs will include writing intensive courses and a capstone course that includes extensive student writing. As part of this program, the required college composition courses (ENGL 110 – College Composition I and ENGL 120 – College Composition II) will be completed no later than the sophomore year with mandatory enrollment during the first year of college. Successful completion of these two basic composition courses are necessary pre-requisites for enrollment in any 200, 300 or 400 level writing intensive courses.

The Dickinson State University Writing Across the Curriculum Project has endorsed the following goals:

1. To measurably increase the use of the writing as a teaching and learning technique in the Dickinson State University curriculum.
2. To implement sequences of writing activities within the Dickinson State University curriculum.
3. To implement entrance evaluation of students' reading and writing skills, and to offer appropriate placement to entering students.
4. To introduce students to the kinds of academic and professional writing performed in specific disciplines.
5. To improve student writing for a general, college-educated audience, and to enhance future employability.
6. To provide cultural and professional communication models for a cross-section of the University community including parents and families of students.

This project is ongoing. Each student will complete the six semester hours of College Composition I and II (or Honors Composition) required in the general education component. Each department will develop or designate 12 semester hours of writing intensive course/s within the courses required for each major at the 200, 300, and 400 levels of coursework. Each capstone experience required for degree majors will include sufficient writing components to meet the writing intensive standards. Thus, students will have specific points in their undergraduate careers which will emphasize the development and application of writing skills across the academic curriculum and have a minimum of 18 semester hours of writing intensive courses for all baccalaureate degrees, and nine semester hours of writing intensive courses for all associate degrees.

Student Evaluation of Faculty and Courses

Student evaluation of faculty and courses is an important part of DSU's learning outcome assessment program plus North Dakota State Board of Higher Education policy requires faculty evaluations with significant student input. Faculty course evaluations provide valuable data to Dickinson State University for institutional research, curricular revision, and personnel management.



These evaluations are completed online and can be accessed during the evaluation time period, and instructions can be found on the DSU website. All student responses on the faculty course evaluations will be confidential and used by the University for the purposes cited above.

CREDIT VERSUS CONTACT HOURS EQUIVALENCY

Lecture Credit: One hour of credit is assigned to a class that meets 50 minutes per week, once per week, over a 15 week semester. Therefore, a one hour credit lecture course would then consist of 15 hours of contact time per semester. A three-hour course would then meet for 45 contact hours during a 15 week semester. This is the standard Carnegie unit of lecture credit used nation-wide.

Science Lab Credit (biology, chemistry, physics): 1 hour of credit = 2 hours of student contact time in the lab per week. Therefore, a one-hour lab would consist of 30 hours of student time in the lab setting during a 15-week semester; a two-hour lab would consist of 60 contact hours.

Studio Art (ceramics, drawing, oil painting, printmaking, photography, sculpture, watercolor.) **Lecture:** One hour of lecture credit is equated to 50 minute of class time per week for 15 weeks = 15 contact hours (the standard for one hour of lecture credit.)

All studio/lab courses have a built-in studio/lab component that follows the National Association of Schools of Art and Design (NASAD) guidelines: one hour of credit must have 3 hours of "access" or studio time. DSU studio art courses which are generally 3 semester hours of credit will typically have 2 hours of lecture (2 contact hours) and 1 hour of lab (3 contact hours in the studio.) A student enrolled in a 3 credit hour course that meets 3 times per week will spend 5 contact hours in class/studio or, 83 minute per class session. The studio art courses are scheduled for one and a half hour blocks (90 minutes) three times per week to meet this requirement. If the lecture versus lab component varies in the course, the art studios are open for student use 16 hours per day so that they can work on projects and meet the 3 hours contact to 1 hour of credit ratio. A 3 credit hour course composed of all studio time should have the 135 hours of time spent in the studio during a 15 week semester according to the NASAD guidelines.

Music

Lecture: Standard lecture credit (1 hour of credit = 15 contact hours)

Instrument Classes: DSU follows the National Association of schools of Music (NASM) guidelines - one hour of credit for every 2 hours of contact, once a week for 15 weeks. A student receiving one hour of credit in an instrument class would be having 30 hours of student contact during the semester. These courses are offered for a variety of instruments (clarinet, trumpet, etc.) including voice, each course being offered for one credit.

Applied Lessons: The NASM guidelines are followed – 1 hour credit = ½ hour of recitation and 2 ½ hours of outside practice every week for 15 weeks. One hour of credit would equate to 45 student contact hours during the semester. One hour courses are offered at all 4 levels (freshman through senior) for a variety of instruments including voice.

Ensembles and Performance: NASM guidelines – 1 hour of credit for 2 hours of performance (jazz ensemble, concert band) every week for 15 weeks. One hour of credit equates to 30 student contact hours during the semester.

Nursing

Lecture: Standard lecture credit (one hour of credit = 15 contact hours)

Clinical Course Credit: One hour of credit equals 3 contact hours per week x 15 weeks. For one hour of credit in a nursing clinical, the student puts in 45 contact hours per semester. This standard is used for both the ASPN and BSN programs and is common with all nursing clinical courses statewide. The senior level nursing course Practicum Clinical (NURS 498B) for 6 credit hours requires 270 student contact hours during the semester [6 cr. hrs x 3 contact hrs. x 15 weeks = 270 total contact hours.]

INTERNSHIPS

All discipline internships at DSU can be taken at either the 200 or 400 levels and are for variable credit (1-6 hours, a maximum of 12 hours of internship is allowed to apply toward graduation) depending upon the major program requirement. All internship hours of credit are equated as follows: 1 hour of credit = 40 hours of work (student contact hours) during the 15-week semester. So, if a student needs 3 hours of internship credit, a placement is made that stipulates 120 hours of work must be completed during the semester.

BACCALAUREATE DEGREE REQUIREMENTS REGARDING UPPER DIVISION COURSEWORK

All baccalaureate degree graduates must have earned a minimum of 32 semester hours of credit upper division (300-400) coursework, either from Dickinson State University or at some other four-year institution.

DECLARATION OF MAJOR

All students must declare a major by the end of their freshman year for advising and registration purposes. All undeclared students will be listed as seeking a Bachelor of University Studies degree.

Major/Minor Minimum Credit Requirements

All **Majors** must consist of a minimum of 32 semester hours, 18 hours must be from DSU.

All **Minors** must consist of a minimum of 21 semester hours, 12 hours must be from DSU. (Teacher Education minors must consist of a minimum of 24 semester hours).

A student cannot minor within their major field of study.



CURRICULA

All academic policies of Dickinson State University may be appealed through the Vice President for Academic Affairs.

Dickinson State University awards the following degrees:

Bachelor of Applied Science
 Bachelor of Arts
 Bachelor of Science
 Bachelor of University Studies
 Bachelor of Science in Education
 Bachelor of Science in Nursing
 Associate in Arts
 Associate in Applied Science
 Associate in Science

The University also offers non-degree curricula in pre-professional programs, vocational training, and extension work.

BACHELOR DEGREES

BACHELOR OF ARTS DEGREES

The Bachelor of Arts program is a liberal arts curriculum designed to encourage knowledge of Western culture, to promote a proficiency in the skills of writing and speaking, and to provide for concentrated study in a major and a minor area.

Major and Minor – A major and a minor program of study are required for the Bachelor of Arts degree. The student's major and minor areas must ordinarily be part of the Bachelor of Arts curriculum, but some departments allow the selection of a cognate or an interdisciplinary area in lieu of a minor. A minor is also required for graduation unless the major consists of 56 or more credit hours.

All Bachelor of Arts graduates must complete a minimum of 8 credit hours of foreign language study. The eight credit hours can be in one language or in multiple languages. ASL credits may also be used to meet this requirement. However, all Bachelor of Arts degrees granted through the Department of Language and Literature (English and Writing) required 16 hours of a foreign language. The BA in Spanish is an exception to this requirement.

BACHELOR OF SCIENCE DEGREES

Students seeking a Bachelor of Science degree may choose a major from the Department of Agriculture and Technical Studies, Department of Business and Management, Department of Natural Sciences, or Department of Mathematics and Computer Science. A minor is also required for graduation unless the major consists of 56 or more credit hours.

BACHELOR OF UNIVERSITY STUDIES DEGREES

The Bachelor of University Studies (BUS) program affords students the opportunity to plan their own curriculum, and to choose those courses which seem most valuable and interesting to them. Students should note that the BUS degree does not qualify the graduate for teacher certification.

Requirements – All BUS students must:

1. Meet all the criteria for graduation, including the general education requirements expected in other degree programs. Note: The major for all B.U.S. degree recipients will be posted as University Studies. A specific minor will be posted on the academic transcript if all of the academic requirements for the minor are met (Minors are optional). Teaching minors cannot be attached to the BUS degree.
2. Complete a minimum of 128 semester hours;
3. Earn at least 32 semester hours from Dickinson State University;
4. Earn at least 32 semester hours in upper-division (300-400) courses; and
5. Apply for the BUS degree through the Office of Academic Records.
6. The Director of Academic Records or the Director of Extended Learning will serve as the academic adviser.

BACHELOR OF UNIVERSITY STUDIES DEGREE – PRIOR DEGREE EXCEPTION

If a student has previously earned a baccalaureate degree (or higher) from Dickinson State University or any other regionally accredited institution, the student may not graduate with a Bachelor of University Studies degree from Dickinson State University. A Bachelor of University Studies will not be granted as a second or third degree regardless of the number of hours earned.

BACHELOR OF APPLIED SCIENCE DEGREE

The Bachelor of Applied Science Degree is a baccalaureate completion program that builds on an Associate in Applied Science Degree (AAS). This allows the applied technology aspect of the AAS degree to be used as the major for the Bachelor of Applied Science.

BACHELOR OF SCIENCE IN EDUCATION DEGREES

The Bachelor of Science in Education curriculum offers two programs for teaching in elementary (1-6, K-6) and secondary schools (7-12).

Elementary Education – The Bachelor of Science in Education degree, with a major in Elementary Education, includes General Education courses, professional education courses, the areas of proficiency, a minor or two areas of concentration, and elective courses. Students who complete either the reading or kindergarten concentration will not be required to have a second concentration.



Approved minors include:

- Art Education
- Biology Education
- Chemistry Education
- Coaching
- Communication Education
- Computer Science Education
- Earth Science Education
- English Education
- Geography
- History
- Mathematics Education
- Music Education – Choral
- Music Education – Instrumental
- Physical Education
- Political Science
- Psychology
- Science Education
- Social Science Education
- Sociology
- Spanish Education
- Theatre Education

Professional elementary education requirements and areas of proficiency are listed under the Department of Teacher Education.

Secondary Education – The Bachelor of Science in Education degree with a major in an approved secondary teaching subject includes courses in General Education, professional education, the major field, the minor field, and elective areas. In selecting major and minor fields, students should consider both their own interests and the most common combinations in secondary schools. Due to the federal No Child Left Behind legislation, students are encouraged to consider completion of two teaching majors rather than a teaching major and a teaching minor.

Major Fields Are:

*(Students completing a composite major are not required to complete a minor.)

- Art Education
- Biology Education
- Business Education
- Chemistry Education
- Communication Education
- English Education
- Exercise Science
- History Education
- Mathematics Education
- Music Education – Choral
- Music Education – Instrumental and Choral Composite*
- Music Education – Instrumental Music
- Physical Education
- Science Education Composite*
- Social Science Education Composite*
- Spanish Education
- Technology Education (in cooperation with Valley City State University)
- Theatre Education

Minor Fields Are:

- Art Education
- Biology Education
- Business Education
- Chemistry Education
- Coaching
- Communications Education
- Computer Science Education
- Earth Science Education
- English Education
- Geography Education
- History Education
- Journalism
- Mathematics Education
- Music Education – Choral
- Music Education – Instrumental
- Physical Education
- Political Science Education
- Psychology
- Sociology
- Spanish Education
- Technology Education (in cooperation with Valley City State University)
- Theatre Education

For K-12 licensure in art, physical education, music, and secondary education, students must take additional work in the major plus a sequence of professional education courses that gives them a background in working with elementary students. The specific courses in the major can be found under the appropriate major section in the catalog. Specifics of the professional core are found under the Department of Teacher Education.

ASSOCIATE DEGREES

ASSOCIATE OF ARTS

This general education degree is considered as the primary degree for students who will be pursuing a four-year degree in the future.

ASSOCIATE OF SCIENCE

Agricultural Sales and Service

ASSOCIATE OF APPLIED SCIENCE

Office Administration

Practical Nursing

CERTIFICATE PROGRAMS (NON-DEGREE)

Certificate programs are designed for immediate application to a work environment.

- Farm and Ranch Management
- Human Resource Management



PRE-PROFESSIONAL CURRICULA

The pre-professional curricula are designed to prepare students for additional undergraduate work or graduate study. Students enrolling in these programs are assisted in preparing for an undergraduate professional degree not offered at Dickinson State University, or for admission from Dickinson State University to a graduate professional school. Specific preparation and coursework are arranged in consultation with a pre-professional academic adviser. Some of the options for pre-professional study at Dickinson State University are: athletic training, chiropractic, criminal justice and corrections, dental hygiene, dentistry, dietetics, law, medical technology, medicine, mortuary science, occupational therapy, optometry, pharmacy, physical therapy, and veterinary medicine.

CHANGING MAJORS OR ADVISORS

A student may, at any time, change his/her major and/or academic advisor. The student should report to the department chair of the major they intend to pursue.

CREDITS

Dickinson State University operates on the semester system. Ordinarily, one credit requires one class period per week for 15 weeks. Credit given in courses varies according to the number of class meetings per week.

STUDENT LOAD

New first-time freshmen are not permitted to take any excess load credits during their first semester at Dickinson State University.

The normal load for a semester is 16 credit hours (summer session, seven hours). Students can enroll for a maximum of 18 hours without an advisor signature. Enrollment for any additional credits beyond 18 credit hours (19-21 credit hours, summer session 8-9 credit hours) requires signatures of the advisor the appropriate department chair/s, and a minimum GPA of 3.00.

No student should take more than 21 credit hours in a regular semester or nine hours in a summer session. Waiver of restrictions (hours/GPA) can be granted by the college dean if recommended by the department chair up to 23 credit hours.

INTER-TERM AND SUMMER SESSION

The day following Dickinson State University's summer session is officially designated as the first day of the University's inter-term. The inter-term will end on the first class contact day of the fall term as officially designated in the common academic calendar which is established and mandated by the North Dakota University System.

All academic credits earned by students officially enrolled in the summer session will be recorded as part of Dickinson State University's officially designated summer session. All academic credits earned by students (new incoming freshman, new transfers, or returning students) via competency examinations, directed study classes, independent study classes etc., which may be earned while the summer session is in progress, but are outside the scope of DSU's officially designated summer session (i.e., DSU's Early Bird Registration), will not be recognized or reported as part of the summer session. In order to maintain accuracy with respect to fall semester enrollment reporting requirements, especially with respect to new first time freshman, these credits will appear on the transcript as part of

the following fall term. However, these credits are officially recognized by Dickinson State University as inter-term credits.

STUDENT BODY CLASSIFICATION

The student body is classified according to the number of credits earned.

Freshmen: students who have earned 0-23 semester hours.

Sophomores: students who have earned 24-59 semester hours.

Juniors: students who have earned 60-89 semester hours.

Seniors: students who have earned 90 or more semester hours.

Full-time students are enrolled for 12 or more semester hours.

Part-time students are enrolled for fewer than 12 semester hours.

In order to remain on task to graduate in four years, students must complete an average of at least 16 credits per semester.

CLASS ATTENDANCE POLICY

Students are expected to attend all scheduled classes and labs as published in the official class schedule. Any regular deviation from this general policy must be approved by the instructor and the college dean. Student excuses fall in the following categories:

1. If the student is ill, it is his/her responsibility to contact instructors regarding absence. Student Health will not give excuses for missing classes.
2. Academically related (field trips) and institutionally sponsored activities (athletics, tours, etc.) will be excused. The adviser or coach will prepare an excuse sheet and the students involved must present this sheet to their instructors prior to the activity (if possible).

All other absences must be cleared with each instructor. It is the instructor's decision to determine if the absence is excused or unexcused.

All students have the responsibility of personally contacting their instructors concerning their missing work for any absence from class.

Course Numbers

001-099	Non-degree credit, pre-college level courses including remedial skills courses do not count toward graduation. (Exceptions: ENGL 100, MATH 101, MATH 102)
100-199	Taught at the freshman level, or the first course in a sequence.
200-299	Taught at the sophomore level.
300-499	Taught at the junior and senior level, but open to sophomores with permission from the instructor.
500	Designation as a professional non-degree course that cannot be applied to an undergraduate or graduate degree.
501 or higher	Graduate level course



Special course numbers include:

- X90 Education methods courses within disciplines
- X91 Discipline Seminar
- X92 Experimental Course
- X93 Peer Tutoring
- X94 Independent Study, Undergraduate Research
- X95 Service Learning
- X96 Study Tours
- X97 Internship, Externship, Cooperative Education
- X98 Pre-professional Experience, Clinical, and Student Teaching
- X99 Special Topics, Readings

GRADE POINT SYSTEM

University grades are reported in letter symbols, each carrying a value in honor points per credit hour. The grade point average (GPA) is the average of the student's honor points on a 4.00 point scale. The system is as follows:

Grade	Significance	Per Credit Hour
A	.....Superior	4
B	.....Above Average	3
C	.....Average	2
D	.....Below Average.....	1
F	.....Failure	0
W	.....Withdraw	0
I	.....Incomplete.....	0
S	.....Satisfactory	0
U	.....Unsatisfactory	0
AU	.....Audit	0

Although grading is at the discretion of an instructor, typically a letter grade for a course would equate to following percentage of content mastery:

- A = or > 90%
- B = or > 80%
- C = or > 70%
- D = or > 60%
- F = Below 60%

SATISFACTORY-UNSATISFACTORY OPTION

This plan is designed to encourage students to broaden their education by taking courses outside their primary areas. Students may take courses with grades of "S" (satisfactory) and "U" (unsatisfactory), rather than the traditional grades of "A" through "F" subject to the following guidelines:

1. A grade of "S" grants credit toward graduation but does not affect the student's GPA. A grade of "U" neither grants credit nor affects the GPA.
2. Freshmen may not elect to take courses on an "S-U" basis.
3. No more than 30 semester hours of "S-U" grades, including the 15 semester hours pre-service teaching block, will count toward the bachelor's degree. No more than 15 semester hours of "S-U" grades will count toward the associate degree.
4. After the normal period for adding a course the student may not change to, or from, an "S-U" choice.
5. With the exception of experiential learning, only courses outside the major, minor, areas of concentration, or areas of proficiency may be taken for an "S-U" grade. Courses in professional education, unless so identified, may not be taken on an "S-U" basis. Experiential

learning credits earned on the "S-U" basis may be used in the major, minor, or areas of proficiency upon approval of the college dean. Students choosing to major or minor in a field in which they have completed a course on an "S-U" basis may request the department to accept the "S" grade, but the department may require that the grade be changed to a regular letter grade, or that the student take a substitute course.

6. Some courses in a student's major or minor may be offered only on an "S-U" basis. Students may take these courses if required by their programs without the courses being counted toward the normal 30 hour limit. Departments wishing to offer "S-U" courses must receive prior approval from the Curriculum Council.
7. In "S-U" courses, work of "C" level or better is required to receive an "S" grade.

For further information, contact the Office of Academic Records.

INCOMPLETES

Incompletes are to be used to accommodate the student who was ill or had extenuating circumstances and could not reasonably complete the coursework during the term, and for those courses which will extend into the following term (i.e., internships).

Courses for which an "I" (Incomplete) grade notation was given MUST be completed by:

- Regular 16 week classes by the end of the next semester (summer session do not count as a regular semester)
- Eight-week classes by the end of the next eight-week session either in the same academic semester or by the end of the eight week of the following semester, whichever occurs first.
- If, by that time, the instructor of the course has not submitted a Change of Grade form, the "I" grade will administratively be changed to an "F" grade. The Director of Academic Records is authorized to make these administrative grade changes.

Incompletes changed to F's cannot be altered after the student has graduated.

Any subsequent grade change can be done only with the approval of the appropriate faculty member (or the appropriate department chair if that faculty member is no longer employed by the University) and the Vice President for Academic Affairs.



AUDIT OF ACADEMIC COURSES

Students who wish to audit courses at Dickinson State University must apply for and receive the permission of the class instructor. A student may not request such permission until after the regular registration period as regular enrollees have a priority in filling the class. The following conditions will apply:

1. Only lecture type courses may be audited. Audits will not be permitted in activity, laboratory, or classes requiring special equipment (example: computer, camera).
2. No courses taught online or inter-active video may be audited.
3. No academic credit will be granted.
4. The student may not switch from the audit to regular registration or vice versa after the last day to add a class.
5. The audit registration will appear on the student's transcript as "AU". Audit forms may be obtained at the Office of Academic Records.
6. Students must attend at least 60% of the course in order to receive the audit notation. The instructor will determine what course work will be completed for audit credit.
7. The following audit fee schedule will apply:
 - Resident: one-half resident tuition rate.
 - Non-resident: one-half non-resident tuition rate.

REPETITION OF COURSES

Students at Dickinson State University who repeat a course that was previously taken on this campus will have both classes indicated on their academic transcript. However, only the repeated course (credits and grade) will be reflected in the student's total credit value and cumulative GPA. This policy also applies to transfer credit when the transfer courses were taken at another institution prior to the student's initial enrollment at DSU.

A student who completes a class at DSU and subsequently attends another institution and takes the same (or similar) class may not use that class as a repeat of the original DSU class. Both classes (credits and grades) will be listed on the student's academic record and both will be factored in the student's total credit value and cumulative GPA.

CHANGE OF ENROLLMENT STATUS CHANGING COURSE REGISTRATION (ADDING AND DROPPING)

ADDING A COURSE

Students may add a course freely without obtaining the instructor's written permission by accessing the Campus Connection portal in the DSU web page through the 10th calendar day (Fall Semester) or the 11th calendar day (Spring Semester.) The addition of other classes after these dates will not be permitted without the expressed written consent of the instructor(s) and signature of college dean.

DROPPING A COURSE

Students may drop a course freely without obtaining the instructor's written permission through the 12th week of the semester by accessing the Campus Connection portal in the DSU web page. No drops will be allowed after the 12th week of the semester according to SBHE Policy 406.1.

DROP/WITHDRAWAL NOTATIONS

All individually dropped courses or a total withdrawal from the university will be noted on the student's academic record (transcript) with W's appearing in the grade column following each course title. This notation will be detailed on the academic transcript beginning on the 11th calendar day (Fall Semester) or the 12th calendar day (Spring Semester.)

ADMINISTRATIVE WITHDRAWAL FROM COURSES

Under special or extenuating circumstances, a student may be administratively withdrawn from courses at any time, either during the current enrollment, or after the course has been completed and grade assigned through the Vice President for Academic Affairs in coordination with the Director of Academic Records and/or Vice President for Student Development if circumstances warrant such action. Either a student, instructor, or administrator can request such a withdrawal in writing on the appropriate form. Students may not single out specific courses that receive a failing grade for withdrawal unless the course was never attended or mistakenly registered for. If the withdrawal is approved, the Vice President for Academic Affairs will submit a written document to this effect to the Office of Academic Records, for implementation with copy placed in the student's permanent file.

If a student is administratively withdrawn during a session of current enrollment, the instructor of record and advisor for a course from which a student has been administratively withdrawn will be notified that the course withdrawal has been recorded and informed of the reason for the withdrawal.

Because of potential difficulties in contacting instructors who may no longer be employed by the University with respect to the verification of the student's attendance record in any particular course, **no administrative withdrawal will be granted after more than one calendar year has passed.** Exceptions to the one-year limitation and single course for administrative course withdrawal may be granted because of documented extenuating personal circumstances after being considered by the Director of Academic Records and Vice President for Academic Affairs.

An administrative course withdrawal will create "W's" for the course/s being withdrawn. All remaining course grades completed during the semester of withdrawal will remain on the transcript, i.e., courses completed during the eight-week block sessions.



ADMINISTRATIVE WITHDRAWAL FROM THE UNIVERSITY

A student may be administratively withdrawn from the University at any time either during the current enrollment session or ex post facto for prior enrollment sessions through the Vice President for Academic Affairs in coordination with the Director of Academic Records and/or Vice President for Student Development if circumstances warrant such action. Either a student, instructor, or administrator can request such a withdrawal. If the withdrawal is approved, the respective Vice President will submit a written document to this effect to the Office of Academic Records. The Vice President for Academic Affairs (for academic reasons) or the Vice President for Student Development (for disciplinary or student life reasons) will submit a written document to the Office of Academic Records for implementation with a copy placed in the students' permanent file. The offices of Financial Aid, Residential Life, and Business Affairs will be notified of such action so that any financial impact to the student can be calculated and the student duly notified of such.

If a student is administratively withdrawn during a session of current enrollment, the instructor(s) of record for the student's courses and the student's advisor will be notified of the withdrawal. An administrative withdrawal from the university will create "W's" for all courses enrolled in the entire semester regardless of course completion or course grades assigned.

Because of potential difficulties in contacting instructors who may no longer be employed by the University with respect of verification of the student's attendance record in any particular course, **no administrative withdrawals will be granted after more than one calendar year has passed, with respect to the semester(s) in question.** Exceptions to the one-year limitation on administrative withdrawal from the University may be granted because of documented extenuating personal circumstances after being considered by the Director of Academic Records and Vice President for Academic Affairs.

Administrative withdrawal from the University does not replace the term erasure policy as found in the DSU catalog and the Academic Procedures and Policies Handbook.

ENROLLMENT RESTRICTIONS - ONLINE COURSE ENROLLMENT

Enrollment in online courses is restricted to distance education students enrolled through the Office of Extended Learning. Exceptions to this policy can be granted by the Director of Extended Learning or designated staff. Hybrid and Interactive Video courses that utilize online components are exempted from this policy.

CLASS PRE-REQUISITES

The student information system verifies that students have taken prerequisites as stated in the catalog before allowing a student to register for a course. However, in the event a faculty member determines that adequate prerequisites have not been met, a student may be asked to drop the course until the prerequisites has been met.

GRADE APPEALS

Occasions arise when a student is convinced that a final course grade is in error. The student may make an informal and formal appeal of the grading decision through the Academic Appeals Process as outlined in the Student Guide and the Academic Affairs Handbook.

CHANGE OF FINAL GRADE

In addition to incompletes, there are certain cases where a change of final grade is permitted. Within the 12-week period into the next term, the instructor has the option to change the grade within his/her professional judgment. After the 12-week period, the instructor must obtain the approval of the college dean before the change of grade may be enacted.

WITHHOLDING OF TRANSCRIPTS OR REGISTRATION PRIVILEGES

Official transcripts may be withheld if the student has not fulfilled financial obligations. The student will, however, be given grade results and unofficial transcripts. Non-fulfillment of financial obligations may result in the student being denied further registration until the obligation is satisfied.

TRANSCRIPTED ACADEMIC DATA "FROZEN" AT THE TIME OF DEGREE COMPLETION

Once graduated with a baccalaureate degree, Dickinson State University will not permit any alteration to the course titles, grades, or GPA calculation of a student's academic transcript for any reason, unless incorrect information was initially recorded as a result of misinformation received by the Director of Academic Records from a Dickinson State University faculty member or administrator.

TRANSFER OF CREDITS FROM NON-REGIONALLY ACCREDITED INSTITUTIONS

A student may transfer a maximum of 20 (equated) semester hours of comparable courses from institutions and organizations that are accredited by an association recognized by the Council for Higher Education Accreditation (CHEA) or U.S. Department of Education. The Director of Academic Records and the Vice President for Academic Affairs may research the validity and integrity of those institutions where questions exist. Any request for a transfer of credits beyond 20 (equated) semester credits will be handled on an individual basis with the decision made by the Director of Academic Records and the Vice President for Academic Affairs in coordination with the department chairs if necessary. Any credits accepted in transfer will count as free elective credits and will be recorded as individual courses under a single term. Grades will be accepted at face value as indicated on the institution's transcript. In the event that an "S" or "U" (Satisfactory or Unsatisfactory) grade was given, that grade will be changed and posted as a "C" grade. In situations where credit was awarded and a numerical percentage grade was given (but no letter grade was attached to the course), a grade of "C" will be posted.



If for course substitution purposes, a student wishes to use a specific course as an equivalent DSU course, that particular course would be reviewed by the appropriate chairperson in order to determine if a specific course equivalency exists. If such an equivalency does exist, the chairperson would have the option of granting an appropriate course substitution.

This policy is in accordance with that of Dickinson State University's regional accrediting agency, the Commission on Higher Learning of the North Central Association, which permits each institution to determine the transferability of credit from non-regionally accredited colleges.

TRANSFER CREDITS

Acceptance of transfer credits for specific programs or to satisfy degree requirements is governed by institution policies, the system-wide common course numbering (CCN) system, the General Education Requirements Transfer Agreement (GERTA), and statewide articulation agreements. Where identified by one of these programs, full value for identified credit must be granted for admission to the institution, the individual identified programs, and/or general education requirements. Where not identified by one of these programs, college-level transfer credits shall be accepted at full value for admission to the institution if earned in: (1) other NDUS institutions; (2) North Dakota tribal colleges; (3) institutions that are members of, or hold candidate-for-accreditation status from regional accrediting associations; or (4) other institutions that offer comparable courses and programs and are accredited by an accrediting association that is a member of the Council for Higher Education Accreditation (CHEA) or U.S. Secretary of Education.

If needed, credits will be converted to semester hour equivalencies. All courses earned at other institutions, which are accepted at DSU, will appear on the DSU transcript. Course titles, credits, and grades will be indicated. Transfer credits used to meet specific program course requirements will be determined by the department chair. See page 30 for minimum DSU hours required for majors and minors.

Two GPA's will be indicated on a DSU transcript:

1. Cumulative GPA: This GPA will reflect all of the coursework which has been accepted in transfer and all work that the student has completed while enrolled at DSU.
2. Term GPA: This GPA will reflect the grade point average, which has been earned in any given academic semester (term).

TRANSFERS OF ASSOCIATE IN ARTS DEGREE

If a student transfers to DSU from a full-accredited college and has earned an Associate in Art degree and has completed six credit hours of freshman composition courses and also three credit hours in a public speaking course, the student will be considered complete with respect to his/her general education requirements. However, some DSU majors require very specific courses as part of their general education program. If those specific courses were not completed as part of the AA degree, those specific courses would need to be completed at DSU.

Erasing Terms for GPA Purposes

For the purpose of raising his/her Dickinson State University cumulative G.P.A., a student may request permission to erase any term of his/her previous academic work (only one DSU term may be erased) if the student meets the following criteria: **(NOTE: Terms from institutions other than DSU may not be erased.)**

1. The individual must be currently enrolled as a student at DSU at the time the request is made.
2. Specific academic requirements must be met prior to the granting of a term erasure. The student must have completed a minimum of 12 semester hours of DSU academic credit (either one term as a full-time student or in consecutive terms as a part-time student) and have a minimum GPA of 2.5 for the term (or consecutive terms) immediately prior to the request.
3. Term erasure is limited to 5 years prior to current enrollment.

A term erasure request will be granted only once, and all academic work would continue to be shown on the student's transcript; however, the entire term would be removed for GPA purposes. **NOTE: A partial term erasure is not permissible and no term erasure can be awarded after a degree has been granted.**

None of the credits of the erased term could be used for graduation purposes. Once a term has been erased, it can never be reinstated on the student's academic record at a later date.

NOTE: The word Erase with respect to this policy does not mean that the coursework and grades for any semester disappear from the transcript. All coursework and grades will continue to be visible. However, the grades will not be factored into the student's cumulative GPA.

Any student granted permission to erase a term will have a statement printed on his/her transcript indicating the term erasure. Students receiving veterans benefits are cautioned that if they choose to erase an academic term that contained a course that they passed (D or above) and if they received veterans benefits for that term, the erasure could result in a partial loss of future financial benefits.

NOTE: Students who are pursuing a teaching degree (elementary or secondary) are not allowed to exercise the "term-erasure" option due to the need to use grades for all courses for teaching licensure.

For further information, contact the Office of Academic Records.



INTERNATIONAL COURSE WORK

International students who have attended and earned academic credit at an accredited university outside of the United States must have those credits be posted on a DSU transcript.

Almost without exception, the student will be required to have the courses evaluated by a professional credit evaluation services in the U.S. before any credit will be accepted and posted on a DSU transcript or used by DSU to fulfill degree requirements. The fee required to have this evaluation done will be the responsibility of the student.

ARMED SERVICE CREDIT

Dickinson State University may grant college credit to students who completed specific courses of instruction while on active duty in the armed services.

Credit granted will be based on the recommendations set forth in the American Council on Education's "Guide to Evaluation of Educational Experiences in the Armed Services."

Two types of academic credit may be granted:

1. Courses or activities which are accepted by Dickinson State University but cannot be directly connected to a specific course in the current Dickinson State University catalog, will be posted in bulk as "free elective credit" towards the minimum number of credits required for the degree being sought. Maximum: 10 credits.
2. Courses or activities which can be directly connected to a specific course in the University catalog, will, with appropriate departmental approval generally through the experiential credit process be posted as a specific course(s) on a student's transcript. Maximum: No limit.

NOTE: All transcribed armed service credit will be posted with "S" (satisfactory) grade notations. An "S" grade does not affect the student's GPA. A maximum of 30 credits of "S" may be used towards satisfying graduation requirements in a baccalaureate degree program; a maximum of 15 credits of "S" in an associate degree program. No recording fee charged will be charged for the posting of armed service credit.

For specific information, contact the Director of Academic Records, May Hall, room 111.

ACADEMIC DISCIPLINARY ACTION

Academic Misconduct

Dickinson State University does not sanction or tolerate academic misconduct by students. Academic misconduct such as cheating on exams, plagiarism, etc. is defined in the Dickinson State University Student Guide under Article III. A. - Academic Misconduct.

When the instructor has substantial evidence that such an academic misconduct has occurred, the instructor can determine the degree of penalty within his/her jurisdiction with regard to the course in which the misconduct occurred. Such penalties may range from a verbal warning to failure of the course. Proven gross academic misconduct by students may result in disciplinary actions that go beyond academic sanctions within the course. These actions may be severe such as expulsion from an academic program, and in extreme cases, expulsion from the University. A written report of the incident will be placed in the student's permanent file in the Office of

Academic Records and destroyed upon graduation.

If the student does not agree with the instructor's allegation of academic misconduct and subsequent penalty, he/she may make an informal and formal appeal through the Academic Appeals Process as outlined in the Student Guide and the Academic Affairs Policies and Procedures.

Electronic Devices

The use by students of all electronic devices (cell phones, translators, calculators, recorders, MP3 players, and watches with data processing capabilities, or any other such device) is prohibited in classrooms, especially during exams, unless expressly permitted by the course instructor. Students needing special accommodations will be exempted from this policy if the need for using the electronic device is certified through the Academic Success Center.

ACADEMIC PROBATION/SUSPENSION

Probation: Any student who does not maintain a minimum cumulative GPA of 2.00 will be placed on probation and will remain in probationary status until a 2.00 (or higher) cumulative GPA is achieved.

Suspension: Any student who has attempted at least 24 semester hours of credit and does not maintain a minimum cumulative GPA of 1.60, may be suspended from DSU for a minimum of one regular term (Fall or Spring semester). Students receiving all F's for a term may also be suspended. Any student who is suspended following the spring semester will not be permitted to enroll for the following summer session. After being suspended, a student may submit a written appeal to the Vice President for Academic Affairs – May Hall 118.

After a student has completed his/her suspension, or successfully appealed, he/she may re-enroll. However, if the student does not earn a minimum term GPA of 2.00 for his/her first term following the suspension, the student may be placed in suspension status again.

TRANSFER STUDENTS

Transfer students entering Dickinson State University with a GPA below the listed minimum standards will be placed on academic probation at the time of enrollment. The institutional probation and/or suspension policy will apply at the end of the transfer student's first term (excluding summer session). For further information, contact the Office of Academic Records.

COURSE CONFLICT

Course conflicts arise when a student enrolls in two classes that meet on identical days at identical times. If a conflict exists, the student must resolve this conflict by visiting with both instructors and agree on a solution. To enroll in conflicting courses, see the Office of Academic Records. If no solution can be agreed to by all parties involved, the student must drop one of the classes.

CLOSED CLASSES

If a student desires a course that is considered closed, the student may request the instructor's permission to be added to that class. If the instructor and/or department chair approves the request, the instructor will complete a "closed class" form, which department personnel will route to the Office of Academic Records.



FINAL EXAMINATION POLICY

Where applicable, a final examination will be held at the end of most courses according to the published examination schedule. If a final exam is not given, faculty will meet with their classes at the appropriate exam time for a term-end instructional activity, e.g., discussion course projects or presentation of a seminar paper. Faculty cannot arbitrarily delete the final exam period from their course schedules for convenience or expediency because the final period is counted as part of the total instructional days required by the State Board of Higher Education. Any such cancellation of final exams because of personal emergency, etc., must be approved in advance by the Vice President for Academic Affairs. Any change in final exam time from the published schedule requires the approval of the College Dean. Any student who would be disadvantaged by such a change should report this in advance to his/her instructor, who will ensure that satisfactory alternate arrangements will be made. Any unresolved test schedule conflicts may be appealed to the College Dean.

Students having more than three exams on a single day can request to one of the course faculty to move the exam to another day or make other arrangements to take the exam. The Department Chair will be informed of the situation. Any unresolved conflicts may be appealed to the College Dean.

A student who is absent from a final examination without a valid excuse will normally receive an "F" for the course. If a valid excuse is accepted by the instructor, the policies on incompletes or change of grade will apply.

Graduating Students Taking Final Exams (Bachelor and Associate Degrees)

Graduating students will attend class up to commencement day.

Diplomas will not be presented at commencement. The diplomas will be mailed out three to four weeks after commencement.

Graduating students will be released from class for graduation practice, etc. Instructors will make appropriate arrangements with senior students to complete the final examination prior to commencement.



Substitution – Waiver Policy

Permission may be granted to substitute or waive requirements for General Education, majors or minors, or other institutional requirements upon approval of the student's adviser, the department chair, and the Director of Academic Records. The following requirements apply:

1. *Requirements for General Education:* The student must have the approval of his/her adviser, the department chair of the student's major, the department chair of the course, and the Director of Academic Records.
2. *Requirements for majors and minors:* The student must have the approval of his/her adviser, the department chair of the student's major, and the Director of Academic Records.
3. *Other institutional requirements:* The student must have approval of his/her adviser, the department chair of the student's major, and the Director of Academic Records. All substitution or waiver requests approved must be within the policies of the institution and the State Board of Higher Education.

For further information, contact the Office of Academic Records, May Hall, room 111.

ALTERNATIVE CREDIT-EARNING OPTIONS

Alternative credit-earning options provide the student with unique opportunities to earn academic credit without participating in formal instruction via a regular classroom setting. Be advised that credits earned via any "alternative credit" option may not be transferable to another educational institution. Students must be advised of this potential problem at the time that initial discussions take place.

All credits earned through alternative credit-earning options, will be given pass/fail (S/U) grades. A maximum of only 30 semester credits with pass/fail (S/U) grades may be used to meet graduation requirements.

NOTE: BEFORE TRANSCRIPTING CREDIT FOR THE FOLLOWING ALTERNATIVE METHODS OF EARNING ACADEMIC CREDIT, A STUDENT MUST HAVE EARNED A MINIMUM OF TWELVE (12) SEMESTER HOURS OF CREDIT FROM DICKINSON STATE UNIVERSITY AND MUST HAVE A MINIMUM CUMULATIVE GRADE POINT AVERAGE OF 1.60:

- Armed Services Credit
- Attached Learning Credit
- Experiential Learning Credit
- Service Learning Credit

CHALLENGE EXAMINATIONS

Dickinson State University has a limited number of academic areas that offer challenge examinations for specific classes.

EXPERIENTIAL LEARNING

Credit may be awarded for past work experience, which can be directly related to a specific, existing course in the University catalog. Credit will be awarded at the discretion of the appropriate department chair. Amount of credit will match the designated course in the catalog. **Note: Credit cannot be designated and transcribed under Special Topics 299/499.**



SERVICE LEARNING

Credit may be awarded for extra-curricular university or community service activities (on-campus or off-campus), which were completed within the current semester of enrollment and must be transcribed as an existing course in the University catalog. Previous service activities cannot be used. Service learning experiences will be arranged through the appropriate department chair and credit will be awarded at the chair's discretion. The amount of credit will vary.

Note: Credit cannot be designated and transcribed under Special Topics 299/499.

ARMED SERVICE TRAINING AND EXPERIENCE

Dickinson State University may grant up to a maximum of 10 semester hours of academic credit to students who have competed specific courses of instruction while on active duty in the armed services. Credit will be granted based upon the recommendations of the American Council on Education's publications: "Guide to Evaluation of Educational Experiences in the Armed Services." Two physical education activity credits will be waived. All credits will be posted in the term in which the credits were granted.

ATTACHED CREDIT

Credit may be awarded for educational workshops and/or training which has a direct correlation between the content of the training received and the general curriculum of a specific department within the University. Credit will be awarded at the discretion of the appropriate department chair. The amount of credit will vary based upon a number of factors, which may include the academic rigor of the training and/or the length of the training or workshop. Generally, one semester hour of credit is awarded for each 16 hours of seat time. (Note: All attached credit will be designated under special topics 299/499.)

For additional information regarding alternative credit-earning options, contact either the Director of Academic Records in May Hall, room 111 or the Director of Extended Learning (701-483-2166).

TESTING/PLACEMENT

ACT test scores are used to determine placement in English Composition and Math courses.

Students scoring below 18 on the ACT English subtest will be required to take the ACCUPLACER WritePlacer test. Students scoring below 5 on the WritePlacer test will be placed in ENGL 100 Basic Writing and not allowed to register for ENGL 110 College Composition I.

Students scoring below 22 on the ACT Mathematics sub-test will not be allowed to register for MATH 103 College Algebra or any higher level mathematics class. The student will be placed in MATH 101 Introduction to Algebra or MATH 102 Intermediate Algebra, depending on their ACT Mathematics sub-test.

English/Math International Student Placement

International students seeking entry into College Composition I must demonstrate English language competency indicative of their potential to succeed in that course. As per SBHE Policy 402.1.2 and SBHE Policy 402.9, effective Fall 2012, the follow-

ing placement scores are required for admission to English 110. Students with ACT English subtest scores of 14-17 or approved equivalents may take ENGL 110. If co-enrolled in a developmental English course when a co-enrollment option is made available by the student's home campus, or after they have passed a developmental writing course with a passing grade equivalent of "C" or higher. Students with an English subtest score less than 14 must complete a developmental course prior to taking ENGL 110. Additional chancellor-approved placement tests are listed in the the matrix below.

ACT English sub test	PLAN English sub test	SAT Writing	COMPASS Writing Skills	ACCUPLACER WritePlacer
18	15	430	77	5

Similarly, effective Fall 2012, the following placement scores are required for admission to MATH 103. An ACT mathematics sub-test score of 22 or higher or an equivalent assessment approved by the chancellor is required for a student to enroll in MATH 103 (College Algebra) or any other non-developmental mathematics course at DSU, MaSU, MiSU, NDSU, UND or VCSU. An ACT Mathematics sub-test score of 21 or higher or an equivalent assessment approved by the chancellor is required for a student to enroll in MATH 103 (College Algebra) at BSC, DCB, LRSC, NDSCS or WSC. Students without qualifying assessment scores must successfully complete a developmental mathematics course before enrolling in a non-developmental mathematics course. Additional chancellor-approved placement tests are listed in the matrix below.

ACT Mathematics sub test	PLAN Mathematics sub test	SAT Critical Reading & Mathematics	COMPASS Algebra	ACCUPLACER Elementary Algebra
22	19	1030	54	117
21		990	52	116

PLAN test scores may be used only by currently enrolled high school students for placement into college/university courses offered by an NDUS institution and are superseded by ACT, SAT, COMPASS, or ACCUPLACER placement scores.

Students who successfully complete a required developmental course or final course in a developmental sequence with a grade of "C" or higher that fulfills a prerequisite for ENGL 110 or MATH 103 will be deemed to have met the pre-requisite to enroll in ENGL 110 or MATH 103. Students may request to re-take a placement test to meet prerequisite requirements for ENGL 110 or MATH 103.

ACT Reading and Science minimum sub-test scores are associated with a 50% chance to earn introductory college course grades of a "B" or higher and a 75% chance to earn a "C" or higher in introductory college courses; therefore, students are highly encouraged to meet at least the following minimum sub-test scores for Reading and Science:

	ACT sub test	PLAN sub test	SAT	COMPASS	ACCUPLACER
Reading	21	17	NA	88	85
Science	24	21	NA	NA	NA



An applicant whose native language is not English is required to complete satisfactorily the Test of English as a Foreign Language (TOEFL), or demonstrate proficiency in the use of the English language. English proficiency may be demonstrated by:

(IBT) TOEFL must equal 71 or higher (School code-6477); or
IELTS must equal 6.0 or higher.

The following countries are TOEFL exempt: Australia, Canada, Ireland, New Zealand, United Kingdom, Bahamas, Barbados, Belize, Dominica, Granada, Grand Cayman, Guyana, Jamaica, Trinidad and Tobago, Liberia, American Samoa, the Virgin Islands, and All U.S. Trust Territories.

MATH PLACEMENT EXAMS

For students that do not meet these requirements, DSU offers the following pre-college level courses; these courses do not count toward graduation or sports eligibility.

Pre-College level mathematics courses

Recommended Courses

MATH 101 – Introduction to Algebra

Placement Scores/Pre-requisites

ACT Math subtest score less than or equal to 16+
SAT Critical Reading plus math score less than or equal to 810
Accuplacer Elementary Algebra placement score of less than or equal to 80

Recommended Courses

MATH 102 – Intermediate Algebra

Placement Scores/Pre-Requisites

ACT Math subtest score between 17 and 21
SAT Critical Reading plus math score between 820 and 1020
Accuplacer Elementary Algebra placement score from 81 to 116
Or Pre-requisite of MATH 101 – Introduction to Algebra

College Level First Semester Mathematics Courses

Recommended Courses

MATH 103 College Algebra
Or MATH 110 Liberal Arts
Or MATH 127 Matrix Fundamentals
(The course selected will depend on the students selected major and minor)

Placement Scores/Pre-Requisites

ACT Math subtest score of 22 or higher
SAT Critical Reading plus math score of 1030 or higher
Or Accuplacer Elementary Algebra placement score of 117 or higher Or Pre-requisite of MATH 102 – Intermediate Algebra

Recommended Courses

MATH 105 – Trigonometry

Placement Scores/Pre-Requisites

ACT Math subtest score of 23 or higher
SAT Critical Reading plus math score of 1070 or higher
Accuplacer Elementary Algebra Placement Exam of 117 or higher and Accuplacer College Level Mathematics Placement Exam score greater than or equal to 65 Or Pre-requisite of MATH 103 - College Algebra

Recommended Courses

MATH 107 – Pre-Calculus
Or MATH 146 – Applied Calculus

Placement Scores/Pre-Requisites

ACT Math subtest score of 25 or higher
SAT Critical Reading plus math score of 1150 or higher
Accuplacer College Level Mathematics placement score of 70 or higher Or MATH 103 – College Algebra

Recommended Courses

MATH 165 – Calculus I

Placement Scores/Pre-Requisites

ACT Math subtest score of 27 or higher
SAT Critical Reading plus math score of 1220 or higher
Accuplacer College Level mathematics placement test score of 100 or higher Or Pre-requisite of MATH 103 – College Algebra and MATH 105 - Trigonometry Or MATH 107 - Precalculus



College Level Examination Program (CLEP) Advanced Placement Examinations (AP)

DSU is a national testing center for students wishing to take CLEP examinations. CLEP Examinations are computerized and administered as needed. To register for a CLEP Examination, contact the Academic Success Center. An examination fee is paid directly to CLEP and there may be an administrative fee required for the computer-based testing. If there are questions regarding the fees charged, please contact Academic Success Center.

CLEP

Dickinson State does accept subject area CLEP tests as approved by the University. (NOTE: Dickinson State University does not accept General Education CLEP tests as detailed in NDUS procedure 403.7.4 – Common Credit-By Exam Guidelines.

A maximum of 15 semester hours of CLEP/AP credit can be applied to a 4 year degree and 8 hours toward a 2 year degree. All CLEP/AP credits are recorded with an “S” grade and do not affect the GPA.

CLEP subject examinations may not be taken to establish credit for a course in which a student has earned credit in a higher level sequential course, or in a subject the student has previously failed.

CLEP tests not on the approved list may be taken for credit INDEPENDENT STUDY (RESEARCH)

if the student has the written approval of the college dean or department chair of the particular subject area. CLEP tests are all computer based.

The minimum passing score for CLEP tests may vary. Some CLEP tests require a response in the form of essay questions. No essay will be evaluated or graded unless the minimum passing score is obtained on the subjective portion of the test.

NDUS CLEP SUBJECT AREA TESTS AND SCORES

See the Academic Success Center for the matrix of acceptable CLEP tests.

FOREIGN LANGUAGE REQUIREMENT EXEMPTION

International Students whose languages are other than English are exempt from BA foreign language requirements but are subject to TOEFL requirements. Non-international students who enter DSU as native or near-native speakers of languages other than English, or students with undocumented foreign language proficiency may pursue the following options to secure a waiver, substitution, or record for meeting the requirement:

1. Provide a transcript for graduation from a non-English speaking High School or College from a country other than the U.S.
2. Take an approved proficiency exam, such as the NYU 16 point Language Proficiency Test, which certifies proficiency through the 102 or 202 level, as necessary, or a CLEP Foreign Language Exam, which certifies proficiency for up to *12 credit hours.
3. Enroll in SPAN 102, SPAN 202, GERM 102, or GERM 202, as necessary, and pass with a B or better (pay recording fee for remaining 4 or 12 credits, as necessary)
4. Enroll in SPAN 321 and pass with a B or better (Requirement waived*).

*Students must still complete the minimum credit hours to graduate. Students pursuing Spanish Majors or Minors ARE required to complete the 16 lower-division credits, and they must pay the recording fee for those credits. Those wishing only to satisfy the foreign language requirement do not have to pay the recording fee.

COLLEGE BOARD ADVANCED PLACEMENT

Students taking Advanced Placement tests for approved Dickinson State University courses must achieve a score of three or more in order to receive college credit and provide official documentation.

INDEPENDENT STUDY, UNDERGRADUATE RESEARCH, INTERNSHIPS, ONLINE COURSES, AND SPECIAL TOPICS, READINGS

ACCESS FEE

An access fee will be charged for the following category of courses: Directed Study, Independent Study, Distance Education courses. This fee will be paid above and beyond the flat tuition rate for 12 semester hours and may result in a significant increase in the total tuition billed to the student.

The only exception made for non-payment of this access fee would be if the course to be offered as Directed Study, Independent Study, or in a Distance Education format is specifically mandated for graduation within a major, and has not been offered in the regular schedule within the previous two years. Exceptions for payment of the access fee for these courses will be very limited with each exception being granted on a case-by-case basis.

All students need to check with their faculty advisor or the Director of Academic Records before enrolling in any of these courses.

DIRECTED STUDY

This is a course that is listed in the Dickinson State University catalog but is not offered during the term requested. There is no obligation for a faculty member to offer a course by directed study, and enrollment should be granted only under unusual circumstances involving graduation. The course is usually taught to just one student.

INDEPENDENT STUDY (RESEARCH)

An independent study is a research related project with specific academic content and to which is attached an appropriately descriptive title. Credit values will vary depending upon the structure of the class and will be determined by the supervising faculty member. There is no obligation for a department (or faculty member) to offer this as an independent study. All research projects must receive approval from the appropriate department chair.

INTERNSHIPS

An internship is an on-the-job experience during which the student is able to put his/her educational training into a practical application and earn academic credit at the same time. One academic credit will be granted for each 40 hours of work that is completed by the student.

From one to six credits may be earned during any specific internship experience. A maximum of 12 semester hours of internship credit may be used to fulfill graduation requirements. Students should visit with their academic advisor and the appropriate department chairperson regarding internships.



SPECIAL TOPICS, READINGS

A uniquely designed advanced topics course is within a specific discipline. Course content and other related academic requirements are to be determined by the instructor. A student is limited to 16 semester hours of credit earned in Special Topics or Readings that will count toward the graduation requirement of 128 semester hours.

CROSS LISTED COURSES

Cross listed courses found either in the catalog or in the course schedules are courses that have two prefixes but are the same course, i.e., HIST 345 – U.S. Presidency (3cr), POLS 345 – U.S. Presidency (3cr).

These courses can be taken for credit within only one of the prefix disciplines; the example course above can be taken for either History credit or Political Science credit, but not for credit in both disciplines taken simultaneously or separately. Cross listed courses cannot be repeated in another semester with a registration in the opposite prefix from the one the student was previously granted credit in.

GRADUATION REQUIREMENTS

NOTICE TO ALL STUDENTS

TRANSCRIPT POSTING OF OFFICIAL GRADUATION DATES

The official graduation date posted on transcripts will reflect the term and date when the Office of Academic Records certifies that all graduation requirements have been met. In the case of Incomplete courses that are needed for graduation, and completed after the term of enrollment, the courses are posted for the term of enrollment and the graduation date is posted for the graduation date (Fall, Spring, Summer) closest to the actual completion of all degree requirements and certification by the Director of Academic Records.

Most of the pages that follow contain a variety of information regarding the academic requirements with respect to the completion of a degree program at Dickinson State University. Every enrolled student will have access to personalized assistance (an appropriate academic advisor) and information (an official University catalog) related to their academic program thus ensuring that the student will be able to complete his or her degree within a reasonable length of time.

All students who graduate with a baccalaureate degree, associate degree, or awarded a certificate, must have a minimum cumulative GPA of 2.00. Some programs require a minimum GPA that is higher than 2.00.

While the University guarantees that every student will have access to this type of valuable information and guidance, it is each individual student's responsibility to carefully review the specific degree requirements of his/her academic program and the general graduation requirements of the University indicated in this document and to take advantage of that assistance and guidance on a frequent basis, and thus, ultimately, to be solely responsible for completing the requirements needed to fulfill their degree requirements.

GENERAL GRADUATION REQUIREMENTS – BACHELOR'S DEGREE

NOTE: All candidates for graduation (Bachelor's Degree only) must review Dickinson State University's assessment requirements.

1. The student must earn a minimum of 128 semester hours of credit including 32 semester hours from Dickinson State University.
2. The student must complete the Dickinson State University 39 semester hours of General Education requirements for a baccalaureate degree.
3. The student must earn a major of at least 32 semester hours of credit including 18 semester hours from Dickinson State University.
4. The student must earn a minor if the student is graduating with a Bachelor of Science in Education, Bachelor of Arts, and Bachelor of Science degrees, unless the student completes a Composite Major. The minor must be a minimum of 21 semester hours, including 12 semester hours from Dickinson State University. Teaching minors must have a minimum of 24 semester hours including 12 hours from DSU. **NOTE:** A student cannot minor within their major field.

NOTE: Exceptions to this policy exist in some areas:

- EXCEPTION #1 – If the major consists of 56 or more credit hours, no minor is required.
 - EXCEPTION #2 – A minor is not required if the student graduates with a double major.
5. All Bachelor of Arts graduates must complete a minimum of 8 credit hours of foreign language study. The eight credit hours can be in one language or in multiple languages. ASL credits may also be used to meet this requirement. However, all Bachelor of Arts degrees granted through the Department of Language and Literature (English and Writing) require 16 hours of foreign language. The BA in Spanish is an exception to this requirement.
 6. The student must have a cumulative GPA of 2.0 as well as a GPA of 2.0 in the major field of study. **NOTE:** Some programs, such as education and nursing, accounting, and business administration require a higher GPA.
 7. The student must earn a minimum of 32 semester hours of upper level credit courses (300-400). **NOTE:** Lower level courses (100-200) which have been taken at another college (two-year or four-year) and for which credit was granted to meet a 300-400 major or minor requirement will not count towards meeting this upper level degree requirement.)
 8. Once graduated with a baccalaureate degree, Dickinson State University will not permit any alteration to the course titles, grades, or GPA calculation of a student's academic transcript for any reason, unless incorrect information was initially recorded as a result of misinformation received by the Director of Academic Records from a Dickinson State University faculty member or administrator.
 9. Submitting a formal application for graduation at the Office of Academic Records is required in order to be eligible to receive a Dickinson State University diploma. Students may only submit an application for graduation



once they have earned (grades are posted) a minimum of 90 semester hours of academic credit.

10. Should a student complete the academic requirements of a degree program during one semester but not make formal application for graduation until a subsequent semester, the graduation date printed on the transcript will reflect the date on which the academic requirements were met. However, the date on the diploma will reflect Dickinson State University's next official graduation date (fall or spring).
11. It is highly recommended that 16 hours of a foreign language be taken by students considering graduate school.
12. Performance on a major or exit exam or other assessment activities at an acceptable level as established by the University is required for graduation.
13. Degrees will not be posted until all graduation requirements are met.

GENERAL GRADUATION REQUIREMENTS ASSOCIATE IN SCIENCE DEGREE

1. The student must earn a minimum of 64 semester hours of credit including 16 semester hours at Dickinson State University.
2. The student must earn a minimum of five semester hours of credit in the major area of study at Dickinson State University.
3. The student must have a minimum cumulative GPA of 2.00, as well as a minimum GPA of 2.00 in the major field of study.
4. The student must complete 39 semester hours of general education courses (same as General Education course requirements as required for a baccalaureate degree).

GENERAL GRADUATION REQUIREMENTS ASSOCIATE IN APPLIED SCIENCE DEGREE

1. The student must earn a minimum of 64 semester hours of credit including 16 semester hours at Dickinson State University.
2. The student must earn a minimum of five semester hours of credit in the major area of study at Dickinson State University.
3. The student must have a minimum cumulative GPA of 2.00, as well as a minimum GPA of 2.00 in the major field of study.
4. The student must complete 17 semester hours of general education courses as required by the specific program.

GENERAL GRADUATION REQUIREMENTS ASSOCIATE IN ARTS DEGREE

1. The student must earn a minimum of 64 semester hours of credit including 16 semester hours at Dickinson State University.
2. The student must complete 39 semester hours of General Education courses (same General Education course requirements as required for a baccalaureate degree).
3. The student must have a minimum cumulative GPA of 2.00.

GENERAL GRADUATION REQUIREMENTS CERTIFICATE PROGRAM

1. The student must complete all General Education classes and specific major classes that are required for the certificate program (number of credits may vary).
2. A minimum of 16 semester hours of credit are required for all certificate programs. At least 50% of the required classes must be DSU classes.
3. The student must have a minimum cumulative GPA of 2.00.

LIMITS OF HOURS ACCEPTABLE TOWARD GRADUATION

Dickinson State University places limits on certain types of courses that may be used to fulfill graduation requirements for the Bachelor's degree.

1. Limit of 30 semester hours of pass/fail (S/U). **NOTE:** Any pass/fail credits earned as a result of taking classes where a letter grade was not an option **WILL NOT** count towards the 30 credit maximum.
2. Limit of 30 semester hours of experiential learning credit.
3. Limit of 10 semester hours of Armed Service credit.
4. Limit of 15 semester hours of CLEP/AP credit.
5. Limit of 12 semester hours of Attached credit.
6. Limit of 6 semester hours of Service Learning credit.
7. Limit of 20 semester hours of credit from institutions whose accreditation is not from a regional accreditation body, but from a specialized national accrediting agency recognized by the U.S. Secretary of Education or the Council for Higher Education.

(NOTE: All credit limitations that apply to the Bachelor's degree shall apply to the Associate's degree at one-half the credit hours.)

A STUDENT HAVING UNUSUAL CIRCUMSTANCES MAY APPEAL THE ACADEMIC POLICIES OF DICKINSON STATE UNIVERSITY BY SUBMITTING A WRITTEN APPEAL TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS.

DOUBLE DEGREE

To earn two four-year degrees (example: Bachelor of Arts and Bachelor of Science in Education), the student must complete all requirements with the exception of General Education for both degrees plus an additional 32 semester hours above the minimum for one degree (128 credit hours) to equal 160 semester hours. This policy is not applicable to the Bachelor of University Studies Degree regardless of the number of hours earned.

International students who wish to earn a second baccalaureate degree must provide official verification of the first baccalaureate degree and earn a minimum of 160 semester hours, of which 32 semester hours must be earned through Dickinson State University. All general education requirements, major requirements and degree requirements must be met according to the Dickinson State University catalog.

A student who has completed all of the academic requirements for two degrees but has not met the 160 credit minimum requirement may not avoid the 160 credit requirement by postponing the application for the second degree until a future semester.

A student who graduates with two (different) DSU degrees in a single term must have completed all of the major program



requirements (with the exception of general education) for both degrees; and the student must have earned a total of at least 160 academic credits.

A student who is awarded a DSU Bachelor of University Studies degree in one term and subsequently applies for a second DSU baccalaureate degree (B.S., B.A., B.S.N., B.A.S.T) must have accumulated a minimum of 160 academic credits. (Exception: if the second degree is a B.S. Ed. degree and the reason for not receiving the B.S. Ed as the student's initial degree was due to PRAXIS or PORTFOLIO issues, then 160 minimum credits will be waived.)

No student may simultaneously graduate with a BS and a BA degree with identical majors (e.g., BS-Math/BA-Math). No student will be permitted to graduate with more than two degrees (BA and BS) in any one semester.

To earn two associate degrees, the student must meet all requirements for both degrees plus an additional 11 semester hours of credit above the minimum for one degree. A student may earn a bachelor's degree and an associate's degree if the requirements for the associate's degree have been completed a minimum of one term prior to the completion of the bachelor's degree.

In special cases, with the approval of the Vice President for Academic Affairs, a student may earn an Associate in Science degree simultaneously with a bachelor's degree or earn an associate's degree after earning a bachelor's degree.

The student who has already earned a bachelor's degree MUST apply for graduation AGAIN in order for the University to award the Associate in Science. No student graduating with a baccalaureate degree will automatically be granted an associate degree.

A STUDENT MAY NOT BE GRANTED AN ASSOCIATE IN ARTS DEGREE SIMULTANEOUSLY WITH A BACHELOR'S DEGREE OR BE GRANTED AN ASSOCIATE IN ARTS DEGREE AFTER EARNING A BACHELOR'S DEGREE.

DOUBLE MAJORS

Students may graduate with two majors within a single degree (example: Bachelor of Arts in English and History) provided that the requirements are met for both majors and the baccalaureate degree.)

COMPOSITE MAJOR

In order for a major to be listed as a Composite Major in the University catalog, its major curriculum must require the completion of a minimum of 56 semester hours of credit.

APPLICATION FOR GRADUATION

The following regulations are based upon DSU academic policy.

Students pursuing a **BACHELORS** degree may not submit an Application for Graduation until they have earned a minimum of 90 semester hours of academic credit. Students pursuing an **ASSOCIATE** degree may not submit an Application for Graduation until they have earned a minimum of 32 semester hours of academic credit. Students pursuing a one-year **CERTIFICATE** program should submit their application after the completion of their first semester.

Students should check their earned-credit total via the student self-service module. Students are strongly encouraged to continue to meet regularly with their academic advisors until they are eligible to submit their Application for Graduation. If the credit values indicated above have not been met when we receive the application, it will be returned to the student with instructions to re-submit the application after the required minimum credit hours have been earned.

Dickinson State University holds commencement exercises two times each year, at the end of the fall and spring terms. All students who have satisfied graduation requirements during the previous year, or who would need only six credits or less to complete their degree and will be able to complete those credits during summer term following commencement, are eligible to participate in the spring graduation exercises.

GRADUATION HONORS

Candidates for graduation from a four-year-degree curriculum will receive honors upon graduation on the following basis:

Summa Cum Laude	Minimum Cumulative GPA 3.9
Magna Cum Laude	Minimum Cumulative GPA 3.75
Cum Laude Minimum	Cumulative GPA 3.5

The cumulative GPA includes all college credits earned prior to graduation, not just college credits earned at Dickinson State University.

The honor standings for commencement purposes are evaluated one semester prior to graduation. Final honors will be evaluated after completion of the degree. These honors will be posted on the student's transcript. A minimum of 32 hours must be earned at DSU.

ACADEMIC HONORS

PRESIDENT'S LIST

Students with a term GPA of 3.9 or above after the completion of a minimum of 12 DSU GRADED (A, B, C, D, F) credit hours* during the semester will be named to the President's List. Recipients of this prestigious award will receive a letter from the President of Dickinson State University and will also have an appropriate notation placed on their official academic record. Moreover, the list of recipients will be included in appropriate college publications and in area newspapers.

DEAN'S LIST

Students with a term GPA of 3.5 – 3.89 after the completion of a minimum of 12 DSU GRADED (A, B, C, D, F) credit hours* during the semester will be named to the Dean's List. Recipients of this prestigious award will receive a letter from the Vice President for Academic Affairs and will also have an appropriate notation placed on their official academic record. Moreover, the list of recipients will be included in appropriate college publications and in area newspapers.

*Credits earned with an "S" grade cannot be counted in the required 12 credit minimum.

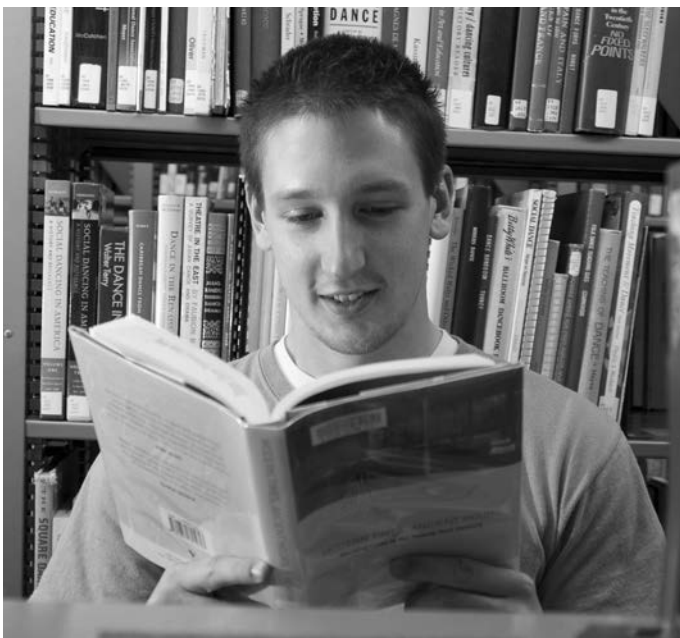
Collaborative students are eligible for the President's and Dean's List if DSU is their home campus and 2/3 of the term courses are taken from DSU.

RECORDING A MAJOR OR MINOR ON A DEGREE NOT EARNED AT DICKINSON STATE UNIVERSITY

Dickinson State University WILL NOT officially record a major or minor on a degree earned at another college or university. However, under the following conditions, the Office of Academic Records will record a comment on the student's transcript indicating that the major or minor requirements have been met:

1. The college dean or department chair must evaluate the student's transcript and certify by letter to the Office of Academic Records that all Dickinson State University requirements for that major or minor have been met. The student must have completed at least 18 semester hours in that major or 12 semester hours in that minor from Dickinson State University.
2. For a teaching major or minor (example: Math Education) the student must meet all the requirements listed in (1) above, and the chair of the Department of Teacher Education must certify that the student has met the Professional Education Licensure requirements as listed in the Dickinson State University catalog.
 - a. If the student wishes to obtain initial teacher licensure from the North Dakota Education Standards and Practices Board, and has met the requirements listed above (1 and 2), the Office of Academic Records will initiate the application for certification if so requested by the student.
 - b. If the student wishes to obtain initial teacher licensure from the North Dakota Education Standards and Practices Board and HAS NOT met the requirements listed in (1 and 2) above, the student must initiate the request for licensure directly with the North Dakota Education Standards and Practices Board.

IF THE STUDENT DOES NOT MEET THE REQUIREMENTS LISTED IN (1) OR (1 and 2) ABOVE, THE MAJOR OR MINOR COMMENT WILL NOT BE RECORDED ON THE ACADEMIC RECORD.

**CATALOG YEARS OF LIMITATIONS**

1. A student who has an academic "break" (has not completed a course at Dickinson State University) of two consecutive years or more, excluding summer sessions, must change to the University catalog which is in effect at the time the student resumed his/her studies.
2. A student may not complete a degree from an academic catalog that was put into effect more than six calendar years prior to their graduation date.
3. Students who elect to graduate with an Associate Degree (AAS, AA, AS) and want to re-enroll at DSU in order to complete a baccalaureate degree may remain under the governance of their initial degree catalog so long as enrollment is continuous between the two degree programs.
4. If a new catalog is published since a student's initial enrollment, a student may choose to graduate under the governance of the new catalog, or remain under the governance of initial enrollment catalog so long as continuous enrollment is maintained with no academic "break."
5. Students who graduate with one degree (or double degrees) and then return to DSU for another degree must follow the specific program requirements printed in the most recently published catalog when they return for their additional degrees.

WITHDRAWAL FROM THE UNIVERSITY

A student who finds it necessary to withdraw from the University must contact the Office of Academic Records.

The student will receive a "Withdrawal From University" form with additional instructions.

A student may withdraw from the university through the 12th week of the semester. If the student has been given a Withdraw from University form from the Office of Academic Records, but has not returned the form to that office for processing before 4:30 p.m. on the last day of the 12th week of the semester, the withdrawal will not be processed after that date. No withdrawals will be allowed after the 12th week of the semester according to SBHE policy 406.1. If a student does not complete the withdrawal process within the time frame listed above, the student will receive the grade of "F" in all courses.

A schedule of tuition refunds is maintained by the Office of Business Affairs. That schedule will be followed unless otherwise directed by the Vice President for Academic Affairs.

STOXEN LIBRARY

Stoxen Library, connected to May Hall, the main classroom building, provides students, faculty, and staff, as well as residents of southwestern North Dakota, with access to traditional library services and materials, to online databases, and to the wealth of information available on the Internet.

Stoxen Library is a member of ODIN (Online Dakota Information Network), the North Dakota University System Library Network (academic, public, school, state agency, and special libraries) as well as OCLC, the world's largest network of libraries. The library materials collection contains more than 100,000 volumes, 400 plus current print periodical subscriptions, access to thousands of online periodicals and e-books, and numerous audiovisual materials, all of which are

accessible via the Library's web page: www.dickinsonstate.com/library.asp.

Of special note is the library's Theodore Roosevelt Collection. The library's materials collections are valuable resources for all types of research projects.

Needed research materials not available in the Stoxen Library collections or via the Library web page can generally be obtained via interlibrary loan. The library staff is available to assist users in their research efforts and library use.

There are a variety of study areas and a number of computer workstations available in the library for student research activities.

Stoxen Library is open 75 hours a week. The hours are posted on the library doors as well as the Library web page. The aforementioned electronic resources (databases, online periodicals, and e-books) are available 24/7 from anywhere via the Library's web page: www.dickinsonstate.com/library.asp.

FOREIGN EXCHANGE AND STUDY ABROAD PROGRAMS

One of Dickinson State University's initiatives and institutional learning outcomes is centered on preparing students to live in a global society and develop an understanding of different cultures. As part of this initiative, DSU has invited students and faculty from partner universities worldwide to attend DSU and has engaged in sending faculty and students to these universities. Currently, there are students from over 30 different countries enrolled at DSU. Dickinson State has agreements with partner universities abroad to allow their students to attend DSU and earn a degree through what is called a Dual-Degree-Joint (DDJ) program. DSU is a member of the International Student Exchange Program (ISEP) which brokers study abroad experiences for American students. Students wishing to come to DSU from the countries of the former Soviet Union are aided through the International Research Exchange Board (IREX).

For more information regarding foreign exchange with partner universities or general study abroad contact:

Ms. Ronnie Walker,
 Director of the Center for Multicultural Affairs
 May Hall 310
 Telephone: 701-483-2598
 (Email address: Ronnie.Walker@dickinsonstate.edu.)

COMMUNICATION PROFICIENCY POLICY AND COMPLAINT PROCEDURE

In accordance with State Board of Higher Education Policy 609 (Communication Proficiency, Dickinson State University has a policy in its Faculty Handbook (section II.A.2., Communications Proficiency Policy) which provides for the screening of faculty members to determine their proficiency in both written and verbal English at the time of initial employment. This policy is to ensure that students will have instructors whom they can understand both verbally and in writing.

The DSU policy also provides a procedure for students to register complaints if they cannot understand the English used by an instructor in classroom instruction. The DSU Faculty Handbook outlines in section II.A.2.D the following procedure.

- 1) Students can register a complaint regarding language proficiency (the inability to understand the English used to communicate by the instructor) with the Chairperson of the Department in which the instructor teaches. Complaints can be verbally discussed with the Chair in an informal manner, but must be in writing for formal action to be taken.
- 2) The Department Chair in consultation with the College Dean will recommend whatever action (i.e., a communication development program) is deemed necessary to address the complaint.
- 3) The College Dean will implement the recommended action.
- 4) If the plan of action does not produce the desired result and the complaint is not alleviated within a reasonable period of time, an additional appeal may be made by the student to the Vice President for Academic Affairs for further action to be taken.

Students may discuss their complaint regarding communication proficiency with the Vice President for Student Development and secure help with this issue from this office before approaching a Department Chair with their concern.





The Theodore Roosevelt Center was established at Dickinson State University to study and analyze the life and legacy of the 26th president of the United States. Like other presidents before Herbert Hoover, Theodore Roosevelt has no presidential library. His papers are scattered in discrete collections at the Library of Congress, Harvard University, and elsewhere. In partnership with these organizations, the TR Center has undertaken to create a comprehensive digital library presenting Roosevelt's letters, diaries, presidential papers, photographs, and ephemera. Through the digital library and through symposia and publications, the Theodore Roosevelt Center aims to investigate, interpret, and inform the understanding of Roosevelt's contributions to American life.

The Center cooperates closely with the Department of Social Sciences and the Theodore Roosevelt Honors Leadership Program in providing students with opportunities for research and internships. The Center also offers public programs, including an annual symposium on a theme from TR's life, bringing nationally acclaimed scholars in history and the humanities to the university. In collaboration with other organizations in the region, including Theodore Roosevelt National Park, the Theodore Roosevelt Medora Foundation, the State Historical Society of North Dakota, and the North Dakota Cowboy Hall of Fame, the Center works to enrich the cultural experience for both residents and visitors to the area, deepening the understanding of the significance of Roosevelt's time in the Dakota badlands.

THEODORE ROOSEVELT HONORS LEADERSHIP PROGRAM

HONORS LEADERSHIP PROGRAM

Dickinson State University has a unique honors program built around the theme of leadership and service as exemplified by President Theodore Roosevelt and his experiences gained when ranching near Medora, North Dakota during the 1880s.

MISSION STATEMENT

The Theodore Roosevelt Honors Leadership Program (TRHLP) challenges high caliber students to become excited about learning and achieving personal goals and prepares leaders for service in the community, the nation and the world. Some of the things you will learn as a TR Scholar are:

- How to lead teams of people in collaborative decision-making and problem solving
- Tools for lifelong learning and peak personal performance
- Practical reasoning skills for 21st Century leaders
- How to succeed in a diverse and rapidly changing workplace dominated by global competition
- Leadership theory and principles of entrepreneurship

STUDENT LEARNING OUTCOMES

Theodore Roosevelt Scholars are expected to pursue a course of study designed to help graduates achieve learning outcomes that are essential to the TRHLP honors experience. Students who graduate with Theodore Roosevelt Distinction will:

Think Critically and Creatively

1. Demonstrate an ability to gather, analyze, evaluate, and use information from a variety of sources. (This learning outcome directly addresses Institutional Learning Outcomes II, VI and VII)
2. Creatively apply knowledge to solve problems and explain issues. (This learning outcome directly addresses Institutional Learning Outcomes II and VII)
3. Synthesize discipline-based and/or cross-discipline based information. (This learning outcome directly addresses Institutional Learning Outcomes II, VI and VII)
4. Analyze written evidences and creatively develop original ideas and arguments. (This learning outcome directly addresses Institutional Learning Outcomes II and VII)

Communicate Effectively

1. Express ideas, facts, theories and positions precisely and persuasively in multiple formats. (This learning outcome directly addresses Institutional Learning Outcomes III)
2. Demonstrate competence with appropriate technologies in individual and/or group presentations. (This learning outcome directly addresses Institutional Learning Outcomes III and VI)
3. Understand why effective leaders master the art of active listening. (This learning outcome directly addresses Institutional Learning Outcomes III and VI)

Model Responsible Citizenship

1. Demonstrate a commitment to community service and volunteerism. (This learning outcome directly addresses Institutional Learning Outcomes I and V)
2. Apply leadership skills and discipline-based knowledge to solve problems in novel and creative ways. (This learning outcome directly addresses Institutional Learning Outcomes II and VI)
3. Demonstrate a commitment to civility and responsibility to society. (This learning outcome directly addresses Institutional Learning Outcomes I, V and VI)
4. Participate in campus and community service-learning opportunities. (This learning outcome directly addresses Institutional Learning Outcomes I and V)





Cultivate Global Awareness and an Appreciation for Cultural Diversity

1. Demonstrate respect for human diversity and an awareness of their own assumptions, stereotypes, and biases when confronting differences. (This learning outcome directly addresses Institutional Learning Outcomes I and V)
2. Increase their appreciation of cultural diversity and global awareness through study abroad or other forms of experiential learning. (This learning outcome directly addresses Institutional Learning Outcomes I, V and VI)
3. Display the ability to promote an open multi-cultural and trans-cultural dialogue. (This learning outcome directly addresses Institutional Learning Outcomes I and V)
4. Demonstrate an understanding of the commonalities and diversity of global cultures. (This learning outcome directly addresses Institutional Learning Outcomes I, V and VI)

Display a Commitment to Ongoing Leadership Development

1. Engage purposefully in leadership, service, or mentorship activities. (This learning outcome directly addresses Institutional Learning Outcomes VI)
2. Understand and implement Theodore Roosevelt's Stewardship Theory of leadership. (This learning outcome directly addresses Institutional Learning Outcomes VI)
3. Work collaboratively as a member of a complementary team. (This learning outcome directly addresses Institutional Learning Outcomes I, III and V)
4. Demonstrate the ability to lead teams while also serving as effective team members. (This learning outcome directly addresses Institutional Learning Outcomes I, III, V and VI)
5. Apply leadership principles and strategies to enhance personal and professional growth. (This learning outcome directly addresses Institutional Learning Outcomes VI)

You will take a course of study that culminates in a Leadership Studies Minor (see below) and will have the opportunity to do an enhanced internship designed to give you an area of responsibility uncommon among interns. TR Scholars grow into leadership through service learning projects, a personal enhancement retreat, and other special learning opportunities. You will also have the opportunity to present your research at national, regional, and local undergraduate conferences. You will have the opportunity to live in honors housing with like-minded students from around the world. All of these elements combine to make this unique program a challenging and personally rewarding way to build your leadership credentials and equip you for future academic and career successes. You will be competitive for national merit scholarships should you decide to go on to graduate school, and you will distinguish yourself if you take full advantage of this program.

Theodore Roosevelt Scholarships, made possible through the Dickinson State Foundation, are granted on a competitive basis to incoming freshmen who meet program entrance criteria. Once admitted to the program, students form a leadership learning community and share experiences and courses together for the next four years. TR Scholars take special courses taught by distinguished faculty that allow them to become more adept in their future role as leaders in business, education, medicine, or whatever career path they choose. Students completing this program are recognized and

presented a framed certificate and honors medallion to be worn during the graduation procession. A special notation will be placed on their official transcript that they graduated with TR Distinction, and they will earn a Leadership Studies Minor.

Dickinson State University offers international students a unique opportunity to become Theodore Roosevelt Associates. TR Associates who successfully apply for admission into the program are invited to participate in as many Theodore Roosevelt Honors Leadership activities as they can fit comfortably into their schedule and for which they qualify.

Those TR Associates who maintain a cumulative GPA of 3.25, attend four on-campus co-curricular learning opportunities and a pre-approved conference will receive a certificate of participation at the end of the year. Those who distinguish themselves by exceeding these expectations (by enrolling in a LEAD course, serving on a TR Program committee, or contributing to the improvement of the TR Program, the Center for Multicultural Affairs, or DSU in a significant way) may request a letter of reference from the Director.

THEODORE ROOSEVELT HONORS LEADERSHIP

For more information, please contact:

Dr. Frank Varney,
Faculty and Program Advisor
Theodore Roosevelt Honors Leadership Program
May Hall 308
1-800-279-4295 or 701-483-2114
E-mail address: frank.varney@dickinsonstate.edu

TR Program Web page –

www.dickinsonstate.com/TR_home.asp

General Academic Policies

- A. All participants in the Theodore Roosevelt Honors Leadership Program (TRHLP) must be baccalaureate degree seeking.
- B. All TRHLP courses involve intensive reading and writing assignments.
- C. Students must follow the Course of Study outlined in the TRHLP Program Guidelines and take additional courses in their discipline or other general education courses to meet the mandated full-time student load of 12 hours or more of coursework.
 1. Nursing students who wish to participate in the TRHLP are subject to a specialized curriculum and should consult with the TR Program Director and the Department of Nursing Chair.
 2. English Composition taken for high school dual credit does not count toward TR Curricular requirements. Both Honors Composition I and II must be taken to graduate with "TR Distinction."
 3. Public Speaking taken for high school dual credit does not count toward TR Curricular requirements.
 4. Dual credit classes may be applied toward the 128 semester hours required for graduation.
 5. Reasonable accommodations will also be made when the proposed Course of Study conflicts with courses required for a student's major.
- D. Students accepting the TRHLP scholarship are expected to participate in both curricular and co-curricular activities. Curriculum requirements are detailed in the Course of



THEODORE ROOSEVELT HONORS LEADERSHIP PROGRAM

Study section. Co-curricular activities may include luncheons, videoconferences, special learning opportunities, conferences, study tours, student enrichment opportunities and colloquia. Participants may earn academic credit for some of these activities. Consequences for unsatisfactory participation in co-curricular activities are detailed below in the TRHLP Program Guidelines and Maintenance of Honors Program Status, B.1-3.

- E. Qualified students may enter the TRHLP as sophomores and juniors (transfer students only). See the TR Program Director for details.
- F. Theodore Roosevelt Scholars who study abroad at a university that has a formal exchange agreement with DSU can maintain their TR Scholarship, but must enroll in equivalent honors courses at the foreign university or in courses approved before the beginning of the study abroad experience, by the TR Program Director.
- G. Graduating Seniors must apply for graduation indicating that they expect to graduate with a Leadership Studies Minor, then conduct a graduation audit with the TR Program Director THE SEMESTER PRIOR TO GRADUATION.

Maintenance of Honors Program Status

- A. Students must enroll in all appropriate courses (detailed in the Course of Study) and maintain a minimum cumulative grade point average (GPA) of 3.25 for each semester enrolled at DSU as part of the TRHLP. Transfer students must have a 3.25 cumulative GPA for all colleges attended.
 1. If a student's GPA drops below 3.25 for all coursework attempted, a warning letter will be sent from the TRHLP Director's Office notifying the student that he or she will have one semester in which to raise the GPA over 3.25.
 2. Irrespective of cumulative GPA, failure to maintain a semester GPA of 3.25 for two consecutive semesters at any time, will result in removal from the TRHLP by the Program Director and a forfeiture of the Theodore Roosevelt Scholarship award with notification being sent to the DSU Foundation Office.
 3. Appeal of this removal or requests for waiver of this requirement because of special circumstances must be submitted in writing to and received by the TRHLP Director within 10 working days of student receipt of either a letter of warning or of non-renewal.
 4. Students may be placed on academic probation only once in their career as a TR Scholar. Being placed on academic probation a second time results in removal from the program and forfeiture of the scholarship. Being placed on both academic and participation probation at the same time indicates a lack of suitability for continuance in the TRHLP and will also result in immediate removal.
 5. Students removed from the TRHLP MAY NOT apply for readmission to the program or the scholarship award.
 6. Students who have been removed from the TRHLP MAY NOT enroll in the special honors courses unless the course is a lower level course used for a general education requirement and has non-honors students enrolled.

- B. Freshman Seminar students are required to participate in a variety of Special Learning Opportunities designed to ensure both success in college and successful completion of the TRHLP. All other TR Scholars are required to participate in at least three Co-curricular Activities per semester (see General Academic Policies, D above) plus all activities deemed mandatory by the Director (e.g., donor luncheon, special programs sponsored by other departments, etc.). When a TR Scholar is enrolled in the LEAD 494H Conference Proposal for one credit, that conference does not count toward the participation requirement. LEAD 494H is a "stand alone" requirement.
 1. If a student demonstrates unsatisfactory program participation, by not following the course of study outlined in the catalog or not attending at least three co-curricular activities in a given semester, plus all events deemed mandatory by the Director, the student will be placed on program probation the following semester. The student will be notified by letter from the Director.
 2. The student will have one semester to demonstrate satisfactory participation. Failure to demonstrate satisfactory participation thereafter will result in removal from the TRHLP by the Director and forfeiture of the TR scholarship award with notification being sent to the DSU Foundation Office. (**Maintenance of Honors Program Status, A.3-5** apply here.)
 3. Students may be placed on participation probation only once in their career as a TR Scholar. Being placed on participation probation a second time results in removal from the program and forfeiture of the scholarship. Being placed on both academic and participation probation at the same time indicates a lack of suitability for continuation in the TR Program and will also result in immediate removal.
 4. Attendance requirements are satisfied in the event of a scheduling conflict that has been brought to the attention of, and cleared by, the TR Program Director prior to the event.
- C. Students must complete the online TRHLP Update Form and submit it electronically to the TRHLP Office at the conclusion of each semester. This form supplies an array of important data used to improve the program and facilitate timely graduation. Failure to do so results in being placed on program participation probation.

Please consult the TRHLP Program Guidelines and website for additional program requirements and policies.



Course of Study

YEAR ONE

Fall Semester

- ASC 100 - Freshman Seminar (TRHLP section) 1
- COMM 111H – Honors Public Speaking 3
- ENGL 111H – Honors Composition 3

Special Learning Opportunities may include a number of the following:

- Predictive Index Workshop-Leadership Profiles
- Theodore Roosevelt Symposium

Spring Semester

- ENGL 121H – Honors Composition II3
- LEAD 100H – 21st Century Leadership3
- LEAD 296H – Study Tour1

*21st Century Leadership counts for both the General Education, IV-C, and Multicultural requirement.
 * Study Tour alternates between the spring and fall semesters.
 The Nobel Conference occurs bi-annually during the fall semester.

Special Learning Opportunities

- Study Tour
- Lunch with the President – TR Scholars will meet for lunch with the University President and a guest. Guests will include business leaders, government officials, authors and international scholars. Guest presenters will address the group and answer questions related to leadership, the future, and the guest’s area of expertise.
- Leadership Videoconference
- Personal Enhancement Retreat
- Upper Midwest Honors Council Conference

YEAR TWO

Fall Semester

- LEAD 200H – Leadership & Change 1
- PSYC 289H – Group Dynamics 3

Students take additional courses in their discipline major.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor
- There will be enrichment opportunities involving prominent guest presenters from business, government, and education.
- Participation in the Nobel Conference
- Personal Enhancement Retreat
- National Collegiate Honors Council Conference
- Participation and membership in at least one campus organization.
- Positive Payback Southwest
- Campus Literacy Initiative

Spring Semester

- COMM 216 – Intercultural Communication*3
- ENTR 267H – Entrepreneurship/Leadership Seminar2

***Intercultural Communication also satisfies the General Education Multicultural requirement.**

Students take additional courses in their discipline major.

Special Learning Opportunities

- Serve as Freshman Seminar mentor
- Upper Midwest Honors Council Conference
- Attend a Student Research Conference or Poster Session
- Participate in a videoconference
- TRHLP Community Service Project
- Study Tour
- Pay It Forward Tour



YEAR THREE

Fall Semester

LEAD 495H – Service Learning Project	3
Take one TR Program approved elective outside your major	3
ART 210:	History of Art I
BIOL 260:	Environmental Health Economics, Law and Public Policy Development
BIOL 300:	Environmental Biology
COMM 312:	Interpersonal Communication
ENGL 232:	Mythology *
ENGL 241:	World Literature I*
ENGL 242:	World Literature II *
ENTR 346:	Marketing and Management in a Global Economy
FIN 320:	Personal Finance
H&CE 241:	Leadership & Presentation Techniques
HIST 345/POLS 345:	History of the U.S. Presidency
HIST 440:	The World Since 1945
MATH 305:	Probability and Statistics
POLS 350:	International Politics
PSYC 250:	Developmental Psychology
RELS 203:	World Religions *

* indicates this course also satisfies General Education requirements

Approved special topics courses will be offered occasionally that meet the TR elective requirement. Those opportunities will be communicated through the TRHLP Office. For a complete list of qualifying honors electives, please consult the TRHLP office.

