

PRESIDENT'S MESSAGE



“Dickinson State University is raising the expectations for student performance, strategically increasing student engagement in the learning process, and increasing the academic rigor of its programs.”

It is a pleasure to provide you with information regarding the excellent programs and services provided by Dickinson State University. The University fulfills a vital role within the State of North Dakota. Guided by the goals of the North Dakota State Board of Higher Education and more recently the recommendations of the Legislative Roundtable Report, the University has grown in enrollment, redoubled its focus on quality, added collaborative academic programs, implemented accelerated program delivery modes to increase access for non-traditional students, and increased student and faculty access to information technology.

The Legislative Roundtable Report calls for the North Dakota higher education system and the individual institutions to be academically competitive both nationally and internationally. DSU is responding to this challenge by focusing on excellence, establishing a “Quality of Place”, and implementing new areas of distinction. The Theodore Roosevelt Honors Leadership Program, the First Year Initiative, the Student/Faculty Collaborative Research and Scholarship Initiative, and the Global Awareness Initiative exemplify our areas of distinction.

Implementing the Roundtable recommendations affords us the opportunity to demonstrate that we are an interactive university with a unique “student-centered” learning environment; a learning environment that challenges each student and also provides assistance and support to ensure that every student can maximize his/her potential.

Through the efforts and commitment of our talented and dedicated faculty and staff, an enthusiastic student body, and excellent support from the citizens of the West River Region, Dickinson State has been able to establish a remarkable record of accomplishments. Evidence of this success is reflected in a variety of projects and activities.

I invite you to look closely at Dickinson State University and its quality academic programs, student activities, and services. I also invite you to join us as we continue to enhance a student-centered learning environment which fosters mutual respect, welcomes and encourages all students, and prepares them to live, learn, lead and succeed in the 21st Century.

Sincerely,

A handwritten signature in black ink that reads "Lee A. Vickers". The signature is written in a cursive style with a long horizontal line extending to the right.

Lee A. Vickers, Ph.D.
President
Dickinson State University

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 2006-2007 and 2007-2008 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 veterans' 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 Marshall Melbye, AA/EEO 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 the state educational institutions of North Dakota: "Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same. Announcements contained in such printed material are subject to change without notice; they may not be regarded as in the nature of binding obligations on the institutions and the State. In times of changing conditions it is especially necessary to have this definitely understood."

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

TABLE OF CONTENTS

President's Message	1
Academic Affairs Calendars	4
The University	5-7
Admissions Requirements	8-11
FERPA	11
Financial Assistance.....	12-17
Scholarship Information.....	18-21
Student Development.....	22-31
Academic Success Center.....	22
Career Services	24
Room & Board.....	26
Tuition and Fees.....	29-30
Academic Affairs	31-51
Baccalaureate Degree Requirements	33
Associate Degrees.....	35
Certificate Programs	35
Incompletes-Work in Progress.....	37
Adding and Dropping a Course	38
Administrative Withdrawal.....	38
Grade Appeals.....	39
Erasing Terms for GPA Purposes.....	40
Academic Disciplinary Action.....	40
Advanced Placement Exams.....	43
Graduation Requirements	46
Academic Honors	48
Foreign Exchange Program	50
Theodore Roosevelt Honors Leadership Program.....	52
Pre-Professional Studies	57-60
General Education Curriculum	61-63
COLLEGE OF ARTS AND SCIENCES	64
Fine and Performing Arts.....	65-79
Language and Literature	80-86
Mathematics and Computer Science.....	87-91
Natural Sciences.....	92-101
Social Sciences.....	102-109
COLLEGE OF EDUCATION, BUSINESS, AND APPLIED SCIENCES.....	110
Agriculture and Technical Studies	111-115
Business and Management.....	116-126
Health and Physical Education	127-129
Nursing.....	130-135
Teacher Education.....	136-148
Extended Campus	149-156
Course Descriptions	158-228
Administrative and Professional Staff within College and Departments	229
Within Division and Offices.....	230-231
Faculty and Professional Staff	232-240
Faculty Emeriti.....	241
SBHE Members	242
Dickinson State University Presidents.....	243
Index	244-247
Campus Guide.....	248

Dickinson State University

291 Campus Drive

Dickinson, North Dakota 58601-4896

DSUHAWKS@dsu.nodak.edu

World Wide Web address: www.dickinsonstate.com

1-800-279-4295

ACADEMIC AFFAIRS CALENDAR

2006-2007

FALL SEMESTER

Aug. 20	Sunday	Residence Hall Check-in
Aug. 21	Monday	Residual Registration
Aug. 21	Monday	Classes Begin - 3:00 pm (MT) 4:00 pm (CT)
Aug. 31	Thursday	Last Day to Add a Class
Sept. 4	Monday	Labor Day Holiday
Oct. 9-13	Mon.-Fri.	Midterm Exams
Oct. 16	Monday	First Day Second Half Semester
Nov. 10	Friday	Veteran's Day Holiday
Nov. 13-30		Pre-registration/Returning Students
Nov. 17	Friday	Last Day to Drop a Class
Nov. 22	Wednesday	Thanksgiving Recess Begins After Evening Classes
Nov. 23-24	Thurs.-Fri.	Thanksgiving Day Holiday
Dec. 4-8	Mon.-Fri.	Pre-registration for New Students
Dec. 8	Friday	Last Day of Regular Classes
Dec. 11-15	Mon.-Fri.	Semester (final) Exams
Dec. 15	Friday	Semester Ends

SPRING SEMESTER

Jan. 8	Monday	Residual Registration Day
Jan. 8	Monday	Classes Begin - 3:00 pm (MT) 4:00 pm (CT)
Jan. 15	Monday	Martin Luther King Holiday
Jan. 18	Thursday	Last Day to Add a Class
Feb. 19	Monday	President's Day Holiday
Feb. 26-Mar.2	Mon.-Fri.	Midterm Exams
March 5	Monday	First Day Second Half Semester
March 12-16	Mon.-Fri.	Spring Break
April 6-9	Fri.-Mon.	Easter Recess
April 9-30		Pre-registration/Returning Students
April 13	Friday	Last Day to Drop a Class
May 4	Friday	Last Day of Regular Classes
May 7-11	Mon.-Fri.	Semester (final) Exams
May 12	Saturday	Commencement/Semester Ends

2007-2008

FALL SEMESTER

Aug. 19	Sunday	Residence Hall Check-in
Aug. 20	Monday	Residual Registration
Aug. 20	Monday	Classes Begin - 3:00 pm (MT) 4:00 pm (CT)
Aug. 30	Thursday	Last Day to Add a Class
Sept. 3	Monday	Labor Day Holiday
Oct. 8-12	Mon.-Fri.	Midterm Exams
Oct. 15	Monday	First Day Second Half Semester
Nov. 12	Friday	Veteran's Day Holiday
Nov. 12-30		Pre-registration/Returning Students
Nov. 16	Friday	Last Day to Drop a Class
Nov. 21	Wednesday	Thanksgiving Recess Begins After Evening Classes
Nov. 22-23	Thurs.-Fri.	Thanksgiving Day Holiday
Dec. 3-7	Mon.-Fri.	Pre-registration for New Students
Dec. 7	Friday	Last Day of Regular Classes
Dec. 10-14	Mon.-Fri.	Semester (final) Exams
Dec. 14	Friday	Semester Ends

SPRING SEMESTER

Jan. 7	Monday	Residual Registration Day
Jan. 7	Monday	Classes Begin - 3:00 pm (MT) 4:00 pm (CT)
Jan. 17	Thursday	Last Day to Add a Class
Jan. 21	Monday	Martin Luther King Holiday
Feb. 18	Monday	President's Day Holiday
Feb. 25-29	Mon.-Fri.	Midterm Exams
March 3-7	Mon.-Fri.	Spring Break
March 10	Monday	First Day Second Half Semester
March 21-24	Fri.-Mon.	Easter Recess
April 11	Friday	Last Day to Drop a Class
April 14-30		Pre-registration/Returning Students
May 2	Friday	Last Day of Regular Classes
May 5-9	Mon.-Fri.	Semester (final) Exams
May 10	Saturday	Commencement/Semester Ends

THE UNIVERSITY

LOCATION AND SETTING

Dickinson State University is located in the city after which it is named. Dickinson, the fifth largest city in the state, is the hub of West River North Dakota and has 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. Dickinson serves as an economic, social, governmental, and medical center for an eight-county area. 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 ascendance 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. To achieve this mission, the University will provide to:

Students

Selected baccalaureate programs in the liberal arts and sciences, the fine arts, nursing, teacher education, business and technology, stressing scholarship and the habit of critical inquiry in fields of major interests; the institution offers a limited number of programs of less than four years. The liberal arts and sciences provide a sound curricular base as a foundation for the intellectual, culture and professional development of the student. The professional, technical and occupational programs will continue to evolve to meet the needs of society; a philosophy which transmits a global awareness and creates a sensitivity to the values of a diverse society in a multi-cultural world; assessment and response to their special needs through effective advising, counseling, cultural, recreational, and co-curricular programs; Educational opportunity and resources to accommodate diverse student characteristics and backgrounds by offering alternative methods of learning which are consistent with the high academic standards of the institution.



THE UNIVERSITY

Faculty

The opportunity, encouragement, and resources for professional development, and scholarly and creative activities; The resources necessary to meet goals and objectives consistent with the institution's mission for its students; an atmosphere that is dedicated to academic freedom and the pursuit of excellence in scholarship, teaching and learning.

Region

The intellectual, recreational and cultural services which assist in meeting the needs of the people served by the University; promotion of educational opportunities at both the undergraduate and graduate level to meet the needs of elementary and secondary educators; opportunities for applied research and service relationships with governmental units, school districts, health care institutions, post-secondary institutions, and industry; a leadership role in the development of businesses, health care and employment opportunities through consulting and cooperative arrangements and by providing access to information technology systems.

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; and
- National Council for the Accreditation of Teacher Education (NCATE)
2010 Massachusetts Avenue Northwest, Suite 500
Washington, DC 20036-1023.

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, and the Council for Advancement and Support of Education.

THE CAMPUS

MAIN CAMPUS

The campus of Dickinson State University includes the following facilities:

- **Samuel T. May Hall** (1924): Administrative offices, classrooms, Dorothy Stickney Auditorium, backstage theatre, computer center, computer laboratories, language laboratory, facilities for art, business, music, nursing, and communications and theatre arts.
- **Harold E. Murphy Hall** (1963): Phase I of the Murphy Hall Science Building renovation and expansion project was completed in April 2006. Phase II is underway with plans for completion in 2007. Classrooms, offices, and laboratories for the Department of Natural Sciences, John Thompson Auditorium, and Stroup Scientific Auditorium.

- **Matilda Stoxen Library** (1961): The library materials collection contains nearly 160,000 volumes and 18,000 periodical subscriptions; fully automated library with access to thousands of e-books and full-text journals, as well as microfilm materials, audiovisual collections and equipment, state and federal depository collections, and computers and study rooms for student use.
- **Victor Stickney Hall** (1922): Faculty offices, and Student Health Service office.
- **Charles E. Scott Gymnasium** (1953): Home of the Dickinson State University "Blue Hawks" and physical education faculty offices.
- **Harry J. Wienbergen Hall** (1973): Physical education classrooms and activity facilities, physical education faculty and coaches' offices, locker rooms, weight rooms and the Ben C. Frank Human Performance Center.

THE CAMPUS

- **Student Center** (1963, 1967, 2000): Ballrooms, cafeteria, Campus Life and Housing offices, computer access (desktops and laptops), conference rooms, fitness and recreation room, game room, snack bar, Vice President for Student Development office, Student Senate office, Sodexo Marriott Food Services office, student lounge (with television), swimming pool, and University Store.
- **Leroy G. Pulver Hall** (1967): Offices for state and local agencies.
- **Oscar A. DeLong Hall** (1970): Co-ed residence hall.
- **Leila G. Woods Hall** (1965): Women's residence hall.
- **Arthur C. Selke Hall** (1960): Men's residence hall.
- **Maude Klinefelter Hall** (1932): Classrooms, offices and laboratories for the departments of Teacher Education, Mathematics and Computer Science, and Nursing, Ward E. Beck Sr. Auditorium, Dickinson State University Art Gallery, and Interactive Video Network (IVN) classroom.
- **Main Campus Housing** (1961): An apartment complex with 24 one-bedroom apartments, housing 48 upper-class students.
- **Altringer Complex**: An apartment building containing 16 two-bedroom apartments, and 1 one-bedroom apartment.
- **King Pavillion** (1998) Gifted by Ed and Toni (Holubok) King, '35, this multi-use pavilion has been the site of various special events, such as DSU Arts Roundup, concerts, receptions, weddings and other community/university gatherings.
- **International Flag Plaza/Walk of Pride** (2003) Commissioned by the DSU Foundation, this structure honors DSU's commitment to global awareness by featuring flags from every nation represented by the students of Dickinson State University. It serves as a venue for students, faculty, alumni and friends of the University to gather for educational forums, the arts, receptions, and reunions. In addition to the International Flag Plaza, recognition items such as personalized pavers, benches and trees, etc are incorporated in the Walk of Pride to pay tribute to alumni and friends.
- **Miller Apartments** (2001): An apartment building containing six apartments that house 12 students.

NORTH CAMPUS

Family student apartments, outdoor recreational tennis and basketball courts, the West River Teacher Center and Extended Campus offices, and Interactive Video Network (IVN) studio. North Campus is located one mile north of the Main Campus.

OFFICE OF EXTENDED CAMPUS

Bismarck Site

Cynthia Sanford, Coordinator of the DSU Office of Extended Campus in Bismarck

Bismarck State College, 1309 Schafer Street, Room 203

P.O. Box 5587, Bismarck ND 58501

SOUTH CAMPUS

A classroom and shop building located on West Villard two blocks south of the Main Campus. The facilities house the studio and classrooms for the University's Visual Art Program.