Students must complete at least 30 hours of service for each credit received. All service learning projects must be approved by the TRHLP Director.

Students take additional courses in their discipline major.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor for the Theodore Roosevelt Freshman Scholars
- Serve as Campus Organization Leader
- National Collegiate Honors Council Conference
- Submit scholarly work for publication in AISTHESIS or Impressions
- Responsible Citizenship Initiative

Spring Semester

LEAD 300H – Global Leadership	1
LEAD 494H – Independent Study: Conference Proposal	1

Students take additional courses in their discipline major and explore internship possibilities.

Special Learning Opportunities

- Participate in campus leadership activities
- Collaborative research
- Study Tour
- Upper Midwest Honors Council Conference
- DSU Undergraduate Research Conference
- Pay It Forward Tour
- NCHC Alternative Spring Break
- TRHLP Community Service Project

YEAR FOUR

Fall Semester

LEAD 491H– Honors Seminar	3
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Students take additional courses in their discipline major. Graduating seniors must apply for graduation indicating they expect to graduate with a Leadership Studies Minor, then conduct a graduation audit with the TR Program Director at least one SEMESTER PRIOR TO GRADUATION.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor
- Submit scholarly work for publication in AISTHESIS | or Impressions
- National Collegiate Honors Council Conference
- Participation in the Nobel Conference
- Positive Payback Southwest
- Personal Enhancement Retreat

Spring Semester

LEAD 497H – Internship	2
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Students take additional courses in their discipline major.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor
- Participate in Maximum Impact simulcast
- Undergraduate Research Conference
- Pay It Forward Tour
- Upper Midwest Honors Council Conference

TOTAL SEMESTER HOURS FOR GRADUATION WITH TR DISTINCTION

15 credits of the 36 total, count toward meeting the General Education requirement as substitute courses for baccalaureate degree-seeking students who must complete all 39 hours within the DSU General Education component.

10 credits of independent study, collaborative research, service learning, and study tour credits may be substituted for similar major/discipline requirements.

24 credits of the 36 total are taken in core Honors Leadership courses by all TR Scholars together as a learning community.

The Leadership Studies Minor is earned by completing the 23 credits detailed below.

Leadership Studies Minor

LEADERSHIP STUDIES MINOR

PSYC 289H – Group Dynamics	3
COMM 216 – Intercultural Communication	3
ENTR 267H– Entrepreneurship/Leadership Seminar	2
LEAD 100H – 21st Century Leadership	3
LEAD 200H – Leadership & Change	1
LEAD 296H – Study Tour	1
LEAD 300H – Global Leadership.....	1
LEAD 491H – Honors Seminar.....	3
LEAD 494H – Independent Study: Conference Proposal	1
LEAD 495H – Service Learning Project	3
LEAD 497H– Internship.....	2
TOTAL SEMESTER HOURS	23



COLLABORATIVE PROGRAMS

COLLABORATIVE ENGINEERING PROGRAM WITH NORTH DAKOTA STATE UNIVERSITY

Dickinson State University and North Dakota State University have entered into an agreement whereby students can begin their study towards a Bachelor of Science degree in Engineering at DSU. Students can complete 61 hours of course work including introductory engineering courses that will allow them to transfer to North Dakota State and finish engineering degrees in one of four different areas; computer, electrical, industrial, or manufacturing engineering. Students will pay Dickinson State tuition for DSU courses and North Dakota State tuition for NDSU courses along with an engineering program fee each semester. An equivalent grade of C or better must be earned in each course to be awarded transfer credit. Students must declare that they are an engineering major upon admission to Dickinson State in order to be accepted into the collaborative program. Students must apply for separate admission to NDSU and the engineering program. For more information regarding this program, please contact Dr. Paul Johanson, Chair of the DSU Department of Mathematics and Computer Science, (phone 701-483-2744) or Mr. Joel Hanson, Assistant to the Dean of Engineering at North Dakota State University (phone 701-483-9676) [email joel.hanson@ndsu.edu]

SOCIAL WORK LINKAGE PROGRAM WITH MINOT STATE UNIVERSITY

Dickinson State University has entered into an agreement with Minot State University whereby 84 hours of DSU course work will apply toward the 129 hour Bachelor of Science in Social Work granted through Minot State University. Students will complete general education and program specific course requirements at DSU and then transfer to Minot State University. Minot State University will provide 45 hours of Social Work courses via Interactive Video or Online delivery which allows students to remain in Dickinson to complete their degree. Students will pay DSU tuition rates for Dickinson State courses and MiSU tuition rates for Minot State courses and will be eligible for financial aid through the collaborative student financial aid consortium. For more information regarding this program, contact Dr. David Meier, DSU Chair of the Social Science Department (phone 701-483-2116) or Dr. Charlene Bruley, Social Work Program Director at Minot State University (phone 1-800-777-0750).

PRE-PROFESSIONAL CURRICULA

The pre-professional curricula are designed to prepare students for additional undergraduate work or graduate study. Students enrolling in these programs are assisted in preparing for an undergraduate professional degree not offered at Dickinson State University, or for admission from Dickinson State University to a graduate or professional school. Specific preparation and course work are arranged in consultation with a pre-professional academic adviser. Some of the options for pre-professional study at Dickinson State University are athletic training, chiropractic, criminal justice and corrections, dental hygiene, dental technician assistant, dentistry, dietetics, law, medical technology, medicine, mortuary science, occupational therapy, optometry, pharmacy, physical therapy, radiology, seminary, and veterinary medicine.

PRE-ATHLETIC TRAINING

The pre-athletic training program at Dickinson State University has developed an agreement with the North Dakota State University program. Students may take one or two years at Dickinson State University before applying for admission to the professional component at NDSU. Application must be made during the last year of attendance at Dickinson State University. In addition to the completion of required coursework, it is advisable for the pre-athletic training student to volunteer in a local athletic training department. Admission to any professional program is the prerogative of the faculty of the institution offering that professional program and Dickinson State University cannot guarantee admission. Contact the Department of Health and Physical Education for specific curriculum.

PRE-CHIROPRACTIC

Dickinson State University can satisfy the 90 semester hour requirement of all accredited colleges of chiropractic in the United States. Contact the Department of Natural Sciences for specific curriculum.

CRIMINAL JUSTICE AND CORRECTIONS

Students interested in careers in criminal justice and corrections can major in either composite social science or political science. Students take courses in federal, state, and local government; judicial systems; the bureaucracy; criminology; and deviant behavior. Students may complete internships in police, judicial, or corrections agencies. Contact the Department of Social Sciences for specific curriculum.

PRE-DENTAL HYGIENE

Students interested in a career in dental hygiene may fulfill their requirements in the sciences and in general education at the University before seeking admission to an accredited dental hygiene program, such as the one at the North Dakota State College of Science. Admittance to dental hygiene programs is competitive and an additional year of preparation may be helpful to many candidates, especially those with a weak high school science background. The prospective pre-dental hygiene student should take at least one year each of algebra, biology, and chemistry in high school. Admission to a dental hygiene program is dependent on several factors including grade point average, science grades, ACT scores, and a personal interview. Contact the Department of Natural Sciences for specific curriculum.



PRE-DENTAL TECH/ASSISTANT

The first year of the required course work is available at DSU to allow the student to be eligible to transfer to the appropriate Dental Tech/Assistant program. Please see the Department of Natural Sciences for more information and for the specific curriculum for the pre-dental tech/assistant training see the pre-professional grid found in the next few pages in this catalog.

PRE-DENTISTRY

Dental schools typically require students to have a minimum of three years of post-secondary education including courses in chemistry, organic chemistry, biology, and physics. All dental schools require students to take the Dental Admission Test (DAT). The State of North Dakota has agreements with a number of dentistry schools reserving openings for North Dakota residents, and the state pays a portion of the tuition. Students planning to seek tuition support from North Dakota for out-of-state schools should notify both the North Dakota State Board of Higher Education and their Dickinson State University advisor. Contact the Department of Natural Sciences for specific curriculum.

PRE-DIETETICS

Students interested in careers in dietetics may fulfill their requirements in the sciences and general education at Dickinson State University before seeking admission to an accredited dietetics program. The pre-dietetic advising program at Dickinson State University is designed to provide the first two years of a four-year degree program. The prospective pre-dietetic student should take at least one year of algebra, biology, and chemistry in

high school. Contact the Department of Natural Sciences for specific curriculum.

PRE-LAW

Preparation for law school requires a broad but rigorous undergraduate education. A course of study that promotes critical thinking and writing skills is recommended. Dickinson State University offers two ways for a student to gain these skills. First, a Bachelor of Arts degree provides an excellent general education core, preparation in either a German or Spanish language, majors and minors for the substantive knowledge and skills needed for law school, and specialized options tailored to student interests. Second, a Bachelor of University Studies provides the same strong core education, but allows the student a wider range of options to design a course of study specific to preparation for law school.

Whether the Bachelor of Arts or Bachelor of University Studies is chosen as a degree goal, students can expect the following at Dickinson State University:

- Specialized advising by faculty who will assist in a degree plan best suited to the demands of law schools and unique career plans.
- Specialized preparation for specific areas of legal practice.
- Guidance in preparation for the Law School Admissions Test and applications for law school.

Contact the Department of Social Sciences for specific curriculum.

PRE-MEDICAL TECHNOLOGY

Students wishing to pursue a career in medical technology may complete 2-3 years at Dickinson State University before transferring to a school such as Minot State University. Students are encouraged to visit their local hospital laboratories. Admission to Minot State University does not guarantee acceptance into the clinical year. Contact the Department of Natural Sciences for specific curriculum.

PRE-MEDICINE

Pre-medicine is not a major; it is a program of study which prepares a student to apply to medical school. Although some medical schools require only three years of undergraduate work, the majority prefer that the entering student have a bachelor's degree. The University of North Dakota (UND) Medical School (and most others) does not care what kind of academic major a prospective student is pursuing, as long as a particular core of coursework is achieved. Prospective university medical students are strongly urged to declare a major area of study and to pursue a degree program at the baccalaureate level. The philosophy of education, the required pre-medicine courses, and the systems of training vary among the medical schools. All recognize the desirability of a broad education, a good foundation in the natural sciences (mathematics, chemistry, biology, physics), highly developed communication skills, and a solid background in the social sciences and humanities.

Other medical schools have similar requirements but their catalogs should be consulted. It is recommended that Pre-medicine students at Dickinson State University take more than the minimum requirements.

In order to be prepared for college coursework, high school students wishing to follow a Pre-medicine track as undergraduates should take at least one year each of biology, chemistry, and physics, and two or more years of math while in high school. Contact the Department of Natural Sciences for specific curriculum.

PRE-MORTUARY

Students interested in mortuary science may complete one or two years of college before entering a professional program in mortuary science. The pre-professional curriculum varies, depending on whether the student is transferring to a two-year or four-year program. Contact the Department of Natural Sciences for specific curriculum.

PRE-OCCUPATIONAL THERAPY

The pre-occupational therapy program at Dickinson State University has been developed to articulate with the University of North Dakota program. Students may take one or two years at Dickinson State University before applying for admission to the professional component at UND. Application must be made during the last year of attendance at Dickinson State University. In addition to the completion of required coursework, the pre-occupational therapy student is advised to volunteer in a local occupational therapy department.

Admission to any professional program is the prerogative of the faculty of the institution offering that professional program and Dickinson State University cannot guarantee admission. Contact the Department of Natural Sciences for specific curriculum.

PRE-OPTOMETRY

Admission to a college of optometry requires a high school diploma and two to four years of study at an accredited college or university. Most students accepted to colleges of optometry have completed three years of college and a large percentage have bachelor's degrees. In high school, the students should take at least one year of biology, chemistry, and physics, and as much mathematics as possible, including algebra, geometry, and trigonometry. The curriculum at the University will depend on the individual student's interest and the college of optometry where the student plans to apply. Each student will take a minimum of one year of biology, chemistry, physics, mathematics, and English. Students planning to seek tuition support from North Dakota for out-of-state schools should notify both the North Dakota State Board of Higher Education and their University adviser. Contact the Department of Natural Sciences for specific curriculum.

PRE-PHARMACY

A career in pharmacy requires five or six additional years of study following high school. The majority of colleges of pharmacy require a student to have two years of liberal study at an accredited college or university prior to admission. Following three to four years of additional study at an accredited college of pharmacy, the student is eligible to take a licensure examination in the state where he/she plans to practice. The pre-pharmacy program at Dickinson State University is designed to meet the interests of the students as well as to satisfy the entrance requirements for the particular pharmacy school. Admission into a school of pharmacy is on a competitive basis. The criteria for admission include grade point average (especially in the sciences) and performance on a pharmacy school admission exam. The only school of pharmacy in the state is at North Dakota State University. Contact the Department of Natural Sciences for specific curriculum.

PRE-PHYSICAL THERAPY

Physical therapy has become a six-year, two summer doctorate degree curriculum in most programs in the United States, including the University of North Dakota. The pre-physical therapy program at Dickinson State University has been developed to articulate with the UND program. Students may take one or two years at Dickinson State University before applying for admission to the professional component at UND. Application must be made during the last year of attendance at Dickinson State University. In addition to the coursework required, it is advisable for the pre-physical therapy student to volunteer in a local physical therapy department. Admission to any professional program is the prerogative of the faculty of the institution offering that professional program and Dickinson State University cannot guarantee admission. Contact the Department of Natural Sciences for specific curriculum.

PRE-RADIOLOGIC TECHNOLOGY

The first two years of course work is available at DSU to allow the student to be eligible to transfer to the appropriate radiologic technology school for the completion of their training. University advisor – Please see the Department of Natural Sciences for more information and for the specific curriculum for pre-radiologic technology see the pre-professional grid found in the next few pages in this catalog.

PRE-VETERINARY MEDICINE

All veterinary schools require applicants to have taken undergraduate courses in chemistry, biology, mathematics, and physics. Exact requirements vary from school to school. Admission is highly competitive and is based on several factors including GPA (with an emphasis on required courses), scores on the Veterinary Aptitude Test and interview. The State of North Dakota has agreements with a number of veterinary schools reserving openings for North Dakota residents, and the state pays a portion of the tuition. Students planning to seek tuition support from North Dakota for an out-of-state school should notify both the North Dakota State Board of Higher Education and their Dickinson State University adviser. Contact the Department of Natural Sciences for specific curriculum.





PRE-PROFESSIONAL STUDIES

GRADUATE PROGRAMS DELIVERED IN DICKINSON

On demand the University of North Dakota delivers the following Graduate Programs to the Dickinson area:

- Masters in Business Administration
- Masters in Counseling
- Ph.D. Educational Leadership (Bismarck)

Pre-Professional Suggested DSU Coursework

Note: It is the student's responsibility to obtain transferring school's catalog and assure proper coursework has been met.

* Strongly recommended - some medical schools require Calculus

Pre-Professional Suggested DSU Coursework															Date: 8/4/09			
<i>NOTE: It is the student's responsibility to obtain transferring school's catalog and assure proper coursework has been met.</i>																		
	Chiropractic	Dental	Hygienist	Dental Tech/Asst	Dentistry	Dietetics	Engineering	Nursing	Science	Medical	Technology	Medicine	Occupational Therapy	Optometry	Pharmacy	Physical Therapy	Radiology	Veterinary
BIOL 150/150L General Biology/Lab	X			X	X		X	X	X	X	X	X	X	X	X			X
BIOL 211/211L Human Anat/Lab OR							X											
BIOL 340 Comparative Anatomy	X	X	X	X					X	X	X	X	X	X	X	X	X	X
BIOL 212/212L Human Physio/Lab	X	X	X	X	X				X	X	X	X	X	X	X	X		
BIOL 302/302L Microbiology/Lab	X	X	X	X	X				X	X		X	X	X	X	X	X	X
BIOL 315/315L Genetics/Lab				X					X	X								X
BIOL 410/410L Animal Physiology/Lab																		X
CHEM 115/115L Intro Chemistry/Lab		X					X				X						X	
CHEM 116/116L Org & Biochem/Lab		X					X				X							
CHEM 121/121L Gen Chemistry I/Lab	X			X	X	X		X	X	OR	X	X	X	X	X	X		X
CHEM 122/122L Gen Chemistry II/Lab	X			X	X	X		X	X	X	X	X	X	X	X	X		X
CHEM 341/341L Organic Chem I/Lab	X			X	X			X	X		X	X	X	X				X
CHEM 342/342L Organic Chem II/Lab	X			X				X	X		X	X	X	X				X
CHEM 320 Quantitative Analysis								X										
CHEM 330 Analytical Instrumentation								X										
CHEM 360 Biochemistry				X	X			X	X		X	X	X	X				X
MATH 103 College Algebra											X							
MATH 305 Probability & Statistics				X	X	X		X	X	X	X	X	X	X	X	X	X	X
MATH 165 Calculus I				X		X		Pre-Calc	*		X	X				Pre-Calc		X
MATH 166 Calculus II				X		X			*		X	X						X
PHYS 211/211L College Phys I/Lab	X			X		Univ		X	X		X	X	X	X	X	X	X	X
PHYS 212/212L College Phys II/Lab	X			X		Univ		X	X		X	X	X	X	X	X	X	X
Bachelor's Degree required				X						X		X						X
Can transfer after 1 year		X	X				X				X						X	
Can transfer after 2 years		X			X	X	X						X					
Can transfer after 3 years	X							X							X			X
* Strongly recommended - Some medical schools require Calculus I.																		
Dept Doc Advising Pre Pro Checklist																		

I. INSTITUTIONAL ACADEMIC REQUIREMENTS**FRESHMAN SEMINAR COURSE**

(ASC 100 = Freshman Seminar - 1 credit)

Who is required to take this course?

This course is required for all incoming freshman (including transfer students) with 23 hours or less who have not completed an equivalent course at another institution.

When must this course be taken?

This course must be taken during the first semester of the freshman year at Dickinson State University unless the student is a mid-year transfer, then the course will be taken during the second semester of the freshman year.

What is the purpose of this course?

1. The skills and knowledge imparted through this course will help students survive the freshman year successfully and provide a firm foundation for their future academic career.
2. The course will help students adjust to college in their academic, personal, and social lives.
3. The course will help develop and strengthen decision-making, problem solving, critical thinking, and career exploration skills.

II. NORTH DAKOTA UNIVERSITY SYSTEM GENERAL EDUCATION REQUIREMENT TRANSFER AGREEMENT (GERTA)

Please review the following Dickinson State University General Education courses in section III. Only the courses marked with a "G" (along side of the credits for each course) are GERTA-approved courses. Only those courses will count toward either Phase I or Phase II of the North Dakota University System General Education Requirement Transfer Agreement (GERTA). Be aware that any course not marked with the "G" WILL NOT count toward meeting the GERTA regulations.

GERTA-approved general education courses in the areas of communications, arts and humanities, social sciences, mathematics, science, and technology taken at any North Dakota University System (NDUS) institution count upon transfer toward the general education requirements at all NDUS institutions in one of the following two ways:

1. If the general education course work includes courses from each of these areas totaling at least 36 semester hours and completes the general education requirements of the institution from which the student transfers then the student is deemed to have completed the lower division general education requirements of the institution to which the courses are transferred.
2. In all other cases the general education courses from the indicated areas are applicable to an appropriate general education requirement of the institution to which they are transferred. In these cases the number of credits required to complete the general education requirement in each area is determined by the policies of the institution to which the courses are transferred.

Within the stipulated areas, each institution shall indicate in its catalog and other student advisement materials its courses which are approved for general education. NDUS institutions may establish program/institute specific requirements. A student should consult the institution to which he/she intends to transfer relative to these program/institution requirements.

III. GENERAL EDUCATION CURRICULUM In addition to major and minor requirements, all four-year degree students are required to complete a minimum 39 credits of general education course work within the six curriculum groups outlined below. Selected lower division courses numbered 100 and 200 are used to fulfill general education requirements. Exceptions to this rule are the upper division courses numbered at the 300 level approved in the general education curriculum.

Note: Students seeking a degree from Dickinson State University, who have already earned a baccalaureate degree from an accredited college or university, will be considered complete with respect to their general education requirements. However, specific general education classes which are also considered program requirements with respect to specific majors for licensure or certification program requirements will need to be completed before the degree will be granted.

Any course substitutions/waivers related to general education requirements must be approved by the Department Chair that controls the specific class or group.

Coursework in this program is designed to help students develop breadth of view and judgment in order to be more intellectually, socially, and culturally responsive as citizens, consumers, and leaders in a global and multi-cultural society. The general education curriculum was chosen with respect to meeting Institutional Learning Outcome I (Critical Thinking), II (Communication and Technology), III (Multicultural and Global Awareness), IV (Aesthetic Appreciation), and VI (Health and Wellness).

Courses that are listed both as general education requirements/selections and as requirements for a MAJOR or MINOR will satisfy both requirements but will not reduce the total credit requirements for graduation.





GROUP I – COMMUNICATION AND TECHNOLOGY (INSTITUTIONAL LEARNING OUTCOMES I & II) Critical Thinking Skills: Students will demonstrate critical thinking in a variety of contexts for life-long learning.

Communication and Technology Skills: Students will demonstrate proficiency in communication skills in a variety of forms including the effective use of current technologies and other information resources.

Students must complete the following:

- A. ENGL 110 – College Composition I or ...3G ENGL 111H – Honors Composition I ...3 B. ENGL 120 – College Composition II or ...3G ENGL 121H – Honors Composition II ... 3G C. COMM 110 – Fundamentals of Public Speaking or ...3G COMM 111H – Honors Public Speaking ...3G D. CSCI 101 – Introduction to Computers...3G TOTAL12 credit hours

GROUP II – NATURAL SCIENCES (INSTITUTIONAL LEARNING OUTCOMES I, II, VI) Critical Thinking Skills: Students will demonstrate critical thinking in a variety of contexts for life-long learning.

Communication and Technology Skills: Students will demonstrate proficiency in communication skills in a variety of forms including the effective use of current technologies and other information resources.

Health and Wellness Knowledge: Students will demonstrate knowledge of the importance of health, wellness, and maintaining a healthy lifestyle.

Students must complete any of the following:

- A. Any natural science course and the corresponding laboratory totaling four or more credits. ASTR 110, 110L – Introductory Astronomy and Lab4 BIOL 111, 111L – Concepts of Biology & Lab4G BIOL 150, 150L – General Biology I and Lab4 CHEM 115, 115L – Introductory Chemistry I and Lab4G CHEM 121, 121L – General Chemistry I and Lab5 GEOL 105, 105L – Physical Geology and Lab4G GEOL 106, 106L – The Earth Through Time and Lab4 PHYS 211, 211L – College Physics I and Lab4G SCNC 105, 105L – Physical Science and Lab4G TOTAL4 credit hours B. Any math course of 3 or more credits numbered 103 or higher; except MATH 277. MATH 103 – College Algebra4G MATH 107 – Pre-Calculus4G MATH 110 – Liberal Arts Mathematics3 MATH 146 – Applied Calculus.....3G MATH 165 – Calculus I4G MATH 305 – Probability & Statistics4G TOTAL4 credit hours

GROUP III – EXPRESSIONS OF HUMAN CIVILIZATION (LEARNING OUTCOMES I, III, IV) Critical Thinking Skills: Students will demonstrate critical thinking in a variety of contexts for life-long learning.

Multicultural and Global Experience: Students will demonstrate knowledge of national and international multiculturalism and the importance of global citizenship.

Aesthetic Experience: Students will demonstrate knowledge of the arts and humanities including participation in artistic activities.

Students must complete one course from AREA A, one course from AREA B, and three credits from AREA C or complete one additional course from either AREA A or AREA B.

- A. Foundational Expressions ART 110 – Introduction to the Visual Arts#3G ART 122 – Two-Dimensional Design3G (Elementary Education Majors, Art Majors, Art Minors Only) COMM 216 – Intercultural Communications#3G COMM 280 – Understanding Film & TV3G ENGL 211 – Introduction to Creative Writing3G MUSC 100 – Music Appreciation#3G MUSC 105– Foundations of Music3G (Elementary Education Majors Only) MUSC 200 – Introduction to World Music#3G PHIL 101 – Introduction to Philosophy3G THEA 110 – Introduction to Theater.....#3G RELS 203 – World Religions#3G TOTAL3 credit hours

- B. Literary Expressions ENGL 220 – Introduction to Literature#3G ENGL 232 – Mythology#3G ENGL 236 – Women and Literature.....#3G ENGL 240 – Masterpieces of World Literature.....#3G ENGL 251 or 252 – British Literature I or II#3G ENGL 261 or 262 – American Literature I or II#3G ENGL 265 – Native American Literature#3G TOTAL3 credit hours

- C. Applied Expressions ART 250 – Ceramics I.....3G ART 130 – Drawing I.....3G ART 225 – Water Media I3G ART 280 – Photography I3G MUSC 140-440 (A&B) – Chorale.....*1G MUSC 141-441 (A&B) – Concert Band*1G COMM 211 – Oral Interpretation.....3G THEA 161 – Acting I1G THEA 101-401 – Theatre Practicum*1G Foreign Language 101 or higher#4G TOTAL3 credit hours



**GROUP IV –
UNDERSTANDING HUMAN CIVILIZATION
(LEARNING OUTCOMES I, III, IV)**

Critical Thinking Skills: Students will demonstrate critical thinking in a variety of contexts for life-long learning.

Multicultural and Global Experience: Students will demonstrate knowledge of national and international multiculturalism and the importance of global citizenship.

Aesthetic Experience: Students will demonstrate knowledge of the arts and humanities including participation in artistic activities.

Students must choose at least one course from each of the following three groups:

A. Historical Perspectives:

HIST 103 – U.S. to 1877	3G
HIST 104 – U.S. since 1877	3G
HIST 211 – World Civilizations to 1500	#3G
HIST 212 – World Civilizations since 1500	#3G
TOTAL	3 credit hours

B. Human Behavior:

PSYC 111 – Introduction to Psychology	3G
SOC 110 – Introduction to Sociology	#3G
SOC 115 – Social Problems	#3G
TOTAL	3 credit hours

C. Social Interaction:

ECON 105 – Elements of Economics	3G
ECON 106 – Global Economics	#3G
ECON 201 – Principles of Microeconomics	3G
GEOG 121 – Physical Geography	3G
GEOG 161 – World Regional Geography	#3G
EDUC 300 – Teaching for Diversity	#3G
(Education Majors Only)	
POLS 115 – American Government	3G
GEOG 361 – Latin America and the Caribbean	#3G
LEAD 100H – 21st Century Leadership	#3
(TR Scholars Only)	
TOTAL	3 credit hours

**GROUP V –
MULTI-CULTURAL STUDIES
(LEARNING OUTCOMES I, III, IV)**

Critical Thinking Skills: Students will demonstrate critical thinking in a variety of contexts for life-long learning.

Multicultural and Global Experience: Students will demonstrate knowledge of national and international multiculturalism and the importance of global citizenship.

Aesthetic Experience: Students will demonstrate knowledge of the arts and humanities including participation in artistic activities.

Multicultural courses will provide an opportunity for developing an awareness of the histories, cultures and contributions of diverse groups beyond the regional and ethnic boundaries of Dickinson State University. The purpose of these courses is to expand students’ horizons and to make them into globally informed citizens.

In order to fulfill Group V requirements, students must select a minimum of three courses from those courses which are marked with the symbol # in Groups III and IV. By doing so, students will meet the requirements of the multi-cultural component of Dickinson State University’s General Education program.

Multicultural studies that meet the three course requirements in this area, i.e., all foreign language courses will count toward meeting the multicultural studies requirement.

**GROUP VI –
HEALTH & WELLNESS (LEARNING OUTCOME VI)**

Health and Wellness Knowledge: Students will demonstrate knowledge of the importance of health, wellness, and maintaining a healthy lifestyle.

Students must complete:

HPER 100 – Concepts of Fitness and Wellness	2
TOTAL	2 credit hours

* course may be repeated for credit

course satisfies Group V requirement

G = GERTA approved course (General Education Requirement Transfer Agreement of the North Dakota University System.



FACULTY

Full-time Faculty: Poland – Chair, King, Obrigewitch, Soman, Stroh

MAJORS, MINORS AND CERTIFICATE PROGRAM

MAJORS

Bachelor of Science in Agricultural Studies

Options:

- Business/Marketing
- International Agri-Business
- Integrated Farm Management
- Integrated Ranch Management
- Natural Resource Management
- Range Management
- Soil Science
- Equine

Associate of Science Degree in Agricultural Sales and Service

Options:

- Agricultural Business Management
- Equine Management
- Equine Training
- Technology in Agriculture

MINORS

- Equine
- Geographic Information Systems
- Soils

CERTIFICATE PROGRAM

Farm and Ranch Management

BACHELOR OF SCIENCE DEGREE IN AGRICULTURAL STUDIES

Degree Requirements:

- General Education Courses
- Major Courses
- Option(s) Courses
- Electives

STUDENT LEARNING OUTCOMES

Agricultural Studies graduates will be able to demonstrate a/an:

1. Range of concepts and methods useful in agri-business decision-making in at least one of eight areas of specialization: Business/Marketing, International Agri-Business, Integrated Farm Management, Integrated Ranch Management, Natural Resource Management, Range Management, Soil Science and Equine. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
2. Mastery of problem solving and effective communication skills to face challenges encountered in professional careers. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
3. In-depth understanding of a specific issue facing agriculture demonstrated by the completion of their capstone experience. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)

4. Basic proficiency in specific approved practices in modern agriculture. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
5. Basic proficiency in the use of financial and GIS computer software. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
6. Basic knowledge of specific livestock and farm production practices of the Northern Great Plains. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
7. Proper and effective use of both oral and written communication skills. (This learning outcome I, II, III, and V.)

THE FOLLOWING ARE REQUIRED AS PART OF GENERAL EDUCATION

MATH 103 – College Algebra or equivalent.....	4
ECON 201 – Principles of Microeconomics	3

AGRICULTURAL STUDIES MAJOR COURSES

PLSC 110 – World Food Crops	3
One course of the following two courses:	3
ANSC 114 – Introduction to Animal Science	3
ANSC 123 – Feeds and Feeding	3
One course of the following two courses:	3
CSCI 200 – Database Software Applications	3
BOTE 247 – Spreadsheet Applications	3
SOIL 210 – Introduction to Soil Science	4
H&CE 241 – Leadership and Presentation Techniques.....	3
One course of the following three courses:	3
AGRI 280 – Technology in Agriculture	3
GIS 380 – Applied Arc GIS.....	3
GIS 481 – GIS for Business	3
AGEC 342 – Introduction to Agricultural Management.....	3
RNG 336 – Introduction to Range Management.....	4
One course of the following four courses:	3
COMM 317 – Organizational Communication	3
COMM 312 – Interpersonal Communication	3
COMM 216 – Intercultural Communication	3
BOTE 210 – Business Communication.....	3
AGRI 350 – Agricultural Data Analysis and Statistics	4
AGRI 391 – Junior Agricultural Seminar.....	1
AGRI 394 – Undergraduate Research	1
One course of the following two courses:	1
AGRI 491 – Agricultural Seminar*	1
RNG 491 – Range Seminar*.....	1
TOTAL SEMESTER HOURS	36



OPTION

Students must select and complete at least one option (Business/Marketing, International Agri-Business, Integrated Farm Management, Integrated Ranch Management, Natural Resource Management, Range Management, Soil Science or Equine) to complete the Bachelor of Science in Agricultural Studies degree.

BUSINESS/MARKETING OPTION

Students will be required to take BOTE 210 – Business Communication and GIS 481 – GIS for Business as part of the Agricultural Studies core curriculum.

One course of the following two courses:3

 AGEC 142 – Agricultural Accounting3

 ACCT 200 – Elements of Accounting I3

AGEC 244 – Introduction to Agricultural Marketing3

AGEC 246 – Introduction to Agricultural Finance3

AGEC 374 – Cooperatives3

AGEC 375 – Applied Agricultural Law**3

AGEC 387 – Commodity Futures and Options3

AGEC 442 – Advanced Farm Management3

AGEC 422 – Resource Economics and Environmental Protection...3

AGRI 297 – Agricultural Management Internship2

One course of the following two courses:3

 BADM 346 – Human Resource Management3

 BADM 360 – Real Estate Principles3

BADM 369 – Business Ethics and Critical Thinking3

BADM 455 – International Business3

ECON 202 – Principles of Macroeconomics3

MATH 146 – Applied Calculus3

PLSC 225 – Principles of Crop Production3

Two courses of the following five choices:6

 RNG 458 – Rangeland Ecology3

 SOIL 322 – Soil Fertility and Fertilizers3

 SOIL 321 – Soil Management and Conservation3

 VETS 339 – Animal Health3

 Approved Agriculture elective(s)**3

TOTAL SEMESTER HOURS50

INTERNATIONAL AGRI-BUSINESS OPTION

Students will be required to take GIS 481 – GIS for Business as part of the Agricultural Studies core curriculum. Students will also be required to take Foreign Language 101 or higher as part of the General Education requirements.

Foreign Language 102 or higher4

ECON 106 – Global Economics3

ACCT 200 – Elements of Accounting I3

ACCT 201 – Elements of Accounting II3

ECON 202 – Principles of Macroeconomics3

AGEC 244 – Introduction to Agricultural Marketing3

FIN 326 – Managerial Finance3

AGEC 387 – Commodity Futures and Options3

MATH 146 – Applied Calculus3

BADM 456 – International Business Strategy3

FIN 430 – International Finance3

BADM 420 – International Management3

MRKT 357 – International Marketing3

BADM 455 – International Business3

FIN 300 – Financial Institutions and Monetary Policy3

BADM 376 – Production Operations Management3

One course of the following three courses:3

 AGEC 387 – Cooperatives**3

 BADM 346 – Human Resource Management3

 BADM 369 – Business Ethics and Critical Thinking3

TOTAL SEMESTER HOURS52

INTEGRATED FARM MANAGEMENT OPTION

Students will be required to take GIS 380 – Applied Arc GIS as part of the Agricultural Studies core curriculum.

AGEC 142 – Agricultural Accounting3

AGEC 244 – Introduction to Agricultural Marketing3

AGEC 246 – Introduction to Agricultural Finance3

AGEC 374 – Cooperatives**3

AGEC 375 – Applied Agricultural Law**3

AGEC 387 – Commodity Futures and Options3

AGEC 442 – Advanced Farm Management3

Choose course not taken in agricultural core curriculum: ..3

 ANSC 114 – Introduction to Animal Science3

 ANSC 123 – Feeds and Feeding3

GIS 210 – Applied GPS2

PLSC 225 – Principles of Crop Production3

PLSC 235 – Field Scouting Techniques2

PLSC 323 – Principles of Weed Science3

SOIL 321 – Soil Management and Conservation3

SOIL 322 – Soil Fertility and Fertilizers3

SOIL 350 – Soil Health and Productivity3

Choose courses from the following:8-9

 ANSC 220 – Livestock Production3

 GIS 470 – Remote Sensing3

 GIS 480 – GPS/GIS II3

 PLSC 486 – Forages and Forage Systems3

 RNG 350 – Range Plants and Communities3

 RNG 436 – Range and Pasture Management3

 RNG 458 – Rangeland Ecology3

 SOIL 444 – Soil Genesis and Survey4

 Approved Agriculture elective(s)**1-3

TOTAL SEMESTER HOURS51-52



INTEGRATED RANCH MANAGEMENT OPTION

Students will be required to take GIS 380 – Applied Arc GIS as part of the Agricultural Studies core curriculum.

AGEC 142 – Agricultural Accounting3
 AGEC 244 – Introduction to Agricultural Marketing3
 AGEC 246 – Introduction to Agricultural Finance3
 AGEC 375 – Applied Agricultural Law**3
 AGEC 387 – Commodity Futures and Options3

Choose course not taken in agricultural core curriculum: ..3

ANSC 114 – Introduction to Animal Science3
 ANSC 123 – Feeds and Feeding3
 ANSC 220 – Livestock Production3
 ANSC 420 – Animal Genetics and Applied Animal Breeding3
 ANSC 445 – Problems in Livestock Management3
 ANSC 463 – Physiology of Reproduction**4
 ANSC 470 – Applied Ruminant Nutrition3
 PLSC 486 – Forages and Forage Systems3

Two courses of the following three courses:6

RNG 350 – Range Plants and Communities3
 RNG 436 – Range and Pasture Management3
 RNG 458 – Rangeland Ecology3

VETS 339 – Animal Health.....3

Two courses from the following nine choices:5-6

AGEC 442 – Advanced Farm Management3
 ANSC 260 – Introduction to Equine Studies3
 GIS 210 – Applied GPS2
 GIS 470 – Remote Sensing3
 GIS 480 – GPS/GIS II3
 PLSC 225 – Principles of Crop Production3
 RNG 456 – Range Habitat Management3
 SOIL 321 – Soil Management and Conservation3
 SOIL 322 – Soil Fertility and Fertilizers3
 Approved Agriculture elective(s)**2-3

TOTAL SEMESTER HOURS51-52

NATURAL RESOURCE MANAGEMENT OPTION

Students will be required to take GIS 380 – Applied Arc GIS as part of the Agricultural Studies core curriculum. Students will be required to take GEOL 105, 105L – Physical Geology and Lab as the General Education science elective. If not taken as a General Education class, it must be taken to fulfill the Natural Resource Management option requirements.

AGEC 422 – Resource Economics and Environmental Protection ...3
 PLSC 225 – Principles of Crop Production3
 PLSC 323 – Principles of Weed Science3
 RNG 350 – Range Plants and Communities3
 RNG 436 – Range and Pasture Management3
 SOIL 321 – Soil Management and Conservation3
 SOIL 444 – Soil Genesis and Survey4
 BIOL 151, 151L – General Biology II and Lab4

Two courses of the following three courses:9-10

BIOL 150, 150L – General Biology I and Lab4
 CHEM 121, 121L – General Chemistry I and Lab5
 CHEM 122, 122L – General Chemistry II and Lab5

At least five credits from the following choices:5

GIS 210 – Applied GPS2
 GIS 470 – Remote Sensing3
 GIS 480 – GPS/GIS II3
 PLSC 235 – Field Scouting Techniques2
 PLSC 486 – Forages and Forage Systems3
 RNG 458 – Rangeland Ecology3
 SOIL 322 – Soil Fertility and Fertilizers3

At least ten credits from the following choices:10

BIOL 154, 154L – Introduction to Botany and Lab4
 BIOL 250 – Wildlife Management3
 BIOL 300 – Environmental Biology3
 BIOL 415 – Ecology4
 GEOL 311 – Process Geomorphology4
 GEOL 330 – Physical Geology of North Dakota3
 SOIL 350 – Soil Health and Productivity3

TOTAL SEMESTER HOURS50-51

RANGE MANAGEMENT OPTION

Students will be required to take GIS 380 – Applied Arc GIS as part of the Agricultural Studies core curriculum. They will be required to take GEOL 105, 105L – Physical Geology and Lab in the General Education requirements. If not taken as a General Education class, it must be taken to fulfill the Range Management option requirements.

AGEC 422 – Resource Economics and Environmental Protection ...3
 BIOL 151, 151L – General Biology II and Lab*4
 BIOL 154, 154L – Introduction to Botany and Lab4
 BIOL 250 – Wildlife Management3
 CHEM 121, 121L – General Chemistry I and Lab5
One course of the following two courses:2-3
 GIS 210 – Applied GPS2
 GIS 470 – Remote Sensing3

PLSC 323 – Principles of Weed Science3
 PLSC 486 – Forages and Forage Systems3
 RNG 350 – Range Plants and Communities3
 RNG 436 – Range and Pasture Management3
 RNG 446 – Advanced Range and Forage Planning1
 RNG 453 – Rangeland Resources Watershed Management**3
 RNG 456 – Range Habitat Management**3
 RNG 458 – Rangeland Ecology3
 RNG 480 – Conflict Resolution in Agriculture1
 RNG 457 – Range Reclamation and Restoration3

One course of the following two courses:1

RNG 451 – Range Monitoring Techniques1
 RNG 496 – Summer Field Experience1

One course of the following two courses:3

SOIL 321 – Soil Management and Conservation3
 SOIL 322 – Soil Fertility and Fertilizers3

TOTAL SEMESTER HOURS51-52

SOIL SCIENCE OPTION

Students will be required to take GIS 380 – Applied Arc GIS as part of the Agricultural Studies core curriculum. They will be required to take GEOL 105, 105L – Physical Geology and Lab as the General Education science elective. If not taken as a General Education class, it must be taken to fulfill the Soil Science option requirements.

SOIL 321 – Soil Management and Conservation3
 SOIL 322 – Soil Fertility and Fertilizers3
 SOIL 350 – Soil Health and Productivity3
 SOIL 444 – Soil Genesis and Survey4
One course of the following three courses:2-3
 GIS 210 – Applied GPS2
 GIS 470 – Remote Sensing3
 GIS 480 – GPS/GIS II3

One course of the following two courses:3

PLSC 225 – Principles of Crop Production3
 RNG 350 – Range Plants and Communities3
 CHEM 121, 121L – General Chemistry I and Lab5



CHEM 122, 122L – General Chemistry II and Lab5
 GEOL 311 – Process Geomorphology4
 GEOL 320 – Hydrogeology.....3
Two courses of the following three courses:8
 BIOL 151, 151L – General Biology II and Lab4
 PHYS 211, 211L – College Physics I and Lab4
 PHYS 212, 212L – College Physics II and Lab4
One course of the following two courses:3-4
 CHEM 116, 116L – Intro. to Organic and
 Biochemistry & Lab4
 EASC 315 – Weather and Climate3
TOTAL SEMESTER HOURS46-48

EQUINE OPTION

AGEC 142 – Agricultural Accounting3
 AGEC 244 – Introduction to Agricultural Marketing3
 AGEC 246 – Introduction to Agricultural Finance3
 AGEC 375 – Applied Agricultural Law**3
Three courses of the following six courses:6
 ANSC 161 – Equine Business Management†2
 ANSC 162 – Equine Reproduction†2
 ANSC 262 – Equine Anatomy and Selection†2
 ANSC 263 – Stallion Management†2
 ANSC 265 – Equine Marketing†2
 ANSC 267 – Equine Facility Management†2
 ANSC 160 – Equine Nutrition†2
One course of the following two courses:2-3
 ANSC 163 – Equine Health and Disease†2
 VETS 339 – Animal Health3
 ANSC 164 – Equine Behavior, Groundwork†2
 ANSC 260 – Introduction to Equine Studies3
 ANSC 261 – Basic Equitation and Horsemanship2
 ANSC 268 – Basic Colt Training3
 ANSC 368 – Advanced Colt Training3
 ANSC 420 – Animal Genetics and Applied Animal Breeding3
 ANSC 463 – Physiology of Reproduction^4
 ANSC 466 – Advanced Equine Nutrition3
 PLSC 225 – Principles of Crop Production3
 PLSC 486 – Forages and Forage Systems3
TOTAL SEMESTER HOURS51-52

*AGRI 491 and RNG 491 – Seminars will be capstone experiences, consisting of an independent study with a public presentation and professional paper requirement.

**These courses are offered in alternating spring semesters on a contractual basis with North Dakota State University through interactive video network (IVN).

***Upper division elective courses must be approved by department chair.

†Online class format only. Additional fees apply for online delivery.

**ASSOCIATE OF SCIENCE DEGREE
AGRICULTURAL SALES AND SERVICE**

Degree Requirements:
 General Education Courses
 Major Courses
 Option(s) Courses

STUDENT LEARNING OUTCOMES

Agricultural Sales and Service graduates will be able to demonstrate a/an:

1. Basic proficiency in a wide range of specific approved practices in Agricultural Business Management, Equine Management, Equine Training or Technology in Agriculture. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
2. Basic proficiency in the use of financial and GIS computer software. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
3. Ability to develop and implement a herd health program and/or a crop rotational plan for production agriculture. (This learning outcome directly addresses Institutional Learning Outcomes II, III,IV, and VI.)
4. Ability to develop and use the newest marketing and management tools to make more effective marketing and management decisions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
5. Basic understanding of specific livestock and farm production practices of the Northern Great Plains. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)

GENERAL EDUCATION REQUIREMENTS

Group I – Communication and Technology12
 Group II – Natural Sciences7
 Group III – Expressions of Human Civilization9
 Group IV – Understanding Human Civilization9
 Group V – Multi-Cultural Studies selected from Groups III and IV
 Group VI – Health and Wellness2
GENERAL EDUCATION TOTAL SEMESTER HOURS39

AGRICULTURAL SALES AND SERVICES

MAJOR CORE COURSES

ANSC 114 – Introduction to Animal Science3
 BOTE 247 – Spreadsheet Applications3
 AGEC 244 – Introduction to Agricultural Marketing3
MAJOR CORE TOTAL SEMESTER HOURS9

OPTIONS

Students must select and complete at least one option (Agricultural Business Management, Equine Management, Equine Training or Technology in Agriculture) to complete the Associate of Science degree in Agricultural Sales and Service.

The online Equine Option courses will have substantial attached fees. Contact the Department of Agriculture and Technical Studies for more information.

AGRICULTURAL BUSINESS MANAGEMENT OPTION

PLSC 110 – World Food Crops3
 ANSC 123 – Feeds and Feeding3
 SOIL 210 – Introduction to Soil Science4
 AGEC 246 – Introduction to Agricultural Finance3
 AGRI 297 – Agricultural Management Internship††2
One course of the following two courses3
 VETS 339 – Animal Health3
 PLSC 225 – Principles of Crop Production3
TOTAL SEMESTER HOURS18

EQUINE MANAGEMENT OPTION

ANSC 160 – Equine Nutrition†2
 ANSC 161 – Equine Business Management†2
 ANSC 162 – Equine Reproduction†2
 ANSC 163 – Equine Health and Diseases†2
 ANSC 164 – Equine Behavior, Ground Work and Safety†2
 ANSC 262 – Equine Anatomy and Selection†2
 ANSC 263 – Stallion Management†2
 ANSC 270 – Equine Training Theory I†2
 ANSC 271 – Equine Training Theory II†2
One course of the following two courses:2
 ANSC 265 – Equine Marketing†2
 ANSC 267 – Equine Facility Management†2
TOTAL SEMESTER HOURS20

EQUINE TRAINING OPTION

ANSC 160 – Equine Nutrition†2
 ANSC 161 – Equine Business Management†2
 ANSC 163 – Equine Health and Diseases†2
 ANSC 164 – Equine Behavior, Ground Work and Safety†2
 ANSC 262 – Equine Anatomy and Selection†2
 ANSC 265 – Equine Marketing†2
 ANSC 272 – Equine Training Techniques I†2
 ANSC 273 – Equine Training Techniques II†2
 ANSC 274 – Equine Training Techniques III†2
 ANSC 275 – Equine Training Techniques IV†2
TOTAL SEMESTER HOURS20

TECHNOLOGY IN AGRICULTURE OPTION

CSCI 200 – Database Software Applications3
 H&CE 241 – Leadership and Presentation Techniques3
 AGRI 280 – Computers in Agriculture3
 AGRI 297 – Agricultural Management Internship††2
 RNG 350 – Range Plants and Communities3
 RNG 336 – Introduction to Range Management4
 GIS 380 – Applied Arc GIS3
OPTION TOTAL SEMESTER HOURS21

AGRICULTURAL SALES AND SERVICES

MAJOR TOTAL SEMESTER HOURS27-29

†Online class format only. Additional fees apply for online delivery.

††AGRI 297 – Agricultural Management Internship must be taken prior to receiving a degree with this option.

MINORS

EQUINE MINOR

One course of the following two courses:2-3
 ANSC 123 – Feeds and Feeding3
 ANSC 160 – Equine Nutrition†2
Six courses of the following ten courses:12-13
 ANSC 161 – Equine Business Management†2
 ANSC 162 – Equine Reproduction†2
 ANSC 163 – Equine Health and Diseases†2
 ANSC 164 – Equine Behavior, Ground Work and Safety†2
 ANSC 260 – Introduction to Equine Studies3
 ANSC 261 – Basic Equitation and Horsemanship2
 ANSC 262 – Equine Anatomy and Selection2
 ANSC 361 – Intermediate Horsemanship2
 ANSC 263 – Stallion Management†2
 ANSC 265 – Equine Marketing†2
 ANSC 267 – Equine Facility Management†2
One pair of courses of the following choices:4-6
 ANSC 270 and
 ANSC 271 – Equine Training Theory I† and II†4
 ANSC 272 and
 ANSC 273 – Equine Training Techniques I† and II† ...4
 ANSC 268 and
 ANSC 368 – Basic Colt Training and
 Advanced Colt Training6
 ANSC 420 – Animal Genetics and
 Applied Animal Breeding†††3
 ANSC 466 – Advanced Equine Nutrition†††3
TOTAL SEMESTER HOURS24-28

GEOGRAPHICAL INFORMATION SYSTEMS (GIS) MINOR

CSCI 120 – Introduction to Computer Programming4
 CSCI 200 – Database Software Applications3
 GEOG 271 – Map Use and Interpretation1
 GIS 210 – Applied GIS2
 GIS 380 – Applied Arc GIS3
 GIS 480 – GPS/GIS II3
 GIS 470 – Remote Sensing3
Minimum of seven credit hours of the following choices:7
 GEOG 121 – Physical Geography3
 GEOG 311 – Process Geomorphology4
 CSCI 160 – Computer Science I4
 CSCI 360 – Database Management4
TOTAL SEMESTER HOURS26

SOILS MINOR

GEOG 105, 105L – Physical Geology and Lab4
 SOIL 210 – Introduction to Soil Science4
 GEOG 311 – Process Geomorphology4
 SOIL 321 – Soil Management and Conservation3
 SOIL 322 – Soil Fertility and Fertilizers3
 SOIL 350 – Soil Health and Productivity3
 SOIL 444 – Soil Genesis and Survey4
TOTAL SEMESTER HOURS25

†Online class format only. Additional fees apply for online delivery.

†††Offered in both traditional and online formats. Additional fees related to online format only.



FARM AND RANCH MANAGEMENT CERTIFICATE PROGRAM

Degree Requirements:
Certificate Program Courses
Summer Internship

The Farm and Ranch Management Certificate Program will offer students the opportunity to receive production agricultural education and training designed to enhance production efficiencies. Students enrolled in this program will receive a certificate upon successful completion of the requirements of this program.

STUDENT LEARNING OUTCOMES

Farm and Ranch Management completers will be able to demonstrate a/an:

- Objective and up-to-date understanding of the issues facing modern agriculture and be able to present both the pros and cons of proposed solutions to these issues. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
- Basic proficiency in a wide range of specific approved practices in production agriculture. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
- Basic proficiency in the use of financial and precision farming computer software. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
- Be able to develop and use the newest marketing and management tools to make more effective marketing and management decisions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
- Basic proficiency in using both arc and wire welders in all positions. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)

FARM AND RANCH MANAGEMENT CERTIFICATE COURSES

AGEC 142 – Agricultural Accounting	3
AGEC 244 – Introduction to Agricultural Marketing	3
AGRI 115 – Agricultural Math	2
AGRI 280 – Computers in Agriculture	3
ANSC 220 – Livestock Production	3
ASM 155 – Agricultural Welding	3
H&CE 241 – Leadership and Presentation Techniques	3
PLSC 110 – World Food Crops	3
SOIL 210 – Introduction to Soil Science	4
Agricultural Electives	6
AGRI 297 – Agricultural Management Internship	2
<i>The student must register for two semester hours of internship, preferably during the summer after their first year.</i>	
TOTAL SEMESTER HOURS	35

PRE-PROFESSIONAL STUDIES (AGRICULTURAL TRANSFER)

With the “Memorandum of Understanding” for dual admission and the “articulation” of agricultural courses transfer credits between institutions, students can take their first two years of agricultural studies at Dickinson State University. Upon successful completion of this program, the student may transfer to North Dakota State University (NDSU) and complete the requirements for the Bachelor of Science Degree in Agriculture offered at NDSU.

RECOMMENDED AGRICULTURAL TRANSFER CURRICULUM – GENERAL EDUCATION COURSES

Written and Oral Communication	9-12
Math – College Algebra and/or Statistics	3-6
Science – Biology and/or Chemistry	4-9
Social Behavior/Science and Humanities	9-12
Physical Education/Wellness	2
TOTAL SEMESTER HOURS	27-41

CORE AGRICULTURAL COURSES

H&CE 241– Leadership and Presentation Techniques	3
One of the following two courses:	3
ANSC 114 – Introduction to Animal Science	3
PLSC 110 – World Food Crops	3
One of the following three courses:	3
ANSC 123 – Feeds and Feeding	3
ANSC 220 – Livestock Production	3
PLSC 225 – Principles of Crop Production	3
One of the following two courses:	3
PLSC 323 – Principles of Weed Science	3
VETS 339 – Animal Health	3
SOIL 210 – Introduction to Soil Science	4
RNG 336 – Introduction to Range Management	4
GIS 380 – Applied Arc GIS	3
TOTAL SEMESTER HOURS	23

It is recommended that students choose additional agricultural courses from the Department of Agriculture and Technical Studies to support their career plans.

Additional agricultural courses recommended	9-13
TOTAL TRANSFER SEMESTER HOURS	58-76



FACULTY

Full-time Faculty: Dragseth – Chair, Butz, Conrick, Corbin, Forsness, Hanson, Hauf, Heth, Johnston, Kass, Kolling, Stark, Swensen, Voutsas

MAJORS, MINORS, AND CERTIFICATES

MAJORS

Bachelor of Science in Accounting
Bachelor of Science in Business Administration

Minors in Business Administration:

- Accounting
- Agri-Business
- Banking and Finance
- Entrepreneurship
- Human Resource Management
- International Business
- Leadership Studies (TR Scholars Only)
- Management
- Management Information Systems
- Marketing
- Office Administration

Bachelor of Science in Finance
Bachelor of Science in Human Resource Management
Bachelor of Science in International Business
Bachelor of Science in Education - Business Education (Secondary Education)

Associate in Applied Science in Office Administration

Concentration Areas:

- Accounting
- Agri-Business
- Computer Science
- Graphic Design
- Legal
- Management
- Medical

MINORS for Non-Business Majors

Accounting
Business Administration
Business Education (Secondary Education)
Entrepreneurship

CERTIFICATES

Human Resource Management

BACHELOR OF SCIENCE DEGREE ACCOUNTING

- Degree Requirements:
- General Education Courses
 - Pre-Major Courses
 - Accounting Major Courses
 - Business Core Courses
 - Accounting Core Courses
 - Electives

A cumulative GPA of 2.25 or higher is required for graduation

STUDENT LEARNING OUTCOMES

The undergraduate program in Accounting will enable students to:

1. Apply the knowledge and demonstrate an understanding of accounting, including financial and managerial accounting with a clear understanding of financial statements as well as cost concepts and international accounting (this learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI).
2. Apply the knowledge and demonstrate an understanding of economics, including basic economic concepts, microeconomics, macroeconomics, and international economics (this learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI).
3. Apply the knowledge and demonstrate an understanding of management, including the management process, organizational behavior, strategy, policy, international and cross-cultural management, and entrepreneurship (this learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI).
4. Apply the knowledge and demonstrate an understanding of quantitative business analysis, including probability, statistics, and management science (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
5. Apply the knowledge and demonstrate an understanding of information systems, including information systems in business and society, information technology concepts, business information systems, and systems development (this learning outcome directly addresses Institutional Learning Outcomes II, III, and VI).
6. Apply the knowledge and demonstrate an understanding of finance, including corporate finance, investments, and international finance (this learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI).
7. Apply the knowledge and demonstrate an understanding of marketing, including identifying attractive markets, marketing institutions, and international marketing (this learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI).
8. Apply the knowledge and demonstrate an understanding of the legal and social environment, including the legal environment, regulatory environment, business relationships, ethics, and social responsibility (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
9. Apply the knowledge and demonstrate an understanding of the international issues in relationship to all areas of business (this learning outcome directly addresses Institutional Learning Outcomes I, II, and V).



10. Apply the conceptual framework of financial accounting and reporting in business situations (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
11. Demonstrate an understanding of the various costing systems and the role cost plays in decision-making (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
12. Demonstrate an understanding of the international dimensions of accounting and the business environment (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
13. Demonstrate an understanding of the federal tax laws and their application to both individuals and business entities. Demonstrate an understanding of auditing theories, standards, and procedures. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)

PROFESSIONAL EXAM REQUIREMENTS

Students earning a Bachelor of Science degree with a major in Accounting at Dickinson State University will have fulfilled the educational requirements to take the professional examinations required to become a Certified Management Accountant (CMA), Certified Fraud Examination (CFE), Certified Internal Auditor (CIA), and 128 of the total 150 hours of education required to apply to become a Certified Public Accountant (CPA).

In order to be qualified to be a Certified Public Accountant (CPA), a student must have 150 college level semester hours with a minimum of a baccalaureate degree. Every state determines what qualifications an applicant must meet to take the CPA exam.

Students planning to take any of the professional exams should consult with their accounting advisor to determine the exact requirements that must be met.

THE FOLLOWING ARE REQUIRED AS PART OF GENERAL EDUCATION

- (Requires a “C” or better in each course)
- COMM 216 – Intercultural Communication3
 - ECON 201 – Principles of Microeconomics3
 - ENGL 110 or ENGL 111H*3
 - ENGL 120 or ENGL 121H*3
 - MATH 146 – Applied Calculus3
 - MATH 305 – Probability and Statistics4

GENERAL EDUCATION

TOTAL SEMESTER HOURS19

*For TR Scholars

PRE- MAJOR COURSES

- (Requires a “C” or better in each course)
- ACCT 200 – Elements of Accounting I3
 - ACCT 201 – Elements of Accounting II3
 - BOTE 210 – Business Communication3
 - BOTE 247 – Spreadsheet Applications3
 - ECON 202 – Principles of Macroeconomics3

PRE-MAJOR TOTAL SEMESTER HOURS15

ACCOUNTING MAJOR COURSES:

BUSINESS CORE

(General Education courses and the Pre-Major courses listed above require a “C” or better before taking the Business Core courses)

- ACCT 315 – Business Law I3
- BADM 336 – Management and Leadership3
- BADM 356 – Organizational Behavior3
- BADM 369 – Business Ethics and Critical Thinking3
- BADM 376 – Production Operations Management3
- BADM 388 – Management Information Systems3
- BADM 455 – International Business3
- BADM 485 – Business Policy4
- ENTR 366 – Entrepreneurship3
- FIN 326 – Managerial Finance3
- MRKT 301 – Principles of Marketing3

BUSINESS CORE

TOTAL SEMESTER HOURS34

ACCOUNTING CORE

- ACCT 301 – Computerized Accounting3
- ACCT 305 – Cost Accounting3
- ACCT 310 – Government & Nonprofit Accounting3
- ACCT 316 – Business Law II3
- ACCT 330 – Financial Statement Analysis3
- ACCT 331 – Intermediate Accounting I4
- ACCT 332 – Intermediate Accounting II4
- ACCT 333 – Income Tax I4
- ACCT 406 – Advanced Accounting3
- ACCT 407 – Auditing I4

ACCOUNTING CORE

TOTAL SEMESTER HOURS34

ACCOUNTING MAJOR TOTAL

SEMESTER HOURS68

RECOMMENDED ACCOUNTING ELECTIVES

(To meet the 150 hour requirement to sit for the CPA Exam)

- ACCT 334 – Income Tax II3
- ACCT 351 – Fraud Examination3
- ACCT 408 – CPA Review – Regulation3
- ACCT 409 – CPA Review –
Financial Accounting and Reporting3
- ACCT 410 – CPA Review – Audit3
- ACCT 411 – CPA Review –
Business Environment and Concepts3
- ACCT 412 – Audit II3
- ACCT 497 – Accounting Internship3



**BACHELOR OF SCIENCE DEGREE
BUSINESS ADMINISTRATION**

- Degree Requirements:
- General Education Courses
- Pre-Major Courses
- Business Administration Major Courses
 - Business Core Courses
- Minor Courses
- Electives

A cumulative GPA of 2.25 or higher is required for graduation

STUDENT LEARNING OUTCOMES

The undergraduate program in Business Administration will enable students to:

1. Apply the knowledge and demonstrate an understanding of accounting, including financial and managerial accounting with a clear understanding of financial statements as well as cost concepts and international accounting (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
2. Apply the knowledge and demonstrate an understanding of economics, including basic economic concepts, microeconomics, macroeconomics, and international economics (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
3. Apply the knowledge and demonstrate an understanding of management, including the management process, organizational behavior, strategy, policy, international and cross-cultural management, and entrepreneurship (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
4. Apply the knowledge and demonstrate an understanding of quantitative business analysis, including probability, statistics, and management science (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
5. Apply the knowledge and demonstrate an understanding of information systems, including information systems in business and society, information technology concepts, business information systems, and systems development (this learning outcome directly addresses Institutional Learning Outcomes II, III, and VI).
6. Apply the knowledge and demonstrate an understanding of finance, including corporate finance, investments, and international finance (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
7. Apply the knowledge and demonstrate an understanding of marketing, including identifying attractive markets, marketing institutions, and international marketing (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
8. Apply the knowledge and demonstrate an understanding of the legal and social environment, including the legal environment, regulatory environment, business relationships, ethics, and social responsibility (this learning outcome directly addresses Institutional Learning Outcomes II and VI).

9. Apply the knowledge and demonstrate an understanding of the international issues in relationship to all areas of business (this learning outcome directly addresses Institutional Learning Outcomes I, II and V).
10. Demonstrate an understanding of the fundamental concepts and tools of the management process in regards to history, theory, the functions of management, group and team dynamics, and total quality management (this learning outcome directly addresses Institutional Learning Outcomes II, III, and VI).
11. Demonstrate an understanding of the fundamental concepts of organizational behavior in regards to leadership and motivation, communication, managing diversity, and human resource management (this learning outcome directly addresses Institutional Learning Outcomes II, III, and VI).
12. Demonstrate an understanding of the international dimensions of international and cross cultural management (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).

**THE FOLLOWING ARE REQUIRED
AS PART OF GENERAL EDUCATION**

(Requires a "C" or better in each course)

COMM 216 – Intercultural Communication	3
ECON 201 – Principles of Microeconomics	3
ENGL 110 or ENGL 111H*	3
ENGL 120 or ENGL 121H*	3
MATH 146 – Applied Calculus	3
MATH 305 – Probability and Statistics.....	4

GENERAL EDUCATION

TOTAL SEMESTER HOURS19

*For TR Scholars

PRE-MAJOR COURSES

(Must have a "C" or better in each course)

ACCT 200 – Elements of Accounting I.....	3
ACCT 201 – Elements of Accounting II	3
BOTE 210 – Business Communication	3
BOTE 247 – Spreadsheet Applications	3
ECON 202 – Principles of Macroeconomics	3

PRE-MAJOR TOTAL SEMESTER HOURS15

BACHELOR OF SCIENCE BUSINESS ADMINISTRATION

MAJOR COURSES:

BUSINESS CORE

(General Education courses and the Pre-Major courses listed above require a "C" or better before taking the Business Core courses)

ACCT 315 – Business Law I	3
BADM 336 – Management and Leadership	3
BADM 356 – Organizational Behavior	3
BADM 369 – Business Ethics and Critical Thinking	3
BADM 376 – Production Operations Management	3
BADM 388 – Management Information Systems	3
BADM 455 – International Business	3
BADM 485 – Business Policy	4
ENTR 366 – Entrepreneurship	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3

BUSINESS CORE

TOTAL SEMESTER HOURS34



MINORS IN BUSINESS ADMINISTRATION

(One of the following minors is required)

Students majoring in Business Administration must complete one of the following minors. Students majoring in other subject areas may complete these minors with the approval of student's advisor and department chair of Business and Management.

ACCOUNTING

ACCT 301 – Computerized Accounting3
 ACCT 305 – Cost Accounting3
 ACCT 331 – Intermediate Accounting I4
 ACCT 332 – Intermediate Accounting II4
 ACCT 333 – Tax I4
 Select **six** credit hours from the following.....6-7
 ACCT 310 – Government and Non-Profit Accounting ...3
 ACCT 316 – Business Law II3
 ACCT 330 – Financial Statement Analysis3
 ACCT 334 – Income Tax II3
 ACCT 351 – Fraud Examination3
 ACCT 406 – Advanced Accounting3
 ACCT 407 – Auditing4
 BADM 497 – Business Internship3

Or other course(s) with prior approval from advisor or department chair

ACCOUNTING MINOR

TOTAL SEMESTER HOURS24-25

AGRI-BUSINESS

AGEC 244 – Introduction to Agricultural Marketing3
 AGECE 246 – Introduction to Agricultural Finance3
 AGECE 342 – Introduction to Agriculture Management3
 RNG 480 – Conflict of Resolution in Agriculture.....1
 H&CE 241 – Leadership & Presentation Techniques3
 Select **nine** credit hours from the following8-10
 AGEC 387 – Commodity Futures & Options3
 BADM 330 – Business Challenge3
 BADM 497 – Business Internship3
 RNG 336 – Introduction to Range Management3
 SOIL 210 – Introduction to Soil Science4
 SOIL 321 – Soil Management and Conservation3
 SOIL 322 – Soil Fertility and Fertilizers3

AGRI-BUSINESS MINOR

TOTAL SEMESTER HOURS21-23

BANKING AND FINANCE

ACCT 330 – Financial Statement Analysis.....3
 FIN 300 – Financial Institutions and Markets3
 FIN 320 – Personal Finance3
 FIN 328 – Investments3
 FIN 426 – Corporate Finance3
 FIN 430 – International Finance3
 Select **six** credit hours from the following:6-7
 ACCT 331 – Intermediate Accounting I4
 ACCT 422 – Business Valuation3
 AGECE 246 – Introduction to Agricultural Finance3
 BADM 330 – Business Challenge3
 BADM 360 – Real Estate Principles3
 BADM 497 – Business Internship3

BANKING AND FINANCE MINOR

TOTAL SEMESTER HOURS.....24-25

ENTREPRENEURSHIP

ENTR 300 – Creativity and Innovation3
 MRKT 340 – Advertising and Sales Promotion3
 BADM 346 – Human Resource Management3
 Select **twelve** credit hours from the following:12
 ACCT 316 – Business Law II.....3
 BADM 270 – Business Club or
 ACCT 210 -Accounting Club1
 BADM 330 – Business Challenge3
 BADM 364 – E-Commerce and Social Networking ...3
 BADM 466 – Business Research3
 BADM 497 – Business Internship3
 ENTR 267H – Entrepreneurship/Leadership Seminar ...2
 ENTR 316 – Entrepreneurial Community Development ...3
 LEAD 200H – Leadership and Change1
 MRKT 386 – Retail Management3

ENTREPRENEURSHIP MINOR TOTAL

SEMESTER HOURS21

HUMAN RESOURCE MANAGEMENT

BADM 346 – Human Resource Management3
 BADM 380 – Human Resource Law3
 BADM 460 – Human Resource Development.....3
 Select **twelve** credit hours from the following:12
 BADM 270 – Business Club1
 BADM 330 – Business Challenge3
 ACCT 316 – Business Law II.....3
 BADM 436 – Staffing and Workforce Diversity3
 BADM 452 – Compensation Management3
 BADM 465 – Labor Relations3
 BADM 480 – Seminar in Human Resource Issues3
 BADM 494 – Undergraduate Research.....3
 BADM 497 – Business Internship3

HUMAN RESOURCE MANAGEMENT

MINOR TOTAL SEMESTER HOURS21

INTERNATIONAL BUSINESS

BADM 420 – International Management3
 BADM 456 – International Business Strategy3
 FIN 430 – International Finance3
 MRKT 357 – International Marketing3
 Select **nine** credit hours from the following:9
 BADM 346 – Human Resource Management.....3
 BADM 456 – Staffing and Workforce Diversity3
 BADM 364 – E-Commerce and Social Networking ...3
 ECON 106 – Global Economics.....3
 FL 101, 102 – First Year Foreign Language4
 GEOG 452 – Global Issues3
 GIS 481 – Geographical Information
 Systems for Business3

INTERNATIONAL BUSINESS MINOR

TOTAL SEMESTER HOURS21-22



LEADERSHIP STUDIES

See Leadership Studies Minor on page 52.
Restricted to Theodore Roosevelt Scholars.

MANAGEMENT

ACCT 316 – Business Law II.....	3
BADM 346 – Human Resource Management	3
Select fifteen credit hours from the following:	15
BADM 330 – Business Challenge	3
BADM 364 – Electronic Commerce and Social Networking	3
BADM 380 – Human Resource Law	3
BADM 420 – International Management	3
BADM 466 – Business Research	3
BADM 497 – Business Internship	3
ENTR 300 – Creativity and Innovation	3
MRKT 340 – Advertising and Sales Promotion	3
MRKT 386 – Retail Management	3
MANAGEMENT MINOR TOTAL SEMESTER HOURS	21

MANAGEMENT INFORMATION SYSTEMS

BADM 264 – Internet Applications	3
CSCI 160 – Computer Science I (Prerequisite: CSCI 120 – Introduction to Computer Programming or equivalent programming experience).....	4
CSCI 161 – Computer Science II	4
CSCI 221 – Computer Networks	3
Select six credit hours from the following.....	6-8
BADM 364 – Electronic Commerce and Social Networking	3
BADM 497 – Business Internship	3
CSCI 174 – Advanced Computer Programming in C++	4
CSCI 181 – Web Management	3
CSCI 185 – LINUX Operating Systems	3
CSCI 210 – PC Hardware and Software Management	2
CSCI 301 – Software Engineering	3
CSCI 342 – Object Programming with Data Structures	4
MANAGEMENT INFORMATION SYSTEMS MINOR TOTAL SEMESTER HOURS	23-25

MARKETING

BADM 466 – Business Research	3
MRKT 340 – Advertising and Sales Promotion	3
MRKT 357 – International Marketing	3
MRKT 386 – Retail Management	3
MRKT 491 – Business Administration Seminar: Marketing	3
Select nine credit hours from the following.....	9
ACCT 316 – Business Law II	3
BADM 330 – Business Challenge	3
BADM 360 – Real Estate Principles	3
BADM 364 – Electronic Commerce and Social Networking	3
BADM 497 – Business Internship	3
ENTR 300 – Creativity and Innovation	3
MARKETING MINOR TOTAL SEMESTER HOURS	24

OFFICE ADMINISTRATION

BADM 346 – Human Resource Management	3
BOTE 152 – Keyboarding II	3
BOTE 202 – Keyboarding III.....	3
BOTE 218 – Desktop Publishing	3
Select nine credit hours from the following.....	9
ACCT 301 – Computerized Accounting	3
BADM 330 – Business Challenge	3
BADM 364 – Electronic Commerce and Social Networking	3
BADM 497 – Business Internship	3
CSCI 221 – Computer Networks	3
OFFICE ADMINISTRATION TOTAL SEMESTER HOURS.....	21

**BACHELOR OF SCIENCE DEGREE
FINANCE**

Degree Requirements:
General Education Courses
Pre-Major Courses
Finance Major Courses:
 Business Core Courses
 Finance Core Courses
Electives

STUDENT LEARNING OUTCOMES

The undergraduate program in Finance will enable students to:

1. Apply the knowledge and demonstrate an understanding of accounting, including financial and managerial accounting with a clear understanding of financial statements as well as cost concepts and international accounting (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
2. Apply the knowledge and demonstrate an understanding of economics, including basic economic concepts, microeconomics, macroeconomics, and international economics (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
3. Apply the knowledge and demonstrate an understanding of management, including the management process, organizational behavior, strategy, policy, international and cross-cultural management, and entrepreneurship (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
4. Apply the knowledge and demonstrate an understanding of quantitative business analysis, including probability, statistics, and management science (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
5. Apply the knowledge and demonstrate an understanding of information systems, including information systems in business and society, information technology concepts, business information systems, and systems development (this learning outcome directly addresses Institutional Learning Outcomes II, III, and VI).
6. Apply the knowledge and demonstrate an understanding of finance, including corporate finance, investments, and international finance (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).



7. Apply the knowledge and demonstrate an understanding of marketing, including identifying attractive markets, marketing institutions, and international marketing (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
8. Apply the knowledge and demonstrate an understanding of the legal and social environment, including the legal environment, regulatory environment, business relationships, ethics, and social responsibility (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
9. Apply the knowledge and demonstrate an understanding of the international issues in relationship to all areas of business (this learning outcome directly addresses Institutional Learning Outcomes I, II, and V).
10. Provides students with an understanding of the fundamental concepts of the time value of money, capital budgeting, working capital management, financial statement analysis, cost of capital, and capital structure (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
11. Provides students with an understanding of the fundamental concepts of risk and return, valuation of securities, financial market, and the financial environment (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
12. Provides students with an understanding of the fundamental concepts of international finance (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).

THE FOLLOWING ARE REQUIRED AS PART OF GENERAL EDUCATION

(Requires a "C" or better in each course)

COMM 216 – Intercultural Communication	3
ECON 201 – Principles of Microeconomics	3
ENGL 110 or ENGL 111H*	3
ENGL 120 or ENGL 121H*	3
MATH 146 – Applied Calculus	3
MATH 305 – Probability and Statistics.....	4

GENERAL EDUCATION TOTAL SEMESTER HOURS19

*For TR Scholars

PRE-MAJOR COURSES

(Requires a "C" or better in each course)

ACCT 200 – Elements of Accounting I	3
ACCT 201 – Elements of Accounting II	3
BOTE 210 – Business Communication	3
BOTE 247 – Spreadsheet Applications	3
ECON 202 – Principles of Macroeconomics	3

PRE-MAJOR TOTAL SEMESTER HOURS15

FINANCE MAJOR COURSES

BUSINESS CORE

(General Education courses and the Pre-Major courses listed above require a "C" or better before taking the Business Core courses)

ACCT 315 – Business Law I	3
BADM 336 – Management and Leadership	3
BADM 356 – Organizational Behavior	3
BADM 369 – Business Ethics and Critical Thinking	3
BADM 376 – Production Operations Management	3
BADM 388 – Management Information Systems	3
BADM 455 – International Business	3
BADM 485 – Business Policy	4
ENTR 366 – Entrepreneurship	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3

BUSINESS CORE TOTAL SEMESTER HOURS34

FINANCE CORE

ACCT 330 – Financial Statement Analysis.....	3
ACCT 333 – Income Tax I	4
ACCT 422 – Business Valuation	3
BADM 360 – Real Estate Principles	3
FIN 300 – Financial Institutions and Markets.....	3
FIN 320 – Personal Finance	3
FIN 328 – Investments	3
FIN 426 – Corporate Finance	3
FIN 430 – International Finance	3
FIN 468 – Cases in Finance	3

FINANCE CORE TOTAL SEMESTER HOURS31

FINANCE MAJOR

TOTAL SEMESTER HOURS65

THE COLLEGE FOR FINANCIAL PLANNING OFFERS AN OPTIONAL PROFESSIONAL EDUCATION PROGRAM TO EARN A CERTIFIED FINANCIAL PLANNERTM CERTIFICATION

Dickinson State University and the College for Financial Planning, Denver, Colorado, have entered into an agreement that allows Dickinson State University students to complete the College for Financial Planning CERTIFIED FINANCIAL PLANNERTM Certification Professional Education Program. The requirements include successful completion of the following five courses (two from Dickinson State University and three from the College for Financial Planning):

FIN 328 – Investments	3
(Dickinson State University)	
ACCT 333 – Income Tax I	3
(Dickinson State University)	
CFPE 1101 – Financial Planning, Process, & Insurance	3
(College for Financial Planning)	
CFPE 1104 – Retirement Planning & Employee Benefits	3
(College for Financial Planning)	
CFPE 1105 – Estate Planning	3
(College for Financial Planning)	



The three courses from the College for Financial Planning will be available through a self-study module mode of delivery. Dickinson State University students will pay the College for Financial Planning tuition and fees associated with the three courses directly to the College for Financial Planning. Students enrolling in the College for Financial Planning courses will be eligible to be considered for financial aid for these courses contingent upon filling out the Student Financial Aid Consortium Agreement.

Upon successful completion of the five courses, students will receive a Certificate of Completion from the College for Financial Planning and will be eligible to take the CERTIFIED FINANCIAL PLANNERTM Certification Examination. In order to eventually apply for the CFP® certification from the Certified Financial Planner Board located in Washington, DC, Dickinson State University students must complete their undergraduate degree, complete the College for Financial Planning CERTIFIED FINANCIAL PLANNERTM

Certification Professional Education Program, pass the certification examination, and complete work experience and other requirements mandated by the Certified Financial Planner Board. Students will also be able to use the five courses listed above for credit in the College for Financial Planning Master's degree program in Personal Financial Planning if they decide to matriculate to that institution following graduation from Dickinson State University. See the Chair of the Department of Business and Management for more information.

**BACHELOR OF SCIENCE DEGREE
HUMAN RESOURCE MANAGEMENT**

- Degree Requirements:
General Education Courses
Pre-Major Courses
Human Resources Major Courses:
 Business Core Courses
 Human Resource Core Courses
Electives

A cumulative GPA of 2.25 or higher is required for graduation

STUDENT LEARNING OUTCOMES

The undergraduate program in Human Resource Management will enable students to:

1. Apply the knowledge and demonstrate an understanding of accounting, including financial and managerial accounting with a clear understanding of financial statements as well as cost concepts and international accounting (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
2. Apply the knowledge and demonstrate an understanding of economics, including basic economic concepts, microeconomics, macroeconomics, and international economics (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
3. Apply the knowledge and demonstrate an understanding of management, including the management process, organizational behavior, strategy, policy, international and cross-cultural management, and entrepreneurship (this

- learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
4. Apply the knowledge and demonstrate an understanding of quantitative business analysis, including probability, statistics, and management science (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
 5. Apply the knowledge and demonstrate an understanding of information systems, including information systems in business and society, information technology concepts, business information systems, and systems development (this learning outcome directly addresses Institutional Learning Outcomes II, III, and VI).
 6. Apply the knowledge and demonstrate an understanding of finance, including corporate finance, investments, and international finance (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
 7. Apply the knowledge and demonstrate an understanding of marketing, including identifying attractive markets, marketing institutions, and international marketing (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
 8. Apply the knowledge and demonstrate an understanding of the legal and social environment, including the legal environment, regulatory environment, business relationships, ethics, and social responsibility (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
 9. Apply the knowledge and demonstrate an understanding of the international issues in relationship to all areas of business (this learning outcome directly addresses Institutional Learning Outcomes I, II, and V).
 10. Learn fundamental concepts and tools of analysis in the core areas of workforce planning and employment, human resource development, as well as compensation and benefits (this learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI).
 11. Demonstrate an understanding of human resource management theories and practices in regards to employee and labor relations, equal opportunity laws as well as occupational safety and health management (this learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI).

**THE FOLLOWING ARE REQUIRED
AS PART OF GENERAL EDUCATION**

(Requires a "C" or better in each course)

COMM 216 – Intercultural Communication	3
ECON 201 – Principles of Microeconomics	3
ENGL 110 or ENGL 111H*	3
ENGL 120 or ENGL 121H*	3
MATH 146 – Applied Calculus	3
MATH 305 – Probability and Statistics	4

GENERAL EDUCATION

TOTAL SEMESTER HOURS19

*For TR Scholars



PRE-MAJOR COURSES

(Requires a "C" or better in each course)

ACCT 200 – Elements of Accounting I.....	3
ACCT 201 – Elements of Accounting II	3
BOTE 210 – Business Communication	3
BOTE 247 – Spreadsheet Applications	3
ECON 202 – Principles of Macroeconomics	3

PRE-MAJOR

TOTAL SEMESTER HOURS15

HUMAN RESOURCE MAJOR COURSES

BUSINESS CORE

(General Education courses and the Pre-Major courses listed above require a "C" or better before taking the Business Core courses)

ACCT 315 – Business Law I	3
BADM 336 – Management and Leadership	3
BADM 356 – Organizational Behavior	3
BADM 369 – Business Ethics and Critical Thinking	3
BADM 376 – Production Operations Management	3
BADM 388 – Management Information Systems	3
BADM 455 – International Business	3
BADM 485 – Business Policy	4
ENTR 366 – Entrepreneurship	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3

BUSINESS CORE

TOTAL SEMESTER HOURS34

HUMAN RESOURCE MANAGEMENT CORE:

BADM 346 – Human Resource Management	3
BADM 380 – Human Resource Law	3
BADM 436 – Staffing and Workforce Diversity	3
BADM 452 – Compensation Management	3
BADM 460 – Human Resource Development.....	3
BADM 465 – Labor Relations	3
Select six credit hours from the following:	6
BADM 330 – Business Challenge	3
BADM 420 – International Management.....	3
BADM 480 – Seminar in HR Issues	3
BADM 494 – Senior Project	3
BADM 497 – Business Internship	3

HUMAN RESOURCE MANAGEMENT CORE

TOTAL SEMESTER HOURS24

HUMAN RESOURCE MANAGEMENT MAJOR

TOTAL SEMESTER HOURS58

**BACHELOR OF SCIENCE DEGREE
INTERNATIONAL BUSINESS**

Degree Requirements:

General Education Courses

Pre-Major Courses

International Business Major Courses:

 Business Core Courses

 International Business Core Courses

Electives

A cumulative GPA of 2.25 or higher is required for graduation

STUDENT LEARNING OUTCOMES

The undergraduate program in International Business will enable students to:

1. Apply the knowledge and demonstrate an understanding of accounting, including financial and managerial accounting with a clear understanding of financial statements as well as cost concepts and international accounting (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
2. Apply the knowledge and demonstrate an understanding of economics, including basic economic concepts, microeconomics, macroeconomics, and international economics (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
3. Apply the knowledge and demonstrate an understanding of management, including the management process, organizational behavior, strategy, policy, international and cross-cultural management, and entrepreneurship (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
4. Apply the knowledge and demonstrate an understanding of quantitative business analysis, including probability, statistics, and management science (this learning outcome directly addresses Institutional Learning Outcomes II and VI).
5. Apply the knowledge and demonstrate an understanding of information systems, including information systems in business and society, information technology concepts, business information systems, and systems development (this learning outcome directly addresses Institutional Learning Outcomes II, III, and VI).
6. Apply the knowledge and demonstrate an understanding of finance, including corporate finance, investments, and international finance (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
7. Apply the knowledge and demonstrate an understanding of marketing, including identifying attractive markets, marketing institutions, and international marketing (this learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI).
8. Apply the knowledge and demonstrate an understanding of the legal and social environment, including the legal environment, regulatory environment, business relationships, ethics, and social responsibility (this learning outcome directly addresses Institutional Learning Outcomes II and VI).



9. Apply the knowledge and demonstrate an understanding of the international issues in relationship to all areas of business (this learning outcome directly addresses Institutional Learning Outcomes I, II and V).
10. Demonstrate an understanding of International Business theories, standards, and methodologies (this learning outcome directly addresses Institutional Learning Outcomes I, V, and VI).
11. Learn and be able to synthesize cross-cultural theories, practices, and principles in order to meet the needs of employers in the Business profession as well as contribute to the betterment of global society (this learning outcome directly addresses Institutional Learning Outcomes I, V, and VI).

THE FOLLOWING ARE REQUIRED AS PART OF GENERAL EDUCATION

(Requires a "C" or better in each course)

COMM 216 – Intercultural Communication	3
ECON 201 – Principles of Microeconomics	3
ENGL 110 or ENGL 111H*	3
ENGL 120 or ENGL 121H*	3
MATH 146 – Applied Calculus	3
MATH 305 – Probability and Statistics	4

GENERAL EDUCATION TOTAL SEMESTER HOURS19

*For TR Scholars

PRE-MAJOR COURSES

(Requires a "C" or better in each course)

ACCT 200 – Elements of Accounting I.....	3
ACCT 201 – Elements of Accounting II	3
BOTE 210 – Business Communication	3
BOTE 247 – Spreadsheet Applications	3
ECON 202 – Principles of Macroeconomics	3

PRE-MAJOR TOTAL SEMESTER HOURS15

INTERNATIONAL BUSINESS MAJOR COURSES

BUSINESS CORE

(General Education courses and the Pre-Major courses listed above require a "C" or better before taking the Business Core courses)

ACCT 315 – Business Law I	3
BADM 336 – Management and Leadership	3
BADM 356 – Organizational Behavior	3
BADM 369 – Business Ethics and Critical Thinking	3
BADM 376 – Production Operations Management	3
BADM 388 – Management Information Systems	3
BADM 455 – International Business	3
BADM 485 – Business Policy	4
ENTR 366 – Entrepreneurship	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3

BUSINESS CORE TOTAL SEMESTER HOURS34

INTERNATIONAL BUSINESS CORE

BADM 346 – Human Resource Management	3
BADM 420 – International Management	3
BADM 456 – International Business Strategy	3
ECON 106 – Global Economics	3
FIN 430 – International Finance	3
GIS 481 – Geographical Information Systems for Business	3
MRKT 357 – International Marketing	3
Select three credit hours from the following:	3
BADM 364 – Electronic Commerce and Social Networking	3
BADM 496 – Study Tour	3
BADM 497 – Business Internship	3

INTERNATIONAL BUSINESS CORE

TOTAL SEMESTER HOURS24

**BACHELOR OF SCIENCE IN EDUCATION
DEGREE BUSINESS EDUCATION**

Degree Requirements:
General Education Courses
Business Education Major Courses
Select One of the Following Options:
 Option One –Approved Education
 Minor Required
 Option Two –Additional Courses
 Required (No Minor Required)
Professional Secondary Education

STUDENT LEARNING OUTCOMES

- The undergraduate program in Business Education will enable students to:
1. Display a comprehensive knowledge of Business Education subject areas appropriate for the secondary school level (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
 2. Express knowledge of learning theory through planning, teaching, and interaction with Business Education students (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
 3. Enhance the learning environment by incorporating the use of technological equipment into the Business Education classroom (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
 4. Develop knowledge of economic systems, business organizations, legal/ethical implications, and entrepreneurship, including global and technological aspects (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
 5. Develop a comprehensive business education curriculum, elementary/secondary keyboarding curriculum, including a statement of purpose, a scope and sequence of skills, necessary resources and methods of instruction and assessing students (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
 6. Communicate accurately and effectively, both verbally and in writing, with students, colleagues, and parents/ community members (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)



7. Organize a comprehensive instructing program through effective planning and effectively instruct students as indicated in the corresponding lesson plan (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
8. Develop and utilize various evaluative strategies and instruments for determining student achievement and instructional efficacy (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
9. Provide a Business Education instruction program that accommodates the special needs of each student (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
10. Exhibit attitudes, actions, and behaviors indicative of a professional educator (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
11. Exhibit a desire for professional growth and improvement of performance in the Business Education classroom (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
12. Demonstrate a valuing of student diversity in backgrounds, interest, experiences, and abilities (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
13. Make professional decisions using a reflective approach (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)

CSCI 221 – Computer Networks3
TOTAL SEMESTER HOURS15

**ASSOCIATE OF APPLIED SCIENCE
DEGREE OFFICE ADMINISTRATION**

Degree Requirements:
General Education Courses
Office Administration Major Courses
Concentration
Electives

Students must complete the Associate in Applied Science Office Administration Degree requirements with a cumulative grade point average of 2.0 or higher.