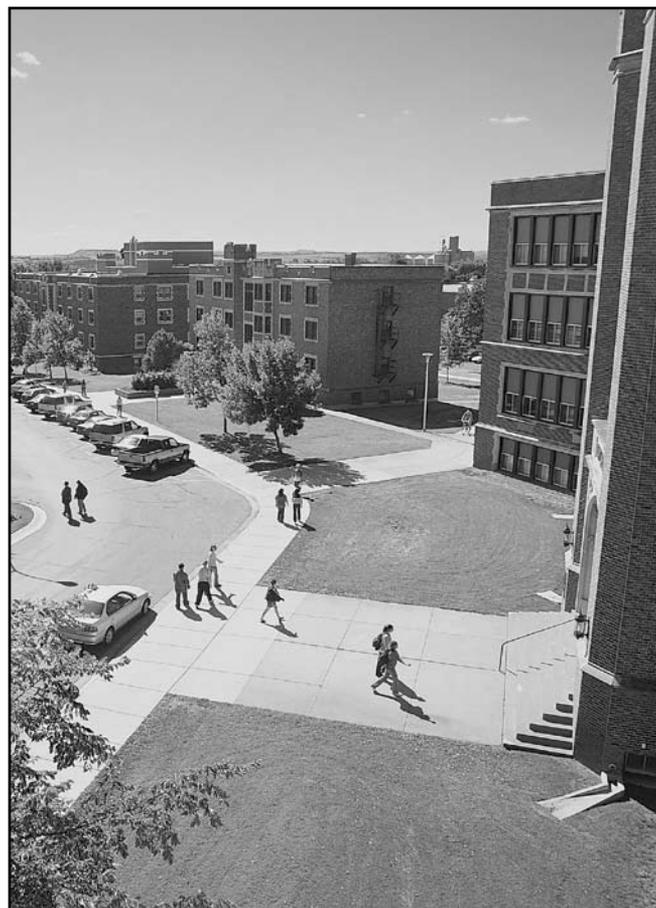
WEST CAMPUS

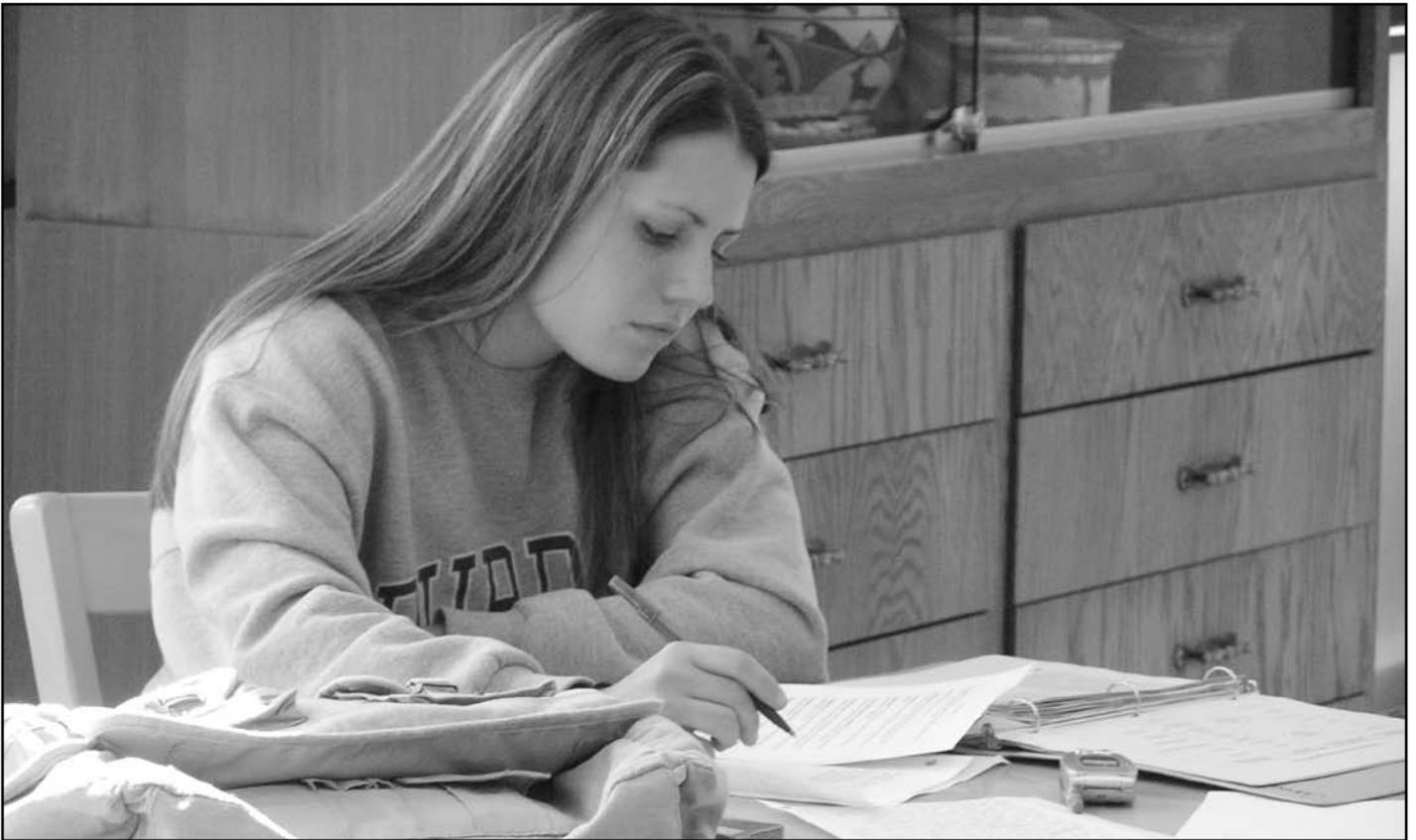
- **Frank P. Whitney Stadium** (1971): Football field, Roger Huffman Track.
- **Indoor Arena** (1980): Large, enclosed area used for rodeo and agriculture programming, campus, and other community events.
- **Agriculture Building** (1982): Faculty offices, meat packing lab, agriculture classrooms, maintenance shops, auditorium, and Consolidated Telecom Agriculture Information Technology Learning Laboratory.

Completing the campus are the president's residence, the heating plant, a garage and maintenance building, tennis courts, softball fields, and intramural grounds.

MEDORA BADLANDS BIOLOGY RESEARCH AREA

(1972): Forty-three acres, known as Freeman's Frontier, located in the Badlands along the I-94 Medora East Interchange adjacent to National Grasslands.





ADMISSION REQUIREMENTS

ADMISSION REQUIREMENTS

For information about attending Dickinson State University, write to the Director of Admissions, Dickinson State University, 291 Campus Drive, Dickinson, N.D., 58601-4896. New applicants for the Fall term should apply early, preferably in the Spring. Former Dickinson State University students returning after an absence should contact the Office of Admissions and Academic Records at least 10 days before they expect to resume their studies.

APPLICATION PROCEDURE

The application for admission form is available at the Office of Admissions and Academic Records. It should be filled out completely and returned, along with a non-refundable \$35 admission fee. The admissions and registration process also requires:

1. The applicant's high school transcript, or his/her GED scores, must be mailed directly to the Dickinson State University Office of Admissions and Academic Records from his/her high school, or in the case of GED scores, directly from the appropriate state agency where these documents are kept. High school transcripts must include the applicant's class rank, grade point average (based on a 4.0 honor point system) and ACT or SAT score. The applicant's ACT or SAT score should be submitted directly from the testing center; however, a photocopy of that document taken from the high school transcript will be accepted.

2. The applicant must complete his/her health and medical history and present evidence of 2 immunizations for measles and rubella, or proof of a positive serologic test for measles and rubella, or proof that the student has a medical exemption to the immunization requirement or a signed statement of a religious philosophical exemption to the immunization requirement.

OPEN ENROLLMENT

Dickinson State's admission policy allows a student to enroll if he or she is a high school graduate or has successfully completed the GED examination and has completed the American College Test (ACT).

GED REQUIREMENTS

A beginning freshman who has not earned a high school diploma may be admitted to Dickinson State University if the student has successfully completed the GED battery of tests with an average score of 450 and a minimum score of 410 in each subject area. Any student wishing to take a GED exam should contact Dickinson Public School Central Administration at 701-456-0002.

ADMISSION REQUIREMENTS

HIGH SCHOOL STUDENTS TAKING COLLEGE COURSES

The high school student must complete the Dickinson State University form requesting permission to take a college course, and have the written permission from the high school principal or other designated high school authority. The student must be at least a junior in high school. For further information contact the Office of Academic Affairs, May Hall, room 118.

IN-STATE STUDENTS

A beginning freshman applicant who is a resident of the State of North Dakota will be admitted to a baccalaureate program at Dickinson State University provided the applicant has met the admissions requirements as set forth by the North Dakota State Board of Higher Education:

REQUIRED H.S. CORE CURRICULUM (EFFECTIVE FALL 1993)

- Four (4) units of English
- Three (3) units of mathematics, algebra I and above
- Three (3) units of laboratory science, including at least one unit each in two or more of the following: biology, chemistry, physics, or physical science.
- Three (3) units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family.

NOTE: Students who have not completed all units of the required H.S. core and wish to earn a baccalaureate degree, will be admitted but must initially enroll in an Associate Degree program (Associate in Arts, Associate in Science, or Associate in Applied Science) and earn a minimum of 24 semester hours of credit before receiving permission to pursue a baccalaureate degree program.

OUT-OF-STATE STUDENTS

Applicants from outside of North Dakota must meet the same general requirements as in-state students. Out-of-state students with ACT scores of less than 18 or ranking in the lower half of their graduating class will be carefully reviewed before being accepted by the University.

WESTERN UNDERGRADUATE EXCHANGE ADMISSION (WUE)

All programs at Dickinson State are available for WUE students.

RESIDENCY STATUS

Students requesting residency status must complete the North Dakota State Board of Higher Education's Application for Resident Student Status, which is available from the Division of Business Affairs office. Business Affairs will review and act upon completed applications within two weeks of their receipt.

To be considered for residency tuition for a specific semester, applications must be submitted within three weeks of the start of the semester. Refunds will not be given for semesters the student attended prior to filing the application for residency.

Under guidelines instituted by the North Dakota State Board of Higher Education, a student may obtain residency status while a student at a North Dakota institution of higher learning if he/she is:

1. A person less than 18 years of age who resides with a parent or guardian who has been a legal resident of North Dakota for 12 months;
2. A person 18 years of age or older who has been a legal resident of North Dakota for 12 months;
3. A dependent whose parent or guardian has been a legal resident of North Dakota for 12 months or resides in the state with the intent to establish residency in North Dakota for a period of years;
4. A person who graduated from a North Dakota high school within five years (64 months) prior to registration;
5. A full-time active duty member of the armed forces assigned to a military installation in North Dakota;
6. A spouse or a dependent of a full-time active duty member of the armed forces assigned to a military installation in North Dakota;
7. A dependent of an instructor who lives in North Dakota and teaches at an institution of higher education in the state;
8. The spouse of any person who is a resident for tuition purposes; or
9. Any other person who has resided in North Dakota for at least three consecutive years (36 months) within the last eight years (96 months).

INTERNATIONAL STUDENTS

Dickinson State University is authorized under federal law to accept international students. For international students the admissions requirements are as follows:

1. Evaluation of the applicant's academic record (high school or college transcript)
2. Evaluation of the applicant's financial resources
3. Proficiency in the use of the English language or a minimum TOEFL score of 525 (195 on computer version) for applicants whose native language is not English
4. Fulfillment of the same general requirements as in-state students.

ADMISSION REQUIREMENTS

TRANSFER STUDENTS

For admission evaluation purposes a transfer student is one who has attended one or more post-secondary institutions after high school graduation. ALL STUDENTS MUST NOTIFY THE OFFICE OF ADMISSIONS AND ACADEMIC RECORDS IF THEY HAVE ATTENDED ANOTHER COLLEGE. If a transfer student has completed fewer than 24 semester or 36 quarter hours of transferable credit the admission decision may be based on both the high school record and college transcripts. In such cases, the Office of Admissions and Academic Records must receive the student's high school transcript as well as the college transcript. Transfer students who have completed fewer than 24 semester hours or 36 quarter hours must meet the admission requirements as new freshmen.

Transfer students who have completed more than 24 semester or 36 quarter hours of transferable credit will be admitted if they are in good academic standing at their most recent institution attended. They should have a grade point average (GPA) of 2.0 on a 4.0 scale. If they do not meet the 2.0 GPA, they may be evaluated on an individual basis. Upon completion of the transcript evaluation, the student may be admitted to Dickinson State University on a full admission, probation status, or be denied admission.

Students who have graduated with an Associate in Arts Degree from a nationally or regionally accredited college or university will be considered GERTA (General Education) complete at Dickinson State University.

Note: Specific DSU general education classes which are required for certification (teacher education) or licensure (nursing) may still be required by some departments.

Transfer students who have received an Associate in Science Degree (exceptions noted below) at another institution and intend to complete a four-year degree at Dickinson State University must meet the general education requirements of this University or the requirements of the North Dakota University System General Education Requirements Transfer Agreement.

Students who have graduated from a regionally accredited institution with an Associate in Arts degree will be declared complete (***) with respect to their (baccalaureate degree) general education requirements.

Students who have graduated from one of the following institutions with an Associate in Arts Degree or an Associate in Science Degree will be declared complete with respect to their (baccalaureate degree) General Education requirements:

1. Any NDUS institution
2. Miles Community College (MT) **
3. Dawson Community College (MT) **
4. Cankdeska Cikana Community College
5. Fort Berthold Community College
6. Sitting Bull College
7. United Tribes Technical College
8. Any two-year Wyoming College **

**Must have earned a minimum of nine (9) credits (6 credits) in beginning composition and (3 credits) basic speech. Any missing credits must be completed once enrolled at DSU.

Students who attend colleges and universities in the North Dakota University System are guaranteed that approved General Education requirements successfully completed at one of the NDUS institutions will transfer to other NDUS institutions. This practice was made possible when the State Board of Higher Education adopted the General Education Requirements Transfer Agreement (GERTA). Transfer students should consult the Office of Admissions and Academic Records for information regarding this agreement.

Transfer applicants suspended from their college of last attendance will not be admitted to Dickinson State University for one full term after the suspension (the term of suspension will not include the summer term).

Transfer students must request that transcripts from all previous colleges attended be sent directly from that college to the Dickinson State University Office of Admissions and Academic Records.

For admission purposes a partial transcript is acceptable, but must be followed by complete transcripts when the student's course work is completed.

All transfer students who have attended a college or university for one or more terms prior to transferring to Dickinson State University will have their academic transcripts evaluated as follows:

1. Registrar will evaluate all general education requirements, and
2. College Dean or department chair will evaluate the student's major area of study.

The above action will be taken when the student completes the application for admission and an academic transcript has been received from the student's prior school. This evaluation is official and will be signed and dated by the person making the evaluation.

Dickinson State University will accept (with noted "credit limitations" and "block credit stipulations") credit from regionally-accredited institutions.

TRANSIENT STUDENTS

A student enrolled at another college or university may register at Dickinson State University for one term to earn credits toward a degree at another school. 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.

ADMISSION REQUIREMENTS

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.

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

1. 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. The right to request the amendment of the student's education records that the student believes are 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. 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.

DIRECTORY INFORMATION

Directory 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.

NOTE: A student may request that any or all of their directory information not be made public by completing a form in the Office of Admissions and 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 Admissions and 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.

EDUCATIONAL RECORDS

Educational records are those records, files, documents, and other materials that contain 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.

FINANCIAL ASSISTANCE

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.

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;
- Make “Satisfactory Academic Progress”;
- Register with the Selective Service, if required;
- Not be in default or owe a repayment on a Student Financial Assistance grant or loan;
- Notify the Office of Financial Aid of changes in enrollment status or of additional resources received and;
- Not have been convicted under Federal or State law of possession or sale of illegal drugs; and
- 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).

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.

HOW TO APPLY

Each year students must complete and sign a need analysis application. This may be by either a paper or an electronic Free Application for Federal Student Aid (FAFSA). Returning students may complete and sign a paper or an electronic Renewal Application. The electronic FAFSA is available at www.fafsa.ed.gov. The paper FAFSA forms are available at the Office of Financial Aid.

Students applying for summer aid must complete a Summer Financial Aid application. These become available as soon as the summer session schedule for a given year is released. Effective Summer 2005, students must be enrolled in six or more credit hours to be eligible for federal student loans.

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

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) less the EFC number and other resources to determine the student’s financial need.

Upon request, childcare may also be added to the cost of education (up to \$150 per month).

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

CAUTION: Students completing the FAFSA incorrectly or omitting necessary information may be required to resubmit the SAR.

WHEN TO APPLY

Priority consideration for the State Grant and campus-based aid (FWS, SEOG, Perkins, and NSL) is given to those whose FAFSA’s are received by the Central Processor by March 15th. In order to meet this deadline, it is recommended that the FAFSA be mailed by February 15th or submitted electronically by March 1st. To insure 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.) The FAFSA or renewal FAFSA application must be completed each year.

Applications for financial aid will be accepted after March 15; however, funding may be limited to the Federal Pell Grant and the Federal Family Educational Loan Program.

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. Student’s must sign their award notice and return it to the Office of Financial Aid before disbursement will be made.

FINANCIAL ASSISTANCE

TYPES OF FINANCIAL ASSISTANCE

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

Grants are gifts of money that do not have to be repaid. Loans **MUST** be repaid. Scholarships are gifts recognizing students on the basis of academic achievement, special skills, or other criteria. Employment allows a student to work and earn money to offset educational expenses.

Federal Pell Grant is available to undergraduate students pursuing their first bachelor's degree. The amount of the grant is based on the EFC number, the student's need, the estimated cost of attendance, the student's enrollment status, and the money appropriated by the Federal Government.

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

North Dakota State Student Incentive Grant Program (SSIG or State Grant) provides aid to undergraduate students who are United States citizens, residents of North Dakota engaged in full-time study, and enrolled in a program of at least one academic year. The grants, which are need-based, and are dependent upon the availability of funds. The State Grant award may vary, but has averaged \$600 per academic year. Students apply by completing the FAFSA prior to March 15. Additional information may be obtained from North Dakota University System, State Capitol, 600 East Boulevard, Bismarck, ND 58505-0230.

Federal Family Educational Loan Programs include the Federal Stafford Loan, Federal Unsubsidized Stafford Loan, and the Federal PLUS. To obtain the first Stafford Loan, the student must complete a Master Promissory Note (MPN). The MPN will be sent to the student either electronically (via e-mail) or through the mail. The MPN must be completed and returned to the lender before funds will be released. The student may not need to complete a new MPN the following year (unless the student went through loan consolidation). To calculate your estimated payment, students may go to the following website: <http://www.finaid.org/calculators/loanpayments.phtml>.