STUDENT LEARNING OUTCOMES

The undergraduate program in Office Administration will enable students to:

1. Display a comprehensive knowledge of administrative support tasks (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
2. Communicate accurately and effectively, both verbally and in writing, with clients, customers, coworkers, and supervisors in the workplace (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
3. Develop procedures for incoming and outgoing communications in a business environment (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
4. Demonstrate proficiency to information processing systems that include word processing, database, spreadsheets, and desktop publishing (This learning outcome directly addresses Institutional Learning Outcomes III, and VI.)
5. Exhibit an understanding and an effective use of telecommunications (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI.)
6. Express the ability to manage time and multiple tasks (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
7. Complete an internship successfully in a specific concentration area (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
8. Plan and prepare for employment and career advancement (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)

THE FOLLOWING ARE REQUIRED

AS PART OF GENERAL EDUCATION

ECON 201 – Principles of Microeconomics3
(Students planning to teach economics in North Dakota must also take ECON 202 – Principles of Macroeconomics [three credits] for a total of six credits of economics.)3

BUSINESS EDUCATION MAJOR COURSES

SECONDARY EDUCATION

ACCT 200 – Elements of Accounting I3
ACCT 201 – Elements of Accounting II3
ACCT 315 – Business Law I3
BADM 336 – Management and Leadership3
BOTE 147 – Word Processing & Presentation Software3
BOTE 152 – Keyboarding II3
BOTE 210 – Business Communication3
BOTE 218 – Desktop Publishing3
BOTE 247 – Spreadsheet Applications3
BOTE 275 – Administrative Office Procedures3
CSCI 200 – Database Software Applications3
ENTR 366 – Entrepreneurship3
MRKT 301 – Principles of Marketing3
SEED 490B – Methods in Business Education3

BUSINESS EDUCATION MAJOR

TOTAL SEMESTER HOURS42

Select **one** of the following options:

Option 1 – Complete a minor that is approved for teaching .24

Option 2 – Complete the following courses (No minor required):

BADM 364 – Electronic Commerce and Social Networking ...3
BOTE 411 – Philosophy of Career and Technical Education ...3
BOTE 412 – Coordination of Cooperative
Work Experience Programs3
CSCI 181 – Web Management3



DEPARTMENT OF BUSINESS AND MANAGEMENT
College of Education, Business and Applied Sciences

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THE FOLLOWING ARE REQUIRED AS A PART OF GENERAL EDUCATION:

ENGL 110 – College Composition I3
 HPER 100 – Concepts of Fitness and Wellness1
 MATH 103 – College Algebra.....4
 Select **three** credit hours from the following3
 ECON 105 – Elements of Economics3
 ECON 201 – Principles of Microeconomics3
 PSYC 111 – Introduction to Psychology3
 Select **three** credit hours from the following3
 ENGL 120 – College Composition II
 (Grade of “C” or higher)3
 COMM 110 – Fundamentals of Public Speaking
 (Grade of “C” or higher)3
 Electives from General Education Group III A, B, or C3
TOTAL GENERAL EDUCATION SEMESTER HOURS ...17

OFFICE ADMINISTRATION MAJOR COURSES

ACCT 200 – Elements of Accounting I3
 ACCT 301 – Computerized Accounting3
 BOTE 147 – Word Processing & Presentation Software3
 BOTE 152 – Keyboarding II3
 BOTE 202 – Keyboarding III.....3
 BOTE 210 – Business Communication3
 BOTE 218 – Desktop Publishing3
 BOTE 247 – Spreadsheet Applications3
 BOTE 275 – Administrative Office Procedures3
 BOTE 297 – Office Administration Internship3
 CSCI 200 – Database Software Applications3

**OFFICE ADMINISTRATION MAJOR
 TOTAL SEMESTER HOURS33**

CONCENTRATIONS

(Select one)

ACCOUNTING

ACCT 201 – Elements of Accounting II3
 ACCT 331 – Intermediate Accounting I4
 Select a **six** to eight credit hours from the following6-8
 ACCT 305 – Cost Accounting3
 ACCT 310 – Government and Non-profit Accounting ...3
 ACCT 332 – Intermediate Accounting II4
 ACCT 333 – Income Tax I4
 ACCT 334 – Income Tax II3
 ACCT 351 – Fraud Examination.....3
 ACCT 407 – Auditing I4
TOTAL SEMESTER HOURS13-15

AGRI-BUSINESS

PLSC 110 – World Food Crops3
 AGECE 142 – Agricultural Accounting3
 AGRI 280 – Computers in Agriculture3
 Select **three** credit hours from the following3
 AGECE 244 – Introduction to Agricultural Marketing ...3
 AGECE 246 – Introduction to Agricultural Finance3
TOTAL SEMESTER HOURS12

GRAPHIC DESIGN

ART 122 – Two-Dimensional Design3
 ART 130 – Drawing I3
 ART 280 – Photography I.....3
 GDES 241 – Graphic Design I.....3
 GDES 342 – Graphic Design II.....3
 Select **three** credit hours from the following electives:3
 ART 230 – Drawing II3
 ART 380 – Photography II3
 BADM 364 – E-Commerce and Social Networking ...3
 MRKT 340 – Advertising and Sales Promotion.....3
TOTAL SEMESTER HOURS18

LEGAL

ACCT 315 – Business Law I3
 ACCT 316 – Business Law II.....3
 BADM 336 – Management and Leadership.....3
 BOTE 254 – Legal Keyboarding2
 BOTE 255 – Legal Office Procedures2
TOTAL SEMESTER HOURS13

MANAGEMENT

ACCT 201 – Elements of Accounting II3
 BADM 336 – Management and Leadership.....3
 BADM 356 – Organizational Behavior.....3
 BADM 369 – Business Ethics and Critical Thinking3
 ENGL 120 – College Composition II (Grade of “C” or higher)3
 (**NOTE:** COMM 110 – Fundamentals of Public Speaking must be selected under General Education, Group I – Communication and Technology)
TOTAL SEMESTER HOURS15

MEDICAL

HPER 210 – Community First Aid and CPR2
 HPER 215 – Survey of Human Anatomy2
 HPER 215L – Survey of Human Anatomy Lab1
 HPER 217 – Personal and Community Health2
 BOTE 171 – Medical Terminology I.....3
 BOTE 277 – Medical Office Procedures3
TOTAL SEMESTER HOURS13



MINORS

(RESTRICTED TO NON-BUSINESS MAJORS)

ALL MINORS ARE REQUIRED TO TAKE AS A PART OF THE GENERAL EDUCATION REQUIREMENTS:

ECON 201 – Principles of Microeconomics

ACCOUNTING MINOR

ACCT 200 – Elements of Accounting I	3
ACCT 201 – Elements of Accounting II	3
ACCT 331 – Intermediate Accounting I	4
ACCT 332 – Intermediate Accounting II	4
Accounting Electives	12
TOTAL SEMESTER HOURS	26

BUSINESS ADMINISTRATION MINOR

ACCT 200 – Elements of Accounting I	3
ACCT 201 – Elements of Accounting II	3
ACCT 315 – Business Law I	3
BADM 336 – Management and Leadership	3
BOTE 210 – Business Communication	3
BOTE 247 – Spreadsheet Applications	3
ENTR 366 – Entrepreneurship	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3
TOTAL SEMESTER HOURS	27

BUSINESS EDUCATION MINOR

SECONDARY EDUCATION

ACCT 200 – Elements of Accounting I	3
ACCT 201 – Elements of Accounting II	3
ACCT 301 – Computerized Accounting	3
BOTE 147 – Word Processing & Presentation Software	3
BOTE 152 – Keyboarding II	3
BOTE 210 – Business Communication	3
BOTE 218 – Desktop Publishing	3
BOTE 247 – Spreadsheet Applications	3
SEED 490B – Methods in Business Education	3
TOTAL SEMESTER HOURS	27

ENTREPRENEURSHIP MINOR

ACCT 102 – Fundamentals of Accounting	3
BADM 270 – Business Club	1
ENTR 266 – Beginning Entrepreneurship or	
ENTR 310 – Leadership and Philosophy of Entrepreneurship	
in a Global Society	3
ENTR 300 – Creativity and Innovation	3
ENTR 316 – Entrepreneurial Community Development	3
ENTR 346 – Marketing and Management	
in a Global Economy	3
ENTR 406 – Writing a Business Plan	3
Select a minimum of three credit hours from the following: ...3	
ACCT 315 – Business Law I	3
ACCT 316 – Business Law II	3
BADM 330 – Business Challenge	3
BADM 364 – E-Commerce and Social Networking ...3	
ENTR 267H – Entrepreneurship/Leadership Seminar 2	
LEAD 200H – Leadership and Change	1
TOTAL SEMESTER HOURS	22

CERTIFICATE PROGRAMS

HUMAN RESOURCE MANAGEMENT CERTIFICATE*

BADM 336 - Management and Leadership	3
BADM 346 - Human Resource Management	3
BADM 356 - Organizational Behavior	3
BADM 380 - Human Resource Law	3
BADM 460 - Human Resource Development	3
BADM 494 - Undergraduate Research	1
TOTAL SEMESTER HOURS	16

*NOTE: To enroll in the above courses students must meet the following requirements: junior status or successful completion of an associate or bachelor's degree, 2.5 minimum cumulative GPA, and successful completion of a course in Accounting. Students may have these requirements waived by the Chair of the Department of Business and Management based on professional work experience as demonstrated in a portfolio.





FACULTY

Full-time Faculty: Gingerich-Chair, Carr, Eacret-Simmons, Grabowsky, Jahner, Lee, Marcusen, Y. Quijano, Snavely, Walter-Frojen

The Department of Fine and Performing Arts offers degree programs in Art, Communication, Dance, Graphic Design, and Theatre.

MISSION

The faculty of the Department of Fine and Performing Arts believes that the fine arts, by their nature, are especially important to the cultivation of the liberal arts values of inquiry, sensitivity, empathy and creativity. Further, specialists in the fine arts are needed to promote these values and to contribute to the cultural and economic base of any community. Thus, the mission of the department is to increase the appreciation of and the participation in the various fine arts in southwestern North Dakota and to train artists who can, with exhibitions and performances and through teaching, add to the quality of life wherever they eventually make their homes.

ART

The Dickinson State Art program provides instruction which leads to elementary or secondary teaching certification in art and professional training which leads to graduate school in art, arts management or art business careers. In addition, the program serves the general education needs of the University with fundamentals courses and promotes the understanding and enjoyment of art on campus, in the community, and in the region.

MAJORS AND MINORS

MAJORS

- Bachelor of Science in Education in Art Education (Secondary Education)
- Bachelor of Arts in Art
- Bachelor of Science in Art Entrepreneurship

MINORS

- Art Education (Elementary Education)
- Art Education (Secondary Education)
- Art

A Bachelor of Science in Education in Art Education degree requires coursework including General Education, the major, a minor, professional education, and electives to equal a minimum of 128 semester hours.

A Bachelor of Science in Art Entrepreneurship requires coursework including General Education, the major, a minor in Entrepreneurship for non-business students, and electives to equal a minimum of 128 semester hours.

A Bachelor of Arts degree in Art requires coursework including General Education, 16 credits of foreign language, the major, a minor, and electives to equal a minimum of 128 semester hours.

**BACHELOR OF SCIENCE
IN EDUCATION DEGREE
ART EDUCATION**

- Degree Requirements:
- General Education Courses
 - Major Courses
 - Minor Courses
 - Professional Secondary Education

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated that they can:

1. Create 2-D and 3-D art in a variety of mediums. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
2. Identify established elements of art and the principles of design, and apply them to their own compositions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. Identify artists and art styles of historical significance. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, V, and VI.)
4. Identify and articulate, through oral and written communication, the relationship of their work to significant artists and art styles.. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
5. Visually communicate using a variety of techniques and materials while applying the elements of art and principles of design. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
6. Mount a themed exhibition of their original artwork, accompanied by a professional artist statement. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
7. Understand the health risks for artists and safe handling of materials and equipment. (This learning outcome directly addresses Institutional Learning Outcomes IV, and VI.)
8. Effectively plan, teach, and utilize assessment skills for art education in an elementary and/or secondary institution as prescribed by the North Dakota Education Standards and Practices Board. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)





**ART EDUCATION MAJOR
SECONDARY EDUCATION**

ART 122 - Two-Dimensional Design	3
ART 124 - Three-Dimensional Design	3
ART 210 – History of Art I or	
ART 211 – History of Art II or	
ART 312 – Contemporary Art History	3
ART 225 – Water Media I or	
ART 220 – Oil Painting I	3
ART 130 - Drawing I	3
ART 230 - Drawing II	3
ART 250 - Ceramics I	3
ART 270 - Printmaking I or	
ART 280 – Photography I	3
ART 310 – Modern Art History	3
ART 405 – Senior Exhibition Lab	1
ART 410 - Senior Exhibition	2
SEED 490A - Art Methods for Secondary Education	3
Electives in Art	6
TOTAL SEMESTER HOURS	39

Students must earn a grade of C or better in all required courses in this program.

• Note: In addition to completing the Secondary Professional Education Sequence, students desiring K-12 licensure for education must also complete ELED 290A - Art Methods for Elementary Education and ELED 298 - Pre-Professional Experience: Elementary.

**BACHELOR OF SCIENCE DEGREE
ART ENTREPRENEURSHIP**

- Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Entrepreneurship
Electives

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated that they can:

1. Create 2-D and 3-D art in a variety of mediums. (This learning outcome directly addresses Institutional Learning Outcomes I, II and VI.)
2. Identify established elements of art and the principles of design, and apply them to their own compositions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. Identify artists and art styles of historical significance. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
4. Identify and articulate, through oral and written communication, the relationship of their work to significant artists and art styles.. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
5. Visually communicate using a variety of techniques and materials while applying the elements of art and principles of design. (This learning outcome directly addresses

- Institutional Learning Outcomes I, II, III, and VI.)
6. Mount a themed exhibition of their original artwork, accompanied by a professional artist statement. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
7. Understand the health risks for artists and safe handling of materials and equipment. (This learning outcome directly addresses Institutional Learning Outcomes IV, and VI.)

ART ENTREPRENEURSHIP MAJOR

ART 122 – Two-Dimensional Design	3
ART 124 - Three-Dimensional Design	3
ART 130 – Drawing I	3
ART 210 – History of Art I or	
ART 211 – History of Art II or	
ART 310 – Modern Art History	3
ART 220 - Painting I	3
ART 230 - Drawing II	3
ART 250 – Ceramics I	3
ART 270 – Printmaking I	3
ART 280 – Photography I	3
ART 297 – Internship (Gallery)	2
ART 311 – Professional Practices	3
ART 312 – Contemporary Art History	3
ART 405 – Senior Exhibition Lab	1
ART 480A – Senior Exhibition	2
ART 497 – Art Internship (External)	2
GDES 241 – Graphic Design	3
GDES 347 – Web Design	3
Electives (To be selected from ART and GDES 300 level courses) .	9
TOTAL SEMESTER HOURS	55

Majors in Art Entrepreneurship also must complete the Entrepreneurship for Non-business Students Minor. Students must earn a grade of C or better in all required courses in this program.

**BACHELOR OF ARTS DEGREE
ART**

- Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Foreign Language Requirement
Electives

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated that they can:

1. Create 2-D and 3-D art in a variety of mediums. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
2. Identify established elements of art and the principles of design, and apply them to their own compositions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. Identify artists and art styles of historical significance. (This learning outcome directly addresses Institutional Learning



- Outcomes I, II, V, and VI.)
- Identify and articulate, through oral and written communication, the relationship of their work to significant artists and art styles.. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
 - Visually communicate using a variety of techniques and materials while applying the elements of art and principles of design. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
 - Mount a themed exhibition of their original artwork, accompanied by a professional artist statement. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
 - Understand the health risks for artists and safe handling of materials and equipment. (This learning outcome directly addresses Institutional Learning Outcomes IV, and VI.)

ART MAJOR

ART 122 – Two-Dimensional Design.....	3
ART 124 - Three-Dimensional Design	3
ART 130 – Drawing I	3
ART 210 – History of Art I or ART 211 – History of Art II	3
ART 220 - Painting I or ART 225 - Water Media I	3
ART 230 - Drawing II.....	3
ART 250 – Ceramics I	3
ART 270 – Printmaking I or ART 280 – Photography I	3
ART 311 – Professional Practices.....	3
ART 310 – Modern Art History	3
ART 312 – Contemporary Art History	3
ART 405 – Senior Exhibition Lab	1
ART 410 – Senior Exhibition	2
Electives in Art must be selected from ART and/or GDES courses 300 or higher	6
TOTAL SEMESTER HOURS	42

Students must earn a grade of C or better in all required courses in this program.

MINORS

**ART EDUCATION MINOR
ELEMENTARY EDUCATION**

ART 122 – Two-Dimensional Design.....	3
ART 124 – Three-Dimensional Design	3
ART 130 – Drawing I	3
ART 220 – Painting I or ART 225 – Water Media I	3
ART 230 – Drawing II	3
ART 250 – Ceramics I	3
ART 310 – Modern Art History	3
ART 405 – Senior Exhibition Lab	1
ART 411 – Senior Exhibition	1
ELED 290A – Art Methods for Elementary Education	3
TOTAL SEMESTER HOURS	26

Students must earn a grade of C or better in all required courses in this program.

**ART EDUCATION MINOR
SECONDARY EDUCATION**

ART 122 – Two-Dimensional Design.....	3
ART 124 – Three-Dimensional Design	3
ART 130 – Drawing I	3
ART 220 – Painting I or ART 225 – Water Media I	3
ART 230 – Drawing II	3
ART 250 – Ceramics I	3
ART 310 – Modern Art History	3
ART 405 – Senior Exhibition Lab	1
ART 411 – Senior Exhibition	1
SEED 490A – Art Methods for Secondary Education	3
TOTAL SEMESTER HOURS	26

Students must earn a grade of C or better in all required courses in this program.

ART MINOR

ART 122 – Two-Dimensional Design.....	3
ART 124 – Three-Dimensional Design	3
ART 130 – Drawing I	3
ART 220 – Painting I or ART 225 – Water Media I	3
ART 230 – Drawing II	3
ART 310– Modern Art History	3
ART 405 – Senior Exhibition Lab	1
ART 411 – Senior Exhibition	1
Electives in Art	6
TOTAL SEMESTER HOURS	26

Students must earn a grade of C or better in all required courses in this program.

A Bachelor of Science in Education degree requires General Education, the major, a minor, Professional Education and electives to equal a minimum of 128 semester hours.

A Bachelor of Arts degree in Art requires coursework including General Education, 16 credits of foreign language, the major, a minor, and electives to equal a minimum of 128 semester hours.

COMMUNICATION

The Dickinson State University Communication program provides instruction which will lead to careers in secondary education, in government, or in the professional world. The instruction may also prepare the student to pursue graduate work. The program is committed to an instructional program which combines traditional coursework with opportunities for practical application of skills. In addition, the program serves the general education needs of the University with fundamentals courses.

MAJORS

- Bachelor of Science in Education in Communication Education (Secondary Education)
- Bachelor of Arts in Communication

MINORS

- Communication
- Communication Education (Elementary Education or Secondary Education)



**BACHELOR OF SCIENCE IN EDUCATION
DEGREE COMMUNICATION EDUCATION**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Professional Secondary Education

**BACHELOR OF ARTS DEGREE
COMMUNICATION**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Foreign Language Requirement
Electives

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to analyze and critically evaluate a variety of communication practices, messages, and functions in public, interpersonal, intercultural, group and mediated contexts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
2. An understanding of communication theory as it applies to various practices, messages, and functions in public, interpersonal, intercultural, group and mediated contexts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
3. Competencies for ethical and effective communication of diverse form and function in public, interpersonal, intercultural, group and mediated contexts. (This learning outcome directly addresses Institutional Learning Outcomes I, III, V, and VI.)
4. An understanding of and appreciation for a diverse range of cultural and social communication processes and practices. (This learning outcome directly addresses Institutional Learning Outcomes I, V, and VI.)
5. The ability to practice and facilitate engagement in a multicultural, global society. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
6. Effective planning, teaching, and assessment skills for communication education in a secondary institution as prescribed by the North Dakota Education Standards and Practices Board. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)

**COMMUNICATION EDUCATION MAJOR
SECONDARY EDUCATION**

COMM 201 – Coaching Forensics	2
COMM 210 – Advanced Public Speaking	3
COMM 211 – Oral Interpretation	3
COMM 216 – Intercultural Communication	3
COMM 280 – Understanding Film and Television	3
COMM 308 – Argumentation	3
COMM 312 – Interpersonal Communication	3
COMM 313 – Persuasion.....	3
COMM 316 – Meeting Management	3
COMM 317 – Organizational Communication	3
SEED 490L – Methods of Teaching Secondary Language Arts.....	3
Electives – Select from any COMM, ENTR, PSYC, or THEA courses numbered above 200	6
TOTAL SEMESTER HOURS	38

Students must earn a grade of C or better in all required courses in this program.

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to analyze and critically evaluate a variety of communication practices, messages, and functions in public, interpersonal, intercultural, group and mediated contexts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
2. An understanding of communication theory as it applies to various practices, messages, and functions in public, interpersonal, intercultural, group and mediated contexts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
3. Competencies for ethical and effective communication of diverse form and function in public, interpersonal, intercultural, group and mediated contexts. (This learning outcome directly addresses Institutional Learning Outcomes I, III, V, and VI.)
4. An understanding of and appreciation for a diverse range of cultural and social communication processes and practices. (This learning outcome directly addresses Institutional Learning Outcomes I, V, and VI.)
5. The ability to practice and facilitate engagement in a multicultural, global society. (This learning outcome directly addresses Institutional Learning Outcomes I, III, V, and VI.)

COMMUNICATION MAJOR

COMM 210 – Advanced Public Speaking	3
COMM 211 – Oral Interpretation	3
COMM 216 – Intercultural Communication	3
COMM 280 – Understanding Film and Television	3
COMM 308 – Argumentation	3
COMM 312 – Interpersonal Communication	3
COMM 313 – Persuasion.....	3
COMM 316 – Meeting Management	3
COMM 317 – Organizational Communication	3
COMM 497 – Communication Internship	3
Electives	6

Select additional COMM, ENTR, PSYC, or THEA courses numbered above 200

TOTAL SEMESTER HOURS36

Students must earn a grade of C or better in all required courses in this program.

MINORS

**COMMUNICATION EDUCATION MINOR
ELEMENTARY OR SECONDARY EDUCATION**

COMM 211 - Oral Interpretation.....	3
COMM 216 - Intercultural Communication.....	3
COMM 280 - Understanding Film and Television	3
COMM 312 - Interpersonal Communication	3
COMM 313 - Persuasion	3
SEED 490L - Methods of Teaching Secondary Language Arts.....	3
Electives – Select additional COMM courses numbered above 200.....	6
TOTAL SEMESTER HOURS	24

Students must earn a grade of C or better in all required courses in this program.

COMMUNICATION MINOR

COMM 211 - Oral Interpretation.....	3
COMM 216 - Intercultural Communication.....	3
COMM 280 - Understanding Film and Television	3
COMM 312 - Interpersonal Communication	3
COMM 313 - Persuasion	3
Electives – Select additional COMM numbered above 200	9
TOTAL SEMESTER HOURS.....	24

Students must earn a grade of C or better in all required courses in this program.

DANCE

The Dickinson State Dance program provides students with an opportunity to pursue the study of dance at the undergraduate level. As a healthy, fun and creative life style choice, dance will increase a student's quality of life. Students will build the skills and conditioning to perform with and choreograph for dance ensembles in educational institutions and the community. Students will also learn more about the creative process and make the connections across the curriculum that can lead to live-long learning. Students will also receive the preparation needed for advanced study of dance.



MINOR

- Dance

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to make informed assessments of quality in dance and to display selectivity and judgment while participating in dance and choreography. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
2. Familiarity with dance technique and movement vocabulary, including ballet, modern jazz, and tap styles. (This learning outcome directly addresses Institutional Learning Outcomes I and VI.)
3. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
4. The ability to follow through on a rehearsal sequence and to perform successfully a dance routine in public. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
5. An understanding of the operation of and care for the human body when engaged in dance. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)

DANCE MINOR

DANC 102 – Ballet 1	1
DANC 104 – Modern I	1
DANC 105 – Jazz I	1
MUSC 110 – Music Appreciation.....	3
THEA 110 – Introduction to Theatre	3
DANC 202 – Ballet II	1
DANC 203 – Tap Dance	1
DANC 204 – Modern II.....	1
DANC 205 – Jazz II	1
THEA 210 – Movement for the Theatre	1
DANC 250 – Dance Performance	3
HPER 215 – Survey of Human Anatomy	3
HPER 328 – Biomechanics.....	3
DANC 305 – Language and History of Dance	1
DANC 320 – Choreography	2
TOTAL SEMESTER HOURS	26

Students must earn a grade of C or better in all required courses in this program.

GRAPHIC DESIGN

The Graphic Design program provides students with the theory and the skills needed for two-dimensional graphic design layout with traditional design equipment and computer technology. Focus is placed on graphic design as an art form for both commercial and personal use. Included are significant opportunities for hands-on experience in preparing materials for publication.

MINOR

- Graphic Design



STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to address complex visual and/or conceptual themes, to understand the relationship between form and content, and to display selectivity and judgment in the creation of his or her own artwork. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
2. The ability to analyze and evaluate artwork from various perspectives and to receive responsively suggestions about and criticisms of his or her own work from others. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. The ability to design and prepare a portfolio and to present his or her work professionally. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
4. A combination of visual, conceptual and technical expertise in digital art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
5. An understanding of the principles of design, composition, and color. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
6. The ability to choose appropriate techniques and tools and to sensitively handle those materials in two-dimensional and digital art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
7. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)

GRAPHIC DESIGN MINOR

ART 122 – Two-Dimensional Design	3
ART 130 – Drawing I	3
ART 280 – Photography I.....	3
GDES 241 – Graphic Design I	3
GDES 342 – Graphic Design II.....	3
GDES 343 – Graphic Design III	3
GDES 345 – Portfolio Preparation	1
GDES 347 – Web Design	3
GDES 497 – Graphic Design Internship	3
Select any one of the following electives	3
ART 230 – Drawing	3
ART 312 – Contemporary Art History	3
ART 380 – Photography II	3
ART 385 – Digital Photography.....	3
TOTAL SEMESTER HOURS	28

Students must earn a grade of C or better in all required courses in this program.

THEATRE

The Dickinson State University Theatre program provides instruction that leads to excellent problem solving and people skills and careers in secondary education, the professional world, or graduate school. The program is committed to an instructional program that combines both traditional coursework and co-curricular production opportunities. In addition, the program serves the general education needs of the University with fundamentals courses and promotes the understanding and appreciation of theatre on campus, in the community, and in the region.

MAJORS

- Bachelor of Science in Education in Theatre Education (Secondary Education)
- Bachelor of Arts in Theatre

MINORS

- Theatre Education (Elementary Education or Secondary Education)
- Theatre

Bachelor of Science in Education degree requires General Education, the major, a minor, Professional Education and electives to equal a minimum of 128 semester hours.

Bachelor of Arts degree requires General Education, 8 credits of foreign language, the major, a minor and electives to equal 128 semester hours.

**BACHELOR OF SCIENCE IN EDUCATION
DEGREE THEATRE EDUCATION**

- Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Professional Secondary Education

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to make informed assessments of quality in theatrical and to display selectivity and judgment while participating in the creation of theatrical art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
2. Analytical abilities for understanding meaning in dramatic literature and familiarity with the means by which the elements of production can establish and reinforce that meaning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. The ability to identify sources and tools for historical research in theatre, to reflect on theatrical performances on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
4. Familiarity with a diverse body of dramatic literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes I, V, and VI.)



5. An understanding of the practices, conventions, problems, and issues throughout the history of the western theatre and in contemporary times. (This learning outcome directly addresses Institutional Learning Outcomes I and VI.)
6. The ability to create theatrical designs and to implement technical solutions for production. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
7. An understanding of and the ability to execute established approaches to acting and skills and duties necessary for the stage director. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
8. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
9. The ability to follow through on a rehearsal sequence or construction schedule and to bring a role or design to a successful public performance. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
10. Effective planning, teaching, and assessment skills for theatre education in a secondary institution as prescribed by the North Dakota Education Standards and Practices Board. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)

THEATRE EDUCATION MAJOR COURSES

SECONDARY EDUCATION

THEA 161 – Acting I.....	2
THEA 100, 200, 300, 400 – Production Workshop	4
THEA 110 – Introduction to Theatre	3
THEA - 201, 301– Theatre Practicum	3
THEA 210 – Movement for the Theatre	1
THEA 222 – Stage Makeup.....	1
THEA 261 – Acting II	3
THEA 270 – Stagecraft	3
THEA 310 – Directing.....	3
THEA 325 – Theatrical Design	3
THEA 350 – Theatre History.....	3
THEA 450 – Senior Project	2
THEA 491 – Theatre Seminar	3
SEED 490L – Methods of Teaching Secondary Language Arts.....	3
COMM 211 - Oral Interpretation	3
Electives – Select from any COMM, DANC or THEA courses numbered above 200	3
TOTAL SEMESTER HOURS	43

Students must earn a grade of C or better in all required courses in this program.

**BACHELOR OF ARTS DEGREE
THEATRE**

- Degree Requirements:
- General Education Courses
 - Major Courses
 - Minor Courses
 - Foreign Language Requirement
 - Electives

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to make informed assessments of quality in theatrical activities and to display selectivity and judgment while participating in the creation of theatrical art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
2. Analytical abilities for understanding meaning in dramatic literature and familiarity with the means by which the elements of production can establish and reinforce that meaning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. The ability to identify sources and tools for historical research in theatre, to reflect on theatrical performances on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
4. Familiarity with a diverse body of dramatic literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes I, V, and VI.)
5. An understanding of the practices, conventions, problems, and issues throughout the history of the western theatre and in contemporary times. (This learning outcome directly addresses Institutional Learning Outcomes I and VI.)
6. The ability to create theatrical designs and to implement technical solutions for production. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
7. An understanding of and the ability to execute established approaches to acting and skills and duties necessary for the stage director. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
8. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
9. The ability to follow through on a rehearsal sequence or construction schedule and to bring a role or design to a successful public performance. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)



THEATRE MAJOR COURSES

THEA 161 – Acting I2
 THEA 200, 300 - Production Workshop.....4
 THEA 110 – Introduction to Theatre3
 THEA - 201, 301- Theatre Practicum.....3
 THEA 210 - Movement for the Theatre1
 THEA 222 - Stage Makeup1
 THEA 261 - Acting II3
 THEA 270 - Stagecraft3
 THEA 310 - Directing3
 THEA 325 - Theatrical Design.....3
 THEA 350 - Theatre History3
 THEA 450 - Senior Project.....2
 THEA 491 – Theatre Seminar3
 COMM 211 - Oral Interpretation3
 COMM 280 - Understanding Film and TV3
 Electives – Select from any COMM, DANC or THEA courses
 numbered above 200.....3
TOTAL SEMESTER HOURS43

Students must earn a grade of C or better in all required courses in this program.

MINORS

**THEATRE EDUCATION MINOR
ELEMENTARY OR SECONDARY EDUCATION**

THEA 161 – Acting I.....2
 THEA 200, 300 - Production Workshop.....2
 THEA - 201, 301- Theatre Practicum.....1
 THEA 261 - Acting II3
 THEA 270 - Stagecraft3
 THEA 350 - Theatre History3
 SEED 490L - Methods of Teaching Secondary
 Language Arts3
 Electives – Select from any THEA courses numbered
 above 2007

TOTAL SEMESTER HOURS24

Students must earn a grade of C or better in all required courses in this program.

THEATRE MINOR

THEA 161 – Acting I.....2
 THEA 200, 300 - Production Workshop.....2
 THEA - 201, 301- Theatre Practicum.....1
 THEA 261 - Acting II3
 THEA 270 - Stagecraft3
 THEA 350 - Theatre History3
 COMM 211 - Oral Interpretation3
 Electives – Select from any THEA courses numbered
 above 2007

TOTAL SEMESTER HOURS24



FACULTY

Full-time Faculty: A. Hofland – Chair, Biesiot, Bronte, Gatch, Leno, Moody, O'Donnell, Stanton, Watson

FACILITIES

The Ben C. Frank Human Performance Center opened in the fall 2000 semester and is the first of its kind in any of the universities found in the State of North Dakota.

The Center utilizes the Athletic Republic Acceleration Program, a program which uses a combination of training methods and technology to enhance human performance.

Students in the Department of Health and Physical Education program benefit from learning about advanced training techniques and methods. This Center puts Dickinson State University on the cutting edge of physical education by creating advanced laboratory opportunities and preparing students for a successful career in physical education.

MAJOR AND MINORS

MAJORS

Bachelor of Science in Education in Physical Education K-12
 Bachelor of Science in Exercise Science

MINORS

Physical Education
 (Elementary Education or Secondary Education only)
 Coaching



**BACHELOR OF SCIENCE IN EDUCATION
 DEGREE PHYSICAL EDUCATION K-12**

Degree Requirements:
 General Education Courses
 Major Courses
 Minor Courses
 Professional Secondary Education and ELED 298
 Pre-Professional Experience: Elementary

STUDENT LEARNING OUTCOMES

Upon completion of the major in Physical Education, the student will be able to:

1. Design and implement developmentally appropriate physical education learning experiences for K-12 students, including adaptations for diverse learners. (This learning outcome directly addresses Institutional learning Outcomes II, V and VI.)
2. Integrate knowledge of physical education content and concepts to address health related issues and promote a lifestyle of total wellness. (This learning outcome directly addresses Institutional Learning Outcomes I, II and IV.)
3. Demonstrate reflective decision making skills through the use of formal and informal assessment strategies. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
4. Demonstrate use of effective oral and written communication skills and incorporate media and technology into instructional management strategies. (This learning outcome directly addresses Institutional Learning Outcome III.)
5. Demonstrate the ability to integrate critical thinking and problem solving skills into disciplines outside of physical education. (This learning outcome directly addresses Institutional Learning Outcomes II and VII.)

PHYSICAL EDUCATION K-12 MAJOR COURSES

HPER 100 – Concepts of Fitness and Wellness2
 HPER 120 – Swimming1
 HPER 207 – Prevention and Care of Athletic Injuries2
 HPER 208 – Introduction to Physical Education3
 HPER 210 – Community First Aid and CPR1
 HPER 215 – Survey of Human Anatomy4
 HPER 216 – Skill Themes and Movement Concepts for
 the Elementary School2
 HPER 217 – Personal and Community Health2
 HPER 220 – Teaching Social, Folk and Square Dance.....2
 HPER 240 – Principles of Human Nutrition3
 HPER 320 – Teaching Weight Training2
 HPER 328 – Biomechanics3
 HPER 328L – Biomechanics Lab.....1
 HPER 360 – Adapted Physical Education2
 HPER 380 – Teaching Individual and Dual Activities3
 HPER 385 – Teaching Team Sports2
 HPER 410 – Psychology and Sociology of Sport and Exercise2
 HPER 420 – Organization and Administration of Physical Education2
 HPER 430 – Measurement and Evaluation2
 HPER 432 – Physiology of Exercise3
 EDUC 390E – Health Education Methods2



ELED 390H – Teaching Physical Education in the Elementary School *	2
SEED 390P – Methods of Teaching Secondary Physical Education	3
PSYC 240 – Human Sexuality	3
TOTAL SEMESTER HOURS	54

NOTE: In addition to completing the Secondary Professional Education Sequence, students must also complete ELED 298 – Pre-Professional Experience: Elementary.

*Physical Education Majors only.

BACHELOR OF SCIENCE DEGREE EXERCISE SCIENCE

Degree Requirements:
General Education Courses
Major Courses
Minor Courses

The Bachelor of Science in Exercise Science major offers students the option of pursuing a career in exercise science in a non-teaching format. Flexibility was a prime consideration in the development of this major. Direct consultation with the leading corporation in the rapidly expanding field of advanced athletic training helped shape this major, which makes it unique to any other exercise science major offered. In addition it will also prepare the exceptional student for graduate education in exercise science or related fields.

Successful completion of this major will require a grade of “C” or better, graded on an “A” through “F” letter basis in the following classes: Survey of Human Anatomy, Athletic Development I, Teaching Weight Training, Biomechanics, Biomechanics Lab, Advanced Athletic Development I, Advanced Athletic Development II, Physiology of Exercise, and Advanced Exercise Science.

STUDENT LEARNING OUTCOMES

Upon completion of the major in Exercise Science, the student will be able to:

1. Integrate knowledge from various Exercise Science disciplines (Exercise Physiology, Biomechanics and Motor Learning) into an evidence based approach to training. (This learning outcome directly addresses Institutional Learning Outcomes II and IV.)
2. Administer valid and reliable automated performance assessments, interpret the data, and communicate the results of those performance assessments to the learner. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
3. Develop and implement developmentally appropriate training experiences based upon interpretation of assessment data. This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Demonstrate effective use of verbal, visual, and kinesthetic feedback to enhance the training process. (This learning outcome directly addresses Institutional Learning Outcome III.)

5. Demonstrate effective use of media and technology to enhance the training process. (This learning outcome directly addresses Institutional Learning Outcomes III and VI.)
6. Demonstrate effective use of instructional and time management strategies into the training process. (This learning outcome directly addresses Institutional Learning Outcome VI.)

EXERCISE SCIENCE MAJOR COURSES

HPER 120 – Swimming	1
HPER 174 – Varsity Athletic Enhancement	1
HPER 207 – Prevention and Care of Athletic Injuries	2
HPER 208 – Introduction to Physical Education	3
HPER 210 – Community First Aid and CPR	1
HPER 215 – Survey of Human Anatomy	4
HPER 217 – Personal and Community Health	2
HPER 240 – Principles of Human Nutrition	3
HPER 241 – Athletic Development I	3
HPER 320 – Teaching Weight Training	2
HPER 328 – Biomechanics	3
HPER 328L – Biomechanics Lab	1
HPER 371 – Advanced Athletic Development I	2
HPER 372 – Advanced Athletic Development II	2
HPER 410 – Psychology and Sociology of Sport	2
HPER 420 – Organization and Administration of Physical Education	2
HPER 432 – Physiology of Exercise	3
HPER 435 – Advanced Exercise Science	3
TOTAL SEMESTER HOURS	40

MINORS

PHYSICAL EDUCATION MINOR

(Elementary Education or Secondary Education Only)

HPER 100 – Concepts of Fitness and Wellness	2
HPER 120 – Swimming	1
HPER 207 – Prevention and Care of Athletic Injuries	2
HPER 208 – Introduction to Physical Education	3
HPER 210 – Community First Aid and CPR	1
HPER 215 – Survey of Human Anatomy	4
HPER 216 – Skill Themes and Movement Concepts for the Elementary Schools	2
HPER 220 – Teaching Social, Folk and Square Dance	2
HPER 320 – Teaching Weight Training	2
HPER 360 – Adapted Physical Education	2
HPER 380 – Teaching Individual and Dual Activities	3
HPER 385 – Teaching Team Sports	2
HPER 420 – Organization and Administration of Physical Education	2
Select one of the following methods courses based on major*	3
ELED 390P – Teaching Physical Education and Health in the Elementary School	3
SEED 390P – Methods of Teaching Secondary Physical Education	3
TOTAL SEMESTER HOURS	31

*Elementary Education majors must complete ELED 390P – Teaching Physical Education and Health in the Elementary School. Students majoring in Secondary Education subject areas must complete SEED 390P – Methods of Teaching Secondary Physical Education.



COACHING MINOR

HPER 207 – Prevention and Care of Injuries2
 HPER 210 – Community First Aid and CPR1
 HPER 215 – Survey of Human Anatomy4
 HPER 320 – Teaching Weight Training2
 HPER 328 – Biomechanics3
 HPER 328L – Biomechanics Lab1
 Select **two** courses from the following4
 HPER 330 – Football Coaching2
 HPER 335 – Volleyball Coaching2
 HPER 340 – Basketball Coaching2
 HPER 345 – Wrestling Coaching2
 HPER 350 – Track and Field Coaching2
 HPER 355 – Baseball/Softball Coaching2
 HPER 410 – Psychology & Sociology of Sport & Exercise2
 HPER 420 – Organization and Administration
 of Physical Education2
 HPER 432 – Physiology of Exercise3
 Varsity Athletics – one of three combinations.....2
 two credits in two different sports
 two different athletic enhancement classes
 combination of one varsity sport and one varsity athletic
 enhancement class
 HPER 170 – Varsity Athletics I1
 HPER 171 – Varsity Athletics II1
 HPER 172 – Varsity Athletics III1
 HPER 173 – Varsity Athletics IV1
 HPER 174 – Varsity Athletic Enhancement1
 HPER 175 – Varsity Athletic Enhancement1
 HPER 176 – Varsity Athletic Enhancement1
 HPER 177 – Varsity Athletic Enhancement1
TOTAL SEMESTER HOURS26

Coaching minors who transfer to Dickinson State University from other institutions must earn at least one varsity credit or athletic credit at this institution in addition to the credits transferred. (These credits **may not** be used for general physical education course requirements.)

DICKINSON STATE UNIVERSITY CATALOG 2012 -2014





The Department of Language and Literature offers major degree programs and minors in English, English Education, Spanish, Spanish Education, and Writing. The department also offers minors in Journalism and introductory courses in German, Philosophy and Religious Studies.

FACULTY

Full-time Faculty: Alan Church – Chair, Margaret Barnhart, Michael Cartmill, Karen Foster, Peter Grimes, Kathy Hanna, Holly McBee, Jim McWilliams, Dorothy Renner, and David Schreindl.

DEPARTMENT

Language and Literature courses form a cornerstone of Dickinson State University’s liberal arts education. These general education, elective, and program courses achieve the following outcomes:

1. Enable students to read, write, speak, and think critically and imaginatively as citizens of a global community.
2. Develop knowledge of the arts and humanities through the appreciation of literature and literary culture.
3. Enhance students’ understanding of the languages and cultures that contribute to a diverse society and a multicultural world.

Each degree program offers a sequence and range of courses to provide students with the knowledge and skills for satisfying careers and experiences in literature, writing, and modern languages (Spanish and German). In addition, Language and Literature supports a variety of co-curricular and extra-curricular activities to enhance our students’ course of study: a student newspaper and literary magazine, a literary speakers series, a humanities festival, an undergraduate English conference, internships and collaborative writing opportunities, learning communities, and collaborative research projects. Student Learning Outcomes and curriculum requirements for the department’s degree programs are described in the following sections.

Students seeking degrees in English and English Education are strongly encouraged to take courses developing their cultural literacy. Especially recommended are courses in British and American history; world civilization, philosophy, and religion; and language arts such as oral interpretation, speech, communications, journalism and theater.

Students completing writing degrees are strongly encouraged to use electives, minors, or additional majors to develop areas of expertise for future employment and professional development. Bachelor of Arts in Writing students should consider minors in foreign languages in order to communicate in an increasingly global society. Bachelor of Science in Writing students should consider minors in computer science or business administration. Those writing students who select the journalism option might also consider electives, minors, or additional majors in communication, geography, graphic design, history, political science, and sociology. Writing students who select the professional writing option might consider electives, minors, or additional majors in accounting, biology, business administration, computer science (internet applications), computer science (information technology), earth science, entrepreneurship, geographic information systems, journalism, and soils. Writing students who select the creative writing option might also consider electives, minors, or

additional majors in art, communication, dance, English, English education, graphic design, journalism, music, psychology, and theater.

MAJORS AND MINORS

MAJORS

- Bachelor of Arts
 - English
 - Spanish
 - Writing (journalism, professional writing, or creative writing)
- Bachelor of Science in Education
 - English Education (Secondary Education)
 - Spanish Education (Secondary Education)
- Bachelor of Science
 - Writing (journalism, professional writing, or creative writing)

MINORS

- English
- English Education (Elementary or Secondary Education)
- Journalism (Non-teaching or Secondary)
- Spanish
- Spanish Education (Elementary or Secondary Education)
- Writing

Bachelor of Arts degrees offered by Language and Literature require General Education (39 semester hours), freshman seminar (one semester hour), a major (32 semester hours minimum, 18 hours from DSU), a minor (21 semester hours minimum, 12 hours from DSU), a foreign language (16 semester hours), and electives (about 22 semester hours) to equal a minimum of 128 semester hours, 32 hours of which must consist of upper division (300-400) coursework. The Bachelor of Science in Writing has similar minimum requirements as the BA but does not require a foreign language.

Bachelor of Science in Education degrees require General Education (39 semester hours), freshman seminar (one semester hour), a major (32 semester hours minimum, 18 hours from DSU), a minor (24 semester hours minimum, 12 hours from DSU), and the Professional Secondary Education sequence (34 semester hours), to equal a minimum of 128 semester hours, 32 hours of which must consist of upper division (300-400) coursework.





**ENGLISH
ENGLISH PROGRAM**

**BACHELOR OF ARTS DEGREE
ENGLISH**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Foreign Language Requirements
Electives

STUDENT LEARNING OUTCOMES

Students who attain the B.A. in English will:

1. Practice reading, thinking, speaking, and writing about literature and culture using literary and rhetorical skills, critical methods, and analysis. (This learning outcome directly addresses Institutional Outcomes I, II, III, VI, and VII.)
2. Develop a general understanding and appreciation of different literary periods, styles, and genres. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)
3. Engage in the advanced study of American, British, and world literature that builds on the material and methods learned in the introductory surveys. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)
4. Complete a capstone senior project by conducting a critical research project and/or producing a creative work that reflects the learning and experiences acquired in the English program. The senior project allows students to work closely with a faculty mentor in designing this capstone experience. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)

Upon completion of this program, students are able to enter the work world or pursue graduate or professional studies. Graduates can use their skills for careers as writers for corporate enterprises, for careers as college or university instructors, or for careers in legal professions.

ENGLISH MAJOR COURSES

ENGL 240 – Masterpieces of World Literature	3
ENGL 251 – British Literature I	3
ENGL 252 – British Literature II	3
ENGL 261 – American Literature I	3
ENGL 262 – American Literature II	3
ENGL 305 – Writing about Literature	3
ENGL 440 – Literary Criticism.....	3
ENGL 480 – Senior Project	1
Select one of the following	3
ENGL 350 – Studies in American Literature	3
ENGL 355 – Major American Writers	3
Select two of the following	6
ENGL 325 – Shakespeare.....	3
ENGL 405 – British Medieval Literature.....	3
ENGL 415 – British Renaissance Literature	3
ENGL 420 – British Restoration and 18th Century Literature	3
ENGL 425 – British Romantic Literature	3
ENGL 430 – British Victorian Literature	3

ENGL 435 – Modern British Literature	3
Select one of the following	3
ENGL 315 – Structure and History of English	3
ENGL 320 – Modern Grammar	3
Select one of the following	3
ENGL 210 – College Composition III	3
ENGL 211 – Introduction to Creative Writing	3
ENGL 213 – Literary Publications	3
ENGL 220 – Introduction to Literature	3
ENGL 232 – Introduction to Mythology	3
ENGL 236 – Women and Literature	3
ENGL 265 – Native American Literature	3
JOUR 244 – Reporting and Feature Writing	3
Select one of the following	3
ENGL 360 – Studies in Drama	3
ENGL 370 – Studies in Fiction	3
ENGL 380 – Studies in Poetry	3
ENGL 488 – Collaborative Writing and Special Projects	3
TOTAL SEMESTER HOUR.....	40

**BACHELOR OF SCIENCE IN
EDUCATION DEGREE
ENGLISH EDUCATION**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Professional Secondary Education

STUDENT LEARNING OUTCOMES

Students who attain the B.S. in English Education will:

1. Practice reading, thinking, speaking, and writing about literature and culture using literary and rhetorical skills, critical methods, and analysis.(This learning outcome directly addresses Institutional Outcomes I, II, III, VI, and VII.)
2. Develop a general understanding and appreciation of different literary periods, styles, and genres. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)
3. Engage in the advanced study of American, British and world literature that builds on the material and methods learned in the introductory surveys.(This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)
4. Gain an understanding of the history, development, and grammatical structure and conventions of English. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)
5. Acquire understanding of adolescent literature typically included in high school curricula. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)
6. Complete a study of English methods and pedagogy including the use of instructional technologies prior to completing the professional semester of pre-service teaching. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)



7. Complete a capstone senior project by conducting a critical research project or producing a creative work that reflects the learning and experiences acquired in the English program. The senior project allows students to work closely with a faculty mentor in designing this capstone experience. (This learning outcome directly addresses Institutional Outcomes I, II, III, V, VI, and VII.)

Upon completion of the program, students are able to enter the classroom as proficient teachers of English literature and language or to consider post-baccalaureate education for advanced degrees.

**ENGLISH EDUCATION MAJOR COURSES
SECONDARY EDUCATION**

ENGL 240 – Masterpieces of World Literature	.....3
ENGL 251 – British Literature I	.....3
ENGL 252 – British Literature II	.....3
ENGL 261 – American Literature I	.....3
ENGL 262 – American Literature II	.....3
ENGL 305 – Writing about Literature	.....3
ENGL 382 – Adolescent Literature	.....3
ENGL 440 – Literary Criticism	.....3
ENGL 480 – Senior Project	.....1
SEED 490L – Teaching Methods in Secondary Language Arts	.....3
Select one of the following	.....3
ENGL 350 – Studies in American Literature	.....3
ENGL 355 – Major American Writers	.....3
Select one of the following	.....3
ENGL 325 – Shakespeare	.....3
ENGL 405 – British Medieval Literature	.....3
ENGL 415 – British Renaissance Literature	.....3
ENGL 420 – British Restoration and 18th Century Literature	.....3
ENGL 425 – British Romantic Literature	.....3
ENGL 430 – British Victorian Literature	.....3
ENGL 435 – Modern British Literature	.....3
Select one of the following	.....3
ENGL 315 – Structure and History of English	.....3
ENGL 320 – Modern Grammar	.....3
Select one of the following	.....3
Any British literature above 300	.....3
ENGL 210 – College Composition III	.....3
ENGL 211 – Introduction to Creative Writing	.....3
ENGL 213 – Literary Publications	.....3
JOUR 244 – Reporting and Feature Writing	.....3
ENGL 360 – Studies in Drama	.....3
ENGL 370 – Studies in Fiction	.....3
ENGL 380 – Studies in Poetry	.....3
ENGL 488 – Collaborative Writing and Special Projects	.....3
TOTAL SEMESTER HOURS	.....40

MINORS

ENGLISH MINOR

ENGL 240 – Masterpieces of World Literature	.....3
ENGL 251 – British Literature I	.....3
ENGL 252 – British Literature II	.....3
ENGL 261 – American Literature I	.....3
ENGL 262 – American Literature II	.....3
Any English course numbered above 200	.....3

Any American literature above 300	.....3
Any British literature above 300	.....3
TOTAL SEMESTER HOURS	.....24

**ENGLISH EDUCATION MINOR
SECONDARY AND ELEMENTARY EDUCATION**

ENGL 251 - British Literature I	.....3
ENGL 252 - British Literature II	.....3
ENGL 261 - American Literature I	.....3
ENGL 262 - American Literature II	.....3
Select one of the following	.....3
ENGL 315 - Structure and History of English	.....3
ENGL 320 - Modern Grammar	.....3
Select one of the following	.....3
ENGL 232 – Mythology	.....3
ENGL 236 – Women and Literature	.....3
ENGL 240 – Masterpieces of World Literature	.....3
ENGL 265 – Native American Literature	.....3
Select one of the following	.....3
ENGL 210 - College Composition III	.....3
ENGL 211 - Introduction to Creative Writing	.....3
ENGL 305 - Writing about Literature	.....3
Select one of the following	.....3
Any English course numbered above 200	.....3
JOUR 244 – Reporting and Feature Writing	.....3
TOTAL SEMESTER HOURS	.....24

WRITING

**BACHELOR OF ARTS AND BACHELOR OF SCIENCE
IN WRITING**

Students completing majors in Writing can seek work as legal and administrative assistants, business managers, website administrators and content writers, news reporters, public relations managers, social media specialists, speechwriters, advertising copywriters, technical writers, interpreters and translators, editors, publishers, and grant writers. These students may also seek advanced degrees in journalism, professional writing, creative writing, technical writing, science writing, English, communication, education, interpretation and translation, business, public relations, marketing and advertising, law, and related fields.

**BACHELOR OF ARTS DEGREE
WRITING**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Foreign Language Requirements
Electives

STUDENT LEARNING OUTCOMES

- Students who attain either the B.A. or B.S. in Writing will:
1. Build upon the writing and critical thinking skills learned in the college composition sequence by developing further experience in professional writing, creative and critical literary writing, and journalistic writing (This learning outcome directly addresses Institutional Learning



- Outcomes I, II, III, VI, and VII.)
- Develop specialized skills in advanced English and journalism courses and in electives relevant for journalism, professional writing, and creative writing (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
 - Demonstrate through the senior project, their capstone experience, a proficiency in specialized writing, with attention to aesthetic and rhetorical conventions, that reflects their fulfillment of the outcomes of the program (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)

All students must complete the core course below and then choose one of three options: Journalism, Professional Writing, or Creative Writing. Some courses listed may have required pre-requisites that are not listed below.

WRITING MAJOR CORE COURSES E

ENGL 210 - College Composition III	3
ENGL 211 - Introduction to Creative Writing	3
JOUR 244 – Reporting and Feature Writing	3
ENGL 300 - Technical Writing	3
ENGL or JOUR 288/488 – Collaborative Writing and Special Projects	3
ENGL 480 - Senior Project	1
Select one of following	3
ENGL 213 – Literary Publications	3
JOUR 301 – Managing and Editing Publications.....	3
Select one of the following	3
ENGL 315 - Structure and History of English	3
ENGL 320 - Modern Grammar	3

JOURNALISM OPTION

Select twelve credit hours of the following courses.....	12
BOTE 218 – Desktop Publishing.....	3
ART 280 – Photography I.....	3
GDES 241 – Graphic Design I.....	3
COMM 210 – Advanced Public Speaking or COMM 216 – Intercultural Communications	3
COMM 380 – Video Production	3
GDES 347 – Web Design or ART 385 – Digital Photography.....	3
Select six credit hours of the following courses	6
ART 380 – Photography II or ART 385 – Digital Photography.....	3
GDES 342 – Graphic Design II.....	3
GDES 343 – Graphic Design III.....	3
GDES 347 – Web Design	3
ENGL or JOUR 288/488 – Collaborative Writing	3

PROFESSIONAL WRITING OPTION

Select twelve credit hours of the following courses.....	12
BOTE 218 – Desktop Publishing.....	3
BOTE 245 – Advanced Word Processing	3
GDES 241 – Graphic Design I.....	3
COMM 210 – Advanced Public Speaking or COMM 216 – Intercultural Communications	3
COMM 316 – Meeting Management or COMM 317 – Organizational Communications	3
BADM 364 – E-Commerce and Social Networking....	3
MRKT 301 – Principals of Marketing	3

Select six credit hours of the following courses.....	6
ART 280 – Photography I.....	3
GDES 342 – Graphic Design II.....	3
GDES 343 – Graphic Design III.....	3
GDES 347 – Web Design	3
ENGL or JOUR 288/488 – Collaborative Writing	3

CREATIVE WRITING OPTION

Select twelve credit hours of the following courses.....	12
ENGL 213 – Literary Publications	3
JOUR 301 – Managing and Editing Publications.....	3
ENGL 310 – Advanced Creative Writing	3
ENGL 360 – Studies in Drama or ENGL 370 – Studies in Fiction or ENGL 380 – Studies in Poetry	3
ENGL 488 – Collaborative Writing and Special Projects	3
GDES 241 – Graphic Design I.....	3

Select six credit hours of the following courses	6
ENGL 255 – Introduction to Film	3
COMM 211 – Oral Interpretation	3
COMM 380 – Video Production	3
THEA 110 – Introduction to Theatre Arts.....	3
THEA 161 – Acting I	3
GDES 241 – Design I or GDES 347 – Web Design	3
TOTAL SEMESTER HOURS	40

BACHELOR OF SCIENCE DEGREE WRITING

- Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Foreign Language Requirements
Electives

STUDENT LEARNING OUTCOMES

- Students who attain either the B.A. or B.S. in Writing will:
- Build upon the writing and critical thinking skills learned in the college composition sequence by developing further experience in professional writing, creative and critical literary writing, and journalistic writing (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
 - Develop specialized skills in advanced English and journalism courses and in electives relevant for journalism, professional writing, and creative writing (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
 - Demonstrate through the senior project, their capstone experience, a proficiency in specialized writing, with attention to aesthetic and rhetorical conventions, that reflects their fulfillment of the outcomes of the program (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)



All students must complete the core course below and then choose one of three options: Journalism, Professional Writing, or Creative Writing. Some courses listed may have required pre-requisites that are not listed below.

WRITING MAJOR CORE COURSES

ENGL 210 - College Composition III	3
ENGL 211 - Introduction to Creative Writing	3
JOUR 244 – Reporting and Feature Writing	3
ENGL 300 - Technical Writing	3
ENGL or JOUR 288/488 – Collaborative Writing and Special Projects	3
ENGL 480 - Senior Project	1
Select one of following	3
ENGL 213 – Literary Publications	3
JOUR 301 – Managing and Editing Publications.....	3
Select one of the following	3
ENGL 315 - Structure and History of English	3
ENGL 320 - Modern Grammar	3

JOURNALISM OPTION

Select twelve credit hours of the following courses	12
BOTE 218 – Desktop Publishing.....	3
ART 280 – Photography I.....	3
GDES 241 – Graphic Design I.....	3
COMM 210 – Advanced Public Speaking or	
COMM 216 – Intercultural Communications	3
COMM 380 – Video Production	3
GDES 347 – Web Design or	
ART 385 – Digital Photography.....	3
Select six credit hours of the following courses	6
ART 380 – Photography II or	
ART 385 – Digital Photography.....	3
GDES 342 – Graphic Design II.....	3
GDES 343 – Graphic Design III.....	3
GDES 347 – Web Design	3
ENGL or JOUR 288/488 – Collaborative Writing	3

PROFESSIONAL WRITING OPTION

Select twelve credit hours of the following courses	12
BOTE 218 – Desktop Publishing.....	3
BOTE 245 – Advanced Word Processing	3
GDES 241 – Graphic Design I.....	3
COMM 210 – Advanced Public Speaking or	
COMM 216 – Intercultural Communications	3
COMM 316 – Meeting Management or	
COMM 317 – Organizational Communications	3
BADM 364 – E-Commerce and Social Networking	3
MRKT 301 – Principals of Marketing	3
Select six credit hours of the following courses	6
ART 280 – Photography I.....	3
GDES 342 – Graphic Design II.....	3
GDES 347 – Web Design or	
ART 385 – Digital Photography.....	3
MRKT 340 – Advertising and Sales Promotion.....	3
ENGL or JOUR 288/488 – Collaborative Writing and Special Projects	3

CREATIVE WRITING OPTION

Select twelve credit hours of the following courses	12
ENGL 213 – Literary Publications	3
JOUR 301 – Managing and Editing Publications.....	3
ENGL 305 – Writing about Literature	3

ENGL 310 – Advanced Creative Writing	3
ENGL 360 – Studies in Drama or	
ENGL 370 – Studies in Fiction or	
ENGL 380 – Studies in Poetry	3
ENGL or JOUR 288/488 – Collaborative Writing and Special Projects	3
GDES 241 – Graphic Design I.....	3
Select six credit hours of the following courses	6
ENGL 255 – Introduction to Film	3
COMM 211 – Oral Interpretation	3
COMM 380 – Video Production	3
THEA 110 – Introduction to Theatre Arts	3
THEA 161 – Acting I	3
GDES 241 – Design I or	
GDES 347 – Web Design	3
TOTAL SEMESTER HOURS	40

MINORS

WRITING MINOR

ENGL 210 – College Composition III	3
ENGL 211 – Introduction to Creative Writing	3
ENGL 213 - Literary Publications	3
JOUR 244 – Reporting and Feature Writing	3
ENGL 300 – Technical Writing	3
ENGL or JOUR 288/488 – Collaborative Writing and Special Projects	3
Select six credit hours of the following courses	6
ENGL 305 - Writing about Literature	3
ENGL 310 - Advanced Creative Writing	3
ENGL 315 – Structure and History of English or	
ENGL 320 – Modern Grammar	3
ENGL or JOUR 288/488 – Collaborative Writing	3
JOUR 301 – Managing and Editing Publications.....	3
BOTE 218 – Desktop Publishing.....	3
ART 280 – Photography I.....	3
GDES 241 – Graphic Design I.....	3
TOTAL SEMESTER HOURS	24

JOURNALISM

STUDENT LEARNING OUTCOMES

The Journalism program provides students with practical experience in preparing publications distributed to the campus community. The outcomes within the program correspond to the institutional learning outcomes:

1. The sequence of courses for the journalism minor trains students in both the theory and the basic skills needed for preparing publications from writing and photography to computer-assisted layout and Web-based production of publications. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
2. In preparation for teaching careers, students learn management and supervision of school publications (This learning outcome directly addresses Institutional Learning Outcome I, II, III, VI, and VII.) Students who complete the minor program are able to pursue careers in high school as advisors for student publications or as professional writers in a range of print and non-print media.



JOURNALISM MINOR

SECONDARY EDUCATION OR NON-TEACHING

ENGL 210 – College Composition III3
 ENGL 213 - Literary Publications3
 JOUR 244 – Reporting and Feature Writing3
 JOUR 301 – Managing and Editing Publications3
 ENGL 300 – Technical Writing3
 ENGL or JOUR 288/488 – Collaborative Writing
 and Special Projects3
 Select **six credit hours** of the following courses6
 ENGL 310 - Advanced Creative Writing3
 ENGL 315 – Structure and History of English or
 ENGL 320 – Modern Grammar3
 ENGL or JOUR 288/488 – Collaborative Writing3
 BOTE 218 – Desktop Publishing.....3
 ART 280 – Photography I.....3
 GDES 241 – Graphic Design I.....3
 COMM 210 – Advanced Public Speaking or
 COMM 216 – Intercultural Communications3
 COMM 380 – Video Production3
 GDES 347 – Web Design or
 ART 385 – Digital Photography.....3
TOTAL SEMESTER HOURS24

MODERN LANGUAGE

BA Spanish and BS Spanish Education programs require students to achieve proficiency in speaking, listening comprehension, reading, and writing Spanish and to develop awareness and understanding of the Spanish-speaking world. Through the study of grammar, literature, history, geography, and culture, students are prepared to be successful in whichever employment field they chose. Employment in Spanish includes teaching at all levels, government work at numerous agencies, translation and/or interpretation, travel and tourism, media in journalism, advertising, publishing, film etc., the Armed forces, and international business, among others.

Students are also encouraged to travel to Spanish-speaking countries to hone their skills, test their knowledge, and gain confidence in their abilities.

Students who have completed two years of foreign language study in high school may begin their college studies with the first semester of the second year course. Students who receive a grade of B or higher in that course may receive up to eight semester hours of credit in foreign language upon payment of a recording fee for those hours. Students with extensive background in a foreign language (three or four years of high school study or extended experience or study in a foreign country) may begin their college language studies at the second semester of the second year and receive credit for previous courses upon completion of the course with a grade of B or higher and upon payment of a recording fee for the credit hours deserved.

**BACHELOR OF ARTS DEGREE
SPANISH**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Electives

STUDENT LEARNING OUTCOMES

Students who attain a B.A. in Spanish will:

1. Develop competence in the four basic language skills: listening, speaking, reading, and writing. These skills will enhance their critical writing and thinking skills. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
2. Acquire a thorough experience of the cultural elements related to the historical and contemporary development of the language. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
3. Through use of the Language Lab, students gain access to computerized and audio ancillary material in order to supplement the class experiences. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
4. Undertake a capstone project, and independent study or special topics course designed with the instructor. This senior course asks the student to conduct senior-level research in the program as a means of measuring the students' completion of the program. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)

SPANISH MAJOR COURSES

SPAN 101 - First Year Spanish I4
 SPAN 102 - First Year Spanish II4
 SPAN 201 - Second Year Spanish I4
 SPAN 202 - Second Year Spanish II4
 SPAN 321 - Advanced Spanish3
 SPAN 350 - Hispanic Civilization and Culture2
 SPAN 425 - Hispanic Literature3
 SPAN 440 - Senior Conversation and Composition3
 SPAN 499 - Special Topics3
 Select **one** of the following2
 SPAN 296, 496 - Study Tours2
 SPAN 295, 495 - Service Learning2
 SPAN 297, 497 - Spanish Internship, etc2
 SPAN 494 - Independent Study.....2
TOTAL SEMESTER HOURS32



**BACHELOR OF SCIENCE IN EDUCATION
DEGREE SPANISH EDUCATION**

- Degree Requirements:
- General Education Courses
- Major Courses
- Minor Courses
- Professional Secondary Education

The outcomes of the program correspond to the institutional learning outcomes:

1. Gain the skills necessary to understand the spoken language, to demonstrate an oral proficiency that can be understood by native speakers, acquire a reading comprehension in the language, and demonstrate a writing proficiency in the language. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
2. Develop their analytical skills in the language (its syntax and linguistic qualities) in order to distinguish it from English. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
3. Acquire an exposure to the Spanish cultural, historical, and literary heritage. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
4. Be able to use current pedagogical and methodological theories and practices in language education and language laboratory programs to organize, implement, and assess a comprehensive instructional program in Spanish Education that encourages the interweaving of technology and language instruction. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)

**SPANISH EDUCATION MAJOR COURSES
SECONDARY EDUCATION**

SPAN 101 - First Year Spanish	4
SPAN 102 - First Year Spanish II	4
SPAN 201 - Second Year Spanish I	4
SPAN 202 - Second Year Spanish II	4
SPAN 321 - Advanced Spanish	3
SPAN 350 - Hispanic Civilization and Culture	2
SEED 490H - Laboratory and Teaching Techniques of Spanish ...	2
SPAN 425 - Hispanic Literature	3
SPAN 440 - Senior Conversation and Composition	3
SPAN 499 - Special Topics	3
TOTAL SEMESTER HOURS	32

MINORS

SPANISH MINOR

SPAN 101 – First Year Spanish I	4
SPAN 102 – First Year Spanish II	4
SPAN 201 – Second Year Spanish I	4
SPAN 202 – Second Year Spanish II	4
SPAN 321 – Advanced Spanish	3
SPAN 350 – Hispanic Civilization and Culture	2
Select one of the following courses	3
SPAN 499 – Special Topics	3
SPAN 425 – Hispanic Literature	3
SPAN 440 – Senior Conversation and Composition ...	3
TOTAL SEMESTER HOURS	24

**SPANISH EDUCATION MINOR
ELEMENTARY OR SECOND EDUCATION**

SPAN 102 – First Year Spanish II	4
SPAN 201 – Second Year Spanish I	4
SPAN 202 – Second Year Spanish II	4
SPAN 321 – Advanced Spanish	3
SPAN 350 – Hispanic Civilization and Culture	2
SEED 490H – Laboratory and Teaching Techniques of Spanish	2
TOTAL SEMESTER HOURS	23





FACULTY

Full-time Faculty: M. Derk-Chair, Alonso, Berg, Egli, Harris, Ibriq, Johanson, Olsen, Roshau

MAJORS AND MINORS

MAJORS

- Bachelor of Science in Education in Mathematics (Secondary Education)
- Bachelor of Science in Mathematics
- Bachelor of Arts in Mathematics
- Bachelor of Science in Computer Science
- Bachelor of Science in Computer Technology Management
- Bachelor of Arts in Computer Science

MINORS

- Mathematics
- Mathematics (Elementary Education)
- Mathematics (Secondary Education)
- Computer Science (Traditional)
- Computer Science (Elementary Education)
- Computer Science (Secondary Education)
- Computer Science (Internet Applications)
- Computer Science (Information Technology)

BACHELOR OF SCIENCE IN EDUCATION DEGREE MATHEMATICS EDUCATION

- Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Professional Secondary Education

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Analyze a problem, model the problem mathematically, solve the problem, and interpret the solution. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
2. Apply reflective decision-making. (This learning outcome directly addresses Institutional Learning Outcome II.)
3. Work competently in several areas of mathematics including geometry, analysis, algebra, calculus, and statistics. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
4. Demonstrate an understanding of the history and philosophy of mathematics. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
5. Demonstrate an initial level of knowledge and skills in computer programming. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
6. Evaluate and select appropriate teaching materials. (This learning outcome directly addresses Institutional Learning Outcomes III, VI and VII.)
7. Use technology in the classroom. (This learning outcome directly addresses Institutional Learning Outcome III.)
8. Organize, implement, and assess a comprehensive instructional program in mathematics education at the secondary level using effective planning and teaching methods. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI and VII.)

MATHEMATICS EDUCATION MAJOR COURSES

SECONDARY EDUCATION

MATH 127 - Matrix Fundamentals	2
MATH 165 - Calculus I	4
MATH 166 - Calculus II	4
MATH 208 - Discrete Mathematics	3
MATH 259 - Multivariate Calculus	4
MATH 305 - Probability and Statistics	4
MATH 326 - Abstract Algebra	4
MATH 327 - Linear Algebra	4
MATH 338 - Geometry for Teachers	2
MATH 339 - Topics in Geometry	2
MATH 411 - Introduction to Real Analysis	4
MATH 425 - Mathematical Statistics	3
MATH 491 - Mathematics Seminar	1
Required in other areas:	
CSCI 120 - Computer Programming I	3
SEED 390X - Teaching Secondary School Mathematics	3
TOTAL SEMESTER HOURS	47

BACHELOR OF SCIENCE DEGREE MATHEMATICS

- Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Analyze a problem, model the problem mathematically, solve the problem, and interpret the solution. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
2. Apply reflective decision-making. (This learning outcome directly addresses Institutional Learning Outcome II.)
3. Use technology in the problem-solving process. (This learning outcome directly addresses Institutional Learning Outcome III.)
4. Work competently in several areas of mathematics including geometry, analysis and algebra. (This learning outcome directly addresses Institutional Learning Outcomes I, II and VI.)

MATHEMATICS MAJOR COURSES

MATH 127 - Matrix Fundamentals	2
MATH 165 - Calculus I	4
MATH 166 - Calculus II	4
MATH 208 - Discrete Mathematics	3
MATH 259 - Multivariate Calculus	4
MATH 266 - Introduction to Differential Equations	4
MATH 326 - Abstract Algebra	4
MATH 327 - Linear Algebra	4
MATH 339 - Topics in Geometry	2
MATH 365 - Vector Calculus	3
MATH 411 - Introduction to Real Analysis	4
MATH 425 - Mathematical Statistics	3
MATH 491 - Mathematics Seminar	1
TOTAL SEMESTER HOURS	42



BACHELOR OF ARTS DEGREE MATHEMATICS

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Foreign Language Requirement
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Analyze a problem, model the problem mathematically, solve the problem, and interpret the solution. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
2. Apply reflective decision-making. (This learning outcome directly addresses Institutional Learning Outcome II.)
3. Use technology in the problem-solving process. (This learning outcome directly addresses Institutional Learning Outcome III.)
4. Work competently in several areas of mathematics including geometry, analysis and algebra. (This learning outcome directly addresses Institutional Learning Outcomes I, II and VI.)
5. Better understand cultural diversity through foreign language study. (This learning outcome directly addresses Institutional Learning Outcomes I, III, V and VII)

MATHEMATICS MAJOR COURSES

MATH 127 - Matrix Fundamentals	2
MATH 165 - Calculus I	4
MATH 166 - Calculus II	4
MATH 208 - Discrete Mathematics	3
MATH 259 - Multivariate Calculus	4
MATH 266 - Introduction to Differential Equations	4
MATH 326 - Abstract Algebra	4
MATH 327 - Linear Algebra	4
MATH 339 - Topics in Geometry.....	2
MATH 365 - Vector Calculus	3
MATH 411 - Introduction to Real Analysis	4
MATH 425 - Mathematical Statistics	3
MATH 491 - Mathematics Seminar	1
TOTAL SEMESTER HOURS	42

MINORS

MATHEMATICS MINOR

MATH 127 Matrix Fundamentals... ..	2
MATH 165 - Calculus I	4
MATH 166 - Calculus II	4
MATH 208 - Discrete Mathematics	3
MATH 326 - Abstract Algebra	4
MATH 339 - Topics in Geometry.....	2
MATH 425 - Mathematical Statistics	3
Electives - (Mathematics courses numbered above MATH 208 except MATH 277 - (Mathematics for Elementary Teachers).....	3
TOTAL SEMESTER HOURS	25

MATHEMATICS EDUCATION MINOR

Elementary Education	
MATH 127 - Matrix Fundamentals	2
MATH 165 - Calculus I	4
MATH 166 - Calculus II	4
MATH 208 - Discrete Mathematics	3
MATH 305 - Probability and Statistics	4
MATH 326 - Abstract Algebra	4
MATH 338 - Geometry for Teachers	2
Electives - (Mathematics courses numbered above MATH 208 except MATH 277 - Mathematics for Elementary Teachers) ...	2
TOTAL SEMESTER HOURS	25

MATHEMATICS EDUCATION MINOR

Secondary Education

MATH 127 - Matrix Fundamentals	2
MATH 165 - Calculus I	4
MATH 166 - Calculus II	4
MATH 208 - Discrete Mathematics	3
MATH 305 - Probability and Statistics	4
MATH 326 - Abstract Algebra	4
MATH 338 - Geometry for Teachers.....	2
SEED 390X - Teaching Secondary School Mathematics ..	3
TOTAL SEMESTER HOURS	26

BACHELOR OF SCIENCE DEGREE COMPUTER SCIENCE

Degree Requirements:
General Education Courses
Major Courses
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Analyze a problem, determine if it could feasibly be solved with a computerized solution, design a solution and implement the solution. (This learning outcome directly addresses Institutional Learning Outcomes II, III, V and VI.)
2. Find information needed to solve a computerized problem. (This learning outcome directly addresses Institutional Learning Outcomes II and III.)
3. Learn new programming languages with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
4. Adapt to new computer technology with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
5. Program in several programming languages. (This learning outcome directly addresses Institutional Learning Outcomes III and VI.)

COMPUTER SCIENCE MAJOR COURSES

CSCI 160 - Computer Science I	4
CSCI 161 - Computer Science II	4
CSCI 174 - Intermediate Computer Programming in C++	4
CSCI 300 - Programming Languages.....	3
CSCI 301 - Software Engineering.....	3
CSCI 310 - Advanced Programming in Java.....	4
CSCI 342 - Object Programming with Data Structures	4

CSCI 350 - Assembly Language3
 CSCI 360 - Database Management4
 CSCI 370 - Computer Organization3
 CSCI 385 - Theory of Computation3
 CSCI 401 - Objected Oriented Analysis and Design4
 CSCI 420 - Design and Analysis of Algorithms4
 CSCI 430 - Operating Systems4
 CSCI 486 - Social Implications of Computing3
 CSCI 489 - Computer Science Capstone Course2
 CSCI 491 - Computer Science Seminar1
 MATH 165 - Calculus I4
 MATH 166 - Calculus II4
 MATH 208 - Discrete Mathematics3
 MATH 425 - Mathematical Statistics3
TOTAL SEMESTER HOURS71

BOTE 218 - Desktop Publishing3
 BADM 336 - Management and Leadership3
 BADM 356 - Organizational Behavior
 BADM 364 - Electronic Commerce/Social Networking3
 BADM 388 - Management Information Systems3
 GDES 241 - Graphic Design I3
 IT 220 - Drawing and Specification Techniques I3
 MATH 208 - Discrete Mathematics3
TOTAL SEMESTER HOURS55

Students majoring in Computer Technology Management must complete a minor or have a second major; however, the Management Information Systems minor and Computer Science minors are not suitable minors for this major.

**BACHELOR OF SCIENCE DEGREE
 COMPUTER TECHNOLOGY
 MANAGEMENT**

Degree Requirements:
 General Education Courses
 Major Courses
 Minor Courses
 Electives

STUDENT LEARNING OUTCOMES

A student successfully completing this above major will be able to:

1. Create effective strategies to prepare for the future of computer technology in an enterprise. This will involve planning, budgeting and knowledge of trends in computer hardware and software. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
2. Find information needed to solve a computerized problem. This will require an understanding of how computer hardware and software function as well as knowledge of searching strategies and mechanisms. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
3. Analyze a problem, determine if it could feasibly be solved with current resources, design a solution and implement the solution. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Adapt to new computer technology with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes II and III.)
5. Develop the team and interaction skills necessary to work with others in the computer technology area of an enterprise. (This learning outcome directly addresses Institutional Learning Outcome I, III and V.)

COMPUTER TECHNOLOGY MANAGEMENT COURSES

CSCI 160 - Computer Science I4
 CSCI 161 - Computer Science II4
 CSCI 181 - Web Management3
 CSCI 185 - Linux Operating System3
 CSCI 200 - Database Software Applications3
 CSCI 210 - PC Hardware and Software Management3
 CSCI 221 - Computer Networks3
 CSCI 486 - Social Implications of Computing3
 CSCI 491 - Computer Science Seminar1

**BACHELOR OF ARTS DEGREE
 COMPUTER SCIENCE**

Degree Requirements:
 General Education Courses
 Major Courses
 Minor Courses
 Foreign Language Requirement
 Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Analyze a problem, determine if it could feasibly be solved with a computerized solution, design a solution and implement the solution. (This learning outcome directly addresses Institutional Learning Outcomes II, III, V and VI.)
2. Find information needed to solve a computerized problem. (This learning outcome directly addresses Institutional Learning Outcomes II and III.)
3. Learn new programming languages with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
4. Adapt to new computer technology with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
5. Program in several programming languages. (This learning outcome directly addresses Institutional Learning Outcomes III and VI.)
6. Better understand cultural diversity through foreign language study. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)

COMPUTER SCIENCE MAJOR COURSES

CSCI 160 - Computer Science I4
 CSCI 161 - Computer Science II4
 CSCI 174 - Intermediate Computer Programming in C++4
 CSCI 221 - Computer Networks3
 CSCI 300 - Programming Languages3
 CSCI 301 - Software Engineering3
 CSCI 310 - Advanced Programming in Java4
 CSCI 342 - Object Programming with Data Structures4
 CSCI 350 - Assembly Language3
 CSCI 360 - Database Management4
 CSCI 370 - Computer Organization3
 CSCI 430 - Operating Systems4



CSCI 491 - Computer Science Seminar	1
MATH 165 - Calculus I	4
MATH 208 - Discrete Mathematics	3
TOTAL SEMESTER HOURS	51

Students earning a B.A. in Computer Science must complete a minor or have a second major; however, the Management Information Systems minor and Computer Science minors are not suitable minors for this major.

MINORS

COMPUTER SCIENCE MINOR TRADITIONAL

Unacceptable minor for any of the computer science majors.

CSCI 160 - Computer Science I	4
CSCI 161 - Computer Science II	4
CSCI 174 - Intermediate Computer Programming in C++	4
CSCI 300 - Programming Languages	3
CSCI 301 - Software Engineering	3
CSCI 342 - Object Programming with Data Structures	4
CSCI 491 - Computer Science Seminar	1
MATH 208 - Discrete Mathematics	3
TOTAL SEMESTER HOURS	26

COMPUTER SCIENCE EDUCATION MINOR ELEMENTARY EDUCATION

Unacceptable minor for any of the computer science majors.

CSCI 120 - Computer Programming I	3
CSCI 160 - Computer Science I	4
CSCI 210 - PC Hardware & Software Management	3
CSCI 221 - Computer Networks	3
CSCI 491 - Computer Science Seminar	1
BOTE 218 - Desktop Publishing	3
BOTE 247 - Spreadsheet Applications	3
SEED 490C - Computer Science Education Methods	3
TOTAL SEMESTER HOURS	23

COMPUTER SCIENCE EDUCATION MINOR SECONDARY EDUCATION

Unacceptable minor for any of the computer science majors.

CSCI 120 - Computer Programming I	3
CSCI 160 - Computer Science I	4
CSCI 161 - Computer Science II	4
CSCI 181 - Web Management	3
CSCI 210 - PC Hardware & Software Management	3
CSCI 221 - Computer Networks	3
CSCI 491 - Computer Science Seminar	1
SEED 490C - Computer Science Education Methods	3
TOTAL SEMESTER HOURS	24

COMPUTER SCIENCE MINOR INFORMATION TECHNOLOGY

Unacceptable minor for any of the computer science majors.

CSCI 160 - Computer Science I	4
CSCI 161 - Computer Science II	4
CSCI 185 - Linux Operating Systems	3
CSCI 200 - Database Software Applications	3
CSCI 221 - Computer Networks	3
CSCI 486 - Social Implications of Computing	3
CSCI 491 - Computer Science Seminar	1
BADM 388 - Management Information Systems	3
MATH 208 - Discrete Mathematics	3
TOTAL SEMESTER HOURS	27

COMPUTER SCIENCE MINOR INTERNET APPLICATIONS

Unacceptable minor for any of the computer science majors.

CSCI 160 - Computer Science I	4
CSCI 161 - Computer Science II	4
CSCI 174 - Intermediate Programming in C	4
CSCI 181 - Web Management	3
CSCI 185 - Linux Operating Systems	3
CSCI 310 - Advanced Computer Programming in Java	4
BADM 364 - Electronic Commerce	3
MATH 208 - Discrete Mathematics	3
TOTAL SEMESTER HOURS	28

COLLABORATIVE PRE-ENGINEERING PROGRAM Pre-Engineering Degree Programs

The collaborative Pre-Engineering Program with North Dakota State University offers the opportunity for students to study the following four engineering programs by starting at DSU.

Electrical Engineering

Electrical engineers work in one of the biggest engineering fields, which includes all power systems, circuitry, microprocessors, computer chips, digital broadcasting and telephone switching systems.

Industrial Engineering

Industrial Engineers create assembly line systems to help with manufacturing processes. They utilize energy, people, machines and information to help organize the manufacturing of a specific product. Industrial engineers must solve organizational problems and create an efficient production process.

Manufacturing Engineering

Manufacturing engineers apply scientific principles to the production of goods. They are key team members in the production of a wide range of products – automobiles, airplanes, electronics, surgical instruments, foodstuffs, recreational equipment, etc. Manufacturing engineers design the processes and systems to make products available when and where customers prefer, at the best possible price and in ways that are environmentally friendly.

Computer Engineering

Computer engineers, also called Web, IT, or software engineers, create programs for use on computer platforms or on the internet. They develop and design communication systems, maintain network stability and implement new user interfaces.



Program Description

Through the Collaborative Pre-Engineering Program, you will take your first two years of courses at DSU. This will prepare you for transfer to NDSU where you can complete the NDSU Bachelor of Science degree requirements in either computer, electrical, industrial or manufacturing engineering. After successful completion of four semesters of undergraduate work at DSU, you will be accepted for transfer to NDSU if you have earned a transfer cumulative Grade Point Average (GPA) of:
2.3 for Electrical Engineering, or
2.0 for Computer Engineering, Industrial Engineering

For Manufacturing Engineering, you must also have earned the equivalent grade of C or better for each course to be awarded for transfer credit.

Note: In most cases, students transferring in the fall semester should be able to complete NDSU's baccalaureate program within four semesters after arriving at NDSU. If NDSU believes that it is in the student's best academic interest to deliver the course work over a longer period of time, the course work may be extended for an appropriate length of time.

Admission Requirements

You will need to declare your intent to participate in the Collaborative Engineering Program when you enroll at DSU. Admission to the NDSU engineering program is separate from admission to either university and will be determined by the appropriate NDSU engineering department. Admission to the NDSU Engineering Program must be approved before transfer to NDSU.

Internships

In addition to classroom learning, the Collaborative Engineering Program provides hands-on learning through summer internships with local companies. Internship opportunities will be arranged through the NDSU College of Engineering and the departments of the engineering major and facilitated by the DSU Mathematics department.

**BACHELOR OF SCIENCE DEGREE
COMPUTER ENGINEERING**

1st YEAR

ENGL 110 – College Composition	3
ASC 100 – Freshman Seminar	1
MATH 165 – Calculus I	4
CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
ENGR 111A – Introduction to Electrical and Computer Engineering	3
ENGR 275 – Digital Systems I	3
ENGL 120 – College Composition II	3
CSCI 160 – Computer Science I	4
MATH 127 – Matrix Fundamentals	2
MATH 166 – Calculus II	4
ENGR 221 – Engineering Mechanics I	3
Total Credits	35

2nd YEAR

MATH 265 – Calculus III	4
MATH 208 – Discrete Mathematics	3
PHYS 252 – University Physics II	4
PHYS 252L – University Physics II Lab	1
ENGR 207 – Circuit Analysis I	4
ENGR 222 – Engineering Mechanics II.....	3
COMM 110 – Public Speaking.....	3
CSCI 161 – Computer Science II	4
MATH 266 – Introduction to Differential Equations	3
ENGR 307 – Circuit Analysis II.....	3
General Education Elective	3
Total Credits	36

**BACHELOR OF SCIENCE DEGREE
INDUSTRIAL ENGINEERING**

1st YEAR

ENGL 110 – College Composition I	3
ASC 100 – Freshman Seminar	1
MATH 165 – Calculus I	4
CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CSCI 160 – Computer Science I	4
ENGL 120 – College Composition II.....	3
MATH 166 – Calculus II	4
ENGR 111B – Introduction to Industrial and Manufacturing Engineering.....	3
IT 220 – Drawing & Specification Techniques I	3
ENGR 221 – Engineering Mechanics I	3
Total Credits.....	33

2nd YEAR

COMM 110 – Public Speaking	3
MATH 265 – Calculus III.....	4
ENGR 222 – Engineering Mechanics II.....	3
ENGR 223 – Mechanics of Materials	3
ENGR 207 – Circuit Analysis I	4
HPER 100 – Fitness & Wellness	2
MATH 127 – Matrix Fundamentals	2
MATH 266 – Introduction to Differential Equations	3
ENGR 311 – Work/Station Design & Measurement	3



ENGR 440 – Engineering Economy	3
IT 320 – Drawing & Specification Techniques II.....	3
Humanities or Fine Arts Elective	3
Total Credits.....	36

BACHELOR OF SCIENCE DEGREE ELECTRICAL ENGINEERING

1st YEAR

ENGL 110 – College Composition I	3
ASC 100 – Freshman Seminar	1
MATH 165 – Calculus I	4
CHEM 121 – General Chemistry I.....	4
CHEM 121L - General Chemistry I Lab	1
ENGR 111A – Introduction to Electrical and Computer Engineering	3
ENGR 275 – Digital Systems I	3
ENGL 120 - College Composition II	3
MATH 166 – Calculus II	4
MATH 127 – Matrix Fundamentals	2
ENGR 221 – Engineering Mechanics I	3
Humanities or Social Science Elective	3
Total Credits	34

2nd YEAR

MATH 265 – Calculus III.....	4
PHYS 252 – University Physics I	4
PHYS 252L – University Physics II Lab	1
ENGR 207 – Circuit Analysis I	4
ENGR 222 – Engineering Mechanics II.....	3
COMM 110 – Public Speaking.....	3
MATH 266 – Introduction to Differential Equations	3
ENGR 307 – Circuit Analysis II.....	4
HPER 100 – Fitness & Wellness	2
Social Science Elective.....	3
Total Credits	31

BACHELOR OF SCIENCE DEGREE MANUFACTURING ENGINEERING

1st YEAR

ENGL 110 – College Composition I	3
ASC 100 – Freshman Seminar	1
CSCI 160 – Computer Science I	4
MATH 165 – Calculus I	4
CHEM 121 – General Chemistry I.....	4
CHEM 121L - General Chemistry I Lab	1
COMM 110 – Public Speaking.....	3
ENGL 120 - College Composition II	3
MATH 166 – Calculus II	4
ENGR 111B – Introduction to Industrial and Manufacturing Engineering	3
IT 220 – Drawing & Specification Techniques I	3
ENGR 221 – Engineering Mechanics I	3
Total Credits	36

2nd YEAR

IT 320 – Drawing & Specification Techniques II.....	3
MATH 265 – Calculus III.....	4
ENGR 207 – Circuit Analysis I	4
ENGR 222 – Engineering Mechanics II.....	3
ENGR 223 – Mechanics of Materials	3
HPER 100 – Fitness & Wellness	2
MATH 266 – Introduction to Differential Equations	3
MATH 127 – Matrix Fundamentals	2
CHEM 122 – General Chemistry II.....	4
CHEM 122L - General Chemistry II Lab	1
ENGR 311 – Work/Station Design & Measurement	3
ENGR 440 – Engineering Economy	3
Total Credits	35



FACULTY

Full-time Faculty: Bruce Southard– Chair, Carolyn Burns, Brian Nozny, James Thornton, Joel Walters

MUSIC

The Dickinson State University Department of Music provides a comprehensive professional program, available to music majors, music minors, and non-majors, as well as to students certifying to teach public school music. The program also offers fundamental courses to serve the general education needs of the University and promotes the understanding and enjoyment of music on campus, in the community, and in the region.

MISSION

The Dickinson State University music program develops musical excellence in individuals enabling them to pursue careers and experiences in music education and performance. The program’s curriculum offers all students, whether music majors or non-majors, the opportunity for further study of music for the attainment of a complete undergraduate music experience. Performance activities offered by the music program contribute to the aesthetic development of the students and the community.

MAJORS AND MINORS

MAJORS

- Bachelor of Science in Education in Composite Music Education (K-12)
- Bachelor of Science in Education in Instrumental Music Education (K-12)
- Bachelor of Science in Education in Choral Music Education (K-12)
- Bachelor of Arts

MINORS

- Instrumental Music Education (Elementary Education)
- Instrumental Music Education (Secondary Education)
- Choral Music Education (Secondary Education)
- Choral Music Education (Elementary Education)
- Music

Bachelor of Science degrees require General Education, the major, Professional Education and electives to equal a minimum of 128 semester hours. Note: Bachelor of Science degrees in Composite, Choral, and Instrumental Music do not require a minor.