Federal Stafford Loan must be repaid within 10 years. Loans disbursed prior to 07/01/06 will have a variable rate of interest. Loans disbursed on or after 07/01/06 will have a fixed rate of interest. If eligible, a student may borrow up to \$2,625 per year as a freshman, \$3,500 as a sophomore, and \$5,500 as a junior or senior. Effective 07/01/07, a freshman may borrow up to \$3,500 and a sophomore may borrow up to \$4,500. The

maximum amount that can be borrowed is \$23,000. Students must be enrolled at least half time. Local financial institutions provide funds for the Federal Stafford Loan Program, and there is an origination/insurance fee of zero to three percent. Repayment begins six months after graduation or if the student ceases to be enrolled at least half-time.

Federal Unsubsidized Stafford Loan is a non-need based program for those ineligible for (any or all of) the Federal Stafford Loan. The student is responsible for interest payments. The annual and aggregate loan limits for dependent undergraduate students equal the Federal Stafford Loan limits (less the amount of any Federal Stafford loans). The annual and aggregate loan limits for independent undergraduate students (or students whose parents are unable to obtain Federal Parent Loans for Undergraduate Students) are increased by \$4,000 a year for the first and second years of study, and by \$5,000 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.

Federal PLUS Loans (Parent Loans for Undergraduate Students) 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 loan requires a separate application. If the period of enrollment is more than one semester, there will be multiple disbursements. Generally, repayment must be made within 60 days of the loan disbursement.



FINANCIAL ASSISTANCE

ENTRANCE/EXIT LOAN COUNSELING

Federal Regulations require all institutions of Higher Education to conduct Student Loan and Debt Management Counseling for the first time recipients of a Federal Stafford Loan or Unsubsidized Stafford Loan prior to the release of the first disbursement. An exit interview is required at the time a student graduates, drops below half-time status or terminates enrollment at Dickinson State University.

The counseling sessions may be completed on-line at <http://www.mapping-your-future.org/services/oslcidx.htm>. Click on "Loan Counseling." Students will receive confirmation after completion of the session and the Office of Financial Aid will be notified by email.

Federal Perkins Loan is a five percent interest loan with a \$4,000 per year limit (maximum \$20,000). Federal Perkins is a campus-based loan; therefore, priority is given to students whose FAFSAs are received by the Central Processor by March 15. Repayment begins nine months after borrower ceases to be enrolled at least half-time. If eligible for this loan at Dickinson State University, the minimum amount is \$400.

Nursing Student Loan is a five percent interest loan with up to \$2,500 per year for the first two years, and \$4,000 per year for subsequent years (maximum \$13,000). Priority is given to students whose FAFSAs are received by the Central Processor by March 15. Repayment begins nine months after the borrower ceases to be enrolled at least half-time. If eligible for this loan at Dickinson State University, the minimum amount is \$400.

Nursing Education Loan is need-based, and the applicant must be accepted or enrolled in a nursing program approved by the North Dakota Board of Nursing. The loan amounts are up to \$1,000 for each year of the nursing Associate in science in Practical Nursing and baccalaureate completion programs. Repayment is by nursing employment in North Dakota after graduation and/or by monetary repayments. Applications are available through North Dakota Board of Nursing: 919 South 7th Street, Suite 504, Bismarck, ND 58504-5881. The deadline is July 1.

Short-term Emergency Loans may be obtained under certain circumstances. Short term advances, up to \$600, for educational related expenses will only be granted to those awaiting Financial Aid. The aid must be sufficient to repay the loan. A second emergency loan will not be granted to a student who has an unpaid Short Term Emergency Loan. There is a \$10 service charge. Applications for short-term emergency loans can be obtained from the Office of Financial Aid.

PROMISSORY NOTE

Loan information is transmitted to the guarantee agency which guarantees the loan and mails or emails a Master Promissory Note to the student. This promissory note must be completed and returned to the lender before loan funds will be disbursed. Once a Master Promissory Note (MPN) has been signed, students will not have to sign another one while at DSU, unless the lender requests a new signature, the student consolidates their loans or the student changes lenders.

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

ELECTRONIC FUND TRANSFER

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 attended Entrance Loan Counseling, are not enrolled at least half-time, or have a "hold" on their file.

Dickinson State University Foundation Scholarship/Awards are supported by gifts from friends and alumni of the University. Students complete a scholarship application available from a high school counselor or the University. The priority deadline to apply is December 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 and disbursements.

Cultural Diversity Tuition Awards are for students who are United States citizens or permanent residents who can contribute to the cultural diversity of the University. Applications can be obtained from the Office of Student Recruitment.

Global Awareness Tuition Awards are designed to assist international students in obtaining a degree at Dickinson State. Students from a foreign country are encouraged to apply for the Global Awareness Tuition Award by contacting the Office of Student Recruitment or apply on-line at www.dickinsonstate.edu/international_form.asp.

FINANCIAL ASSISTANCE

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 Admissions and Academic Records. Any dependent (child, spouse, widow, widower) of a resident veteran killed in action, totally disabled, deceased from service-connected causes, or declared missing in action, may be granted a waiver of tuition.

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

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.

Student Employment provides eligible students an opportunity to earn money to help pay their educational costs. Students are paid an hourly wage, and time sheets are submitted on a bi-weekly basis. Paychecks may be claimed at the office of Business Affairs on the 15th and last day of each month.

Student employment on campus can either be in positions funded through Federal Work Study dollars or in positions funded through institutional dollars. If a student is eligible for a Federal Work Study position, that assistance is included in the Award Letter they receive. Eligible students will receive a Student Employment Form. Federal Work Study is a campus-based program, and priority in awarding these positions is given to students whose FAFSA is received by the Central Processor by March 15. Community service jobs such as reading tutors are available for students. Any non-federal work/study student may apply for an institutionally-funded position; information about institutionally-funded positions are available through the Office of Career Services.

TAXABILITY OF AID: The Tax Reform Act of 1986 contained provisions regarding the potential taxability of grant and scholarship aid. Total grant and scholarship dollars in excess of certain allowable educational expenses will have to be reported by the recipient as taxable income on his/her Federal Income Tax Return. For tax reporting purposes, the Office of Business Affairs sends 1098-T forms in January.

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. Contact the Office of Financial Aid for Study Abroad Financial Aid Contractual Agreement.

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. Scholarships, grants, and loans will be disbursed in two allotments if the period of enrollment is more than one semester. Disbursement of aid is done each semester on fee payment date and daily thereafter. Fee payment date information can be obtained at the Office of Financial Aid or Division of Business Affairs. The students' account will be credited and proceeds will be disbursed by the Office of Business Affairs during fee payment.

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.



FINANCIAL ASSISTANCE

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

Recipients of federal student aid are required to make Satisfactory Academic Progress (SAP). Students placed on probation or suspension will be notified by mail to the address available to Academic Records or the information is available for students to view under their Student Portal>Student Self Service>Personal Portfolio>Holds and To Dos>Holds.

Satisfactory Academic Progress will be measured in four separate ways. The four areas to be measured will be grade point average (GPA), credits attempted vs. credits completed, maximum credits allowed, and unofficial withdrawals (students with all F's). The satisfactory academic progress for each student will be measured at the end of each semester of attendance (including summer). All credits, including transfer credits, will be used in calculating both the Quantitative and Qualitative components of Satisfactory Academic Progress. Following are the four areas measured:

1. GPA

In order to meet the requirements, a student will need to have an academic standing consistent with the requirement for graduation from the program at the end of the first second and third semesters. At the end of the fourth semester of attendance (including attendance at other institutions), a student MUST have a C (2.0) or better average. The student's cumulative GPA (including transfer credits) and current term GPA will be used to determine the academic standing. The Satisfactory Academic Progress Program will put a student on probation the first term they are not in compliance. If the student is not in compliance the following term, the student will be suspended and will not be eligible to receive federal financial aid.

2. Credits Attempted

Students MUST complete 66.667% of the credits attempted. This percentage will be calculated for both cumulative (including transfer credits) and current credits. NOTE: Classes added after the seventh instructional day of the semester will be considered attempted; classes dropped after the seventh instructional day of the semester will appear on the transcript with a "W" (withdrawal notation) and will be considered attempted but not completed. The Satisfactory Academic Progress Program will put a student on probation the first term they are not in compliance. If the student is not in compliance the following term, the student will be suspended and will not be eligible to receive federal financial aid.

3. Maximum Time Frame

Students must complete their program within 150% of the published length of the program. Credits considered attempted (as defined for the credits attempted in #2) will be considered in the 150%. To monitor maximum attempted credits, a table will be set up as follows:

WARNING: Students who have attempted 125% of their program credits will get a warning letter (i.e., If 128 is the number of credits needed for a four-year program, then 125% of 128 credits would equal 160 credits). A student who has attempted 160 or more credits will receive a warning letter. (If undecided or enrolled in a two-year program, 64 is the number of credits used for monitoring. 125% of 64 credits would equal 80 credits). A student who has attempted 80 or more credits will receive a warning letter.

PROBATION: Students who have attempted 140% of their program credits will get a probation letter (i.e. If 128 is the number of credits needed for a program, then 140% of 128 credits would equal 180 credits). A student who has attempted 180 or more credits will receive a probation letter. (If undecided or enrolled in a two-year program, 64 is the number of credits used for monitoring. 140% of 64 credits would equal 90 credits). A student who has attempted 90 or more credits will receive a probation letter.

SUSPENSION: Students who have attempted 150% of their program credits will receive a suspension letter.

4. Unofficial Withdrawals (all F's/I's)

Students who receive all Failing grades or Incompletes in a semester will automatically be placed on financial aid suspension status.

NOTIFICATION

Students who fail to meet the standards of Satisfactory Academic Progress will receive notification by mail.

APPEAL PROCESS

Students who have been placed on financial aid suspension may appeal by requesting an Appeal Form. Appeals are evaluated on an individual basis. 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 Financial Aid Suspension Appeal Form is available at the Office of Financial Aid or at the website: http://www.dickinsonstate.edu/financial_aid.asp.

Any part of this policy may be changed or revoked without notice.

FINANCIAL ASSISTANCE

WITHDRAWAL FROM INSTITUTION

A student who finds it necessary to withdraw from the University must contact the Office of Financial Aid to receive the appropriate withdrawal card.

ARMED SERVICE VETERANS REGISTRATION

The Veteran's 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 Veteran's Administration and the State of North Dakota 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 Veteran's 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 Letter. For more information, contact your nearest Veterans Service office or the Office of Admissions and Academic Records, Dickinson State University, Dickinson, North Dakota 58601.

In order to remain eligible to receive Veteran's Administration Benefits, students must maintain satisfactory progress as set forth by University policy.

Students who fail to maintain the required academic progress for two consecutive terms will automatically be "suspended" by the institution from further pursuit of veteran's educational benefits. A suspended student may obtain reinstatement of benefits by successfully appealing his/her case to the Veteran's Certification Officer.

All students must meet the University's established grade point average requirements as defined in the current Dickinson State University catalog.

Additional information covering eligibility and other Title IV requirements are available in the Office of Financial Aid. Financial aid information is available in alternate media, upon request. Contact the Office of Financial Aid in May Hall, room 209, or call: (701) 483-2371.

LOST AND FOUND

Lost and Found is located in the Office of Financial Aid, May Hall 209 or call (701) 483-2371.



SCHOLARSHIP INFORMATION

WHO MAY APPLY

All prospective and current students of Dickinson State University may apply for scholarships and awards that are awarded through the Dickinson State University 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 and sign a Dickinson State University Scholarship/Award Application. By completing this application form, students are applying for all available scholarships and awards awarded through the Foundation.

WHEN TO APPLY

The Dickinson State University Scholarship/Award Application is available online at www.dickinsonstate.com/scholarship_app.asp, starting October 1 of each year for the upcoming academic year. Students are reminded that they must complete an application for each year of attendance. Priority consideration is given to those students who have their applications on file with the Office of Alumni and Foundation for returning students and with the Office of Admissions and Academic Records for new students by December 1 of any given year.

HOW SCHOLARSHIPS AND AWARDS ARE PROCESSED

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 Dickinson State University Scholarship/Award Committee. These recommendations will be reviewed and processed by the University Scholarship/Award Committee. The Office of Alumni and Foundation will notify successful applicants of their selection for a scholarship/award by the end of April. Annual Scholarship/Award Receptions will be held by each department or office each spring.

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 Office of Alumni and Foundation by June 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 full-time students, 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 director of Financial Aid.

For more scholarship information contact the director of Office of Alumni and Foundation.



SCHOLARSHIP INFORMATION

FUNDS

1958 Football Team Scholarship
American Association of University Women/Dr. Catherine Brand Memorial Scholarship
American Association of University Women/Arlene Wilhelm Scholarship
American Association of University Women Annual Scholarship
ASA Alumni Scholarship
Everett C. Albers Scholarship in the Humanities
Pat and Bev Altringer Scholarship
American Petroleum Institute Scholarship
American State Bank Scholarship
American State Bank Man Tech Scholarship
American State Memorial Endowment
Americas Team Scholarship
Louise Anderson Memorial Scholarship
Senster Anderson Memorial Scholarship
Senster and Florence Anderson Memorial Scholarship
Eric Arntson Agriculture Scholarship
Athletic Scholarship
Badlands Nurses Association Scholarship
Baker Boy Annual Scholarship
Baker Boy Manufacturing Technology Scholarship
Dick Bailey Athletic Scholarship
Durward and Borghild Balch Scholarship
Bank of the West Cultural Enrichment Scholarship
Harriet Baysore Community Service Scholarship
Wanita Beck Beal Scholarship
Christian and Carrie Beck Memorial Scholarship
Ward E. and Cora E. Beck Scholarship
Hazel B. Berve Scholarship
Boyde Binde Accounting Scholarship
Don Blevins Memorial Scholarship
Blue Hawk Advancement Scholarship
Blue Hawk Booster/Roger Huffman Scholarship
Blue Hawk Nursing Scholarship
Blue Hawk Speech Tournament Scholarship
Blue Hawk Volleyball Scholarship
Miles Bollinger Memorial Scholarship
Wallie Bond Memorial Scholarship
Fred Brandt Memorial Scholarship
Ray and Joann Braun Scholarship
Dr. Elwood Brown Vocal Music Scholarship
Orville Burda Scholarship
Agnes Kukla Burian Memorial Scholarship
Steve Burian Memorial Scholarship
Business Club Scholarship
Dr. Sam Chernasek Memorial Scholarship
Leon H. Church Journalism Award
Clarence and Janice Corneil Education Scholarship
David Craigo Memorial Journalism Scholarship
E. D. and Bessie Culver Scholarship
Custom Data Computer Scholarship
Dakota Community Bank Business Scholarship
DHS 50's Reunion Scholarship
DSU Agriculture Club Annual Scholarship
DSU Model High/Campus High Memorial Scholarship
DSU Music Endowment Fund
DSU Parents' Scholarship
Dardis Annual Nursing Scholarship
Dr. O. A. Delong Scholarship
Delta Kappa Gamma Memorial Scholarship
Department of Agriculture and Technical Studies Scholarship
Department of Business and Management Scholarship
Department of Fine Arts – Art Scholarship
Department of Health and Physical Education Scholarship
Department of Math and Computer Science Scholarship
Department of Natural Science Scholarship
Department of Teacher Education Scholarship
Dickinson Chapter of Business and Professional Women Scholarship
Dickinson Press Journalism Scholarship
Edna Diers Memorial Scholarship
Hollis Dietz Athletic Scholarship
Carol and Frank Dilse Scholarship
Frank E. Dilse Memorial Scholarship
John and Geraldine Dinsdale Student-Athlete Scholarship
Shirley Dukart/Home and Land Company Cultural Enrichment Scholarship
Elizabeth (Betty) Eckelberg Memorial Scholarship
Chris Erdman Business Scholarship
Oscar and Beulah Eslinger Family Scholarship
Extended Campus Scholarship
Patrick Fadden Memorial Scholarship
Farm Credit Services Scholarship
Jon Fettig Memorial Scholarship
Gene and Sheila Fisher Scholarship
Dr. Dan B. Fitzlaugh Memorial Scholarship
Ben Frank Football Scholarship
Ben Frank Student-Athlete Scholarship
Ben Frank Student-Athlete II Scholarship
Hans and Emma Freitag Memorial Scholarship
Joe P. Frenzel Agricultural Scholarship
Robert Fuller Manufacturing Technology Scholarship
Barb Ganzer Memorial Scholarship
Emma and George Gearey Memorial Scholarship
Sandy Gleave Dedication Award
Ann Hron Gilsdorf Education Scholarship
Tim Grenz Memorial Scholarship
Alem Hagen Memorial Award
Georgia H. Hanson Gutensohn Scholarship
Travis Haakedahl Memorial Scholarship
Dale Hansen, DDS and Glenice Hansen, BS MS Scholarship
Beverly Hanson Memorial Scholarship
Harold and Helen Hanson Agriculture Scholarship
Tom Harris Memorial Scholarship
Health Care Scholarship
Della and Eckhart Heid Music Scholarship
Herb Herauf Family Memorial Scholarship