Bachelor of Arts degrees require General Education, 8 credits of one spoken foreign language, the major, and electives to equal 128 semester hours.

BACHELOR OF SCIENCE IN EDUCATION DEGREE (COMPOSITE MUSIC EDUCATION MAJOR)

A Composite Music Education Degree is selected when a student has decided to certify in both choral and instrumental music. Each student must select a performing instrument or voice as his/her major area (choral or instrumental). The other performing instrument or voice (choral or instrumental) becomes his/her minor area. A major performing area consists of seven semesters, not semester hours, of applied lessons of which at least two semesters must be at the 300 level. Composite (choral emphasis) must include at least four

semesters of applied instrumental lessons other than keyboard. Composite (instrumental emphasis) must include at least four semesters of applied vocal lessons. Composite majors are required to participate in a major ensemble (Concert Band or Chorale) in the major performing area for a total of seven semesters and a major ensemble (Concert Band or Chorale) in the minor performing area for a total of four semesters. All, including transfer students, must participate in at least Chorale or Concert/Marching Band, as appropriate to their major area, each semester that they are enrolled on campus in their major area, with the exception of the semester of student teaching.

BACHELOR OF SCIENCE IN EDUCATION DEGREE (INSTRUMENTAL MUSIC EDUCATION MAJOR OR CHORAL MUSIC EDUCATION MAJOR)

Seven semesters, not semester hours, of applied lessons must be completed, of which at least two must be taken at the 300 level. All majors are required to participate for a minimum of seven semesters in a major performing ensemble (Concert Band or Chorale) in their major performing area. All, including transfer students, must participate in at least Chorale or Concert/Marching Band, as appropriate to the major, each semester that they are enrolled on campus in their major area, with the exception of the semester of student teaching.

BACHELOR OF ARTS DEGREE (Music Major)

A Bachelor of Arts in Music major may select a band instrument, voice, or keyboard as the major performing area. He/she must complete a minimum of eight semesters of applied lessons, at least two of which must be taken at the 400 level. A minimum requirement of eight semesters in a major performing ensemble (Concert Band, Chorale) must also be fulfilled in his/her major performing area. (The Bachelor of Arts major with keyboard as the major performing area may substitute accompaniment for an approved vocal ensemble for major ensemble credit. However, the eight credits still must be earned over eight semesters).

MUSIC MINORS

All music minors must select an instrument or voice and complete a minimum of four semesters, not semester hours, of lessons in that area. All music minors are also required to participate in at least five semesters in a major ensemble (Concert Band or Chorale).

APPLIED LESSONS

Applied lessons are the study of an instrument or voice with a faculty member of the music department. Lessons involve weekly one-on-one instruction with a music faculty member. Each number listed under applied music represents a level of study with specific requirements. Each level may be repeated until the student is recommended for advancement by the instructor. Music majors and minors are given preference in the scheduling of applied lessons, but non-music majors may also register for applied lessons with the permission of the instructor and the Chairman of the Department of Music. (Special fees apply.) MUSC 140/240/340/440 Chorale and/or MUSC 141/241/341/441 Concert Band are co-requisites with applied lessons. Non-music majors taking applied lessons are required to take the jury examination at the end of each semester of study.



300 LEVEL REQUIREMENTS

Students may register for applied lessons at the 300 level after:

1. At least two semesters of applied lessons at the 200 level with an average grade of 2.5.
2. Receiving permission from their applied instructor.
3. Passing the Piano Proficiency Examination.
4. Passing the Upper Level Barrier Examination.

UPPER LEVEL BARRIER EXAMINATION

At the conclusion of the sophomore year (fourth semester of study), or after a maximum of two semesters in residence for transfer students, and passage of the Piano Proficiency Exam, the student will attempt the Upper Level Barrier Exam. The Barrier Exam will consist of an extended jury performance in which the student will demonstrate technical and literature requirements established by the applied teacher and approved by the faculty. The student may take the exam up to four times, but must pass before admission to upper level study is granted.

At each attempt of the barrier exam, the faculty will provide written indication to the student either that:

1. The student is on track and should finish the degree within a normal expectation of time.
2. The committee notes progress but still hears musical or technical problems which have not yet been corrected, therefore, the student should be aware that it may take longer to complete the appropriate degree and should make appropriate academic decisions.
3. Continuation of the music major is done against the advice of the faculty.

PIANO PROFICIENCY REQUIREMENT

As a requirement for graduation, all music majors and minors must pass MUSC 230N - Piano Proficiency Exam. It is highly recommended that this requirement for graduation be met no later than the end of the sophomore year. The Piano Proficiency Exam must be completed concurrent with or prior to upper level study and prior to service teaching. Transfer students must present written evidence of having passed an equivalent examination "by jury."

THEORY, KEYBOARD REQUIREMENT

Students registered for MUSC 122 – Music Theory I are required to take MUSC 130 – Piano Keyboard Skills I during the same fall semester as preparation for Piano Proficiency Exam (MUSC 230). Students registered for MUSC 124 – Music Theory II are likewise required to take MUSC 131 – Piano Keyboard Skills II the same spring semester. Students may also elect to continue preparation for the exam in MUSC 231 - Keyboard Skills III, and MUSC 232 - Keyboard Skills IV.

RECITAL REQUIREMENT

Music majors must present a recital in the major applied music area during the senior year of study. It is recommended that all music majors present a junior recital. Students must have permission from their applied lesson instructor prior to registering for the recital. For the senior recital, students must be registered in at least the seventh semester (for B.S. degree) or eighth semester (for B.A. degree) of applied study for the major applied instrument. Students must be enrolled in at least the second semester of 300 applied level study (for B.S. degree) or 400 level (for B.A. degree) during the semester of the recital. For the junior recital, students must be registered in at

least the sixth semester of private lessons for the major applied instrument and have the permission of the applied instructor. The recital will be graded by at least three members of the music faculty, including the applied instructor.

RECITAL HEARING

A recital hearing is required at least three weeks prior to presentation of the junior or senior recital. Required at the recital hearing is a successful presentation of the repertoire, with the accompanist, of all material programmed on the recital. The student's applied teacher and at least two other members of the music faculty will be present at the hearing. It is the responsibility of the student to schedule this hearing.

JURY EXAMINATIONS

Music majors and minors must perform on their major instrument for jury examination at the end of each semester that they take applied lessons.

PERFORMANCE CLASS REQUIREMENT

All music majors must enroll in and satisfy requirements for Performance Class (MUSC 189/289/389/489) during each semester that they are a declared music major. The only exception is the semester that students are student teaching. All music minors must enroll in and satisfy requirements for four semesters of Performance Class during the semesters they are registered for applied lessons. At a minimum, every student enrolled in applied lessons must perform at performance class at least once each semester. Failure to meet this requirement will result in a failing grade for the applied lesson.

ENSEMBLE PARTICIPATION

See above for ensemble requirements for majors and minors. Music ensembles are open to all students regardless of academic major. Students who are not music majors or minors are encouraged to participate in Department of Music ensembles and activities..

BACHELOR OF SCIENCE IN EDUCATION DEGREE COMPOSITE MUSIC EDUCATION

Degree Requirements:
General Education Courses
Major Courses
Professional Secondary Education

STUDENT LEARNING OUTCOMES

The graduate from this program will:

1. analyze and evaluate musical performance from various perspectives through observation, discussion, applied lessons, and to receive responsively suggestions about and criticisms of his or her own performance from others. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
2. comprehend aurally and cognitively theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. perform a diverse body of musical literature from different genres, styles, periods, and cultures. (This learning



DEPARTMENT OF MUSIC
College of Arts and Sciences

- outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
- 4. identify sources and tools for historical and cultural research in music, reflect on musical performances on paper, and to produce formal research papers. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
- 5. use contemporary music technology in composition, recording, and audio manipulation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
- 6. perform with basic proficiency on keyboard, voice, and a wide variety of instruments. (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV, and VI.)
- 7. perform with high proficiency either in voice or on his or her primary instrument and a moderate proficiency on the other. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
- 8. perform successfully in public with voice or on his or her instrument both in ensembles and in solo recitals. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
- 9. arrange for and conduct instrumental and choral ensembles at the elementary and secondary levels. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, and VI.)
- 10. effectively plan, teach, manage, and assess skills for music education in an elementary and secondary institution as prescribed by the North Dakota Education Standards and Practices Board. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)

**COMPOSITE MUSIC EDUCATION MAJOR COURSES
CHORAL AND INSTRUMENTAL COMPOSITE K-12
LICENSURE**

MUSC 122 - Music Theory I	3
MUSC 123 - Aural Skills I	1
MUSC 124 - Music Theory II	3
MUSC 125 - Aural Skills II	1
MUSC 126 - Introduction to Music Literature	3
MUSC 130, 131 - Piano Keyboard Skills I & II	2
MUSC 210 - Lyric Diction.....	2
MUSC 215 - Basic Conducting.....	2
MUSC 222 - Music Theory III	3
MUSC 223 - Aural Skills III	1
MUSC 224 - Music Theory IV.....	3
MUSC 225 - Aural Skills IV	1
MUSC 230N - Piano Proficiency Exam	0
MUSC 235 - Voice Methods	1
MUSC 236 - Woodwind Methods	1
MUSC 237 - Brass Methods	1
MUSC 238 - Percussion Methods	1
MUSC 239 - String Methods	1
MUSC 315/316 - Instrumental or Choral Conducting	2
MUSC 322/323 - Instrumental and Choral Arranging	4
MUSC 326, 327 - Music History and Literature I and II	6
MUSC 333 - Music Technology	2
MUSC 420 - Musical Form and Analysis	2
ELED 390M - Elementary Music Methods	3
SEED 390M - Secondary Instrumental Music Methods	3

SEED 490M - Secondary Choral Music Methods	3
Ensembles	11
Small Ensembles	1
Applied Music	11
Recital	1
TOTAL SEMESTER HOURS	79

NOTE: In addition to completing the Secondary Professional Education Sequence, students must also complete ELED 298 -Pre-Professional Experience: Elementary.

NOTE: It is strongly recommended that all Composite Music Education students take all three semesters of conducting: Basic Conducting, Instrumental Conducting, and Choral Conducting.

**BACHELOR OF SCIENCE IN
EDUCATION DEGREE INSTRUMENTAL
MUSIC EDUCATION**

Degree Requirements:
General Education Courses
Major Courses
Professional Secondary Education

STUDENT LEARNING OUTCOMES

The graduate from this program will:

1. analyze and evaluate musical performance from various perspectives through observation, discussion, applied lessons, and to receive responsively suggestions about and criticisms of his or her own performance from others. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
2. comprehend aurally and cognitively theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. perform a diverse body of musical literature from different genres, styles, periods, and cultures. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
4. identify sources and tools for historical and cultural research in music, reflect on musical performances on paper, and to produce formal research papers. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
5. use contemporary music technology in composition, recording, and audio manipulation. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
6. perform with basic proficiency on keyboard, voice, and a wide variety of instruments. (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV, and VI.)
7. perform with high proficiency on his or her primary instrument. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
8. perform successfully in public with on his or her primary instrument both in ensembles and in solo recitals. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)



9. arrange for and conduct instrumental ensembles at the elementary and secondary levels. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, and VI.)
10. effectively plan, teach, manage, and assess skills for music education in an elementary and secondary institution as prescribed by the North Dakota Education Standards and Practices Board. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)

INSTRUMENTAL MUSIC EDUCATION MAJOR COURSES

K-12 LICENSURE

MUSC 122 - Music Theory I	3
MUSC 123 - Aural Skills I	1
MUSC 124 - Music Theory II	3
MUSC 125 - Aural Skills II	1
MUSC 126 - Introduction to Music Literature.....	3
MUSC 130, 131 - Piano Keyboard Skills I & II	2
MUSC 215 - Basic Conducting	2
MUSC 222 - Music Theory III	3
MUSC 223 - Aural Skills III	1
MUSC 224 - Music Theory IV	3
MUSC 225 - Aural Skills IV	1
MUSC 230N - Piano Proficiency Exam	0
MUSC 235 - Voice Methods	1
MUSC 236 - Woodwind Methods	1
MUSC 237 - Brass Methods.....	1
MUSC 238 - Percussion Methods	1
MUSC 239 - String Methods	1
MUSC 315 - Instrumental Conducting	2
MUSC 323 - Instrumental Arranging.....	2
MUSC 326, 327 - Music History and Literature I and II	6
MUSC 333 - Music Technology	2
MUSC 420 - Musical Form and Analysis	2
ELED 390M - Elementary Music Methods.....	3
SEED 390M - Secondary Instrumental Music Methods	3
Ensembles.....	7
Small Ensembles	1
Applied Music	7
Recital	1
TOTAL SEMESTER HOURS	64

NOTE: In addition to completing the Secondary Professional Education Sequence, students must also complete ELED 298 - Pre-Professional Experience: Elementary



**BACHELOR OF SCIENCE IN EDUCATION
DEGREE CHORAL MUSIC EDUCATION**

Degree Requirements:
General Education Courses
Major Courses
Professional Secondary Education

STUDENT LEARNING OUTCOMES

The graduate from this program will:

1. analyze and evaluate musical performance from various perspectives through observation, discussion, applied lessons, and to receive responsively suggestions about and criticisms of his or her own performance from others. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
2. comprehend aurally and cognitively theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. perform a diverse body of musical literature from different genres, styles, periods, and cultures. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
4. identify sources and tools for historical and cultural research in music, reflect on musical performances on paper, and to produce formal research papers. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
5. use contemporary music technology in composition, recording, and audio manipulation. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
6. perform with basic proficiency on keyboard, voice, and a wide variety of instruments. (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV, and VI.)
7. perform with high proficiency in voice. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
8. perform successfully in public with voice both in ensembles and in solo recitals. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
9. arrange for and conduct choral ensembles at the elementary and secondary levels. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, and VI.)
10. effectively plan, teach, manage, and assess skills for music education in an elementary and secondary institution as prescribed by the North Dakota Education Standards and Practices Board. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)

CHORAL MUSIC EDUCATION MAJOR COURSES

K-12 LICENSURE

MUSC 122 - Music Theory I.....	3
MUSC 123 - Aural Skills I	1
MUSC 124 - Music Theory II	3
MUSC 125 - Aural Skills II.....	1
MUSC 126 - Introduction to Music Literature	3
MUSC 130, 131 - Piano Keyboard Skills I & II	2
MUSC 210 - Lyric Diction	2



MUSC 215 – Basic Conducting	2
MUSC 222 - Music Theory III	3
MUSC 223 - Aural Skills III	1
MUSC 224 - Music Theory IV.....	3
MUSC 225 - Aural Skills IV.....	1
MUSC 230N - Piano Proficiency Exam.....	0
MUSC 235 – Voice Methods	1
MUSC 236 - Woodwind Methods	1
MUSC 237 - Brass Methods	1
MUSC 238 - Percussion Methods	1
MUSC 239 - String Methods.....	1
MUSC 316 - Choral Conducting	2
MUSC 322 – Choral Arranging.....	2
MUSC 326, 327 - Music History and Literature I and II	6
MUSC 333 - Music Technology	2
MUSC 420 - Musical Form and Analysis	2
ELED 390M - Elementary Music Methods	3
SEED 490M - Secondary Choral Music Methods.....	3
Ensembles.....	7
Small Ensembles.....	1
Applied Music.....	7
Recital.....	1
TOTAL SEMESTER HOURS.....	66

NOTE: In addition to completing the Secondary Professional Education Sequence, students must also complete ELED 298 -Pre-Professional Experience: Elementary

BACHELOR OF ARTS DEGREE MUSIC

- Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Foreign Language Requirement
Electives

STUDENT LEARNING OUTCOMES

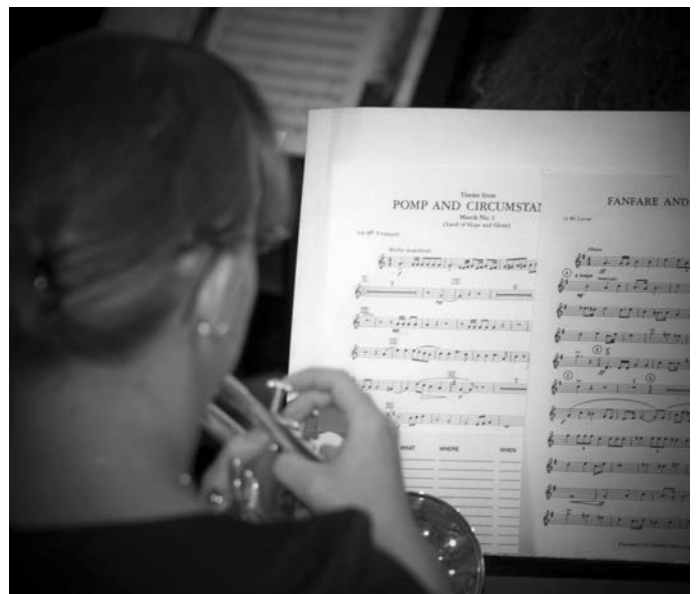
The graduate from this program will:

1. analyze and evaluate musical performance from various perspectives through observation, discussion, applied lessons, and to receive responsively suggestions about and criticisms of his or her own performance from others. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
2. comprehend aurally and cognitively theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
3. perform a diverse body of musical literature from different genres, styles, periods, and cultures. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
4. identify sources and tools for historical and cultural research in music, reflect on musical performances on paper, and to produce formal research papers. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)

5. use contemporary music technology in composition, recording, and audio manipulation. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and VI.)
6. perform with basic proficiency on keyboard, voice, and a wide variety of instruments. (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV, and VI.)
7. perform with high proficiency either in voice or on his or her primary instrument. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and VI.)
8. perform successfully in public with voice or on his or her instrument both in ensembles and in solo recitals. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and VI.)
9. arrange for and conduct with basic proficiency instrumental and/or choral ensembles. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, and VI.)

MUSIC MAJOR COURSES

MUSC 122 - Music Theory I	3
MUSC 123 - Aural Skills I	1
MUSC 124 - Music Theory II	3
MUSC 125 - Aural Skills II	1
MUSC 126 - Introduction to Music Literature.....	3
MUSC 130, 131 - Piano Keyboard Skills I & II.....	2
MUSC 215 – Basic Conducting	2
MUSC 222 - Music Theory III	3
MUSC 223 - Aural Skills III.....	1
MUSC 224 - Music Theory IV	3
MUSC 225 - Aural Skills IV	1
MUSC 230N - Piano Proficiency Exam	0
MUSC 326, 327 - Music History and Literature I and II.....	6
MUSC 333 - Music Technology	2
MUSC 420 - Musical Form and Analysis.....	2
Electives in Music	7
Ensembles....	8
Applied Music	8
Recital	1
TOTAL SEMESTER HOURS	57





MINORS

INSTRUMENTAL MUSIC EDUCATION MINOR

SECONDARY EDUCATION

MUSC 122 – Music Theory I.....3
 MUSC 123 – Aural Skills I.....1
 MUSC 124 – Music Theory II.....3
 MUSC 125 – Aural Skills II.....1
 MUSC 120 – Introduction to Music Literature.....3
 MUSC 130, 131 – Piano Keyboard Skills I & II.....2
 MUSC 215 – Basic Conducting.....2
 MUSC 230N – Piano Proficiency Exam.....0
 Choose **one** of the following courses.....1
 MUSC 236 – Woodwind Methods.....1
 MUSC 237 – Brass Methods.....1
 MUSC 238 – Percussion Methods.....1
 MUSC 239 – String Methods.....1
 SEED 390M – Secondary Instrumental Music Methods.....3
 Ensembles.....5
 Applied Music.....4
 Music Electives.....2-4
TOTAL SEMESTER HOURS.....30-32

INSTRUMENTAL MUSIC EDUCATION MINOR

ELEMENTARY EDUCATION

MUSC 122 – Music Theory I.....3
 MUSC 123 – Aural Skills I.....1
 MUSC 124 – Music Theory II.....3
 MUSC 125 – Aural Skills II.....1
 MUSC 120 – Introduction to Music Literature.....3
 MUSC 130, 131 – Piano Keyboard Skills I & II.....2
 MUSC 215 – Basic Conducting.....2
 MUSC 230N – Piano Proficiency Exam.....0
 Choose **one** of the following courses.....1
 MUSC 236 – Woodwind Methods.....1
 MUSC 237 – Brass Methods.....1
 MUSC 238 – Percussion Methods.....1
 MUSC 239 – String Methods.....1
 ELED 390M – Elementary Music Methods.....3
 Ensembles.....5
 Applied Music.....4
 Music Electives.....2-4
TOTAL SEMESTER HOURS.....30-32

CHORAL MUSIC EDUCATION MINOR

SECONDARY EDUCATION

MUSC 122 – Music Theory I.....3
 MUSC 123 – Aural Skills I.....1
 MUSC 124 – Music Theory II.....3
 MUSC 125 – Aural Skills II.....1
 MUSC 120 – Introduction to Music Literature.....3
 MUSC 130, 131 – Piano Keyboard Skills I & II.....2
 MUSC 210 – Lyric Diction.....2
 MUSC 215 – Basic Conducting.....2
 MUSC 230N – Piano Proficiency Exam.....0
 MUSC 235 – Voice Methods.....1
 SEED 490M – Secondary Choral Music Methods.....3
 Ensembles.....5
 Applied Music.....4
 Music Electives.....2
TOTAL SEMESTER HOURS.....32

CHORAL MUSIC EDUCATION MINOR

ELEMENTARY EDUCATION

MUSC 122 – Music Theory I.....3
 MUSC 123 – Aural Skills I.....1
 MUSC 124 – Music Theory II.....3
 MUSC 125 – Aural Skills II.....1
 MUSC 120 – Introduction to Music Literature.....3
 MUSC 130, 131 – Piano Keyboard Skills I & II.....2
 MUSC 215 – Basic Conducting.....2
 MUSC 230N – Piano Proficiency Exam.....0
 ELED 390M – Elementary Music Methods.....3
 SEED 490M – Secondary Choral Music Methods.....3
 Ensembles.....5
 Applied Music.....4
 Music Electives.....2
TOTAL SEMESTER HOURS.....32

MUSIC MINOR

MUSC 122 – Music Theory I.....3
 MUSC 123 – Aural Skills I.....1
 MUSC 124 – Music Theory II.....3
 MUSC 125 – Aural Skills II.....1
 MUSC 120 – Introduction to Music Literature.....3
 MUSC 130, 131 – Piano Keyboard Skills I & II.....2
 MUSC 230N – Piano Proficiency Exam.....0
 MUSC 326/327 – Music History and Literature I & II.....6
 Ensembles.....5
 Applied Music.....4
TOTAL SEMESTER HOURS.....28





FACULTY

Full-time Faculty: E. Brevik– Chair, C. Brevik, C. Burgess, L. Burgess, Martin, Pierce, Shaughnessy, Whippo

Guidelines for accrediting agencies and professional societies are used in designing programs and courses.

MAJOR AND MINORS

MAJORS

- Bachelor of Science in Education in Composite Science (Secondary Education)
- Bachelor of Science in Education in Biology ? (Secondary Education)
- Bachelor of Science in Biology (Biology or Biology Professional Option)
- Bachelor of Science in Biology (Wildlife Biology Option)
- Bachelor of Arts in Biology
- Bachelor of Science in Environmental Health
- Bachelor of Science in Environmental Science
- Bachelor of Arts in Environmental Health
- Bachelor of Science in Education in Chemistry Education (Secondary Education)
- Bachelor of Science in Chemistry
- Bachelor of Arts in Chemistry

MINORS

- Biology (Non-teaching)
- Biology Education (Elementary Education or Secondary Education)
- Chemistry Education (Elementary Education or Secondary Education)
- Chemistry (Non-teaching)
- Science Education (Elementary Education)
- Earth Science Education (Elementary Education or Secondary Education)
- Earth Science (Non-teaching)

In order to graduate, a grade of “C” or better is required in all major or minor course taken in fulfillment of a natural sciences degree or minor as well as ENGL 110, ENGL 120 and COMM 110.

For all degree programs within the Department of Natural Sciences, no on-line classes will be accepted in place of face-to-face courses with laboratories. Students can file for an exception with the Department Chair if it can be demonstrated that all 3 of the following conditions have been met:

1. The required science class was not offered at least TWO times over the course of a standard eight-semester college experience.
2. The student can provide documentation of the conflict(s) that prevented enrollment in the face-to-face course when it was offered.
3. The student can provide evidence that they have met with and followed the recommendations of their appropriate, assigned post-freshman advisor prior to the required course offerings.

Note to Biology Majors and Minors:

Any biology course not specifically listed as a required course for the degree may be counted as an elective, except for Pathophysiology (Biology 357) and Environmental Health Economics, Law and Public Policy Development (Biology 260).

Another course that may be counted as a biology elective is Biochemistry (Chemistry 360). However, if it is counted as a biology elective it cannot also be counted as a chemistry elective.

BACHELOR OF SCIENCE IN EDUCATION DEGREE COMPOSITE SCIENCE EDUCATION

Degree Requirements:
General Education Courses
Major Courses
Professional Secondary Education

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Demonstrate an understanding of many of the fundamental content and processes in biology, chemistry, physics, environmental science, earth science and mathematics through college algebra. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
2. Analyze science problems and interpret results using the scientific method in an interdisciplinary manner in several areas of science. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
3. Demonstrate an understanding of the history and philosophy of science as well as the interrelationships among the sciences. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
4. Demonstrate an understanding of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge, and the relationship of science to industry, business, government, and multicultural aspects of a variety of communities. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
5. Relate science to the daily lives and interests of students, utilize inquiry-based methodologies, and gain an understanding of the professional practices and responsibilities of the science education community. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
6. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
7. Organize, implement, and assess a comprehensive instructional program using effective planning and teaching methods for both the lecture and lab components in several areas of science (biology, chemistry, environmental science and earth science) at the secondary level. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)



Composite Science Education Major Courses

Secondary Education

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab	1
BIOL 151 – General Biology II	3
BIOL 151L – General Biology II Lab	1
BIOL 154, 154L – Introduction to Botany and Lab or BIOL 170, 170L – General Zoology and Lab	4
BIOL 211 – Human Anatomy	3
BIOL 211L – Human Anatomy Lab	1
BIOL 300 – Environmental Biology	3
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
BIOL 480 – Lab Practicum	1
CHEM 116 – Introduction to Organic and Biochemistry	3
CHEM 116L – Introduction to Organic and Biochemistry Lab	1
CHEM 121 – General Chemistry I	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II	4
CHEM 122L – General Chemistry II Lab	1
MATH 103 – College Algebra	4
MATH 105 – Trigonometry	2
MATH 305 – Probability and Statistics	4
PHYS 110 – Introductory Astronomy	3
PHYS 110L – Introductory Astronomy	1
PHYS 211/PHYS 211L – College Physics I & Lab or	4
PHYS 251, 251L – University Physics I and Lab	5
PHYS 212/PHYS 212L – College Physics II and Lab or	4
PHYS 252, 252L – University Physics II and Lab	5
GEOL 105 – Physical Geology	3
GEOL 105L – Physical Geology Lab	1
GEOL 106 – The Earth Through Time	3
GEOL 106L – The Earth Through Time Lab	1
SEED 490S – Secondary Education Science Methods	3
TOTAL SEMESTER HOURS	74-76

- Demonstrate an understanding of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge, and of the relationship of science to industry, business, government, and multicultural aspects of a variety of communities. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
- Relate science to the daily lives and interests of students, utilize inquiry-based methodologies, and gain an understanding of the professional practices and responsibilities of the science education community. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
- Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
- Organize, implement, and assess a comprehensive instructional program using effective planning and teaching methods for both the lecture and lab components of the biology courses at the secondary level. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)

BIOLOGY EDUCATION MAJOR COURSES

SECONDARY EDUCATION

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab	1
BIOL 151 – General Biology II	3
BIOL 151L – General Biology II Lab	1
BIOL 170, 170L – General Zoology and Lab	4
BIOL 211 – Human Anatomy	3
BIOL 211L – Human Anatomy Lab	1
BIOL 300 – Environmental Biology	3
BIOL 302 – Microbiology	3
BIOL 302L – Microbiology Lab	1
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
BIOL 389 – Scientific Writing and Readings	2
BIOL 415 – Ecology	4
BIOL 459 – Evolution	4
BIOL 480 – Lab Practicum	1
SEED 490S – Secondary Education Science Methods	3
Required in other areas:	
PHYS 211/PHYS 211L – College Physics I & Lab or	4
PHYS 251, 251L – University Physics I and Lab	5
PHYS 212/PHYS 212L – College Physics II and Lab or	4
PHYS 252, 252L – University Physics II and Lab	5
GEOL 105/105L – Physical Geology and Lab or	
GEOL 106/106L – Earth Through Time and Lab	4
CHEM 121 – General Chemistry I	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II	4
CHEM 122L – General Chemistry II Lab	1
MATH 103 – College Algebra	4
MATH 105 – Trigonometry	2
MATH 305 – Probability and Statistics	4
TOTAL SEMESTER HOURS	73-75

**BACHELOR OF SCIENCE IN EDUCATION
DEGREE BIOLOGY EDUCATION**

- Degree Requirements:
- General Education Courses
- Major Courses
- Professional Secondary Education

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

- Demonstrate an understanding of the fundamental content of cellular, organismal, and evolutionary processes. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
- Analyze science problems and interpret results using the scientific method in an interdisciplinary manner. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
- Demonstrate an understanding of the history and philosophy of science as well as the interrelationships among the sciences. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)



**BACHELOR OF SCIENCE DEGREE
BIOLOGY**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses - Optional

STUDENT LEARNING OUTCOMES

A student successfully completing the Biology Major will be able to:

1. Integrate scientific knowledge from biology, chemistry, and physics. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI and VII.)
2. Design experiments and analyze data. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
3. Communicate through writing and communicate orally successfully. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Comprehend the scientific method and integrity. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)

BIOLOGY MAJOR COURSES

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab.....	1
BIOL 151 – General Biology II.....	3
BIOL 151L – General Biology II Lab	1
BIOL 154, 154L – Introduction to Botany and Lab	4
BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
BIOL 389 – Scientific Writing and Readings.....	2
BIOL 410 – Animal Physiology or Biol 212, 212L – Human Physiology and Lab	4
BIOL 415 – Ecology	4
BIOL 430, 430L – Cell Biology and Lab or CHEM 360, 360L – Elements of Biochemistry and Lab	4
BIOL 459 – Evolution	4
BIOL 491 – Biology Seminar.....	2
SCNC 291 – Sophomore Science Seminar	1
Biology Electives.....	2
Required in other areas:	
CHEM 121 – General Chemistry I	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II.....	4
CHEM 122L – General Chemistry II Lab	1
MATH 103 - College Algebra	4
MATH 305 - Probability and Statistics	4
CHEM 116, 116L – Introduction to Organic and Biochemistry and Lab or CHEM 341, 341L – Organic Chemistry and Lab (strongly recommended)	4-5
TOTAL SEMESTER HOURS.....	65-66

**BACHELOR OF SCIENCE DEGREE
BIOLOGY (PROFESSIONAL OPTION)**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses - Optional

STUDENT LEARNING OUTCOMES

A student successfully completing the Biology Professional Option will be able to:

1. Integrate scientific knowledge from biology, chemistry and physics. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI and VII.)
2. Design experiments and analyze data. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
3. Communicate through writing and communicate orally successfully. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Comprehend the scientific method and integrity. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V and VI.)

BIOLOGY MAJOR COURSES – PROFESSIONAL OPTION

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab.....	1
BIOL 151 – General Biology II.....	3
BIOL 151L – General Biology II Lab	1
BIOL 154, 154L – Introduction to Botany and Lab	4
BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
BIOL 389 – Scientific Writing and Readings.....	2
BIOL 410 – Animal Physiology or BIOL 212, 212L – Human Physiology and Lab.....	4
BIOL 415 – Ecology	4
BIOL 430, 430L – Cell Biology and Lab or CHEM 360 – Elements of Biochemistry.....	4
BIOL 459 – Evolution	4
BIOL 491 – Biology Seminar.....	2
SCNC 291 – Sophomore Science Seminar	1
Required in other areas:	
CHEM 121 – General Chemistry I	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II.....	4
CHEM 122L – General Chemistry II Lab	1
CHEM 341 – Organic Chemistry I.....	4
CHEM 341L – Organic Chemistry I Lab	1
CHEM 342 – Organic Chemistry II	4
CHEM 342L – Organic Chemistry II Lab.....	1
PHYS 211/PHYS 211L – College Physics I & Lab or.....	4
PHYS 251, 251L – University Physics I and Lab	5
PHYS 212/PHYS 212L – College Physics II and Lab or.....	4
PHYS 252, 252L – University Physics II and Lab.....	5
MATH 305 – Probability and Statistics	4
MATH 165, 166 – Calculus I and II – Strongly recommended	
TOTAL SEMESTER HOURS.....	73-75



**BACHELOR OF SCIENCE DEGREE
BIOLOGY (WILDLIFE BIOLOGY OPTION)**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses - Optional

STUDENT LEARNING OUTCOMES

A student successfully completing the Wildlife Biology Option will be able to:

1. Integrate scientific knowledge from biology, chemistry and physics. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI and VII.)
2. Analyze data and design experiments. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
3. Communicate through writing and communicate orally successfully. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Comprehend the scientific method and integrity. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)

BIOLOGY MAJOR COURSES WILDLIFE BIOLOGY OPTION

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab.....	1
BIOL 151 – General Biology II.....	3
BIOL 151L – General Biology II Lab	1
BIOL 154 – Introduction to Botany	3
BIOL 154L – Introduction to Botany Lab	1
BIOL 170 – General Zoology.....	3
BIOL 170L – General Zoology Lab	1
BIOL 250 – Wildlife Management	3
BIOL 300 – Environmental Biology	3
BIOL 345 – Parasitology	4
BIOL 370 – Ornithology	3
BIOL 370L – Ornithology Lab	1
BIOL 389 – Scientific Writing and Readings.....	2
BIOL 410 – Animal Physiology	4
BIOL 415 – Ecology	4
BIOL 420 – Mammalogy	4
BIOL 459 – Evolution	4
BIOL 491 – Biology Seminar.....	2
SCNC 291 – Sophomore Science Seminar	1
Required in other areas:	
CHEM 116 – Introduction to Organic & Biochemistry	3
CHEM 116L – Introduction to Organic & Biochemistry Lab	1
CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II	4
CHEM 122L – General Chemistry II Lab	1
PHYS 211, 211L – College Physics I & Lab or	4
PHYS 251, 251L – University Physics I and Lab	5
PHYS 212, 212L – College Physics II and Lab or.....	4
PHYS 252, 252L – University Physics II and Lab.....	5
MATH 305 – Probability and Statistics	4
Select at least six hours from the following	6
RNG 236 – Rangeland Vegetation & Communities	3
RNG 336 – Introduction to Range Management*	3

GIS 380 – Applied Arc GIS	3
SOIL 210 – Introduction to Soil Science	4
GEOL 320 – Hydrogeology.....	3
BIOL 340 – Comparative Vertebrate Anatomy	4
BIOL 355 – Environmental Toxicology	3
Remaining course of the following THREE NOT applied to the major, May be used to satisfy the Wildlife electives	
BIOL 370 – Ornithology	4
BIOL 385 – Herpetology.....	3
BIOL 497 – Biology Internship**.....	3

*Co-requisites

**Agency must deal with wildlife and be approved by the Department of Natural Sciences

TOTAL SEMESTER HOURS..... 83-85

**BACHELOR OF ARTS DEGREE
BIOLOGY**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses – Optional
Foreign Language Requirement
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Integrate scientific knowledge from biology, chemistry and physics. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI and VII.)
2. Analyze data and design experiments. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
3. Communicate through writing and communicate orally successfully. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Comprehend the scientific method and integrity (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)

BIOLOGY MAJOR COURSES

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab.....	1
BIOL 151 – General Biology II.....	3
BIOL 151L – General Biology II Lab	1
BIOL 154, 154L – Introduction to Botany and Lab	4
BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics.....	3
BIOL 315L – Genetics Lab	1
BIOL 389 – Scientific Writing and Readings.....	2
BIOL 410 Animal Physiology or	
BIOL 212, 212L – Human Physiology and Lab	4
BIOL 415 – Ecology	4
BIOL 430, 430L – Cell Biology and Lab or	
CHEM 360, 360L – Elements of Biochemistry and Lab	4
BIOL 459 – Evolution	4
BIOL 491 – Biology Seminar.....	2
Biology Electives.....	2
SCNC 291 – Sophomore Science Seminar	1
Required in other areas:	



CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II	4
CHEM 122L – General Chemistry II Lab	1
MATH 103 – College Algebra.....	4
MATH 305 – Probability and Statistics	4
CHEM 116, 116L – Introduction to Organic and Biochemistry and Lab or CHEM 341, 341L – Organic Chemistry and Lab (strongly recommended)	4-5
TOTAL SEMESTER HOURS.....	65-66

BIOL 491A – Environmental Health Seminar	2
BIOL 297/497 – Biology Internship, Externship, Cooperative Education	5
SCNC 291 – Sophomore Science Seminar	1
Required in other areas:	
CHEM 116 – Introduction to Organic and Biochemistry	3
CHEM 116L – Introduction to Organic and Biochemistry Lab	1
CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II	4
CHEM 122L – General Chemistry II Lab	1
CHEM 300 – Environmental Chemistry	1
GEOL 320 – Hydrogeology	3
PHYS 211, 211L – College Physics I and Lab or.....	4
PHYS 251/251L – University Physics I and Lab	5
MATH 103 – College Algebra.....	4
MATH 305 – Probability and Statistics	4
SOIL 210 – Introduction to Soil Science.....	4
TOTAL SEMESTER HOURS.....	78-80

BACHELOR OF SCIENCE DEGREE ENVIRONMENTAL HEALTH

Degree Requirements:
General Education Courses
Major Courses
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Integrate knowledge from all of the natural sciences to understand the application of Environmental Health to Public Health. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
2. Analyze problems in Environmental Health and disease prevention and apply the solutions to improving the health of the public. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
3. Accurately communicate Public Health and scientific ideas in written and oral form. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
4. Communicate health and wellness knowledge and apply this knowledge to the public. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
5. Integrate global Public Health issues and problems with Environmental Health (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)

BIOLOGY MAJOR COURSES ENVIRONMENTAL HEALTH

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab.....	1
BIOL 260 – Environmental Health Economics, Law and Public Policy Development	3
BIOL 270 – Water, Wastewater and Solid Waste	2
BIOL 280 – All –hazard preparedness	2
BIOL 300 – Environmental Biology or.....	3
BIOL 151/151L – General Biology II and Lab.....	4
BIOL 302 – Microbiology	3
BIOL 302L – Microbiology Lab	1
BIOL 306 – Radiation Health	2
BIOL 325 – Environmental Health Techniques	3
BIOL 325L – Environmental Health Techniques Lab.....	1
BIOL 345 – Parasitology	4
BIOL 355 – Environmental Toxicology	3
BIOL 389 – Scientific Writing and Readings.....	2
BIOL 450 – Epidemiology	3

BACHELOR OF ARTS DEGREE ENVIRONMENTAL HEALTH

Degree Requirements:
General Education Courses
Major Courses
Foreign Language Requirement
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Integrate knowledge from all of the natural sciences to understand the application of Environmental Health to Public Health. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
2. Analyze problems in Environmental Health and disease prevention and apply the solutions to improving the health of the public. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
3. Accurately communicate Public Health and scientific ideas in written and oral form. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
4. Communicate health and wellness knowledge and apply this knowledge to the public. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
5. Integrate global Public Health issues and problems with Environmental Health solutions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)



BIOLOGY MAJOR COURSES

ENVIRONMENTAL HEALTH

BIOL 150 – General Biology I3
 BIOL 150L – General Biology I Lab.....1
 BIOL 260 – Environmental Health Economics, Law and
 Public Policy Development3
 BIOL 270 – Water, Wastewater and Solid Waste2
 BIOL 280 – All-hazard Preparedness.....2
 BIOL 300 – Environmental Biology or.....3
 BIOL 151/151L – General Biology II and Lab4
 BIOL 302 – Microbiology3
 BIOL 302L – Microbiology Lab1
 BIOL 306 – Radiation Health2
 BIOL 325 – Environmental Health Techniques3
 BIOL 325L – Environmental Health Techniques Lab.....1
 BIOL 345 – Parasitology4
 BIOL 355 – Environmental Toxicology3
 BIOL 389 – Scientific Writing and Readings.....2
 BIOL 450 – Epidemiology3
 BIOL 491A – Environmental Health Seminar2
 BIOL 297/497 – Biology Internship, Externship,
 Cooperative Education5
 SCNC 291 – Sophomore Science Seminar1
 Required in other areas:
 CHEM 116 – Introduction to Organic and Biochemistry3
 CHEM 116L – Introduction to Organic and Biochemistry Lab1
 CHEM 121 – General Chemistry I.....4
 CHEM 121L – General Chemistry I Lab1
 CHEM 122 – General Chemistry II4
 CHEM 122L – General Chemistry II Lab1
 CHEM 300 – Environmental Chemistry1
 GEOL 320 – Hydrogeology3
 PHYS 211, 211L – College Physics I and Lab or.....4
 PHYS 251/251L – University Physics I and Lab5
 MATH 103 – College Algebra.....4
 MATH 305 – Probability and Statistics4
 SOIL 210 – Introduction to Soil Science.....4
TOTAL SEMESTER HOURS.....78-80

**BACHELOR OF SCIENCE DEGREE
ENVIRONMENTAL SCIENCE**

Degree Requirements:
 General Education Courses
 Major Courses
 Minor Courses – Optional
 Electives

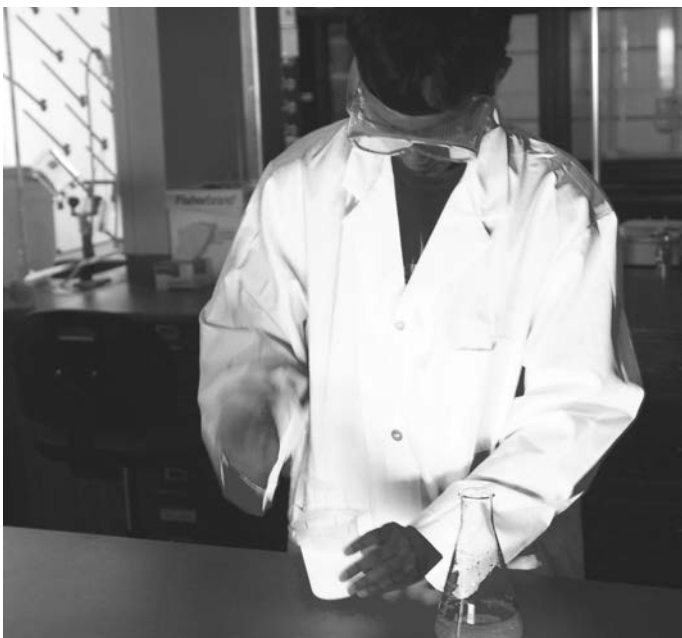
STUDENT LEARNING OUTCOMES

A student successfully completing the Environmental Science major will be able to:

1. Integrate knowledge from various scientific disciplines (i.e. biology, chemistry, earth science, physics) to address real world environmental problems. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V and VI.)
2. Design a valid scientific experiment and analyze the resulting data. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
3. Read, interpret, and evaluate information presented in media ranging from public new sources to scientific papers. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and VI.)
4. Accurately communicate scientific ideas in written and oral form. (This learning outcome directly addresses Institutional Learning Outcomes III and VI.)
5. Demonstrate an awareness of major global environment issues and appreciate the interconnectedness of the global system. (This learning outcome directly addresses Institutional Learning Outcomes I, V, and VI.)

ENVIRONMENTAL SCIENCE MAJOR COURSES

BIOL 150 – General Biology I3
 BIOL 150L – General Biology I Lab.....1
 BIOL 151 – General Biology II.....3
 BIOL 151L – General Biology II Lab1
 Choose **one** class from:
 BIOL 260 – Environmental Health Economics, Law,
 Public Policy Development or
 AGECE 422 – Resource Economics and Environ Protection.....3
 BIOL 389 – Scientific Writing and Readings2
 BIOL 415 – Ecology4
 BIOL 491A – Environmental Health Seminar or
 SCNC 494 – Undergraduate Research2
 CHEM 121 – General Chemistry I.....4
 CHEM 121L – General Chemistry I Lab1
 CHEM 122 – General Chemistry II4
 CHEM 122L – General Chemistry Lab II1
 CHEM 341 – Organic Chemistry I.....4
 CHEM 341L – Organic Chemistry I Lab1
 EASC 315 – Weather and Climate3
 GEOL 105 – Physical Geology3
 GEOL 105L – Physical Geology Lab.....1
 GEOL 320 – Hydrogeology3
 GIS 380 – Applied Arc GIS.....3
 PHYS 211/211L – College Physics I & Lab or4
 PHYS 251/251L – University Physics I and Lab5
 PHYS 212/PHYS 212L – College Physics II & Lab or4
 PHYS 252/252L – University Physics II & Lab5
 SOIL 210 – Introduction to Soil Science.....4





MATH 165 – Calculus I	4
MATH 305 – Probability and Statistics	4
SCNC 291 – Sophomore Science Seminar	1
Take an additional 12 hours from (at least 6 hours must be 300 or 400 level).....	12
BIOL 154,154L – Introduction to Botany and Lab.....	4
BIOL 250 – Wildlife Management.....	4
BIOL 300 – Environmental Biology.....	3
BIOL 302, 302L – Microbiology and Lab.....	4
BIOL 355 – Environmental Toxicology	3
CHEM 300 – Environmental Chemistry	1
CHEM 330 – Quantitative Analysis	4
CHEM 360, 360L – Elements of Biochemistry and Lab	1
GEOL 311 – Process Geomorphology	4
GEOL 330 – Geology of North Dakota.....	3
GIS 470 – Remote Sensing	3
GIS 480 – GPS/GIS II	3
MATH 166 – Calculus II	4
RNG 453 – Rangeland Resources Watershed Management.....	3
RNG 480 – Conflict Resolution in Agriculture	1
SOIL 321 – Soil Management and Conservation	3
SOIL 444 – Soil Genesis and Survey	4
BIOL/CHEM/GEOL 497 – Internship.....	1-4
BIOL/CHEM/GEOL 499 – Special Topics	1-3
TOTAL SEMESTER HOURS	80

5. Relate science to the daily lives and interests of students, utilize inquiry based methodologies, and gain an understanding of the professional practices and responsibilities of the science education community. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
6. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
7. Organize, implement, and assess a comprehensive instructional program using effective planning and teaching methods for both the lecture and lab components of the chemistry courses at the secondary level. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)

**CHEMISTRY EDUCATION MAJOR COURSES
SECONDARY EDUCATION**

CHEM 116 – Introduction to Organic & Biochemistry	3
CHEM 116L – Introduction to Organic & Biochemistry Lab	1
CHEM 121 - General Chemistry I	4
CHEM 121L - General Chemistry I Lab	1
CHEM 122 - General Chemistry II	4
CHEM 122L - General Chemistry II Lab	1
CHEM 300 – Environmental Chemistry	1
CHEM 341 - Organic Chemistry I	4
CHEM 341L - Organic Chemistry I Lab	1
CHEM 342 - Organic Chemistry II	4
CHEM 342L - Organic Chemistry II Lab	1
CHEM 330 - Quantitative Analysis	4
CHEM 461 - Physical Chemistry I	3
CHEM 461L - Physical Chemistry I Lab	1
CHEM 470 – Spectroscopy	3
CHEM 480 – Lab Practicum	1
SEED 490S - Secondary Education Science Methods	3
Required in other areas:	
BIOL 150 - General Biology I.....	3
BIOL 150L – General Biology I Lab.....	1
PHYS 251 - University Physics I	4
PHYS 251L - University Physics I Lab.....	1
PHYS 252 - University Physics II.....	4
PHYS 252L - University Physics II Lab	1
MATH 165 - Calculus I	4
MATH 166 - Calculus II	4
MATH 265 – Calculus III.....	4
MATH 305 – Probability and Statistics	4
GEOL 105/105L – Physical Geology and Lab or GEOL 106/106L – Earth Through Time and Lab.....	4
TOTAL SEMESTER HOURS	74

**BACHELOR OF SCIENCE IN EDUCATION
DEGREE CHEMISTRY EDUCATION**

- Degree Requirements:
- General Education Courses
- Major Courses
- Professional Secondary Education

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Demonstrate an understanding of the fundamental content and processes of organic, inorganic, analytical, physical chemistry, and biochemistry. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
2. Analyze science problems and interpret results using the scientific method in an interdisciplinary manner. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
3. Demonstrate an understanding of the history and philosophy of science as well as the interrelationships among the sciences. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
4. Demonstrate an understanding of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge, and of the relationship of science to industry, business, government, and multicultural aspects of a variety of communities. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)



BACHELOR OF SCIENCE CHEMISTRY

Degree Requirements:
General Education Courses
Major Courses
Minor Courses – Optional
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Integrate knowledge. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
2. Read, analyze and evaluate experimental data. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
3. Communicate scientific ideas in written form. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Communicate scientific ideas in oral form. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
5. Demonstrate awareness of chemistry issues in the global system. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)

CHEMISTRY MAJOR COURSES

CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II	4
CHEM 122L – General Chemistry II Lab	1
CHEM 330 – Quantitative Analysis	4
CHEM 335 – Analytical Instrumentation	4
CHEM 341 – Organic Chemistry I	4
CHEM 341L – Organic Chemistry I Lab	1
CHEM 342 – Organic Chemistry II	4
CHEM 342L – Organic Chemistry II Lab.....	1
CHEM 420 – Advanced Inorganic Chemistry	3
CHEM 461 – Physical Chemistry I	3
CHEM 461L – Physical Chemistry I Lab	1
CHEM 462 – Physical Chemistry II	3
CHEM 462L – Physical Chemistry II Lab	1
CHEM 470 – Spectroscopy	3
CHEM 491 – Chemistry Seminar	1
SCNC 291 – Sophomore Science Seminar	1
Required in other areas:	
MATH 165 – Calculus I	4
MATH 166 – Calculus II	4
MATH 265 – Calculus III.....	4
PHYS 251 – University Physics I	4
PHYS 251L – University Physics I Lab	1
PHYS 252 – University Physics II	4
PHYS 252L – University Physics II Lab	1
TOTAL SEMESTER HOURS	66

BACHELOR OF SCIENCE CHEMISTRY (GEOLOGY OPTION)

Degree Requirements:
General Education Courses
Major Courses
Minor Courses – Optional
Foreign Language

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Integrate knowledge. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Read, analyze and evaluate experimental data. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Communicate scientific ideas in written form. (This learning outcome directly addresses Institutional Learning Outcomes I, IV and V.)
4. Communicate scientific ideas in oral form. (This learning outcome directly addresses Institutional Learning Outcomes I, IV and V.)
5. Demonstrate awareness of chemistry issues in the global system. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)

CHEMISTRY MAJOR COURSES GEOLOGY OPTION

CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II	4
CHEM 122L – General Chemistry II Lab	1
CHEM 330 – Quantitative Analysis	4
CHEM 335 – Analytical Instrumentation	4
CHEM 341 – Organic Chemistry I	4
CHEM 341L – Organic Chemistry I Lab	1
CHEM 342 – Organic Chemistry II	4
CHEM 342L – Organic Chemistry II Lab.....	1
CHEM 420 – Advanced Inorganic Chemistry	3
CHEM 461 – Physical Chemistry I	3
CHEM 461L – Physical Chemistry I Lab	1
CHEM 462 – Physical Chemistry II	3
CHEM 462L – Physical Chemistry II Lab	1
CHEM 470 – Spectroscopy	3
CHEM 491 – Chemistry Seminar	1
SCNC 291 – Sophomore Science Seminar	1
Required in other areas:	
GEOL 105 – Physical Geology.....	3
GEOL 105L – Physical Geology Lab.....	1
GEOL 106 – The Earth Through Time.....	3
GEOL 106L – The Earth Through Time Lab	1
GEOL 320 – Hydrogeology	3
GEOL 330 – Physical Geology of North Dakota	3
MATH 165 – Calculus I.....	4
MATH 166 – Calculus II.....	4
PHYS 251 – University Physics I	4
PHYS 251L – University Physics I Lab	1
PHYS 252 – University Physics II	4
PHYS 252L – University Physics II Lab	1
TOTAL SEMESTER HOURS	76



**BACHELOR OF ARTS DEGREE
CHEMISTRY**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses – Optional
Foreign Language Requirement
Electives

STUDENT LEARNING OUTCOMES

A student successfully completing the above major will be able to:

1. Integrate knowledge. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
2. Read, analyze and evaluate experimental data. (This learning outcome directly addresses Institutional Learning Outcomes II and VI.)
3. Communicate scientific ideas in written form. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Communicate scientific ideas in oral form. (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
5. Demonstrate awareness of chemistry issues in the global system.(This learning outcome directly addresses Institutional Learning Outcomes I, II, V and VI.)

CHEMISTRY MAJOR COURSES

CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II.....	4
CHEM 122L – General Chemistry II Lab	1
CHEM 330 – Quantitative Analysis	4
CHEM 335 – Analytical Instrumentation	4
CHEM 341 – Organic Chemistry I	4
CHEM 341L – Organic Chemistry I Lab	1
CHEM 342 – Organic Chemistry II	4
CHEM 342L – Organic Chemistry II Lab.....	1
CHEM 420 – Advanced Inorganic Chemistry	3
CHEM 461 – Physical Chemistry I	3
CHEM 461L – Physical Chemistry I Lab	1
CHEM 462 – Physical Chemistry II	3
CHEM 462L – Physical Chemistry II Lab	1
CHEM 470 – Spectroscopy	3
CHEM 491 – Chemistry Seminar	1
SCNC 291 – Sophomore Science Seminar	1
Required in other areas:	
MATH 165 – Calculus I	4
MATH 166 – Calculus II	4
PHYS 251 – University Physics I	4
PHYS 251L – University Physics I Lab	1
PHYS 252 – University Physics II	4
PHYS 252L – University Physics II Lab	1
TOTAL SEMESTER HOURS	62

The students choosing a Bachelor of Arts should start the language electives as early as possible.

MINORS

BIOLOGY MINOR

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab.....	1
BIOL 151 – General Biology II.....	3
BIOL 151L – General Biology II Lab	1
BIOL 154, 154L – Introduction to Botany and Lab or BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II.....	4
CHEM 122L – General Chemistry II Lab	1
Electives	9
TOTAL SEMESTER HOURS	35

BIOLOGY EDUCATION MINOR

ELEMENTARY EDUCATION OR SECONDARY EDUCATION

BIOL 150 – General Biology I	3
BIOL 150L – General Biology I Lab.....	1
BIOL 151 – General Biology II.....	3
BIOL 151L – General Biology II Lab	1
BIOL 154, 154L – Introduction to Botany and Lab or BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II.....	4
CHEM 122L – General Chemistry II Lab	1
SEED 490S – Secondary Education Science Methods or ELED 390S – Elementary Education Science Methods	3
Electives	6
TOTAL SEMESTER HOURS	35

CHEMISTRY EDUCATION MINOR

ELEMENTARY EDUCATION OR SECONDARY EDUCATION

CHEM 121 – General Chemistry I.....	4
CHEM 121L – General Chemistry I Lab	1
CHEM 122 – General Chemistry II.....	4
CHEM 122L – General Chemistry II Lab	1
CHEM 330 – Quantitative Analysis	4
CHEM 341 – Organic Chemistry I	4
CHEM 341L – Organic Chemistry I Lab	1
CHEM 342 – Organic Chemistry II	4
CHEM 342L – Organic Chemistry II Lab.....	1
ELED 390S – Elementary Education Science Methods or SEED 490S – Secondary Education Science Methods	3
TOTAL SEMESTER HOURS	27



CHEMISTRY MINOR

NON-TEACHING

CHEM 121 – General Chemistry I.....4
 CHEM 121L – General Chemistry I Lab1
 CHEM 122 – General Chemistry II4
 CHEM 122L – General Chemistry II Lab1
 CHEM 330 – Quantitative Analysis4
 CHEM 341 – Organic Chemistry I.....4
 CHEM 341L – Organic Chemistry I Lab1
 CHEM 342 – Organic Chemistry II4
 CHEM 342L – Organic Chemistry II Lab.....1
 Chemistry Electives3
TOTAL SEMESTER HOURS27

SCIENCE EDUCATION MINOR

ELEMENTARY EDUCATION

GEOL 105/105L – Physical Geology and Lab or
 GEOL 106/106L – Earth Through Time and Lab4
 SCNC 105 – Physical Science I3
 SCNC 105L – Physical Science I Lab.....1
 BIOL 111, 111L – Concepts of Biology and Lab4
 CHEM 115 – Introductory Chemistry3
 CHEM 115L – Introductory Chemistry Lab.....1
 ELED 390S – Elementary Education Science Methods.....3
 Science Electives (Choose at least 5 credits).....5
 BIOL 300 – Environmental Biology3
 CHEM 116/116L – Intro to Organic and Biochem
 and Lab4
 GEOL 105/105L – Physical Geology and Lab or
 106/106L – Earth Through Time and Lab4
 (whichever was not taken to fulfill the GEOL requirement
 for the minor
 GEOL 311 – Process Geomorphology4
 GEOL 330 – Physical Geology of North Dakota3
 PHYS 110/110L – Astronomy and Lab.....4
 SCNC 315 – Weather and Climate3
 SCNC 495 – Science Olympiad1
 BIOL, CHEM, or SCNC 480 – Lab Practicum1
 BIOL, CHEM, GEOL or SCNC 499 – Special Topics 1-3
TOTAL SEMESTER HOURS24

EARTH SCIENCE EDUCATION MINOR

ELEMENTARY EDUCATION OR SECONDARY EDUCATION

GEOL 105 – Physical Geology3
 GEOL 105L – Physical Geology Lab.....1
 GEOL 106 – The Earth Through Time.....3
 GEOL 106L – The Earth Through Time Lab1
 GEOL 320 – Hydrogeology or
 GEOL 330 – Geology of North Dakota3
 GEOL 311 – Process Geomorphology4
 BIOL 111, 111L – Concepts of Biology and Lab4
 SCNC 315 – Weather and Climate3
 PHYS 110 - Introductory Astronomy3
 PHYS110L - Introductory Astronomy Lab1
 ELED 390S – Elementary Education Science Methods or
 SEED 490S – Secondary Education Science Methods3
TOTAL SEMESTER HOURS29

EARTH SCIENCE MINOR

NON-TEACHING

GEOL 105 – Physical Geology3
 GEOL 105L – Physical Geology Lab.....1
 GEOL 106 – The Earth Through Time.....3
 GEOL 106L – The Earth Through Time Lab1
 GEOL 311 – Process Geomorphology4
 SCNC 315 – Weather and Climate3
 PHYS 110 – Introductory Astronomy3
 PHYS 110L – Introductory Astronomy Lab.....1
 Select **two** courses from the following.....6-7
 GEOL 320 – Hydrogeology3
 GEOL 330 – Geology of North Dakota3
 GEOL 449 – Special Topics3
 GIS – Applied Arc GIS3
 GIS 470 – Remote Sensing.....3
 SOIL 444 – Soil Genesis and Survey4
TOTAL SEMESTER HOURS.....25-26

ENVIRONMENTAL HEALTH MINOR

NON-TEACHING

BIOL 150 – General Biology3
 BIOL 150L – General Biology Lab1
 BIOL 302 – Microbiology3
 BIOL 302L – Microbiology Lab1
 BIOL 325– Environmental Health Techniques.....3
 BIOL 325L - Environmental Health Techniques Lab1
 BIOL 355 – Environmental Toxicology3
 BIOL 450 – Epidemiology3
 CHEM 115– Introductory Chemistry3
 CHEM 115L – Introductory Chemistry Lab.....1
 CHEM 116 –Introduction to Organic Chemistry & BioChemistry.....3
 CHEM 116L –Introduction to Organic Chemistry
 & BioChemistry Lab.....1
 Electives9
 BIOL 260 – Environmental Health Economics, Law and Policy2
 BIOL 270 – Water, Wastewater and Solid Waste2
 BIOL 280 – All-hazard Preparedness.....2
 BIOL 306 – Radiation Health2
 BIOL 345 – Parasitology4
 CHEM 300 – Environmental Chemistry1
 SOIL 210 – Introduction to Soil Science.....4
TOTAL SEMESTER HOURS35





FACULTY

Full-time Faculty: Marsh – Chair, Bachamp, Charchenko, Klusmann, Lantz, Lindemann, Meyer, Skretteberg, Sticha

The following information is subject to annual change. Please contact the Department of Nursing with any questions.

MISSION STATEMENT

In harmony with the university mission, "...to provide service relevant to the ...health, and quality of life for the citizens of the state of N.D." our primary role is to foster and facilitate the development of competent healthcare practitioners who are prepared to serve in a continually evolving health care environment.

MAJORS

Associate in Applied Science in Practical Nursing Program (AASPN)

Semester credit hours: 66
(67 with ASC 100 – Freshman Seminar)

Enrollment limited to 43 students

Bachelor of Science in Nursing Completion Program (BSN)

Semester credit hours: 130
(131 with ASC 100 – Freshman Seminar)

Enrollment limited to 32 students

NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION

The AASPN and BSN programs are fully accredited by the National League for Nursing Accrediting Commission, Inc. The League's address is: 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326. The League's phone number is: 1-404-975-5000. Their website can be found at www.nlnac.org.

NORTH DAKOTA BOARD OF NURSING

The AASPN and BSN programs are approved by the North Dakota Board of Nursing. The Board's address is: 919 South 7th St., Suite 504, Bismarck, ND 58504-5881. The Board's phone number is: 701-328-9777. Their website can be found at www.ndbon.org.

ADMISSION, PROGRESSION, & GRADUATION REQUIREMENTS

Students wishing to apply for admission into the nursing programs must complete a formal application **BOTH** to Dickinson State University and the Department of Nursing.

Admission to Dickinson State University does not automatically ensure admission to the nursing programs.

For information contact the Department of Nursing or see the nursing application forms on the DSU website.

Admission requirements for the nursing programs are listed on the following pages. Progression and graduation criteria are found in the Department of Nursing Policy Handbook. All prospective nursing students receive a copy of the admission, progression, and graduation criteria upon request of program information. **Admission, progression, and graduation criteria are subject to annual revision.**

All students planning to enter or re-enter a nursing program must meet the admission, progression, and graduation requirements of the program that are in effect at the time students start classes following official admission/re-admission into the respective nursing program.

Criminal Background Check: All nursing students admitted or readmitted to a nursing program are required to complete annual criminal background checks. Participation in the criminal background checks are necessary for obtaining clearance for students' participation in clinical learning opportunities at various healthcare facilities prior to students' clinical learning. Please contact the Department of Nursing with any questions.

REQUIRED FUNCTIONAL ABILITIES

All nursing students admitted or re-admitted to a nursing program are required to complete annual required functional abilities assessments. The nursing profession requires specific physical/motor, sensory, cognitive and behavioral/emotional, communication, functional abilities of its practitioners and these same functional abilities are required of students throughout the nursing education programs.

For questions regarding required functional abilities in these areas, please contact the Department of Nursing for further information. If at any time the student's required functional abilities are in doubt, the Department of Nursing may require him/her to have a medical examination as deemed necessary. Official proof that the student has sufficient capacity in each of the required functional abilities areas from a medical physician and other healthcare professionals as appropriate, may be required for the student to continue in the nursing education program.

Drug and Alcohol Screening: All nursing students admitted or readmitted to a nursing program are required to complete Drug and Alcohol Screening. Participation is necessary for obtaining clearance for students' partaking in clinical learning opportunities at various healthcare facilities. Please contact the Department of Nursing with any questions.





ASSOCIATE IN APPLIED SCIENCE IN PRACTICAL NURSING PROGRAM ADMISSION REQUIREMENTS

General students and those not holding nurse licensure seeking admission to the first year of the AASPN Program must:

1. Provide official transcripts of high school coursework (partial or complete), GED (if appropriate), and all colleges attended (if appropriate), to the Department of Nursing with your application. These official records must show evidence of the following:
 - Minimum 2.25 cumulative high school or college/university GPA,
 - OR, minimum average standard GED score of 50 or 450; and a minimum standard score of 40 or 410 in each subject area. Students are ranked according to GPA in the Selection Process.
 - Minimum grade of “C” (2.00) in high school or college/university algebra or GED math score of 40 or 410 (submit evidence of course in process).
 - Minimum grade of “C” (2.00) in high school or college/university chemistry or GED science score of 40 or 410 (submit evidence of course in process).
2. Submit a completed North Dakota University System application to Dickinson State University.
3. Submit a completed AASPN Program application to the Department of Nursing. **Application deadline is February 1.** Letters of acceptance/denial are sent by the Department of Nursing no sooner than the middle of March. Applications received after the deadline will be considered on a space available basis.
 - Provisional acceptance to the AASPN Program may be granted to students who are in the process of meeting admission requirements.
 - To begin the nursing education program all admission requirements must continue to be met.
 - All students who have previously attended any other college/university must request a transcript audit from the registrar and meet with the Department of Nursing Chair.
 - Enrollment is limited to 43.

Admission Requirements for International Students include:

1. All international students applying for admission to the nursing program must first be admitted to Dickinson State University, which includes TOEFL score screening.
2. All international students are also required to take the ACT COMPASS Test at Dickinson State University via the Academic Success Center for Nursing Program admission consideration. The ACT COMPASS Test is the official DSU English Language Proficiency exam and the results of this test determine a student’s eligibility for AASPN or BSN Program admission consideration.
 - Minimum Level 4 (92-99) ACT COMPASS Test scores are required for international students in the respective content areas of Grammar/Usage, Reading, Listening, and Essay.

Vocational LPN’s seeking admission to the second year of the AASPN Program must meet the admission and selection criteria for the AASPN Program as noted.

They must also:

1. Have graduated from a state-approved PN program.
2. Have a minimum grade of “C” (2.00) in required first year courses of CHEM 115, 115L – Introductory Chemistry and Lab, BIOL 211, 211L – Human Anatomy and Lab, PSYC 111 – Introduction to Psychology, BIOL 212, 212L – Human Physiology and Lab, PSYC 250 – Developmental Psychology, or equivalent courses. *Vocational LPN graduates may be admitted to the AASPN Program without meeting all pre-requisites as stated above provided the individual graduated from an approved nursing education program. However, they must provide evidence of satisfactory attainment of all required courses in the major prior to graduation from the AASPN Program.*
3. Have received academic credit for nursing courses from a regionally accredited institution. (Nursing credits transferred or awarded will be recorded on the Dickinson State University transcript but will not apply toward degree completion until the student has successfully completed nursing courses [NURS prefix] equivalent to approximately one semester of full-time nursing coursework.)

OR

Have successfully completed NLN’s PN FUNDAMENTALS Exam to receive academic credit for Basic Nursing Concepts I and Clinical, NURS 121/198A – NURS 131/198B – Basic Nursing Concepts II and Clinical, and NURS 240 – Fundamentals of Nutrition if necessary.

4. Submit verifiable evidence of unencumbered nurse licensure (or evidence of pending license). This includes social security number, state where licensed and licensure number.



BACHELOR OF SCIENCE IN NURSING COMPLETION PROGRAM ADMISSION REQUIREMENTS

ASPEN-LPNS, AASPN-LPNS, ASN-RNs, or ADN-RNs seeking admission to the BSN Program must:

1. Submit verifiable evidence of unencumbered nurse licensure (or evidence of pending license). This includes social security number, state where licensed and licensure number.
2. Provide official transcripts of previous vocational/college/university education to the Department of Nursing. These official records must show evidence of the following:
 - Have a minimum 2.5 cumulative college/university GPA.
 - Have a minimum 2.5 cumulative nursing GPA. Students are ranked according to cumulative nursing GPA in the Selection Process.
 - Have a minimum grade of “C” (2.00) in all pre-requisite courses (or equivalent) of CHEM 115, 115L – Introductory Chemistry and Lab, BIOL 211, 211L – Human Anatomy and Lab, PSYC 111 – Introduction to Psychology, BIOL 212, 212L – Human Physiology and Lab, PSYC 250 – Developmental Psychology, HPER 100 – Concepts of Fitness and Wellness, ENGL 110 – College Composition I, ENGL 120 – College Composition II, SOC 110 – Introduction to Sociology or SOC 115 – Social Problems, BIOL 302, 302L – Survey of Microbiology and Lab. *ASPEN/AASPN-LPN, ASN-RN, ADN-RN and diploma RN graduates may be admitted to the BSN Completion Program without meeting all pre-requisites as stated above provided the individual graduated from an approved nursing education program. However, they must provide evidence of satisfactory attainment of all courses in the major prior to graduation from the BSN Completion Program.*
3. Submit a completed North Dakota University System application to Dickinson State University.
4. Submit a completed BSN Program application to the Department of Nursing. Application deadline is February 1. Letters of acceptance/denial are sent by the Department of Nursing no sooner than the middle of March. Applications received after the deadline will be considered on a space available basis.
 - Provisional acceptance to the BSN Program may be granted to students who are in the process of meeting admission requirements. To begin the nursing education program all admission requirements must continue to be met.
 - All students who have previously attended any other college/university must request a transcript audit from the registrar and meet with the Department of Nursing Chair.
 - Enrollment is limited to 32.

The Diploma RN seeking admission must meet admission criteria for the BSN completion program as previously noted and must also:

Have received academic credit for nursing courses from a regionally accredited institution. (Nursing credits transferred or awarded will be recorded on the Dickinson State University transcript but will not apply toward degree completion until the student has successfully completed nursing courses [NURS prefix] equivalent to approximately one semester of full-time nursing coursework.)

OR

Successfully completed the NLN NACE II RN-BSN Exams (3 separate exams) to receive academic credit for: NURS 121, 198A – Basic Nursing Concepts I and Clinical; NURS 131, 198B – Basic Nursing Concepts II and Clinical; NURS 240 – Fundamentals of Nutrition; NURS 231, 298A – Psychiatric/ Mental Health Nursing and Clinical; NURS 241, 298B – Intermediate Nursing Concepts I and Clinical; NURS 251, 298C – Intermediate Nursing Concepts II and Clinical; and NURS 215 – Introduction to Pharmacology.

ASPEN/AASPN LPNs, ASN-RNs or ADN-RNs seeking ALTERNATE ADMISSION OPTION to the BSN Program (Nurses with less than 2.5 cumulative nursing GPA) must:

1. Submit verifiable evidence of unencumbered nurse licensure. This includes social security number, state where licensed and licensure number.
2. Provide official transcripts of previous vocational/college/university education to the Department of Nursing. These official records must show evidence of the following:
 - a. Have a minimum 2.5 cumulative college/university GPA. Students are ranked according to GPA in the Selection Process.
 - b. Have a minimum 2.33 cumulative nursing GPA.
3. Have a minimum grade of “C” (2.00) in all pre-requisite courses (or equivalent) of CHEM 115, 115L –Introductory Chemistry and Lab, BIOL 211, 211L – Human Anatomy and Lab, PSYC 111 – Introduction to Psychology, BIOL 212, 212L – Human Physiology and Lab, PSYC 250 – Developmental Psychology, HPER 100 – Concepts of Fitness and Wellness, ENGL 110 – College Composition I, ENGL 120 – College Composition II, SOC 110 – Introduction to Sociology or SOC 115 – Social Problems, BIOL 302, 302L – Survey of Microbiology and Lab. *ASPEN/AASPN-LPN, ASN-RN, or ADN-RN graduates may be admitted to the BSN Completion Program without meeting all pre-requisites as stated above provided the individual graduated from an approved nursing education program. However, they must provide evidence of satisfactory attainment of all courses in the major prior to graduation from the BSN Completion Program.*
4. Submit a completed North Dakota University System application to Dickinson State University.
5. Submit a completed BSN Program application to the Department of Nursing. **Application deadline is February 1.** Letters of acceptance/denial are sent by the Department of Nursing no sooner than the middle of March. Applications received after the deadline will be considered on a space available basis.



6. Have a minimum **six month** interval between licensure as a nurse and completing the NLN NACE I PN-RN Exams (Foundations of Nursing and Nursing Care During Childbearing/Nursing Care of the Child). Prospective students must work as a licensed nurse prior to completing the exams.
7. Have successfully passed the NLN NACE I PN-RN Exams (Foundation of Nursing, Nursing Care of Child and Nursing Care of Childbearing Family) with a minimum score of 70 percent (total decision score) required on the Foundations and 65 percent on the Nursing Care During Childbearing and Nursing Care of the Child exam. The two scores on this one exam are combined. The exams must be completed by August 1. Costs associated with the exams are incurred by the prospective student, and must be paid prior to the exams being ordered. The exam(s) may be repeated only once.
 - Provisional acceptance to the BSN Program may be granted to students who are in the process of meeting admission requirements. To begin the nursing education program all admission requirements must continue to be met.
 - All students who have previously attended any other college/university must request an audit of their transcript from the registrar and meet with the Department of Nursing Chair.
 - Enrollment is limited to 32.

ENROLLMENT IN NURSING COURSES

Students not enrolled in the nursing programs may take **specified (*)** nursing courses provided they have the permission of the faculty teaching the course.



**ASSOCIATE IN APPLIED SCIENCE
IN PRACTICAL NURSING PROGRAM**

Degree Requirements:
General Education Courses
Major Courses
Interdisciplinary Courses

PROGRAM OUTCOMES

Upon completion of the program, the graduate:

1. Provides care under supervision to stable individuals with well-defined health needs.
2. Participates in health promotion and provides care as a member of the health care team.
3. Demonstrates mastery of entry level PN competencies: communication, therapeutic nursing interventions and critical thinking.
4. Is prepared to write the NCLEX-PN licensure examination.

AASPN MAJOR COURSES

The AASPN Curriculum requires specific general education course requirements. The category of the General Education requirement is indicated after the course. Students are advised to consult with their advisor to ensure proper course selection for this major.

GENERAL EDUCATION REQUIREMENTS	18
CHEM 115, 115L – Introductory Chemistry and Lab (II-A)	4
PSYC 111 – Introduction to Psychology (IV-B)	3
HPER 100 – Concepts of Fitness and Wellness (VI)	2
ENGL 110 – College Composition I (I-A)	3
ENGL 120 – College Composition II (I-B)	3
Select one course from the following	3
SOC 110 – Introduction to Sociology	3
SOC 115 – Social Problems (IV-B)	3

INTERDISCIPLINARY COURSE REQUIREMENTS	15
BIOL 211, 211L – Human Anatomy and Lab	4
BIOL 212, 212L – Human Physiology and Lab	4
PSYC 250 – Developmental Psychology	3
BIOL 302, 302L – Survey of Microbiology and Lab	4

NURSING COURSE REQUIREMENTS	33
NURS 121 – Basic Nursing Concepts I	5
NURS 198A – Basic Nursing Concepts Clinical I	1
NURS 131 – Basic Nursing Concepts II	5
NURS 198B – Basic Nursing Concepts Clinical II	1
* NURS 240 – Fundamentals of Nutrition	2
NURS 231 – Psychiatric/Mental Health Nursing	1
NURS 298A – Psychiatric/Mental Health Nursing Clinical	1
NURS 241 – Intermediate Nursing Concepts I	4
NURS 298B – Intermediate Nursing Concepts Clinical I	3
* NURS 215 – Introduction to Pharmacology	2
NURS 251 – Intermediate Nursing Concepts II	4
NURS 298C – Intermediate Nursing Concepts Clinical II	4
AASPN TOTAL SEMESTER HOURS	66



**BACHELOR OF SCIENCE IN NURSING
COMPLETION PROGRAM**

Degree Requirements:
General Education Courses
Major Courses
Interdisciplinary Courses
AASPN Program Curriculum

PROGRAM OUTCOMES

Upon completion of the program, the graduate:

1. Provides care independently to stable and unstable individuals, families, communities and populations with complex health needs.
2. Coordinates and leads in the promotion of health and the provision of care as a member of the health care team.
3. Demonstrates mastery of entry level RN competencies: communication, therapeutic nursing interventions and critical thinking.
4. Has met the requirements needed to complete the baccalaureate degree and is prepared to write the NCLEX-RN licensure examination.

BSN MAJOR COURSES

The BSN Curriculum requires general education course requirements which build upon the general education course requirements of the AASPN Program. The category of the General Education requirement is indicated after the course. Students are advised to consult with their advisor to ensure proper course selection for this major.

GENERAL EDUCATION REQUIREMENTS22
 COMM 110 – Fundamentals of Public Speaking (I-C)3
 Elective (III-A)3
 Elective (IV-A or C)3
 Elective (III-B)3
 MATH 103 – College Algebra (II-B)4
 Elective (III-C)3
 CSCI 101 – Introduction to Computers (I-D)3
Interdisciplinary Course Requirements6
 BIOL 357 – Pathophysiology3
 PSYC 370 – Abnormal Psychology3

NURSING COURSE REQUIREMENTS36
 NURS 316 – Advanced Concepts I Adult Health4
 * NURS 321 – Health Assessment2
 * NURS 398A – Health Assessment Clinical1
 NURS 328 – Nursing Role Transition2
 NURS 330 – Nursing Research2
 NURS 331 – Community Health I2
 NURS 398B – Clinical Concepts I3
 NURS 415 – Advanced Concepts II Child Health.....2
 NURS 416 – Advanced Concepts III Special Populations.....2
 NURS 498A – Clinical Concepts II.....3
 NURS 425 – Nursing Leadership and Management.....3
 NURS 431 – Community Health II3
 NURS 435 – Synthesis.....2
 NURS 498B – Clinical Concepts III.....5
BSN PROGRAM CURRICULUM REQUIREMENTS64
AASPN PROGRAM CURRICULUM REQUIREMENTS ..66
BSN TOTAL SEMESTER HOURS130





FACULTY

Full-time Faculty: Meier - Chair, Cummisk, Doherty, F. Quijano, Varney, Karie, Hale

OBJECTIVES

A course of study in the Social Sciences at Dickinson State University will help each student to know and appreciate the heritage of world civilizations and the United States. Students will critically analyze and evaluate possible solutions to problems; learn the materials and methodologies necessary for successful teaching, graduate study and professional development; prepare for a wide variety of careers in both the private and public sectors of the economy; actively participate in the social and political affairs of the United States and the world community; develop a lifelong interest in the social sciences; and communicate about social issues in a creative and informed manner.

MAJORS AND MINORS

MAJORS

- Bachelor of Science in Education in Composite Social Science Education (Secondary Education)
- Bachelor of Arts in Composite Social Science (Composite Social Science or Composite Social Science Criminal Justice Track)
- Bachelor of Arts in History
- Bachelor of Science in Education in History Education (Secondary Education)
- Bachelor of Arts in Political Science (including International Relations and Pre-Law)
- Social Work Transfer Curriculum (Minot State University Linkage Program)

MINORS

- Social Science Education (Elementary Education)
- Geography (Elementary Education, Secondary Education, or Non-teaching)
- History (Elementary Education, Secondary Education, or Non-teaching)
- Political Science (Elementary Education, Secondary Education, or Non-teaching)
- Sociology (Elementary Education, Secondary Education, or Non-teaching)

Bachelor of Science in Education degrees require General Education, a major, a minor, Professional Education, and electives to equal a minimum of 128 semester hours.

Bachelor of Arts degrees require General Education, a major, a minor, a foreign language, and electives to equal a minimum of 128 semester hours.

The Bachelor of Science in Education composite major in Social Science and the Bachelor of Arts composite major in Social Science do not require a minor.

The Bachelor of Science in Education degree in history requires a minor and twelve semester hours of study in one other social science areas (economics, geography, or political science).

BACHELOR OF SCIENCE IN EDUCATION DEGREE COMPOSITE SOCIAL SCIENCE EDUCATION

- Degree Requirements:
- General Education Courses
 - Major Courses
 - Professional Secondary Education

STUDENT LEARNING OUTCOMES

Composite social science education graduates will:

1. Demonstrate intellectual flexibility and informed judgment in interpreting information garnered from a variety of social science perspectives. (This learning outcome directly addresses Institutional Learning Outcome II.)
2. Acquire a fundamental understanding of the technology and communication tools utilized in their selected social science disciplines. They will be able to communicate this understanding in written, verbal and symbolic form. (This learning outcome directly addresses Institutional Learning Outcome III.)
3. Develop an increased understanding of United States and world history and cultures and the diversity that they represent, as well as how cultural forces have shaped world environments and global citizenship. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
4. Acquire a fundamental understanding of how aesthetics and aesthetic experience shape the interpretation of their disciplines. (This learning outcome directly addresses Institutional Learning Outcome I.)
5. Interpret and integrate the vocabulary and methods of their respective social science disciplines. (This learning outcome directly addresses Institutional Learning Outcome VI.)
6. Learn to interpret the social and spatial dimensions of disease, the economic relationships between health and wealth, and the political, cultural, ecological and historical ramifications of the interactions of human and biological agents concerning health and wellness. (This learning outcome directly addresses Institutional Learning Outcome IV.)
7. Demonstrate an understanding of fundamental content and concepts in four social science areas in addition to history (two from economics, geography and political science, as well as psychology and sociology). (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
8. Be able to organize, implement, and assess a comprehensive instructional program in social sciences education using effective planning and teaching methods. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)



COMPOSITE SOCIAL SCIENCE EDUCATION

MAJOR COURSES

SECONDARY EDUCATION

Students must complete the following History courses:21

HIST 103 – United States to 1877	3
HIST 104 – United States since 1877	3
HIST 211 – World Civilizations to 1500	3
HIST 212 – World Civilizations since 1500	3
HIST 310 – History of North Dakota.....	3
HIST 385 – Modern America.....	3
HIST 440 – The World Since 1945	3

Students must select two areas of study from the following:24

ECONOMICS:

ECON 105 – Elements of Economics	3
ECON 106 – Global Economics	3
Economic Electives (300-400).....	6
Sub-Total	12

GEOGRAPHY:

GEOG 121 – Physical Geography	3
GEOG 161 – World Regional Geography	3
GEOG 262 – Geography of North America	3
Geography Electives (300-400)	3
Sub-Total	12

POLITICAL SCIENCE:

POLS 115 – American Government	3
POLS 330 – History of Political Thought.....	3
Political Science Electives (300-400)	6
Sub-Total	12

Students must complete the following two areas of study 24

PSYCHOLOGY:

PSYC 111 – Introduction to Psychology	3
PSYC 280 – Education of Exceptional Learners.....	3
PSYC 353 – Adolescent Psychology	3
Psychology Electives (300-400)	3
Sub-Total	12

SOCIOLOGY:

SOC 110 – Introduction to Sociology	3
SOC 115 – Social Problems.....	3
Sociology Electives (300-400).....	6
Sub-Total	12

Students must complete the following:3

SEED 490D – Methods of Teaching Social Science	3
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TOTAL SEMESTER HOURS72

**BACHELOR ARTS DEGREE
COMPOSITE SOCIAL SCIENCE**

- Degree Requirements:
- General Education Courses
 - Major Courses
 - Minor Courses
 - Foreign Language Requirement
 - Electives

Students completing the Bachelor of Arts Degree with a major in Composite Social Science must select and complete the Composite Social Science Major or the Composite Social Science Criminal Justice Track.

STUDENT LEARNING OUTCOMES

Composite social science graduates will:

1. Demonstrate intellectual flexibility and informed judgment in interpreting information garnered from a variety of social science perspectives. (This learning outcome directly addresses Institutional Learning Outcome II.)
2. Acquire a fundamental understanding of the technology and communication tools utilized in their selected social science disciplines. They will be able to communicate this understanding in written, verbal and symbolic form. (This learning outcome directly addresses Institutional Learning Outcome III.)
3. Develop an increased understanding of world cultures and the diversity that they represent, and they will learn how cultural forces have shaped world environments and global citizenship. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
4. Acquire a fundamental understanding of how aesthetics and aesthetic experience shape the interpretation of their disciplines. (This learning outcome directly addresses Institutional Learning Outcome I.)
5. Interpret and integrate the vocabulary and methods of their respective social science disciplines. (This learning outcome directly addresses Institutional Learning Outcome VI.)
6. Learn to interpret the social and spatial dimensions of disease, the economic relationships between health and wealth, and the political, cultural, ecological and historical ramifications of the interactions of human and biological agents concerning health and wellness. (This learning outcome directly addresses Institutional Learning Outcome IV.)

COMPOSITE SOCIAL SCIENCE MAJOR COURSES

ECON 201 - Principles of Microeconomics	3
ECON 202 - Principles of Macroeconomics	3
HIST 211 - World Civilizations to 1500	3
HIST 212 - World Civilizations since 1500	3
European and World History Electives (300-400)	3
HIST 103 - United States to 1877	3
HIST 104 - United States since 1877	3
HIST 385 - Modern America	3
GEOG 121- Physical Geography	3
GEOG 161 - World Regional Geography	3
GEOG 262 - Geography of North America.....	3
Geography Electives (300-400).....	3



POLS 115 - American Government3
 Political Science Electives (300-400)6
 SOC 110 - Introduction to Sociology3
 Sociology Electives (300-400)6
 Select **one** course from the following.....3
 HIST 491 - History Seminar.....3
 SOC 491 - Sociology Seminar.....3
 POLS 491 - Political Science Seminar3
 Social Science Electives (300-400)6
TOTAL SEMESTER HOURS60

Students must complete the following courses:45
 POLS 115 – Introduction to American Government ..3
 POLS 365 – Supreme Court and Constitution.....3
 POLS 432 – Public Policy3
 PSYC 111 – Introduction to Psychology3
 PSYC 370 – Abnormal Psychology3
 SOC 110 – Introduction to Sociology3
 SOC 115 – Social Problems3
 SOC 253 – Juvenile Delinquency3
 SOC 320 – Deviant Behavior3
 SOC 385 – Criminology3
 Social Science Electives (Political Science, Social Work
 Sociology (300-400)..... 15

Students must complete **one** of the following courses:3
 POLS 201 – The Criminal Justice System3
 SOC 225 – The Criminal Justice System.....3

Students must complete **one** of the following courses:3
 POLS 325 – Research Methods3
 SOC 325 – Research Methods3

Students must complete **one** of the following courses:6
 POLS 497 – Political Science Internship6
 SOC 497 – Sociology Internship6
TOTAL SEMESTER HOURS57

COMPOSITE SOCIAL SCIENCE

CRIMINAL JUSTICE TRACK

OBJECTIVES

The Composite Social Science Criminal Justice Track is designed for those students who wish to pursue a course of study specific to their interests in criminal justice. The course of study provides academic preparation for students who are interested in private or public service careers in areas such as law, law enforcement, customs, corrections, and security.

STUDENT LEARNING OUTCOMES

Composite social science criminal justice track graduates will:

1. Demonstrate intellectual flexibility and informed judgment in interpreting information garnered from a variety of social science perspectives. (This learning outcome directly addresses Institutional Learning Outcome II.)
2. Acquire a fundamental understanding of the technology and communication tools utilized in their selected social science disciplines. They will be able to communicate this understanding in written, verbal and symbolic form. (This learning outcome directly addresses Institutional Learning Outcome III.)
3. Develop an increased understanding of world cultures and the diversity that they represent, and they will learn how cultural forces have shaped world environments and global citizenship. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
4. Acquire a fundamental understanding of how aesthetics and aesthetic experience shape the interpretation of their disciplines. (This learning outcome directly addresses Institutional Learning Outcome I.)
5. Interpret and integrate the vocabulary and methods of their respective social science disciplines. (This learning outcome directly addresses Institutional Learning Outcome VI.)
6. Learn to interpret the social and spatial dimensions of disease, the economic relationships between health and wealth, and the political, cultural, ecological and historical ramifications of the interactions of human and biological agents concerning health and wellness. (This learning outcome directly addresses Institutional Learning Outcome IV.)

**BACHELOR OF ARTS DEGREE
HISTORY**

- Degree Requirements:
 General Education Courses
 Major Courses
 Minor Courses
 Foreign Language Requirement
 Electives

STUDENT LEARNING OUTCOMES

The history graduate will:

1. Have a general understanding of the diverse cultures, religious beliefs, and civilizations which have influenced the course of world history. (This learning outcome directly addresses Institutional Outcomes I and V.)
2. Appreciate global diversity as a positive force for change and growth in contemporary civilization. (This learning outcome directly addresses Institutional Outcomes I and V.)
3. Have the basic skills to analyze and explain the inter-relations among cultures that have produced the contemporary social, political, cultural, and economic environment through a focused interdisciplinary study. (This learning outcome directly addresses Institutional Outcome I, II, and VI.)
4. Better appreciate the complex relationship between the United States and the world community, and the importance of global cooperation in times of crisis. (This learning outcome directly addresses Institutional Outcome II.)
5. Be better prepared to interpret the significance of past events on the present, and their implications toward the future, through the development of analytical and research skills, and their expression in the written word. (This learning outcome directly addresses Institutional Outcome VI.)



HISTORY MAJOR COURSES

HIST 211 - World Civilizations to 15003
 HIST 212 - World Civilizations since 15003
 HIST 103 - United States to 18773
 HIST 104 - United States since 18773
 HIST 385 - Modern America3
 HIST 491 - History Seminar3
 European History Electives (300-400)3
 Additional Electives in History (300-400)11
TOTAL SEMESTER HOURS32

**BACHELOR OF SCIENCE IN
EDUCATION DEGREE
HISTORY EDUCATION**

Degree Requirements:
 General Education Courses
 Major Courses
 Minor Courses
 Professional Secondary Education

STUDENT LEARNING OUTCOMES

History education graduates will:

1. Have a general understanding of the diverse cultures, religious beliefs, and civilizations which have influenced the course of United States and world history. (This learning outcome directly addresses Institutional Outcomes I and V.)
2. Appreciate global diversity as a positive force for change and growth in contemporary civilization. (This learning outcome directly addresses Institutional Outcomes I and V.)
3. Have the basic skills to analyze and explain the inter-relations among cultures that have produced the contemporary social, political, cultural, and economic environment. (This learning outcome directly addresses Institutional Outcomes I, II, and VI.)
4. Better appreciate the complex responsibilities of the United States within the contemporary world. (This learning outcome directly addresses Institutional Outcome I.)
5. Acquire a fundamental understanding of the technology and communication tools utilized in history education. They will be able to communicate this understanding in written, verbal, and symbolic form. (This learning outcome directly addresses Institutional Learning Outcome III.)
6. Demonstrate an understanding of fundamental content and concepts in a second social science area (economics, geography, or political science). (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
7. Be able to organize, implement, and assess a comprehensive instructional program in history education using effective planning and teaching methods. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI.)

HISTORY EDUCATION MAJOR COURSES

SECONDARY EDUCATION

Students must complete the following:30
 HIST 103 – United States to 18773
 HIST 104 – United States since 18773
 HIST 211 – World Civilizations to 15003
 HIST 212 – World Civilizations since 15003
 HIST 310 – History of North Dakota3
 HIST 385 – Modern America3
 HIST 440 – The World since 19453
 HIST 491 – History Seminar3
 History Electives (300-400)6

Students must select **one** of the following areas of study: ...12

ECONOMICS:

ECON 105 – Elements of Economics3
 ECON 106 – Global Economics3
 Economic Electives (300-400)6

Sub-Total12

GEOGRAPHY:

GEOG 121 – Physical Geography3
 GEOG 161 – World Regional Geography3
 GEOG 262 – Geography of North America3
 Geography Electives (300-400)3

Sub-Total12

POLITICAL SCIENCE:

POLS 115 – American Government3
 POLS 330 – History of Political Thought3
 Political Science Electives (300-400)6

Sub-Total12

Students must complete the following course:3

SEED 490D – Methods of Teaching Social Science3

TOTAL SEMESTER HOURS45

**BACHELOR OF ARTS DEGREE
POLITICAL SCIENCE**

Degree Requirements:
 General Education Courses
 Major Courses
 Minor Courses
 Foreign Language Requirements
 Electives

STUDENT LEARNING OUTCOMES

Political Science graduates will:

1. Demonstrate an understanding of the American government and political process. (This learning outcome directly addresses Institutional Learning Outcome VI.)
2. Demonstrate an understanding of Political Theory and the philosophical basis of the study of politics. (This learning outcome directly addresses Institutional Learning Outcome VI.)
3. Develop a working knowledge of research methodology of the Political Science field, including quantitative techniques, and integrate these techniques with their knowledge base into participation in meaningful research. (This learning outcome directly addresses Institutional Learning Outcome VI.)



4. Demonstrate a global understanding of politics and the diverse cultural perspectives on politics and government, including the study of International Relations and Comparative Government. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
5. Understand the impact of public policy on issues of public health and wellness, and on the promotion of artistic and aesthetic expression in America. (This learning outcome directly addresses Institutional Learning Outcomes I and IV.)
6. Develop the knowledge base to engage in critical thinking about issues of politics and government. (This learning outcome directly addresses Institutional Learning Outcome II.)
7. Become acquainted with the most current informational resources in Political Science and the most familiar with new innovations in learning technology. (This learning outcome directly addresses Institutional Learning Outcome III.)

POLITICAL SCIENCE MAJOR COURSES

POLS 115 - American Government	3
POLS 325 - Research Methods	3
POLS 330 - History of Political Thought.....	3
POLS 350 - International Politics.....	3
POLS 491 - Political Science Seminar	3
MATH 305 - Probability and Statistics	4
Electives in Political Science (300-400)	15
TOTAL SEMESTER HOURS	34

POLITICAL SCIENCE INTERNATIONAL RELATIONS PROFESSIONAL OPTION

ECON 106 – Global Economics.....	3
GEOG 161 – World Regional Geography	3
HIST 211 – World Civilizations to 1500	3
HIST 212 – World Civilizations since 1500	3
MATH 305 – Probability & Statistics	4
POLS 115 – American Government.....	3
POLS 240 – Political Ideologies	3
POLS 325 – Research Methods.....	3
POLS 330 – History of Political Thought	3
POLS 350 – International Relations	3
POLS 360 – Comparative Government	3
POLS 491 – Political Science Seminar in International Relations	3
TOTAL SEMESTER HOURS	37

POLITICAL SCIENCE PRE-LAW PROFESSIONAL OPTION

HIST 103 – United States History to 1877	3
HIST 104 – United States History since 1877.....	3
HIST 365 – US Supreme Court and the Constitution	3
MATH 305 – Probability and Statistics	4
POLS 115 – American Government.....	3
POLS 201 – The Criminal Justice System	3
POLS 240 – Political Ideologies	3
POLS 330 – History of Political Thought	3
POLS 347 – The Judicial System.....	3
POLS 325 – Research Methods.....	3
POLS 491 – Political Science Seminar	3
Political Science Elective (300-400)	3
TOTAL SEMESTER HOURS	37

SOCIAL WORK TRANSFER CURRICULUM

Dickinson State University offers introductory courses in Social Work. We have agreements with other schools for completion of the BSSW degree. At Dickinson State University, students may complete general education requirements and four introductory courses in social work (SWK 250, 255, 256, 257). Students may transfer to other universities to complete the balance of the social work major. Students may contact the Department of Social Sciences for additional information.

Students will need to apply to the University of their choice for admission to the social work major once general education requirements have been completed.

Students must be accepted into the social work program at the school of their choice. Admission to the major is limited and some students may not be accepted. While the specific courses are usually transferable to other accredited social work majors at other universities, this cannot be guaranteed.

STUDENT LEARNING OUTCOMES

Social work graduates will:

1. Demonstrate critical thinking skills by being able to make professional decisions regarding social work situations and scenarios. (This learning outcome directly addresses Institutional Learning Outcome II.)
2. Demonstrate skills in the effective use of current technologies and other information resources as well as be able to obtain information, research, resources and articles related to social work. (This learning outcome directly addresses Institutional Learning Outcome III.)
3. Demonstrate knowledge of national and international multiculturalism and the importance of global citizenship, as well as evaluate the social work profession with regard to ethnicity, pluralism, diversity and cultural issues. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
4. Demonstrate knowledge of social work as it relates to the arts and humanities. (This learning outcome directly addresses Institutional Learning Outcome I.)
5. Demonstrate discipline-specific knowledge and develop a framework that can be used to integrate the concepts relevant to understanding social work. (This learning outcome directly addresses Institutional Learning Outcome VI.)
6. Demonstrate knowledge of health, wellness and maintaining a healthy lifestyle, as well as appreciate the balancing of individual and societal responsibilities with regard to helping others. (This learning outcome directly addresses Institutional Learning Outcome IV.)



SOCIAL WORK TRANSFER CURRICULUM

General Education Requirements - at DSU:
 ENGL 110 – College Composition I3
 ENGL 120 – College Composition II3
 COMM 110 – Fundamentals of Public Speaking.....3
 HIST 103 or HIST 104 – US History3
 PHIL 101 – Introduction to Philosophy3
 ENGL 220 – Introduction to Literature.....3
 HPER 100 – Concepts of Fitness and Wellness2
 MATH 103 – College Algebra.....4
 BIOL 111 – Concepts of Biology and Lab4
 PSYC 111 – Introduction to Psychology3
 SOC 110 – Introduction to Sociology3
Total General Education Credits34

Extra-Departmental Requirements - at DSU:
 ECON 105 – Elements of Economics3
 POLS 115 – American Government3
 PSY 370 – Abnormal Psychology3
 SOC 325 – Research Methods3
 MATH 305 – Probability and Statistics3
 ENGL 300 – Technical Writing3
 SWK 381 – Cultural Diversity3
Total Transfer Support Courses.....21

Social Work Courses - at DSU:
 50 hours volunteer community service recommended
 SWK 255 - Social Work in the Modern Society3
 SWK 250 - Interpersonal Skills3
 SWK 256 - Development of Social Welfare3
 SWK 257 - Human Behavior in a Social Environment.....3
Total Transfer Social Work Courses.....12

Dickinson State University's Social Work Linkage Program with Minot State University allows students to be well prepared to enter the final two years of the college career in Minot. The courses listed within the DSU catalogue have been carefully matched with the core requirements expected of students seeking admission to the Minot State University program for a degree in Social Work. Given periodic up-dates in program and licensure requirements, students are strongly encouraged to consult Minot State University's most recent catalogue. Additionally, students approaching the start of their second year should contact the Minot State University's Social Work Program Director with any questions they may have regarding their formal admission to the Minot State University program.

MINORS

SOCIAL SCIENCE EDUCATION MINOR
ELEMENTARY EDUCATION OR NON-TEACHING
 GEOG 121 - Physical Geography3
 HIST 211 - World Civilizations to 15003
 HIST 103 - United States to 18773
 POLS 115 - American Government3
 SOC 110 - Introduction to Sociology3
 Social Science Electives from the following:9
 GEOG 161 - World Regional Geography3
 GEOG 262 - Geography of North America3
 HIST 212 - World Civilizations since 15003
 HIST 104 - United States since 18773
 SOC 115 - Social Problems3
 Political Science Electives (300-400)3
TOTAL SEMESTER HOURS24

GEOGRAPHY EDUCATION MINOR
SECONDARY EDUCATION
 GEOG 121 - Physical Geography3
 GEOG 161 - World Regional Geography3
 GEOG 262 - Geography of North America3
 SEED 490D - Methods of Teaching Social Science3
 Geography Electives (300-400).....12
TOTAL SEMESTER HOURS24

GEOGRAPHY MINOR
ELEMENTARY EDUCATION OR NON-TEACHING
 GEOG 121- Physical Geography3
 GEOG 161 - World Regional Geography3
 GEOG 262 - Geography North America3
 Geography Electives (300-400).....15
TOTAL SEMESTER HOURS24

HISTORY EDUCATION MINOR
SECONDARY EDUCATION
 HIST 211 - World Civilizations to 15003
 HIST 212 - World Civilizations since 15003
 HIST 103 - United States to 18773
 HIST 104 - United States since 18773
 HIST 385 - Modern America3
 HIST 440 - The World Since 19453
 HIST 491 - History Seminar3
 SEED 490D - Methods of Teaching Social Science3
TOTAL SEMESTER HOURS24

HISTORY MINOR
ELEMENTARY EDUCATION OR NON-TEACHING
 HIST 211 - World Civilizations to 15003
 HIST 212 - World Civilizations since 15003
 HIST 103 - United States to 18773
 HIST 104 - United States since 18773
 HIST 385 - Modern America3
 HIST 440 - The World Since 19453
 HIST 491 - History Seminar3
 Additional Electives in History (300-400)3
TOTAL SEMESTER HOURS24



POLITICAL SCIENCE EDUCATION MINOR

SECONDARY EDUCATION

POLS 115 - American Government	3
POLS 325 - Research Methods	3
POLS 330 - Political Thought	3
POLS 350 - International Politics.....	3
POLS 491 - Political Science Seminar.....	3
SEED 490D - Methods of Teaching Social Science	3
Political Science Electives (300-400).....	6
TOTAL SEMESTER HOURS	24

POLITICAL SCIENCE MINOR

ELEMENTARY EDUCATION OR NON-TEACHING

POLS 115 - American Government	3
POLS 325 - Research Methods	3
POLS 330 - Political Thought	3
POLS 350 - International Politics.....	3
POLS 491 - Political Science Seminar.....	3
Political Science Electives (300-4000)	9
TOTAL SEMESTER HOURS	24

SOCIOLOGY EDUCATION MINOR

SECONDARY EDUCATION

SOC 110 - Introduction to Sociology	3
SOC 115 - Social Problems	3
SOC 325 - Research Methods	3
SOC 491 - Sociology Seminar	3
SEED 490D - Methods of Teaching Social Science	3
Sociology Electives (300-400)	9
TOTAL SEMESTER HOURS	24

SOCIOLOGY MINOR

ELEMENTARY EDUCATION OR NON-TEACHING

SOC 110 - Introduction to Sociology	3
SOC 115 - Social Problems	3
SOC 325 - Research Methods	3
SOC 491 - Sociology Seminar	3
Sociology Electives (300-400)	12
TOTAL SEMESTER HOURS	24





FACULTY

Full-time Faculty: Conner – Chair, Aronson, Ekstrand, Howman, McCoy, McGarva, Moberg, Olson, Russ, P. Wilson, W. Wilson

CONCEPTUAL FRAMEWORK

The Teacher Education Program at Dickinson State University is based on the conceptual framework, “Teachers as Reflective Decision-Makers.” The goal and mission of the Teacher Education Program is helping prospective teachers to become effective decision-makers who base decisions on a well-developed philosophy of education. The conceptual framework is consistent with the mission of the University and is designed to graduate a fully competent teacher who can contribute to the improvement of education for students in North Dakota as well as in other states, which in turn will result in an improvement in the quality of life for all citizens.

STUDENT LEARNING OUTCOMES FOR THE TEACHER EDUCATION PROGRAM

The Student Learning Outcomes for the Teacher Education Program are as follows:

DEVELOPMENT OF THE KNOWLEDGE BASE

Graduates of the Teacher Education Program will demonstrate a comprehensive knowledge of:

1. Basic skills in written and oral communication and mathematics; (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and VII.)
2. General education areas of natural sciences, human civilization, and physical education; (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, VI, and VII.)
3. Subject matter to be taught; (This learning outcome directly addresses Institutional Learning Outcomes II, III and VII.)
4. Historical, philosophical, sociological, and psychological foundations of education; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
5. Developmental processes from pre-birth through adolescence; (This learning outcome directly addresses Institutional Learning Outcomes I, IV, VI, and VII.)
6. Theories of learning that underlie teaching practices; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
7. Methods of teaching that help insure student learning; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI, and VII.)
8. Classroom evaluation procedures; (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI, and VII.)
9. Curriculum organization and lesson planning procedures; (This learning outcome directly addresses Institutional Learning Outcomes III, VI, and VII.)
10. Classroom management strategies; and (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV V, VI, and VII.)
11. Educational technology in classroom settings, including computer hardware and software. (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI, and VII.)

APPLICATION

Graduates of the Teacher Education Program will apply Knowledge and Skills by:

1. Communicating accurately and effectively, in both speaking and writing, with students, colleagues, parents, and community members; (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)
2. Organizing a comprehensive instructional program through effective planning, including the development of unit and daily lesson plans that incorporate measurable objectives; (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI and VII.)
3. Using a variety of instructional strategies and methods to implement unit and daily lesson plans; (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI and VII.)
4. Developing and utilizing various evaluative strategies and instruments for determining student achievement and instructional efficacy; (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI, and VII.)
5. Organizing and managing a classroom for optimal teaching and learning; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI and VII.)
6. Utilizing educational technology, including audio-visual equipment and computers, to enhance the learning environment; and (This learning outcome directly addresses Institutional Learning Outcomes II, III, V, VI, and VI.)
7. Fostering a classroom environment that is supportive of critical thinking and independent learning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)

DEVELOPMENT OF PROFESSIONAL STANDARDS

Graduates of the Teacher Education Program will demonstrate attitudes and behaviors indicative of Professional Standards which include:

1. A sense of fairness and the belief that all students can learn; (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, VI and VII.)
2. Conviction that his or her teaching specialty is important to society and to students; (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, VI, and VII.)
3. Desire to help students to maximize their educational potential; (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
4. Respect for the intellectual curiosity in themselves and others; (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, VI, and VII.)
5. Appreciation of the diversity that exists in American culture; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
6. Professional appearance; (This learning outcome directly addresses Institutional Learning Outcomes I, IV and VI.)
7. Sense of responsibility; (This learning outcome directly addresses Institutional Learning Outcomes II, III and IV.)
8. Desire for professional growth and working to improve performance through reflective self-critique; (This learning outcome directly addresses Institutional Learning Outcomes II, III V, VI, and VII.)



9. Confidence in carrying out the responsibilities of a professional educator; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
10. Courteous behavior in all interactions with colleagues, students, and parents; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
11. Respect for school policies; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
12. Self-evaluation; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
13. Development of a philosophy of education; and (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)
14. Collaborative working relationships with colleagues. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
6. Developing a comprehensive IEP based on an individualized assessment report; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
7. Demonstrating knowledge of the educational definition and etiologies of categorical disabilities; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
8. Demonstrating knowledge of appropriate curriculum, instructional strategies and interventions for students with various disabilities; and (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
9. Interacting with people with disability. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)

SENSITIVITY TO DIVERSITY AND INCLUSION IN MULTICULTURAL EDUCATION

Graduates of the Teacher Education Program will demonstrate a Sensitivity to Diversity and Multicultural Education by:

1. Demonstrating through actions, speech, and writing, knowledge of the value of diverse cultures in education and the classroom; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
2. Utilizing instructional strategies that appropriately accommodate students from diverse backgrounds in the classroom; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI.)
3. Demonstrating a knowledge of diversity issues such as linguistics, bilingual education, sexual orientation, etc.; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI.)
4. Developing three multicultural lesson plans in the Teaching for Diversity course; and (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
5. Adapting five lesson plans to accommodate students with disability in the Educational Psychology and Evaluation course. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)

Graduates of the Teacher Education Program will demonstrate Knowledge of Inclusion and Inclusive Strategies by:

1. Demonstrating familiarity with PL94-142 and PL101-476 requirements; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
2. Demonstrating knowledge of landmark legal decisions effecting the philosophy of inclusion; (This learning outcome directly addresses Institutional Learning Outcomes II, III, V, and VI.)
3. Demonstrating basic knowledge of educational diagnostic assessment and the assessment process; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII)
4. Demonstrating the ability to serve as a required member of the MDT; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
5. Adapting a lesson plan to accommodate students with various disabilities; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)

DEVELOPMENT OF REFLECTIVE DECISION-MAKING SKILLS

Graduates of the Teacher Education Program will demonstrate Reflective Decision-Making Skills by:

1. Recognizing problematic teaching situations; (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, V, VI, and VII.)
2. Framing and reframing the situation; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
3. Recognizing the similarities and differences of the situation; (This learning outcome directly addresses Institutional Learning Outcomes I, II, VI, and VII.)
4. Experimenting with various solutions; (This learning outcome directly addresses Institutional Learning Outcomes II, III and VI.)
5. Recognizing the consequences and implications of various solutions; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
6. Recognizing and evaluating intended and unintended consequences of implemented solutions; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
7. Applying a reflective process in all three phases of instructional decision-making; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
8. Recognizing that teaching decisions are situational, dependent on students, outcomes, the school context, support of the school environment, etc.; and (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
9. Evaluating teaching decisions in terms of professional and personal beliefs and values. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)



ACCREDITATION AND PROGRAM APPROVAL

The Teacher Education Program at Dickinson State University is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as a professional accrediting body for teacher preparation.

NCATE is a coalition of over 33 member organizations of teachers, teacher educators, content specialists, and local and state policy makers that are committed to quality teaching. The NCATE Standards focus on the following six areas:

- Candidate Knowledge, Skills and Dispositions
- Assessment System and Unit Evaluation
- Field Experience and Clinical Practice
- Diversity
- Faculty Qualifications, Performance and Development
- Unit Governance and Resources

The Teacher Education Program at Dickinson State University is also approved by the North Dakota Education Standards and Practices Board (ESPB), 2718 Gateway Avenue, Suite 303, Bismarck ND 58503-0585; phone (701) 328-9641. The ESPB sets the standards pertaining to teacher licensure, teacher education program approval (accreditation), and professional development of educators. As an "Option Two" state, the North Dakota ESPB aligns their standards with the NCATE standards.

The membership of the ESPB is comprised of:

- 4 Classroom Teachers from the Public Schools
- 1 Classroom Teacher from a Private School
- 2 School Board Members
- 2 School Administrators
- 1 Dean of Education
- 1 Dean of Education

ADMISSION TO TEACHER EDUCATION

Admission to Teacher Education is a two-phase process. Admission criteria are set by the Teacher Education Council and are subject to change. Phase one consists of provisional admission and phase two is full admission. Each phase of admission includes specific admission criteria. A passing score on each of the three subtests of the Pre-Professional Skills Test (PPST) or meeting the requirements for a composite score of 516 is one of the criteria required for provisional admission. Satisfactory completion of the assessment portfolio peer review and content review are two of the criteria required for full admission.

PROVISIONAL ADMISSION:

Application for provisional admission occurs at the completion of the course EDUC 250 – Introduction to Education.

Provisional admission criteria are:

1. Completion of a minimum of 24 semester hours prior to enrollment in EDUC 250 – Introduction to Education;
2. Completion of EDUC 250 – Introduction to Education, with a minimum grade of "C";
3. Satisfactory completion of Pre-Professional Experience;
4. A passing score on each of the three subtests of the Pre-Professional Skills Test (PPST) or meeting the requirements for a composite score of 516;

5. A minimum grade of "C" in ENGL 110 and ENGL 120 – College Composition I and II;
6. A minimum grade of "C" in COMM 110 – Fundamentals of Public Speaking;
7. A minimum overall GPA of 2.75;
8. Recommendation from advisor;
9. Recommendation from the EDUC 250 – Introduction to Education instructor and the Pre-Professional university supervisor; and
10. Approval of the chair of the Department of Teacher Education.

Provisional admission is required in order to take the following courses:

- EC 310 – Introduction to Early Childhood Education
- EC 313 – Language and Literacy in Early Childhood
- EDUC 300 – Teaching for Diversity
- EDUC 305 – Philosophy and Curriculum of Middle School
- EDUC 310 – Methods of Teaching in Middle School
- EDUC 360 – Managing the Learning Environment
- EDUC 405 – Educational Psychology and Evaluation
- EDUC 491 – Education Seminar
- ELED 281 – Reading for the Elementary Teacher
- ELED 290A – Art Methods for Elementary Education
- ELED 290X – Mathematics for Elementary Teachers II
- ELED 300 – Elementary Curriculum and Language Arts
- ELED 398B – Elementary Methods Block Field Experience
- ELED 398C – Elementary Field Experience:
Mentoring in the Classroom
- ELED 282 – Reading Across the Curriculum
and Content Reading
- ELED 310 – Elementary Curriculum and Social Studies
- ELED 390P – Teaching Physical Education and Health in the
Elementary School
- ELED 390S – Elementary Education Science Methods
- ELED 323 – Observation and Assessment in Kindergarten
- ELED 324 – Kindergarten Curriculum, Methods,
and Materials
- ELED 398A – Pre-Professional Experience: Kindergarten
- ELED 383 – Diagnosis and Correction of
Reading Disabilities
- ELED 390M – Elementary Music Methods
- ELED 484 – Practicum in Reading
- ELED 491 – Elementary Education Seminar
- SEED 300 – Secondary Curriculum and Effective Teaching
- SEED 370 – Reading in the Content Areas SEED 390M –
Secondary Instrumental Music Methods
- SEED 390P – Methods of Teaching Secondary
Physical Education
- SEED 390X – Teaching Secondary School Mathematics
- SEED 490A – Art Methods for Secondary Education
- SEED 490B – Methods in Business Education
- SEED 490C – Computer Science Education Methods
- SEED 490D – Methods of Teaching Social Science
- SEED 490H – Laboratory and Teaching Techniques
of Spanish
- SEED 490L – Methods of Teaching Secondary Language Arts
- SEED 490M – Secondary Choral Music Methods
- SEED 490S – Secondary Education Science Methods
- SEED 491 – Secondary Education Seminar
- MATH 277 – Mathematics for Elementary Teachers
- THEA 340 – Creative Dramatics



PRE-PROFESSIONAL SKILLS TEST

Dickinson State University requires applicants to the Teacher Education Program to pass the Pre-Professional Skills Test (PPST) that includes subtests in reading, writing, and mathematics as one of the criteria for program admission. The skills measured by these tests are important for successful completion of the program; only candidates who demonstrate the requisite skills in these areas will be admitted. Each student who takes the PPST must obtain a minimum score of 173 on the reading subtest, 173 on the writing subtest, and 170 on the mathematics subtest or meet the requirements for a composite score of 516 in order to be eligible for provisional admission. An applicant obtaining a composite score of 516 or higher must receive a passing score on two of the three subtests in order to meet requirements. The required minimum test scores and the composite score criteria meet North Dakota Education and Standards Board (ESPB) requirements for licensure. Candidates must re-take the PPST or portions of the PPST until passing scores or the composite score criteria are achieved. Candidates will be informed of test registration procedures and are responsible for scheduling and fees.

FULL ADMISSION

Upon completion of 60 semester hours, students will be reviewed by the department of their major for Full Admission to Teacher Education. The candidate for Full Admission to Teacher Education must have an approved peer review and content review of their professional education assessment portfolio. Candidates are reviewed by their major department on the basis of scholastic record, personality character traits, eligibility for teacher licensure (a criminal record may prevent a candidate from obtaining licensure), and skill in oral and written communication. The department will make a recommendation to the Teacher Education Council for admission or denial. The Teacher Education Council or a designated subcommittee during times when school is not in session, will make final decisions regarding full admission to Teacher Education. In cases where the Council must refuse admission to candidates, assistance will be given for developing other career plans. Specific criteria for admission can be found in the Teacher Education Handbook or by consultation with the chair of the Department of Teacher Education. Full admission is required to be admitted to Pre-Service Teaching.

ASSESSMENT PORTFOLIO

All teacher education students must develop an assessment portfolio that describes their knowledge, skills, and professional standards. The portfolio is begun in the sophomore year and is completed prior to admission to the senior year Pre-Service Teaching experience. Each assessment portfolio is assessed three times:

- 1) a satisfactory portfolio peer review is required for full admission;
- 2) a satisfactory portfolio content review is required for full admission; and
- 3) a satisfactory portfolio final review is required prior to Pre-Service Teaching.

Students enrolling in EDUC 250, Introduction to Education, and EDUC 210, Educational Technology, will be required to purchase and implement LiveText electronic portfolio software. Transfer students will also be required to purchase and use LiveText electronic portfolio software. LiveText and portfolio

requirements will be explained in EDUC 250, Introduction to Education, and EDUC 210, Educational Technology and implemented in a variety of other courses.

ADMISSION TO PRE-SERVICE TEACHING

The capstone experience for Dickinson State University students enrolled in teacher education programs is the senior year, full time Pre-Service Teaching Program. Students admitted to the Pre-Service Teaching Program complete their requirements for supervised teaching in elementary and secondary schools in Dickinson and nearby communities. Students must submit applications for pre-service teaching at least one semester in advance.

To be admitted to the supervised Pre-Service Teaching program, an applicant must have an overall grade point average of at least 2.75; a 2.75 average in major courses; a 2.50 average in minor courses; be fully admitted to Teacher Education; has satisfactorily completed the final portfolio review; be recommended by the chair of the student's major; and be approved by the Teacher Education Council. Refer to the Teacher Education Handbook for more information.

PRAXIS II Testing

Students who intend to graduate with the degree of Bachelor of Science in Education must pass the PRAXIS II test in their content major as well as the Principles of Learning and Teaching (PLT). Students majoring in Elementary Education must pass the PLT K-6, while students majoring in secondary education must pass the PLT 7-12. Student majoring in a K-12 area (Art, Music, PE) may take either PLT. Students with prior degrees who intend to complete the Teacher Education Program must also pass the PRAXIS II test in those areas. The PRAXIS II tests must be passed with a score that meets or exceeds the minimum passing score required by the North Dakota Education Standards and Practices Board. The PRAXIS II testing is a required component of the Teacher Education Program, and must be passed prior to graduation or program completion. Information regarding the PRAXIS II tests and the required passing scores is available in the Office of the Department of Teacher Education.

WEST RIVER TEACHER CENTER

The West River Teacher Center, located in May Hall Room 3, is an integral part of the Department of Teacher Education. The Center is a member of the North Dakota Teacher Center Network, and provides professional development opportunities for K-12 teachers, administrators, and support staff in eight counties of Southwestern North Dakota. It also serves as a valuable resource for Dickinson State University teacher education students.

Services provided by the Center include: staff development programs; resource materials; distance learning; graduate credit courses; assistance in facilitating state and federal programs and grants; updates on accreditation changes; curriculum enhancement; guest speakers; conferences and festivals for students; newsletters; and referral services.

The West River Teacher Center curriculum and resource collection contains a variety of print materials, videotapes, computer software, and learning kits that are available for checkout by Center members. All students in Teacher Education are members of the West River Teacher Center.



MAJORS AND MINORS

MAJORS

- Bachelor of Science in Education in Elementary Education
Concentrations: Reading, Kindergarten
- Bachelor of Science in Education in Technology Education
(Cooperative major with Valley City State University)
- Bachelor of Science in Psychology

MINORS

- Psychology
- Technology Education

ELEMENTARY EDUCATION MAJOR

The Bachelor of Science in Education degree with a major in Elementary Education includes general education courses, courses from specific disciplines, professional education courses, and two areas of concentration to total 140 semester hours. A grade of "C" or better is required in all professional education courses graded on an "A" through "F" letter basis, and a grade of "S" is required in all professional education courses graded on a "S-U" letter basis.

**BACHELOR OF SCIENCE IN EDUCATION -
DEGREE ELEMENTARY EDUCATION**

- Degree Requirements:
- General Education Courses
 - Major Courses
 - Minor Courses
 - Two Areas of Concentration or Minor

**STUDENT LEARNING OUTCOMES FOR THE PRE-SERVICE
TEACHING PROGRAM**

In addition to the Student Learning Outcomes for the Teacher Education Program, Student Learning Outcomes for the Pre-Service Teaching Program have also been identified. These outcomes will be utilized for both the elementary and secondary programs.

Pre-service teachers from the Teacher Education program of Dickinson State University will:

KNOWLEDGE BASE

1. Demonstrate a comprehensive knowledge of the subject matter being taught. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
2. Express knowledge of learning theory through planning, teaching, and interaction with the students. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
3. Enhance the learning environment by incorporating the use of technological equipment into the classroom. (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI, and VII.)

APPLICATION

4. Communicate accurately and effectively, both verbally and in writing, with students, colleagues, and parents/ community members. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
5. Organize a comprehensive instructional program through effective planning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
6. Effectively instruct students as outlined by a lesson plan. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII.)
7. Develop and utilize various evaluative strategies and instruments for determining student achievement and instructional efficacy. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)
8. Organize and manage a classroom for optimal teaching and learning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI, and VII.)

PROFESSIONAL STANDARDS

9. Demonstrate attitudes, actions, and behaviors indicative of a professional educator. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI, and VII.)
10. Exhibit a desire for professional growth and improvement of performance in the classroom. (This learning outcome directly addresses Institutional Learning Outcomes II, III, VI, and VII.)
11. Demonstrate a valuing of student diversity in backgrounds, interests, experiences, and abilities. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)

DIVERSITY AND INCLUSION

12. Provide an instructional program that addresses diversity and multicultural education and accommodates the special needs of each student. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, VI, and VII.)

REFLECTION

13. Make professional decisions using a reflective approach. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI, and VII.)

**GENERAL EDUCATION REQUIREMENTS
FOR THE MAJOR IN ELEMENTARY EDUCATION**

For accreditation and licensure requirements the following general education courses are required for a major in elementary education:

COMMUNICATION AND TECHNOLOGY

- ENGL 110 – College Composition I or ENGL 111H Honors Composition I.....3
- ENGL 120 – College Composition II or ENGL 121H Honors Composition II.....3
- COMM 110 – Fundamentals of Public Speaking or COMM 110H Honors Public Speaking.....3
- CSCI 101 – Introduction to Computers3



NATURAL SCIENCES

BIOL 111, 111L – Concepts of Biology and Lab4
MATH 103 – College Algebra4

EXPRESSIONS OF HUMAN CIVILIZATION

ART 122 – Two-Dimensional Design.....3
MUSC 110 – Foundations of Music3
Select **one** course from the following:.....3
 **ENGL 220 – Introduction to Literature3
 **ENGL 241 – World Literature I3
 **ENGL 242 – World Literature II.....3
 **ENGL 262 – American Literature II3

UNDERSTANDING HUMAN CIVILIZATION

*Select **one** course from the following:..... 3
 HIST 103 – U.S. to 1877 3
 HIST 104 – U.S. Since 1877 3
*PSYC 111 – Introduction to Psychology 3
*GEOG 121 – Physical Geography 3

HEALTH AND WELLNESS

HPER 100 – Concepts of Fitness and Wellness 2

TOTAL GENERAL EDUCATION

SEMESTER HOURS..... 40

ELEMENTARY EDUCATION MAJOR COURSES

◆ EDUC 210 – Educational Technology 2
 EDUC 250 – Introduction to Education 2
◆ ELED 298 – Pre-Professional Experience: Elementary 1
 ELED 238 – Children’s Literature 3
 PSYC 250 – Developmental Psychology 3
 PSYC 280 – Education of Exceptional Learners 3
Elementary Methods Block
 *ELED 281 – Reading for the Elementary Teacher (Fall)3
 *ELED 282 – Reading Across the Curriculum
 and Content Reading (Spring).....3
 *MATH 277 – Mathematics for Elementary Teachers (Fall)...3
 *ELED 290X – Mathematics for Elementary
 Teachers II (Spring).....3
 *ELED 300 – Elementary Curriculum and
 Language Arts (Fall)3
 *ELED 310 – Elementary Curriculum and
 Social Studies (Spring)3
 *EDUC 360 – Managing the Learning Environment1
 *ELED 390S – Elementary Education Science
 Methods (Fall).....3
 *ELED 390P – Teaching PE and Health in the
 Elementary School (Spring)3
 *ELED 398B – Elementary Methods Block
 Field Experience.....2

(Note: Students completing the Elementary Methods Block in the Fall semester take the ELED 281-Reading for the Elementary Teacher, MATH 277 – Mathematics for Elementary Teachers, ELED 300 – Elementary Curriculum and Language Arts, EDUC 360 – Managing the Learning Environment, and ELED 390S – Elementary Education Science Methods courses as part of the Block requirements. Students completing the Elementary Methods Block in the Spring semester take the ELED 282 – Reading Across the Curriculum and Content Reading, ELED 290X – Mathematics for Elementary Teachers II, ELED 310 – Elementary Curriculum and Social Studies, EDUC 360 – Managing the Learning Environment, and ELED 390P – Teaching Physical Education and Health in the Elementary

School courses as part of the Block requirements. All courses, however, are required for graduation.)

* ELED 398C – Elementary Field Experience:
 Mentoring in the Classroom.....1
* ELED 290A – Art Methods for Elementary Education3
* EDUC 300 – Teaching for Diversity3
* MUSC 305 – Music Activities for Elementary Teachers 2
* EDUC 405 – Educational Psychology and Evaluation3
 BIOL 111,111L – Concepts of Biology and Lab4
 SCNC 105, 105L – Physical Science and Lab4
* THEA 340 – Creative Dramatics2
Choose **one** of the following:3
 **SOC 110 – Introduction to Sociology3
 **HIST 211 – World Civilizations to 15003
 **HIST 212 – World Civilizations Since 15003
 POLS 240 – Political Ideologies.....3
Professional Semester:
* ELED 498A – Teaching in the Elementary School15
TOTAL SEMESTER HOURS.....77

*Pre-requisite: Admission to Teacher Education
• Must be taken in conjunction with EDUC 250 – Introduction to Education
** Meets Group V requirements of Multicultural Studies

TWO AREAS OF CONCENTRATION

(Minimum of 12 semester hours each)

In addition to the General Education and major requirements, each elementary education major is required to have:

A total of 24 semester hours in two areas of concentration with a minimum of 12 hours in each. Required courses for the major or those courses used for general studies may not be counted in the areas of concentration. The list of acceptable areas of concentration includes: natural science, social science, computer science, mathematics, reading*, and kindergarten*. Other options may be available with the approval of the chair of the Department of Teacher Education. Coursework for the areas of concentration will be decided jointly by the students and their advisers.

In lieu of two areas of concentration, a student may select a minor from the following options: art, biology, chemistry, coaching, computer science, earth science, English, geography, history, mathematics, music - choral, music - instrumental, physical education, political science, psychology, science, social science, Spanish, communication, or theatre. A student intending to teach upper elementary or middle school is strongly encouraged to select a minor. Specific requirements for the minor are shown under that department in the catalog. A minor must total 24 semester hours minimum. With the department chair’s approval, a student may select course work for the middle school endorsement in lieu of a minor. The middle school endorsement must be in a content area approved by the N.D. Education Standards and Practices Board. Please see the chair of the Department of Teacher Education for details.

* These concentrations lead to special state endorsements and/ or credentials. See description in next section. Students who complete either the reading or kindergarten concentration will not be required to have a second concentration.



REQUIREMENTS FOR THE AREA OF CONCENTRATION IN KINDERGARTEN EDUCATION

A student must be majoring in elementary education and be admitted into Teacher Education to take the required courses in the kindergarten sequence. Students must complete the entire sequence to be recommended for state licensure in kindergarten.

EC 310 – Introduction to Early Childhood Education3
 ELED 323 – Observation and Assessment in Kindergarten1
 ELED 398A – Pre-Professional Experience: Kindergarten1
 ELED 324 – Kindergarten Curriculum, Methods, and Materials...4
 EC 313 – Language and Literacy in Early Childhood3
 ELED 498B – Teaching in the Elementary School: Kindergarten ..7
TOTAL SEMESTER HOURS19

REQUIREMENTS FOR THE AREA OF CONCENTRATION IN READING

A student must be admitted into Teacher Education to take the required courses in the area of concentration in reading. The area of concentration in reading offers the coursework leading to a reading credential for grades K-6. To obtain a reading credential, students make application to the North Dakota Department of Public Instruction after graduation and attainment of their initial North Dakota teaching license for elementary teaching.

ELED 383 – Diagnosis and Correction of Reading Disabilities3
 ELED 484 – Practicum in Reading2
 ELED 282 – Reading Across the Curriculum
 and Content Reading3
 EC 313 – Language and Literacy in Early Childhood3
 COMM 211 – Oral Interpretation3
 Electives6

Choose **two** of the following:

ENGL 211 – Introduction to Creative Writing3
 ENGL 232 – Mythology3
 ENGL 315 – Structure and History of English3
 ENGL 320 – Modern Grammar3
 ENGL 380 – Studies in Poetry.....3
 ENGL 382 – Adolescent Literature.....3

TOTAL SEMESTER HOURS.....20

SECONDARY PROFESSIONAL EDUCATION SEQUENCE

The Bachelor of Science in Education degree with a major in an approved secondary teaching subject includes courses in General Education, professional education, the major field, and the minor field to total a minimum of 128 semester hours. Specific requirements for the majors and minors are shown under that department in the catalog. A grade of “C” or better is required in all professional education courses graded on an “A” through “F” letter basis, and a grade of “S” is required in all professional education courses graded on a “S-U” letter basis. Due to the federal No Child Left Behind legislation, students are encouraged to consider completion of two teaching majors rather than a teaching major and a teaching minor. If a teaching minor is chosen, passing the methods course in that discipline and the PRAXIS II examination will be required

PROFESSIONAL EDUCATION REQUIREMENTS - SECONDARY

◆ EDUC 210 – Educational Technology..... 2
 EDUC 250 – Introduction to Education2
 ◆ SEED 298 – Pre-Professional Experience: Secondary1
 * SEED 398C – Secondary Field Experience:
 Mentoring in the Classroom1
 Secondary Methods Block (18)
 PSYC 353 – Adolescent Psychology3
 PSYC 280 – Education of Exceptional Learners3
 *SEED 370 – Reading in the Content Areas3
 *SEED 300 – Secondary Curriculum
 and Effective Teaching3
 *SEED 398B – Secondary Methods Block
 Field Experience.....2
 *EDUC 300 – Teaching for Diversity.....3
 *EDUC 360 – Managing the Learning Environment1
 Major or minor methods course
 (part of major/minor requirements)(2-3)
 * EDUC 405 – Educational Psychology and Evaluation3
 Professional Semester:
 *SEED 498 – Teaching in the Secondary School15

TOTAL SECONDARY PROFESSIONAL EDUCATION SEMESTER HOURS42

*Pre-requisite: Admission to Teacher Education

◆Must be taken in conjunction with EDUC 250 – Introduction to Education

In addition to the above Professional Education Requirements, each discipline requires a methods of teaching class in that particular discipline. Each student with a major and/or minor in a secondary education discipline is required to take the appropriate methods course from the following list:

EDUC 390E – Health Education Methods
 SEED 390M – Secondary Instrumental Music Methods
 SEED 390P – Methods of Teaching Secondary
 Physical Education
 SEED 390X – Teaching Secondary School Mathematics
 SEED 490A – Art Methods for Secondary Education
 SEED 490B – Methods in Business Education
 SEED 490C – Computer Science Education Methods
 SEED 490D – Methods of Teaching Social Science
 SEED 490H – Laboratory and Teaching Techniques of Spanish
 SEED 490L – Methods of Teaching Secondary Language Arts
 SEED 490M – Secondary Choral Music Methods
 SEED 490S – Secondary Education Science Methods
 TECH 411 – Curriculum and Methods

K-12 LICENSURE

For K-12 licensure in art, physical education, and music, the following professional education course is required in addition to the Secondary Professional Education Sequence. Please check major areas for additional content courses that may be required.
 ELED 298 – Pre-Professional Experience: Elementary 1



MIDDLE SCHOOL ENDORSEMENT COURSES

Teacher education students interested in obtaining a middle school endorsement for grades 5 - 8 from the North Dakota Education Standards and Practices Board need to contact the chair of the Department of Teacher Education for more information regarding this endorsement. With the department chair's approval, a student with an elementary education major may select course work for the middle school endorsement in lieu of a minor. may select course work for the middle school endorsement in lieu of a minor.

directly addresses Institutional Learning Outcomes I, II, III, and V.)

2. Content – Students will acquire knowledge and skills necessary to demonstrate competence in technological literacy. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
3. Application – Students will demonstrate competency in technology education content and apply this knowledge in real world experiences. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)

**BACHELOR OF SCIENCE IN EDUCATION
DEGREE TECHNOLOGY EDUCATION**

- Degree Requirements:
- General Education Courses
 - Major Courses
 - Minor Courses
 - Professional Secondary Education

The Bachelor of Science in Education Degree with a major in Technology Education is a collaborative program with Valley City State University. Dickinson State University provides the general education and secondary professional education coursework, and Valley City State University provides the Technology Education major coursework in an online format. Students completing the program will be graduates of Dickinson State University.

NOTE: The Valley City State University Technology Education course descriptions are available from the Chair of the Department of Teacher Education at Dickinson State University or from the Valley City State University website (www.vcsu.edu).

Technology Education Major Courses

(On-line courses from Valley City State University. Labs will be face-to-face at A.L. Hagen Junior High on selected weekends and evenings.)

The Bachelor of Science in Education degree with a major in Technology Education includes courses in General Education, professional education (secondary education sequence), the major field (listed below) and the minor field to total a minimum of 128 semester hours. In addition to the Student Learning Outcomes for the Teacher Education Program, Student Learning Outcomes for the Technology Major program are listed below.

Student Learning Outcomes for Technology Education

Courses leading to a major in Technology Education will assist students to develop the following Abilities:

- Collaboration**
- Communication**
- Effective Citizenship**
- Problem Solving**
- Technology**

Technology Department Learning Outcomes

1. Methodology – Students will develop knowledge necessary for program development, implementation, evaluation and assessment of student learning. (This learning outcome

TECHNOLOGY EDUCATION MAJOR COURSES:

NOTE: Labs will meet on weekends or evenings at the local public school

TECH 206 – Introduction to Technology Education	1
TECH 256 – Resources for Technology	2
TECH 256L – Resources for Technology Lab	1
TECH 306 – Inventions and Innovations - Technology Education for Children	2
TECH 306L – Inventions and Innovations - Technology Education for Children Lab	1
TECH 310 – Design, Technology and Engineering for Elementary	2
TECH 310L – Design, Technology and Engineering for Elementary Lab	1
TECH 330 – Exploring Technology	2
TECH 330L – Exploring Technology Lab	1
TECH 331 – Innovation and Engineering Design	2
TECH 331L – Innovation and Engineering Design Lab	1
TECH 371 – Technology Systems	2
TECH 371L – Technology Systems Lab	1
TECH 411 – Curriculum and Methods	2
TECH 416 – Innovations in Technology	2
TECH 416L – Innovations in Technology Lab	1
TECH 431 – Design for Engineering	2
TECH 431L – Design for Engineering Lab	1
TECH 456 – Intelligent Machines	2
TECH 456L – Intelligent Machines Lab	1
Electives:	6
TECH 231 – Design Applications	3
TECH 241 – Technological Applications	3
TECH 242 – Building Math (STEM)	3
TECH 300 – 3D Modeling and Design	2
TECH 300L – 3D Modeling and Design Lab	1
TECH 391 – Foundations of Technology	2
TECH 391L – Foundations of Technology Lab	1
TECH 394 – Independent Study	1-3
TECH 450 – Engineering the Future (STEM)	3
TECH 471 – Technology and Entrepreneurship	2
TECH 471L – Technology and Entrepreneurship Lab	1
TECH 478 – Technology Assessment	2
TECH 478L – Technology Assessment Lab	1
TECH 495 – Senior Problems	1-3
Students may also take courses in Business, Computer Information Systems, Computer Science, Mathematics, Science, Instructional Technology, or Elementary Education with approval of the advisor.	
TOTAL SEMESTER HOURS	36



**BACHELOR OF SCIENCE DEGREE
PSYCHOLOGY**

Degree Requirements:
General Education Courses
Major Courses
Minor Courses
Electives

STUDENT LEARNING OUTCOMES

Upon completion of an undergraduate major in Psychology, students will:

1. Develop an understanding of self and others. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)
2. Be familiar with the major theories of psychology. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V, and VI.)
3. Display a basic competency in research techniques including: (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
 - a. experimental design
 - b. survey procedures
 - c. case study
 - d. behavior analysis
 - e. review of research literature
 - f. statistical analysis.
4. Describe the historical development of psychology as a social science. (This learning outcome directly addresses Institutional Learning Outcomes I, II, VI, and VII.)
5. Understand professional careers in psychology and the means of achieving these career goals (e.g. graduate schools, assistantships, GRE) (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, VI, and VII)
6. Describe the various Lifespan theories and characteristics. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, V and VI.)
7. Summarize the characteristics and etiologies of major psychopathologies. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)
8. Summarize the major theories of personality. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI, and VII.)
9. Be knowledgeable of major psychometric tests and procedures. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and VI.)
10. Describe the effects of social and environmental factors on individual behavior. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, and VI.)
11. Utilize Reflective Decision-Making and critical thinking in evaluation and production of research. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and VI.)
12. Utilize in writing and actions the APA ethical guidelines in psychology. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)

13. Develop an appreciation of diversity (e.g., culture, age, gender, disability, sexual orientation, socioeconomic status) as it influences human behavior. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI, and VII.)
14. Utilize APA style in research and scholarship. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI.)
15. Display transferable skills such as group presentations, writing skills, critical thinking, and project development. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, VI, and VII.)
16. Develop an understanding of biological bases of behavior (e.g., mind/brain, health, neuropathology). (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, V, and VI)

BASIC CORE REQUIREMENTS FOR PSYCHOLOGY MAJOR

PSYC 111 – Introduction to Psychology	3
PSYC 250 – Developmental Psychology	3
PSYC 260 – History and Systems	3
PSYC 320 – Health Psychology	3
PSYC 335 – Biological Psychology	3
PSYC 345 – Research and Experimentation in Psychology.....	3
PSYC 355 – Psychology of Learning	3
PSYC 365 – Social Psychology	3
PSYC 370 – Abnormal Psychology	3
PSYC 375 – Theories of Personality	3
PSYC 491 – Psychology Seminar.....	3
PSYC 497 – Psychology Internship	3
MATH 305 – Probability and Statistics	4
Electives.....	6
PSYC 240 – Human Sexuality	3
PSYC 280 – Education of Exceptional Learners	3
PSYC 289H – Group Dynamics	3
PSYC 332 – Psychological Assessment	3
PSYC 353 – Adolescent Psychology	3
PSYC 410 – Counseling Psychology.....	3
TOTAL SEMESTER HOURS	46



MINORS

PSYCHOLOGY MINOR

(Elementary Education, Secondary Education or Non-teaching)

PSYC 111 – Introduction to Psychology	3
*Electives:	21
PSYC 240 – Human Sexuality.....	3
PSYC 250 – Developmental Psychology	3
PSYC 260 – History and Systems.....	3
PSYC 280 – Education of Exceptional Learners....	3
PSYC 289H – Group Dynamics	3
PSYC 320 – Health Psychology	3
PSYC 332 – Psychological Assessment	3
PSYC 335 – Biological Psychology.....	3
PSYC 345 – Research/Experiment in Psychology...	3
PSYC 353 – Adolescent Psychology	3
PSYC 355 – Psychology of Learning	3
PSYC 365 – Social Psychology.....	3
PSYC 370 – Abnormal Psychology.....	3
PSYC 375 – Theories of Personality	3
PSYC 410 – Counseling Psychology	3
PSYC 491 – Psychology Seminar	3
PSYC 497 – Psychology Internship	3
MATH 305 – Probability and Statistics.....	4
TOTAL SEMESTER HOURS.....	24

*MATH 305 – Probability and Statistics is recommended and will count toward all psychology minors.

* Teacher Education students may not use EDUC 405 – Educational Psychology and Evaluation to meet the electives requirement.



TECHNOLOGY EDUCATION MINOR

The minor in Technology Education is a collaborative program with Valley City State University. Dickinson State University provides the general education, secondary professional education, and subject area major coursework, and Valley City State University provides the Technology Education minor coursework in an online format. Students completing the minor and other degree requirements will be graduates of Dickinson State University.

(On-line courses from Valley City State University. Labs will be face-to-face at A.L. Hagen Junior High on selected weekends and evenings.)

TECH 206 – Introduction to Technology Education	1
TECH 256 – Resources for Technology	2
TECH 256L – Resources for Technology Lab.....	1
TECH 306 – Inventions and Innovation - Technology Education for Children.....	2
TECH 306L – Inventions and Innovation - Technology Education for Children Lab.....	1
TECH 330 – Exploring Technology	2
TECH 330L – Exploring Technology Lab	1
TECH 331 – Innovation and Engineering Design	2
TECH 331L – Innovation and Engineering Design Lab.....	1
TECH 411 – Curriculum and Methods	2
TECH 431 – Design for Engineering	2
TECH 431L – Design for Engineering Lab	1
TECH 456 – Intelligent Machines	2
TECH 456L – Intelligent Machines Lab.....	1
Electives:	3
TECH 231 – Design Applications.....	3
TECH 241 – Technological Applications.....	3
TECH 242 – Building Math (STEM).....	3
TECH 300 – 3D Modeling and Design.....	2
TECH 300L – 3D Modeling and Design Lab	1
TECH 310 – Design, Technology and Engineering for Elementary	2
TECH 310L – Design, Technology and Engineering for Elementary Lab	1
TECH 371 – Technology Systems	2
TECH 371L – Technology Systems Lab	1
TECH 391 – Foundations of Technology	2
TECH 391L – Foundations of Technology Lab.....	1
TECH 394 – Independent Study	1-3
TECH 416 – Innovations in Technology.....	2
TECH 416L – Innovations in Technology Lab	1
TECH 450 – Engineering the Future (STEM)	3
TECH 471 – Technology and Entrepreneurship	2
TECH 471L – Technology and Entrepreneurship Lab...1	
TECH 478 – Technology Assessment.....	2
TECH 478L – Technology Assessment Lab	1
TECH 495 – Senior Problems.....	1-3

Courses in Business, Computer Information Systems, Computer Science, Mathematics, Science, Instructional Technology, or Elementary Education may be included with approval of the advisor.

TOTAL SEMESTER HOURS24



**Dickinson State University Title II
Institutional Report
For July 1, 2010 to June 30, 2011**

To comply with the requirements of Section 207 of Title II of the Higher Education Act, Dickinson State University has provided the following information to the North Dakota Education Standards and Practices Board (NDESPB).

SECTION III. PASS RATES:

A. BASIC SKILLS

Single-Assessment Institution –Level Pass-Rate Data: Regular Teacher Preparation Program 2007-2008

Dickinson State University					
Academic Year: July 1, 2010-June 30, 2011					
Number of program completers: 58 (includes 7 double majors; number of individuals competing the program 51)					
Type of Assessment	Assessment Code Number	# Taking t Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate (Calculated by NDESPB)
Basic Skills- ETS Pre-Professional Skills Test (PPST)					
PPST Reading	0710,5710	53	53	100%	95%
PPST Writing	0720,5720	47	47	100%	88%
PPST Math	0730,5730	57	57	100%	97%

The North Dakota Education Standards and Practices Board (NDESPB) require the ETS PRAXIS I Pre-Professional Skills Tests (PPST) in reading, writing, and mathematics for teacher licensure. All applicants for initial licensure must meet or exceed the state cut scores for the PPST reading subtest (173), the PPST writing subtest (173), and the PPST mathematics subtest (170), or meet or exceed a composite score of 516. Students at Dickinson State University are required to pass the PPST basic skills requirement prior to admission to the teacher education program. Each student who takes the PPST must obtain a minimum score of 173 on the reading subtest, 173 on the writing subtest, and 170 on the mathematics subtest, or meet the requirements for a composite score of 516 in order to be eligible for provisional admission. The requirement for a composite score of 516 includes a passing score on two of the three subtests.

Single-Assessment Institution –Level Pass-Rate Data: Regular Teacher Preparation Program 2004-2005

Dickinson State University					
Academic Year: July 1, 2010-June 30, 2011					
Number of program completers: 58 (includes 7 double majors; number of individuals competing the program 51)					



Type of Assessment	Assessment Code Number	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate (calculated by NDESPB)
Basic Skills-ETS Pre-Professional Skills Test (PPST)					
PPST Reading	0710, 5710	53	53	100%	95%
PPST Writing	0720, 5720	47	47	100%	88%
PPST Math	0730, 5730	57	57	100%	97%

B. PROFESSIONAL KNOWLEDGE, ACADEMIC CONTENT AREAS, OTHER CONTENT AREAS
Single-Assessment Institution –Level Pass-Rate Data: Regular Teacher Preparation Program 2010-2011

Dickinson State University					
Academic Year: July 1, 2010-June 30, 2011					
Number of Program Completers: 58 (includes 7 double majors; number of individuals competing the program 51)					
Type of Assessment	Assessment Code Number	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate (calculated by NDESPB)
Praxis II: Content Tests					
Elementary Education: Curric, Instr, & Assess	0011 5011	25	25	100%	94%
Principles of Learning & Teaching, K-6	0522/0622 5622	29	29	100%	97%
Principles of Learning & Teaching 7-12	0524/0624 5624	26	26	100%	98%
Art K-12	0134				
Biology 7-12	0235				
English 7-12	0041/5041				** 99%
General Science 7-12	0435				
History 7-12	0941				
Mathematics 7-12	0061/5061				**88%
Music K-12	0113				**99%
Social Studies 7-12	0081/5081				**90%
Spanish K-12	5195				

*Data not included in content areas due to less than 10 program completers in each of the tests.

** Combination of last 3 academic years



The North Dakota Education Standards and Practices Board (NDESPB) requires the ETS PRAXIS II content tests for teacher licensure. All initial applicants for elementary licensure must meet or exceed the cut scores for the PRAXIS II Elementary Education: Curriculum, Instruction, and Assessment test 10011 (158) and the PRAXIS II Principles of Learning and Teaching: Grades K-6 test 30522 (162). Initial applicants for secondary licensure must meet or exceed the minimum cut scores for the PRAXIS II in all subject areas: Art K-12 10133 (146); Biology 7-12 20235 (153); Business 9-12 0101 (154); Chemistry 9-12 20245 (147); Composite Science 7-12 10435 (150); Drama 0640 (440); English 7-12 10041 (151); Geography 7-12 30920 (530); Government/Political Science 9-12 10930 (490); History 7-12 10941 (151); Math 7-12 10061 (139); Music K-12 10113 (149); Physical Education 0091/5091 (143); Social Studies 7-12 10081 (153); Spanish 10191 (155); Institutions of higher education in North Dakota submitted test results to the NDESPB for the first time in April 2008 for the year 2006-07, and the NDESPB submitted the state report (including information regarding the state passing rate for tests) to the U.S. Department of Education in October 2008. The PRAXIS II testing is a required component of the Dickinson State University Teacher Education Program, and must be passed prior to graduation or program completion.

SECTION II. PROGRAM INFORMATION:

(A) Number of students in the regular teacher preparation program:

1. Total number of students enrolled during 2010-2011: 130 (Includes students whose major field of study is education.)

(B) Information about supervised student teaching:

2. Number of students in programs of supervised student teaching during academic year 2010-2011: 75
3. Number of supervising faculty who were: Appointed full-time in professional education: 4.0 FTE Appointed part-time in professional education and full-time in the institution: 0 FTE Appointed part-time in professional education, not otherwise employed by the institution: 3.0 FTE Total number of supervising faculty for the teacher preparation program during 2010-2011: 7.0 FTE
4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 10.71
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40* hours. The total number of weeks of supervised student teaching required is 14. The total number of hours required is: 560* hours.

**NOTE: In addition, students spend considerable time during evenings and weekends grading assignments and preparing for new lessons.*

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state? Yes X No ___
 7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes ___ No X
- In addition to delivering the full Teacher Education program in Dickinson, Dickinson State University works

collaboratively with Bismarck State College to deliver the Dickinson State University Bachelor of Science in Education degree with a major in Elementary Education and secondary education teaching majors in English, Composite Social Science, History, and Mathematics on the Bismarck State College campus in Bismarck, North Dakota.

SECTION III. CONTEXTUAL INFORMATION (OPTIONAL):

- The College of Education, Business, and Applied Sciences at Dickinson State University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers the institution's initial teacher preparation programs.
- The teacher education program is approved/accredited by the North Dakota Education Standards and Practices Board (ESPB), 2718 Gateway Ave., Suite 303, Bismarck ND 58503-0585, phone (701) 328-9641.
- The Teacher Education Program conceptual framework is "Teachers as Reflective Decision-Makers." Throughout the curriculum, emphasis is placed on helping prospective teachers to become effective decision-makers who base decisions on a well-developed philosophy of education.
- All Teacher Education students are required to prepare and submit portfolios as part of the assessment process. The portfolios are related to the student learning outcomes that have been identified for the Teacher Education Program. The portfolio development process begins in the sophomore year and continues through the senior year. Students complete their portfolios electronically using LiveText software.





PURPOSE

Dickinson State University recognizes that education is a lifelong process. The role of the Office of Extended Learning is to extend available University resources beyond the campus and traditional offerings. Through a cooperative and coordinated effort, the Office of Extended Learning develops programs, courses, and workshops to provide individuals with skills to remain or advance in the workforce and to meet the needs for continued professional education. Programs include DSU Online, Dickinson State University face to face programs and two-plus-two programs at Bismarck State College and Williston State College.

OBJECTIVES

1. Provide students returning to college with sound academic programs in a flexible format to meet their educational needs.
2. Prepare students with the education and skills necessary for employment.
3. Recognize that learning takes place on the job and in the world and connect it to the college experience.
4. Recognize the needs of life-long learners and establish education programs to meet those needs.
5. Recognize the changing needs of the workforce and develop programs and training to meet those needs.
6. Be a leader in meeting the future education needs of students, including scheduling and availability of information in technical models that allows for 24/7 learning.

LOCATIONS AND DEGREE PROGRAMS

DSU ONLINE

- Associate in Arts
- Associate in Science in Agriculture Sales and Service
- Bachelor of Applied Science
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Finance
- Bachelor of Science in Human Resource Management
- Bachelor of Science in International Business
- Bachelor of University Studies

DICKINSON STATE UNIVERSITY

- Associate in Arts
- Bachelor of Applied Science
- Bachelor of University Studies
- Interest Courses

CERTIFICATES

- Human Resource Management

BISMARCK STATE COLLEGE SITE

- Bachelor of Applied Science
- Bachelor of Arts in Composite Social Science
- Bachelor of Arts in English
- Bachelor of Arts in History
- Bachelor of Science in Accounting
- Bachelor of Science in Computer Science
- Bachelor of Science in Computer Technology Management
- Bachelor of Science in Education: Composite Social Science Education

- Bachelor of Science in Education: Elementary Education
- Bachelor of Science in Education: English Education

- Bachelor of Science in Education: History Education
- Bachelor of Science in Education: Mathematics Education
- Bachelor of Science in Finance
- Bachelor of Science in Human Resource Management
- Bachelor of Science in International Business
- Bachelor of University Studies

WILLISTON STATE COLLEGE SITE

- Bachelor of University Studies
- Bachelor of Applied Science

Online Minors:

- Accounting
- Banking and Finance
- Business Administration
- Equine
- Human Resource Management
- International Business
- Management

BISMARCK STATE COLLEGE SITE:

Education Minors/Endorsements

- English Education Minor (Secondary Education)
- History Education Minor (Secondary Education)
- History Minor (Elementary Education)
- Mathematics Education Minor Elementary
- Mathematics Education Minor Secondary
- Middle School Endorsement Courses
- Computer Science Education Minor (Secondary Education)
- Kindergarten Endorsement
- Reading Concentration
- Psychology Minor (Elementary or Secondary Education)
- Social Science Education Minor (Secondary Education)

GENERAL MINORS

- Accounting
- Banking and Finance
- Business Administration
- Computer Science-Information Technology
- Computer Science-Traditional
- English
- Entrepreneurship
- Equine
- History
- Human Resource Management
- International Business
- Management
- Management Information Systems
- Mathematics
- Psychology

DELIVERY METHODS

- Block Classes (8 weeks)
- Day and Evening Offerings
- Face to Face
- Hybrid (A combination of online, face to face, and/or IVN)
- Individual or Group Extension Courses
- Interactive Video Network (IVN)
- Online
- On-site Classes
- Weekends, Weekdays, Summer



Degrees Offered through the Office of Extended Learning

ASSOCIATE ARTS DEGREE

Important: See page 29 for more information on this program.

General Education (See page 57)39
Electives24

Total Semester Hours (minimum needed for graduation)64

Freshman Seminar or Strategies for Success1
A cumulative GPA of 2.0 or higher is required for graduation.

*NDUS GERTA Policy applies (See page 57)

The Associate of Arts (A.A.) degree program provides adults with an excellent foundation in the liberal arts while preparing them for continued studies. The curriculum develops the adult learner's sensitivity to human values and capacity for critical thinking.

- Available Online and in Dickinson

Dickinson Contacts:

Phone: 701-483-2166
Toll Free: 1-866-496-8797
Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu
Stacy.Wilkinson@dickinsonstate.edu

ASSOCIATE IN SCIENCE DEGREE IN AGRICULTURE SALES AND SERVICE EQUINE OPTION

Important: See page 64 for more information on this program.

General Education (See page 57)39
Major Courses.....9
Equine Courses20

Total Semester Hours (minimum needed for graduation)68

Strategies for Success1

*NDUS GERTA Policy applies (See page 57)

This degree is designed to give students the knowledge and confidence to compete in the growing equine field. Courses offer the convenience and flexibility of the online environment through lecture notes, audio, and video to provide students with the skills needed to be successful.

- Available Online and in Dickinson

Dickinson Contact:

Phone: 701-483-2166
Toll Free: 1-866-496-8797
Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu

BACHELOR OF APPLIED SCIENCE DEGREE

Completed an A.A.S. Degree60 - 64
General Education (See page 57)39
Major Courses.....36
ElectivesAs Needed

Total Semester Hours (minimum needed for graduation)128

Strategies for Success1
*NDUS GERTA Policy applies (See page 57)

This degree allows students to add management courses to their Associate of Applied Science degree while using the technology portion of the first degree to serve as the major for the bachelor's degree.

- Available Online, in Bismarck, Williston and Dickinson

Dickinson Contacts:

Phone: 701-483-2166
Toll Free: 1-866-496-8797
Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu
Stacy.Wilkinson@dickinsonstate.edu

Bismarck Contact:

Phone: 701-224-5631
Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

BACHELOR OF ARTS DEGREE IN COMPOSITE SOCIAL SCIENCE

Important: See page 124 for more information on this program.

General Education (See pages 57)39
Major Courses60
Minor24
Foreign Language16

Total Semester Hours (minimum needed for graduation)139

Strategies for Success1

*NDUS GERTA Policy applies (See page 57)

Graduate programs in all of the social sciences and many other disciplines will look favorably on your understanding of human behavior from multiple perspectives. A degree also helps prepare you for such options as law school, medical school, or social work. You might decide to work in various organizations that are concerned with policy making centered on helping people.

- Available in Bismarck

Bismarck Contacts:

Phone: 701-224-5631
Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu



BACHELOR OF ARTS DEGREE IN ENGLISH

Important: See page 90 for more information on this program.

General Education (See page 57)	39
Major Courses	40
Minor	21-24
Foreign Language	16
Electives	9-12
Total Semester Hours (minimum needed for graduation)	128

Strategies for Success1
 *NDUS GERTA Policy applies (See page 57)

The Bachelor of Arts Degree with a Major in English stresses literary analysis, diversity, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies.

- Available in Bismarck

Bismarck Contacts:

Phone: 701-224-5631
 Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

BACHELOR OF ARTS DEGREE IN HISTORY

Important: See page 125 for more information on this program.

General Education (See page 57)	39
Major Courses.....	32
Minor	24
Foreign Language	16
Electives	17
Total Semester Hours (minimum needed for graduation)	128

*NDUS GERTA Policy applies (See page 57)

Individuals pursuing a Bachelor of Arts Degree in History will have a general understanding of diverse cultures, civilizations, and religious beliefs which have impacted the course of world history.

- Available in Bismarck

Bismarck Contacts:

Phone: 701-224-5631
 Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN ACCOUNTING

Important: See page 66 for more information on this program.

General Education (See page 57)	43
Pre Major courses.....	15
Business Core.....	34
Accounting Core.....	34
Electives	2
Total Semester Hours (minimum needed for graduation)	128

A cumulative GPA of 2.25 or higher is required for graduation.
 *NDUS GERTA Policy applies (See page 57)

This degree prepares an individual for an accounting career in a corporate, non-profit, or government organization. The program focuses on broad business skills as well as specialized knowledge in financial and cost accounting, tax accounting, auditing, and other critical areas.

- Available Online and in Bismarck

Bismarck Contact:

Phone: 701-224-5631
 Fax: 1-701-224-5745
Beverly.Johnston@dickinsonstate.edu
Lisa.Corbin@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Important: See page 68 for more information on this program.

General Education (See page 57)	43
Pre Major courses.....	15
Business Core.....	34
Minor	26
Electives	10
Total Semester Hours (minimum needed for graduation)	128

Strategies for Success1
 A cumulative GPA of 2.25 or higher is required for graduation.
 *NDUS GERTA Policy applies (See page 57)

The degree requirements are designed to prepare students for careers in business, with specific emphasis placed on management skill development. Graduates will have an understanding of the mechanics of business that are crucial for success in today's fast-paced, competitive job market. They will be prepared for successful careers in industry, government, education, health services, and non-profit organizations.

- Available Online and in Dickinson

Dickinson Contacts:

Phone: 701-483-2166
 Toll Free: 1-866-496-8797
 Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu
Stacy.Wilkinson@dickinsonstate.edu



Bismarck Contacts:

Phone: 701-224-5631
Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN COMPUTER SCIENCE

Important: See page 97 for more information on this program.

General Education (See page 57)39
Major Courses.....67
Minor22
Total Semester Hours (minimum needed for graduation)128

*NDUS GERTA Policy applies (See page 57)
Note: Some courses fulfill more than one of the above areas.

Computer scientists study the design, implementation, performance, and usability of computer systems. Students acquire a strong foundation in problem-solving and software development.
• Available in Bismarck

Bismarck Contacts:

Phone: 701-224-5631
Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN COMPUTER TECHNOLOGY MANAGEMENT

Important: See page 98 for more information on this program.

General Education (See page 57)39
Major Courses.....55
Minor24
Electives10
Total Semester Hours (minimum needed for graduation)128

Strategies for Success1
*NDUS GERTA Policy applies (See page 57)
Note: Some courses fulfill more than one of the above areas.

This degree prepares students to create effective strategies for the future of computer technology in an enterprise. This involves planning, budgeting, and knowledge of trends in computer hardware and software.
• Available in Bismarck

Bismarck Contacts:

Phone: 701-224-5631
Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN ELEMENTARY EDUCATION

Important: See page 134 for more information on this program.

General Education (See page 57)40
Major Courses.....73
Two Concentrations (Minimum of 12 semester hours each).....24
Total Semester Hours (minimum needed for graduation)137

*NDUS GERTA Policy applies (See page 57)

NOTE: Due to licensure requirements, there may be additional Elementary Education General Education classes that need to be completed. Contact the Chair of the Department of Teacher Education for more information.

The Bachelor of Science in Education Degree in Elementary Education is a program designed for any individual seeking a teaching certificate and interested in the education of children in the Grade K-8 setting.
• Available in Bismarck

Bismarck Contact:

Phone: 701-224-5631
Fax: 1-701-224-5745
Louella.Aronson@dickinsonstate.edu
Robert.Howman@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN COMPOSITE SOCIAL SCIENCE EDUCATION

Important: See page 123 for more information on this program.

General Education (See pages 57)39
Major Courses.....72
Secondary Professional Education Sequence38
Total Semester Hours (minimum needed for graduation)149

*NDUS GERTA Policy applies (See page 57)

This degree prepares students for a teaching career in social science subjects.
• Available in Bismarck

Bismarck Contact:

Phone: 701-224-5631
Fax: 1-701-224-5745
Louella.Aronson@dickinsonstate.edu
Robert.Howman@dickinsonstate.edu



BACHELOR OF SCIENCE DEGREE IN ENGLISH EDUCATION

Important: See page 90 for more information on this program.

General Education (See page 57)	39
Major Courses.....	40
Minor	24
Professional Secondary Education Sequence	42
Total Semester Hours (minimum needed for graduation)	145

*NDUS GERTA Policy applies (See page 57)

This degree prepares students for a teaching career in English.

- Available in Bismarck

Bismarck Contact:
 Phone: 701-224-5631
 Fax: 1-701-224-5745
Louella.Aronson@dickinsonstate.edu
Robert.Howman@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN HISTORY EDUCATION

Important: See page 126 for more information on this program.

General Education (See page 57)	39
Major Courses.....	45
Minor Courses	24
Secondary Professional Education Sequence	42
Total Semester Hours (minimum needed for graduation)	150

*NDUS GERTA Policy applies (See page 57)

This degree prepares students for a teaching career in history.

- Available in Bismarck

Bismarck Contact:
 Phone: 701-224-5631
 Fax: 1-701-224-5745
Louella.Aronson@dickinsonstate.edu
Robert.Howman@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN MATHEMATICS EDUCATION

Important: See page 96 for more information on this program.

General Education (See page 57)	39
Major Courses.....	44
Minor	24
Secondary Professional Education Sequence	37
Total Semester Hours (minimum needed for graduation)	144

*NDUS GERTA Policy applies (See page 57)

Note: Some courses fulfill more than one of the above areas.

This degree prepares students for a teaching career in mathematics.

- Available in Bismarck

Bismarck Contact:
 Phone: 701-224-5631
 Fax: 1-701-224-5745
Louella.Aronson@dickinsonstate.edu
Robert.Howman@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN FINANCE

Important: See page 70 for more information on this program.

General Education (See pages 57)	43
Pre-major courses	15
Business Core	34
Finance Core.....	34
Electives	2
Total Semester Hours (minimum needed for graduation)	128

A cumulative GPA of 2.25 or higher is required for graduation.

*NDUS GERTA Policy applies (See page 57)

This degree will help students develop knowledge of financial management and enhance interpersonal and professional skills. Students will learn new methods to improve organizational effectiveness and acquire the tools to advance as financial service professionals.

- Available Online, at Bismarck and Dickinson

Dickinson Contacts:
 Phone: 701-483-2166
 Toll Free: 1-866-496-8797
 Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu
Stacy.Wilkinson@dickinsonstate.edu

Bismarck Contacts:
 Phone: 701-224-5631
 Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Beverly.Johnston@dickinsonstate.edu



BACHELOR OF SCIENCE DEGREE IN HUMAN RESOURCE MANAGEMENT

Important: See page 72 for more information on this program.

General Education (See pages 57)	43
Pre Major courses	15
Business Core	34
Human Resource Core	24
Electives	12
Total Semester Hours	
(minimum needed for graduation)	128

A cumulative GPA of 2.25 or higher is required for graduation.
*NDUS GERTA Policy applies (See page 57)

This degree will provide individuals with the human resource management skills required to work effectively at a professional level in a continually changing human resource environment.
• Available Online, in Bismarck and Dickinson

Dickinson Contacts:
Phone: 701-483-2166
Toll Free: 1-866-496-8797
Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu
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Bismarck Contacts:
Phone: 701-224-5631
Fax: 1-701-224-5745
Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

BACHELOR OF SCIENCE DEGREE IN INTERNATIONAL BUSINESS

Important: See page 73 for more information on this program.

General Education (See pages 57)	43
Pre Major courses	15
Business Core	34
International Business Core	24
Electives	12
Total Semester Hours	
(minimum needed for graduation)	128

A cumulative GPA of 2.25 or higher is required for graduation.
*NDUS GERTA Policy applies (See page 57)

Now, more than ever, it is imperative that business employees can effectively interact with persons of different backgrounds and cultures. International business students take courses focusing not only on international relations and economics, but also on beliefs, culture, politics and social systems.
• Available Online, in Bismarck and in Dickinson

Dickinson Contacts:
Phone: 701-483-2166
Toll Free: 1-866-496-8797
Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu
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BACHELOR OF UNIVERSITY STUDIES DEGREE

Important: See page 31 for more information on this program.

General Education (See page 57)	39
Level 300 and above	32
Electives	57
NOTE: Residency Requirements (from DSU)	32
Total Semester Hours	
(minimum needed for graduation)	128

A cumulative GPA of 2.0 or higher is required for graduation.
*NDUS GERTA Policy applies (See page 57)

This degree provides maximum flexibility for students who wish to determine the content of their degree rather than pursue a specific major. It can be used for entry into a wide variety of occupations or serve as a bridge to numerous graduate degree programs. This degree also prepares students for employment in areas not requiring specific baccalaureate degrees. The area of emphasis or concentration can be tailored to prepare students for entry into a particular career area.
• Available Online, in Bismarck, Williston and Dickinson

Dickinson Contacts:
Phone: 701-483-2166
Toll Free: 1-866-496-8797
Fax: 701-483-2028 or 701-483-2385
Yvonne.Roth@dickinsonstate.edu
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Chris.Heringer@dickinsonstate.edu
Nicole.R.Kadrmass@dickinsonstate.edu

ALTERNATIVE CREDIT OPTIONS:

- Twelve credits from Dickinson State University must be earned before Alternative Credit options can be transcribed.
- Must take ASC 400; Portfolio Preparation
- All Alternative credit options are graded Satisfactory/ Unsatisfactory (S/U)
- A maximum of 30 credits can be granted
- A recording fee per semester hour

AVAILABLE CREDITS ARE:

- Armed Service Credit (up to 10 semester hours)
- Prior Learning (up to 12 semester hours)
- CLEP (up to 15 semester hours)
- Experiential Learning Credit (up to 30 semester hours)
- Service Learning (up to 6 hours)



ARMED SERVICE CREDIT

Dickinson State University may grant college credit to students who have completed specific courses of instruction while on active duty in the armed services. Credit granted will be based on the recommendations of the American Council on Education's publication "Guide to Evaluation of Educational Experiences in the Armed Services." The maximum number of semester hours is 10.

PRIOR LEARNING

Credit may be awarded for educational workshops and/or training which has a direct correlation between the content of the training received and the general curriculum of a specific department at Dickinson State University. Credit will be awarded at the discretion of the appropriate department chair. The amount of credit will vary based upon a number of factors, which may include the academic rigor of the training and/or the length of the training or workshop. Generally, one semester hour of credit is awarded for each 16 hours of seat time. The maximum number of semester hours is 12. NOTE: All prior learning credit will be designated under Special Topics 299/499.

CLEP

Dickinson State University accepts certain CLEP Examinations for credit. A maximum of 15 semester hours may be applied to a four-year degree, and 8 semester hours to a two-year degree. See Registrar for current list of acceptable CLEP tests.

EXPERIENTIAL LEARNING CREDIT

The following policy guidelines exist for students interested in receiving Experiential Learning Credit:

- Credit will be granted only for courses identified in the Dickinson State University catalog in total hours.
- Experiential Learning credits will be granted only on a pass/ fail basis.
- The maximum number of hours granted for experiential learning credit is 30 semester hours.

ACADEMIC STANDARDS FOR EXPERIENTIAL LEARNING:

- A portfolio which demonstrates learning needs to be developed by the student in specific DSU course areas and submitted to The Dickinson State University Office of Extended Learning.
- Credit will be awarded for learning and not just for experience.
- Credit must be appropriate to the academic context in which it was accepted.
- Dickinson State University allows up to 15 semester hours of S/U credit towards an AA degree.
- Dickinson State University allows up to 30 semester hours of S/U credits towards a BUS degree.

SERVICE LEARNING

Credit may be awarded for extra-curricular university or community volunteer service activities (on-campus or off-campus), which were completed within the current semester of enrollment and can be tied to an existing course in the university catalog. Service learning experiences will be arranged through the appropriate department chair and credit will be awarded at the chair's discretion. The amount of credit will vary. The maximum number of semester hours is six. NOTE: Credit cannot be designated and transcribed under Special Topics 299/499.

TRANSFER CREDIT

- Up to 48 semester equivalent hours from a regionally accredited institution for an AA degree.
- Up to 96 semester equivalent hours from a regionally accredited institution for a BUS degree.

INTERACTIVE VIDEO NETWORK (IVN)

The North Dakota Interactive Video Network (NDIVN) serves Dickinson State University. This electronic delivery system allows individuals additional opportunities to participate in the programs of the Office of Extended Learning and that of the North Dakota University System (NDUS).

Programs Offered through NDUS and IVN:

MBA through the University of North Dakota
Educational Leadership through Tri-College
Masters in School Counseling

Courses Offered:

Management Education Social Work
Community Offerings:
Special meetings, events and seminars

DUAL CREDIT COURSEWORK

High school students earn college credit while still in high school through Dickinson State University partnerships with local high school students. The Office of Extended Learning assists in recruiting schools and students as well as informing parents of the availability of dual credit at their local high school.

PROFESSIONAL DEVELOPMENT GRADUATE CREDIT

Professional Development Graduate Credit is brokered through the North Dakota University System for teachers through the West River Teacher Center. Extensive work is done to collaborate with other entities or grant projects to offer the courses at a reduced price for educators.

COMMUNITY WORKSHOPS/SEMINARS

The Office of Extended Learning serves as conference manager for workshops/seminars for the local community. Topics include leadership, management, diversity, demographic concerns, entrepreneurship, education issues and current issues of concern to the region and communities that Dickinson State University serves. These seminars are a vital part of the commitment of Dickinson State University to the region.



ACCOUNTING

ACCT 102 – Fundamentals of Accounting3

This course is designed for non-accounting and non-business majors. Coverage includes elements of financial statements and the full accounting cycle. Fall.

ACCT 200 – Elements of Accounting I3

Basic principles of the complete accounting cycle. Fall, Spring.

ACCT 201 – Elements of Accounting II3

Special emphasis on corporate accounting and the uses of accounting information by managers. Pre-requisite: ACCT 200 – Elements of Accounting I. Fall, Spring.

ACCT 210 – Accounting Club1

Provides the opportunity for students to learn networking skills essential for accounting majors, to use their skills in a practical setting and strengthen their relationships with the business community. The club is for any student who is enrolled as an accounting major or minor or considering becoming an accounting major or minor. S/U grading only. Fall, Spring.

ACCT 301 – Computerized Accounting3

Students learn how to use accounting software to journalize, post, print reports, print financial statements, and find and correct posting errors.

Pre-requisite: ACCT 200 – Elements of Accounting I. Fall, Spring.

ACCT 305 – Cost Accounting3

The introduction of modern cost accounting with insight and breadth regarding both the accountants' and the managers' role in an organization.

Pre-requisite: ACCT 201 – Elements of Accounting II. Fall.

ACCT 310 – Government and Non-profit Accounting3

Provides an overview of accounting for non-profit entities. The course focuses on the use of special funds for municipalities and state governments, colleges and universities, hospitals and other health care entities, voluntary health and welfare organizations, and other non-profit organizations. Preparation of budgets and statements will also be covered. Accounting and reporting for government and not-for-profit entities.

Pre-requisite: ACCT 332 – Intermediate Accounting II. Spring. Fall

ACCT 315 – Business Law I3

Introduces the student to the legal environment and examines the law of contracts and properties. Pre-requisite: Business Administration majors must complete all Pre-Major courses with a "C" or better. Fall.

ACCT 316 – Business Law II3

Emphasis is on the Uniform Commercial Code, business associations, debtor-creditor relations, and employment law. Spring.

ACCT 330 – Financial Statement Analysis3

An intensive study of financial accounting theory in regards to financial statements and analysis with practical applications as it relates to the preparation and the analysis of financial statements with in-depth examinations of published financial statements, intensive preparations of financial statements, and detailed ratio analysis of statements.

Pre-requisite: ACCT 201 – Elements of Accounting II. Fall.

ACCT 331 – Intermediate Accounting I4

An intensive study of financial accounting theory and practical applications as it relates to the preparation and analysis of financial statements, current assets, current liabilities, plant and equipment, and their related revenue and expenses.

Pre-requisite: ACCT 201 – Elements of Accounting II. Fall.

ACCT 332 – Intermediate Accounting II4

Special accounting application as to preparation and analysis of financial statements with emphasis on investments, liabilities, income taxes, leases, pensions, owner's equity, earnings per share, statement of cash flow, and special topics relating to accounting.

Pre-requisite: ACCT 331 – Intermediate Accounting I. Spring.

ACCT 333 – Income Tax I4

A detailed study of federal tax law as applied to individual tax preparation with emphasis on tax determination of gross income, itemized deductions, gains and losses, and depreciation.

Pre-requisite: ACCT 201 – Elements of Accounting II. Fall.

ACCT 334 – Income Tax II3

An advanced study of tax topics for corporations, partnerships, gift taxes, and estate taxes.

Pre-requisite: ACCT 333 – Income Tax I. Spring.

ACCT 335 – Income Tax Preparation – VITA1

IRS program providing income tax preparation services for certain individuals. As part of the class, students will demonstrate a knowledge of income taxes and prepare tax returns for students and other qualified individuals. S/U grading only.

Pre-requisite: ACCT 333 – Income Tax I. Spring.

ACCT 351 – Fraud Examination3

An introduction to fraud and an overview of the fraud problem. Covers fraud prevention and detection, the various elements of fraud investigation, and the various types of fraud.

Pre-requisite: ACCT 201-Elements of Accounting II.

ACCT 365 – White Collar Crime3

This course will include a discussion of the general principles of white collar criminal prosecution and defense. There will be an emphasis placed on fraud and political corruption crimes (mail fraud, bank fraud, and crimes involving bribery of public officials), conspiracy, financial and securities fraud, tax fraud, currency reporting crime and money laundering. We will also discuss regulatory crimes in the health and environmental areas and crimes involving the protection of federal rights and functions. Finally there will be a discussion of the sanctions surrounding these crimes, including the Federal Sentencing Guidelines and the Racketeer Influenced and Corrupt Organizations Act.

Prerequisite: ACCT 351 – Fraud Examination. Spring.

ACCT 406 – Advanced Accounting3

A study of specialized problems in accounting. The course addresses accounting for partnerships, foreign currency transactions and business combinations.

Pre-requisite: ACCT 332 – Intermediate Accounting II. Fall. Spring



ACCT 407 – Auditing I4

A comprehensive course introducing the fundamental concepts of auditing including audit program design, the public accounting environment, the audit report, professional ethics, and related matters. Pre-requisite: ACCT 332 – Intermediate Accounting II. Fall.

ACCT 408 – CPA Review – Regulation3

Topics covered include advanced business law, federal taxation, ethics and professional and legal responsibilities. For the student who intends to sit for the CPA examination.

ACCT 409 – CPA Review – Financial Accounting and Reporting3

Topics covered include generally accepted accounting principles for business enterprises, not-for-profit organizations and governmental entities. For the student who intends to sit for the CPA examination.

ACCT 410 – CPA Review – Audit.....3

Topics covered include auditing procedures and generally accepted auditing standards. For the student who intends to sit for the CPA examination.

ACCT 411 – CPA Review – Business Environment and Concepts3

Topics covered include general business concepts that are required in order to understand the underlying business reasons for and accounting implications of business transactions. For the student who intends to sit for the CPA examination.

ACCT 412 – Auditing II3

Continuation of ACCT 407 – Audit I. The comprehensive course addresses the fundamental concepts of auditing, including audit program design, the public accounting environment, the audit report, professional ethics, and related matters. Pre-requisite: ACCT 407 – Auditing. Spring.

ACCT 421 – Forensic Accounting3

An introduction to Forensic Accounting concepts. Will include an overview of advanced fraud topics, business valuation, and litigation support provided by accountants. This class will focus on the services that accountants perform in the legal environment, the reporting process and professional testimony. Pre-requisite: ACCT 351 – Fraud Examination.

ACCT 422 – Business Valuation.....3

An introduction to Business Valuation concepts. Will include the basic principles and techniques employed by business valuation specialists. Pre-requisites: FIN 326 – Managerial Finance.

ACCT 291, 491 – Accounting Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework.

ACCT 292, 492 – Experimental Course.....1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.

ACCT 293, 493 – Peer Tutoring.....1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum six credits may be applied to graduation.)

ACCT 294, 494 – Independent Study, Undergraduate Research.1-6

Independent Study: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Undergraduate Research: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester.

ACCT 295, 495 – Service Learning1-6

Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

ACCT 296, 496 – Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

ACCT 297, 497 – Accounting Internship, Externship, Cooperative Education1-6

Student will be placed in an off-campus company or agency which will provide the student with specific activities what will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. S/U grading only.

ACCT 299, 499 – Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.

AGRICULTURE

AGEC 142 – Agricultural Accounting.....3

An introduction to the preparation of farm records and financial statements for use in business analysis. Fall. Course fee required.

AGEC 244 – Introduction to Agricultural Marketing3

A study of the agricultural marketing system to include cash marketing, commodity futures trading, branded products merchandising and the interrelationships of the government and international trade. Fall, Spring (Online).



AGEC 246 – Introduction to Agricultural Finance3
Provides background in farm and agri-business credit use and evaluation. Discussion of specific financial conditions on farms and in agri-business. Spring. Course fee required.

AGEC 342 – Introduction to Agricultural Management3
Economic and managerial concepts related to farm or agri-business production process development or cost data, enterprise analysis, organization, and management of production inputs. Spring.

AGEC 374 – Cooperatives3
Theory, practice, and evaluation of cooperatives including principles, management, marketing, finance, taxes, legal issues, and adjusting to change. Spring, odd years.

AGEC 375 – Applied Agricultural Law3
Study of laws affecting agriculture and agri-business including property ownership, financial relations, and environmental regulation. Spring, even years.

AGEC 387 – Commodity Futures and Options3
Fundamental and technical aspects of the futures market including charting, trends and signals, and the use of options. Students conduct simulated trades to get a feel for hedging and speculation. Skills are developed to allow students to use futures and options in developing their personal marketing plans. Pre-requisite: AGECE 244 – Introduction to Agricultural Marketing. Spring.