SCHOLARSHIP INFORMATION

Donald C. Herman Memorial Scholarship
Marguerite Herman Memorial Scholarship
Hertz Family Scholarship
Robert E. Hinkleman Baseball Athletic Scholarship
William F. and Ursula M. Hintz Modern Language
Scholarship
Herb Hollyman Memorial Scholarship
Stacy Howell D.O. Scholarship
Ralph Hubbard Memorial Scholarship
David Huether Memorial Art Scholarship
Elsie and Rueben Huether Scholarship
Douglas Hyke Memorial Scholarship
Image Printing Art Scholarship
Independent Order of the Oddfellows Scholarship
International Student Fund
Bill and Belva Jansen Education Scholarship
Carl E. Jepson Memorial Scholarship
Esther V. Jepson Memorial Scholarship
Jerome's Distributing Annual Scholarship
Jerome's Distributing Art Scholarship
Jimmy Jespersion Memorial Scholarship
Charles A. Johnson Memorial Scholarship
Milody Johnson Memorial Scholarship
Don Johnston Memorial Scholarship
Kadrmass, Lee, & Jackson Scholarship
Lyla O. Kalisiak Memorial Scholarship
Ed and Toni King Scholarship
Richard T. King Accounting Scholarship
Maude Klinefelter Memorial Scholarship
Joe and Barbara Kokkeler Memorial Scholarship
Lewis Kostelecky Memorial Scholarship
Leonard Kostelnak Memorial Scholarship
Frank and Doris Kubik Agriculture Research Scholarship
Frank and Doris Kubik Scholarship
Johnny Ray Lackner Math Scholarship
Lucille Law Nursing Scholarship
Rolf and Virginia Lee Memorial Education Scholarship
Patrick Leonberger Memorial Scholarship
Travis B. Lunda Memorial Scholarship
Cal and Cathy Lundberg Education Scholarship
MENC Music Scholarship
John and Helene MacDonald Scholarship
Howard L. Mack Memorial Scholarship
Mackoff Kellogg Law Firm Music Scholarship
Mackoff Kellogg Law Firm Theatre Scholarship
Makaruk Music Study Fund
Kenneth and Mary Mann Scholarship
Paulette A. Mann Scholarship
Manufacturing Technology Scholarship
Luella (Hollenbeck) May and Dotti May Scholarship
Dorothy McBurney Elementary Education Scholarship
Dr. Archie D. McCannel and Isabel McCannel Osborn
Memorial Scholarship
Florence Dinsdale McEwen Scholarship
MDU Resources Foundation Scholarship
Deborah Starkey Medlar Social Science Scholarship
Dorothy E. Meschke Memorial Scholarship
Paul Michaelson Memorial Scholarship
Sam Milanovich Memorial Scholarship
Charles E. Morrinson Scholarship
Richard Mueller Scholarship
H. E. Murphy and Ruth Murphy Memorial Scholarship
Music Patrons Award
Dwaine Nelson Memorial Scholarship
Ethel Nelson Scholarship
Ken and Deb Nelson Scholarship
Dr. George A. Nicola Scholarship
Kathy Nielsen Memorial Scholarship
Tom Niemitalo Memorial Scholarship
ND Society of CPA's Scholarship
ND University System University
Dr. Dean Norum Memorial Scholarship
Annual Nursing Scholarship
Lewis E. Odland Memorial Scholarship
Jim and Harriet Olheiser and Rockford and Georgine
Olheiser Scholarship
Jack and Velma Olin Scholarship
Phyllis C. (Kobitsch) Olson Scholarship
Bernard Anna Opoien Memorial Scholarship
Optimist Club Scholarship
Independent Order of the Oddfellows Scholarship
Teresa Burian Ott Memorial Scholarship
Laura Fugere Ouellette Scholarship
Michael Park, CPA CFP Annual Scholarship
Gordon and Marlys Paulsen Scholarship
Anthony (Tony) Pavlichek Scholarship
Pay It Forward Scholarship
Louise and Frank Pearson Music Scholarship
PEO Scholarship
Pepsi Cola Company Annual Scholarship
Bonnie Malarchick Peterson Memorial Scholarship
Phi Eta Sigma Scholarship
Phi Sigma Pi Scholarship
Floyd C. Pierce Agricultural Scholarship
Hilma and Frank Privratsky Scholarship
LeRoy G. Pulver Memorial Scholarship
Georgia Raasch Nursing Scholarship
James Randal Memorial Scholarship
Reichert Fisher and Company Accounting Scholarship
Janet and Tuffy Reider Education Scholarship
Wilfred W. Renke Scholarship
General Frank and Dagny Richards Scholarship
Larry and BJ Ridl Agriculture Scholarship
Daphne Doty Ritchie Education Scholarship
Sister Margaret Roberts Annual Nursing Scholarship

SCHOLARSHIP INFORMATION

Kim Robinson Memorial Scholarship
Mary Dolyniuk Rodakowski Scholarship
Rodeo Athletic Annual Scholarship
Rotary Foreign Student Annual Scholarship
Rotary Freshman Annual Scholarship
Rotary Nursing Scholarship
Roughrider Commission Rodeo Award
St. Cecilia Music Club Memorial Scholarship
St. Luke's Home Annual Scholarship
Alice and Paul Schilla Scholarship
Anna Schnaidt Memorial Scholarship
Lorraine C. Schumacher Memorial Scholarship
Gary W. Schwartz Scholarship
Charles and Hazel Scott Memorial Scholarship
Scranton Equity Exchange Scholarship
Don Seidl Memorial Scholarship
David Senn Memorial Education Scholarship
David F. Senn Scholarship
Ardis Severson Memorial Scholarship
Clinton and Dorothy Sheffield Memorial Scholarship
D. J. Shults Nursing Scholarship
Gregorio Sianghio Memorial Scholarship
Tim Sigl Memorial Scholarship
Doug Skinner and Mary Skinner Scholarship
Don Sletto Memorial Scholarship
Slope Area Retired Teachers Association Scholarship (SARTA)
Sodexo Management Leadership Award
Annual Speech Scholarship
Splichal Perseverance Scholarship
Larry and Ruth Stang Agriculture Scholarship
James Stanton Scholarship
Stark County Farm Bureau Annual Scholarship
State Farm Insurance Cultural Enrichment Scholarship
Doris Wilhelm Steckler Nursing Scholarship
Steffes Corporation Technology Scholarship
Linda and Craig Steve Cultural Enrichment Scholarship
Jack Stewart Memorial Scholarship
Dorothy Stickney Scholarship
Stoxen Family Scholarship
Clara Stoxen Memorial Scholarship
Henry and Sophia Stoxen Memorial Scholarship
Hulda M. Stoxen Memorial Scholarship
Matilda L. Stoxen Scholarship
Ruth E. Stoxen Memorial Scholarship
Larry R. Strand Memorial Scholarship
Bob and Alice Stranik Scholarship
Esther M. Streater Scholarship
Jerome and Rosie Ann Strom Scholarship
Strom Business Scholarship
Wayne and Bernice Stroup Scholarship
Ruth Struss '29 Elementary Education Scholarship
Clyde and Ethel Sutherland Scholarship
Elva and Ernest R. Swanson Memorial Scholarship
Esther Swenson Scholarship
Taco John's of Dickinson Scholarship
TMI Annual Scholarship
Helen T. Tammen Elementary Education Award
Theodore Roosevelt Leadership Scholarship
Theatre Patrons' Annual Award
Bonnie M. Thompson Music Memorial Scholarship
John C. Thompson Memorial Scholarship
Roger Thompson Family Agriculture Scholarship
Valerie Thompson Elementary Education Scholarship
Harvey Thorson Scholarship
Fern C. Tickfer Memorial Scholarship
George L. and Zita Tillquist/James A. and Ethel B. Pace
Scholarship
Robert and Betty Jo Todd Scholarship
Annual Track Scholarship
John Travers and Alyce B. Travers Scholarship
Marguerite and Ed Tschida Memorial Scholarship
Nancy and Nan Uecker Memorial Scholarship
Merle and Marlys Vaagen Award
Pete and Edith Veeder Memorial Scholarship
Veterans Fund Scholarship
Arthur Vickers Baseball Scholarship
Jean Waldera and Elks Theatre Scholarship
Bev Wanner Memorial Scholarship
Linda Wanner Memorial Scholarship
Dr. Albert A. Watrel Scholarship
Bob Weinreis Memorial Scholarship
Marv and Marlys Weiss Cheerleading Scholarship
Marv and Marlys Weiss Education Scholarship
Wells Fargo Cultural Enrichment Scholarship
Wells Fargo Scholarship
West Fargo VFW Scholarship
West Plains Electric Cooperative Annual Scholarship
West Plains Electric Man Tech Scholarship
West Plains Implement Scholarship
Dr. Robert Wheeler Memorial Scholarship
Darwin Whelan Scholarship
Harry J. Wienbergen Memorial Scholarship
Arlene Wilhelm Scholarship
Leila Woods Memorial Scholarship
Mary S. Zabel Memorial Scholarship
Alex and Pauline Zalesky Scholarship

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, financial aid services, 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 Academic Success Center (ASC) provides unique learning opportunities for students and faculty. ASC provides direct services to students through academic assistance, monitoring, and intervention designed to help students succeed in the university environment. ASC also works collaboratively with faculty to enhance instructional effectiveness and advising abilities. ASC provides Dickinson State University students with trained and dedicated professional staff and peer students to help any and all students with skills related to academic success. ASC offers academic assistance to the general student population as well as to specific groups of students (i.e., students in their first year of college, students eligible for Title IV TRIO programs, students still deciding a major, students with disabilities, and students experiencing academic difficulty). That assistance includes:

ACADEMIC ADVISING

An academic advisor can help with questions regarding which courses you might want or need to take next, how to register for classes, how to set up a four or five year academic plan, how you might pursue various career options in your field, and when to take certain placement exams for the university or graduate school. If you are a freshman at Dickinson State University, the instructor for your freshman seminar is your

academic advisor. Toward the end of your freshman year, if you are ready to declare a major, that person will help you in getting connected with a faculty member in your major department who will become your academic advisor. If you have yet to declare a major, a staff member in the ASC will serve as your academic advisor until you have decided upon and declared a major. However, all students are welcome to visit the ASC at any time for general advising regarding any academic issue.

ACADEMIC MONITORING

ASC works closely with faculty to monitor student academic progress. This work includes compiling and following up on attendance data and responding to reports from faculty regarding students struggling in particular courses in order to help students who may be experiencing difficulty at DSU.

EDUCATIONAL ENHANCEMENT SERVICES (EES)

The aim of Educational Enhancement Services (EES) is to provide opportunities for the intellectual, social, and cultural development of Dickinson State University students eligible for services. EES is a federally-funded TRIO program designed to ensure academic success through intensive academic planning, individual and group tutoring, professional development workshops, and social interaction opportunities at no expense to participants.

Students in EES are successful; at least ten percent are on the President's and Dean's Lists each semester, most of our students have higher than average GPA's, several of our students are nominated for the DSU Outstanding Senior Awards each spring, and many more have been initiated into DSU's various academic honor societies.

EES maintains a state-of-the-art technology lab for exclusive use by participants. Time management, learning styles, and leadership skills software is also available to EES participants, as well as a wide range of academic skill assessments to help students achieve success while attending DSU. Incoming EES freshmen are invited to participate in an all expense paid Bridge Program the week before school starts in the fall, which, along with the EES Freshman Seminar, provides the essential building blocks for the ultimate college learning experience.

Only 200 students can be admitted into EES, and entrance into the program is very competitive. Eligibility requirements include: being a first generation college student (neither parent has a bachelor's degree from an accredited university), meeting the federal income guidelines and/or having a documented disability. Students must also demonstrate areas of academic need.

STUDENT DEVELOPMENT

Interested students must complete an application for acceptance into EES. Once the application is processed, students will be scheduled for an interview to determine eligibility and level of interest. Incoming freshmen and transfer students are encouraged to apply to EES at the same time they apply to DSU. Please come to the EES office in the lower level of Stoxen Library, telephone us at 701-483-2029, or download an EES application form at <http://www.dickinsonstate.edu/EES.asp>.

FIRST YEAR EXPERIENCE

ASC also works closely with faculty and other staff at Dickinson State University to present the First Year Experience program. The first-year experience at Dickinson State University 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 at Dickinson State University seeks to promote retention and persistence for those students who aspire to attain a degree.

The First Year Experience Program at Dickinson State University includes four distinct elements. They are:

- **Student Orientation, Advisement, and Registration (SOAR)** – SOAR marks the formal beginning of the first year experience at DSU and is designed to help students make a successful transition to the university by preparing them for the academic and social challenges that all students face.
- **Freshmen Seminar** – The Freshmen Seminar course is designed to foster students' intellectual growth through promoting active and critical thinking, effective study and communication skills, and awareness of campus-based tools and resources for scholarly study and success in college. The course also promotes self-awareness, discussion of the importance of responsibility and self-control, understanding ethical behavior, and appreciation of life in a multicultural and globalized world.
- **Learning Communities** – Learning Communities provide an opportunity for new students to develop connections with a group of students engaged in similar courses of study, either by major field or thematic areas of interest. Learning communities typically are structured to include a freshmen seminar, some type of communications course, and a third course in which the field or theme can be further explored.
- **Academic Advising** – All new students have their freshmen seminar instructor as their academic advisor throughout the first year. Academic advisors will meet with students on a regular basis to learn more about the student's interests and aspirations, to provide advice regarding course selection or other academic issues, and to provide support in moving through the transition to college.

PEER TUTORING

ASC offers extensive peer tutoring in a variety of discipline-based areas. Upperclassmen students with demonstrated abilities in a particular area are recruited and trained by ASC to serve as tutors for fellow students. There is no charge for this service to the general student body, but students who are required to participate in the peer tutoring program as a result of their academic performance are assessed a service fee for the program. Detailed information regarding the days, times, location, and fields for the peer tutoring are available through the ASC office.

STUDENTS WITH DISABILITIES

Students needing accommodations for professionally documented physical, psychological, or learning disabilities may contact ASC for assistance. ASC will work to assist the student in attaining academic, career, and personal goals with the greatest degree of independence possible. Services may include testing accommodation, taped textbooks, a person to take notes, readers, and adjustments in classroom, food service, or housing arrangements.

SUPPLEMENTAL INSTRUCTION

While peer tutoring offers general assistance for various skill areas, supplemental instruction is made available through ASC for students needing developmental assistance in a particular course. Students may be placed in supplemental instruction for English or Math based on their placement scores, or students may request to be enrolled in supplemental instruction being sponsored by a department in a particular field. (See the course schedule for the availability of department-sponsored opportunities). Students placed in supplemental instruction for English or Math will be assessed a program fee for that service. There is no charge for departmentally-sponsored supplemental instruction courses.

TESTING

ASC administers the math and writing placement exams of all incoming first-year students.

WRITING CENTER

Through the newly developed Writing Center, ASC provides students help with writing (including topic selection, grammar, essay structure, research) for all subject areas. All levels of writers are welcome to get assistance at the Writing Center.

WORKSHOPS

ASC staff will provide workshop programs on a variety of academic skills throughout the year. Examples include workshops on using the DSU catalog and course schedule to register for classes, learning styles and study skills, tips for applying to graduate school, time management, and using technology for presentations.

STUDENT DEVELOPMENT

CAREER SERVICES

The Office of Career Services, located in May Hall, room 206, 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. A comprehensive library is maintained on employment literature, including employer directories, vacancy listings, resume and interviewing guides, and videos.

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.

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.

For education majors, Career Services cooperates with other North Dakota universities to sponsor a state education career fair, called the Education Connection. This fair is held in Grand Forks, ND.