AGEC 422 – Resource Economics and Environmental Protection.....3
The primary objective of this course is to introduce the main concepts and tools of environmental and natural resource economics through lectures, discussions, and exercises. Emphasis will be on the importance of environmental and natural resource economic concepts as applied to atmosphere, water, land, and biota in reconciling economic theory and environmental policies. The course also focuses on physical geographic and geologic principles and processes applied to understand selected human impacts on atmosphere, water, land, and biota. Pre-requisites: Econ 201 – Principles of Microeconomics and Econ 202 – Principles of Macroeconomics. Fall.

AGEC 442 – Advanced Farm Management.....3
The primary objective of this course is to provide the student the opportunity to bring together knowledge obtained from previous farm management, agricultural and business courses and apply this knowledge to unique problems faced by modern farm managers. Fall, even years. Course fee required.

AGRI 115 – Agricultural Math.....2
Students will apply practical math skills to master mathematical concepts intrinsic to producing, processing, and marketing agricultural products. Spring, even years.

AGRI 118 – Ag Club1
Active participation in Ag Club will enhance leadership, employment, and organizational skills. The student will be exposed to competition in salesmanship, employment interview, career planning, and crop and livestock production. Fall, Spring.

AGRI 280 –Technology in Agriculture3
An introduction to technology in modern agriculture including: computer and software advances, internet resources, geographical information system (GIS) and global positioning system (GPS). Computer software programs include: ration evaluation or balancing, herd management, financial management, and ArcGIS. GPS will be introduced both in the classroom and through field exercises. Spring, even years. Course fee required.

AGRI 350 – Agricultural Data Analysis and Statistics.....4
Principles and procedures in the analysis of agricultural data including indices of central tendency and dispersion; probability; sampling; significance tests; analysis of variance; and correlation and simple linear regression. Fall.

AGRI 391 – Junior Seminar2
Junior Seminar, combined with the subsequent AGRI 394 (Undergraduate Research) and AGRI 491 (Agricultural Seminar) or RNG 491 (Range Seminar), will afford the student the opportunity to “experience” the application of their technical, communication, and organizational skills in the development, investigation, reporting, and presentation of an undergraduate research/investigation project. In AGRI 391, students are expected to select a project, research existing information, design their investigation, develop a funding request and plan for data analysis. The chosen project should critically investigate an issue or problem in agriculture, natural resource management or agri-business in which the student has an intrinsic interest and/or potential career opportunity. Spring.

AGRI 394 – Undergraduate Research1
Undergraduate research, combined with Junior Seminar and Agricultural/Range Seminar, will afford the student the opportunity to “experience” the application of their technical, communication, and organizational skills in the development, investigation, reporting, and presentation of an undergraduate research/investigation project. Students are expected to continue with their selected project (researching existing information and implementing project designs); plan for data analysis; author introduction and procedures sections and drafts of other sections of final report; and continue to seek funding, if applicable. Pre- or co-requisite: AGRI 391 – Junior Seminar and AGRI 350 – Agricultural Data Analysis and Statistics. Fall.

AGRI 491 – Agricultural Seminar1-6
In this capstone course, students will critically analyze and propose research-based solutions to problems related to agricultural issues concerning natural resources business/marketing and/or integrated management. Pre-requisite: Senior standing. Cross listed with RNG 491. Spring.

AGRI 292, 492 – Experimental Course1-4
A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.



AGRI 293, 493 – Peer Tutoring.....1-6

Students may earn credits tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum eight credits may be applied to graduation.)

AGRI 294, 494 – Independent Study,.....1-6

Independent Study: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Fall, Spring, Summer. Undergraduate Research: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester.

AGRI 295, 495 – Service Learning1-6

Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

AGRI 296, 496 – Study Tours.....1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

AGRI 297, 497 – Agricultural Management Internship; Externship; Cooperative Education.....1-6

Student will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. Fall, Spring, Summer.

AGRI 299, 499 – Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair. Course fee may be required.

ANSC 114 – Introduction to Animal Science.3

An introduction to the recommended management and production practice for food producing animals. Fall. Course fee required.

ANSC 123 – Feeds and Feeding.....3

The class objective is to clarify the principles of animal nutrition, common livestock feeds, and proper feeding of livestock. Specifically; nutrient groups and characteristics, digestive systems, animal requirements, feed analysis, common feedstuffs, ration formulation, and feeding of the different classes of beef animals, will be covered extensively with additional information on equine, dairy, swine, and poultry nutrition presented. Fall. Course fee required.

ANSC 160 – Equine Nutrition2

This class is designed to develop an understanding of the factors involved in meeting the nutritional needs of horses in various stages of development or performance. This is a practical approach to nutrition. Fall. Course fee required.

ANSC 161 – Equine Business Management2

Since the equine world is now big business, students must approach training or breeding operations as a business. Students will study the forms of business, income tax considerations, develop a business plan, insurance considerations, liability programs, records, hobby versus a business, agreements and contracts. Fall. Course fee required.

ANSC 162 – Equine Reproduction2

Students will study the reproductive tract, hormone control, the signs of heat, breeding methods, semen evaluation, and management of the breeding herd. Fall. Course fee required.

ANSC 163 – Equine Health and Diseases2

Students will develop an understanding of health requirements and care of horses. Vaccination schedules, deworming and preventative measures are explored. The student will also study diseases, wound care, basic first aid, unsoundness and sources of unsoundness. Fall. Course fee required.

ANSC 164 – Equine Behavior, Ground Work and Safety2

This class includes understanding mental capacity, motivation, and reactions of horses to different training techniques. Proper restraining procedures to protect the horse and handler are explored. Imprinting training for a foal is discussed. A safety program will be designed to breeding or training operation. Fall, Spring. Course fee required.

ANSC 220 – Livestock Production.....3

General production and management of major meat animal species. Topics include: production systems, feeding, facilities, health economics, and marketing. Spring. Course fee required.

ANSC 247 – Processing of Meat Animal Carcasses3

Processing of meat animal carcasses into National Association of Meat Purveyors (NAMP) wholesale and retail cuts. Offered on Demand. Course fee required.

ANSC 260 – Introduction to Equine Studies3

A review of evolution, historical roles of the horse, breeds, and the modern day western equine industry. Introduction to equine anatomy, physiology, selection, nutrition, health care, and general management. A laboratory component will reinforce lecture material and illustrate basic management and husbandry skills relevant to modern day western horse industry. Spring.

ANSC 261 – Basic Equitation & Horsemanship2

Grooming, saddling, bridling, mounting, balanced seat, and proper coordination of the riding aids will be addressed. Two, two-hour laboratories. Enrollment priority will be given to Equine Option and Equine Minor students. Fall. Course fee required.

ANSC 262 – Equine Anatomy and Selection.....2

Students will study the parts and functions of different systems of the horse. This is not a veterinary anatomy class. It is designed to give the layperson a good understanding of form to function selection. Spring. Course fee required.



ANSC 263 – Stallion Management.....2

This course will cover selection, promotion, semen evaluation, insurance, handling and care. Spring. Course fee required.

ANSC 265 – Equine Marketing2

Students will study methods of marketing horses. Methods of marketing a breeding program will be covered, as well as preparing and marketing the individual horse.

Pre-requisite: ANSC 161 – Equine Business Management. Spring. Course fee required.

ANSC 267 – Equine Facility Management.....2

This course covers the care of horses in a stable environment. Students will look at the duties of a stable manager and methods of managing an equine facility.

Pre-requisite: ANSC 164 – Equine Behavior, Ground Work and Safety. Spring. Course fee required.

ANSC 268 – Basic Colt Training.....3

Behavioral management and training of young horses. Fundamentals of horse behavior (e.g. natural responses to external stimuli, means of communication) and classical training principles will be applied by students in the training of assigned project colts in a supervised environment. Enrollment priority will be given to Equine Option and Equine Minor students.

Pre-requisite: ANSC 164 – Equine Behavior, Ground Work and Safety and ANSC 261 – Basic Equitation and Horsemanship. Fall. Course fee required.

ANSC 270 – Equine Training Theory.....2

This course is the first in a two-part series introducing students to the fundamentals of training a horse to be soft, supple and responsive. Students will learn how riders can use their body to guide a horse and how to become part of the horse instead of just a passenger. Students will not be required to ride horses. Rather students will review videos, online lectures and reading assignments and write term papers. Students will also career shadow a local trainer and attend a local horse-related event.

Pre-requisite: ANSC 164 – Equine Behavior, Ground Work and Safety. Fall. Course fee required.

ANSC 271 – Equine Training Theory II.....2

This course is the second in a two-part series introducing students to the fundamentals of training a horse to be soft, supple and responsive in preparation for a performance event. Students will not be required to ride horses. Format of the course will be similar to ANSC 270.

Pre-requisite: ANSC 270 – Equine Training Theory I. Spring. Course fee required.

ANSC 272 – Equine Training Techniques I.....2

This course is the first in a four-part series introducing students to the fundamentals of training a horse to be soft, supple and responsive. Students learn to use the entire body to guide a horse and how to become part of the horse instead of just a passenger.

Pre-requisite: Student must have access to a horse and ANSC 164 – Equine Behavior, Ground Work and Safety. Spring. Course fee required.

ANSC 273 – Equine Training Techniques II2

This course is the second in a four-part series introducing students to the fundamentals of training a horse to be soft, supple and responsive. Students learn to apply exercises designed to improve suppleness and softening in preparation of training for performance events.

Pre-requisite: Students must have access to a horse competent enough to complete exercises from ANSC 272 – Equine Training Techniques I. Fall. Course fee required.

ANSC 274 – Equine Training Techniques III.....2

This course is the third in a four-part series introducing students to the fundamentals of training a horse to be soft, supple and responsive in preparation for a performance event. Students will continue advanced exercises designed to increase total control of the ridden horse. Exercises will include sliding stops at a lope, speed control at a lope, rollbacks away from the fence, multiple spins, and perform a simple reining pattern.

Pre-requisite: ANSC 273 – Equine Training Techniques II and have access to a horse competent enough to complete exercises from ANSC 272 and ANSC 273. Fall. Course fee required.

ANSC 275 – Equine Training Techniques IV.....2

This course is the fourth in a four-part series introducing students to the fundamentals of training a horse to be soft, supple and responsive in preparation for a performance event. Students will continue advanced exercises designed to increase total control and make the horse lighter and more responsive. Exercises will include side passing, moving hips laterally at a lope, lead changes, fast spins with multiple revolutions, faster stops and perform a more complex reining pattern. Pre-requisite: ANSC 274 – Equine Training Techniques III and have access to a horse competent enough to complete exercises from ANSC 272, ANSC 273 and ANSC 274. Spring. Course fee required.

ANSC 361 – Intermediate Horsemanship2

Continuation of ANSC 261 – Basic Equitation and Horsemanship. Further emphasis will be placed on development of balanced seat and coordinated aides necessary to complete more advanced maneuvers. Two, two-hour laboratories. Enrollment priority will be given to Equine Option and Equine Minor students.

Pre-requisite: ANSC 261. Spring. Course fee required.

ANSC 368 – Advanced Colt Training3

Continuation of ANSC 268 – Basic Colt Training. Continued behavioral management and training of young horses for specific purposes. Fundamentals of horse behavior and classical training principles will be applied by students in the training of assigned project colts in a supervised environment. Enrollment priority will be given to Equine Option and Equine Minor students.

Pre-requisite: ANSC 268. Spring. Course fee required.

ANSC 420 – Animal Genetics and Applied Animal Breeding.....3

Application of genetic principles to livestock improvement. Provides an overview of the genetic basis of selection and systems of mating and applied them to the development of breeding programs based upon the principles of population genetics. Pre-requisite: BIOL 111 – Concepts of Biology or BIOL 150 – General Biology I. Fall, even years (on campus), yearly (online). Course fee required.



ANSC 445 – Problems in Livestock Management3

Course will cover selected problems in livestock production common to class members and not covered in other animal science courses. Courses may be repeated for an additional two credits.

Pre-requisite: ANSC 220 – Livestock Production. Fall, odd years. Course fee required.

ANSC 463 – Physiology of Reproduction4

Anatomy, physiology, and endocrinology of reproduction in mammals. Extensive oral and written communication experience. Spring, odd years.

ANSC 464 – AI Training1

Demonstration and utilization of the latest technology in large animal reproductive management. Technical training including AI certification, pregnancy diagnosis and estrous control. Spring. Course fee required.

ANSC 466 – Advanced Equine Nutrition3

Principles of nutrition are applied to horses including digestive anatomy and physiology. Nutritional requirements of maintenance, growth, reproduction and interactions between nutrition and animal health and disease will be stressed. Application of principles and requirements into practical feeding programs is expected.

Pre-requisites: ANSC 123 – Feeds and Feeding or ANSC 161 – Equine Nutrition. Spring.

ANSC 470 – Applied Ruminant Nutrition.....3

Course emphasis is on practical application of nutrition principles, animal requirements, feedstuffs, and the proper feeding of ruminants (principally beef cattle). Rations and/ or a series of step-up rations will be formulated with the aid of computer software for all classes of beef cattle. Some coverage of sheep and/or horses may be inserted into the curriculum dependent on student interest in these species. Spring.

ASM 155 – Agricultural Welding.....3

Principles and operation of oxyacetylene, electrode, and wire feed welding including safety, electrode selection, making welds on common materials, brazing, and cutting with labs on new and repair projects. Fall, Spring. Course fee required.

ASM 255 – Advanced Welding2

Includes use of MIG welder and plasma arc torch; also includes hard surfacing, brazing, welding cast iron, aluminum, stainless and spring steel, and out-of-position welding.

Pre-requisite: ASM 155 – Agricultural Welding. Fall, Spring. Course fee required.

GIS 210 – Applied GPS.....2

Introduction to the fundamental and application of Global Positioning System (GPS) technology. Students will also learn to integrate the geographic information collected by a GPS unit into a Geographic Information Systems (GIS) program. Spring. Course fee required.

GIS 380 – Applied Arc GIS3

Fundamental concepts of Geographic Information Systems (GIS) and their application to natural resource management will be studied. There is a heavy computer lab emphasis in this class and students will obtain a working knowledge of the GIS software package ArcGIS Desktop (ESRI) which includes ArcMap and ArcCatalog. Fall. (Cross listed with GEOG 380). Course fee required.

GIS 470 – Remote Sensing3

Examination of optical, infrared, and microwave methods for remote observation of earth systems, with a focus on the use of aircraft and satellite data for addressing environmental problems. The course includes an overview of modern remote sensing systems for data collection at a variety of scales, as well as an introduction to digital image processing. Laboratory will involve a systematic coverage of visual and digital techniques used to interpret aerial photography and satellite imagery. Fall, odd years. (Cross listed with GEOG 470). Course fee required.

GIS 480 – GPS/GIS II3

Concepts of Global Positioning Systems (GPS) technology and GPS related mapping plus Geographical Information Systems (GIS) will be expanded upon with an emphasis on the practical application of these technologies in natural resource management. Main class tasks include: field collection of GPS data with ArcPad (ESRI) along with internet acquisition, analysis, and presentation of GIS data with ArcGIS Desktop (ArcMap and ArcCatalog) software. Students will be expected to generate appropriate self-directed GPS/GIS questions, and subsequent GIS reports, and layouts to successfully complete this class.

Pre-requisite: GIS 380 – Applied ArcGIS, or appropriate GIS experiences. Spring, odd years. (Cross listed with GEOG 480). Course fee required.

GIS 481 – Geographical Information Systems for Business.....3

This course introduces the management, analysis and modeling of information based Geographical Information System (GIS) database. Analyzed are major topics of Geodemographics and how such geographical information can be utilized in the decision process to expand globally. International case studies are used to examine how recent decisions have benefited employing GIS based applications. Fall. Course fee required.

HORT 270 – Horticulture Science3

Principles of plant classification, structure, function, growth, propagation, culture, and the use of horticultural crops. Covers vegetable and fruit production in the home garden, growing flowers and planting flower beds, and landscaping principles and materials. Offered on Demand.

H&CE 241 – Leadership and Presentation Techniques3

Development of youth leadership professionals in educational settings; methods, principles, and practices in organizing, developing, conducting and evaluating community-based student organizations and student leadership programs. Fall, Spring. Course fee required.



PLSC 110 – World Food Crops.....3

Scientific principles of crop growth, worldwide production, management alternatives, and processing for domestic and international consumption. Fall. Course fee required.

PLSC 225 – Principles of Crop Production3

This course emphasizes the scientific principles and practices of modern crop production. Specific methods to produce field crops successfully are introduced, as well as emerging production strategies in industrial and developing nations. Pre-requisite: PLSC 110 – World Food Crops or equivalent. Fall.

PLSC 235 – Field Scouting Techniques.....2

Provide students the skills necessary for proper pest identification and crop scouting techniques. Information such as crop growth and development, pest life cycles, damage symptoms and economic thresholds will be covered. Pre-requisites: PLSC 110 – World Food Crops and PLSC 225 – Principles of Crop Production. Spring.

PLSC 323 – Principles of Weed Science3

Introduction to biological, chemical, cultural, and mechanical weed control, characteristics of weeds and their identification, pesticides application and dissipation. Spring. Course fee required.

PLSC 486 – Forages and Forage Systems.....3

An in depth discussion of forage crops including: forage species and varieties, establishment, management, quality analysis, and role in successful crop rotations. Emerging production practices in forage management and systems will be described. Discussion and student presentations will play a major role in this course. Pre-requisites: RNG 336 – Introduction to Range Management; PLSC 225 – Principles of Crop Production. Fall.

RNG 336 – Introduction to Range Management3

Introduction to basic principles of range management, range evaluation, range improvement and identification of common rangeland plants in the Northern Great Plains. Fall. Course fee required.

RNG 350 – Range Plants and Communities3

Identification, taxonomy, distribution, and forage value, and relationships of important U.S. range plants. Fall. Course fee required.

RNG 436 – Range and Pasture Management.....3

Course covers advanced principles of range management including the biology of plant growth, tiller stimulation, nutrient cycling, and grazing strategies to enhance the ecosystem. Requirements include a 2-3 day field trip and students preparing an actual range grazing plan. Pre- or Co-requisites: RNG 336 – Introduction to Range Management and GIS 380 – Applied Arc GIS or equivalent. Fall. Course fee required.

RNG 446 – Advanced Range and Forage Planning1-2

Utilize management strategies based on biological requirements of plants and ecosystem to provide for animal nutritional requirements for each of the 12 months. Expectation is for participants to design a grazing/forage plan for an actual ranch. Pre-requisites: RNG 436 – Range and Pasture Management. Spring. Course fee required.

RNG 451 – Range Monitoring Techniques1

A field based exploration into the monitoring and evaluation tools used by range researchers and producers. The course includes traditional tools and methods complemented by student evaluation of recently developed monitoring methods. Fall.

RNG 453 – Rangeland Resources Watershed Management ...3

Study of the management of physical/biological settings and processes along with human activities on water and watersheds considering preventative and restorative strategies in a natural resource rangeland setting. Spring, even years.

RNG 456 – Range Habitat Management3

Capstone course to include specific techniques and systems approaches to maintenance and improvement of rangeland ecosystems. Spring, odd years.

RNG 457 – Range Reclamation and Restoration3

Ecological principles, practices and applied technology involved in the restoration and reclamation of severely disturbed rangelands will be discussed and analyzed. Primary emphasis will be placed on vegetation and factors impacting vegetation recovery and/or establishment. Class will include on-site field trips to ranches, oil field sites and/or open pit coal mine locations in western ND. Pre- or Co-requisites: SOIL 210 – Introduction to Soil Science, PLSC 110 – World Food Crops, PLSC 486 – Forages and Forage Systems, RNG 350 – Range Plants and Communities and RNG 458 – Rangeland Ecology. Spring, odd years.

RNG 458 – Rangeland Ecology3

Basic ecology terms and process related to rangeland habitats are covered. The grazing animal/plant interface and subsequent impact on rangeland ecosystems are the focuses of this course. The class will cover both domestic and wildlife grazing ecology. Discussions on current rangeland topics and a group presentation are integral parts of the class. Spring.

RNG 480 – Conflict of Resolution in Agriculture1

This course will build on conflicting dilemmas that face different stake holders for the use of our nation's grassland. It will challenge students to critical thinking about the role of policy makers, the nature of cooperation, social responsibility in the use of our natural resources in the rangeland regions of the country. Spring, even years.

RNG 491 – Range Seminar.....1-6

In this capstone course, students will critically analyze and propose research-based solutions to problems related to rangeland issues. Pre-requisite: Senior standing. Fall. Cross listed with AGRI 491.

RNG 496 – Summer Field Study1-6

Practical field experience, such as working on a summer range research crew, to gain working knowledge of plants biology and field data collection. Experience must include data collection and plant identification. Departmental pre-approval of work site and cooperation agreement are required. Available for 1-6 credits (approximately 80 hours field work/credit). Summer.

SOIL 210 – Introduction to Soil Science4

Physical, chemical, and biological properties of soils as related to use, conservation, and plant growth. Spring. Course fee required.



SOIL 321 – Soil Management and Conservation.....3

Principles and practices of soil management and conservation planning in relation to erosion, tillage systems, crop production, sustainability, and environmental quality.
Pre-requisite: SOIL 210 – Introduction to Soil Science or permission of instructor. Spring, odd years.

SOIL 322 – Soil Fertility and Fertilizers3

Principles of plant nutrition and soil nutrient availability, soil testing, fertilizer recommendations and management. Marco nutrient emphasis.
Pre-requisite: SOIL 210 – Introduction to Soil Science or permission of instructor. Fall, odd years.

SOIL 350 – Soil Health and Productivity3

An investigation of the concept and measurement of soil health and of the soil properties and processes necessary to maintain soil health and productivity, with an emphasis on long-term sustainable crop production.
Pre-requisite: SOIL 210 – Introduction to Soil Science. Spring, even years.

SOIL 444 – Soil Genesis and Survey.....4

Introduction to soil genesis, morphology, geography, techniques of soil survey; field studies and description of soils. Field trip required. Cross listed as GEOG 444. Pre-requisite: SOIL 210, GEOL 105, or GEOG 121. Fall, even years. Course fee required.

VETS 339 – Animal Health3

Principles of animal health; prevention, sanitation, chemotherapy, immunology, disease symptoms, and management.
Pre-requisite: ANSC 114 – Introduction to Animal Science. Spring.

ANTHROPOLOGY

ANTH 111 - Introduction to Anthropology3

A survey of the basic theories, methods, and findings of paleontology, human pre-history, and culture.

ANTH 326 – Evolution and Prehistory3

This course studies evolution and prehistory, drawing from the disciplines of geography, history, and anthropology. It explores the mechanisms of evolution, the emergence of the primates, the human family tree, human prehistory, modern and ancient human variation, archaeology, and ethnology, and the diversity and expression of contemporary human cultures and their relationship to the environment. This course will be cross-listed with geography (GEOG 326) and history (HIST 326)

ART

ART 110 – Introduction to the Visual Arts.....3

Study and analysis of visual art multi-cultural history and methods. To include a survey of art history from antiquity to contemporary times in a variety of cultures. Also to include basic techniques of and practice at two-dimensional and three-dimensional design. This course will aid individuals with minimal experience in visual art to develop their potential creative abilities. Fall, Spring. Course fee required.

ART 122 – Two-Dimensional Design3

A basic course in the study of two-dimensional art. A variety of techniques and materials will be explored while students develop an understanding of the elements of art and principles of compositional organization. Fall, Spring. Course fee required.

ART 124 – Three-Dimensional Design.....3

A basic course in the study of three-dimensional art. A variety of techniques and materials will be explored while students develop an understanding of the principles of three-dimensional design. Spring. Course fee required.

ART 130 – Drawing I.....3

Basic instruction in freehand drawing emphasizing line, shape, value, volume, space, and perspective using a variety of art media. Emphasis will be placed upon drawing through coordination of hand and eye movements and seeing rather than looking. This course is designed to help students cultivate their potential drawing abilities or improve existing drawing proficiency. Fall and Spring. Course fee required.

ART 210 – Art History I.....3

History of painting, sculpture, and architecture from prehistoric to the Gothic era including the cross-cultural influences of early Egyptian, Mesopotamian, Greek, Roman, and Islamic arts on the development of later European arts; also included are early African tribal arts, as well as early Native American and Australian aboriginal arts. This course is rotated in sequence with ART 211 - Art History II in Spring semesters.

ART 211 – Art History II.....3

History of painting, sculpture, and architecture from the early renaissance to the modernism. Includes mannerism renaissance in Northern Europe, baroque, Dutch genre and still life, enlightenment and revolutions, rococo, neoclassicism, romanticism, photography, and the beginnings of modernism. This course is rotated in sequence with ART 210 - Art History I in Spring semesters.

ART 220 – Painting I.....3

An introduction to basic materials and techniques in oil painting with emphasis on instruction in color theory and compositional arrangement. This course is designed for students with basic experience in drawing and/or formal design.
Pre-requisite: ART 122 - Two-Dimensional Design or ART 130 - Drawing I or consent of instructor. Fall.

ART 225 – Water Media I3

An introduction to basic materials and techniques in water color with additional instruction in color theory and compositional arrangement. Spring Course fee required.

ART 230 – Drawing II.....3

A continued practice of freehand drawing techniques based on direct observation. Emphasis will be placed on expressive possibilities, with an introduction to abstraction, color usage, and an introduction to various media not experienced in ART 130 - Drawing I.

Pre-requisite: ART 130 – Drawing I. Spring. Course fee required.

ART 250 – Ceramics I.....3

An introductory clay course for developing functional and decorative forms, emphasizing hand building, surface decoration, glazing, raku firing, and kiln management. Fall, Spring. Course fee required.

ART 270 - Printmaking I.....3

An introduction to printmaking through instruction and practice in one or more of the intaglio processes such as etching, engraving, collagraphs, and relief processes.

Pre-requisite: ART 122 - Two-Dimensional Design or ART 130 - Drawing I or consent of instructor. Spring. Course fee required.

ART 280 - Photography I.....3

An introductory course providing instruction in 35mm camera functions and basic black and white darkroom techniques.

Emphasis will be placed on formal composition, aesthetics, and proper methods of processing photographic material and chemicals. This course is designed for students with little or no experience in photography.

Fall. Course fee required.

ART 281 - Introduction to Digital Photography.....3

An introductory course in digital camera use, composition, and general use. The course is designed for students who wish to understand their digital camera and improve their composition skills. Adobe Photo Elements will be used for simple editing of their images. Students need to supply their own digital camera. Spring. Course fee required.

ART 310 - Modern Art History.....3

A study of the beginnings of Impressionism in 19th century Europe through the European and American art movements up to 1970.

This course is rotated in sequence with ART 312 – Contemporary Art History in Fall semesters.

ART 311 - Professional Practices.....3

Information and instruction for the professional artist. Includes preparation of portfolio, slides, artist statement, resume, letters of application, and professional displays. Also explores obtaining fellowships, residences, and grants. Fall.

ART 312 - Contemporary Art History.....3

This course focuses on art from the 1970's to the present day with an emphasis on the cross-cultural development of styles and their growth as a reflection of socio-economic, political, and religious influences. This course is rotated in sequence with ART 310 – Modern Art History in Fall Semesters.

ART 315 – Folk Art.....3

Introduces students to the diverse types of folk art. This class combines lecture with some studio projects to explain why folk art is both popular and controversial. Fall alternate years. Course fee required.

ART 320 - Painting II.....3

Continued refinement and practice of techniques and materials introduced in Painting I. Students should have a working knowledge and understanding of color theory and previous experience with oil painting materials. Pre-requisite: ART 220 - Painting I or consent of instructor. Fall.

ART 321 - Painting III.....3

Further mastery and application of techniques covered in previous courses. Emphasis will be placed on the development of an individual artistic style.

Pre-requisite: ART 320 - Painting II and consent of instructor. Fall.

ART 326 - Water Media II.....3

Continued refinement of techniques and materials introduced in ART 225 - Water Media I. Students should have a working knowledge and understanding of color theory and previous experience with water color materials.

Pre-requisite: ART 225 -Water Media I or consent of instructor. Spring. Course fee required.

ART 327 - Water Media III.....3

Further mastery and application of techniques covered in previous watercolor classes. Emphasis will be placed on the development of an individual artistic style.

Pre-requisite: ART 326 - Water Media II and consent of instructor. Offered on demand and taught at the same time as ART 225 - Water Media I. Spring. Course fee required.

ART 330 - Drawing III.....3

Advanced study of one or more drawing media with continued refinement of techniques developed in previous courses.

Students will work toward the expression of a personal style.

Offered on demand with other drawing courses.

Pre-requisite: ART 230 - Drawing II and permission of the instructor. Spring. Course fee required.

ART 351 - Ceramics II.....3

Continued refinement of techniques learned in ART 250 - Ceramics I. Wheel throwing and hand building combinations, raku firing, clay decoration, glazing, and gas kiln firing will be explored.

Pre-requisite: ART 250 - Ceramics I. Fall, Spring. Course fee required.

ART 360 - Sculpture I.....3

An introduction to three-dimensional expression using a variety of media including clay, wood, metals, or other materials.

Emphasis will be placed on the interaction of form and space.

Offered on demand.

ART 370 - Printmaking II.....3

Continued refinement of techniques learned in ART 270 - Printmaking I. Emphasis will be placed on development of color printing skills through print alterations or relief techniques and studio maintenance. Pre-requisite: ART 270 - Printmaking I. Spring. Course fee required.

ART 371 - Printmaking III.....3

Further mastery and application of intaglio techniques covered in previous courses. Emphasis will be placed on the development of an individual artistic style.

Pre-requisite: ART 370 - Printmaking II and consent of instructor. Offered on demand and is taught at the same time as ART 270 - Printmaking I. Spring.

ART 380 - Photography II3

Continued refinement of techniques learned in ART 280 - Photography I with emphasis placed on improving darkroom skills. Introduction to toners, hand coloring, and other print modification techniques.
Pre-requisite: ART 280 - Photography I. Spring alternate years.

ART 381 - Photography III3

Further mastery and application of techniques learned in previous photo courses. Introduction to studio management, lighting techniques, and computer imaging. Pre-requisite: ART 380 - Photography II and consent of instructor. Offered on demand and taught at the same time as ART 380 - Photography II. Spring alternate years.

ART 385 - Digital Photography3

Designed for art majors, art minors, graphic design minors, and recommended for photojournalism students, this course emphasizes formal composition, digital camera use, image processing through the use of Adobe PhotoShop with proper color correction and print production. Students are required to own a camera with the ability to control aperture and shutter speed. Pre-requisite: ART 280 - Photography I. This course is rotated in sequence with ART 380 - Photography II in Spring alternate years. Course fee required.

ART 405 - Senior Exhibition Lab1

Students work to plan, critique, and implement their portfolios in preparation for their senior exhibitions. Fall

ART 410 - Senior Exhibition2

The planning, organization, installation, and presentation of an individual portfolio of art work in a group exhibition of senior level art major students.

Pre-Requisite: ART 405 - Senior Exhibition Lab Spring.

ART 411- Senior Exhibition1

The planning, organization, installation, and presentation of an individual portfolio of art work in a group exhibition of senior level art minor students.

Pre-Requisite: ART 405 - Senior Exhibition Lab Spring.

ART 420 - Painting IV3

Individual research project in painting to be developed and determined by the student with guidance from the instructor. This course is designed for the student planning to attend graduate school or wishing to expand his or her studio experiences.

Pre-requisite: ART 321 - Painting III and consent of instructor. Fall.

ART 425 - Water Media IV3

Individual research project in watercolor painting to be developed and determined by the student with guidance from the instructor. This course is designed for the student planning to attend graduate school or wishing to expand his or her studio experiences.

Pre-requisite: ART 327 - Water Media III and consent of the instructor. Spring.

ART 460 - Sculpture II.....3

Continued refinement of techniques learned in ART 360 - Sculpture I. Pre-requisite: ART 360 - Sculpture I or consent of instructor. Offered on demand.

ART 471 - Printmaking IV3

Individual research project in printmaking to be developed and determined by the student with guidance from the instructor. This course is designed for the student planning to attend graduate school or wishing to expand his or her studio experiences.

Pre-requisite: ART 371 - Printmaking III and permission of the instructor. Offered on demand and taught at the same time as ART 270 - Printmaking I. Spring.

ART 480 - Photography IV3

Independent research project in a photographic media with emphasis placed on developing an individual artistic style. This course is designed for students planning to pursue graduate studies or photography as a career field or wishing to expand their studio experiences.

Pre-requisite: ART 381 - Photography III and consent of instructor. Offered on demand in conjunction and taught at the same time as ART 380 - Photography II. Spring alternate years.

ART 291, 491 - Art Seminar.....1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. ART 491 is a writing intensive and capstone course. Offered on demand.

ART 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

ART 293, 493 - Peer Tutoring.....1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

ART 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand.

ART 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair. Offered on demand.



ART 296, 496 - Study Tours.....1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

ART 297, 497 - Art Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. Offered on demand.

ART 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Offered on demand. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline. Offered on demand. Course fee required for Art 499.

BIOLOGY

BIOL 111 - Concepts of Biology3

Concepts of Biology is an introductory level non-majors transferable class. It is designed to meet the requirements of a Lab Science.

1. Basic science literacy, possibly including superficial coverage of cell biology, ecology, human anatomy and physiology, evolution, genetics, and environmental biology
2. Understanding how science informs cultural perspectives.
3. Understanding the relationship among levels of biological information.
4. Understanding the unity and diversity of life forms.
5. Comprehending methods of inquiry and technology and the applications for society.
6. Integrating knowledge and ideas in science.
7. Understanding and utilizing scientific knowledge.

Concepts of Biology is a survey course intended for students who take no other course in biology. It presents the essential general information about plants and animals, explains fundamental laws governing the biological world, and emphasizes their relationship to humans. Not applicable toward biology major or minor. Co-requisite: BIOL 111L - Concepts of Biology Lab. Fall, Spring. (Summer on demand).

BIOL 111L - Concepts of Biology Lab.....1

Laboratory to accompany BIOL 111 - Concepts of Biology. Broadly designed to emphasize life's diversity and processes. Co-requisite: BIOL 111 - Concepts of Biology. Fall, Spring. Summer (on demand). Course fee required.

BIOL 150 - General Biology I.....3

A two-semester sequenced study of the fundamental topics of biology, with an emphasis on cellular biology.

1. Understand cellular and viral structure and function.
2. Understand fundamental biochemical principles.
3. Understand rudimentary classical genetics.
4. Understand rudimentary molecular genetics and have a familiarity with various DNA technologies.
5. Use knowledge about mechanisms of cellular and molecular processes.

Selected principles of biology with emphasis on the life processes. Representative organisms are considered from a cellular and systems approach for better understanding of the complexity of life. Co-requisite: BIOL 150L - General Biology I Lab. Fall

BIOL 150L - General Biology I Lab1

Laboratories deal with major principles of biology with emphasis on cellular function including cell morphology, cell division, and cellular respiration. Emphasis will be placed on learning the scientific method, basic lab procedures, and lab report writing. Co-requisite: BIOL 150 - General Biology I. Fall Course fee required.

BIOL 151 - General Biology II.....3

A two-semester sequenced study of the fundamental topics of biology, with an emphasis on organismal biology.

1. Describe the unity and diversity of life, including structure and function and how this relates to the environment.
2. Describe how life (or life forms) has (have) changed and adapted over time.
3. Understand basic evolution and evolutionary processes
4. Develop and understanding of ecology

Introduction to fundamental concepts of biology emphasizing the whole organism. Includes developmental biology, ecology, and physiology of both plants and animals. Co-requisite: BIOL 151L – General Biology II Lab. Spring.

BIOL 151L - General Biology II Lab1

Laboratory experience that illustrates principles and concepts introduced in BIOL 151 – General Biology II. Co-requisite: BIOL 151 – General Biology II. Spring. Course fee required.

BIOL 154 - Introduction to Botany.....3

Introduction to the biology of plants emphasizing evolution and diversity, plant anatomy and development, water and mineral nutrition, photosynthesis, and plant ecology. Co-requisite: BIOL 154L – Introduction to Botany Lab.

Prerequisites: BIOL 150/150L – General Biology I and Lab, BIOL 151/151L – General Biology II and Lab. Spring.

BIOL 154L - Introduction to Botany Lab1

Laboratory course illustrating concepts and principles examined in BIOL 154 – Introduction to Botany. Co-requisites: BIOL 154 – Introduction to Botany.

Prerequisites: BIOL 150/150L – General Biology I and Lab, BIOL 151/151L – General Biology II and Lab. Spring. Course fee required.



- BIOL 170 - General Zoology.....3**
A survey of the animal kingdom, from simple to complex. Major invertebrate and vertebrate animal groups will be covered with emphasis on structure, function, life history characteristics and evolutionary advancements of each. Topics of animal ecology, with emphasis on regional species, concludes the course. Co-requisite: BIOL 170L – General Zoology Lab.
Pre-requisites: BIOL 150, 150L – General Biology I and Lab, BIOL 151, 151L – General Biology II and Lab. Fall.
- BIOL 170L - General Zoology Lab1**
Laboratory experience that illustrates principles and concepts introduced in BIOL 170 – General Zoology.
Co-requisites: BIOL 170 – General Zoology.
Prerequisites: BIOL 150/150L– General Biology I and Lab, BIOL 151/151L – General Biology II and Lab. Fall. Course fee required.
- BIOL 211 - Human Anatomy.....3**
Structure of the human body including histology and morphology of the skeletal, muscular, digestive, nervous, urinary, reproductive, circulatory, respiratory, and endocrine systems. A terminal course in human anatomy. Structure of the human body including histology and morphology of the skeletal, muscular, digestive, nervous, urinary, reproductive, circulatory, respiratory, and endocrine systems.
Co-requisite: BIOL 211L - Human Anatomy Lab. Fall.
- BIOL 211L - Human Anatomy Lab1**
Exercises designed to demonstrate the morphology of the major systems of the body utilizing a complete regional dissection of the cat (*Felis silvestris*).
Co-requisite: BIOL 211 - Human Anatomy. Fall. Course fee required.
- BIOL 212 - Human Physiology3**
Covers the normal structure and function of the cell, tissues, organs and organ systems including the muscular, skeletal, cardiovascular, gastrointestinal, nervous, endocrine, excretory, and reproductive systems.
Pre-requisite: CHEM 115 - Introductory Chemistry, or equivalent, BIOL 211/211L – Human Anatomy/Lab or permission of instructor. Co-requisite: BIOL 212L - Human Physiology Lab. Spring.
- BIOL 212L - Human Physiology Lab.....1**
Exercises designed to complement and reinforce the human physiology lecture. Includes the examination of cells and human tissues as well as demonstrations, computer simulations, and exercises that illustrate the functions of the various organ systems.
Co-requisite: BIOL 212 - Human Physiology.
Spring. Course fee required.
- BIOL 250 - Wildlife Management3**
This course introduces students to the theories and methods of both game and non-game wildlife management. Topics covered include population ecology, ecosystem ecology, organismal life history as well as law and policy affecting species of the Northern Great Plains.
Pre-requisites: BIOL 151/151L – General Biology I and Lab. Fall, odd years.
- BIOL 260 - Environmental Health Economics, Law and Public Policy Development.....3**
Students in this course will be introduced to environmental health decision-making scenarios using case studies, legislation, state and federal law and policy. This course will also introduce the students to the tools and concepts used by economists to understand environmental health problems and the economic impact of environmental pollution and other problems. This course is intended for environmental health majors and is not applicable to biology major or minor. Spring, odd years.
- BIOL 270 - Water, Wastewater, and Solid Waste.....2**
Students in this course will study investigative procedures, sampling techniques, analysis and treatment of water, wastewater and solid waste. Emphasis on water pollution, drinking supplies and quality, on-site waste disposal, municipal and industrial wastewater treatment and solid waste disposal, private wells, and ground water contamination. Case studies will be conducted using federal regulations as a guide. Pre-requisites: BIOL 150/150L – General Biology I/Lab and BIOL 302/302L – Microbiology and Lab. Fall, even years.
- BIOL 280 - All-hazard Preparedness.....2**
This course will cover the environmental health principles needed to protect the public and communities in times of war, general emergencies, and disasters, both natural and manmade, due to chemical, biological and radioactive threats. This course will also cover the threat of terrorism and public health needs from global climatic changes. Fall, odd years.
- BIOL 300 - Environmental Biology.....3**
A study of the relationship of humans to their environment, including current and future problems in pollution, waste management, energy needs, renewable resources, and population. Fall, even years.
- BIOL 302 - Microbiology.....3**
A general survey on the morphology and physiology of selected microbes with major emphasis on the medical aspects of bacteria, viruses, and fungi to humans.
Pre-requisite: CHEM 115, 115L - Introductory Chemistry and Lab. Co-requisite: BIOL 302L - Microbiology Lab. Spring
1. Gain an appreciation of the diversity of microbes; in the context of this course, “microbes” include diverse organisms, e.g., viruses, bacteria, fungi, protists, and small worms
 2. Describe the structure and function of microbes
 3. Understanding diagnostic tests and procedures used to identify microbes.
 4. Understanding the relationship between microbes, disease and the disease process.
 5. The role of microbes in microbial ecology.
 6. Understand the roles of microbes in community health.
- BIOL 302L - Microbiology Laboratory.....1**
Includes culturing methods, staining techniques, biochemical reactions, evaluations of various disinfectants/antiseptics/antibiotics, radiation induced mutations, and viral plaques.
Co-requisite: BIOL 302 - Microbiology. Spring. Course fee required.



BIOL 306 - Radiation Health.....2

An in-depth look at radiation and how it affects human health. Topics include the various forms of radiation, the health effects caused by exposure to radiation, methods used to measure radiation, principles of radiation safety, and sources of radiation in natural and man-made environments.

Pre-requisites: BIOL 150/150L - General Biology I/Lab; CHEM 122/122L - General Chemistry II/Lab; PHYS 211/211L - College Physics I/Lab OR PHYS 251/251L - University Physics I/Lab. Spring, even years.

BIOL 315 – Genetics.....3

Study of the basis of heredity with emphasis on structure and function of DNA and Mendelian Genetics.

- 1 Understanding molecular genetics.
- 2 Understanding and solving problems in Mendelian (classical) inheritance.
- 3 Have a familiarity with genetic technologies.
- 4 Understanding population genetics and evolution.
- 5 Develop an appreciation for the relationship of genetics to other disciplines, e.g., biochemistry, ethics, economics, and medicine.

Both classical and modern genetics are considered with emphasis on problem solving, understanding the molecular basis of both gene structure and gene interaction. Pre-requisite: BIOL 151, 151L - General Biology II, Lab; CHEM 122, 122L – General Chemistry II, Lab; junior standing or permission of instructor. Microbiology strongly recommended. Co-requisite: BIOL 315L - Genetics Lab. Fall.

BIOL 315L - Genetics Lab1

This course includes cytogenetics (human), statistical analysis, mendelian and radiation genetics, three levels of Drosophila genetics and computer simulations.

Co-requisite: BIOL 315 - Genetics. Fall. Course fee required.

BIOL 325 - Environmental Health Techniques.....3

Utilizing the skills learned in other courses, this course will show how the techniques are used in Environmental Health to meet the requirements of the profession, the laws, regulations and rules of the governing agencies.

Pre-requisites: BIOL 150/150L - General Biology I/Lab and BIOL 302 /302L – Microbiology/Lab. Co-requisite: BIOL 325L - Environmental Health Techniques Lab. Fall, even years.

BIOL 325L - Environmental Health Techniques Lab1

Hands-on laboratory to reinforce and accompany BIOL 325 – Environmental Health Techniques.

Co-requisite: BIOL 325– Environmental Health Techniques. Fall, even years.

BIOL 340 - Comparative Vertebrate Anatomy4

A study of the principle structures and organ systems of protochordates and chordates. Emphasis is placed upon the evolution and evolutionary processes evidenced in the vertebrate classes using anatomical, embryological, and paleontological evidence.

Prerequisite: BIOL 170/170L - General Zoology and Lab. Spring, odd years.

BIOL 345 – Parasitology4

Study of the major parasites of humans and animals, their natural history, life cycles, prevention, and controls.

Pre-requisite: BIOL 150, 150L - General Biology I and Lab. Spring odd years.

BIOL 355 - Environmental Toxicology3

Examines the mechanism of poisons and pollution in both the environment areas and in organism.

Pre-requisites: BIOL 150/150L - General Biology I/Lab, CHEM 121/121L– General Chemistry I/Lab and CHEM 122/122L – General Chemistry II/Lab. Fall, odd years.

BIOL 357 – Pathophysiology3

The focus in this course is to provide fundamental knowledge of the structural and functional changes that occur in the development of disease and alterations in function of human beings. The emphasis is on applying this knowledge to the signs and symptoms manifested as human responses. Not applicable toward biology major or minor. Microbiology strongly recommended. Pre-requisites: BIOL 211, 211L – Human Anatomy and Lab, BIOL 212, 212L Human Physiology and Lab and CHEM 115, 115L – Introductory Chemistry and Lab, or equivalent. Fall.

BIOL 370 – Ornithology.....3

Lectures and labs cover taxonomy, systematic, morphology, physiology, evolution and ecology of birds with a focus on North Dakota resident and migrant species.

Pre-Requisite: BIOL 170, 170L - General Zoology and Lab or permission of the instructor. Spring, odd years.

BIOL 370L - Ornithology Lab1

Students will be expended to learn the taxonomy, identification and natural history of the avifauna of North Dakota. Students will gain skills in the field and from class specimens. Lab uses a practical approach to illustrated and reinforce the lecture material.

Prerequisite: BIOL 170, 170L – General Zoology and Lab, or permission of the instructor. Co-requisite: BIOL 370 – Ornithology. Spring, odd years.

BIOL 380 - Lab Practicum.....1-6

Student is assigned to assist in the preparation and execution of a biology lab. Pre-requisite: BIOL 150, 150L - General Biology I and Lab. Offered on demand and only by permission of instructor. S/U grading only.

BIOL 385 – Herpetology.....3

Study of the evolution, ecology, morphology, behavior, and physiology of reptiles and amphibians.

Pre-requisite: BIOL 170/170L – General Zoology/Lab. Fall, Even years.



- BIOL 389 - Scientific Writing and Readings2**
Provide students with the skills to read and write scientific professional publications and journal articles. Course will include reading and discussion of scientific principles, ethics, and rationale. Students will have instruction and practice in writing about science clearly, accurately and concisely. Students will learn how to produce professional quality publications and journal articles. Emphasis will be on the natural sciences.
Pre-requisites: BIOL 150, 150L – General Biology I and Lab or CHEM 121, 121L – General Chemistry and Lab and ENGL 110 – College Composition I or equivalent course. Fall, odd years; students strongly advised to complete this course during sophomore or junior year.
- BIOL 410 - Animal Physiology.....4**
This course examines the life functions and processes of both invertebrates and vertebrate animals at a cellular, tissue and organismal level. And to reinforce the lecture material with applied and theoretical physiological exercises of both normal and abnormal biochemical responses to environmental changes.
Pre-requisites: BIOL 170/170L – General Zoology/ Lab., CHEM 122/122L – General Chemistry II/Lab or equivalent, junior status or above or consent of the instructor. Spring, even years.
Course fee required.
- BIOL 415 – Ecology4**
Principles concerning the relationships between organisms and their environment. Field and laboratory exploration of native plant and animal ecology.
Pre-requisites: BIOL 150, 150L - General Biology I and Lab, BIOL 151, 151L – General Biology II and Lab, CHEM 121, 121L – General Chemistry I and Lab, CHEM 122, 122L – General Chemistry II and Lab, and MATH 305 – Probability and Statistics. Fall. Course fee required.
- BIOL 420 – Mammalogy.....4**
A study of the classification, identification, morphology, distribution, ecology and life history of mammals. The lab portion of the course will include field experiences.
Prerequisites: BIOL 151/151L - General Biology II/Lab; BIOL 170/170L - General Zoology/Lab; MATH 305 - Probability and Statistics. Fall, odd years. Course fee required.
- BIOL 430 - Cell Biology.....3**
The description and analysis of physical and biochemical processes at the cellular and molecular level of the living animal, plant, and microbial cell.
Pre-requisites: BIOL 151, 151L – General Biology II and Lab, CHEM 122, 122L – General Chemistry II and Lab, or consent of the instructor. Co-requisite: BIOL 430L – Cell Biology Lab. Fall, even years.
- BIOL 440 – Immunology3**
The biological, chemical, and molecular basis of the human immune system. Both theoretical and applied aspects of current work will be discussed.
Pre-requisite: BIOL 302, 302L- Microbiology and Lab, BIOL 315, 315L - Genetics and Lab or consent of the instructor.
Offered on demand.
- BIOL 450 – Epidemiology3**
The fundamentals of epidemiology including the measures of mortality and morbidity, indices of community health, screening and population dynamics. Also included are selected studies of infectious disease epidemiology and environmental epidemiology.
Pre-requisites: BIOL 150/150L – General Biology I and Lab, BIOL 302/302L – Microbiology and Lab, and MATH 305 – Probability and Statistics. Spring, odd years.
- BIOL 459 – Evolution.....4**
This course details the processes that influence evolutionary change. An emphasis is placed on the methodology for (1) inferring phylogenetic relationships (i.e., history), (2) determining the relative influences of natural selection and genetic drift, and (3) exploring the conditions that lead to various modes of speciation. Topics covered include population genetics, speciation, microevolution vs. macroevolution, punctuated equilibrium, life history theory, and modes of selection.
Pre-requisites: BIOL 154/154L – Introduction to Botany and Lab and BIOL 170/170L – General Zoology and Lab, Fall, even years.
- BIOL 480 - Lab Practicum.....1-2**
Course designed for the student to gain experience in the preparation and execution of the laboratory experience. Students assist the instructor in course instruction.
Pre-requisite: Junior or senior standing, restricted to education majors only. Offered on demand with permission of instructor only. S/U grading only.
- BIOL 491a - Environmental Health Seminar2**
This course is designed for exploration of specific topics that are not covered in regularly scheduled coursework. This is a writing intensive and capstone course. Restricted to senior environmental health majors. Pre-requisite: BIOL 389 - Scientific Writing and Readings. Spring.
- BIOL 291, 491 - Biology Seminar2**
This course is designed for the exploration of specific topics that are not covered in regularly scheduled course work. BIOL 491 is a writing intensive and capstone course. Restricted to graduating seniors.
Pre-requisite: BIOL 389 - Scientific Writing and Readings. Spring.
- BIOL 292, 492 - Experimental Course.....1-4**
A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University's catalog, or its usage must be discontinued.
- BIOL 293, 493 - Peer Tutoring.....1-6**
Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum eight credits may be applied to graduation.)



BIOL 294, 494 - Independent Study, Undergraduate Research1-6
INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand

BIOL 295, 495 - Service Learning.....1-6
Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The activity and subsequently awarding of academic credit will be at the discretion of the department chair.

BIOL 296, 496 - Study Tours1-6
Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

BIOL 297, 497 - Biology Internship, Externship, Cooperative Education1-5
Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

BIOL 299, 499 – Special Topics.....1-6
A uniquely-designed advanced topics course within a specific area of biology. Course content and other related academic requirements to be determined by the instructor.

BUSINESS ADMINISTRATION

BADM 264 – Internet Applications.....3
Provides students with exposure to the Internet, teaching the fundamentals, history, and use of the Internet. Students learn how to create and maintain web pages. Fall, Spring.

BADM 270 – Business Club.....1
Students apply business principles and practices as they participate in business projects, tour local and national businesses and experience local business speakers. S/U grading only.
Open to all students. Fall, Spring.

BADM 310 – Students in Free Enterprise (SIFE) Club.....1
A team of students that designs and implements projects to meet unmet needs across the campus and community using the concepts of business, entrepreneurship, and community involvement. SIFE projects require that students apply the principles of free enterprise while bringing about social good. The team documents its projects with the option to enter them into a regional competition each April. It is highly recommended that students plan to take SIFE both fall and spring semesters so they can participate in the project from start to competition. No pre-requisite. Fall and Spring.

BADM 330 – Business Challenge.....3
Business Challenge provides unique teamwork and networking opportunities to help upper-level students gain practical hands-on management experience. During a rigorous week-long study with real-life applications, students build skills in entrepreneurship, leadership, teambuilding, time management, critical thinking, and ethics. Students will assist a business leader from North Dakota and run a simulated company. Summer.

BADM 336 – Management and Leadership3
Introduces the student to the field of management and organizational theory. Topics include: leadership, motivation, planning, teamwork, and objective setting. The course will develop a mastery of a body of theory and research findings about organizations and the people within organizations. Pre-requisite: Business Administrations majors must complete all Pre-Major courses with a “C” or better. Fall, Spring.

BADM 346 – Human Resource Management3
A survey of the major content areas of the Human Resource profession, including workforce development, equal opportunity laws, compensation, training, collective bargaining, work environments, and human relations practices. Emphasis is on practical solutions to everyday people management challenges. Pre-requisite: BADM 336 Management and Leadership. Fall.

BADM 356 – Organizational Behavior3
Emphasizes individual, group and intergroup behavior in organizations. The course utilizes experiential learning methods including role play, exercises, and simulations as a method of teaching interpersonal and managerial skills. Pre-requisite: BADM 336 – Management and Leadership. Spring.

BADM 360 – Real Estate Principles.....3
Study of principles of real estate property, asset, and brokerage management. Includes the management of real property in a portfolio context for both the individuals and institutional investors, as well as fundamentals of real estate brokerage operations. Fall or Spring.

BADM 364 – Electronic Commerce and Social Networking.....3
A study of marketing and planning strategies, consumer behavior, legal and regulatory policy issues related to the commercial development of the Internet, including aspects of Social Networking on how to successfully architect social on-line environments and experiences. Spring.



BADM 369 – Business Ethics and Critical Thinking.....3

Builds on ethical dilemmas that the contemporary American and global business world face. The course challenges students’ critical thinking about the role of business in society, the nature of corporate social responsibility, and the influence of social, political, legal and regulatory, as well as environmental issues. Students must have completed all level I courses with a “C” or better. Fall (On-line), Spring.

BADM 376 – Production Operations Management.....3

Overview of service operations and manufacturing processes including: forecasting, decision models, quality and statistical control, location analysis, layout designs, inventory management, scheduling, and maintenance management. Involves computer based modeling and decision-making. Pre-requisites: Math 305 – Probability and Statistics, BADM 336 – Management and Leadership. Pre-requisite: Business Administrations majors must complete all Pre-Major courses with a “C” or better. Fall, Spring.

BADM 380 – Human Resource Law3

Introduces concepts involved in personnel law. The course aims to help the student with practices and procedures that assure that the organization complies with federal, state, and city statutes and regulations. Pre-requisites: BADM 336 -Management and Leadership. Business Administration majors must complete all Pre-Major courses with a “C” or better.

BADM 388 – Management Information Systems3

The role and applications of information management in organizations. Emphasis on the Internet, systems organization, data warehousing, electronic commerce, current software, and the globalization of information. Pre-requisite: BADM 336 – Management and Leadership.

BADM 420 – International Management3

This course is an intensive study of managerial concepts and methods pertaining to international business with a focus on the special demands made on managers of international operations due to differences in management styles and systems. Strategies for adapting corporate policies to different cultures, economics, and political systems are emphasized. Pre-requisite: BADM 455 – International Business.

BADM 436 – Staffing and Workforce Diversity.....3

Introduces students to the principles and strategies of staffing in today’s diverse workplace. Topics include: workforce diversity, human resource planning, job analysis, recruitment, selection, and performance assessment. Pre-requisites: BADM 336 - Management and Leadership. Business Administration majors must complete all Pre-Major courses with a “C” or better.

BADM 452 – Compensation Management.....3

Provides a theoretical and practical understanding of the role of compensation management in organizations. Topics include: job evaluation, incentive systems, performance appraisals, employee benefits, and compensation legislation. Pre-requisites: BADM 336 - Management and Leadership. Business Administration majors must complete all Pre-Major courses with a “C” or better.

BADM 455 – International Business3

A study of the cultural, political, and economic environment of business firms operating globally; the basis for trade and trade policy; balance of payments and currency exchange rate systems; contemporary issues in international business and global economics. Prerequisite: BADM 336 – Management and Leadership. Business Administration majors must complete all Pre-Major courses with a “C” or better. Fall, Spring

BADM 456 – International Business Strategy3

This course provides a comprehensive analysis of global strategic business practices integrating various aspects of international business strategy. Emphasis is on international case studies oriented toward concepts of economics, finance, marketing, technology and management. Pre-requisites: BADM 455 – International Business; MRKT 301 – Principles of Marketing; FIN 326 – Managerial Finance and all Pre-Major courses.

BADM 460 – Human Resource Development.....3

Designed for the student to gain experience in training needs analysis, program implementation as well as evaluation of process and outcomes. Job design strategies and human resource cost-effectiveness plans are also addressed. Pre-requte: BADM 336 - Management and Leadership. Business Administration majors must complete all Pre-Major courses with a “C” or better.

BADM 465 – Labor Relations3

Introduces the student to labor and industrial relations. The course examines the history of unions, the collective bargaining process, negotiations, dispute settlement, grievance, and arbitration procedures. Pre-requisites: BADM 336 -Management and Leadership. Business Administration majors must complete all Pre-Major courses with a “C” or better.

BADM 466 – Business Research3

Marketing Research will expose students to principles of research, design, sampling, data collection, data analysis, and prosperity. It will include actual research projects by student teams. Pre-requisite: MRKT 301 Principles of Marketing and MATH 305 Probability and Statistics.

BADM 480 – Seminar in Human Resource Issues3

Introduces concepts involved in the most current research in the human resources field, including strategic management, workforce planning and employment, human resource development, compensation and benefits, employee and labor relations and occupational safety and health. . Pre-requisites: BADM 336 - Management and Leadership. Business Administration majors must complete all Pre-business core courses with a “C” or better.



BADM 485 – Business Policy4

A capstone course. Analyzes business and its environment today. Emphasis is placed on the development and execution of strategy. Decision making skills are developed through the use of the case method. Bachelor of Science Finance, Human Resource Management, International Business Major. Pre-requisites: Senior standing and accounting or business administration major. FIN 326 – Managerial Finance or permission of the instructor or department chair. Business Administrations majors must complete all Pre-Major courses with a “C” or better. Fall, Spring.

BADM 291, 491 – Business Administration Seminar1-6

Explores specific topics which are not covered in regularly scheduled coursework.

BADM 292, 492 – Experimental Course1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.

BADM 293, 493 – Peer Tutoring1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum six credits may be applied to graduation.)

BADM 294, 494 – Independent Study, Undergraduate Research1-6

Independent Study: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Undergraduate Research: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

BADM 295, 495 – Service Learning1-6

Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

BADM 296, 496 – Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

BADM 297, 497 – Business Internship, Externship, Cooperative Education1-6

Student will be placed in a company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. Students may take up to twelve semester hours, receiving a maximum of three semester hour credits in the Business Administration major.

Pre-requisites: Must be a Junior/Senior business student. Student Internship Application approval by department chair is required. Business Administrations majors must complete all Pre-Major courses with a “C” or better. S/U grading only. Fall, Spring, Summer.

BADM 299, 499 – Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.

BUSINESS EDUCATION

BOTE 102 – Keyboarding I1

Learn the alphanumeric keyboard using the touch typing method with proper keyboarding techniques. Exploring business forms with development of good keyboarding techniques with appropriate speed and accuracy. Designed for students who do not know how to keyboard or who have speeds less than 25 words per minute during a one minute timing. Offered as needed.

BOTE 147 – Word Processing & Presentation Software3

Orientation to word processing software, hands-on applications, and skill development. Includes maintaining documents and using writing tools. Exploring the Internet. Use of word processing and presentation software to create professional business documents and presentations. Fall, Spring.

BOTE 152 – Keyboarding II3

Formatting and keying a wide variety of business communication forms including: memos, letters, tables, manuscripts and reports from straight copy, rough drafts, and unarranged copy. Must be able to keyboard at a minimum rate of 30 words per minute during a one-minute timing. Fall, Spring.

BOTE 171 – Medical Terminology I3

Presents a basic study of medical terminology with emphasis on prefixes, suffixes, word roots, combining forms, etc. Audio tapes enhance pronunciation and explanation of medical terms. Fall.



BOTE 202 – Keyboarding III3
 Refine skills in keyboarding, formatting, and proofreading of business documents including letters, memos, tables, and reports. Activities will focus on the integration of computer software applications, critical thinking skills, and decision-making in job-related simulations. Develop speed and accuracy on the 10-key pad with continued development of speed and accuracy on the alphanumeric keyboard. Pre-requisites: BOTE 152 – Keyboarding II and BOTE 245 – Advanced Word Processing. Fall.

BOTE 210 – Business Communication.....3
 Provides hands-on experience of creating business documents: letters, memos, reports, and proposal presentations for a variety of situations. Includes a review of both verbal and nonverbal communications aspects, document formatting, the writing process, and writing mechanics. Pre-requisites: Successful completion of two of the following three courses with a grade of “C” or better: ENGL 110 – College Composition I, ENGL 120 – College Composition II, or COMM 110 – Fundamentals of Public Speaking. Fall, Spring.

BOTE 218 – Desktop Publishing3
 Introduction to the concepts and methods used in desktop publishing as it relates to business publications. Students will create dynamic graphics, format, illustrate, design, edit/revise and print publications. A principle of layout and design will be practiced. Improved productivity of electronically produced newsletters, flyers, brochures, reports, advertising materials, and other publications are emphasized. Pre-requisite: CSCI 101 – Introduction to Computers. Fall, Spring.

BOTE 245 – Advanced Word Processing3
 Use of advanced features of word processing software to create professional documents. Includes working with complex documents, preparing documents for publication, and integrating information from other sources along with research on the Internet. Fall, Spring.

BOTE 247 – Spreadsheet Applications3
 A non-programming course designed to provide a broad-based introduction to spreadsheets, learning methods of data collection and manipulation. Pre-requisite: CSCI 101 – Introduction to Computers. Fall, Spring.

BOTE 254 – Legal Keyboarding2
 Introduction to legal terminology and legal forms; practice transcribing legal material and typing legal forms commonly used in law offices through the use of word processing. Fall.

BOTE 255 – Legal Office Procedures2
 Specialized program for the legal secretarial profession. Develops confidence in the secretary-attorney and secretary-client relationship. Lecture areas include adoption, voluntary bankruptcy, land and title work, will and the probate of an estate. Provides work experience in a law office and watching court cases in action. Pre-requisite: BOTE 254 – Legal Keyboarding. Spring.

BOTE 275 – Administrative Office Procedures3
 Duties, responsibilities, and personal qualities of office personnel; human relations in business. Projects that require application of the various office abilities and intricate business practices in higher level duties; office ethics and etiquette, and machine transcription. Develops skills necessary to function efficiently in today’s office as an administrative support person. Spring.

BOTE 277 – Medical Office Procedures3
 Discusses medical ethics, professionalism, insurance, insurance reporting, medical procedure codes, and office procedures as it relates to a medical office. Hands-on computer application of the creation and maintenance of patient records from appointments through billing procedures. Pre-requisite: BOTE 171 – Medical Terminology I. Spring.

BOTE 297 – Office Administration Internship, Externship, Cooperative Education1-6
 Student will be placed in a company or agency which will provide the student with specific activities what will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. May be taken for one, two, or three credits per semester, and can be repeated until six credits have been earned. Student must have completed a substantial part of his or her program before applying for internship. S/U grade only. Fall, Spring and Summer by directed study.

BOTE 411 – Philosophy of Career and Technical Education3
 Exploration of the many aspects of vocational education including the role of local, state, and national regulations and funding. Develops an understanding and appreciation of all the elements of vocational education and how they relate to each other and to the overall field of education. Students will investigate current instructional methods and materials of office education with particular emphasis on special needs students. Taught as needed on-line during summers only.

BOTE 412 – Coordination of Cooperative Work Experience Programs3
 Integrates current trends, state and federal regulations, and applicable laws affecting vocational office education at the secondary level as students develop a program and organization for the supervision of cooperative office work experience, including Tech Prep and School-To-Work transitions. Taught as needed on-line during summers only.

BOTE 425 – Lab Assistant.....1-6
 Provides an opportunity for students to apply computer knowledge by assisting students in a computer lab situation. Students could present mini-lessons within the context of the course. May be repeated until six credits have been earned. Pre-requisite: SEED 490B – Methods in Business Education or consent of the instructor. S/U grading only. Fall, Spring.



BOTE 292, 492 – Experimental Course1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.

BOTE 293, 493 – Peer Tutoring1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum eight credits may be applied to graduation.)

BOTE 294, 494 – Independent Study, Undergraduate Research1-6

Independent Study: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Undergraduate Research: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

BOTE 295, 495 – Service Learning1-6

Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

BOTE 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

BOTE 299, 499 - Special Topics, Readings1-6

as a writing intensive course.
Prerequisite: CSCI 160-Computer Science I.
To be taken the spring1-6
Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

CHEMISTRY

CHEM 115 - Introductory Chemistry3

Basic principles of chemistry including atomic structure, chemical symbols, chemical bonding, reactions, nuclear chemistry, and states of matter. High school algebra skills are necessary. This course is recommended for nursing students and those students needing a general education science course. Co-requisite: CHEM 115L - Introductory Chemistry Lab. Fall.

CHEM 115L - Introductory Chemistry Lab1

Laboratory course to accompany CHEM 115 - Introductory Chemistry. Students will perform experiments demonstrating basic laboratory techniques and illustrating chemical principles discussed in CHEM 115. Co-requisite: CHEM 115 - Introductory Chemistry. Fall. Course fee required.

CHEM 116 - Introduction to Organic and Biochemistry3

A survey course of organic chemistry and biochemistry. Topics to be covered include chemical bonding, functional groups, organic reactions, biological molecules, and metabolism. Pre-requisite: CHEM 115, 115L - Introductory Chemistry and Lab or CHEM 121/121L – General Chemistry I and Lab. Co-requisite: CHEM 116L - Introduction to Organic and Biochemistry Lab. Spring.

CHEM 116L - Introduction to Organic and Biochemistry Lab1

Laboratory course to accompany CHEM 116 - Introduction to Organic and Biochemistry. Basic techniques of organic synthesis, purification, and biochemical procedures will be demonstrated. Co-requisite: CHEM 116 - Introduction to Organic and Biochemistry. Spring. Course fee required.

CHEM 121 - General Chemistry I4

Fundamentals of chemistry including stoichiometry, atomic structure, chemical bonding, gas laws, acid-base and oxidation-reduction reactions. Proficiency in algebra is required. Recommended for science majors and those who will take upper-level chemistry courses. Co-requisite: CHEM 121L - General Chemistry I Lab. Fall.

CHEM 121L - General Chemistry I Lab1

Laboratory course to accompany CHEM 121 - General Chemistry I. Experiments to complement the lecture course will be performed. Basic laboratory skills dealing with collecting and analyzing data will be emphasized. Co-requisite: CHEM 121 - General Chemistry I. Fall. Course fee required.

CHEM 122 - General Chemistry II4

Fundamentals of chemistry including thermodynamics, kinetics, equilibrium, solution behavior, electrochemistry, and an introduction to inorganic chemistry. Pre-requisite: CHEM 121, 121L - General Chemistry I and Lab. Co-requisite: CHEM 122L - General Chemistry II Lab. Spring.

CHEM 122L - General Chemistry II Lab1

Laboratory course to accompany CHEM 122 - General Chemistry II. Experiments to complement the lecture course will be performed. Basic laboratory skills along with qualitative analysis will be emphasized. Co-requisite: CHEM 122 - General Chemistry II. Spring. Course fee required.

CHEM 300 - Environmental Chemistry1

This course covers a wide range of environmental issues such as the greenhouse effect, variations in the ozone layer, the use of pesticides, toxic organic chemicals, air and water pollution. It encourages students to examine and quantify the relationship between chemistry and the environment. Pre-requisite: CHEM 122/122L – General Chemistry II/Lab. Offered on demand.



- CHEM 330 - Quantitative Analysis**.....4
Theory and practice of gravimetric, volumetric, chromatographic analysis, and treatment of experimental data. Pre-requisite: CHEM 122, 122L - General Chemistry II and Lab. Fall. Course fee required.
- CHEM 335 - Analytical Instrumentation**.....4
Quantitative and qualitative instrumental analysis. Theory and practice of electrochemistry, liquid and gas chromatography, atomic and molecular absorption, and emission spectroscopy. Pre-requisite: CHEM 330 - Quantitative Chemistry. Spring, odd years.
- CHEM 341 - Organic Chemistry I**4
Topics to be included are chemical bonding, nomenclature, functional groups, stereochemistry, spectroscopy, and theory of laboratory techniques. Pre-requisites: CHEM 121, 121L, General Chemistry I and Lab, CHEM 122, 122L - General Chemistry II and Lab. Co-requisite: CHEM 341L - Organic Chemistry I Lab. Fall.
- CHEM 341L - Organic Chemistry I Lab**.....1
Purification methods, chromatographic techniques, and spectroscopic identification will be examined in conjunction with topics covered in CHEM 341 - Organic Chemistry I. This course is writing intensive. Co-requisite: CHEM 341 - Organic Chemistry I. Fall. Course fee required.
- CHEM 342 - Organic Chemistry II**4
Topics to be covered are carbonyl chemistry, reactivity, mechanisms, synthesis, instrumentation, and theory of laboratory techniques including organic qualitative analysis. Pre-requisite: CHEM 341, 341L - Organic Chemistry I and Lab. Co-requisite: CHEM 342L - Organic Chemistry II and Lab. Spring.
- CHEM 342L - Organic Chemistry II Lab**.....1
Organic synthesis, spectroscopic identification, purification methods, and organic qualitative analysis will be examined in conjunction with topics covered in CHEM 342 - Organic Chemistry II. This course is writing intensive. Co-requisite: CHEM 342 - Organic Chemistry II. Spring. Course fee required.
- CHEM 360 - Elements of Biochemistry**.....3
A lecture course stressing the fundamentals of modern biochemistry. Includes the chemistry of proteins, carbohydrates, and lipids as well as genetics and metabolism. Pre-requisite: CHEM 341, 341L - Organic Chemistry I and Lab, BIOL 150, 150L - General Biology I and Lab. Spring, even years.
- CHEM 420 - Advanced Inorganic Chemistry**.....3
Periodicity, descriptive inorganic chemistry, reactions, mechanisms, coordination chemistry, and organometallics will be covered. Pre-requisites: CHEM 122, 122L - General Chemistry II and Lab. Fall, even.
- CHEM 440 - Advanced Organic Chemistry**3
Further emphasis on reactivity, mechanisms, and synthesis in organic chemistry. Pre-requisites: CHEM 342, 342L - Organic Chemistry II and Lab. On demand with sufficient student numbers.
- CHEM 461 - Physical Chemistry I3
Thermodynamics laws, thermodynamics potentials, entropy, chemical, and physical equilibria. Pre-requisites: MATH 165 – Calculus I, MATH 166 – Calculus II and MATH 265– Calculus III, , CHEM 342 – Organic Chemistry II. Co-requisite: CHEM 461L - Physical Chemistry I Lab. Fall, odd years.
- CHEM 461L - Physical Chemistry I Lab**1
Laboratory work to accompany CHEM 461 - Physical Chemistry I which covers basic experiments in physical chemistry. Co-requisite: CHEM 461 - Physical Chemistry I. Fall, odd years. Course fee required.
- CHEM 462 - Physical Chemistry II**.....3
Elementary principles of quantum mechanics, atomic and molecular orbitals, a review of basic spectroscopes and their applications, and kinetics of chemical reactions. Pre-requisite: MATH 166 - Calculus II, CHEM 461, 461L - Physical Chemistry I and Lab. Co-requisite: CHEM 462L - Physical Chemistry II Lab. Spring, even years
- CHEM 462L - Physical Chemistry II Lab**1
Laboratory work to accompany CHEM 462 - Physical Chemistry II, which covers basic experiments in physical chemistry. Co-requisite: CHEM 462 - Physical Chemistry II. Spring, even years. Course fee required.
- CHEM 470 – Spectroscopy**.....3
This is a study of organic compound identification by spectroscopic methods. Techniques included are UV/Vis, IR, H-NMR, C-NMR, multi-nuclear NMR, two-dimensional NMR. This course is writing intensive. Pre-requisites: CHEM 341, 341L - Organic Chemistry I and Lab. Spring, even years.
- CHEM 480 - Lab Practicum**.....1
Course designed for the student to gain experience in the preparation and execution of the laboratory experience. Students assist the instructor in course instruction. Pre-requisite: Junior or senior standing, restricted to education majors only. Offered on demand. S/U grading only. Course fee required.
- CHEM 291, 491 - Chemistry Seminar**1
This course is designed for the exploration of specific topics that are not covered in regularly scheduled course work. This is a writing intensive, and capstone course and is required of all chemistry majors except those in chemistry education. Restricted to graduating seniors. Spring.
- CHEM 292, 492 - Experimental Course**1-4
A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University's catalog, or its usage must be discontinued.
- CHEM 293, 493 – Peer Tutoring**.....1-6
Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)



CHEM 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand **UNDERGRADUATE RESEARCH:** Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand.

CHEM 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The activity and subsequently awarding of academic credit will be at the discretion of the department chair.

CHEM 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

CHEM 297, 497 - Chemistry Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

CHEM 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific area of chemistry. Course content and other related academic requirements to be determined by the instructor. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline. Pre-requisite: CHEM 122, 122L - General Chemistry II and Lab.

COMMUNICATION

COMM 110 - Fundamentals of Public Speaking3

Study of and practice at the basic principles of effective communication. Composition and delivery for public speaking and the skills of listening receive emphasis. Students will prepare and deliver at least three speeches. Fall, Spring.

COMM 111H - Honors Public Speaking.....3

Accelerated study of and practice of principles of effective communication. Composition and delivery of speaker designed to enhance qualified students rhetorical, critical thinking, and listening skills. Students will prepare and deliver at least three speeches and one group presentation. To be used in place of COMM 110, Fundamentals of Public Speaking. Fall.

COMM 150 - Forensics Practice.....1

Applied speaking experience in the competitive setting. May be repeated for a total of six credits. Offered on demand.

COMM 201 - Coaching Forensics2

The techniques of coaching individual speech events and managing tournaments in secondary schools are studied. The class assists with an on-campus high school tournament and discusses such issues as recruitment, budget, topic and material choice, the coaching session, and tournament etiquette. Offered on demand.

COMM 205 - Voice and Articulation3

Students study and implement techniques of breathing, posture, resonance, volume control, articulation, and intonation as these relate to comprehensible and appealing vocal production. Assignments will primarily utilize news and commercial copy for media announcing, and the course will include a brief introduction to that profession. Fall

COMM 210 - Advanced Public Speaking3

In-depth study of and practice at speech composition and delivery. Informative, persuasive, and occasional speaking are included. Students adapt their speeches to various audiences other than their classmates. Both composition and presentation skills are increased. Spring.

COMM 211 - Oral Interpretation3

Students learn to appreciate literature while entertaining the classroom audience. Various vocal and physical techniques are discussed and prose, poetry, and drama selections are rehearsed and performed. Student confidence, expressiveness, and empathy are increased. Fall, Spring.

COMM 216 - Intercultural Communication3

Explores the opportunities and barriers that occur when people from different cultures communicate. Promotes an atmosphere in which cultural differences can be understood and appreciated. Some field trips and guest lectures. Fall, Spring.

COMM 280 - Understanding Film and Television.....3

A basic analysis of film and television history, form, and function. Includes background lectures, film and television program viewing, and discussions. Fall.

COMM 308 - Argumentation.....3

An introduction to the philosophical development, the basic components and types, and the practical application of argument. Spring.

COMM 312 - Interpersonal Communication3

Study of the dynamic elements of personal communication between people. Discussions cover perception, the verbal and nonverbal tools of communication, listening, personal disclosure, conflict management, and relationship development. Class activities include readings, in-class exercises, and analyses of examples found in everyday life. Increases the range of choices students can make in their personal interactions. Fall, Spring.



COMM 313 – Persuasion3

The study of theories from public speaking and psychology about the use of communication to influence people. Students practice the composition and delivery of persuasive messages in a variety of situations (i.e., public address, advertising, interpersonal). Students also write critical analyses of selected persuasive messages from contemporary society. Fall.

COMM 316 - Meeting Management3

A survey of the techniques of effective communication in small problem-solving and decision-making groups. Various exercises and projects allow students to experience the use of those techniques. The course also studies and practices the parliamentary procedure skills used in larger and more formal assemblies. Spring.

COMM 317 - Organizational Communication3

Management communication practices in organizations with emphasis on the study of organizational networks, leadership, group dynamics and problem-solving. Fall, Spring.

COMM 380 - Video Production3

Introducing students to basic digital video techniques, this course focuses on digital technology, camera technique, non-linear editing basics, storytelling, and acting for the camera. Students will produce at least three short films. Spring. Course fee required.

COMM 291, 491 - Communications Seminar.....1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. COMM 491 is a writing intensive and capstone course. Offered on demand.

COMM 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

COMM 293, 493 - Peer Tutoring1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

COMM 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand.

COMM 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair. Offered on demand.

COMM 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

COMM 297, 497 - Communication Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

COMM 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Offered on demand. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. Offered on demand.

COMPUTER SCIENCE

CSCI 101 - Introduction to Computers3

A broad survey intended to provide the student with an introduction to computer concepts, uses, and problem-solving techniques. Includes an introduction to word processing, spreadsheet, database, Internet, and electronic mail. Assumes no previous knowledge of computers. Fall, Spring. Course fee required.

CSCI 120 - Computer Programming I3

Introduction to computer programming in a high level programming language. Emphasis on problem solving and logical thinking. Design, implementation and testing of programs for small-scale problems using elementary data types and control structures. Fall, Spring. Course fee required.

CSCI 160 - Computer Science I4

An introduction to computer science including problem solving, algorithm development and structured programming in a high-level, object-oriented language. Emphasis on design, coding, testing and documentation of programs using accepted standards of style. Prerequisite: CSCI 120 – Computer Programming I or equivalent programming experience, MATH 103 – College Algebra or a Math Placement Score of 21. Fall, Spring. Course fee required.



CSCI 161 - Computer Science II.....4

Advanced concepts in computer science including data structures, algorithm analysis, searching, sorting, recursion, file I/O, and object-oriented programming. Prerequisite: CSCI 160-Computer Science I. Pre-requisite or Co-requisite: MATH 208 – Discrete Mathematics. Fall and Spring. Course fee required.

CSCI 165 – Introduction to Java2

This course is designed to introduce students to the syntax and functions of Java. It is intended for students that have already had a year of programming in other high level languages, such as VB.net and/or C++.

Pre-requisite: CSCI 161 – Computer Science II. Fall. Course fee required.

CSCI 174 - Intermediate Programming in C++.....4

Intermediate-level programming in C++/Visual C++ language. Topics include abstract data types and their implementation using the C++ class mechanism; dynamic data structures, including linked lists, stacks, queues, trees and hash table; recursion; sorting and searching; object-oriented programming and software reuse; and STL container classes and iterators.

Prerequisite: CSCI 161-Computer Science II and MATH 208 Discrete Mathematics. Spring. Course fee required.

CSCI 181 - Web Management.....3

The course covers the creation and management of information on the World Wide Web. The use of Hypertext Markup Language, JavaScript and web page generator software as well as image editing techniques will be explored. The student will learn about the hardware and software necessary to run and manage a commercial website.

Prerequisite: CSCI 161-Computer Science II. Spring. Course fee required.

CSCI 185 - Linux Operating System.....3

This course introduces students to the Linux Operating System. Students will become familiar with basic Linux commands entered through the BASH shell for file system management, editing, printing, and process control as well as basic network administration and maintenance. Students will also learn how to use Linux graphical user interfaces and applications.

Prerequisite: CSCI 160-Computer Science I. Fall. Course fee required.

CSCI 200 -Database Software Applications.....3

The course is an introduction to database software and database concepts. Many of the fundamentals of using database software will be introduced. Students are exposed to the important operations common to most database software. The course will demonstrate the value of using a database management system to store and retrieve information. The students will be presented with the basic design and implementation strategies for the development of online databases. The course provides practice in applying the database software to various business applications and is taught using a hands-on approach in the microcomputer laboratory.

Prerequisite: CSCI 101 – Introduction to Computers, or CSCI 120 - Introduction to Computer Programming. Fall, Spring. Course fee required.

CSCI 210 - PC Hardware and Software Management.....3

An introduction to PC management and maintenance. Topics include operating systems, repair fundamentals, computer security, maintenance and trouble-shooting for PC hardware and software. This course includes hands-on projects. Prerequisite: CSCI 160 – Computer Science I. Fall. Course fee required.

CSCI 221 - Computer Networks3

This course provides a basic understanding of computer networks. Topics covered include data communication concepts, communications switching techniques, network topologies, and network protocols. The class also covers client-server applications, local area networks and wide area networks. The student will experience hands-on learning while developing a local area network. Prerequisite: CSCI 160-Computer Science I. Fall. Course fee required.

CSCI 230 - Computer Science Practicum1

Does not meet as a class but encourages student participation in Computer Science Club and related events. Students may repeat the course four times of which two credits will count toward the major or minor. The course is not applicable to Computer Science Education Minors.

Pre-requisite: Admission by consent of the Department of Mathematics and Computer Science. Offered on demand. S/U grading only. (Cross-listed with MATH 250.)

CSCI 300 - Programming Languages3

Basic concepts of programming languages. Topics include syntax and semantics of high-level languages, parsing methods, subprograms and their implementation, data abstraction, language translation overview including lexical analysis, syntax-directed translation, symbol table handling, code generation, and different programming paradigms, such as functional, object-oriented, and logic programming. Pre-requisite: CSCI 161 – Computer Science II. Fall.

CSCI 301 - Software Engineering3

This course is a detailed examination of processes used to create software. Topics include the life cycle, metrics, risk management and agile development methods used in software engineering.

Prerequisite: CSCI 161 – Computer Science II. Fall

CSCI 310 - Advanced Computer Programming in Java4

Advanced Java is a comprehensive study of many advanced Java topics. These include classes and objects, assertions, collections, elements of graphical user interfaces, Java beans, bit manipulation, serialization, multithreading, network programming, remote method invocation, and java database connectivity.

Prerequisite: CSCI 174 – Intermediate Programming in C++ Fall. Course fee required.

CSCI 330 - Graphics3

An introduction to major topics in computer graphics input/output devices, graphics software packages, transformations for rotation, scaling, clipping, and perspective.

Prerequisites: CSCI 161 – Computer Science II and MATH 105-Trigonometry. Offered on demand. Course fee required.



- CSCI 342 - Object Programming with Data Structures.....4**
An introduction to data abstraction with the use of object-oriented programming. Introduces the analysis and comparison of algorithms. Considers some of the classic approaches to tasks such as sorting and searching. Explores several traditional abstract data types such as stacks, queues, binary trees, and heaps. Broadens the students' programming skills by concentrating on topics such as recursion and the use of pointers. Prerequisite: CSCI 174 – Intermediate Programming in C++ and, MATH 208 - Discrete Mathematics.. Spring
- CSCI 350 - Assembly Language3**
Programming in assembly language. Includes the representation of data, data conversion, addressing, relocatability, base registers, indexing, looping, branching, sub-programs, macros, and the interpretation of program listings and program dumps. Prerequisite: CSCI 161 – Computer Science II. Fall. Course fee required.
- CSCI 359 – Database for Technologists.....4**
This course introduces the fundamental concepts of relational database systems and design. Emphasis will be on the design, the architecture and the implementation of relational databases. Students will be exposed to Structured Query Language (SQL), which is a universal query language for relational database, using high-end relational database software packages. This course is designed for Computer Management Technology majors, and will not substitute for CSCI 360. Pre-requisites: CSCI 161 – Computer Science I and CSCI 200 – Database Software Applications. Course fee required.
- CSCI 360 - Database Management.....4**
This course introduces the fundamental concepts of relational database systems and design. Emphasis will be on the design, the architecture and the implementation of relational databases. Students will be exposed to Structured Query Language (SQL), which is a universal query language for relational databases, using high-end relational database software packages. Pre-requisites: CSCI 174 – Intermediate Programming in C++. Fall. Course fee required.
- CSCI 370 - Computer Organization.....3**
The structure and organization of computer hardware. This includes processor design, machine language, performance measurement, memory hierarchy, and peripheral devices. Prerequisite: CSCI 161 – Computer Science II and CSCI 350 – Assembly Language and MATH 208 – Discrete Mathematics. Spring.
- CSCI 385 - Theory of Computation3**
Topics include finite automata and regular expressions, regular languages and regular grammars, properties of regular languages, pushdown automata and context-free grammars, properties of context-free languages, Turing machines, recursive languages and undecidability, introduction to computability and insolvability. Prerequisite: MATH 166 – Calculus II, CSCI 174 – Intermediate Programming in C++, and CSCI 300 – Programming Languages. Fall.
- CSCI 401 - Object-Oriented Analysis and Design4**
Introduction to the object-oriented paradigm in software development. Analytical concepts: including defining objects, structures, attributes, and services. Design concepts: transforming the analytic model into the design model. Representation concepts: use UML to model software systems including structural elements (object, classes, and instances), behavior, inheritance, and advanced OO concepts, such as relationships and packages. Implementation concepts: comparison of the support features provided by languages such as Java, C++, and Visual Basic. A programming design and implementation project is required. Pre-requisite: CSCI 301 – Software Engineering, CSCI 310 – Advanced Programming in Java. Spring.
- CSCI 420 - Design and Analysis of Algorithms4**
Basic techniques for designing and analyzing algorithms: Topics include methods for showing upper and lower bounds on time and space costs, sorting, searching, dynamic programming, divide and conquer, greedy method, network flow, pattern, linear programming, and NP-completeness. Pre-requisites: CSCI 342 – Object programming with Data Structures. Pre-requisite or Co-requisite: MATH 425 – Mathematical Statistics. Spring
- CSCI 430 - Operating Systems4**
Resource management, I/O programming, interrupt programming, machine structure, and memory management. This course is designated as a writing intensive course and as a capstone experience course. Prerequisite: CSCI 174 Intermediate Computer Programming in C++, and CSCI 370 – Computer Organization. Pre-requisite of Co-requisite: CSCI 342 – Object Programming with Data Structures and MATH 425 – Mathematical Statistics. Spring.
- CSCI 486 - Social Implications of Computing3**
Exploring the social, moral, ethical, and legal ramifications of computing power on both today's society and the individuals in this society. We will assess many of the positive and negative effects on individuals and society, and learn to think critically about current and future uses of computers. This course is writing intensive. Pre-requisite: Junior standing. Spring.
- CSCI 489 - Computer Science Capstone2**
Various computer science topics from the curriculum are reviewed and their application to specific computer science areas is explored. Pre-requisite: Computer Science major, spring semester of senior year. Spring.
- CSCI 291, 491 - Computer Science Seminar1-6**
This course is designed for the exploration of specific topics that are not covered in regularly scheduled course work. Research and discussion of some aspect of computer science. This course is designated as a writing intensive course. Pre-requisite: CSCI 160-Computer Science I. To be taken the spring semester before graduation. Spring.



CSCI 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

CSCI 293, 493 – Peer Tutoring1-6

Students may earn credits tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

CSCI 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and students. Requires approval by department chair. **UNDERGRADUATE RESEARCH:** Research topic must be approved prior to registration by instructor. Written analysis of research activities required at the end of semester. Requires approval by department chair.

CSCI 295, 495 - Service Learning.....1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

CSCI 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at department and discipline discretion only.

CSCI 297, 497 - Internship, Externship, Cooperative Education1-3

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. May be taken for one, two, or three credits per semester and repeated until six credits are earned. Only three credits may be applied to a computer science major or minor. Requires approval by department chair.

CSCI 299, 499 - Special Topics, Readings.....1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.

DANCE

DANC 102 – Ballet I1

Introduction to ballet technique, body positions and steps. Offered Fall even years.

DANC 104 – Modern I1

Introduction to modern dance technique focusing on alignment, strength and flexibility. Offered Fall even years.

DANC 105 – Jazz I1

Introduction to jazz dance as an American art form. Offered Fall odd years.

DANC 202 – Ballet II1

Continuation of Ballet I with focus on the carriage of the head and arms and the ability to combine steps. Pre-requisite, DANC 102 – Ballet I, or invitation by the instructor. Offered Spring odd years.

DANC 203 – Tap Dance.....1

Introduction to Tap technique, body positions and steps. Offered Spring even years.

DANC 204 – Modern II1

Continuation of Modern I with more in depth study of technique and movement phrases. Pre-requisite, DANC 104 – Modern I. Offered Spring odd years.

DANC 205 – Jazz II1

Continuation of Jazz I with more emphasis on strength, flexibility and dance patterns. Pre-requisite, DANC 105 – Jazz I, or invitation by the instructor. Offered Spring even years.

DANC 250 – Dance Performance.....1

Creation of dance routines in a variety of styles through rehearsal. To end with a public recital. May be repeated for a total of six credits. Offered every semester.

DANC 305 – Language and History of Dance.....1

Introduction to vocabulary of dance and a survey of dance history. Offered Fall even years.

DANC 320 – Choreography2

Introduction to dance notation, study of body positions and juxtapositions in the creation of dance. Pre-requisites, DANC 202 – Ballet II, DANC 204 – Modern II, or DANC 205 – Jazz II, and DANC 305 – Language and History of Dance. Offered Fall odd years.

EARTH SCIENCE

EASC 315 - Weather and Climate3

The physical elements of global weather and climate are studied along with weather analysis and forecasting, winds, clouds, precipitation, storms, air pollution, and weather modification. Emphasis on the application of weather to daily life. Spring, even years. Cross listed as AGRI 315.

EASC 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University's catalog, or its usage must be discontinued.

EASC 293, 493 – Peer Tutoring1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

EASC 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand **UNDERGRADUATE RESEARCH:** Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand

EASC 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The activity and subsequently awarding of academic credit will be at the discretion of the department chair.

EASC 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

EASC 297, 497 - Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

EASC 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline.

ECONOMICS**ECON 105 - Elements of Economics.....3**

Survey of economic principles for students planning no further formal study of economics. Emphasis on the methods of economic analysis, economic thinking, and the articulation of key economic principles. Introduction to economic models, and to the visualization of seemingly complex, real economic problems. Applications of economic theory to the understanding of everyday economic events.

ECON 106 – Global Economics.....3

This course introduces students to fundamental economic principles, with emphasis on the world economy. Overview of the world economy; specialization and comparative advantage; influence of the foreign sector on domestic markets; influence of the foreign sector on saving, investment, government spending, taxation, and borrowing. Central bank independence versus regional monetary policy coordination; economic growth, technology, and factor mobility; the political economy, economic systems and economies in transition; international trade policy and regional economic integration; the World Trade Organization (WTO) and trends in international trade; and current topics in international economics. Alternate Spring Semester.

ECON 201 – Principles of Microeconomics.....3

Nature, method, and scope of economic analysis: economic scarcity, resource allocation, supply and demand, production and cost, product and resource market structures, distribution of income, and international trade. Open to freshmen. Pre- or Co-requisite: Math 103 – College Algebra. Fall, Spring.

ECON 202 – Principles of Macroeconomics.....3

Study of the underlying causes of short and long-term economic growth; analysis of aggregate levels of output, income and employment; inflation, interest rates and exchange rates; macroeconomic policy; understanding of the United States economy as part of a world economic system. Pre-requisite: ECON 201 – Principles of Microeconomics. Fall, Spring.

ECON 303 – Financial Institutions and Monetary Policy3

This course is a study of the economic principles governing financial markets and institutions. Introduction to the financial markets and to the valuation of financial assets. Monetary and fiscal policies for control of the business cycle; powers of the Federal Reserve; current topics in money, banking and financial markets will also be covered in this course. Prerequisites: ECON 201 – Principles of Microeconomics, ECON 202 – Principles of Macroeconomics. Cross-listed with FIN 300.

ECON 292, 492 – Experimental Course1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.



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EARLY CHILDHOOD

EC 310 – Introduction to Early Childhood Education3

This course is established to provide an analysis of historical, philosophical, sociological, physical, and psychological premise for the field of early childhood education. Emphasis is on developing awareness of collaborative planning with parents, implementation of developmentally appropriate play and authentic formative and summative assessment. Students will analyze, synthesize, and construct a supportive educational environment which will strengthen families, provide a response to intervention when necessary and assure that all children grow cognitively, affectively, physically, and socially. Pre-requisite: Provisional admission to Teacher Education, EC 313 – Language and Literature in Early Childhood, ELED 323 – Observation & Assessment in Kindergarten, ELED 398A – Pre-professional Experience: Kindergarten, or permission from instructor. Co-requisites: ELED 324 – Kindergarten Curriculum, Methods, and Materials, ELED 498B – Teaching in the Elementary School: Kindergarten. Fall, First Eight Weeks.

EC 313 – Language and Literacy in Early Childhood.....3

A course designed to study the development of language of young children birth to age eight, including strategies for promoting early literacy development at home and at school. Focus is on preschool language development, pragmatic functions of language, and determination of patterns of language use in early childhood classes. This includes assessment of home and school language acquisition, functional methods for facilitating oral and written language as it relates to the formation of early literacy. Pre-requisites: Provisional admission to Teacher Education, or permission from instructor. Co-requisites: ELED 323 – Observation and Assessment in Kindergarten, ELED 398A – Pre-professional Experience: Kindergarten. Spring.

EC 291, 491 – Education Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. It is open only by consent of the instructor. EC 491 is a writing intensive and capstone course. Pre-requisite: Admission to Teacher Education.

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EC 296, 496 – Study Tours.....1-6

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EDUCATION

EDUC 150 – Study Skills5

A survey of effective study techniques including note taking, time management, anxiety reduction, motivation, and memory techniques. Fall, Spring.



EDUC 198 – Pre-Professional Experience: General.....1

Students taking this course will meet the requirements of having a field experience prior to pre-service teaching. This course is designed for an individual to work with learners in an educational environment other than the traditional school classroom. Open only with the consent of the department chair. S/U grading only. Offered as needed.

EDUC 210 – Educational Technology2

This course is an integrated approach to understanding and utilizing educational technology in instructional environments. Students will gain experience with computer applications, software programs including PowerSchool, and appropriate usage of the Internet and LiveText for research purposes. Emphasis will be placed on determining the purpose of integrated technology in the elementary or secondary classroom setting, identifying appropriate grade-level or content-area technology resources, and making informed and reflective decisions about how to utilize them for facilitating and assessing student learning. Prior knowledge of computers will be expected.

Pre-requisites: CSCI 101 – Introduction to Computers.
Co-requisites: EDUC 250 – Introduction to Education, and ELED 298 – Pre-Professional Experience: Elementary or SEED 298 – Pre-Professional Experience: Secondary. Fall, Spring. Course fee required.

EDUC 250 – Introduction to Education2

A study of teaching as a profession, including historical, philosophical, social, and psychological foundations of education. This course will provide a general overview of all aspects of the teaching profession and serve as a general introduction to all professional education courses. Students will gain an understanding of Dickinson State’s teacher education theme and model and be given opportunities to apply their skills in peer teaching exercises. Through participation in the course, students will evaluate their commitment to becoming a professional educator. Introduction to Education begins the teacher education sequence and students will apply for provisional admission to teacher education during this course. Co-requisites: ELED 298 – Pre-Professional Experience: Elementary for elementary education majors or SEED 298 – Pre-Professional Experience: Secondary for secondary education majors, and EDUC 210 – Educational Technology. Fall, Spring.

EDUC 300 – Teaching for Diversity.....3

The National Council for the Accreditation of Teacher Education (NCATE) defines diversity as, “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.” During this course students will explore diversity, investigate how diversity impacts students’ ability to learn, and develop methods and strategies for teaching and assessing students of diversity. Pre-requisite: Admission to Teacher Education. Fall, Spring.

EDUC 305 – Philosophy and Curriculum of Middle School2

Students will explore the historical development of the middle school concept, its current practices, and future trends. Taking into consideration the physical and emotional changes which occur with students at this age level, the students will compare the philosophy of middle schools with the more traditional junior high philosophy. Students will explore the development of a curriculum for middle school based upon the middle school concepts learned in class. Pre-requisite: Admission to Teacher Education. Spring, alternate years.

EDUC 310 – Methods of Teaching in Middle School2

Students will learn how to design instruction which best complements the implications of the physical and emotional changes occurring within middle school students. Emphasis will be placed on cooperative learning, small group learning, and individual learning (i.e. contract learning). The development of integrated thematic units will be a major thrust for this course. The implementation of Teacher Expectations and Student Achievement (TESA) as a vehicle for classroom management will be an integral part of this course. Pre-requisite: Admission to Teacher Education. Spring, alternate years.

EDUC 350 – Portfolio Preparation3

This course is a uniquely-designed experience within the teacher education program. The course uses an integrated approach for preparing students to become effective decision-makers in the education profession. The final product will be an electronic professional portfolio in Live Text using a variety of technology hardware and software. Students will gain experience with narrative writing, reflection, electronic portfolio formatting, portfolio rubric assessment, and presentation. Admission into the teacher education program and prior knowledge of computers is expected. Pre-requisite: Admission to Teacher Education. Fall and Spring.

EDUC 360 – Managing the Learning Environment.....1

This course is intended to give teacher education students a view of the wide range of classroom management styles being utilized today, as well as the theories behind those styles. The course will use a variety of teaching methods, including: lecture, group activities, case study, on-line discussion boards, videos, and guest speakers. The goal is to provide students with a broader understanding of why classroom management is critical in today’s learning environment.

Co-requisite: ELED 398B – Elementary Methods Block Field Experience or SEED 398B – Secondary Methods Block Field Experience.

Pre-requisite: Admission to Teacher Education. Fall, Spring.

EDUC 390E – Health Education Methods2

Development and practice of methods, materials, and strategies for comprehensive school health education. Emphasis on lesson planning and delivery as they pertain to the content areas within Health Education.

Pre-requisite: HPER 217 – Personal and Community Health. Spring.



EDUC 405 – Educational Psychology and Evaluation3

A study of the applications of psychological theory, testing practices, and evaluation theory to K-12 educational settings. The main goal of educational psychology and evaluation is to help pre-service teachers apply the psychological and educational knowledge base and evaluation procedures in the classroom setting. Special emphasis will be placed on the application of learning theories, theories of development, and principles and procedures of educational testing and evaluation. This course enhances the pre-service teacher's understanding of K-12 learners and the ability to put the theories of educational psychology and evaluation to appropriate use in the classroom.

Pre-requisites: PSYC 111 – Introduction to Psychology, PSYC 250 – Developmental Psychology (elementary education majors) or PSYC 353 – Adolescent Psychology (secondary education majors), and Admission to Teacher Education and senior status. Fall, Spring.

EDUC 501 – Educational Foundations3

This course will look at the historical, legal, and intellectual development of education in the United States, including the traditional and contemporary philosophical thoughts and their educational implications. Topics will include principles of effective human learning and the teacher as a facilitator of learning experiences. This course will also examine the current issues and trends influencing educational practice. Graduate status required.

EDUC 511 – Cultural Diversity in a Complex World3

This course will examine curriculum and pedagogy from the perspective that all students, regardless of the group to which they belong, such as those related to gender, social class, ethnicity, , race, culture, religion, or exceptionality, should be ensured educational equity in school. This course will promote attitudes and teaching strategies that meet the needs of diverse students, families and communities. Graduate status required.

EDUC 521 – Curriculum Design, Delivery and Assessment.....3

This is an inquiry-based course for the reflective practitioner to develop deep understandings of curriculum content emphasized by PK-12 state and national common core standards and their impact on college readiness skills. It will include an examination of current trends in curriculum design theory and assessment strategies and their application in teaching and learning. The emphasis will be on the relationship of current research to contemporary practice. Graduate status required.

EDUC 531 – Educational Research3

This course will provide an examination of the research techniques most commonly used in education, and an evaluation of the strengths, weaknesses and applications of each framework. Students will also analyze and reflect on educational research and its ability to inform practice, and will acquire strategies to promote the efficacy of using and understanding data to make actual improvement in K-12 schools. Graduate status required.

EDUC 541 – Integrating Technology into the Learning Environment.....3

This course is intended for educators at all levels of technology proficiency, from novice to experienced, whose aim is to enhance their capacity to use technology as a tool for teaching and learning. Established educational technology standards will guide students in the course in preparing instructional systems that feature a variety of teaching techniques and technological resources. Students will examine a range of traditional and emerging technologies and the research describing best practices when using those tools to facilitate and assess learning. Students will synthesize course concepts with their own experiences in elementary and secondary education. Graduate status required.

EDUC 291, 491 – Education Seminar1-6

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Pre-requisite: Admission to Teacher Education.

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ELEMENTARY EDUCATION

ELED 238 – Children’s Literature3
 Students will become familiar with award-winning picture books, novels, poetry, and non-fiction for children, pre-school through elementary grades, their illustrators and authors. Students will develop and collect instructional materials and activities for use in the classroom. Students will learn and apply strategies for infusing children’s literature into all content areas. Spring.

ELED 281 – Reading for the Elementary Teacher3
 This basic course is designed to prepare teacher education students how to teach children to read. Students will have the opportunity to explore the history of reading instruction, review and analyze research, and participate in elementary classrooms. Topics covered will include theories of reading, phonemic awareness, phonics, vocabulary development, comprehension, and literacy assessment. This course focuses on the learning to read and reading to learn processes. This course is part of the elementary methods block in fall semester. Pre-requisite: Admission to Teacher Education. Fall.

ELED 282 – Reading Across the Curriculum and Content Reading.....3
 Teacher Education students will extend and integrate their knowledge of how to teach children to read and how to assist the reading to learn process into content areas. Also, teaching techniques to improve reading ability in content materials, vocabulary development, comprehension strategies, study skills, and preparation for individual learning differences are included. This course is part of the elementary methods block in spring semester. Pre-requisites: Admission to Teacher Education and ELED 281 – Reading for the Elementary Teacher. Spring.

ELED 290A – Art Methods for Elementary Education.....3
 Methods of teaching art in the elementary school, with practical creative experience in a variety of media. Emphasis on multi-cultural activities, lesson plans, and the teacher as a reflective decision maker. This course is designed for the prospective elementary educator or art specialist and includes peer teaching and teacher-aid situations. Pre-requisite: Admission to Teacher Education and ART 122 – Two-Dimensional Design, or concurrent enrollment in ELED 290A – Art Methods for Elementary Education and Art 122 – Two-Dimensional Design. Fall. Course fee required.

ELED 290X – Mathematics for Elementary Teachers II3
 Topics include operations with integers, fractions, decimals, intuitive geometry, and probability. Other topics will include curricula materials, assessment, multiculturalism and mathematics, equity, gender and mathematics, technology and mathematics instruction, NCTM Curriculum Standards. This course is part of the elementary methods block in spring semester. Pre-requisite: Admission to Teacher Education and MATH 277 – Mathematics for Elementary Teachers. Students are required to conduct assessment techniques to kindergarten-age children. The course culminates with peer teaching and peer critiquing. Spring.

ELED 298 – Pre-Professional Experience: Elementary.....1
 Through observation, aide work, individual work with students, and the analysis of the teaching-learning process, prospective elementary education professionals are able to get first-hand experiences under the direction of an experienced classroom teacher in area elementary schools. The majority of time will be spent in the instruction-related areas, and the vast amount of clock-hour experience will be in direct contact with children. Co-requisite: EDUC 250 – Introduction to Education and EDUC 210, Educational Technology. S/U grading only. Fall, Spring. Course fee required.

ELED 300 – Elementary Curriculum and Language Arts.....3
 Language arts in the elementary curriculum is examined with emphasis on contemporary views such as literacy based with practical application to the elementary classroom. New resource acquisition methods are included such as using Internet navigation tools to access on-line lesson plans, instructional strategies, teaching units and activity material. Students prepare lesson plans, teach lessons, and prepare unit plans. Appropriate actual classroom experiences are interwoven into the language arts subject areas of reading, writing, listening, and speaking. Classroom management strategies, multicultural issues, and “Models of Teaching” are included. This course is part of the elementary methods block in fall semester. Pre-requisite: Admission to Teacher Education. Fall

ELED 310 – Elementary Curriculum and Social Studies3
 A study of social studies in the elementary level using the expanding environments pattern. Students are exposed to social studies content that is concerned with developing reflective thinking skills and citizenship education within a global context and multiple disciplines. Appropriate teaching models and strategies are examined. This course allows students to experience preparing unit/lesson plans and other instructional materials at various grade levels. This course includes peer teaching and peer critiquing. This course is part of the elementary methods block in spring semester. Pre-requisite: Admission to Teacher Education. Spring.



ELED 323 – Observation and Assessment in Kindergarten.....1

A course designed to provide insight, understanding, and reflection of procedures, events and child behavior during the Kindergarten
Pre-Professional Experience. Students will acquire knowledge of systemic observation and scientific documentation of observations for assessment purposes. Observational information will be analyzed and evaluated in order to comprehend what is a developmentally appropriate kindergarten program design and curriculum. Students will synthesize such information through assessment strategies. Pre-requisite: Provisional admission to Teacher Education. Co-requisites: EC 313 – Language and Literacy in Early Childhood, and ELED 398A – Pre-Professional Experience: Kindergarten. Spring.

ELED 324 – Kindergarten Curriculum, Methods, and Materials.....4

This course is a study of early childhood education curriculum, methods, and instructional materials designed to meet the cognitive, affective, and psychomotor needs of young children. Areas of emphasis include development of skills in selection, use, and interpretations of developmentally appropriate formal and informal instruction. A thematic constructivist approach regarding instructional materials and procedures is also emphasized when considering the formation of concepts by young children. Students will develop a practical unit which will include lesson plans and other instructional materials through the use of developmentally appropriate practices. Pre-requisites: Provisional admission to Teacher Education, EC 310 – Introduction to Early Childhood Education, ELED 323 – Observation and Assessment in Kindergarten and ELED 398A – Pre-Professional Experience: Kindergarten. Co-requisite: EC 310 – Introduction to Early Childhood Education. Fall, First Eight Weeks.

ELED 383 – Diagnosis and Correction of Reading Disabilities.....3

Students will experience the process of identifying a child’s reading deficiencies and the process of developing an instructional plan through the assessment process. Students will learn to administer and interpret a wide variety of individual informal and formal assessment instruments. A lab experience consists of working directly with a child to assess, plan, and provide intervention for the identified needs. The culminating activity is a written case-study on the identified child. Pre-requisites: Admission to Teacher Education, ELED 281 – Reading for the Elementary Teacher and ELED 282 – Reading Across the Curriculum and Content Reading. Fall.

ELED 390H – Teaching Physical Education in the Elementary School2

The course serves as a precursor to pre-service teachers who are physical education majors. Areas covered include pedagogy, methodology, curriculum development, classroom observations, assessment, philosophy, reflective decision-making, and classroom management. This course also includes peer teaching and development of a unit plan. Registration is limited to Physical Education Majors only. Pre-requisites: Admission to Teacher Education, HPER 216 – Skill Themes and Movement Concepts for the Elementary School.

ELED 390M – Elementary Music Methods.....3

Through many varied teaching projects the student will investigate the Dalcroze, Orff, Kodaly, and other current methodologies for teaching music in the elementary grades. All learning activities are experiential-based. Some field service is required. Pre-requisite: Junior standing and full Admission to Teacher Education. Alternate years.

ELED 390P – Teaching Physical Education and Health in the Elementary School.....3

The course serves as a precursor to pre-service teachers in elementary physical education. Areas covered include pedagogy, methodology, curriculum development, classroom observation, assessment, philosophy, reflective decision-making, and classroom management. This course also includes peer teaching and development of a unit plan. This course is part of the elementary methods block in spring semester. Pre-requisite: Admission to Teacher Education. Spring.

ELED 390S – Elementary Education Science Methods.....3

Students develop an understanding of integrating science curriculum in an elementary classroom. Included will be a focus on inquiry learning, instructional strategies, resources and materials, technologies, and state and national curriculum standards. The assessment of students’ learning in science is also presented. This course is part of the elementary methods

ELED 398A – Pre-Professional Experience: Kindergarten1

Working in close proximity to children, the pre-professional will work at instruction-related tasks. These responsibilities will be handled under the direct supervision of a professional classroom teacher, and many times, in concert with other auxiliary staff that may impact the classroom at the time of the assigned experience. Exposure to modern practices relative to kindergarten techniques and procedures is a major goal in the assignment. Pre-requisite: Provisional admission to Teacher Education. Co-requisites: EC 310 – Introduction to Early Childhood Education and ELED 323 – Observation and Assessment in Kindergarten. Spring Only. S/U grading only.

ELED 398B – Elementary Methods Block Field Experience.....2

A course designed as an intensive field experience in an elementary classroom. Students will have specific responsibilities for lesson planning, lesson execution and post-reflective lesson evaluation. The experience is structured to use a specific lesson plan design and deliver a minimum of twelve lessons connected to elementary methods courses in the methods block, e.g., reading, mathematics, language arts and science in fall; reading, mathematics, language arts and social studies in spring. Co-requisite: EDUC 360 – Managing the Learning Environment. Pre-requisite: Admission to Teacher Education. S/U grading only. Fall, Spring.

ELED 398C – Elementary Field Experience: Mentoring in the Classroom1

In this course students will be placed in an elementary classroom setting where they will work with students as a mentor/tutor on an individual basis. Pre-requisite: Admission to Teacher Education. S/U grading only. Fall, Spring.



ELED 484 – Practicum in Reading2

This course is a clinical experience in a school setting. The student will shadow a reading specialist for 8 hours and will spend 45 hours with children who are experiencing difficulties in reading. Students are required to submit final reports summarizing the diagnostic and remedial procedures completed.

Pre-requisites: Admission to Teacher Education, ELED 281 – Reading for the Elementary Teacher, ELED 282 – Reading Across the Curriculum and Content Reading, and ELED 383 – Diagnosis and Correction of Reading Disabilities. Spring.

ELED 491 – Elementary Education Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework.

Requires approval by instructor and department chair.

Pre-requisite: Admission to Teacher Education.

ELED 498A – Teaching in the Elementary School15

Fourteen-week block of supervised teaching in elementary grades. Pre-requisites: Full Admission to Teacher Education and satisfactory completion of portfolio final review. S/U grading only. Fall, Spring. Course fee required.

ELED 498B – Teaching in the Elementary School: Kindergarten.....7

A 165 hour block of supervised teaching in kindergarten. Students will teach in a kindergarten setting full days for six weeks.

Pre-requisites: Full admission to Teacher Education, EC 310 – Introduction to Early Childhood Education, EC 313 – Language and Literature in Early Childhood, ELED 323 – Observation and Assessment in Kindergarten, ELED 324 – Kindergarten Curriculum, Methods, and Materials, ELED 398A – Pre-Professional Experience: Kindergarten and satisfactory completion of portfolio final review. Fall, Second Eight Weeks. S/U grading only.

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ENGINEERING

ENGR 111A – Introduction to Electrical and Computer Engineering3

Introduction to electrical and computer engineering problem solving, design and professional issues. Pre-requisite: MATH 105 or placement test. Offered on demand.

ENGR 111B – Introduction to Industrial and Manufacturing Engineering3

Overview of industrial engineering and manufacturing engineering professional careers and work environments. Basic skill acquisition using computer software tools to solve engineering problems, prepare reports, plan projects, deliver professional presentations and manage data. Offered on demand.

ENGR 207 – Circuit Analysis I4

Linear electric circuits. Component models, circuit laws, transient analysis, design issues, and computer tools. Pre-requisites: MATH 127 and MATH 166 with a grade of C or better. Co-Requisite: PHYS 252. Offered on demand.

ENGR 221 – Engineering Mechanics I.....3

Scalar and vector approaches to trusses, frames and machines, internal forces, friction forces, center of gravity, centroid, and moment inertia. Pre-requisite: MATH 165. Offered on demand.

ENGR 222 – Engineering Mechanics II.....3

Dynamics of particles and rigid bodies, work energy, impulse-momentum, principles of conservation energy and momentum. Pre-requisites: ENGR 221 and MATH 166. Offered on demand.



ENGR 223 – Mechanics of Materials3

Introduction to stress, strain, and their relationships; torsion of circular shafts, bending stresses, deflections of beams, stress transformations, buckling.
Pre-requisite: ENGR 221. Offered on demand.

ENGR 275 – Digital Systems I3

Introduction to number systems, combinational circuits, and sequential circuits.
Pre-requisite: MATH 103 or equivalent, placement test or ACT score. Offered on demand.

ENGR 307 – Circuit Analysis II4

Analysis of single phase and three-phase circuits. Laplace transforms in circuit analysis. Fourier series. Two –port networks. 3 one-hour lectures, 1 two-hour laboratory.
Pre-requisite ENGR 207 – Circuit Analysis I with a grade of C or better. Co-requisite: MATH 266 – Introduction to Differential Equations. Offered on demand.

ENGR 311 – Work/Station Design & Measurement3

Analytical methods for measuring human performance in industrial, commercial and manufacturing settings. Development of work procedures and design of workstation. Considerations of ergonomics, safety performance effectiveness and efficiency, interactions between workstations, information and data requirements, production throughput, training and skill requirements, and resources. Weekly laboratory. Offered on demand.

ENGR 440 – Engineering Economy3

Capital investment decision foundation within the rules of general an project accounting. Analysis of benefits and returns against cost for engineering, installation, operation, life cycle, and buy-rent-lease decisions. Offered on demand.

ENGLISH

ENGL 100 - Basic Writing Skills3*

This course is intended to help students develop their use of standard written English to prepare them for success in the traditional composition sequence. Students with English ACT scores below 18 who do not meet the minimum requirements of a separate ASC writing assessment will be required to take this course prior to enrollment in ENGL 110—Composition I.
*Credits not applicable for a major or minor program and will not apply toward the general education English requirement.

ENGL 110 - College Composition I3

Guided practice in college-level reading, writing, and critical thinking. In addition, students will review the fundamentals of English grammar: punctuation, usage, sentence structure, and paragraphing. Fall, Spring. Course fee required.

ENGL 111H - Honors Composition I3

Accelerated reading, writing, and critical thinking activities designed to enhance qualified students' well-developed skills of language use. Fall.

ENGL 120 - College Composition II3

Advanced practice in college-level writing from sources and in applying rhetorical strategies.
Pre-requisite: ENGL 110 – College Composition I. Fall, Spring. Course fee required.

ENGL 121H - Honors Composition II3

Accelerated practice of college-level writing for qualified students who demonstrate advanced skills of research and argumentation.
Pre-requisite: ENGL 111H – Honors Composition I. Spring.

ENGL 210 - College Composition III3

Advanced development of writing skills emphasizing sophisticated knowledge and practice of rhetoric and style.
Pre-requisites: ENGL 110 - College Composition I and ENGL 120 - College Composition II. On-line, Fall; other times as needed.

ENGL 211 - Introduction to Creative Writing3

Guided practice in writing skills related to the imaginative uses of language.
Pre-requisites: ENGL 110 - College Composition I and ENGL 120 - College Composition II. Fall.

ENGL 213 - Literary Publications3

Introduction to creative magazine publishing.
Pre-requisites: ENGL 110 – College Composition I and ENGL 120 – College Composition II. Spring. Course fee required.

ENGL 220 - Introduction to Literature3

Introduction to Literature is a course that fulfills the general education requirements for literary expression and multicultural and global experience. The course consists of reading and discussion of representative examples of poetry, drama, and fiction from diverse cultural perspectives, emphasizing the use of common literary terms and skills as methods of critical thinking. Fall, Spring, Summer.

ENGL 225 - Introduction to Film3

The study of filmed drama, especially motion pictures, as a literary form.

ENGL 232 - Mythology3

A study of representative myths, legends, and folklore from various cultures with emphasis upon the literary aspects of myth.

ENGL 236 - Women and Literature3

The study of literary texts by and about women including gender roles as a literary theme.

ENGL 240 – Masterpieces of World Literature3

World Literature explores representative literary and cultural materials from the ancient world to modern times. Readings include selected works from varied genres and cultural epochs. On-line, Spring; other times as needed.

ENGL 251 - British Literature I3

A survey of major works by British writers from the Anglo-Saxon Period through the Eighteenth Century. Fall.

ENGL 252 - British Literature II3

Continuing survey of British Literature from the Romantic Age to the present. Spring.



- ENGL 261 - American Literature I.....3**
A survey of literature in English by Americans from the British Colonial Period until the Civil War. Fall.
- ENGL 262 - American Literature II.....3**
Continuing survey of American writers and writing since the Civil War. Spring.
- ENGL 265 - Native American Literature.....3**
The study of literature written by and about Native Americans, ranging from the early 19th century to the present.
- ENGL 300 - Technical Writing3**
Technical Writing is designed for students who desire to expand their writing skills for future careers in writing and business fields. Projects will include writing abstracts and summaries, descriptions, instructions, proposals, and reports. This study will include issues of standard usage and style as related to effective technical writing.
Pre-requisites: ENGL 110 - College Composition I and ENGL 120 - College Composition II. On-line, Fall; other times as needed.
- ENGL 305 - Writing About Literature.....3**
Students develop advanced critical thinking and composition skills as they read and write about literature from different perspectives using multiple sources. Pre-requisites: ENGL 110 - College Composition I and ENGL 120 -College Composition II. Fall.
- ENGL 310 - Advanced Creative Writing3**
Students in Advanced Creative Writing will develop projects of their own choosing in consultation with the instructor and bring these projects through drafts and revisions to finished products suitable for publication.
Pre-requisite: ENGL 211 - Introduction to Creative Writing. Spring.
- ENGL 315 - Structure and History of English.....3**
Structure and History considers the historical and linguistic influences that have shaped English into the international language of the modern world. The study emphasizes the historical development of English from its prehistoric Indo-European roots to its modern varieties, and it also explores the socio-linguistic contexts of its varieties, dialects and registers. Alternate Fall semesters.
- ENGL 320 - Modern Grammar3**
This course introduces students to modern theories of descriptive grammar and the practical application of that knowledge in sentence analysis. It will introduce students to the forms and basic structures of English grammar and syntax, and how the transformation and expansion of those basic sentence patterns create the diversity we encounter in written and spoken varieties of English. Alternate Fall semesters.
- ENGL 325 - Shakespeare3**
This study of the drama of the most influential of British writers includes representative plays from the histories, tragedies, comedies, and romances as well as the historical and literary backgrounds that have influenced the plays.
Pre-requisite: ENGL 251 - British Literature I. Fall.
- ENGL 350 - Studies in American Literature.....3**
This advanced course in American Literature considers a theme, genre, or movement of importance in American letters. Students should expect to do independent research leading to presentations. Recent topics have included: Contemporary Fiction, African American Literature, and The Short Story. Pre-requisites: ENGL 261 - American Literature I and ENGL 262 - American Literature II. Alternate Spring semesters.
- ENGL 355 - Studies in Major American Writers3**
Students study the work of one or more writers of significance in American letters. The seminar requires students to do thorough literary research and writing. Recent topics have included: Mark Twain, Charles Johnson, and Ralph Ellison. Pre-requisites: ENGL 261 - American Literature I and ENGL 262 - American Literature II. Alternate Spring semesters.
- ENGL 360 - Studies in Drama3**
This occasional course focuses on a particular aspect of dramatic literature including backgrounds and criticism.
- ENGL 370 - Studies in Fiction.....3**
This occasional course considers selected works of narrative prose fiction not covered by studies in poetry and drama, exploring their forms, themes, and criticism.
- ENGL 380 - Studies in Poetry.....3**
This occasional course focuses on particular aspects of the criticism, history, and techniques of poetry, including issues of style and prosody.
- ENGL 382 - Adolescent Literature.....3**
Students will study representative examples of literary materials appropriate for teaching in middle and secondary schools, including analysis of texts to determine grade level appropriateness. Spring.
- ENGL 405 - British Medieval Literature3**
In British Medieval Literature students read the early literature of Britain from the Old English through the Middle English periods, inclusive of Chaucer.
Pre-requisite: ENGL 251 - British Literature I.
- ENGL 415 - British Renaissance Literature3**
British Renaissance Literature emphasizes the literature of the 16th-17th Century exclusive of Shakespeare.
Pre-requisite: ENGL 251 - British Literature I.
- ENGL 420 - British Restoration and 18th Century Literature3**
This course includes representative literature following the re-establishment of the British monarchy through the Regency Period. This course emphasizes the work of Dryden, Swift, Pope, Johnson, Richardson, DeFoe, and Austen. Pre-requisite: ENGL 251 - British Literature I.
- ENGL 425 - British Romantic Literature3**
British Romantic Literature emphasizes the work of the six great writers of the Romantic Period, 1785-1830. This includes Blake, Wordsworth, Coleridge, Keats, Byron, and Percy Shelley. The works of Wollstonecraft, Mary Robinson, De Quincey, and other period writers may also be examined.. Pre-requisite: ENGL 252 - British Literature II.



ENGL 430 - British Victorian Literature.....3

Students enrolled in Victorian Literature study literature from the Victorian Era, 1830-1901. This includes works of writers such as Dickens, Carlyle, George Eliot, the Brontes, the Brownings, Tennyson, Arnold, and Hardy. Other period writers may also be examined.

Pre-requisite: ENGL 252 - British Literature II.

ENGL 435 - Modern British Literature.....3

Modern British Literature focuses on the British and Anglophone literature of the 20th and 21st centuries. This includes works of writers such as Yeats, Woolf, Forster, Joyce, Lawrence, T.S. Eliot, and Beckett. The works of contemporary writers such as Pinter, Stoppard, Lessing, Achebe, and Heaney may also be examined. Pre-requisite: ENGL 252 - British Literature II.

ENGL 440 - Literary Criticism3

Students in Literary Criticism study major movements and theories of literary criticism. This study may include the beginnings of literary theory with Plato and Aristotle, Neo-classical and Romantic theories and the development of New Criticism, and post-modern methods such as Structuralism, Post-Structuralism, New Historicism, Marxism, Feminism, Post-Colonialism, and Cultural Studies. Spring.

ENGL 480 - Senior Project1

In consultation with a faculty adviser the student develops a research, pedagogical or creative project resulting in a presentation to an audience of students and faculty from the Department of Language and Literature during the annual English Conference. All students are required to register their projects and provide a project summary to the department. They are also required to attend a workshop or workshops on conference preparation and mandatory exit testing required of graduating majors.

Pre-requisite: 24 semester hours of English and the consent of the instructor. Fall, Spring.

ENGL 288, 488 - Collaborative Writing and Special Projects1-6

Under the supervision of a faculty member, students engage in collaborative writing in internships or special projects that develop work-related skills associated with the English and Writing disciplines. Opportunities may include special projects for personal and academic growth, or cooperative ventures or traditional internships with on- and off-campus departments, agencies, and other organizations. Regardless of the project, students will develop writing skills and special projects that could not otherwise be developed in regularly scheduled coursework.

ENGL 291, 491 - English Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. ENGL 491 is a writing intensive and capstone course.

ENGL 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

ENGL 293, 493 - Peer Tutoring1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

ENGL 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student.

Requires approval by department chair. **UNDERGRADUATE RESEARCH:** Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

ENGL 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

ENGL 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

ENGL 297, 497 - English Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

ENGL 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline.

ENTREPRENEURSHIP

ENTR 266 - Beginning Entrepreneurship3

This course is currently being offered on-line only. It is structured to give the student a basic understanding of the principle elements necessary to successfully start and run a small business and is primarily targeted to non-business majors.



ENTR 267H – Entrepreneurship and Leadership Seminar for TR Scholars2

A rigorous survey of business management and leadership principles for non-business majors enrolled in the TR Program. Students will work individually and in teams, researching, presenting, and discussing current issues and practices in entrepreneurship, management, and leadership. TR Scholars who are business majors should take ENTR 366 – Entrepreneurship. Spring.

ENTR 300 – Creativity and Innovation.....3

This course will not attempt to teach creativity, rather, it will use a series of activities and exercises, individually and in group, designed to stimulate, encourage, and foster creativity and innovation. Included will be discussions and readings on creative individuals throughout human history.

ENTR 310 – Leadership and Philosophy of Entrepreneurship in a Global Society3

This course is designed for non-accounting and non-business majors. Individual skills and behaviors necessary to be a successful entrepreneur are distinct in the U.S. and global marketplace. This course will address the personal and interpersonal skills needed by the entrepreneurial manager. Specific skills addressed include adapting to change, negotiation, goal setting, time management, delegation, conflict resolution, team building and motivation.

ENTR 316 – Entrepreneurial Community Development.....3

The focus of this course is on community self-sufficiency through entrepreneurship and enterprise development, with particular attention paid to the formation and management of new-business ventures that are tied to a community’s strategic planning process. Topical coverage includes the role of entrepreneurship in economic development, identification of new venture opportunities, location and market analysis, legal and tax aspects, sources of financing, financial analysis and planning for staffing and organizational structure. Legal issues include intellectual property and copyrights, as well as buy-sell agreements.

ENTR 346 – Marketing and Management in a Global Economy3

This course is designed for non-accounting and non-business majors. Introduces concepts that will assist non-business students with marketing research and planning within a start up or expanding business in the U.S. and global market. Skills and knowledge needed to start and run a small business, including franchising and taking over a family business, will be a primary focus of the course. This course also builds on future entrepreneurs’ managerial skills necessary for the growth and development of their businesses.

ENTR 366 – Entrepreneurship.....3

Prepares the student to start a new business; including small business managerial skills such as financing, basic accounting, marketing research and planning, product development, hiring and administering employees, organizational form and tax implications, etc. Students are required to write a complete business plan for a new enterprise.

Pre-requisite: BADM 301 – Principles of Marketing. Pre-requisite: Business Administrations majors must complete all Pre-Major courses with a “C” or better. Spring.

ENTR 406 – Writing a Business Plan3

This course is designed for non-accounting and non-business majors. With a basic understanding of entrepreneurship and/ or small business management, a student is ready to write a business plan. This course will step the student through each part of writing a usable business plan, ending with a completed plan useful for either a new or existing enterprise.

Pre-requisite: ENTR 266 – Beginning Entrepreneurship or ENTR 310 – Leadership and Philosophy of Entrepreneurship in a Global Society.

ENTR 499 – Special Topics.....1

SPECIAL TOPICS: A uniquely-designed advanced topics course with a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair.

FINANCE

FIN 300 – Financial Institutions and Markets3

A study of the monetary aspects of production, spending, borrowing, and lending decisions; organization, performance and scope of services provided by financial markets and institutions; powers of the Federal Reserve System; monetary policy and limits to credit expansion; regulatory and globalization aspects of relevance to the financial system today.

Pre-requisite: ECON 202 – Macroeconomics and BOTE 247 – Spreadsheet Applications. Fall.

FIN 320 – Personal Finance.....3

Emphasizes the practical aspects of consumer money management and the development of long and short term personal financial planning. Topics include budgeting, consumer credit, saving and investing, insurance planning, retirement and estate planning, real estate and investments. Spring.

FIN 326 – Managerial Finance.....3

A study of financial management, financial markets and institutions, and investments with an emphasis on planning, cash budgets, time value of money, capital budgeting, cost of capital, and financial analysis for a business organization.

Pre-requisites: ACCT 201 – Elements of Accounting II and ECON 202 – Principles of Macroeconomics. Business Administration majors must complete all Pre-Major courses with a “C” or better. Fall, Spring.

FIN 328 – Investments3

A study of investment principles, emphasizing the valuation and management of personal investments; such as stocks, bonds, and mutual funds; analysis of risk and return, and essentials of portfolio management. Pre-requisites: ACCT 200 – Elements of Accounting I and ACCT 201 – Elements of Accounting II.



FIN 426 – Corporate Finance3

Examination of Corporate asset management with emphases on capital formation, financing mix using equity and debt, dividend policy, working capital management, risk management, mergers and acquisitions, leases, and international financial topics. Prerequisite: FIN 326 – Managerial Finance. Spring.

FIN 430 – International Finance3

Examines financial management implications of exchange risk exposure, accounting conventions, international constraint on capital flows, international investment management, foreign taxation, and working capital management of international firms. Pre-requisite: FIN 326 – Managerial Finance.

FIN 468 – Cases in Finance3

Emphasizes the application and synthesis of financial theory and applications learned and covered in all previous Finance courses. This is accomplished by assignment to students of several Finance case problems where students will apply previously acquired skills to derive optimal solutions in a simulated “real world” environment. Pre-requisite: FIN 326 – Managerial Finance. Spring.

FOREIGN LANGUAGES

FL 101, 102 – First Year Foreign Languages I and II4, 4

An introduction for students who want to acquire the basics of language patterns for a foreign language not included in the catalog for language credit. This course should be taken in sequence and may include Language Laboratory use of language resources.

FL 201, 202 – Second Year Foreign Languages I and II...4, 4

For intermediate or second-year students. Review of first-year courses to increase grammatical and conversational proficiency (listening, speaking, reading, and writing). Concentration on new structures and idiomatic expressions. May include Language Laboratory use of language resources. Pre-requisite: FL 102 – First Year Foreign Language II or equivalent.

GEOGRAPHY

GEOG 121 – Physical Geography3

An introductory survey emphasizing the function of geophysical systems, and ways in which the physical environment integrates with global human activity, both directly and indirectly. These influences act through climate, landforms, soils, and vegetation.

Pre-requisites: MATH 102– Intermediate Algebra, MATH 103 – College Algebra, or consent of instructor. Fall, Spring.

GEOG 161 - World Regional Geography3

A global approach explaining the modern world’s great geographic realms and their human and physical contents. Geography as a discipline is introduced by linking human societies and natural environments through a multicultural, regional perspective. Fall, Spring.

GEOG 262 - Geography of North America3

A regional study of the different physical, economic, and multicultural settings in the United States and Canada which form the basis for the various forms of livelihood. Since a basic goal of geography is landscape analysis and appreciation, heavy emphasis is placed on landscape description and interpretation, including its sequential development. Fall, Spring.

GEOG 263 - Geography of North Dakota3

Geography of North Dakota is designed to enable the student to understand the process of climate and landscape and how they affect the culture of North Dakota. Topography and the effects of climate in the Northern Great Plains will be discussed. Field trips will be part of the course.

GEOG 271 - Map Use and Interpretation3

Map Use and Interpretation will cover basic map elements like map scale and projection, and introduce students to the design and construction techniques of thematic maps. It will give students an understanding of maps and their usefulness, and it will also serve as a foundation course for further study of cartography and GIS.

GEOG 311 - Process Geomorphology4

Examination of landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. Field trip required. Cross listed as GEOG 311. Pre-requisites: GEOL 105/105L – Physical Geology/Lab or GEOG 121 – Physical Geography. Fall, odd years. Course fee required.

GEOG 326 – Evolution and Prehistory3

This course studies evolution and prehistory, drawing from the disciplines of geography, history, and anthropology. It explores the mechanisms of evolution, the emergence of the primates, the human family tree, human prehistory, modern and ancient human variation, archaeology, and ethnology, and the diversity and expression of contemporary human cultures and their relationship to the environment. This course will be cross-listed with geography (ANTH 326) and history (HIST 326)

GEOG 330 - Physical Geography of North Dakota3

Major landforms, rock formations, fossils, and geologic resources of North Dakota. Field trip required. Cross listed as GEOL 330. Prerequisite: GEOL 100, GEOL 105, GEOG 121, or permission of instructor. Fall, even years.

GEOG 361 - Geography of Latin America3

Geography of Latin America will explore the interaction of physical, climatological, cultural, political, and economic factors in shaping the regional geographies of the Caribbean, Middle America, Mexico, and South America, and the relationship of these regions with the global community.



- GEOG 380 - Applied Arc GIS3**
 Fundamental concepts of Geographic Information Systems (GIS) and their application to natural resource management will be studied. There is heavy computer lab emphasis in this class and students will obtain a working knowledge of the GIS software package ArcGIS Desktop (ESRI) which includes ArcMap and ArcCatalog. Fall (Cross listed with GIS 380). Course fee required.
- GEOG 452 - Global Issues3**
 Global issues will be structured as a geography seminar that will comparatively explore a variety of contemporary social, environmental, cultural, and economic issues affecting the world. Globalization, migration, global warming, marriage and family, religion, and technological innovation are some subjects that will be discussed and explored utilizing a variety of sources and media. Spring, alternate years.
- GEOG 454 - Conservation3**
 Conservation will address geographic principles applied to the analysis of resources and their efficient utilization and management for sustainability. Emphasis is on properly balanced development and the interpretation of the environment at the ecosystem level.
- GEOG 462 - Geography of North America II.....3**
 Geography of North America II will explore the interaction of physical, climatological, cultural, political, and economic factors in shaping the regional geographies of the North America. This course will allow for an in-depth analysis of selected topics integral to the study of North America.
- GEOG 463 - Geography of Africa.....3**
 A regional analysis of the physical, cultural, economic and ecological features of the African continent with primary emphasis focusing upon sub-Saharan Africa.
- GEOG 464 - Geography of East Asia.....3**
 Geography of East Asia will explore East Asian countries and regions from the integrated perspectives of geomorphology, climate, culture, history, politics, and economics.
- GEOG 465 – Geography of South and Southeast Asia3**
 Geography of South and Southeast Asia will explore South and Southeast Asian countries and regions from the integrated perspectives of geomorphology, climate, culture, history, politics, and economics.
- GEOG 470 - Remote Sensing.....3**
 Examination of optical, infrared, and microwave methods for remote observation of earth systems, with a focus on the use of aircraft and satellite data for addressing environmental problems. The course includes an overview of modern remote sensing systems for data collection at a variety of scales, as an introduction to digital image processing. Laboratory will involve a systematic coverage of visual and digital techniques used to interpret aerial photography and satellite imagery. Fall, odd years. Course fee required. (Cross listed with GIS 470).
- GEOG 480 - Concepts of Global Positioning Systems (GPS) /Geographical Information Systems (GIS).....3**
 Concepts of Global Positioning Systems (GPS) technology and GPS related mapping plus Geographical Information Systems (GIS) will be expanded upon with an emphasis on the practical application of these technologies in natural resource management. Main class tasks include: field collection of GPS data with ArcPad (ESRI) along with internet acquisition, analysis, and presentation of GIS data with ArcGIS Desktop (ArcMap and ArcCatalog) software. Students will be expected to generate appropriate self directed GPS/GIS questions, and subsequent GIS reports, and layouts to successfully complete this class.
 Pre-requisite: PLSC 380-Applied ArcGIS, or appropriate GIS experiences.. Spring, odd years. Course fee required. (Cross listed with GIS 480).
- GEOG 291, 491 - Geography Seminar1-6**
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. GEOG 491 is a writing intensive and capstone course.
- GEOG 292, 492 - Experimental Course.....1-4**
 A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.
- GEOG 293, 493 - Peer Tutoring1-6**
 Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)
- GEOG 294, 494 - Independent Study, Undergraduate Research1-6**
 INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.
- GEOG 295, 495 - Service Learning.....1-6**
 Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.
- GEOG 296, 496 - Study Tours1-6**
 Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.



GEOG 297, 497 - Geography Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

GEOG 299, 499 - Special Topics, Readings.....1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor.

READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. Course fee required for GEOG 499.

GEOLOGY

GEOL 105 - Physical Geology3

The study of minerals, rocks, streams, oceans, glaciers, agents in the formation and modification of the landscape, mountain building, volcanoes, and plate tectonics. Co-requisite: GEOL 105L - Physical Geology Lab. Fall, even years.

GEOL 105L - Physical Geology Lab.....1

Laboratory to accompany GEOL 105 - Physical Geology. Co-requisite: GEOL 105 - Physical Geology. Fall, even years. Course fee required.

GEOL 106 - The Earth Through Time3

Study of the physical and biological history of the earth, emphasizing the evolution of life through geological time; special emphasis given to the geology of North Dakota. Co-requisite: GEOL 106L - The Earth Through Time Lab. Spring, odd years.

GEOL 106L - The Earth Through Time Lab.....1

Laboratory to accompany GEOL 106 - The Earth Through Time. Co-requisite: GEOL 106 - The Earth Through Time. Spring, odd years.

GEOL 311 - Process Geomorphology4

Examination of landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. Field trip required. Cross listed as GEOG 311. Pre-requisites: GEOL 105/105L – Physical Geology/Lab or GEOG 121 – Physical Geography. Fall, odd years. Course fee required.

GEOL 320 – Hydrogeology3

Physical principles of groundwater flow, nature and origin of aquifers and confining units, well hydraulics, groundwater modeling, groundwater chemistry and contaminant transport. Pre-requisites: GEOL 105/105L – Physical Geology/Lab or SOIL 210 – Introduction to Soil Science, PHYS 211/211L – College Physics I/Lab or PHYS 251/251L – University Physics I/Lab. Spring, even years.

GEOL 330 - Physical Geology of North Dakota.....3

Major landforms, rock formations, fossils, and geologic resources of North Dakota. Field trip required. Cross listed as GEOG 330. Prerequisite: GEOL 105, GEOG 121, or permission of instructor. Fall, even years.

GEOL 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University’s catalog, or its usage must be discontinued.

GEOL 293, 493 – Peer Tutoring.....1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

GEOL 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand

GEOL 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The activity and subsequently awarding of academic credit will be at the discretion of the department chair.

GEOL 296, 496 - Study Tours.....1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

GEOL 297, 497 - Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

GEOL 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.



GERMAN

GERM 101, 102 - First Year German I and II4, 4

These courses introduce students to the basic language patterns of modern German. Students study everyday life in the German home, school, and workplace. Students are required to participate in Language Laboratory experiences including use of audio tapes and computer programs. Fall, Spring.

GERM 201, 202 - Second Year German I and II.....4, 4

This course systematically reviews grammar and introduces the geography, culture, and history of Germany through reading texts of moderate difficulty. The study includes the states, major cities, modes of travel, and customs of Germany. Students are required to participate in Language Laboratory experiences including use of audio tapes and computer programs. Pre-requisite: GERM 102 - First Year German II or equivalent. Fall, Spring.

GERM 291, 491 - German Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. GERM 491 is a writing intensive and capstone course.

GERM 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

GERM 293, 493 – Peer Tutoring.....1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

GERM 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

GERM 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

GERM 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

GERM 297, 497 - German Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

GERM 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

GRAPHIC DESIGN

GDES 241 - Graphic Design I3

Application and understanding of fundamental graphic design theories and principles. Graphic design layout based in the geometry of the two-dimensional surface relating to the printed page. Emphases on the proper use of traditional design equipment and electronic media. Fall, Spring. Course fee required.

GDES 342 - Graphic Design II3

In-depth study of graphic design using computer hardware and various graphic software as it relates to the production of printed materials such as advertising, publications, packaging, and other marketing display programs. Pre-requisite: GDES 241 - Graphic Design I. Spring. Course fee required.

GDES 343 - Graphic Design III3

In-depth study of graphic design using computer hardware and various software as it relates to the production of printed materials with emphasis on the pre-press and press. The class will move from concept to layouts to finished materials. Pre-requisites: GDES 241 - Graphic Design I and Graphic Design II. Fall. Course fee required.

GDES 345 - Graphic Design Portfolio Preparation1

Development of a professional portfolio. Actual printed materials are necessary. Pre-requisites: GDES 241, 342, 343 - Graphic Design I, Graphic Design II, and Graphic Design III. Offered on demand.

GDES 347 - Web Design3

Study and use of HTML writing software and the application of graphic design principles within those programs for the creation and maintenance of websites. Pre-requisite: GDES 241 - Graphic Design I. Spring. Course fee required.

GDES 291, 491 - Graphic Design Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. GDES 491 is a writing intensive and capstone course. Offered on demand.



GDES 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

GDES 293, 493 - Peer Tutoring1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

GDES 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand **UNDERGRADUATE RESEARCH:** Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand

GDES 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair. Offered on demand.

GDES 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

GDES 297, 497 - Graphic Design Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. Offered on demand.

GDES 299, 499 - Special Topics, Readings1-6

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HEALTH AND PHYSICAL EDUCATION

HPER 100 – Concepts of Fitness and Wellness2

A course designed for students of all ages. It will teach the facts about exercise, physical fitness and wellness. Major emphasis will be placed on the development and maintenance of a healthy lifestyle. This course will focus on the importance of regular physical activity, nutrition, and making healthy choices. Students will learn to assess their current fitness level and develop their health profile. Students will develop a personal fitness/wellness program that addresses their specific needs and goals. They will also learn to adjust their program as their needs change so it is incorporated into their lifestyle. Fall, Spring.

HPER 120 – Swimming1

Designed for both the non-swimmer and intermediate level swimmer. The following strokes will be learned or refined: front crawl, sidestroke, elementary backstroke, back crawl, and breaststroke. In addition, basic rescue skills, water survival techniques and fundamental diving skills will be introduced. Spring.

HPER 162 – Archery/Fly Casting1

This course is designed to introduce safety procedures and skills of archery and fly casting. Spring.

HPER 170 – Varsity Athletics I1

HPER 171 – Varsity Athletics II1

HPER 172 – Varsity Athletics III1

HPER 173 – Varsity Athletics IV1

Institutional credit is given for participating in a varsity sport, including rodeo and cheerleading. Credits will not fulfill the university's general education requirement. Fall, Spring.

HPER 174 – Varsity Athletic Enhancement1

Advanced athletic training utilizing the Athletic Republic protocol in the Human Performance Center. Institutional credit is given for participation in the varsity enhancement program; credits will not fulfill the university's general education requirement. Varsity athletes, exercise science majors and coaching minors only. Pre-requisites: physical and proof of insurance. Fall/Spring. Course fee required.

HPER 175 – Varsity Athletic Enhancement1

Advanced athletic training utilizing the Athletic Republic protocol in the Human Performance Center. Institutional credit is given for participation in the varsity enhancement program; credits will not fulfill the university's general education requirement. Varsity athletes, exercise science majors and coaching minors only.

Pre-requisites: physical and proof of insurance, and HPER 174. Fall/Spring

HPER 176 – Varsity Athletic Enhancement1

Advanced athletic training utilizing the Athletic Republic protocol in the Human Performance Center. Institutional credit is given for participation in the varsity enhancement program; credits will not fulfill the university's general education requirement. Varsity athletes, exercise science majors and coaching minors only.

Pre-requisites: physical and proof of insurance and HPER 174. Fall/Spring



- HPER 177 – Varsity Athletic Enhancement.....1**
Advanced athletic training utilizing the Athletic Republic protocol in the Human Performance Center. Institutional credit is given for participation in the varsity enhancement program; credits will not fulfill the university's general education requirement. Varsity athletes, exercise science majors and coaching minors only.
Pre-requisites: physical and proof of insurance, and HPER 174. Fall/Spring Course fee required.
- HPER 180 – Adapted Activity I.....1**
HPER 181 – Adapted Activity II.....1
Activities will be developed as needed for differently abled students who cannot participate in other activity courses. Admission by consent of department chair. Pre-requisite: Medical recommendation.
- HPER 199 – Special Topics.....1**
A physical education activity course offered when there is interest and expertise available for an activity not listed in the catalog.
- HPER 207 – Prevention and Care of Athletic Injuries2**
Students will have the opportunity to acquire lifelong skills and knowledge associated with athletic training. Skills and knowledge that will be covered in the class involve prevention of athletic injuries, care of athletic injuries, taping and bracing, history of athletic training and administrative issues. Students will leave the class with a better understanding on how the athletic trainer provides health care to the athlete. Fall, Spring. Course fee required.
- HPER 208 – Introduction to Physical Education3**
An introduction to physical education with emphasis on its historical, cultural, social, and scientific foundations. The course will also explore current issues, fitness issues, and career opportunities; both teaching and non-teaching. Fall.
- HPER 210 – Community First Aid and CPR1**
Instruction in first aid procedures with emphasis on CPR, and for the care of persons who have been injured or suddenly become ill. Includes an in depth study of infectious disease transmission and prevention. American Red Cross Certification. Fall, Spring. Course fee required.
- HPER 215 – Survey of Human Anatomy.....4**
A study of applied human anatomy with emphasis on physical activity. The student will learn basic musculoskeletal function with a focus on skeletal structure, musculature and neurological capabilities. Laboratory exercises are included in this course. The labs, which are designed to complement and reinforce the lecture, will include examination of skeletons, individual bones and computer simulation. Movement of major joints will also be explored. Fall, Spring.
- HPER 216 – Skill Themes and Movement Concepts For the Elementary School.....2**
The student will be introduced to skill themes, movement concepts, dance rhythms, and game related activities for the K-6 physical education programs. Fall.
- HPER 217 – Personal and Community Health.....2**
The study of causes and prevention of health problems at the personal and community level. The main topics will be alcohol, drugs, tobacco, sexually transmitted diseases (STD), and HIV/AIDS. Fall.
- HPER 220 – Teaching Social, Folk and Square Dance2**
Provides instruction, practice and teaching experiences in social, folk, square and multi-cultural dance. Emphasis will be placed on methods and techniques of teaching rhythms and dance steps. This course is restricted to sophomore or higher physical education majors or minors. Spring.
- HPER 240 – Principles of Human Nutrition.....3**
Basic concepts of human nutrition and how these principles relate to health and food consumption as a basis for meeting changing nutritional needs. Spring.
- HPER 241 – Athletic Development I3**
This course would be the first hands on experience of training of athletes with the FAST protocols. Students will learn the design of the FAST protocol and how the protocol will manipulate training variables to meet the designed training goals. In addition, students will learn how to manipulate protocols to meet the designed training goals of the Fast Level 1 protocol. Pre-Requisites: HPER 174-Varsity Athletic Enhancement. Fall/Spring.
- HPER 320 – Teaching Weight Training2**
This course is designed to teach proper lifting and spotting techniques. In addition students will learn accepted principles for strength development. Students will learn to develop general and sport or movement specific programs. Organization of a weight room, equipment selection and safety concerns will also be addressed. Spring
- HPER 328 – Biomechanics3**
Basic structural kinesiology and movement analysis applicable to physical education and athletic activities..
Co-requisite: HPER 328L – Biomechanics Lab. Fall/Spring.
- HPER 328L – Biomechanics Lab1**
Exercises and biomechanical experiments designed to complement and enhance the biomechanics lectures. Students will be introduced to various technologies and conduct performance measurements as well as administer exercise protocols.
Co-requisite: HPER 328 – Biomechanics. Fall/ Spring.
- HPER 330 – Football Coaching2**
Rules, fundamentals, offensive and defensive theory, plus various training methods and psychology of team play and coaching. Emphasis on organization and administration. Admission to this class is restricted to junior or senior coaching minors or by permission of the instructor. Fall.
- HPER 335 – Volleyball Coaching.....2**
Rules, fundamental, offense and defense, techniques, psychology and philosophy, and organization of coaching. This course will additionally deal with weight training, Title IX issues, scorekeeping, officiating, and line judging. There will also be an opportunity to play. "Hands on" experiences and a culminating notebook project are also mainstays of this course. Admission to this class is restricted to junior or senior coaching minors or by permission of the instructor. Fall.



HPER 340 – Basketball Coaching.....2

Rules, fundamentals, offensive and defensive play, training, and the psychology of team play and coaching. Admission to this class is restricted to junior or senior coaching minors or by permission of the instructor. Spring.

HPER 345 – Wrestling Coaching.....2

Rules, fundamentals, team strategy, training, and the psychology of coaching, and laboratory exercise in basic techniques being used today. Admission to this class is restricted to junior or senior coaching minors or by permission of the instructor. Spring.

HPER 350 – Track and Field Coaching.....2

Philosophy, fundamentals, team strategy, training, and psychology of coaching. Emphasis placed on organization and administration of track and field meets. Admission to this class is restricted to junior or senior coaching minors or by permission of the instructor. Spring.

HPER 355 – Baseball/Softball Coaching.....2

Rules, fundamentals, team strategy, training for baseball and softball. Special emphasis on organization and administration. Admission to this class is restricted to junior or senior coaching minors or by permission of the instructor. Spring.

HPER 360 – Adapted Physical Education2

An introduction to the cross-disciplinary theory and practice related to lifetime physical activity for those individuals whose uniqueness of function, structure, or appearance necessitates modifications in the delivery of physical education. Includes working with adaptive students in the physical education setting. Spring.

HPER 371 – Advanced Athletic Development I2

This course will expose the students to more advanced training concepts and protocols. Students will focus upon the design and applications of Level 2 treadmill, plyometric and sport specific cord technology and training. The students will also understand and demonstrate applications of the concepts of special and specific strength.

Pre-requisites: HPER 174 – Varsity Athletic Enhancement, HPER 241. Fall/Spring

HPER 372 – Advanced Athletic Development II2

This course will expose the students to more advanced training concepts and protocols. Students will focus upon the design and applications of advanced treadmill, plyometric and retrograde training in addition to rehabilitation methodology.

The students will expand upon understanding and demonstrate applications of the concepts of special and specific strength.

Pre-requisites: HPER 174 – Varsity Athletic Enhancement, HPER 241 – Athletic Development I. Fall/Spring

HPER 380 – Teaching Individual and Dual Activities3

Methods, techniques, and materials for developing skills in teaching archery, racquet sports, bowling, golf, weight training, aquatics, yoga, and aerobic dance. Pre-requisites: HPER 216, Skill Themes and Movement Concepts for the Elementary School; EDUC 250, Introduction to Education. Fall.

HPER 385 – Teaching Team Sports2

Methods, techniques, and materials for developing skills in teaching team sports. Pre-requisites: HPER 216, Skill Themes and Movement Concepts for the Elementary School; EDUC 250, Introduction to Education. Spring.

HPER 410 – Psychology and Sociology of Sport

and Exercise2

This course is designed to explore, discuss, and apply the basic tenants of psychology and sociology as they relate to sport and exercise. Fall.

HPER 420 – Organization and Administration

of Physical Education2

Study of health, physical education, athletics, recreation, and intramural programs. Special emphasis placed on budgets, policies, programs, staff, equipment, and curriculum.

Pre-requisites: HPER 208, Introduction to Physical Education, or permission of instructor. Spring.

HPER 430 – Measurement and Evaluation2

A teaching approach and application to evaluate physical education activities. Special emphasis on administration of tests in physical education for K-12. Fall

HPER 432 – Physiology of Exercise.....3

Physiology of the human body with emphasis on the physiological responses and adaptations to chronic exercise (training) in relation to physical fitness. Additional emphasis will be placed on nutrition and body composition and their contributions to athletic performance.

Pre-requisites: HPER 215, Survey of Human Anatomy and HPER 328 – Biomechanics, HPER 328L – Biomechanics Lab. Fall/Spring

HPER 435 – Advanced Exercise Science.....3

This course will expose students to and develop knowledge of current literature within the topics of the neuromuscular considerations of movement, motor control, advanced biomechanics, advanced physiology and strength and plyometric physiology. The course will be a hybrid course.

Pre-requisites: HPER 174 – Varsity Athletic Enhancement, HPER 215 – Survey of Human Anatomy, , HPER 241 Athletic Development I, HPER Athletic Development II, HPER 320 – Teaching Weight Training, HPER 328 – Biomechanics, HPER 328L – Biomechanics Lab, HPER 371 Advanced Athletic Development I, HPER 372 – Advanced Athletic Development II, HPER 432 – Physiology of Exercise,. Spring.

HPER 291, 491 – Physical Education Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. HPER 491 is a writing intensive and capstone course.

HPER 292, 492 – Experimental Course.....1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.



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HPER 295, 495 – Service Learning1-6
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HPER 296, 496 – Study Tours.....1-6
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HPER 299, 499 – Special Topics, Reading1-6
SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.

HISTORY

HIST 103 - United States to 18773
This is an introductory survey of U.S. history from Spanish settlement to the Civil War. Major topics include the origins, evolution, and importance of chattel slavery; the political significance of religion in everyday life; the economic, cultural, and political underpinnings of the independence movement; and the wrenching upheavals that ended in the bloodiest conflict in United States history. Fall.

HIST 104 - United States since 18773
This course is an introductory survey of U.S. history from the end of the Civil War to the close of World War II. Topics covered include the growth of industries and the cities, the rise of Jim Crow in the South, the development of social movements, overseas expansion and war, and domestic reform. Spring.

HIST 211 - World Civilizations to 15003
World civilizations begin with earliest histories of organized human life in China, India, Africa, and Mesopotamia and end with Europe's emergence from the Middle Ages around 1500. Fall.

HIST 212 - World Civilizations since 1500.....3
Moving from the Renaissance through the collapse of Communism, Europe's impact upon the world alongside unique developments in Africa, the Americas, and Asia, are evaluated in terms of attempts to retain their traditional cultural identity in light of wars, new technologies, scientific discoveries, and intense interactions with foreign cultures. Spring.

HIST 269 - World War II.....3
A survey of the origins events, and consequences of the Second World War in Europe and Asia, including some of the diplomatic and political problems encountered by the major belligerents. The course includes an extensive use of documentary film.

HIST 301 - Colonial America 1000-1754.....3
This course is a history of the Colonization of North America up to the 1750's. Students study the Viking voyages, pre-Columbian native societies, the exploration and invasion of the continent by the Europeans. The underlying theme of this course is the long-range causes of American independence. Spring, alternate years.

HIST 302 - Theodore Roosevelt: Era & Legacy3
This course examines Theodore Roosevelt's leadership qualities and accomplishments within the context of the pivotal events that transformed the era in which the twenty-sixth president lived (1858-1919). Topics to be explored include the American West, the creation of America's informal empire, the Spanish-American War and aftermath international relations, the dawn of the modern presidency, the conservationist impulse, the progressive movement, the rise of business and industry, urbanization, immigration, the fight for women's rights, political reform and the nation's response to World War I.

HIST 304 - The American Revolution (1754-1789).....3
The American Revolution created American history by creating a new nation. What the American Revolution was depends to a large extent upon how Americans think they are or ought to be. The goals of this course are twofold: (1) to probe the nature, causes and consequences of the American Revolution; (2) to assess the intentions and behavior of both the Framers in 1754-1783 and of the inheritors of modern America. Pre-requisite: HIST 103 – United States to 1877, or instructor consent.

HIST 305 - The National Experience 1789-18453
An examination of this critical period in American History. The two major threads of this course are implementation of the Constitution and the political adolescence of the new nation. Topics considered include the growing pains of territorial expansion and industrialism,, the paradox of regionalism and nationalism, the shaping of a new democratic ideology, and the culmination of manifest destiny. Pre-requisites: HIST 103 – United States to 1877, or instructor consent.



HIST 307 - The Civil War Era (1846-1877)3

An examination of the causation of the Civil War, followed by a consideration of the major features and developments of the war period. An analysis of the major factors and relationships involved in the "reconstruction" of the federal union are also examined. Prerequisite: HIST 103 – United States to 1877, or instructor consent.

HIST 310 - History of North Dakota.....3

Examination of social, political, and economic evolution of the State from the earliest Native Americans to post-World War II. Pre-requisites: HIST 103 – United States to 1877 and HIST 104 – United States since 1877, or the instructor's consent.

HIST 325 - Research Methods3

Research Methods is an introduction to research methods in social and behavioral sciences, including an emphasis on writing, the scientific method, research design, gathering and assessing sources, and analysis of discipline-appropriate strategies. Cross-listed with POLS 325 Research Methods and SOC 325 Research Methods.

HIST 326 – Evolution and Prehistory3

This course studies evolution and prehistory, drawing from the disciplines of geography, history, and anthropology. It explores the mechanisms of evolution, the emergence of the primates, the human family tree, human prehistory, modern and ancient human variation, archaeology, and ethnology, and the diversity and expression of contemporary human cultures and their relationship to the environment. This course will be cross-listed with anthropology (ANTH 325) and (geography) GEOG 325.

HIST 330 - History of the American West3

Study of successive frontiers accompanying movement from East to West, with emphasis on the social, economic, and political influences of the frontier on American History. Prerequisite: HIST 103 – United States to 1877, HIST – 104 United States since 1877, or instructor consent.

HIST 335 - Modern Germany3

Beginning with the impact of the French Revolution on the Germans, Germany, and the Germans have played a key role in basically all European affairs in modern European history. Pre-requisite: HIST 212 – World Civilizations since 1500, or instructor consent.

HIST 340 - Modern Britain.....3

British history since 1485 is a history of the development of parliamentary democracy and of a vast colonial empire. British social and cultural norms came to dominate the thought and behavior of large segments of the ruling elites within the empire. Pre-requisite: HIST 212 – World Civilizations since 1500, or instructor consent.

HIST 345 - History of the U.S. Presidency3

Historical survey of change and continuity in the powers, functions, and structure of the presidency in the United States. Offered on election years.

HIST 350 - Imperial Russia3

Imperial Russia traces its origins to the reign of Tsar Peter I "the Great" and ends with the Bolshevik revolution of 1917. Pre-requisite: HIST 212 – World Civilizations since 1500, or instructor consent.

HIST 352 - Second World War.....3

This course examines the origins, nature, and impact of the Second World War. Beginning with a survey of the Great War and its aftermath, it traces the onset of World War II through the eyes of its many participants. As an international or global history of the war, this course covers all military theaters, devoting roughly equal time to operations in Europe and the Pacific. It also examines the war's impact on civilian populations and the manner in which the conflict transformed the economic, social, and political realities of domestic life for the major combatants. Prerequisite: HIST 104 - United States since 1877, or HIST 212 - World Civilizations since 1500.

HIST 355 - Soviet Union.....3

The history of the Soviet Union traces its origins in the Bolshevik Revolution of October 1917 to its dissolution in 1991. Pre-requisite: HIST 212 – World Civilizations since 1500, or instructor consent.

HIST 360 - History of Eastern Civilization.....3

The History of Eastern Civilization embraces two of the world's oldest civilizations and better than a quarter of its population from ancient times to the present: China and Japan. Pre-requisites: HIST 211 – World Civilizations to 1500 and HIST 212 – World Civilizations since 1500, or instructor consent.

HIST 365 - United States Supreme Court and the Constitution3

Survey of the history of the United States Supreme Court, its decisions, and its place in American history. Pre-requisites: HIST 103 – United States to 1877, HIST 104 – United States since 1877, POLS 115 – American Government. Spring, alternate years Cross listed with POLS 365.

HIST 370 - Communicating Our Heritage: Museum Interpretation.....3

A study of formal and informal learning in museums, focusing on historical interpretation and living history. We deal practically with the problems of developing, conducting, and evaluation interpretative program at historical sites.

HIST 375 - Middle Ages3

This era of politics and society from the decline of the Roman Empire through the 14th Century has often been falsely described as the Dark Ages. A time of Vikings, Germanic migrations, and feudalism, European civilization revived in the West through powerful secular leaders like Charlemagne and with the reintroduction of Christianity. Western Europe then exported its vision of the world through crusades against the Islamic world. In the East, Byzantium retained its ties to a Greek and Roman past until its final collapse in the 15th Century.

HIST 380 - Cultural and Intellectual History of Modern Europe3

A critical survey of major trends in 16th-20th century European cultural and intellectual trends. Pre-requisite: HIST 212 – World Civilizations since 1500, or instructor consent.

HIST 382 - The Holocaust in Historical Context3

This course introduces student to the historical problems associated with Nazi Germany's systematic mass murder of Europe's Jews between 1933 and 1945. Prerequisite: HIST 212 – World Civilizations since 1500, or instructor consent.



HIST 385 - Modern America.....3

This course is a detailed study of the United States history from 1945 to the present. Emphasis is placed on the Cold War between the U.S. and the U.S.S.R., American involvement in Vietnam, 1960's idealism, and American politics in the post-Watergate era, including the Clinton impeachment. Fall, alternate years.

HIST 440 - The World Since 19453

The World Since 1945 has been molded by the decline of European colonial empires and the rise of globalism and multiculturalism in all its forms. Forces changing our contemporary world include new forms of terrorism, guerilla warfare, and the religious state. The contemporary world; however, is also a world increasingly governed by ideas about international law and commerce, for example, in the evolution of European unification and the role of United Nations in world affairs.

HIST 291, 491 - History Seminar1-6

A capstone course designed to train students in the historian's craft by direct application. Under the supervision of an instructor, the student will prepare a 25-30 page topical study based upon current research. HIST 491 is a writing intensive and capstone course. Pre-requisites: 21 credits in History courses. With the consent of the department chair, students may substitute either HIST 496 – Study Tours or HIST 497 – History Internship, Externship, Cooperative Education for HIST 491.

HIST 292, 492 - Experimental Course.....1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either, assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

HIST 293, 493 - Peer Tutoring.....1-6

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HIST 295, 495 - Service Learning1-6

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HIST 297, 497 - History Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

HIST 299, 499 - Special Topics, Readings1-6

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INDUSTRIAL TECHNOLOGY(Manufacturing)

IT 220 – Drawing and Specification Techniques I3

An introduction to computer aided drafting utilizing drawing and specification software. Fall.

IT 314 – Production Manufacturing Technology3

Exploration of Technology and engineering aspects of automated production systems. It covers all the major cutting edge technologies of production automation and material handling and how these technologies are used to construct modern manufacturing systems. Spring.

IT 320 – Drawing and Specification Techniques II3

A further study of computer aided drafting using drawing and specification software for advanced dimensioning, blocks, attributes, libraries, and three-dimensional drawing. Pre-requisite: IT– 220 Drawing and Specification Techniques I. Spring.

IT 325 – Applied Specifications.....1

An introductory course in basic construction and manufacturing documents. The course will include an overview of the methods and procedures of specification writing, and a review of product numerical systems used by industry. Students will read and interpret documents, and evaluate the language used to specify products, equipment and processes typically used in manufacturing and construction.



JOURNALISM

JOUR 201 - Interpretive and Opinion Writing3

Students learn the principles of reporting and interviewing, techniques of beginning news and feature writing, and fundamentals of media ethics and law. They contribute news stories to the student newspaper. Pre-requisite: ENGL 110 - Freshman Composition I. Fall. Course fee required.

JOUR 244 - Reporting and Feature Writing3

Students learn the principles of news gathering, interviewing, reporting and writing while contributing to the production of the student newspaper. Prerequisite: ENGL 110 - Freshman Composition I. Fall.

JOUR 301 - Editing and Managing Publications3

This course teaches students the fundamentals of editing, page design, copy-reading, editorial writing, and advanced techniques of news and feature writing. Students write stories for the campus newspaper. Pre-requisite: JOUR 201 - Interpretive and Opinion Writing. Spring. Course fee required.

JOUR 288, 488 - Collaborative Writing and Special Projects1-6

Under the supervision of a faculty member, students engage in collaborative writing in internships or special projects that develop work-related skills associated with the English, Writing and Journalism disciplines. Opportunities may include special projects for personal and academic growth, or cooperative ventures or traditional internships with on- and off-campus departments, agencies, and other organizations. Regardless of the project, students will develop writing skills and special projects that could not otherwise be developed in regularly scheduled coursework.

JOUR 291, 491 - Journalism Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. JOUR 491 is a writing intensive and capstone course.

JOUR 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

JOUR 293, 493 - Peer Tutoring1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

JOUR 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

JOUR 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

JOUR 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

JOUR 297, 497 - Journalism Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

JOUR 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

LEADERSHIP

LEAD 100H - 21st Century Leadership3

What is the best way to demonstrate leadership within society? How should we prepare ourselves as future leaders? The focus of the course is on the ideas relative to leadership and collaborative decision-making techniques most relevant for effective leadership in the 21st Century.

LEAD 200H - Leadership & Change1

Exploration of leadership in a world of change: understanding paradigm shifts and adjusting to dislocation, conflict, confusion, and uncertainty.

**LEAD 296H – Study Tour.....1**

Tour arranged and graded by the director of the Theodore Roosevelt program, credit awarded on a pass/fail basis. Recent topics include: Lewis and Clark in North Dakota, Water Resources in North Dakota: Understanding Competing Interests, Energy Development in North Dakota, and Global Warming.

LEAD 300H – Global Leadership.....1

This course examines a wide variety of contemporary examples of leadership styles with the intent to investigate their long-term application to a more global vision of leadership.

LEAD 491H – Honors Seminar3

This project entails hands-on research where possible. If no opportunity of that nature exists, arrangements will be made for an alternative suitable for both departmental and Theodore Roosevelt Program objectives. LEAD 491H is a writing intensive and capstone course.

LEAD 494H – Independent Study: Conference Proposal1

A project designed and proposed by student, organized by faculty supervisor, approved by the director of the Theodore Roosevelt program, suitable for presentation at an undergraduate conference or poster session.

LEAD 495H – Service Learning Project.....3

90 hours minimum service, not for pay, in a project/activity designed in collaboration with a supervising professor and a leader in some form of service organization, and approved by the director of the Theodore Roosevelt program. To be completed at any time during the course of study; 1-3 credits at a time.

LEAD 497H – Internship.....2

Students will be placed in an off-campus company or agency, which will provide the student with specific activities that will demonstrate the correlation between academic study and leadership experience. This internship is designed to coincide with any internship required within the discipline major.

MARKETING

MRKT 275 – Essentials of Marketing Research (on-line course)3

A basic introduction to all facets of the research process as they apply to solving strategic marketing problems. Course exposes the student to both qualitative and quantitative research methods; research design considerations; sampling principles; data collection techniques; analysis and interpretation of data; report writing and other related topics. Currently this course is offered on-line only.

MRKT 301 – Principles of Marketing.....3

Examination of domestic and global environments and understanding of the elements of marketing strategy, including target marketing, marketing research, organizational and consumer buying behavior, product, promotion, pricing, and distribution fundamentals.

Pre-requisite: ACCT 201– Elements of Accounting II and ECON 202-Principles of Macro-Economics, or by permission of course instructor. Business Administration majors must complete all Pre-Major courses with a “C” or better. Fall, Spring.

MRKT 340 – Advertising and Sales Promotion3

An in-depth investigation of both global and domestic advertising as a vital element of an organization’s marketing strategy. The student will study, research, and prepare all major facets inherent in executing an advertising campaign for a real company. Pre-requisite: MRKT 301 – Principles of Marketing. Fall.

MRKT 357 – International Marketing3

Analyzes the global marketplace. Prepares students to develop a global marketing plan. Incorporates current trends and issues in marketing internationally. Pre-requisite: MRKT 301: Principles of Marketing.

MRKT 386 – Retail Management3

Detailed study of all aspects of managing a retail establishment. Includes financial analysis, marketing research and strategy planning, employee administration, location analysis, and an in-depth study of the current retail environment. Pre-requisite: MRKT 301 – Principles of Marketing. Spring.

MRKT 491 – Business Administration Seminar: Marketing1-6

Explores specific topics which are not covered in regularly scheduled course work.

MRKT 294, 494 – Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and the student. Requires approval by department chair. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at the end of semester. Requires approval by department chair.

MRKT 297, 497 – Business Internship, Externship, Cooperative Education1-6

Student will be placed in a company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. Students may take up to twelve semester hours, receiving a maximum of three semester hour credits in the Business Administration major. Pre-requisites: Must be a junior/senior business student. Student Internship Application approved by department chair is required. Business Administration majors must complete all Pre-Major courses with a “C” or better. Fall, Spring, Summer.

MRKT 299, 499 – Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. READINGS: Reading in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.



MATHEMATICS

- MATH 101 – Introduction to Algebra3**
This course is designed to prepare students to be successful in Algebra at the university level. This is a course in introductory algebra for those students who have never had high school algebra, or the student who needs to brush up on concepts. Prerequisite: placement test. Credits not applicable for a major or minor program and will not apply toward general education mathematics requirement. S/U grading only. In addition to the three lecture hours per week, this course includes additional meeting times for supplemental instruction. Fall, Spring. Course fee required.
- MATH 102 - Intermediate Algebra3**
Properties of the real number system, factoring, linear and quadratic equations, functions, polynomial and rational expressions, inequalities, systems of equations, exponents, and radicals. Prerequisite: placement test or MATH 101. Will not apply toward general education mathematics requirement. Fall, Spring.
- MATH 103 - College Algebra4**
Relations and functions, equations and inequalities, complex numbers, polynomial, rational, exponential and logarithmic functions and systems of equations. This is a first course in college level mathematics for students who have completed two years of high school algebra or the equivalent. Prerequisite: placement test or MATH 102 - Intermediate Algebra or equivalent. Fall, Spring.
- MATH 105 - Trigonometry2**
Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications. Prerequisite: placement test or MATH 103-College Algebra or equivalent. Spring.
- MATH 107 - Pre-Calculus4**
Equations and inequalities, Polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions; trigonometric identities and equations and applications. Also includes absolute values and inequalities. Requires the use of a graphic calculator will be required. Prerequisite: placement test. Fall.
- MATH 110 - Liberal Arts Mathematics3**
Covers contemporary topics in mathematics and their applications to other disciplines. Topics are chosen from set theory, logic, statistics, combinations and permutations, probability, and problem solving. Intended for students who do not intend to take additional courses in mathematics. Spring, online in the Fall.
- MATH 127 - Matrix Fundamentals2**
Systems of linear equations, row operations, matrix operations, inverses, determinants, linear independence, eigenvalues and eigenvectors. Fall
- MATH 146 - Applied Calculus I3**
Limits, derivatives, integrals, exponential, logarithmic, and applications. The applications are taken from business, economics and social science. Prerequisite: Placement test or MATH 103-College Algebra or equivalent. Fall, Spring.

- MATH 165 - Calculus I4**
The study of limits, continuity, single variable differentiation, applications of the derivative. Also includes beginning integration and analytic geometry. Prerequisite: placement test or MATH 103-College Algebra and MATH 105 – Trigonometry or MATH 107-Pre-Calculus, or equivalent. Fall, Spring.
- MATH 166 - Calculus II4**
Applications of integration, methods of integration, transcendental functions, indeterminate forms, improper integrals, L'Hopital's rule, and numerical methods. Prerequisite: MATH 165-Calculus I. Fall, Spring.
- MATH 208 - Discrete Mathematics.....3**
Sets, relations, and functions, combinatorics, logic, Boolean Algebra, difference equations, introduction to graph theory and automata. Prerequisite: MATH 103-College Algebra or Placement Score of 21 or higher. Spring.
- MATH 250 - Mathematics and Computer Science Practicum1**
Does not meet as a class but encourages student participation in Computer Science club and related events. Students may repeat the class four times of which two credits will count toward the major or minor and the other two credits as general studies. Prerequisite: Admission by consent of the Department of Mathematics and Computer Science. Offered on demand. S/U grading only.
- MATH 259 – Multivariate Calculus4**
Functions of several variables, vectors in two and three variables, partial derivatives, surfaces and gradients, tangent planes, differentials, chain rule, optimization, space curves, and multiple integrals. Pre-requisite: MATH 166 – Calculus II. Fall.
- MATH 266 - Introduction to Differential Equations3**
The study of first and second order ordinary differential equations, linear systems, Laplace transforms, numerical methods, qualitative techniques, and applications. Prerequisite: MATH 127 – Matrix Fundamentals, and MATH 265 – Calculus III. Spring, Odd years.
- MATH 277 - Mathematics for Elementary Teachers3**
A mathematics content course for prospective elementary teachers. Topics include problem-solving techniques, sets, functions, numeration systems, number bases other than base ten, elementary number theory, operations on whole numbers and rational numbers, and proportional reasoning. Calculators, computers and manipulatives are used in the course. This course is part of the elementary methods block in fall. Prerequisite: MATH 103 - College Algebra. Fall.
- MATH 305 - Probability & Statistics4**
Introductory statistics for people with a limited mathematics background. Topics include measures of central tendency, regression, correlation, probability, discrete and continuous random variables, sampling, estimation, hypothesis testing, and test of significance. Prerequisite: MATH 103 – College Algebra , or a placement score of 21 or higher. Fall, Spring.



MATH 326 - Abstract Algebra4

An introduction to abstract algebraic systems. Introduction to groups, rings, fields, isomorphisms, homomorphisms. Prerequisites: MATH 166-Calculus II , MATH 208 – Discrete Mathematics. Fall.

MATH 327 – Linear Algebra4

In depth study of matrices, determinants, vector spaces, subspaces, linear transformations, eigenvalues and eigenvectors and Gaussian elimination. Prerequisite: MATH 127 – Matrix Fundamentals and MATH 166 – Calculus II, Spring.

MATH 338 - Geometry for Teachers2

An overview of Geometry. Topics include Euclidean geometry, congruence, similarity, circles, triangles, parallelism, proofs, volumes and measurements. Recommended for prospective junior and senior high and upper-level elementary school teachers. Sophomore status or better. Spring.

MATH 339 - Topics in Geometry2

Foundations of geometry, axiomatic systems, neutral geometry, parallel postulates, non-euclidean geometry, euclidean geometry, nine-point circle. This course is designated as a writing intensive course. Prerequisites: MATH 165-Calculus I and MATH 208 – Discrete Mathematics, or consent of instructor. Fall -- Even numbered years.

MATH 365 – Vector Calculus3

Scalar and vector fields, line and surface integrals, cylindrical and spherical coordinates, parametric surfaces, the Jacobian of a transformation, Green’s Theorem, Stokes Theorem and the Divergence Theorem. Pre-requisite: MATH 259 – Multivariate Calculus. Spring, even years.

MATH 380 - Linear Programming3

An introductory course in theoretical and applied linear programming. Includes the use of linear programming packages. Prerequisite: MATH 103-College Algebra. Offered on demand.

MATH 411 - Introduction to Real Analysis4

Theoretical development of topics from calculus. Functions, limits, continuity, sequences, series, convergence, and proofs of theorems. Topics covered are useful for secondary teachers and also provide a good background for graduate study in mathematics. This course is designated as a writing intensive course. Prerequisite: MATH 326-Abstract Algebra. Co-requisite: MATH 491 – Mathematics Seminar. Spring.

MATH 425 - Mathematical Statistics3

Introduction to probability, permutations, combinations, discrete and continuous random variables, moment generating function, sampling distributions. Prerequisite: MATH 166 - Calculus II or equivalent. Spring.

MATH 430 - History of Mathematics2

Development of mathematics from its earliest beginnings to the present day. Problems from each era are included. Axiomatic system is developed. Prerequisite: MATH 165 - Calculus I or consent of department chair. Offered on demand.

MATH 436 - Theory of Numbers3

Positive integers and divisibility properties. Unique factorization, theory of congruences, Diophantine equations. Prerequisite: MATH 166 - Calculus II. Offered on demand. Research and discussion of some aspect of mathematics. MATH 491 is designated as a writing intensive course and as a capstone experience course for mathematics majors, includes exit exam preparation. Prerequisite: Senior status or approval of department chair. Co-requisite/Prerequisite: MATH 411 – Introduction to Real Analysis. Spring.

MATH 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

MATH 293, 493 - Peer Tutoring1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

MATH 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc. to be determined by instructor and student. Requires approval by department chair. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

MATH 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate departmental chair.

MATH 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

MATH 297, 497 - Mathematics Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.



MATH 291, 491 - Mathematics Seminar1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work.

MATH 299, 499-Special Topics, Readings1-6
SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

MUSIC

MUSC 100 - Music Appreciation3
Introduction to the elements, genre, mediums, historical and stylistic periods of western art music. This course is designed for those with little or no background in music. It is recommended for those seeking a general education course in Fine and Performing Arts. Fall, Spring.

MUSC 105 - Foundations of Music.....3
This course is designed for the Elementary Education Major as preparation for MUSIC 305 – Music Activities for Elementary Teachers and counts toward general education requirements for elementary education majors only. The course content includes the learning of basic musical concepts using a variety of music teaching methods, understanding of music education research, and child development to effectively teach music in the general elementary classroom. Hands-on collaborative/cooperative learning activities enable students to learn the basic fundamentals of music in an experiential context. Fall, Spring.

MUSC 106 - Piano Class I1
Basic keyboard techniques including scales, chording, arpeggios, transposition, sight playing, and standard repertoire for the non-music major. Particular emphasis is on functional piano skills. Fall.

MUSC 107 - Piano Class II1
Continuation of MUSC 106 - Piano Class I. Spring.

MUSC 108 - Voice Class I.....1
This course provides the opportunity for non-music majors to learn the basics of singing technique including, but not limited to, body alignment, vocal freedom, resonance, diction, musical interpretation and presentation. The course may also address students’ deficiencies in rudimentary music theory. Students taking this course are encouraged to enroll in MUSC 140 - Chorale. Fall.

MUSC 109 - Voice Class II.....1
This course for non-music majors is a continuation of MUSC 107 - Voice Class I.

MUSC 122 - Music Theory I3
This course teaches the fundamentals of written music, including notation, key relationships, rhythm, and harmony. This is the first course of a four-semester sequence. Co-requisite: MUSC 123 - Aural Skills I, MUSC 130 – Piano Keyboard Skills I. Fall.

MUSC 123 - Aural Skills I.....1
Aural training and sight singing to parallel Music Theory I. Co-requisite: MUSC 122 - Music Theory I, MUSC 130 – Piano Keyboard Skills I. Fall.

MUSC 124 - Music Theory II3
This course is a continuation of MUSC 122 - Music Theory I. It teaches a more intensive study of harmony as a fundamental element of music. This course is the second of a four-semester sequence. Pre-requisite: MUSC 122 - Music Theory I. Co-requisite: MUSC 125 - Aural Skills II, MUSC 131 – Piano Keyboard Skills II. Spring.

MUSC 125 - Aural Skills II1
Aural training and sight singing to parallel Music Theory II. Co-requisite: MUSC 124 - Music Theory II, MUSC 131 – Piano Keyboard Skills II. Spring.