STUDENT DEVELOPMENT

GRADUATE SCHOOL INFORMATION

Career Services is also a source of information on Graduate School. The office houses many graduate catalogs from universities across the United States and 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 do's 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 (May Hall, room 318) 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 the international students from over 20 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 2006 semester to sign a contract for room and board for the 2006-07 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, immediate relatives, 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 450 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. Miller Apartments offers six apartments housing 12 students. Preference for housing assignment to either Main or Miller Apartments is offered to upperclassmen; freshmen are typically not assigned to either of these facilities. Altringer Apartments offers housing for 33 students and is reserved for students participating in the Theodore Roosevelt Honors Leadership Program. Main, Miller, and Altringer 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, free laundry facilities, and access commons recreation and study rooms.

NORTH CAMPUS APARTMENTS

In addition to the residence halls and Main, Miller, and Altringer 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 (furnished with basic telecommunications services and utilities, meal plan required). Rental to students with families is based on a monthly rental rate for an unfurnished apartment with no telecommunications or utilities provided.

STUDENT DEVELOPMENT

Residence hall room rates for the 2006/07 academic year are shown below. One half of the rate is billed per semester.

2006/2007 ROOM RATES

Residence hall room rates for the 2006/07 academic year are shown below. One half of the rate is billed per semester.

Type of room	2006/07 rate
Altringer Apartments (shared)	\$1,420
Altringer Apartment (single)	\$1,974
Delong Hall (shared)	\$1,390
Main Campus Apartments	\$1,390
Miller Apartments (shared)	\$1,420
Miller Apartments (single)	\$1,974
North Campus Apartments	\$1,420
Selke Hall	\$1,390
Woods Hall (shared)	\$1,390
Woods Hall (single)	\$1,974

Rental charges for the 2006/07 academic year for family housing in North Campus Apartments are shown below.

Type of apartment	2006/07 rate
One-bedroom	\$345
Two-bedroom	\$415



FOOD SERVICE

Dickinson State University provides food service through Sodexho, 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.

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. Student 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 (Main, Miller, Altringer, or 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.

Board rates for the 2006/07 academic year are shown below. One half of the rate is billed per semester.

Type of plan	2006/07 rate
Monday-Friday (5 days) <i>10 meals/week w/\$100 flex per semester*</i>	\$2,292
Monday-Friday (5 days) <i>15 meals/week w/no flex \$</i>	\$2,292
Monday-Sunday (7 days) <i>19 meals/week w/no flex \$**</i>	\$2,492
<i>65 meals/semester w/\$50 flex per semester</i>	\$736

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

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

HOUSING FEES

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

STUDENT DEVELOPMENT

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 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.

STUDENT HEALTH SERVICES

Student Health Service is located in Stickney Hall, room 114. Health education and promotion of healthy college lifestyles serve as the foundation of the Student Health Service program. A registered nurse is on duty from 8:00 a.m. to 12:00 noon weekdays to provide general health services. Services include: health assessment, screening and monitoring, immunizations and first aid. Nurse practitioners are on duty eight hours per

week; a schedule for the nurse practitioners is posted on the door of the Health Service. Nurse Practitioners provide services including: physicals, women's health, wound care, prescribing medications, ordering lab or X-ray, and much more.

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. In addition, the University has a policy designed to prevent the spread of significant diseases. This policy can be found in the Student Guide.

All students who are registered at Dickinson State University may use the service. There is no charge for visits to the health service. There is a nominal charge for certain vaccinations. The health service is supported through student fees.

The Student Health Services will not provide a student with a written excuse from classes. It is the student's responsibility to arrange an excuse with the instructor.

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 life long 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 <http://www.dsu.nodak.edu/wellness.asp>.

STUDENT DEVELOPMENT

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 Campus Programming Committee. 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. Listed below are the current active student clubs and organizations on campus.

Accounting Club
Agriculture Club
Art Club
Business Club
Campus Activity Board
Campus Crusade
Catholic Campus Ministry
Campus Program Committee
Cheerleaders
Chess Club
Chi Alpha
Chorale
Choral Union
Circle K
College Republicans
Collegians for Life
Collegiate 4-H
Color Guard
Concert Band
Dance Company
DSU Unitarian Club
English Club
Film Makers Club
Gay Straight Alliance (GSA)
History Society
Impressions - Student Literary Magazine
International Club
Inter-residence Hall Council
International Club
Intramural Athletics
Jazz Band
League of Political Scientists
Lutheran Campus Ministry
M.E.N.C. - Music Honorary
Mu Phi Epsilon - Music Honorary
Nursing Students Association

Omicron-Psi - Non-traditional student honorary
Pacesetters
Pep Band
Phi Eta Sigma
Pi Lambda Theta
Psychology Club
Rodeo Club
Science Club
Sigma Beta Delta
Sigma Tau Delta
Student Ambassadors
Student Education Association
Student Inter Tribal Organization
Student Organization for Unity and Liberation (SOUL)
Students Other Than Average (SOTA)
Student Senate
University Players
Western Concept - Campus Newspaper
Young Democrats

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 Life), and the Student Senate.



STUDENT DEVELOPMENT

INTERCOLLEGIATE ATHLETICS

The Dickinson State University Blue Hawks are members of the Dakota Athletic Conference (DAC), 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:

<u>Men</u>	<u>Women</u>
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:

Flag Football - Men and Co-recreation
Badminton
Water Basketball
Ping Pong
Basketball - Men, Women, Co-Recreation, and 3-on-3
Volleyball
Softball
Darts

STUDENT GUIDE

Additional information concerning all of the Student Development services, the Code of Student Conduct, and a complete description of all clubs and organizations is available in the Student Guide. This publication also contains the Campus Crime Statistics and 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 World Wide Web address: <http://www.dsu.nodak.edu/guide.asp>

TUITION AND FEES

Tuition and fees will be collected at the Division of Business Affairs, May Hall, room 107, approximately the 10th day of class each semester. Specific days will be published in the registration materials. Tuition and fee bills will not be sent prior to the day payment is due. Tuition and fees not paid on the designated days will be assessed a late fee. Visa, 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.**

Regular Fees (per semester)

Resident Registration Fees.....	\$ 1,823.02
South Dakota, Montana, Saskatchewan, and Manitoba Non-Resident Fees	\$2,278.74
Minnesota Non-Resident Fees	\$1,987.80
Western Undergraduate Exchange (WUE*)	\$2,734.47
All Other Non-Resident Fees.....	\$4,867.48

Other Required Fees (per semester)

University Fee.....	\$199.00
Student Government Activity Fee.....	\$60.00
Technology Fee.....	\$72.00
Connect ND Fee.....	\$81.00
NDSA Fee.....	\$.36

Under 12 credit hours, the charge per credit hour is

Resident.....	\$186.29
South Dakota, Montana, Saskatchewan, and Manitoba Non-Resident Fees	\$224.27
Minnesota Non-Resident Fees	\$200.02
All Other Non-Resident Fees.....	\$440.00

* *WUE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, Oregon, Utah, Washington, or Wyoming.*

STUDENT DEVELOPMENT

SPECIAL COURSE AND PROGRAM FEES

The Department of Nursing and the Department of Teacher Education programs require certification fees and program testing which students register and pay for independently.

Special course fees apply only if a student is enrolled in courses with published special course fees.

Nursing Program Fee, per semester (Baccalaureate Completion Program)	\$150.00
Nurses' Fee (insurance and laboratory, clinical)	
ASPN Program, per semester	\$100.00
Computer Fee, per credit hour	\$5.00

MISCELLANEOUS FEES

Application Fee (non-refundable)	\$35.00
Audit Fee, per semester hour (non-refundable) Resident.....	\$75.96
Course Challenge Fee, per semester hour (non-refundable) Resident	\$75.96
Parking Fee, per academic year	\$15.00
Recording Fee, per semester hour.....	\$50.00
International Student Health Insurance Fee.....	\$ 756.00

Several courses have laboratory fees. Check the registration materials for special course laboratory fees.

There is a \$25 fee for each check returned for lack of sufficient funds. In addition, the student will have to pay the regular late registration fee if satisfactory payment is not made before courses begin. All costs incurred in the collection of financial obligations to the University will be the responsibility of the student.

Dickinson State University will not release official transcripts until all financial obligations are paid.

REFUNDS FOR TUITION AND FEES

The student who registers at Dickinson State University and later plans not to attend must provide the Office of Admissions and Academic Records a written request that he/she be dropped from the University's rolls. The student who drops from attendance 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, the following refunds will be made upon presentation of an official drop card to Business Affairs.

The percentage of refund is based upon class length for percentage rates, please contact the Office of Business Affairs in May Hall Room 107 or call 701-483-2328.

Students who drop a course or courses and remain in school with fewer than 12 hours will receive refunds based upon the following schedule:

First seven class days	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.

HOUSING FEES

Students must pay housing rental fees in advance. The rental fees are subject to change, with one semester's notice. Telephone and laundry are included in the listed rate.

Fees are \$695 per semester for double occupancy in all residence halls, and \$987 per semester for single occupancy (if space is available).

The family rate for students wishing to live in the college apartments ranges from \$345 to \$415 per month, depending on the number of bedrooms and whether the accommodations are furnished or unfurnished.

For complete information on housing, fees, and refunds, See pages 26-30.

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 Division of Business Affairs, May Hall, room 107.

A parking fee of \$15 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 Division of Business Affairs. Replacement parking permits may be purchased at the Division of Business Affairs for \$1.00 if a student changes vehicles or has lost his/her parking permit. Temporary parking permits may be obtained at Business Affairs 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.

STUDENT DEVELOPMENT

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

All fines for violations of parking regulations on campus are \$5. However, the fine may be reduced to \$3 if paid by the end of the third school day following the day the violation was issued. 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 Division of Business Affairs within three school days of their receipt. After three school days, absolutely no violations will be waived for any reason.

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

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.

I. Critical Thinking Skills

Students will demonstrate critical thinking in a variety of contexts for life long learning.

II. 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.

III. Multicultural and Global Experience

Students will demonstrate knowledge of national and international multiculturalism and the importance of global citizenship.

IV. Aesthetic Experience

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

V. Discipline Based Knowledge

Students will demonstrate discipline-specific knowledge and career skills related to their field/s of study.

VI. Health and Wellness Knowledge

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

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 exams in major fields is mandatory for all students as part of the University's academic experience.

Failure to participate in the University Assessment Program may result in the University's placing of a "HOLD" on an entering freshman's registration or on a graduating senior's grade transcripts. Failures in compliance with or exceptions to the assessment participation policy will be referred to an Assessment Appeals Committee through a student-generated written appeal form. These forms are available in the Office of Student Support Services. The Assessment Appeals Committee will determine appropriate action for each specific case.

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

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 course work 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 on-going. 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 a writing intensive course/s within the courses required for each major at the 200, 300, and 400 levels of course work. Finally, each capstone experience required for degree majors will include sufficient writing components to meet the writing intensive standards. Thus, students will have three 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.

ACADEMIC AFFAIRS

STUDENT EVALUATION OF FACULTY AND COURSES

Student evaluation of faculty and courses is an important part of DSU 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. Faculty course evaluations are also an important part of the University's learning outcome assessment program. Therefore, all students are required to participate in faculty course evaluations for every course they were enrolled in during each term in attendance at DSU.

These evaluations are paper/pencil machine scored questionnaires. All student responses on the faculty course evaluations will be confidential and used by the University for the purposes cited above.

Failure to participate in the faculty course evaluations may result in a "hold" being placed on student grades and grade transcripts. This means that neither term grades nor official transcripts will be released to students or other parties until the "hold" is removed either through a successful appeal or compliance. Student appeals indicating reasons for non-compliance to the faculty course evaluation requirement may be made through the Assessment Appeals Committee comprised of the Vice President for Student Development, Director of Educational Enhancement Services, and the Director of the Student Support Services. Appeal forms can be picked up in any of these offices.



CURRICULA

Dickinson State University awards the following degrees:

- Bachelor of Applied Science in Technology
- 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.

BACCALAUREATE DEGREE REQUIREMENTS REGARDING UPPER DIVISION COURSE WORK

All baccalaureate degree graduates must have earned a minimum of 32 semester hours of credit upper division (300-400) course work, 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. All **Minors** must consist of a minimum of 21 semester hours.

BACHELOR DEGREES

BACHELOR OF ARTS DEGREES

The Bachelor of Arts program is a liberal arts curriculum designed to encourage a 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.

General Education-See the requirements listed in the General Education.

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 degree graduates must complete 16 semester hours in one foreign language.

ACADEMIC AFFAIRS

BACHELOR OF SCIENCE DEGREES

Students seeking a Bachelor of Science degree may choose a major from the 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 Admissions and Academic Records.
6. The Director of Academic Records or the Director of Extended Campus will serve as the academic adviser.

BACHELOR OF APPLIED SCIENCE IN TECHNOLOGY

The Bachelor of Applied Science in Technology 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.

Approved minors include:

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

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

ACADEMIC AFFAIRS

MINOR FIELDS ARE:

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

For K-12 certification 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 IN 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 IN SCIENCE

Agriculture Sales and Service

ASSOCIATE IN APPLIED SCIENCE

Office Administration
Practical Nursing

CERTIFICATE PROGRAMS

(NON-DEGREE)

Farm and Ranch Management
Minimum Cumulative GPA 2.00

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 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, dentistry, dietetics, engineering, law, medical technology, medicine, mortuary science, occupational therapy, optometry, pharmacy, physical therapy, seminary, veterinary medicine, and wildlife studies.

CHANGING MAJORS OR ADVISORS

A student may, at any time, change his/her major and/or academic advisor. The student should report to the Office of Admissions and Academic Records for instructions on how to facilitate these changes.

CREDITS

Dickinson State University operates on the semester system. Ordinarily, one credit requires one class period per week for 16 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 DSU.

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 may 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.

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 Summer Orientation and Registration SOAR events), 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.

ACADEMIC AFFAIRS

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.
- 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.

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	Honor Points 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
X	In Progress	0
S	Satisfactory	0
U	Unsatisfactory	0
AU	Audit	0

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.

ACADEMIC AFFAIRS

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 11 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 Admissions and Academic Records.

INCOMPLETES – WORK IN PROGRESS

Incompletes are to be used to accommodate the student who was ill or had extenuating circumstances and could not reasonably complete the course work during the term.

Incompletes cannot be used for students who are late in turning in the required work or did not take the final test (without prior approval of the college dean).

All incompletes (I) and work-in-progress (X) must be made up by the end of the next regular term (excluding summer sessions). While it is the student’s responsibility to make up the incomplete work, it is the faculty member’s responsibility to see that the grade change is made as soon as the student makes up the work.

If an appropriate letter grade (A, B, C, D, F, S, or U) has not been awarded by the instructor in the next regular term of the following semester, the “I” (Incomplete) will automatically change to an “F” grade. The University Registrar is authorized to make this change on the student’s academic record.

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.

Faculty members are responsible for seeing course work requiring more than a term to complete is given a grade of “X” for work-in-progress, not an incomplete grade (used in internships, special projects, etc.).

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).
2. No academic credit will be granted.
3. The student may not switch from the audit to regular registration or vice versa after the last day to add a class.
4. The audit registration will appear on the student’s transcript. Audit forms may be obtained at the Office of Admissions and Academic Records.
5. 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 repeating a course that was previously taken on this campus or subsequently taken on the campus of another accredited institution:

1. Will have both grades recorded on their transcripts;
2. Will not have the credit and grade of first course calculated in the GPA;
3. Will have the repeat grade and credit recorded when the amount of credit given for the repeat is different than the credit for the original course. The original grade and credit will remain on the transcript BUT will not be used to fulfill graduation or GPA requirements.

Students at Dickinson State University taking a course that was previously taken at another campus must obtain the approval of the college dean or the Vice President for Academic Affairs to receive permission to treat the course as a “repeat.” Once this permission is received, the above policy will apply. The Office of Admissions and Academic Records will record the course as a repeat that was taken previously on campus and that has the same title, course number, and credit.

ACADEMIC AFFAIRS

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 through the 10th calendar day following the residual registration day. The addition of other courses will not be permitted after the 10th calendar day without expressed written consent of the instructor(s).

DROPPING A COURSE

Students may drop a course freely through the 13th week of the semester by accessing the Campus Connection student portal in the DSU web page. No drops will be allowed after the 13th week. All course drops will be noted on the student's transcript as a "W" beginning with the 11th day of the semester after residual registration day.

ADMINISTRATIVE WITHDRAWAL FROM COURSES

Under special or extenuating circumstances, a student may be administratively withdrawn from one course per semester 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 Registrar 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 Registrar 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 Registrar 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 Registrar 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.