MUSC 126 - Introduction to Music Literature3
This course serves as an introduction to the study of Music History for music majors. Providing a foundation for basic research and skills for writing about music, the course develops the students’ familiarity with composers, styles, and compositions from antiquity to the present. Students will read, discuss, research, write, listen, analyze and describe music. MUSC 126 is a pre-requisite for MUSC 326 and 327. Spring.

MUSC 130 - Piano Keyboard Skills I1
Functional keyboard techniques including scales, chording, arpeggiation, transposition, sight-playing, and standard repertoire. Helps ready the student to pass the piano proficiency exam. Co-requisite: MUSC 122 –Music Theory I, MUSC 123 - Aural Skills I. Fall.

MUSC 131 - Piano Keyboard Skills II1
Continuation of MUSC 130 - Basic Keyboard I. Must be taken until the piano proficiency test has been passed. This level may be repeated for credit for a total of three hours. Co-requisite: MUSC 124 - Music Theory II, MUSC 125 – Aural Skills II. Spring.

MUSC 200 – Introduction to World Music.....3
This course provides an overview of non-Western music from diverse musics from many regions and cultures of the world. An emphasis will be placed on the understanding of cultural, social, and historical contexts to foster an appreciation of non-Western musical expression. The study will include unique musical styles and traditions including Latin America, the Middle East, Asia, and Africa. The course will include participation in the learning of drumming techniques from several regions of the world.

MUSC 210 – Lyric Diction.....2
Students will learn the International Phonetic Alphabet and its application to the sung diction of English, Latin, Italian, French and German. The course focuses on student mastery of the rules and sounds for performing diction of the standard solo vocal and choral repertoire in these various languages. Spring, alternate years.



- MUSC 215 - Basic Conducting**2
The fundamentals of conducting, including beat patterns, cueing, cut-offs, score preparation and rehearsal methods for both instrumental and choral ensembles.
Pre-requisite: MUSC 124 - Music Theory II. Fall, alternate years.
- MUSC 222 - Music Theory III**3
This course is a continuation of MUSC 124 - Music Theory II. It teaches the history of musical technique in an advanced study of harmony and application of theory to the keyboard. This course is the third of a four-semester sequence.
Pre-requisite: MUSC 124 - Music Theory II. Co-requisite: MUSC 223 - Aural Skills III. Fall.
- MUSC 223 - Aural Skills III**1
Aural training and sight singing to parallel Music Theory III. Co-requisite: MUSC 222 - Music Theory III. Fall.
- MUSC 224 - Music Theory IV**3
This course is a continuation of MUSC 222 - Music Theory III. It teaches the history of musical technique advanced harmony in the application of music theory to the keyboard. This course is the fourth in a four-semester sequence.
Pre-requisite: MUSC 222 - Music Theory III. Co-requisite: MUSC 225 - Aural Skills IV. Spring.
- MUSC 225 - Aural Skills IV**1
Aural training and sight singing to parallel Music Theory IV. Co-requisite: MUSC 224 - Music Theory IV. Spring
- MUSC 230N - Piano Proficiency Exam**0
An exam designed to assess the student's skills in scale playing, cadence patterns, transposition, harmonization, sight playing, accompanying and repertoire. Required for all music majors and minors. Scheduled with juries. Fall, Spring.
- MUSC 231 - Piano Keyboard Skills III**.....1
Continuation of MUSC 131 - Piano Keyboard Skills II. May be taken in preparation for MUSC 230N - Piano Proficiency Exam. Fall.
- MUSC 232 - Piano Keyboard Skills IV**.....1
Continuation of MUSC 231 - Keyboard Skills III. May be taken in preparation for MUSC 230N - Piano Proficiency Exam. Spring.
- MUSC 235 - Voice Methods**.....1
Class instruction in singing for vocal and instrumental music education majors with emphasis on pedagogical principles, physiology for singing, physical development of the voice, applied competency of fundamentals and age-appropriate song literature. Fall, alternate years.
- MUSC 236 - Woodwind Methods**.....1
Class instruction in woodwind instruments for vocal and instrumental music education majors with emphasis on pedagogical principles, applied competency of fundamentals and literature. Fall, alternate years.
- MUSC 237 - Brass Methods**.....1
Class instruction in brass instruments for vocal and instrumental music education majors with emphasis on pedagogical principles, applied competency of fundamentals and literature. Spring, alternate years.
- MUSC 238 - Percussion Methods**1
An instrumental methods course focusing on teaching percussion in the classroom; emphasizes correct performance practices, literatures, and class teachings. Fall, alternate years.
- MUSC 239 - String Methods**2
Class instruction in string instruments (violin, viola, cello, and bass) with emphasis on pedagogical principles, applied competency of fundamentals and literature. Spring, alternate years.
- MUSC 305 - Music Activities for Elementary Teachers**.....2
Required for elementary education majors and minors, this course does not apply towards the music majors and minor, nor the general studies requirements. Hands-on collaborative/cooperative learning activities to develop the skill of using music in an inter-disciplinary teaching context. This course requires basic music reading skills covered in MUSC 110.
Pre-requisite: MUSC 110 - Foundations of Music. Fall, Spring.
- MUSC 315 - Instrumental Conducting**2
This course addresses techniques and conventions specific to instrumental conducting beyond the introductory course MUSC 206 - Basic Conducting. Score study and preparation, rehearsal methods, left-hand/right-hand independence, and such nuance items as phrase shaping and timbre blending are examined and implemented into the student conductor's podium technique. Some conducting of DSU and/or area ensembles is expected during the semester.
Pre-requisite: MUSC 124 - Music Theory II, MUSC 215 - Basic Conducting. Fall, alternate years.
- MUSC 316 - Choral Conducting**2
This course investigates score preparation and rehearsal methods for choral ensembles. Students rehearse the Dickinson State University Choral Ensembles several times during the semester for experience in the actual conducting of an ensemble.
Pre-requisite: MUSC 124 - Music Theory II, MUSC 215: Basic Conducting. Co-requisite: MUSC 236/336 Spring, alternate years.
- MUSC 322 - Choral Arranging**2
Choral Arranging teaches the fundamental concepts and techniques to prepare students to write and arrange choral music for a variety of ensembles and in a variety of styles. The course will build upon the basic voice leading and arranging skills learned in the Music Theory sequence, developing a further understanding of vocal ranges, tessitura, age-specific arranging, various choral voicings, writing accompaniments, contemporary harmonies, counterpoint, music technology, and more. A variety of musical styles including classical, folk, pop, contemporary a cappella, and jazz will be covered. Pre-requisite: MUSC 224. Spring, alternate years.
- MUSC 322 - Instrumental Arranging**2
Instrumentation and techniques of scoring music for various ensembles, with emphasis on the needs of the public school.
Pre-requisite: MUSC 224 - Music Theory IV. Fall, alternate years.



MUSC 326 - Music History and Literature I.....3

Music History and Literature I is the chronological study of music and musicians in Western civilization up to the Baroque and Rococo Periods. Musical styles, events, composers, and music literature are covered.

Pre-requisite: MUSC 120 – Introduction to Music Literature and MUSC 124 – Music Theory II. Fall, alternate years.

MUSC 327 - Music History and Literature II.....3

This course is a continuation of MUSC 326 – Music History and Literature I. The music history and literature from the Classical Period to the present are covered.

Pre-requisite: MUSC 326 – Music History and Literature I. Spring, alternate years.

MUSC 330 - Wind Instrument Repair2

This course is designed to train music educators in the maintenance and basic repair of musical instruments. Descriptions of mechanisms, common repair problems, and practical repair techniques are discussed. Repair techniques are applied by the student.

MUSC 333 - Music Technology.....2

This course examines fundamental recording techniques, music notation, computer programs, MIDI (Music Instrument Digital Interface) Technology and the internet as a music resource. Pre-requisite: MUSC 124 – Music Theory II. Spring.

MUSC 335 – Jazz Improvisation I2

Beginning study of the methods of jazz and pop music improvisation. Emphasis is on improvisation on simple chord changes (progressions), notation, terminology, and playing varieties of the Blues.

Pre-requisite: MUSC 124 - Music Theory II. Fall, alternate years.

MUSC 336 – Jazz Improvisation II2

A continuation of MUSC 300 - Improvisation I. More advanced techniques and ideas of improvisational performance, including modal changes, idea structuring, and analysis of progressions other than the Blues.

Pre-requisite: MUSC 300 - Improvisation I. Spring, alternate years.

MUSC 420 - Counterpoint2

A study of the contrapuntal styles of the 16th and 18th Centuries, including modes, cantus firmus technique, species counterpoint, real and tonal answers, fugue exposition, fugue, and smaller fugal forms. Pre-requisite: MUSC 224 - Music Theory IV. Spring, alternate years.

MUSC 422 - Musical Form and Analysis.....2

Analysis of the principal forms of music. Embraces various schools and representative composers. Pre-requisite: MUSC 222, 326, - Music Theory III and Music History and Literature I. Spring, Alternate years.

MUSC 426 – Post-Tonal Music.....2

Trends in European and American music from about 1910 to the present, with emphasis on music since 1920.

MUSC 430 - Piano Pedagogy.....2

A study and application through laboratory teaching of methods and materials for piano teaching to include analysis of keyboard literature. Pre-requisite: MUSC 131 - Piano Keyboard Skills II or consent of instructor. Offered according to interest and enrollment.

The following courses are Applied lessons. Special fees apply. Admission by consent of department chair and instructor and offered to meet program requirements.

MUSC 160, 260, 360, 460 (A and B) - Voice1-2

Pre-requisite: Must have a basic knowledge of piano keyboard in order to play melodic lines for practicing class assignments. Co-requisite: Enrollment in Chorale and Performance Class. Course fee required.

MUSC 161, 261, 361, 461 (A and B) - Piano1-2

One-to-one instruction focusing on the students particular needs. Emphasis is on technique and repertoire. Weekly lessons and accompanying projects may be required. Co-requisites: Enrollment in Chorale, Concert Band, or Jazz Band and Performance Class. Course fee required.

MUSC 163, 263, 363, 463 (A and B) – Flute.....1-2

Co-requisite: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 164, 264, 364, 464 (A and B) - Oboe1-2

Co-requisite: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 165, 265, 365, 465 (A and B) – Clarinet.....1-2

Co-requisite: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 166, 266, 366, 466 (A and B) - Saxophone1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 167, 267, 367, 467 (A and B) - Bassoon.....1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 168, 268, 368, 468 (A and B) - Trumpet1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 169, 269, 369, 469 (A and B) - Horn1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 170, 270, 370, 470 (A and B) – Trombone2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

**MUSC 171, 271, 371, 471 (A and B) - Euphonium1-2**

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 172, 272, 372, 472 (A and B) – Tuba1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 173, 273, 373, 473 (A and B) - Percussion1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 174, 274, 374, 474 (A and B) – Bass1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 175, 275, 375, 475 (A and B) – Guitar1-2

Co-requisites: Enrollment in Chorale, Concert Band, as appropriate to instrument and Performance Class. Course fee required.

MUSC 387, 487 (A and B) - Composition2

Composition in traditional styles and/or electronic media. Pre-requisite: MUSC 224 - Music Theory IV. May be repeated. Offered according to interest and enrollment.

MUSC 388 - Junior Recital -Course fee required1**MUSC 488 - Senior Recital - Course fee required1****MUSC 189, 289, 389, 489 (A and B) - Performance Class ...0**

This course provides students in applied music the opportunity to perform publically. All music majors must enroll and satisfy requirements for Performance Class during each semester. The only exception is the semester of student-teaching. All music minors must enroll and satisfy requirements for the four semesters during which they are taking applied lessons. Fall, Spring.

The following courses are Ensembles, and are offered to meet the requirements of the program.

MUSC 140, 240, 340, 440 (A and B) - Chorale.....1

An ensemble of selected singers performing literature from the traditional and contemporary repertoires. In addition to local concerts, the Chorale takes a bi-annual regional tour. Open to all students by audition. The ensemble meets four times per week. Fall, Spring.

MUSC 141, 241, 341, 441 (A and B) - Concert Band1

An ensemble of selected instrumentalists who perform literature from the traditional and contemporary repertoires. In addition to local concerts, the Concert Band takes a bi-annual regional tour. Open to all students by audition. The ensemble meets four times per week. Fall, Spring.

MUSC 142, 242, 342, 442 (A and B) - Jazz Ensemble1

The Jazz Ensemble performs big band jazz, pop, rock and other contemporary styles of music. Ensemble instrumentation is piano, bass, drums, guitar, saxophones, trumpets and trombones and is open to all students by permission of the instructor. Fall, Spring.

MUSC 143, 243, 343, 443 (A and B) - String Ensemble1

The String Ensemble is an orchestral string ensemble (violin, viola, cello, bass) that meets to rehearse and perform orchestral string literature. The ensemble meets once weekly and performs at community and university functions and on and off campus concerts. Not for beginning string players. Permission of the instructor. Fall, Spring.

MUSC 146, 246, 346, 446 (A and B) – daCoda Blue.....1

daCoda Blue is an auditioned vocal jazz ensemble performing traditional jazz through contemporary and popular repertoire. Fall, Spring.

MUSC 147, 247, 347, 447 (A and B) - Choral Union.....1

Choral Union is a community and student ensemble open to all. Choral Union performs primarily in the Fall semester in a performance of a large seasonal choral work with orchestra. Fall.

MUSC 148, 248, 348, 448 (A and B) - Chamber Singers1

Chamber Singers is a highly select ensemble open to all students by audition. The ensemble performs literature from all historical periods and rehearses three hours per week. Fall, Spring.

MUSC 149, 249, 349, 449 (A and B) -**Music Theater Troupe.....1**

The Musical Theater Troupe is a vocal ensemble assembled for the production of operas, Broadway musicals, scenes, variety shows, etc. The course content changes each semester. Fall, Spring.

MUSC 151, 251, 351, 451 (A and B) - Brass Ensemble1

The Badlands Brass Choir is a large brass ensemble plus percussion that performs repertoire from the sixteenth century through the modern era. The Badlands Brass performs concerts on campus, in the community and in the region. It rehearses two hours per week and membership is by permission of the instructor. Fall, Spring.

MUSC 152, 252, 352, 452 (A and B)**- Woodwind Chamber Ensemble1**

Woodwind chamber ensembles are organized according to interest and enrollment and may include Saxophone Quartet, Recorder Ensemble, Flute Choir, Woodwind Quintet or any other combination of woodwind instruments. Membership is by permission of the instructor. Fall, Spring.

MUSC 153, 253, 353, 453 (A and B) -**Percussion Ensemble1**

The Percussion Ensemble provides students of percussion exposure and experience in a wide variety of percussion instruments and literature in a small ensemble setting. Western musical traditions are represented as well as those of other ethnic backgrounds. Permission of the instructor. Fall, Spring.

MUSC 154, 254, 354, 454 (A and B) – Drumline1

The DSU Drumline provides students in the DSU Marching Band experience in a variety of percussion instruments, as well as music, from the marching percussion genre, in a small ensemble setting. Students perform at athletic events and tour regions schools. Co-requisite: Concert Band. Fall, Spring.

MUSC 155, 255, 355, 455 - Color Guard.....1

Color Guard is an auxiliary unit of the DSU Marching Band. Participants in the course choreograph and execute dance and flag routines to complement the musical and visual effect of the marching band. Fall.



MUSC 291, 491 - Music Seminar.....1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. MUSC 491 is a writing intensive and capstone course.

MUSC 293, 493 – Peer Tutoring.....1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

MUSC 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval of department chair. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval of department chair.

MUSC 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

MUSC 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

MUSC 297, 497 - Music Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

MUSC 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

NURSING

NURS 121 - Basic Nursing Concepts I.....5

NURS 121 is the first didactic nursing course of the AASPN program and introduces the student to the discipline of nursing and focuses on nursing process, concepts of health, illness, adaptation, homeostasis throughout all stages of client growth and development. Content/principles related to the following units are included in this course: (1) Introduction to Nursing and the History of Nursing, (2) Musculoskeletal System, Mobility and Immobility, and Sleep, (3) Nursing Process, (4) Skin Integrity and the Prevention of Skin Breakdown, (5) Fluid, Electrolytes & Acid Base Balance, (6) Diabetes Mellitus, (7) Normal & Abnormal Vital Signs, (8) Disorders of the Upper Respiratory Tract & Oxygenation, (9) Medication Administration, (10) Advanced Clinical Skills & Total Body Assessment. Pre-requisites: High school chemistry and algebra, or equivalent. Co-requisite: NURS 198A – Basic Nursing Concepts Clinical I. Fall.

NURS 131 - Basic Nursing Concepts II5

NURS 131 builds upon theory and skills taught in NURS 121 – Basic Nursing Concepts I and will progress toward mastery of the program outcomes of communication, therapeutic nursing interventions and critical thinking as defined by the Department of Nursing. Physiologic and psychosocial concepts are incorporated into each unit, addressing adaptation problems and underlying scientific concepts throughout all stages of client growth and development. Content and principles related to the use of the nursing process in the following units are included in this course: (1) Perioperative Role of the Nurse and Pain Management, (2) Urologic and Renal System Assessment & Disorders, (3) Spiritual Care and Care of the Dying Patient, (4) Concepts of Self and Well-being, (5) Gastrointestinal Assessment and Inflammatory Bowel Disorders, (6) Cardiac and Vascular Disorders, (7) Neurological Assessment and Neurologic Disorders, (8) Psychiatric/Mental Health Nursing and Therapeutic Communication Skills, (9) Conception and Fetal Development, Pre-requisites: NURS 121 – Basic Nursing Concepts I, NURS 198A – Basic Nursing Concepts Clinical I, CHEM 115, 115L – Introductory Chemistry and Lab, BIOL 211, 211L – Human Anatomy and Lab, PSYC 111 – Introduction to Psychology. Co-requisite: NURS 198B – Basic Nursing Concepts Clinical II. Spring.

NURS - 188, 288, 388, 488 Pre-professional Activities1-4

These elective courses involve participation in the Nursing Students Association (NSA) and are designed to aid in the development of professional roles, responsibilities and organizational skills. The student is provided leadership opportunities via campus/community service, continuing education offerings, and political involvement at local, state, and national levels. Registration for these courses occurs in the spring semester (limited to 1 CH per year), retroactive to participation beginning in the fall semester. S/U grading only. Spring.



NURS 198A – Basic Nursing Concepts Clinical I.....1

NURS 198A is the initial clinical course, and focuses on the attainment of basic clinical and communication skills in the Nursing Learning Laboratory, and observation in patient care facilities. Client care scenarios are utilized to aid in student application of the nursing process and implementation of nursing skills throughout course units. Clinical experiences encompass restorative and supportive nursing skills that protect, promote and optimize health/abilities; prevent illness/ injury and alleviate suffering throughout all stages of client growth and development.. Foundational values in the discipline of nursing included in the clinical course are: caring, integrity, respect, advocacy and accountability. Pre-requisites: High school chemistry and algebra, or equivalent. Co-requisite: NURS 121 – Basic Nursing Concepts I. S/U grade only. Fall. Course fee required.

NURS 198B – Basic Nursing Concepts Clinical II.....1

NURS 198B builds upon skills in NURS 198A–Basic Nursing Concepts Clinical I to progress toward mastery of program outcomes, and is the second clinical course. Students provide care for clients in all stages of growth and development with stable and well-defined problems as a member of the health care team. Clinical rotations include acute care and extended care settings. Clinical experiences encompass restorative and supportive nursing skills that protect, promote and optimize health/abilities; prevent illness/injury and alleviate suffering. Foundational values in the discipline of nursing included in the clinical course are: caring, integrity, respect, advocacy and accountability.. Pre-requisites: NURS 121 – Basic Nursing Concepts I, NURS 198A – Basic Nursing Concepts Clinical I, CHEM 115, 115L – Introductory Chemistry and Lab, BIOL 211, 211L – Human Anatomy and Lab, PSYC 111 – Introduction to Psychology. Co-requisite: NURS 131 – Basic Nursing Concepts II. S/U grade only. Spring. Course fee required.

NURS 215 – Introduction to Pharmacology.....2

NURS 215 introduces the student to concepts and principles related to basic pharmacology relevant to nursing care and focuses on safe, effective drug therapy for stable, well-defined patient populations across the lifespan. Program outcomes defined by the Department of Nursing of communication, therapeutic nursing interventions and critical thinking will be emphasized in this course. Comprehensive application of the nursing process to pharmacologic intervention is integrated. Content emphasizes drug therapy as a means to protect, promote, optimize health, prevent illness and alleviate suffering. The importance of utilizing current, credible sources for drug information is stressed. The following aspects of drug therapy will be incorporated: physiological, psychosocial, socio-cultural, developmental and spiritual. The Department of Nursing values of caring, integrity, respect, advocacy and accountability are foundational principles interwoven throughout the curriculum. NOTE: Students not enrolled in the nursing program may take this course, provided they have permission of the faculty teaching the course. Fall.

NURS 231 – Psychiatric/Mental Health Nursing1

NURS 231 introduces the student to concepts and principles of psychiatric/mental health nursing. The learner will be guided toward beginning competency in the nursing care of adult clients with persistent (chronic) mental illness. The student will identify common, well-defined disorders in mental health and related interventions based on the Department of Nursing program outcomes of communication, therapeutic nursing interventions and critical thinking. Selected learning focuses on issues of the lived experience of mental illness. Students will be encouraged to relate to the individual as a bio-psycho-social being, as well as focusing on the impact of culture and spirituality in mental illness. Pre-requisites: NURS 131 – Basic Nursing Concepts II, NURS 198B – Basic Nursing Concepts Clinical II, NURS 240 – Fundamentals of Nutrition, PSYC 250 – Developmental Psychology, and BIOL 212, 212L – Human Physiology and Lab. Co-requisite: NURS 298A – Psychiatric/Mental Health Nursing Clinical. Summer.

NURS 240 – Fundamentals of Nutrition2

NURS 240 focuses upon helping the client achieve or maintain nutritional status to protect, promote and optimize health through the study of basic nutrition concepts, changing nutritional needs throughout the life cycle, nutritional deficiencies and disorders, and the use of nutrition therapy to prevent and treat health-related conditions. NOTE: NURS 240 is also available to students not enrolled in the Nursing Program. Spring.

NURS 241 – Intermediate Nursing Concepts I4

NURS 241 is a sequential didactic course for students enrolled in the AASPN Program. The student will build upon theory and skills taught in previous nursing courses, and will progress toward mastery of the program outcomes of communication, therapeutic nursing interventions and critical thinking as defined by the Department of Nursing. Concepts/principles related to the following units are included in this course: (1) Fluids, Electrolytes, Acid/Base Balance and Intravenous Therapy, (2) Musculoskeletal, Arthritis and Connective Tissue Disorders, (3) Human Reproduction, Care of the Newborn, Sexuality, Male/Female Reproductive Disorders, (4) Cardiac and Hematologic Disorders, and (5) Poisoning, Child Abuse, Immunizations, Burns, Skin Disorders and Communicable Diseases. Physiologic, psychological, socio-cultural, developmental and spiritual aspects are incorporated in the care of patients across the lifespan, identifying pertinent concepts from academic support courses. Pre-requisites: NURS 231 – Psychiatric/Mental Health Nursing, NURS 298A – Psychiatric/Mental Health Nursing Clinical. Co-requisite: NURS 298B – Intermediate Nursing Concepts Clinical I. Fall.



NURS 251 – Intermediate Nursing Concepts II4

NURS 251 is the final didactic course for students enrolled in the AASPN Program. Students will demonstrate mastery of program outcomes of communication, therapeutic nursing interventions and critical thinking as defined by the Department of Nursing. The course is a continuation of theory and skills taught in previous courses and incorporates all stages of growth and development. Content/principles related to the following units/topics are included in this course: (1) Respiratory Disorders of the Lower Respiratory Tract & Obstructive Pulmonary Diseases, (2) Intracranial, Spinal Cord and Peripheral Nervous System Disorders, (3) Acute and Chronic Renal and Urologic Disorders, (4) Disorders of the Lower Gastrointestinal Tract, Liver, Pancreas and Gall Bladder, (5) Assessment and Disorders of the Endocrine System, and (6) Auditory, Visual, Immune System and Neoplastic Disorders. Emphasis is placed upon assisting the student in making the transition from the role of student to graduate. Pre-requisites: NURS 241 – Intermediate Nursing Concepts I, NURS 298B – Intermediate Nursing Concepts Clinical I, NURS 215 – Introduction to Pharmacology. Co-requisite: NURS 298C – Intermediate Nursing Concepts Clinical II. Spring. Course fee required.

NURS 298A – Psychiatric/Mental Health Nursing Clinical1

A clinical course in which students actively engage in learning experiences with individuals who are experiencing well-defined mental health illnesses. Students utilize the nursing process to care for adult clients to optimize mental health. Clinical experiences encompass nursing practices that protect, promote, and optimize health/abilities. Foundational values in the discipline of nursing included in the clinical course are: caring, integrity, respect, advocacy and accountability. A portion of the clinical experience may be offered at the North Dakota State Hospital located in Jamestown. Pre-requisites: NURS 131 – Basic Nursing Concepts II, NURS 198B – Basic Nursing Concepts Clinical II, NURS 240 – Fundamentals of Nutrition, PSYC 250 – Developmental Psychology, and BIOL 212, 212L – Human Physiology and Lab. Co-requisite: NURS 231 – Psychiatric/Mental Health Nursing. S/U grade only. Summer. Course fee required.

NURS 298B – Intermediate Nursing Concepts Clinical I3

NURS 298B is a clinical course in which students actively engage in learning experiences to progress toward mastery of program outcomes. Students utilize the nursing process in caring for individuals of all ages and stages of growth and development with stable and well-defined problems as a member of the health care team. Clinical rotations include wellness, acute care, extended care, and clinical learning laboratory settings. Clinical experiences encompass nursing practices that protect, promote and optimize health/abilities, prevent illness/injury and alleviate suffering. Foundational values in the discipline of nursing included in the clinical course are: caring, integrity, respect, advocacy and accountability. Pre-requisites: NURS 231 – Psychiatric/Mental Health Nursing, NURS 298A – Psychiatric/Mental Health Nursing Clinical. Co-requisite: NURS 241 – Intermediate Nursing Concepts I. S/U grade only. Fall. Course fee required.

NURS 298C – Intermediate Nursing Concepts Clinical II4

NURS 298C is a capstone clinical course in which students actively engage in the care of individuals in all ages and stages of growth and development with stable and well-defined problems. Clinical rotations are concentrated in wellness, acute care, extended care, specialty and clinical learning laboratory settings. Clinical experiences encompass nursing practices that protect, promote and optimize health/abilities, prevent illness/injury and alleviate suffering. Foundational values in the discipline of nursing included in the clinical course are: caring, integrity, respect, advocacy and accountability. The student is more self-directed and the course culminates in summative evaluation of AASPN program outcomes. Pre-requisites: NURS 241 – Intermediate Nursing Concepts I, NURS 298B – Intermediate Nursing Concepts Clinical I, NURS 215 – Introduction to Pharmacology. Co-requisite: NURS 251 – Intermediate Nursing Concepts II. S/U grade only. Spring. Course fee required.

NURS 316 – Advanced Concepts I Adult Health4

This course focuses on advanced nursing concepts related to adults with unstable, ill defined, acute and chronic illness including changes associated with aging. Evidence based practice guides the application of the nursing process in complex nursing practice situations. Comprehensive strategies are used to encourage critical thinking and interdisciplinary collaboration to protect, promote and optimize health. Pre-requisites: BIOL 357 – Pathophysiology, NURS 321 – Health Assessment, NURS 398A – Health Assessment Clinical, NURS 328 – Nursing Role Transition. Co-requisites: NURS 330 – Nursing Research, NURS 331 – Community Health I, NURS 398B – Clinical Concepts I. Spring.

NURS 321 – Health Assessment2

This course focuses on assessment strategies and therapeutic communication essential to gathering patient histories and performing comprehensive physical examinations. Acquired knowledge and skills facilitate a systematic approach for collecting data, differentiating normal and abnormal findings and making inferences to guide the provision of care. Pre-requisites: Admission to the BSN Completion Program or LPN/RN licensure. Co-requisites: NURS 398A – Health Assessment Clinical. Fall.

NURS 328 – Nursing Role Transition2

This course facilitates nursing role transition by expanding upon the outcome competencies (communication, therapeutic nursing interventions and critical thinking) and introducing professional nursing concepts essential for assuming greater responsibility and a broader scope of practice. The values of caring, integrity, respect, advocacy and accountability are intricately woven throughout the concepts of legal, ethical and professional nursing. Pre-requisite: Admission to the BSN Completion Program. Co-requisites: NURS 321 – Health Assessment, NURS 398A – Health Assessment Clinical. Fall.



NURS 330 – Nursing Research2

This course introduces the research process and explores the utilization of evidence based research in professional nursing. Information from nursing research and professional databases is utilized to enhance critical thinking that is based on theoretical and empirical knowledge. Pre-requisites: BIOL 357 – Pathophysiology, NURS 321 – Health Assessment, NURS 398A – Health Assessment Clinical, NURS 328 – Nursing Role Transition. Co-requisites: NURS 316 – Advanced Concepts I Adult Health, NURS 331 – Community Health I, NURS 398B – Clinical Concepts I. Spring.

NURS 331 – Community Health I2

This course integrates nursing theory with foundational community/public health concepts to protect, promote and optimize the health of individuals and families across the lifespan in various health care and community settings. The application of the nursing process evolves to the care of stable and unstable families. Interdisciplinary aspects of the health care system are explored in relation to utilizing appropriate resources to meet client needs. Pre-requisites: BIOL 357 – Pathophysiology, NURS 328 – Nursing Role Transition, NURS 321 – Health Assessment, NURS 398A – Health Assessment Clinical. Co-requisites: NURS 398B – Clinical Concepts I, NURS 316 – Advanced Concepts I Adult Health, NURS 330 – Nursing Research. Spring.

NURS 398A – Health Assessment Clinical.....1

This course provides opportunities to perform comprehensive physical exams on adults by employing assessment strategies and therapeutic communication skills acquired in the co-requisite course, Health Assessment. Utilization of critical thinking skills and the nursing process assist in differentiating normal and abnormal assessment findings to establish relevant goals, interventions and rationale to protect, promote and optimize health. Pre-requisites: Admission to the BSN Completion Program or LPN/RN licensure. Co-requisites: NURS 321 – Health Assessment, NURS 328 – Nursing Role Transition. S/U grade only. Fall. Course fee required.

NURS 398B – Clinical Concepts I3

This course focuses on the clinical application of evidence based practice and integration of theory and skills to provide nursing care to individuals across the lifespan with stable/unstable, ill defined, acute and chronic illness, including changes associated with aging. Utilization of the nursing process, communication, therapeutic nursing interventions, critical thinking skills and program values guide the formulation of nursing care decisions and selection of interdisciplinary resources to protect, promote and optimize the health of individuals in various health care settings. Pre-requisites: BIOL 357 – Pathophysiology, NURS 321 – Health Assessment, NURS 398A – Health Assessment Clinical, NURS 328 – Nursing Role Transition. Co-requisites: NURS 316 – Advanced Concepts I Adult Health, NURS 330 – Nursing Research, NURS 331 – Community Health I. S/U grade only. Spring. Course fee required.

NURS 415 – Advanced Concepts II Child Health2

This course explores pediatric nursing concepts and applies evidence based practice related to the care of children (age 0-18) with stable/unstable, ill defined, acute and chronic illnesses. Application of the nursing process, critical thinking and interdisciplinary collaboration results in nursing care decisions that protect, promote and optimize health and abilities. Pre-requisites: All 300 level nursing courses. Co-requisites: PSYC 370 – Abnormal Psychology, NURS 425 – Nursing Leadership and Management, NURS 431 – Community Health II, NURS 498A – Clinical Concepts II. Fall.

NURS 416 – Advanced Concepts III Special Populations2

This course focuses on advanced psychiatric, oncologic, gerontologic, maternal/newborn and end-of-life nursing concepts. Evidence based nursing interventions are applied to special client populations to protect, promote and optimize health across the lifespan. Pre-requisites: All 300 level nursing courses, PSYC 370 – Abnormal Psychology, NURS 415 – Advanced Concepts II Child Health, NURS 425 – Nursing Leadership and Management, NURS 431 – Community Health II, NURS 498A – Clinical Concepts II. Co-requisites: NURS 435 – Synthesis, NURS 498B – Clinical Concepts III. Spring.

NURS 425 - Nursing Leadership and Management.....3

This course introduces leadership and management concepts for providing care within the continually evolving health care environment. Legal/ethical issues, decision making, health care delivery systems, staffing, team building/communication, interdisciplinary collaboration, case management, change, quality improvement and role transition are explored to enhance communication, problem solving and decision making. Pre-requisites: All 300 level nursing courses. Co-requisites: NURS 415 – Advanced Concepts II Child Health, NURS 431 – Community Health II, NURS 498A – Clinical Concepts II, PSYC 370 – Abnormal Psychology. Fall.

NURS 431 – Community Health II3

This course expands upon previous community/public health concepts and focuses on utilization of the nursing process and evidence based nursing interventions tailored to groups, communities and populations across the lifespan. Importance is placed on providing culturally appropriate care for vulnerable and increasingly diverse populations and addressing concerns surrounding environmental and global health issues for the protection, promotion and optimization of health. Pre-requisites: All 300 level nursing courses. Co-requisites: PSYC 370 – Abnormal Psychology, NURS 415 – Advanced Concepts II Child Health, NURS 498A – Clinical Concepts II, NURS 425 – Nursing Leadership and Management. Fall.



NURSING/PHILOSOPHY AND RELIGIOUS STUDIES

NURS 435 – Synthesis2

This capstone course reinforces integration and application of the nursing process, therapeutic nursing interventions and critical thinking to protect, promote and optimize the health of adults with stable/unstable, ill defined, acute and chronic illness. Predictive exams assess NCLEX-RN readiness and provide opportunities to prepare for successful licensure. Pre-requisites: All 300 level nursing courses, PSYC 370 – Abnormal Psychology, NURS 415 – Advanced Concepts II Child Health, NURS 425 – Nursing Leadership and Management, NURS 431 – Community Health II, NURS 498A – Clinical Concepts II. Co-requisites: NURS 416 – Advanced Concepts III Special Populations, NURS 498B – Clinical Concepts III. Spring. Course fee required.

NURS 498A – Clinical Concepts II3

This course builds upon Clinical Concepts I by applying the nursing process in complex care situations and by developing community partnerships for expanded role experiences. Leadership and management opportunities are introduced for the provision of interdisciplinary care in traditional health care settings. Formative experiences across the lifespan are provided that require application of communication, therapeutic nursing interventions, critical thinking and program values to protect, promote and optimize health. Pre-requisites: All 300 level nursing courses. Co-requisites: PSYC 370 – Abnormal Psychology, NURS 415 - Advanced Concepts II Child Health, NURS 425 – Nursing Leadership and Management, NURS 431 – Community Health II. S/U grade only. Fall. Course fee required.

NURS 498B – Clinical Concepts III5

This capstone course builds upon Clinical Concepts II by continuing designated experiences and integrating internship experiences that require the application of comprehensive evidence based practice to enhance critical thinking, independent decision making and self confidence. This summative experience and active participation as a member of the interdisciplinary health care team supports mastery of entry level registered nurse competencies to protect, promote and optimize health across the lifespan. Pre-requisites: All 300 level nursing courses, PSYC 370 – Abnormal Psychology, NURS 415 - Advanced Concepts II Child Health, NURS 425 – Nursing Leadership and Management, NURS 431 – Community Health II, NURS 498A – Clinical Concepts II. Co-requisites: NURS 435 – Synthesis, NURS 416 – Advanced Concepts III Special Populations. S/U grade only. Spring. Course fee required.

NURS 291, 491 – Nursing Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. NURS 491 is a writing intensive and capstone course.

NURS 292, 492 – Experimental Course1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.

NURS 293, 493 – Peer Tutoring1-8

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum eight credits may be applied to graduation.)

NURS 294, 494 – Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by instructor and department chair. Fall, Spring, Summer. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by instructor and department chair. Fall, Spring, Summer.

NURS 295, 495 – Service Learning.....1-6

Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

NURS 296, 496 – Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

NURS 297 – Nursing Internship.....1-12

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and actual work experience.

NURS 299, 499 – Special Topics, Readings.....1-6

SPECIAL TOPICS: A uniquely designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.

PHILOSOPHY AND RELIGIOUS STUDIES

PHIL 101 - Introduction to Philosophy3

A study of the origin of philosophy with special emphasis on the ways philosophy and philosophical thought appear in the ordinary experiences of human beings.

RELS 203 - World Religions3

An introduction to the origin and major tenets of Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam.



RELS 220 - Old Testament3
 A study of the religious, political, and social history of ancient Israel as reflected in the Hebrew Bible.

RELS 230 - New Testament.....3
 An overview of the developments in the primitive Christian community as reflected in the New Testament.

RELS 291, 491 - Religious Studies Seminar.....1-6
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. RELS 491 is a writing intensive and capstone course.

RELS 292, 492 - Experimental Course.....1-4
 A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

RELS 293, 49 - Peer Tutoring.....1-6
 Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

RELS 294, 494 - Independent Study, Undergraduate Research.....1-6
 INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

RELS 295, 495 - Service Learning1-6
 Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

RELS 296, 496 - Study Tours.....1-6
 Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

RELS 297, 497 - Religion Internship, Externship, Cooperative Education.....1-6
 Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

RELS 299, 499 - Special Topics, Readings1-6
 SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

PHYSICS

PHYS 110 – Introductory Astronomy.....3
 This course reviews basic information on the history of astronomy, the appearance of the night sky, the principle of gravity, the nature of light and telescopes, the structure and dynamics of the Solar System, the evolution of stars, the Milky Way and other galaxies, and the expanding universe. Co-requisite: ASTR 110L – Introductory Astronomy Lab. Spring, odd years.

PHYS 110L – Introductory Astronomy Lab1
 This laboratory experience includes experiments designed to illustrate the fundamental principles of astronomy as well as the physics involved in the collection and interpretation of astronomical data. If weather permits, real nighttime observations with the use of small telescopes will also be included. Co-requisite: ASTR 110 – Introductory Astronomy. Spring, odd years.

PHYS 211 - College Physics I.....3
 Descriptive algebra-based course which covers the basic principles of Newtonian mechanics and gravitation, work and energy, solids and fluids, and heat and thermodynamics. Pre-requisite: MATH 103- College Algebra. Co-requisite: PHYS 211L - College Physics I Lab. Fall.

PHYS 211L - College Physics I Lab.....1
 This laboratory experience includes simple experiments which illustrate the basic principles of Newtonian mechanics and gravitation, work and energy, solids and fluids, and heat and thermodynamics. Co-requisite: PHYS 211 - College Physics I. Fall. Course fee required.

PHYS 212 - College Physics II3
 Descriptive algebra-based course which covers the basic principles of electricity and magnetism, vibrations and waves, light and optics, and an introduction to modern physics. Pre-requisite: PHYS 211, 211L - College Physics I and Lab. Co-requisite: PHYS 212L - College Physics II Lab. Spring.

PHYS 212L - College Physics II Lab.....1
 This laboratory experience includes simple experiments which illustrate the basic principles of electricity and magnetism, vibrations and waves, light and optics, and an introduction to modern physics. Co-requisite: PHYS 212 - College Physics II. Spring. Course fee required.



PHYSICS/POLITICAL SCIENCE

PHYSICS / POLITICAL SCIENCE

PHYS 251 - University Physics I4

Calculus-based classical physics which covers the principles of Newtonian mechanics and gravitation, work and energy, solids and fluids, and heat and thermodynamics. Pre-requisite: Math 165 - Calculus I. Co-requisite: PHYS 251L - University Physics I Lab, Spring, even years.

PHYS 251L - University Physics I Lab.....1

This laboratory experience includes experiments which illustrate the fundamental principles of Newtonian mechanics and gravitation, work and energy, solids and fluids, heat and thermodynamics. Co-requisite: PHYS 251 - University Physics I, Spring, even years. Course fee required.

PHYS 252 - University Physics II4

Calculus-based classical physics which covers the principles of electricity and magnetism, vibrations and waves, light and optics, and an introduction to modern physics. Pre-requisite: Math 165, 166 - Calculus I and II and PHYS 251/251L - University Physics I/Lab. Co-requisite: PHYS 252L - University Physics II Lab. Fall, even years.

PHYS 252L - University Physics II Lab.....1

This laboratory experience includes experiments which illustrate the fundamental principles of electricity and magnetism, vibrations and waves, light and optics, and an introduction to modern physics. Co-requisite: PHYS 252 - University Physics II. Fall, even years.

PHYS 291, 491 - Physics Seminar.....1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work.

PHYS 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University's catalog, or its usage must be discontinued.

PHYS 293, 493 - Peer Tutoring.....1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

PHYS 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand **UNDERGRADUATE RESEARCH:** Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand.

PHYS 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The activity and subsequently awarding of academic credit will be at the discretion of the department chair.

PHYS 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

PHYS 297, 497 - Physics Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

PHYS 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline.

POLITICAL SCIENCE

POLS 115 - American Government3

What can you do that the government does not control or regulate in some way? How well do you know the processes of the government of the United States? This course introduces the basic concepts of the political process such as democracy and Constitutional government. We will also examine the structural relationships of the national government. Fall.

POLS 201 - The Criminal Justice System3

An introductory overview of the American criminal justice system, including the police, courts, probation, jails, prisons, and parole systems. The emphasis is on the United States, but comparisons with criminal justice systems in other societies may be included.

POLS 240 - Political Ideologies3

What is democracy? What is the difference between Communism and Socialism? What are the fundamental ideas of Islam? These questions and more will be answered in Practical Political Thought. This course examines the basic principles and features of contemporary political ideologies. This is a "must have" course if you want to understand world events that affect you. Spring, Alternate years.

POLS 315 - Public Opinion3

A review of the social and political forces which shape public opinion, with emphasis on the linkages between public opinion and voting behavior. Students will learn the methods of survey research and data analysis.

POLS 325 - Research Methods.....3

Introduction to research methods in social and behavioral sciences, with emphasis on the scientific method, research design, data collection, and data analysis strategies of experimental, observational, and survey research methods.

**POLS 330 - History of Political Thought3**

What is the best way to organize society? Plato thought he knew, so did Aristotle and Marx, and now you can, too. This course examines the development of political thought from Plato to the present. The focus of the course is on the ideas of political thought that retain their relevance for today's society. Fall.

POLS 340 - American Political Parties and Elections3

Do the political parties still have relevance in the United States? Can the political parties still function as a linkage mechanism between the people and the government? What do elections tell our leaders? The focus of this course will be on the dynamics of the political parties in the United States. Special consideration will be given to the structure, functions, and operation of the political parties in the United States. As an expansion of one of the fundamental goals of the political parties, the essential role of elections in a mass democracy will be examined in detail.

POLS 345 - U.S. Presidency3

Just how powerful is the President of the United States? Are the president's hands tied by the bureaucracy that the president oversees? This course will examine the nature, the scope, and the limits of the president's power. Special emphasis will be placed on those individuals surrounding the president. The president's role in the development of public policy will also be examined.

POLS 346 - U.S. Congress3

Most Americans seem to hold a very low opinion of the institution of Congress, but their own member of Congress is beyond reproach. Why do Americans hold such a low opinion of Congress? In this course we will examine the role that the Congress plays in our representative democracy. We will study the process of law making and the impact of elections, campaign financing, etc., on the process of legislation.

POLS 347 - The Judicial System.....3

Whether you have interacted with the judicial system or not, it is important to understand how the judicial system affects your life. The course emphasizes the structure of the judicial system at both the state and national level. Furthermore, we will examine the decision making process of the courts. We will scrutinize the role that the judiciary has played in the development of the United States.

POLS 348 - The Bureaucracy.....3

Is the bureaucracy the problem or the solution? Do we need the bureaucracy? We will address the nature of bureaucracies and the important role that they play in the United States. We will examine the influence that bureaucracies have on public policy, from policy making and policy implementation to policy evaluation.

POLS 350 - International Relations3

Are we on the verge of a new world order or will we continue to exist in a state of anarchy? Just how do countries interact? In this course we will examine the theories that underpin international relations and the impact that those theories have on our understanding of the world. This course focuses on efforts to control international relations through balance of power, international law, national self-interest, etc. Fall.

POLS 355 - The Russian Federation and Former Soviet Union3

This course focuses on the ideology and political structure of the former Soviet Union and its successor state, the Russian Federation. The Russian Revolutions of 1917 and 1991 will be examined, along with the political and economic factors that resulted in the collapse of the Soviet Communist regime. This course will also explore the transition to democracy and capitalism and the continuing ethnic conflict in the Russian Federation.

POLS 360 - Comparative Government.....3

How are the parliamentary governments of Canada and Great Britain different from the government of the United States? Who influences the government of Mexico? This course emphasizes the theory and techniques of examining the government of foreign countries. We will study the structure, functions, and political processes of the government of other countries. Spring alternate years.

POLS 365 - United States Supreme Court and the Constitution3

Survey of the history of the United States Supreme Court, its decisions, and its place in American history. This course is cross-listed with HIST 365. Prerequisites: HIST 103 - United States to 1877, HIST 104 - United States since 1877, POLS 115 - American Government. Spring, alternate years Cross listed with HIST 365.

POLS 432 - Public Policy.....3

One-third of the class is devoted to understanding the stages of the policy process: (1) Problem Identification and Agenda Setting.; (2) Policy Formulation; (3) Policy Adoption; (4) Policy Implementation; (5) Policy Evaluation. The last two thirds applies to the model to substantive policy areas such as health, environment, education.

POLS 291, 491 - Political Science Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. POLS 491 is a writing intensive and capstone course.

POLS 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

POLS 293, 493 - Peer Tutoring1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)



POLS 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

POLS 295, 495 - Service Learning.....1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

POLS 296, 496 - Study Tours.....1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

POLS 297, 497 - Political Science Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

POLS 299, 499 - Special Topics, Readings.....1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

PSYCHOLOGY

PSYC 111 – Introduction to Psychology3

The course is an introduction to major theories, concepts, and information in psychology. Various fields are surveyed such as child development, personality, memory, therapy, etc. The course is pre-requisite to all other psychology courses. Fall, Spring.

PSYC 240 – Human Sexuality.....3

Sexuality is presented as a holistic concept including individual values/ethics, physiology, gender, development, family planning, disease, and sexual expression. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall.

PSYC 250 – Developmental Psychology3

A study of human life-span development including the developmental periods from conception to death. Various developmental theories will explain the physical, cognitive, and social changes that occur during the human life-span. This course enhances the knowledge and understanding of people at all ages and the developmental tasks each one of us must face. This course is required for all elementary education majors and K-12 education majors. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall, Spring.

PSYC 260 – History and Systems3

Reviews the history of modern systems of psychology dealing with the continuous development and decline of different systematic schools of thought regarding the determinants of behavior. A large focus will be on major theorists and their ideas in relation to the history of psychology. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall.

PSYC 280 – Education of Exceptional Learners.....3

This course introduces both elementary and secondary education students to students being served under an IEP in school systems. Distinctive characteristics and special needs of learners in each of the major categories are addressed. Collaboration models for working with Special Education teachers are presented. Provisions of PL 94-142 and later amendments are also discussed. Students will investigate and select adaptations and modifications for different exceptionalities related to the subject area being learned and observe inclusive classrooms. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall, Spring.

PSYC 289H – Group Dynamics3

This course focuses on various issues and aspects of group interaction and leadership. Emphasis will be placed on the communication patterns, roles, power distribution, and decision-making that occur in groups. Pre-requisite: PSYC 111 – Introduction to Psychology. Restricted to psychology majors, TR Scholars, HR minors or with permission of instructor. Fall.



PSYC 320 – Health Psychology.....3

This course is an introduction to the emerging field of Behavioral Medicine. It involves study of the relationship between personal health and psychological factors which help to maintain health or to predispose illness such as stress, attitudes, emotions, beliefs, lifestyle choices, etc. The objective is to provide information and techniques for the maintenance of optimal physical and mental health. A review of the human body systems is covered at the beginning of the course. Pre-requisites: BIOL 211, 211L – Human Anatomy and Lab, or HPER 215 – Survey of Human Anatomy, PSYC 260 – History and Systems. Fall, Spring.

PSYC 332 – Psychological Assessment3

Various approaches to assessment are presented along with psychometric explanations of tests. The course focuses on appropriate use of assessment in psychology and education, a review of major tests, and interpretation of results. Pre-requisite: PSYC 260 – History and Systems. On demand.

PSYC 335 – Biological Psychology.....3

A survey of research findings on the biological processes underlying sensation, perception, movement, motivation, learning, memory, attention, emotion, language, intelligence, sexual behavior, altered states of consciousness, neurological disorders, and psychological disorders. Pre-requisites: PSYC 111 – Introduction to Psychology and PSYC 260 – History and Systems. Spring.

PSYC 345 – Research and Experimentation in Psychology3

This is an introduction to and survey of basic research procedures, experimentation, and statistics used in social sciences and education. Students will design and implement individual research projects. Pre-requisites: MATH 305 – Probability and Statistics, PSYC 260 – History and Systems. Fall, Spring.

PSYC 353 – Adolescent Psychology3

This course will involve a study of human change during the developmental period of adolescence. Emphasis will be given to biological, cognitive, and psychosocial development. Other issues regarding the contexts of adolescent development and adolescent problems will also be addressed. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall, Spring.

PSYC 355 – Psychology of Learning3

Examines the theoretical and experimental bases of learning with emphasis on behavioral, social, biological, and cognitive theories. Through lecture, readings, and class activities, students will better understand how to apply learning theories and principles in educational settings. Pre-requisite: PSYC 111 – Introduction to Psychology. Spring.

PSYC 365 – Social Psychology3

The focus is on human social interactions and how individual behavior affects and is affected by others. Theories and research findings are applied to such topics as affiliation, relationships, prejudice, aggression, persuasion, etc. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall.

PSYC 370 – Abnormal Psychology3

The course traces historical perspectives but focuses on current views of psychopathology. Material is presented from the perspective of DSM-IV and includes symptoms, diagnostic criteria, characteristics, treatment, and etiology of each major disorder. Pre-requisite: PSYC 111 – Introduction to Psychology. Restricted to nursing majors or with permission of instructor. Fall. Restricted to psychology majors or with permission of instructor. Spring.

PSYC 375 – Theories of Personality3

What personality is and how it develops are the themes of this course. Major theories are explained including terminology, structure, and meaning. A significant component is applying course material to understand one's own persona. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall.

PSYC 410 – Counseling Psychology3

Counseling theories and their practical applications in various settings. Emphasizes characteristics of the individual. Pre-requisites: PSYC 250 – Developmental Psychology, PSYC 370 – Abnormal Psychology, PSYC 375 – Theories of Personality. Spring.

PSYC 491 – Psychology Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. PSYC 491 is a writing intensive and capstone course. Pre-requisites: Senior standing and PSYC 345 – Research and Experimentation in Psychology. Fall, Spring.

PSYC 292, 492 – Experimental Course1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.

PSYC 293, 493 – Peer Tutoring1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum eight credits may be applied to graduation.)

PSYC 294, 494 – Independent Study, Undergraduate Research1-6

Independent Study: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Open only to majors and minors with consent of the department chair. Undergraduate Research: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester.

PSYC 295, 495 – Service Learning1-6

Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.



PSYC 296, 496 – Study Tours.....1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

PSYC 297, 497 – Psychology Internship, Externship, Cooperative Education1-6

This capstone course provides application of psychological knowledge through study, observation, and practice in institutions, agencies, schools, and/or businesses. Students will be under the supervision of the supervising college instructor and/or field supervisor who will outline specific objectives and provide opportunities to experience growth towards program objectives.

Pre-requisites: Senior standing, PSYC 370 – Abnormal Psychology, PSYC 375 – Theories of Personality. Fall, Spring.

PSYC 299, 499 – Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.

SCIENCE

SCNC 105 - Physical Science I3

This course provides an overview of fundamental concepts in the fields of physics, chemistry, earth science, and astronomy. The interrelations between all of these fields, the historical and societal relevance of the concepts, and the importance of mathematics in science are also discussed.

Pre-requisite: MATH 103 – College Algebra. Co-requisite: SCNC 105L – Physical Science Lab. Fall

SCNC 105L - Physical Science I Laboratory1

This laboratory provides students with experience taking basic scientific measurements as well as illustrates some of the physics, chemistry, earth science, and astronomical concepts presented in the physical science course.

Co-requisite: SCNC 105 – Physical Science. Fall. Course fee required.

SCNC 291 – Sophomore Science Seminar1

Introduces students to the breadth of professions available to science majors. Topics to be addressed for various careers will include the pros and cons of the occupation, the education level required to enter the profession, suggested course work, required exams, and more. S/U grading only. Fall

SCNC 292, 492 - Experimental Course.....1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University’s catalog, or its usage must be discontinued.

SCNC 293, 493 - Peer Tutoring.....1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

SCNC 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand **UNDERGRADUATE RESEARCH:** Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand

SCNC 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The activity and subsequently awarding of academic credit will be at the discretion of the department chair.

SCNC 296, 496 - Study Tours.....1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

SCNC 297, 497 - Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

SCNC 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline.



SECONDARY EDUCATION

SEED 298 – Pre-Professional Experience: Secondary 1
 Students taking this course will have practical experience in the school classroom in aide work, individually working with students, correcting tests/papers, and performing a multitude of activities required of teachers on an everyday basis. The students will be engaged in observation of the teaching/ learning process at the secondary level, which will expose them to the operating procedures of the secondary classroom. This course must be taken in conjunction with EDUC 250 – Introduction to Education and EDUC 210, Educational Technology. S/U grading only. Fall, Spring. Course fee required.

SEED 300 – Secondary Curriculum and Effective Teaching3
 This course examines secondary curriculum planning, effective instructional and assessment strategies, and the holistic role of “teacher.” Through a reflective process, students will learn to develop comprehensive courses, units, and lessons that include performance-based learning objectives, utilize research-based teaching practices, personalize their students’ learning, rely on assessment data to guide current and subsequent instruction, and help their students meet established academic standards. In the co-requisite field experience, students will teach in a junior high, middle school, or high school setting, putting into practice course topics, including strategies for multicultural education and classroom management. Co-requisites: SEED 370 – Reading in the Content Areas, SEED 398B – Secondary Methods Block Field Experience, EDUC 300 – Teaching for Diversity, and EDUC 360 – Managing the Learning Environment. Pre-requisite: Admission to Teacher Education. Fall, Spring.

SEED 370 – Reading in the Content Areas3
 This course will teach reading and study techniques that enhance the effectiveness of subject matter instruction. A significant emphasis will be placed on developmental reading. Co-requisites: SEED 300 – Secondary Curriculum and Effective Teaching, SEED 398B, Secondary Methods Block Field Experience, EDUC 300 – Teaching for Diversity, and EDUC 360 – Managing the Learning Environment. Pre-requisite: Admission to Teacher Education. Fall, Spring.

SEED 390M – Secondary Instrumental Music Methods3
 This course prepares students to plan and supervise an instrumental program. Topics include curriculum development, materials, and implementation of general music and instrumental music at the secondary level. Some field service is required. Pre-requisite: Junior standing and Admission to Teacher Education. Alternate years.

SEED 390P – Methods of Teaching Secondary Physical Education3
 Curriculum development as to methods, techniques, materials in teaching physical education with inclusion of conducting and teaching laboratory experiences. Pre-requisite: Admission to Teacher Education. Spring.

SEED 390X – Teaching Secondary School Mathematics3
 A mathematics methods course for prospective junior and senior high school teachers. This course includes curriculum planning, current trends in mathematics education, NCTM (National Council of Teachers of Mathematics) standards, current strategies, technologies, and revised content. This course is a writing intensive course to help teachers to become reflective decision-makers. Pre-requisite: Declared major or minor in mathematics education and Admission to Teacher Education. S/U grading only. Spring.

SEED 398B – Secondary Methods Block Field Experience 2
 A course designed as an intensive field experience in a secondary classroom with specific responsibilities for lesson planning, execution and post-reflective evaluation. The experience is structured to use a specific lesson plan design, adopt teacher recommended lesson designs to deliver a minimum of nine lessons connected to courses in the secondary methods block, e.g., discipline area, reading, and diversity. Students must use a journal, lesson assessment procedures, and complete post-implementation reflection forms. Co-requisites: SEED 300 – Secondary Curriculum and Effective Teaching, SEED 370 – Reading in the Content Areas, EDUC 300 – Teaching for Diversity, and EDUC 360 – Managing the Learning Environment. Pre-requisite: Admission to Teacher Education. S/U grading only. Fall, Spring.

SEED 398C – Secondary Field Experience: Mentoring in the Classroom1
 In this course students will be placed in a secondary classroom setting where they will work with students as a mentor/tutor on an individual basis. Pre-requisite: Admission to Teacher Education. S/U grading only. Fall, Spring.

SEED 490A – Art Methods for Secondary Education3
 Methods of teaching art in the secondary school, including curriculum planning, current trends, philosophy, and materials for the junior and senior high. Development of lesson plans with emphasis on multi-culturalism and the teacher as a reflective decision maker. Designed for the art specialist, this course includes peer teaching and teacher-aide situations. Pre-requisite: Admission to Teacher Education. Spring.

SEED 490B – Methods in Business Education3
 Provides opportunity to develop an understanding of the learning needs of students at the elementary, middle, and high school levels; and the current trends, curriculum, and methods that are being utilized to develop instruction within business courses to meet the needs of these students. Pre-requisite: Admission to Teacher Education. Fall.

SEED 490C – Computer Science Education Methods3
 For those pursuing a career in secondary or elementary education. This course focuses on using computers to enhance the learning of other subjects, as well as evaluating educational software. A portion of the course is designed to provide hands-on experiences for the students in a variety of computing environments. Pre-requisite: CSCI 160 – Computer Science I and Admission to Teacher Education.. Spring, Alternate years.



SECONDARY EDUCATION

SECONDARY EDUCATION

SEED 490D – Methods of Teaching Social Science.....3

Curriculum, trends, methods, and materials of the social and behavioral sciences for junior and senior high school pre-service teachers. Pre-requisite: Admission to Teacher Education. Spring

SEED 490H – Laboratory and Teaching Techniques of Spanish2

Methods of teaching Spanish, including theory. Required of students earning teaching majors or minors in language. Not available for Directed Studies. Pre-requisite: 12 hours of Spanish or equivalent and Admission to Teacher Education. Spring.

SEED 490L – Methods of Teaching Secondary Language Arts.....3

Methods of Teaching Secondary Language Arts offers students a variety of theoretical stances related to the methodologies of teaching language arts at the secondary level, several opportunities to practice an integrated approach to teaching language arts, and independent reading to develop the habits of reflective decision-making. Pre-requisite: Admission to Teacher Education.

SEED 490M – Secondary Choral Music Methods3

This course prepares students to plan and supervise a secondary choral program. Topics include curriculum development, methods, techniques, materials, and the implementation of general music and choral music at the secondary level. Some field service is required. Junior standing and Admission to Teacher Education. Alternate years.

SEED 490S – Secondary Education Science Methods.....3

Curricula, philosophy, trends, methods, and materials for prospective middle school and high school teachers. Includes modern approaches to classroom and laboratory preparation, conduction, and evaluation. Pre-requisite: Admission to Teacher Education. Spring.

SEED 491 – Secondary Education Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. It is open only to seniors and by consent of the instructor. SEED 491 is a writing intensive and capstone course. Pre-requisite: Admission to Teacher Education.

SEED 498 – Teaching in the Secondary School15

Education students who will be taking this course will apply the concepts and methods learned in the teacher education program, Teachers as Reflective Decision Makers, to the classroom during 14 weeks of supervised teaching in their major and/or minor fields of study. In addition to the classroom, students will be involved in other aspects of the general program of the school. Pre-requisites: Full Admission to Teacher Education and satisfactory completion of Portfolio final review. Fall, Spring. Course fee required.

SEED 292, 492 – Experimental Course1-4

A unique class, designed by the instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate, permanent course number and formally listed in the University catalog, or its usage must be discontinued.

SEED 293, 493 – Peer Tutoring1-6

Students may earn credits by tutoring. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center. (Maximum eight credits may be applied to graduation.)

SEED 294, 494 – Independent Study, Undergraduate Research1-6

Independent Study: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. The course is open only by the consent of the department chair. Pre-requisite: Admission to Teacher Education. Undergraduate Research: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. The course is open only by the consent of the department chair. Pre-requisite: Admission to Teacher Education.

SEED 295, 495 – Service Learning1-6

Credit may be granted for certain extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

SEED 296, 496 – Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

SEED 299, 499 – Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Requires approval by department chair. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. Requires approval by department chair.



SOCIAL SCIENCE

SSCI 291, 491 - Social Science Seminar1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. SSCI 491 is a writing intensive and capstone course.

SSCI 292, 492 - Experimental Course.....1-4
A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

SSCI 293, 493 - Peer Tutoring.....1-6
Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

SSCI 294, 494 - Independent Study, Undergraduate Research1-6
INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

SSCI 295, 495 - Service Learning.....1-6
Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

SSCI 296, 496 - Study Tours1-6
Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

SSCI 297, 497 - Social Science Internship, Externship, Cooperative Education1-6
Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

SSCI 299, 499 - Special Topics, Readings.....1-6
SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

SOCIAL WORK

SWK 250 - Interpersonal Skills3
An introductory course covering the basic knowledge and skills associated with helping processes, including interviewing skills. A special focus will be on the problem-solving process and interaction skills used in direct service activities with individuals. It will also include 50 hours of volunteer service as part of the course content. Fall

SWK 255 - Social Work in a Modern Society.....3
An introductory course for social work majors. Review of the growth and development of social work as a profession, its roles, values, and goals as a helping profession. Fall.

SWK 256 - Development of Social Welfare.....3
An introduction to the historical development of social welfare, its historical landmarks, and the values and ideologies that influence its formulation. Included is information about the composition of the poor and the major social welfare programs that benefit them. The course will also provide a basic analytic model to evaluate social welfare policies. Pre-requisites: SOC 110 - Introduction to Sociology and POLS 115 - American Government. Fall

SWK 257 - Human Behavior in the Social Environment4
An introductory course for social work majors. Review of the behavioral science base of human behavior for social work practice, including interpretation of the biological, psychological social, and cultural determinants of human behavior of children and adolescents in the family system. Introduction to Psychology recommended as pre-requisite. Pre-requisites: BIOL 111, 111L, – Concepts of Biology and Lab, PSYC 111 – Introduction to Psychology, and SOC 110 – Introduction to Sociology.. Spring

SWK 381 - Cultural Diversity3
This course introduces social work students to the philosophy, ideology, spirituality, and ethnic and cultural perspectives of minorities in America. Special attention will be given to issues of “cultural competence” within the context of social work practice. Students will also examine societal issues generated by systematic discrimination and explore methods for reducing discrimination on a personal and societal level; and the cultural and historical contexts in different countries as they shape social work and social welfare. (Recommended for social work students only, or by permission of instructor.) Spring.



SOCIOLOGY

SOC 110 - Introduction to Sociology3

A review of how social forces shape the patterned behavior of social groups in families, schools, churches, in jobs, and other social settings. Emphasis is placed on the influence of social classes, minority group identification, and social control systems. Students will learn how sociologists collect and analyze data. Fall.

SOC 115 - Social Problems3

Students will have the opportunity to become familiar with a variety of contemporary national and international social problems. Students will learn how major issues become defined as social problems, how major theoretical perspectives and data sources help explain the social problems as they currently exist, and how conclusions are reached about public policy approaches and possible solutions to the problems. Spring.

SOC 225 - The Criminal Justice System3

An introductory overview of the American criminal justice system, including the police, courts, probation, jails, prisons and parole systems. The emphasis is on the U.S., but comparisons with criminal justice systems in other societies may be included.

SOC 253 - Juvenile Delinquency3

The study of juvenile delinquency is a specialized area of study within sociology criminology. The course typically provides a review of the history of the legal and social evolution of delinquency, the major social science theories of delinquency, the relevance of the social context for delinquency, institutional responses to juvenile delinquency in law enforcement and corrections, and the development of public policies that apply to juvenile delinquency.

SOC 315 - Public Opinion3

A review of the social and political forces which shape public opinion, with emphasis on the linkages between public opinion and voting behavior. Students will learn the methods of survey research and data analysis.

SOC 320 - Deviant Behavior3

Instead of asking why some people are different, this course asks why some people are treated differently. An analysis of the social processes which result in the social definition and reaction to behavior as deviant in the context of families, social networks, subcultures, and agencies of social control.

SOC 325 - Research Methods3

Introduction to research methods in social and behavioral sciences, with emphasis on the scientific method, research design, data collection, and data analysis strategies of experimental, observational, and survey research methods.

SOC 351 - Introduction to Corrections3

This course is intended to provide students with the knowledge and skills necessary to address political and social issues related to corrections and to provide students with an important knowledge base for jobs or careers that involve corrections. The course includes a review of the history of punishment; alternatives to imprisonment through jails, probation, fines, and other intermediate sanctions; the various types of correctional systems found in state, local federal, and private sectors; the custodial, management and treatment functions of corrections; male, female, juvenile, and special offender clients of correctional agencies, the rights of correctional clients; the re-integrative correctional functions of parole and community programs; and the future trends and issues of corrections.

SOC 360 - Sociology of Aging3

An analysis of aging within the context of the life cycle with emphasis on the major issues of concern to the elderly and the social policies, especially Social Security and health care, which have an impact on the lives of the elderly.

SOC 365 - Communities in Modern Society3

A comparative analysis of the characteristics of urban and rural communities within the context of social change. Special features of the course include a review of the major population shift from urban to rural regions, and the influence of rural and urban environments on lifestyle.

SOC 370 - Marriage And Family3

The study of marriage and family with a focus on the major changes in the life cycle patterns and demographic trends from the era of industrialization to the current era. Includes a review of the major challenges facing contemporary families, an examination of changing gender roles and parenting styles, and an analysis of the prospects for the families of the future.

SOC 385 - Criminology3

Sociology has been the core field in the study of crime in this century. The course reviews the contributions of sociologists including a comparison of public opinion on crime with the observations which arise from social theory and research on crime. Special features of the course include a review of major issues such as guns and crime, drugs and crime, and capital punishment.

SOC 291, 491 - Sociology Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. SOC 491 is a writing intensive and capstone course.

SOC 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.



SOC 293, 493 - Peer Tutoring1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

SOC 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

SOC 295, 495 - Service Learning1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

SOC 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

SOC 297, 497 - Sociology Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

SOC 299, 499 - Special Topics, Readings1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline.

SPANISH

SPAN 101, 102 - First Year Spanish I and II4, 4

An introduction for students who want to acquire the basics of language patterns for modern Spanish. This course should be taken in sequence and includes Language Laboratory Fall, Spring.

SPAN 201, 202 - Second Year Spanish I and II4, 4

For intermediate or second-year students. Includes a review of major concepts. Review of first-year program to increase grammatical and conversational proficiency. Concentration on new structures and idiomatic expressions and includes Language Laboratory. Students who have had two years of high school Spanish should begin studies with this sequence. Pre-requisite: SPAN 102 - First Year Spanish II or equivalent. Fall, Spring.

SPAN 321 - Advanced Spanish3

A course aimed at third-year Spanish students which includes grammar review, vocabulary acquisition, reading skills enhancement, and an introduction to Hispanic literature. Pre-requisite: SPAN 202 - Second Year Spanish II or equivalent. Fall.

SPAN 350 - Hispanic Civilization and Culture2

An introduction to the diversity and complexity of the Hispanic world. Selected readings and cultural presentations generate topics for discussion which include the cultural history of Spain and the New World, Hispanic current events, and contemporary culture. Taught in Spanish. Pre-requisite: SPAN 321 – Advanced Spanish or equivalent. Spring.

SPAN 425 - Hispanic Literature3

Students read representative Hispanic literature dealing with universal themes. Taught in Spanish. Pre-requisite: SPAN 321 – Advanced Spanish or equivalent. Every third semester.

SPAN 440 - Senior Conversation and Composition3

A situational approach to advanced writing and speaking. Students learn to discuss and develop current events and controversial topics in a critical manner. Pre-requisite: SPAN 321 – Advanced Spanish or equivalent. Every third semester.

SPAN 291, 491 - Spanish Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. SPAN 491 is a writing intensive and capstone course.

SPAN 292, 492 - Experimental Course1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.



SPAN 293, 493 - Peer Tutoring1-6

Students may earn credits by offering their services to other students by assisting them with their studies as an academic tutor. Tutors are needed every semester in almost all academic areas. Interested students should contact Academic Success Center for specific information. (Maximum eight credits may be applied to graduation.)

SPAN 294, 494 - Independent Study, Undergraduate Research1-6

INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair.

SPAN 295, 495 - Service Learning.....1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair.

SPAN 296, 496 - Study Tours1-6

Provides students the opportunity to make a trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

SPAN 297, 497 - Spanish Internship, Externship, Cooperative Education1-6

Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked.

SPAN 299, 499 - Special Topics, Readings.....1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. READINGS: Readings in educational and various specific professional publications and journals related to a specific academic discipline. SPAN 499 will be offered every third semester.

THEATRE ARTS

THEA 100 - Production Workshop.....1

Practicum in which students learn theatre through production experience. Must be in the cast or crew of a major university production. May be repeated for a total of two credits. Fall, Spring.

THEA 110 - Introduction to Theatre Arts.3

Surveys the elements of theatrical production including dramatic styles, acting, directing, design, and technical execution of design. Explores the major movements in dramatic literature from antiquity to today including: tragedy, comedy, modernism, and multicultural theatre, bringing them from the page to the stage. Includes background discussions, play reading, and play viewing. Fall.

THEA 161 - Acting I.....2

An introduction to acting for the theatre through physical and vocal training, creativity and emotional recall exercises, and actual performance. Provides liberal arts students with the opportunity to try this most popular of the theatre arts. Fall.

THEA 200 - Production Workshop.....1

Practicum in which students learn theatre through production experience. Must be in the cast or crew of a major university production. May be repeated for a total of two credits. Fall, Spring.

THEA 201 - Theatre Practicum1

A practicum in which students receive hands-on experience with the arts of stage management, set building, lighting, costume, and other technical production areas. May be repeated for a total of four credits. Fall, Spring.

THEA 210 - Movement for the Theatre1

Practical exercises with the human body as an expressive tool in the theatre. Spring.

THEA 222 - Stage Makeup1

Theory and practice of makeup techniques for the stage including: basic corrective makeup, character makeup, scars and wounds, beards and prosthetics. Spring.

THEA 251 - Summer Theatre.....1-4

Participation in Dickinson States own summer theatre program. May be repeated for a total of eight credits. Offered on demand.

THEA 261 - Acting II.....3

Continued study of acting techniques including: character work, script analysis, acting Shakespeare, auditioning, voice training, and advanced acting exercises. Students will rehearse and present at least one monologue and two scenes. Pre-requisite: THEA 161 - Acting I. Spring.

THEA 270 - Stagecraft.....3

An introduction to the crafts and technologies of theatre production. To include at least the building, painting, rigging, and lighting of stage scenery and properties. Spring.

THEA 300 - Production Workshop.....1

Practicum in which students learn theatre through production experience. Must be cast or crew in a major university production. May be repeated for a total of two credits. Fall, Spring.



- THEA 301 - Theatre Practicum1**
A practicum in which students receive hands-on experience with the arts of stage management, set building, lighting, costume, and other technical production areas. May be repeated for a total of four credits. Fall, Spring.
- THEA 310 - Directing3**
Selecting, analyzing, casting, rehearsing, and producing plays of various styles. Includes in-class scene studies and ends with a public performance of a one-act play.
Pre-requisite: THEA 261 - Acting II and THEA 110 Introduction to Theatre. Spring, alternate years.
- THEA 325 - Theatrical Design3**
Development of techniques in design for the theatre with application to stage scenery, lighting, and costumes. Includes drafting, painting, and shop work. Prepares students for independent study or senior project in one of the three application areas. Fall, alternate years. Prerequisite THEA 110 Introduction to Theatre
- THEA 340 - Creative Dramatics2**
Explores the use of drama as a tool for teaching across the elementary school curriculum. This practicum course offers teachers the opportunity to create dynamic lessons which foster creativity and imagination in students of all grade levels.
Pre-requisite: Admission to Teacher Education. Fall.
- THEA 350 - Theatre History.....3**
A survey of significant highlights in the development of western theatre from ancient times to the present. Students read representative plays from each period and conduct a project in historical research. Fall, alternate years.
Prerequisite THEA 110 Introduction to Theatre
- THEA 360 - Advanced Acting3**
Continued study of acting techniques including: character work in a wide variety of styles, advanced voice and physical training, script analysis and actor coaching.
Pre-requisite: THEA 261 – Acting II. Spring.
- THEA 400 - Production Workshop.....1**
Practicum in which students learn theatre through production experience. Must be in the cast or crew of a major university production. May be repeated for a total of two credits. Fall, Spring.
- THEA 450 - Senior Project2-4**
Special project of research or production in theatre arts, designed, and executed in consultation with a faculty advisor.
Pre-requisite: Consent of instructor. Offered on demand.
- THEA 291, 491 - Theatre Seminar1-6**
This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. THEA 491 is a writing intensive and capstone course. Offered on demand.
- THEA 292, 492 - Experimental Course1-4**
A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.
- THEA 293, 493 - Peer Tutoring1-6**
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- THEA 294, 494 - Independent Study, Undergraduate Research1-6**
INDEPENDENT STUDY: An individualized study not listed as a regular course in the University catalog. Content, etc., to be determined by instructor and student. Requires approval by department chair. Offered on demand
UNDERGRADUATE RESEARCH: Research topic must be approved prior to registration by instructor. Written analysis of research activities required at end of semester. Requires approval by department chair. Offered on demand.
- THEA 295, 495 - Service Learning.....1-6**
Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair. Offered on demand.
- THEA 296, 496 - Study Tours1-6**
Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.
- THEA 297, 497 - Theatre Internship, Externship, Cooperative Education1-6**
Students will be placed in an off-campus company or agency which will provide the student with specific activities that will demonstrate the correlation between academic study and an actual work experience. The number of credits will be determined by the length of the internship and the hours worked. Offered on demand.
- THEA 299, 499 - Special Topics, Readings.....1-6**
SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Offered on demand. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline. Offered on demand.



UNIVERSITY STUDIES

ASC 100 - Freshman Seminar1

A one-hour introduction to college courses designed for all students admitted with 23 semester hours or less who have not completed an equivalent course at another institution. Course fee required.

ASC 104 - Freshman Seminar (SSS Students Only).....3

An in-depth college transition course designed to assist new SSS students in campus engagement, college life, and the acquisition of basic academic, personal and financial planning skills. Restricted to TRiO SSS-grant students only. Course fee required.

ASC 109 - Orientation for International Students1

This course is designed to provide international students with information that they need to have for successful adjustment to college and community life. Required for all new international students

ASC 153 – Academic Skills Enhancement.....3

Focuses on basic academic skills, such as effective reading, note-taking and outlining, summarizing; study skills and time management, with an emphasis on the importance of class attendance, adherence to deadlines, and following directions. Recommended for students who graduated in the bottom half of their class, scored below a composite of 18 on the ACT, those on academic probation, or who have been out of school for more than three years. On demand.

ASC 281 – Paraprofessionals in Student Development1

This is an introductory course for all students who are planning to work as paraprofessionals in the Division of Student Development. Topics covered in the course include theories, operations, and fundamentals of Student Development, learning, motivation, and peer leadership. Spring.

ASC 282 – Peer Tutor Training1

This course is designed to help students learn how to be effective peer tutors. Students will learn what the peer tutor model is and how to utilize learning strategies and theories. Fall and Spring.

ASC 283 – Supplemental Instructor Leader Training.....1

This course is designed to help students learn how to be effective supplemental instruction (SI) leaders. Students will learn the SI model and how to utilize effective learning strategies, as well as how to assist both students and faculty in learning through the SI model. Fall and Spring.

ASC 287 – Writing Center Assistant Training1

This course is designed to help students learn how to be effective Writing Center assistants and writing-specific tutors. Emphasis will be on serving students who need assistance with writing skills, and the course will be directed specifically toward strategies to teach writing. Fall and Spring.

ASC 288 – Resident Assistant Training1

Students who are interested in becoming Resident Assistants (RAs) are required to enroll in this class, which teaches them how to be effective resident assistants. Emphasis is on student development theory as it applies to the residential setting, as well as program planning and assessment. Pre-requisite: ASC 281. Spring.

ASC 291, 491 - Seminar1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled coursework. Offered on demand.

ASC 292, 492 - Experimental Course.....1-4

A unique course, designated by an instructor and/or department, not currently listed in the University catalog. An experimental course may be offered for a maximum of two semesters. After that time, the course must be either assigned an appropriate permanent course number and formally listed in the University catalog, or its usage must be discontinued.

ASC 294, 494 - Independent Study, Undergraduate Research1-6

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ASC 295, 495 - Service Learning.....1-6

Credits may be granted for extra-curricular activities for which there is a direct connection and correlation between the activity and the academic objectives of a specific course in the University catalog. The appropriateness of the activity and subsequently awarding of academic credit will be at the discretion of the appropriate department chair. Offered on demand.

ASC 296, 496 - Study Tours1-6

Provides students the opportunity to make an extensive trip to a location either inside or outside the United States, which will subsequently provide the student with life experiences that relate directly to a specific academic discipline. Not available in all departments. Available at departmental and discipline discretion only.

ASC 297, 497 - Cooperative Education I & II.....1-6

The course provides students with the opportunity to experience the world of work, learn workforce expectations, and explore career options within local businesses and industries. Work experience must relate directly to course of study. Repeatable for four semesters. Credit cannot be used to meet major requirements. Elective Credit Only. S/U grading.



ASC 299, 499 - Special Topics, Readings.....1-6

SPECIAL TOPICS: A uniquely-designed advanced topics course within a specific discipline. Course content and other related academic requirements to be determined by the instructor. Offered on demand. **READINGS:** Readings in educational and various specific professional publications and journals related to a specific academic discipline. Offered on demand.

ASC 300 - Completion Degree Seminar: Strategies for Success1

A one-hour introduction for transfer students. The course is designed for students returning to college to complete their degree. The course will cover those areas needed to build in success as they return to college. Juggling college, family and work, stress management, time management, use of college resources, study skills revisited, building networks of support, learning styles and reentry to academia.

ASC 400 - Portfolio Preparation1

The purpose of this course is to aid students in portfolio preparation. Students will gain knowledge in preparing documents for portfolios that will be used for alternative credit requests. Different style of preparation will be covered as well as expectations for completed portfolios. Final product will be a completed portfolio.

ESL 101 - High Basic English as a Second Language1-4

This course is an integrated approach to learning and acquiring English as a Second Language and is intended for international students and students who use English as a second language. The course will focus on acquiring High Basic academic listening, reading, speaking and writing English language skills. Placement will be determined by students' TOEFL scores and other placement instruments as deemed appropriate by the ESL coordinator.

ESL 102 - Low Intermediate English as a Second Language.....1-4

This course is an integrated approach to learning and acquiring language and is intended for international students and students who use English as a second language. The course will focus on acquiring Low Intermediate academic listening, reading, speaking and writing English language skills. Placement will be determined by students' TOEFL scores and other placement instruments as deemed appropriate by the ESL coordinator.

ESL 103 - High Intermediate English as a Second Language.....1-4

This course is an integrated approach to learning and acquiring language and is intended for international students. The course will focus on acquiring High Intermediate academic listening, reading, speaking and writing English language skills. Placement will be determined by students' TOEFL scores and other placement instruments as deemed appropriate by the ESL coordinator.

ESL 104 - Low Advanced English as a Second Language.....1-4

This course is an integrated approach to learning and acquiring language and is intended for international students. The course will focus on acquiring Low Advanced academic listening, reading, speaking and writing English language skills. Placement will be determined by students' TOEFL scores and other placement instruments as deemed appropriate by the ESL coordinator.



DICKINSON STATE UNIVERSITY FACULTY

Initial year of employment indicated in parentheses

DICKINSON STATE UNIVERSITY FACULTY

Alonso, Nicomedes; Assistant Professor of Mathematics (2009) California Institute of Technology, B.S.; Montana State University, M.S., Ph.D.

Aronson, Louella M.; Assistant Professor of Education (2005) University of North Dakota, B.S., M.Ed.; North Dakota State University, Ph.D.

Bachamp, Marlyis; Assistant Professor of of Nursing (2008) Dickinson State University, B.S.N.; University of Phoenix, M.S.N.

Barnhart, Margaret M.; Lecturer of English (1992) Dickinson State University, B.S.

Berg, Myron J.; Assistant Professor of Mathematics and Computer Science (1995) Mayville State University, B.S.; Bemidji State University, M.S.

Biesiot, Henry; Associate Professor of Health and Physical Education (1972) Mayville State University, B.S.; University of North Dakota, M.S.

Brevik, Corinne E.; Associate Professor of Physics (2004) Montana State University, B.S.; University of Colorado, M.S., Ph.D.

Brevik, Eric C.; Chair, Department of Natural Sciences; Associate Professor of Geology and Soils (2007) University of North Dakota, B.S., M.A.; Iowa State University, Ph.D.

Bronte, Maura; Instructor of Health and Physical Education (2011). Chadron State, B.A., M.S.

Burgess, Cynthia; Lecturer of Biology (2006). Utah State University, B.S.

Burgess, Kimberly; Instructor of Natural Science (2012). Dickinson State University, B.A.; North Dakota State University, M.S.

Burgess, Lynn C.; Professor of Biology (1999) Utah State University, B.S.; Eastern Washington University, M.S.; Utah State University, Ph.D.

Burns, Carolyn D.; Assistant Professor of Music Education (2008) Rocky Mountain College, B.A.; University of Montana, M.M.E.; Montana State University-Bozeman, Ed.D.

Butz, Rolf; Assistant Professor of Business (1997) University of North Dakota, M.B.A

Carr, Pattie L.; Instructor of Fine and Performing Arts, Instructor of Health and Physical Education, (2000) Montana State University, B.S.; Ball State University, M.A., RD

Cartmill, Michael; Assistant Professor of Spanish (2009) Brigham Young University, B.A; Arizona State University, M.A.; University of Utah, Ph.D.

Charchenko, Audrey A.; Assistant Professor of Nursing (2006) Dickinson State University, B.S.N., University of Mary, M.S.N., M.B.A.

Church, Alan; Chair, Department of Language and Literature; Assistant Professor of English (2007) Arizona State University, B.A., M.A.; University of Washington, Ph.D.

Conner, Daniel A.; Chair, Department of Teacher Education; Professor of Education and Psychology (1998) Oregon State University, B.S., M.Ed., Ph.D.

Conrick, Charles IV; Associate Professor of Business and Finance (2005) University of South Florida; B.S.; Nova Southeastern University; M.B.A.; Argosy University; D.B.A.

Corbin, Lisa; Assistant Professor of Accounting (2011) University of Mary, B.S.; MBA

Cummisk, Gary; Assistant Professor of Geography (2003) Virginia Wesleyan College, B.A.; Central Washington University, M.S.; Cornell University, M.F.A.; University of Oregon, Ph.D.

Derk, Molisa D.; Chair, Department of Math and Computer Science; Associate Professor of Computer Science (2008) Oklahoma Baptist University, B.S.; University of Oklahoma, M.L.S.; Oklahoma City University, M.S.; University of Oklahoma, Ph.D.

Doherty, Steven J.; Associate Professor of Political Science (2004) University of Wisconsin-Superior, B.S.; Iowa State University, M.A.; Loyola University Chicago, Ph.D.

Dragseth, Debora M.; Chair, Department of Business and Management; Professor of Business Administration (1989) Dakota State University, B.S.; University of South Dakota, M.B.A.; University of Nebraska, Ph.D.

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- Johanson, Paul J.;** Professor of Mathematics, (1999) Moorhead State University, B.A.; Montana State University, M.S., Ph.D.
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- Lantz, Cheryl M.;** Associate Professor of Nursing (1999) MedCenter One School of Nursing, R.N.; University of Utah, B.S.N.; University of North Dakota, M.S.; University of North Dakota, Ph.D.
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- Leno, Pete;** Assistant Professor of Health and Physical Education (1991). Valley City State University, B.S., B.A.; North Dakota State University, M.S.
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- McBee, Holly J.;** Assistant Professor of English (2008) University of Iowa, B.A.; New Mexico State University, M.A.; Purdue University, Ph.D.
- McCoy, Christine A.;** Assistant Professor of Education (2007) Southwest State University, B.A.; University of South Dakota, M.Ed., Ed.D.
- McGarva, Andrew R.;** Professor of Psychology (1997) Plattsburgh State University, B.A.; University of New Hampshire, M.A., Ph.D.
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- Meier, David A.;** Chair, Department of Social Sciences; Professor of History (1993) Eastern Illinois University, B.A.; University of Wisconsin-Madison, M.A., Ph.D.
- Meyer, Lucy;** Assistant Professor of Nursing (2006) Dickinson State University, B.S.N.; University of North Dakota, M.S.
- Moberg, Kevin A.;** Assistant Professor of Education (2008) University of North Dakota, B.A.; University of North Dakota, M.A.
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DICKINSON STATE UNIVERSITY FACULTY

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O'Donnell, Thadd M.; Assistant Professor of Health and Physical Education (1994). Dickinson State University, B.S.; Northern State University, M.A.

Olsen, Reba; Assistant Professor of Mathematics (2007) University of Minnesota-Morris, B.A.; University of Wyoming, M.S.

Olson, Dawn M.; Interim Dean, College of Education, Business and Applied Sciences; Assistant Professor of Education (2009) Minot State University, B.S., M.S.; University of North Dakota, Ph.D

Pemberton, Cynthia Lee A.; Provost/Vice President for Academic Affairs (2012). Willamette University, B.S.; Southern Oregon State College, M.S.; Portland State University, Ed.D

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R. Cameron Gillund	President Emeritus
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Kay Werremeyer	Associate Professor Emeritus of Education
Darwin G. Whelan	Associate Professor Emeritus of Education
Ray Wheeler	Professor Emeritus of English
Dale M. Ziemann	Professor Emeritus of Chemistry



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STATE BOARD OF HIGHER EDUCATION MEMBERS AND UNIVERSITY SYSTEM ADMINISTRATORS

1918 - 1929	Samuel T. May	- University of Iowa, Ph.D. University of Illinois College, L.L.B.
1929 - 1936	Conrad J. Kjerstad	- University of South Dakota, B.A. University of Chicago, M.A., Ph.D.
1936 - 1938	Harrison O. Pippin	- Dickinson State Teachers College, B.A.Ed.
1939 - 1959	Charles E. Scott	- Colorado State College of Education, Greeley, B.A., M.A.
1959 - 1969	Oscar A. DeLong	- Dakota Wesleyan University, B.A. University of Iowa, M.A. Colorado State College of Education, Greeley, Ed.D.
1969 - 1977	R. Cameron Gillund	- University of North Dakota, B.S., M.S., Ed.D.
1977 - 1994	Albert A. Watrel	- Syracuse University, B.S., M.S., Ph.D.
1994 - 1998	Philip W. Conn	- Berea College, B.A. Institute of Social Studies (The Hague, Netherlands), Dip. Soc. Pol. University of Tennessee, Knoxville, M.A. University of Southern California, M.P.A., D.P.A.
1998-1999	Richard D. Brauhn Interim President	- University of Northern Iowa, B.A. University of Northern Iowa, M.A. University of Northern Iowa, D.A.
1999-2008	Lee A. Vickers	- Adams State College, B.A. Adams State College, M.A. University of Wyoming, Ph.D.
2008 - 2011	Richard J. McCallum	- Wayne State College, B.A. University of Nebraska-Lincoln, M.A. University of Nebraska-Lincoln, Ph.D.
2012	D.C. Coston	- North Carolina State University, B.S. Michigan State University, M.S. Michigan State University, Ph.D



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Bachelor of Science Degree-Business Administration: (Online).....	145	Department of Agriculture and Technical Studies.....	60
Bachelor of Science Degree-Business Administration.....	68	Department of Business and Management.....	66
Bachelor of Science Degree-Chemistry (Geology Option).....	115	Department of Fine and Performing Arts.....	78
Bachelor of Science Degree-Computer Engineering.....	100	Department of Health and Physical Education.....	86
Bachelor of Science Degree-Computer Science.....	97 & 146	Department of Language and Literature.....	89
Bachelor of Science Degree-Computer Technology Management.....	98 & 146	Department of Mathematics and Computer Science.....	96
Bachelor of Science Degree-Electrical Engineering.....	101	Department of Music.....	102
Bachelor of Science Degree-Environmental Health.....	112	Department of Natural Sciences.....	108
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