COURSE ENROLLMENT RESTRICTIONS

All courses that are technology based or in high-demand as identified in the printed course schedules are subject to administration withdrawal after the second class period if the student has not been present, or has not informed the instructor of his/her absence.

ACADEMIC AFFAIRS

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 and in-progress situations, 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 judgement. 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 or participated in the assessment program at Dickinson State University. 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 registrar from a Dickinson State University faculty member or administrator.

TRANSFER OF CREDITS FROM NON-REGIONALLY ACCREDITED INSTITUTIONS

DSU will accept a maximum of 20 (equated) semester credits from any post-secondary institution that holds state or specialized accreditation, such as the Association of Independent Colleges and Schools, but not regional accreditation. Any semester credits earned through an institution, which holds no accreditation what so ever, will not be accepted in transfer. 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 a “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:

DSU will accept transfer credits only from regionally accredited colleges and universities. 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 46 for minimum DSU hours required for majors and minors.

Three GPA’s will be indicated on a DSU transcript:

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



ACADEMIC AFFAIRS

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. Students who are interested in utilizing the term erasure process in order to raise their grade point average (GPA) must first visit with the director of Admissions and Academic Records so that the academic requirements and potential future GPA ramifications can be explained.

A term erasure request will be granted only once, and all academic work would continue to be shown on the student's transcript, but the entire term(s) would be removed for GPA purposes. 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 transcript at a later date.

NOTE: The word Erase with respect to this policy does not mean that the course work and grades for any semester disappear from the transcript. All course work 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 term(s) 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 Admissions and Academic Records.

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. A recording fee (currently \$20 per credit hour) must be paid before the credits will be posted.

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. are 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 Admissions and 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.

ACADEMIC AFFAIRS

ACADEMIC PROBATION/SUSPENSION

Academic probation is considered to be a trial period for the student to see whether or not he/she can demonstrate sufficient academic success to warrant continued enrollment at Dickinson State University. A student may be placed on academic probation or suspension for the upcoming academic term if he/she does not meet the minimum grade point average listed below.

If a student who has been placed on academic probation fails to meet the minimum CUM GPA and attempted credits (from the academic requirements listed below), but does earn a minimum semester GPA of 2.00 (or higher) in the next semester, the student will be allowed to continue their enrollment on a continued probation status. Should the student fail to meet the minimum CUM GPA and the attempted credits (from the academic requirement listed below) for the term following their continued probation status, the student will be suspended from the institution for a minimum of one regular (fall or spring) academic semester.

Students who have been suspended after the spring term will not be allowed to register for the summer session, which also does not count as an academic term for suspension purposes. After the student's suspension is over, the student may be permitted to continue his/her enrollment at Dickinson State University. Students who wish to appeal their academic probation or academic suspension should contact the Office of Admission and Academic Records, May Hall – Room 111.

Credits Attempted	Minimum Cumulative GPA Required
0 to 23	1.60
24 to 59	1.75
60 to 89	1.90
90 and up	2.00

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 Admissions and 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 coming up with a mutually agreeable solution. 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, and department personnel will then send the form(s) to the Office of Admissions and Academic Records.

ADVISOR "HOLDS"

Any student who has earned 59 semester hours of credit or less will have an "advisors" hold placed on his/her registration privileges each term. The "hold" will be removed once the student has met with his/her assigned academic advisor.

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 of 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.

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.



ACADEMIC AFFAIRS

GRADUATING STUDENTS TAKING FINAL EXAMS (BACHELOR AND ASSOCIATE DEGREES)

Graduating students will attend class up to commencement day.

Students will not be pulled out of the commencement line if it is known at the last minute that they did not complete graduation requirements.

The actual 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 advisor, 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 advisor, 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 advisor, the department chair of the student's major, and the Director of Academic Records.
3. Other institutional requirements: The student must have approval of the his/her advisor, 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 Admissions and 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.

All credits earned through alternative credit-earning options, will be given pass/fail (S/U) grades.

NOTE: 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 can be tied to 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 completed 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." One physical education activity credit 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

ACADEMIC AFFAIRS

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 Admissions and Academic Records in May Hall, room 111 or the Director of Extended Campus (701-483-2166).

CLEP

ADVANCED PLACEMENT EXAMINATIONS

Dickinson State University does accept certain CLEP and Advanced Placement Examinations for credit. A maximum of 15 semester hours of this type of credit may be applied to a four-year degree, and eight semester hours may be applied to a two-year degree. All recorded CLEP credits will be recorded as "S" and will not affect the student's GPA.

(NOTE: Students must score a minimum of three on the College Board Advanced Placement Examinations and, as is the case with CLEP test scores, students must also pay a recording fee.)

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.)

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 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 is 50. 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.

Procedure for CLEP testing:

1. CLEP tests may be scheduled through Student Support Services.
2. \$50 is charged for the test, payable upon taking the test.
3. \$15 is charged for the administration of the test. (NOTE: This fee will be deposited in the Dickinson State University institutional collections and not to the person administering the test.)



ACADEMIC AFFAIRS

NDUS CLEP SUBJECT AREA TESTS AND SCORES

Subject Area Tests	Dickinson State University Course	Semester Hrs	Minimum Score
American Government	POLS 115 – American Government	3	50
History of U.S. I	HIST 103 – United States to 1877	3	50
History of U.S. II	HIST 104 – United States Since 1877	3	50
West Civilization I	HIST 211 – World Civilizations to 1500	3	50
West Civilization II	HIST 212 – World Civilizations Since 1500	3	50
Mathematics	MATH 103 – College Algebra	4	50
	MATH 105 – College Trigonometry	3	50
	MATH 107 – Pre-Calculus	3	50
	MATH 146 – Applied Calculus I	4	50
Freshman College Comp.	ENGL 110 – College Composition I	3	50
English Lit	ENGL 251 – British Literature I	3	50
	ENGL 252 – British Literature II	3	50
American Lit (Essay)	ENGL 261 – American Literature I	3	50
	ENGL 262 – American Literature II	3	50
	ENGL 271 – Literary Analysis I	3	50
	ENGL 272 – Literary Analysis II	3	50
Spanish	SPAN 101 – 1 st Year Spanish I	4	66
	SPAN 102 – 2 nd Year Spanish II	4	66
General Biology	BIOL 111, 111L – Concepts of Biology I and Lab	4	50
	BIOL 150 – General Biology I	3	50
	BIOL 151 – General Biology Lab	1	50
General Chemistry	CHEM 115, 115L – Introductory Chemistry I and Lab	4	50
	CHEM 121 – General Chemistry I	3	50
	CHEM 122 – General Chemistry II	1	50
German	GERM 101 – 1 st Year German I	4	63
	GERM 102 – 2 nd Year German II	4	63
Intro Psychology	PSYC 111 – Introduction to Psychology	3	50
Educational Psychology	PSYC 230 – Educational Psychology	3	50
Human Growth and Development	PSYC 250 – Developmental Psychology	3	50
Principles of Accounting	ACCT 200 – Elements of Accounting I	3	50
	ACCT 215 – Business Law I	3	50
	<i>(NOTE: Accounting CLEP may not be used for majors)</i>		
Principles of Microeconomics	ECON 201 – Principles of Microeconomics	3	50
Principles of Macroeconomics	ECON 202 – Principles of Macroeconomics	3	50
Principles of Management	BADM 202 – Principles of Management	3	50
	BADM 302 – Principles of Management	3	50
Principles of Marketing	MRKT 301 – Principles of Marketing	3	50
Intro Sociology	SOC 110 – Introduction to Sociology	3	50
Computer Applications	CSCI 101 – Introduction to Computers	3	50

NOTE: 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.

ACADEMIC AFFAIRS

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

SPECIAL ACCESS FEE

A Special Access Fee will be charged for the following category of courses: Directed Study, Independent Study, On-line courses, and Internships. Beginning with the Fall 2005-Summer 2006, any student who registers for a course in this category will be charged a tuition rate of \$195 per credit hour for every credit taken. 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 special access fee would be if the course to be offered as Directed Study, Independent Study, Internship, or in an On-Line 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 a special access fee. Exceptions for payment of the special 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 Admissions and 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 this type of enrollment should be utilized only under unusual circumstances involving graduation. The course is usually taught to just one student.

INDEPENDENT STUDY (RESEARCH)

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 type of project. 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 (1) 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

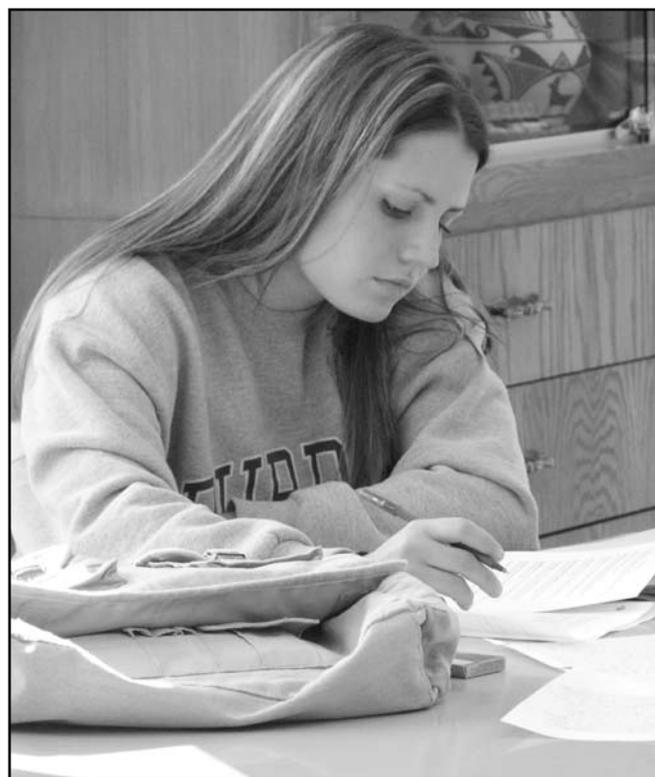
A uniquely designed advanced topics course is within a specific discipline. Course content and other related academic requirements are to be determined by the instructor.

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 can not be repeated in another semester with a registration in the opposite prefix from the one the student was previously granted credit in.

A student is limited to 16 semester hours of credit earned via Directed Study, Independent Study (Research), and/or Special Topics, Readings that will count toward the graduation requirement of 128 semester hours.



ACADEMIC AFFAIRS

GRADUATION REQUIREMENTS

NOTICE TO ALL STUDENTS

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. (See page 32)

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: Exceptions to this policy exist in some areas: **EXCEPTION #1** - If the major consists of 56 or more credit hours, no minor is required. Teaching minors must have a minimum of 24 semester hours including 12 hours from DSU.

EXCEPTION #2 - A minor is not required if the student graduates with a double major.

5. All bachelor of Arts degree graduates must complete 16 semester hours in on foreign language.
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, 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 registrar from a Dickinson State University faculty member or administrator.
9. Submitting a formal application for graduation at the Office of Admissions and Academic Records is required in order to be eligible to receive a Dickinson State University diploma. 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).
10. It is highly recommended that 16 hours of a foreign language be taken by students considering graduate school.

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).

ACADEMIC AFFAIRS

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

The student must complete all General Education classes and specific major classes that are required for the certificate program (number of credits may vary).

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.

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 16 semester hours of Independent Study credits.
2. 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.
3. Limit of 30 semester hours of experiential learning credit.
4. Limit of 10 semester hours of Armed Service credit.
5. Limit of 15 semester hours of CLEP/AP credit.
6. Limit of 12 semester hours of Attached credit.
7. Limit of 6 semester hours of Service Learning credit.
8. Limit of 20 semester hours of credit from institutions whose accreditation is nationally and/or regionally recognized, but is other than NCA accreditation.

(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 21 semester hours above the minimum for one degree.

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 in any one semester.

The student earning a Bachelor of University Studies degree as the first degree must meet all of the requirements of the second degree, including General Education, plus an additional 21 semester hours above the minimum for the Bachelor of University Studies degree.

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 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.

ACADEMIC AFFAIRS

APPLICATION FOR GRADUATION

It is recommended that students formally apply for graduation two academic terms prior to the anticipated completion of their graduation requirements and absolutely no later than one week after the start of the term in which their work is to be completed. The application for graduation is filed through the Office of Admissions and Academic Records.

Dickinson State University holds commencement exercises one time each year, at the end of the spring term. 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 the 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	Cumulative GPA 3.7
Magna Cum Laude	Cumulative GPA 3.5
Cum Laude	Cumulative GPA 3.2

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.

ACADEMIC HONORS

PRESIDENT'S LIST

Students with a cumulative GPA of 3.8 after the completion of at least 24 credit hours overall transfer and institutional, and a minimum of 12 credit hours during the semester (extension courses excluded) will be named to the President's List. Recipients of this prestigious award will receive a letter from the President of Dickinson State University. Moreover, the list of recipients will be included in appropriate college publications.

DEAN'S LIST

Students with a GPA of 3.5 or above after the completion of a minimum of 12 credit hours during the semester (extension courses excluded) will be named to the Dean's List. Recipients of this prestigious award will receive a letter from the Vice President for Academic Affairs. Moreover, the list of recipients will be included in appropriate college publications.

GLOBAL AWARENESS SCHOLARS LIST

Students with a cumulative GPA of 3.75 after they have completed at least 15 credit hours at DSU, and maintain a minimum of 15 credit hours per semester will be named to the Global Awareness Scholars List. Recipients of this prestigious award will receive a letter from the President of Dickinson State University. Moreover, the list of recipients will be included in appropriate college publications.

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 Admissions and 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 Admissions and 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 Admissions and 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.

ACADEMIC AFFAIRS

CATALOG YEARS OF LIMITATIONS

1. A student who has an academic “break” (has not completed a course at Dickinson State University) of four consecutive semesters 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.

WITHDRAWAL FROM THE UNIVERSITY

A student who finds it necessary to withdraw from the University must contact the Office of Financial Aid in May Hall, room 209.

The student will receive a “Withdrawal From University” card. This card must be completed with all necessary signatures obtained from the offices of Student Support Services, Financial Aid, Library, and Business Affairs and then be presented to the Office of Admissions and Academic Records.

A student may withdraw from the University until the first day of regular final tests. If a student does not complete the withdrawal procedure, that student will receive the grade of “F” in all classes.

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

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 nearly 100,000 volumes, 700 plus current print periodical subscriptions, access to thousands of online periodicals and e-books, and numerous videocassettes and other audiovisual materials, all of which are accessible via the Library’s web page: www.dsu.nodak.edu/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. A staff of four librarians 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 during a seven-day 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.dsu.nodak.edu/library.asp.



ACADEMIC AFFAIRS

FOREIGN EXCHANGE PROGRAM STUDY ABROAD

Kazakhstan Institute of Management, Economics, and Strategic Research and Planning (KIMEP)

Dickinson State University has a cooperative agreement with the Kazakhstan Institute of Management, Economics, and Strategic Research and Planning (KIMEP) for the exchange of faculty and students. Located in the capital of Almaty, KIMEP University is the flagship institution of higher education in Kazakhstan where all courses are taught in English and the best students in Kazakhstan attend this college. The faculty are comprised of individuals from all over the world including many from Great Britain, Canada, Russia, Korea, China, and the United States. Students have an opportunity to spend a year at KIMEP for advanced course work in not only management and economics, but international relations, international business and marketing, and a host of other academic areas. Plus, the unique culture of Kazakhstan that blends European, Russian, and Asian traditions and culture provide an interesting and enlightening experience for students. Almaty is located on the historic silk caravan route from China to Europe traveled by Marco Polo in the 13th Century and is similar to the fortress cities of Samarkand and Tashkent. Bordered on the south by the Tien Shen range of the Himalaya Mountains, Kazakhstan was an autonomous republic within the former Soviet Union but now is an independent nation. The country is very similar in climate and geography as North Dakota and Montana and has extensive grasslands and large oil reserves.

For more information concerning this program, contact:

Foreign Exchange Coordinator
May Hall 318
Telephone: 701-483-2322

WROXTON COLLEGE

Dickinson State University also participates in a Study Abroad Program with Wroxton College located in a suburb of London, England. Wroxton College, a stately Jacobean mansion complete with formal gardens and an abbey, offers a unique four-week program during the summer for undergraduate study in literature, history, political science, economics, and the fine arts. Wroxton College's educational methods and academic personnel are chosen to give students the best educational/cultural experience that Britain can offer. The location of the College gives access to a wealth of resources that provide unique educational and cultural experiences for students. For example, the Shakespeare Institute and Centre in Stratford-upon-Avon are utilized in course work as indeed are the Houses of Parliament, national museums and art galleries, major theatre companies, and the City of London itself.

For more information about the Wroxton College summer session contact:

Dr. Hardin Aasand, Chair
Department of Language and Literature
Stickney Hall 221
E-mail address: hardin.aasand@dickinsonstate.edu
Telephone - 701-483-2125

NIZHNIY NOVGOROD STATE AGRICULTURAL ACADEMY, NIZHNIY NOVGOROD, RUSSIA

This Memorandum of Understanding between Nizhniy Novgorod State Agricultural Academy, Novgorod, Russia and Dickinson State University, Dickinson, North Dakota USA, signifies a mutual interest in the development of joint educational and research projects. Where financially feasible and consistent with the policies of the Board of Regents of the State of North Dakota, and all other governing legislation, Nizhniy Novgorod Government and the Russian Ministry of Agriculture, the parties agree to pursue a mutual interest in the following types of activities:

1. Programs relating to teaching and research activities at the two institutions. These programs may encompass disciplines or activities to the extent that suitable counterparts exist at the other institutions.
2. Long-term and short term exchanges of teaching and research faculty, staff and students between the two institutions. Sabbaticals, faculty improvement leaves, visiting professorships, short-term assignments, project exchanges, international internships, study abroad programs and other activities in areas of mutual interest and expertise are contemplated.
3. Exchange of students at the undergraduate and/or graduate level. Students who meet regular admission requirements of the host institution may be admitted to academic programs. The term(s) of attendance, and course of study will be determined individually for each student by the two institutions.

ACADEMIC AFFAIRS

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 can not 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.



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 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 “Teddy Roosevelt 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
- Principles of entrepreneurship, leadership theory and styles of leadership

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 do service learning, a personal enhancement retreat, have special learning opportunities and get to present their research at undergraduate research and honors 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. “Teddy Roosevelt Scholars” take special courses taught by outstanding faculty that allow them to become more adept in their future role as leaders in business, education, art, or whatever career path they choose. Students completing this program are awarded a special crimson honor tassel and framed certificate at graduation. A special notation will be placed on their grade transcript that they graduated with TR Distinction, and they will earn a Leadership Studies Minor.

Dickinson State University offers exchange students a unique opportunity to become Theodore Roosevelt Associates. Theodore Roosevelt Associates 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 an off-campus 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 TR course or serving on a TR Program committee, or contributing to the improvement of the TR Program, the Center of Multicultural Affairs, or the University in a significant way) may expect a letter of reference from the Director.

For more information, please contact:

Dr. James Tallmon, Director

Theodore Roosevelt Honors Leadership Program

May Hall 308

1-800-279-4295 • 701-483-2114

E-mail address: j.tallmon@dickinsonstate.edu

Web Page – http://www.dickinsonstate.com/TR_home.asp

THEODORE ROOSEVELT HONORS LEADERSHIP PROGRAM

GENERAL ACADEMIC POLICIES

- A. All participants in the Theodore Roosevelt Honors Leadership Program must be baccalaureate degree seeking.
- B. All TR Program courses involve intensive reading and writing assignments.
- C. Students must follow the **Course of Study** outlined in these pages and take additional courses in their discipline majors or other general education courses to total a full-time student load of 12 hours or more of course work.
 1. Nursing students who wish to participate in the TR Program 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.
 3. Public Speaking taken for high school dual credit does not count toward TR curricular requirements.
- D. Students accepting the Theodore Roosevelt Honors Leadership Program scholarship are expected to participate in both curricular and co-curricular activities. Curriculum requirements are detailed in the **Course of Study** section. Co-curricular activities may include luncheons, videoconferences, special learning opportunities, conferences, study tours, student enrichment opportunities and colloquia. (Credit may be earned for some of these activities.) Consequences for unsatisfactory participation in co-curricular activities are detailed below in **Maintenance of Honors Program Status**, B.1-3.
- E. Qualified students may enter the Theodore Roosevelt Honors Leadership Program as sophomores. 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 as soon as possible **THE SEMESTER PRIOR TO GRAUADATION**.
 1. If a student's GPA drops below 3.25 for all coursework attempted, a warning letter will be sent from the TR Director's Office notifying the student that he or she will have one semester in which to raise the GPA over 3.25. A copy of the warning letter will be sent to the Dickinson State University Foundation in the Office of Development and Alumni Relations.
 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 Honors Leadership Program 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 Director of the Theodore Roosevelt Honors Leadership Program 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 TR Program and will also result in immediate removal.
 5. Students removed from the TR Program **MAY NOT** apply for readmission to the program or the scholarship award.
 6. Students who have been removed from the TR Program **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 TR Program. 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 491H Conference Proposal for one credit, that conference does not count toward the participation requirement. LEAD 491H is a "stand alone" requirement.
 1. If a student demonstrates unsatisfactory program participation, by 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.

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 TR Program. Transfer students must have a 3.25 cumulative GPA for all colleges attended.

THEODORE ROOSEVELT HONORS LEADERSHIP PROGRAM

2. The student will have one semester to demonstrate satisfactory participation. Failure to demonstrate satisfactory participation thereafter will result in removal from the Honors Leadership Program by the program 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 Director prior to the event.
- C. Students must submit a TR Program Progress Update Form to the TR Program 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 a hole being placed on the TR Scholarship.

Visit the TR Program web pages for further detail regarding policies, frequently asked questions, and program requirements. [Http://www.dickinsonstate.com/TR_home.asp](http://www.dickinsonstate.com/TR_home.asp)



COURSE OF STUDY

YEAR ONE

Fall Semester

ASC 100 – Freshman Seminar.....	1
COMM 111 – Honors Pubic Speaking	3
ENGL 111H – Honors Composition.....	3

Special Learning Opportunities (Freshman Seminar includes a number of the following:

- Leadership Videoconference
- Predictive Index Workshop-Leadership Profiles
- 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.

Spring Semester

LEAD 100H – 21 st Century Leadership*.....	3
ENGL 121H – Honors Composition II.....	3
LEAD 296H – Study Tour	1

*21st Century Leadership counts for both the General Education, IV-C, and Multicultural requirement.

MANDATORY ACTIVITY

Personal Enhancement Retreat (based on *7 Habits of Highly Effective People*)

Personal enhancement training, both introductory and advanced, is a special learning opportunity made available to all TR Scholars. Introductory level training is mandatory in order to graduate with TR distinction. Advanced level training is offered for those who wish to take it after having completed the introductory workshop.

Special Learning Opportunities

- Freshman Orientation – includes basic personal enhancement training (based on *7 Habits of Highly Effective People*)
- Study Tour, if not taken for credit
- There will be enrichment opportunities involving prominent guest presenters from business, government, and education. Some are mandatory, others are student’s choice.
- Midwest Region National Collegiate Honors Council conference
- DAC- Student Leadership Weekend
- Lunch with the President

THEODORE ROOSEVELT HONORS LEADERSHIP PROGRAM

YEAR TWO

Fall Semester

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

Students take additional courses in their discipline major.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor
- Participate in a videoconference
- There will be enrichment opportunities involving prominent guest presenters from business, government, and education. Some are mandatory, others are student's choice.

Participation and membership in at least one campus organization.

Spring Semester

COMM 216 – Intercultural Communication (For World Leadership)*	3
ENTR 267H – Entrepreneurship/Leadership Seminar	2

***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 Region National Collegiate Honors Council conference
- Attend a student research conference or poster session
- DAC- Student Leadership Weekend



YEAR THREE

Fall Semester

LEAD 495H – Service Learning Project	3
Take one of the following TR Program approved electives outside your major	3
PSYC 250 – Developmental Psychology	3
PSYC 375 – Theories of Personality	3
HPER 240 – Principles of Human Nutrition.....	3
ENTR 300 – Creativity and Innovation	3
H&CE 241 – Leadership & Presentation Techniques.....	3
HIST 440 – The World Since 1945.....	3
MATH 326 – Abstract Algebra	3
BIOL 300 – Environmental Biology.....	3
SPAN425 – Hispanic Literature.....	3
RELS 203 – World Religions.....	3
COMM 308 – Argumentation	3
COMM 316 – Meeting Management.....	3

Approved special topics courses will be offered occasionally that meet the TR elective requirement. Those opportunities will be communicated through the TR Program Office.

Students take additional courses in their discipline major.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor for the Theodore Roosevelt Freshman Scholars
- Participate in a videoconferences
- Serve as campus organization leader
- Lunch with the President

Participation and membership in at least one campus organization.

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
- Collaborative research
- Participate in videoconferences
- Study Tour

THEODORE ROOSEVELT HONORS LEADERSHIP PROGRAM

YEAR FOUR

Fall Semester

LEAD 491H– Honors Seminar.....3

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 as soon as possible THE SEMESTER PRIOR TO GRADUATION.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor
- Midwest Regional National Collegiate Honors Council conference

Spring Semester

LEAD 497 – Internship.....2

Students take additional courses in their discipline major.

Special Learning Opportunities

- Serve as a Freshman Seminar mentor
- Participate in videoconferences
- Serve on Students Publication Board
- Undergraduate Research Conference
- Midwest Regional National Collegiate Honors Council conference

TOTAL SEMESTER HOURS FOR GRADUATION WITH TR DISTINCTION.....36

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

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	1
LEAD 494H – Independent Study: Conference Proposal	3
LEAD 495H – Service Learning Project	3
LEAD 497H– Internship.....	2
Total Semester Hours	23



PRE-PROFESSIONAL STUDIES

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 60 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-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-PROFESSIONAL STUDIES

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-PROFESSIONAL STUDIES

PRE-PHYSICAL THERAPY

Physical therapy has become a five-year, masters 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.

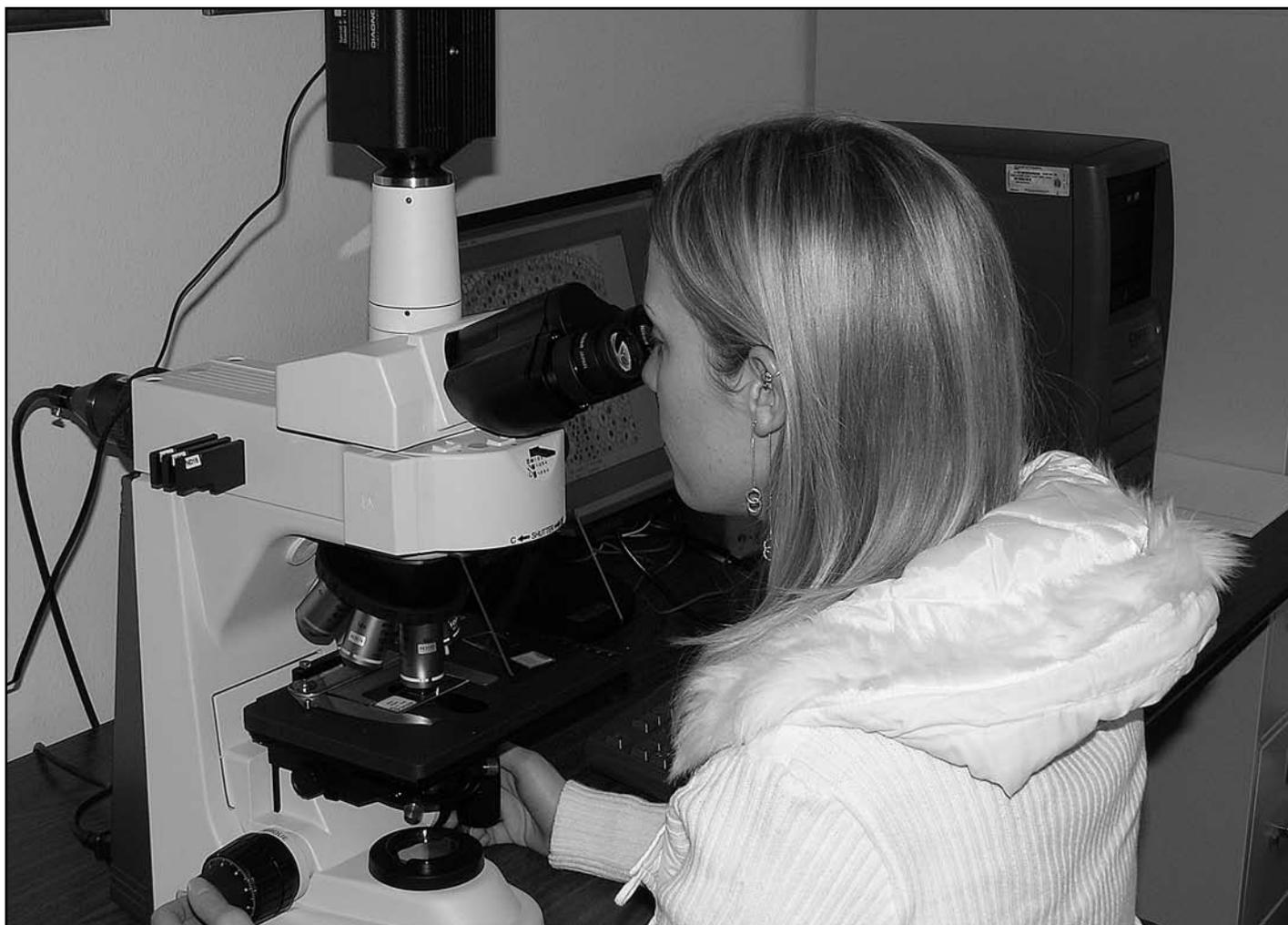
PRE-VETERINARY MEDICINE

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-WILDLIFE STUDIES

The pre-wildlife studies program is designed to satisfy the basic requirements recommended by most universities offering degree programs in fields such as ecology, wildlife management, and fisheries management. The course requirements also fulfill the requirements for the first two years in biology. The program is sufficiently broad to enable the student to transfer at the end of two years to a college or continue to complete the Bachelor of Science degree in Professional Biology along with several agriculture courses. Contact the Department of Natural Sciences for specific curriculum.



PRE-PROFESSIONAL SUGESTED DSU COURSEWORK

Date: 4/8/04

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

	Chiropractic	Dental Hygienist	Dental Tech/Assist	Dentistry	Dietetics	Engineering	Mortuary Science	Medical Technology	Medicine	Occupational Therapy	Optometry	Pharmacy	Physical Therapy	Radiology	Veterinary	Wildlife Studies
BIOL 150/150L General Biology/Lab	X			X	X		X	X	X		X	X	X		X	X
BIOL 211/211L Human Anat/Lab OR																
BIOL 340 Comparative Anatomy	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	X	
BIOL 302/302L Microbiology/Lab	X	X	X	X	X			X	X		X	X	X		X	X
BIOL 315/315L Genetics/LAB				X				X	X						X	X
CHEM 115/115L Intro Chemistry/Lab		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		X	X	X		X	X
CHEM 122/122L Gen Chemistry II/Lab	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	
CHEM 342/342L Organic Chem II/Lab	X			X				X	X		X	X			X	
CHEM 320 Quantitive Analysis								X								
CHEM 330 Analytical Instrumentation								X								
CHEM 360 Biochemistry				X	X			X	X		X	X			X	
MATH 305 Probability & Statistics				X	X	X		X	X	X	X		X	X	X	X
MATH 165 Calculus I				X		X		Pre-Calc	X		X	X		Pre-Calc	X	X
MATH 166 Calculus II				X		X			X		X	X			X	
PHYS 211/211L College Phys I/Lab	X			X		Univ		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
Bachelor's Degree required	X			X							X		X		X	
Can transfer after 1 year		X	X			X	X			X				X		
Can transfer after 2 years		X			X							X				X
Can transfer after 3 years	X							X							X	

GENERAL EDUCATION CURRICULUM

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.

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

Course work 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.



GENERAL EDUCATION CURRICULUM

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 or3 G
ENGL 111H – Honors Composition I3 G
- B. ENGL 120 – College Composition II or3 G
ENGL 121H – Honors Composition II3 G
- C. COMM 110 – Fundamentals of Public Speaking.....3 G
TOTAL.....9 credit hours
- D. CSCI 101 – Introduction to Computers or.....3 G
CSCI 160 – Computer Science I.....4 G
TOTAL.....3-4 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 the following:

- A. Any natural science course and the corresponding laboratory totaling four or more credits.
BIOL 111, 111L – Concepts of Biology & Lab 4 G
CHEM 115, 115L – Introductory Chemistry I and Lab...4 G
GEOL 100, 100L – Earth Science and Lab4 G
GEOL 105, 105L – Physical Geology and Lab4 G
PHYS 211, 211L – College Physics I and Lab.....4 G
SCNC 101, 101L – Physical Science and Lab4 G
BIOL 230, 230L – Nature Study (Elementary Ed Only) .4
TOTAL4 credit hours
- B. Any math course of 3 or more credits numbered 103 or higher; except MATH 277.
MATH 103 – College Algebra 4 G
MATH 107 – Pre-Calculus.....4 G
MATH 110 – Liberal Arts Mathematics 3
MATH 146 – Applied Calculus.....3 G
MATH 165 – Calculus I.....4 G
MATH 305 – Probability & Statistics 4 G
TOTAL.....4 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#3 G
ART 122 – Two-Dimensional Design3 G
(Elementary Education Majors, Art Majors,
Art Minors Only)
COMM 216 – Intercultural Communications#3 G
COMM 280 – Understanding Film & TV3 G
ENGL 211 – Introduction to Creative Writing3 G
MUSC 100 – Music Appreciation#3 G
MUSC 110 – Foundations of Music.....3 G
(Elementary Education Majors Only)
PHIL 101 – Introduction to Philosophy.....3 G
THEA 110 – Introduction to Theater.....#3 G
RELS 203 – World Religions#3 G
TOTAL.....3 credit hours

B. Literacy Expressions

- ENGL 220 – Introduction to Literature#3 G
ENGL 232 – Mythology.....#3 G
ENGL 236 – Women and Literature.....#3 G
ENGL 241 or 242 – World Literature I or II#3 G
ENGL 251 or 252 – British Literature I or II#3 G
ENGL 261 – American Literature I.....3 G
ENGL 262 – American Literature II.....#3 G
TOTAL.....3 credit hours

C. Applied Expressions

- ART 250 – Ceramics I3 G
ART 130 – Drawing I.....3 G
ART 225 – Water Media I.....3 G
ART 280 – Photography I.....3 G
MUSC 236 – Chorale*1 G
MUSC 237 – Concert Band.....*1 G
COMM 211 – Oral Interpretation.....3 G
THEA 161 – Acting I.....1 G
THEA 201-301 – Theatre Practicum*1 G
Foreign Language 101 or higher#4 G
TOTAL.....3 credit hours

GENERAL EDUCATION CURRICULUM

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 3 G

HIST 104 – U.S. since 1877 3 G

HIST 211 – World Civilizations to 1500#3 G

HIST 212 – World Civilizations since 1500.....#3 G

TOTAL..... 3 credit hours

B. Human Behavior

PSYC 111 – Introduction to Psychology 3 G

SOC 110 – Introduction to Sociology#3 G

SOC 115 – Social Problems 3 G

TOTAL..... 3 credit hours

C. Social Interaction

ECON 105 – Elements of Economics 3 G

ECON 106 – Global Economics.....#3 G

ECON 201 – Principles of Microeconomics 3 G

GEOG 121 – Physical Geography 3 G

GEOG 161 – World Regional Geography#3 G

EDUC 300 – Teaching for Diversity#3 G

(Education Majors Only)

POLS 115 – American Government 3 G

POLS 116 – State and Local Government..... 3 G

SPAN 250 – Hispanic Civilization and Culture#3 G

LEAD 100H – 21st Century Leadership3

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 Wellness2

* 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.

COLLEGE OF ARTS AND SCIENCES



Dr. Richard D. Brauhn, Dean

- **Department of Fine and Performing Arts**
- **Department of Language and Literature**
- **Department of Mathematics and Computer Science**
- **Department of Natural Sciences**
- **Department of Social Sciences**

DEPARTMENT OF FINE AND PERFORMING ARTS



FACULTY

Fulltime: Haight-Chair, Abts, Carr, Eacret-Simmons, Gingerich, Hafidi, Keogh, Lee, Marcusen, Quijano, Spitzer, Williams

The Department of Fine and Performing Arts offers degree programs in Art, Communication, Dance, Graphic Design, Music, 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 course work 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 course work 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 course work 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:

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, IV, and V.)
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, IV, and V.)
3. The ability to identify sources and tools for art historical research, to reflect on gallery and museum exhibitions on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
4. The ability to write an artist's statement, an exhibition announcement, a press release, and to present his or her work professionally. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
5. Familiarity with an appreciation for a wide range of culturally and socially diverse art forms, representations, and practices. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
6. Technical and conceptual expertise in the creation of visual statements. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
7. An understanding of the principles of design and elements of composition. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
8. The ability to choose appropriate techniques, tools and technologies and the expressive and sensitive handling of those materials in two-dimensional and three-dimensional art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
9. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
10. An understanding of the health risks for artists and safe handling of materials and equipment. (This learning outcome directly addresses Institutional Learning Outcomes V, and VI.)

11. Effective planning, teaching, and 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, IV, and V.)

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.....	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 312 – Contemporary Art History.....	3
ART 410 – Senior Exhibition	2
SEED 490A – Art Methods for Secondary Education.....	3
Electives in Art.....	7

TOTAL SEMESTER HOURS39

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

Electives

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, IV, and V.)
2. 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, IV, and V.)

DEPARTMENT OF FINE AND PERFORMING ARTS

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:

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, IV, and V.)
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, IV, and V.)
3. The ability to identify sources and tools for art historical research, to reflect on gallery and museum exhibitions on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
4. To write an artist’s statement, an exhibition announcement, a press release, and to present his or her work professionally. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
5. Familiarity with an appreciation for a wide range of culturally and socially diverse art forms, representations, and practices. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
6. Technical and conceptual expertise in the creation of visual statements. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
7. An understanding of the principles of design and elements of composition. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
8. The ability to choose appropriate techniques and tools and the expressive and sensitive handling of those materials in two-dimensional and three-dimensional art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
9. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
10. An understanding of the health risks for artists and safe handling of materials and equipment. (This learning outcome directly addresses Institutional Learning Outcomes V, and VI.)

3. The ability to identify sources and tools for art historical research, to reflect on gallery and museum exhibitions on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
4. The ability to write an artist’s statement, an exhibition announcement, a press release, to design and install, and light an exhibition, to design and prepare a portfolio, and to present his or her work professionally. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
5. Familiarity with an appreciation for a wide range of culturally and socially diverse art forms, representations, and practices. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
6. Technical and conceptual expertise in the creation of visual statements. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
7. An understanding of the principles of design and elements of composition. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
8. The ability to choose appropriate techniques and tools and the expressive and sensitive handling of those materials in two-dimensional and three-dimensional art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
9. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
10. An understanding of the health risks for artists and safe handling of materials and equipment. (This learning outcome directly addresses Institutional Learning Outcomes V, 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.....	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 480A – Senior Exhibition.....	2
ART 497 – Art Internship (External)	3
GDES 241 – Graphic Design.....	3
GDES 347 – Web Design.....	3
Electives	9

To be selected from ART and GDES 300 level courses

TOTAL SEMESTER HOURS55

Majors in Art Entrepreneurship also must complete the Entrepreneurship for Non-business Students Minor.

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 312 – Contemporary Art History.....	3
ART 410 – Senior Exhibition.....	2
Electives in Art.....	9
Must be selected from ART and/or GDES courses 300 or higher	
TOTAL SEMESTER HOURS	41

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 312 – Contemporary Art History.....	3
ART 411 – Senior Exhibition.....	1
ELED 290A – Art Methods for Elementary Education	3
TOTAL SEMESTER HOURS	25

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 312 – Contemporary Art History.....	3
ART 411 – Senior Exhibition.....	1
SEED 490A – Art Methods for Secondary Education	3
TOTAL SEMESTER HOURS	25

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 312 – Contemporary Art History.....	3
ART 411 – Senior Exhibition.....	1
Electives in Art.....	6
TOTAL SEMESTER HOURS	25

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 course work 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)

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 requires General Education, 16 credits of foreign language, the major, a minor, and electives to equal a minimum of 128 semester hours.



DEPARTMENT OF FINE AND PERFORMING ARTS

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, III, IV, and V.)
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, III, IV, and V.)
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 II, III, IV, and V.)
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 III, IV, and V.)
5. The ability to practice and facilitate engagement in a multicultural, global society. (This learning outcome directly addresses Institutional Learning Outcomes II, III, IV, and V.)
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, IV, and V.)

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.....	6
Select from any COMM or THEA courses numbered above 200	
TOTAL SEMESTER HOURS	38

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, III, IV, and V.)
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, III, IV, and V.)
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 II, III, IV, and V.)
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 III, IV, and V.)
5. The ability to practice and facilitate engagement in a multicultural, global society. (This learning outcome directly addresses Institutional Learning Outcomes II, III, IV, and V.)

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 or THEA courses numbered above 200	
TOTAL SEMESTER HOURS	36

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	6
Select additional COMM courses numbered above 200	
TOTAL SEMESTER HOURS	24

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	9
Select additional COMM numbered above 200	
TOTAL SEMESTER HOURS	24



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 life-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, IV, and V.)
2. Familiarity with dance technique and movement vocabulary, including ballet, modern jazz, and tap styles. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
3. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
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 II, IV, and V.)
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 I, V, and VI.)

DANCE MINOR

DANC 102 – Ballet I.....	1
DANC 104 – Modern I.....	1
DANC 105 – Jazz I.....	1
MUSC 110 – Foundations of Music	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 292 – 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

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

DEPARTMENT OF FINE AND PERFORMING ARTS

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, IV, and V.)

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, IV, and V.)
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 II, IV, and V.)
4. A combination of visual, conceptual and technical expertise in digital art. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
5. An understanding of the principles of design, composition, and color. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
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, IV, and V.)
7. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)

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
BOTE 218 – Desktop Publishing	3
ART 230 – Drawing II.....	3
ART 312 – Contemporary Art History	3
ART 380 – Photography II	3

TOTAL SEMESTER HOURS28

MUSIC

The Dickinson State University Music program serves all students in their understanding of music. A comprehensive professional program is available to music majors, music minors, and non-majors, as well as to students certifying to teach public school music. A strong music curriculum is also available to students interested in pursuing advanced study. 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.

MAJORS AND MINORS

- 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, a minor, 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, 16 credits of foreign language, the major, a minor, and electives to equal 128 semester hours.



BACHELOR OF SCIENCE IN EDUCATION DEGREE

Composite Music Education Major

A Composite Music Education Degree is selected once a student has decided to certify in both choral and instrumental music. Each student must select a performing instrument or voice in 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 during which at least two semester 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 in 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, of which at least one 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 program. Lessons involve 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. Only music majors and music minors may register for applied lessons.

300 LEVEL REQUIREMENT

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 of 2.5.
2. Receiving permission from their applied instructor.
3. Passing the piano proficiency examination.

PIANO PROFICIENCY REQUIREMENT

As a requirement for graduation, all music majors and minors must pass MUSC 230 – Piano Proficiency Exam. It is highly recommended that this requirement for graduation be met no later than the end of the sophomore year.

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.

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 private 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 private lessons for the major applied instrument. Students must have achieved 300 level (for B.S. degree) or 400 level (for B.A. degree) for lessons at least one semester prior to 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 must have achieved 300 level by the semester of the recital.

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 135N) 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 (MUSC 135N) during the semesters they are registered for private lessons. At a minimum, every student enrolled in private lessons must perform at performance class at least once each semester. Failure to meet this requirement will result in a failing grade for the private 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 the music programs ensembles and activities.

DEPARTMENT OF FINE AND PERFORMING ARTS

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 have demonstrated:

1. The ability to analyze and evaluate musical performance from various perspectives 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, IV, and V.)
2. The comprehension of theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, IV, and V.)
3. Familiarity with a diverse body of musical literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
4. The ability to identify sources and tools for historical research in music, to reflect on musical performances on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
5. The ability to use contemporary music technology in reinforcement, recording, and computer manipulations. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
6. A basic proficiency on keyboard and a wide range of instruments. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
7. A high proficiency either in voice or on a specific instrument of his or her choice and a moderate proficiency on the other. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
8. Ability to 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 IV, and V.)
9. A moderate proficiency in arranging and conducting instrumental ensembles and in conducting choral ensembles for high schools. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
10. Effective planning, teaching, and assessment 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, IV, and V.)

COMPOSITE MUSIC EDUCATION MAJOR COURSES

Choral and Instrumental Composite K-12 Licensure

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II	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 230 – Piano Proficiency.....	0
MUSC 253 – Woodwinds Class.....	3
MUSC 255 – Brass Class.....	3
MUSC 257 – Percussion Class	2
MUSC 259 – Strings Class	2
MUSC 306 – Instrumental Conducting	2
MUSC 307 B Choral Conducting.....	2
MUSC 310 B Music Technology.....	2
MUSC 325 – Vocal Pedagogy and Diction.....	3
MUSC 326, 327 – Music History and Literature I and II.....	6
MUSC 335 – Instrumental Arranging.....	2
MUSC 405 – 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
TOTAL SEMESTER HOURS	82

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 Instrumental Music Education

Degree Requirements:

General Education Courses

Major Courses

Professional Secondary Education

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to analyze and evaluate musical performance from various perspectives 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, IV, and V.)
2. The comprehension of theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, IV, and V.)
3. Familiarity with a diverse body of musical literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
4. The ability to identify sources and tools for historical research in music, to reflect on musical performances on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
5. The ability to use contemporary music technology in reinforcement, recording, and computer manipulations. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
6. A basic proficiency on keyboard, voice, and a wide range of instruments. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
7. A high proficiency on a specific instrument of his or her choice. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
8. Ability to perform successfully in public on his or her instrument both in ensembles and in solo recitals. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
9. A moderate proficiency in arranging and conducting instrumental ensembles and in conducting choral ensembles for high schools. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
10. Effective planning, teaching, and assessment 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, IV, and V.)

INSTRUMENTAL MUSIC EDUCATION

MAJOR COURSES

K-12 Licensure

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II.....	2
MUSC 183 – Voice for Instrumentalists.....	2
MUSC 206 – 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 230 – Piano Proficiency.....	0
MUSC 253 – Woodwinds Class.....	3
MUSC 255 – Brass Class.....	3
MUSC 257 – Percussion Class.....	2
MUSC 259 – Strings Class.....	2
MUSC 306 – Instrumental Conducting.....	2
MUSC 310 B Music Technology.....	2
MUSC 326, 327 – Music History and Literature I and II.....	6
MUSC 335 – Instrumental Arranging.....	2
MUSC 405 – 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.....	

TOTAL SEMESTER HOURS 70

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 have demonstrated:

1. The ability to analyze and evaluate musical performance from various perspectives 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, IV, and V.)

DEPARTMENT OF FINE AND PERFORMING ARTS

2. The comprehension of theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, IV, and V.)
3. Familiarity with a diverse body of musical literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
4. The ability to identify sources and tools for historical research in music, to reflect on musical performances on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
5. The ability to use contemporary music technology in reinforcement, recording, and computer manipulations. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
6. A basic proficiency on keyboard and a wide range of instruments. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
7. High proficiency in voice (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
8. The ability to perform successfully in public with voice both ensembles and in solo recitals. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
9. A moderate proficiency in arranging and conducting instrumental ensembles and in conducting choral ensembles for high schools. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
10. Effective planning, teaching, and assessment 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, IV, and V.)

MUSC 326, 327 – Music History and Literature I and II.....	6
MUSC 405 – 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	

TOTAL SEMESTER HOURS69

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 Requirements**
 - Electives**

STUDENT LEARNING OUTCOMES

The graduate from this program will have demonstrated:

1. The ability to analyze and evaluate musical performance from various perspectives 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, IV, and V.)
2. The comprehension of theoretical, formal, structural, and compositional music concepts. (This learning outcome directly addresses Institutional Learning Outcomes I, IV, and V.)
3. Familiarity with a diverse body of musical literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
4. The ability to identify sources and tools for historical research in music, to reflect on musical performances on paper, and to produce a formal research paper. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
5. The ability to use contemporary music technology in reinforcement, recording, and computer manipulations. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
6. A basic proficiency on keyboard, voice, and a wide range of instruments. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
7. A basic proficiency either in voice, or on a specific instrument of his or her choice. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)

CHORAL MUSIC EDUCATION MAJOR COURSES

K-12 Licensure

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II	2
MUSC 206 – 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 230 – Piano Proficiency.....	0
MUSC 253 – Woodwinds Class.....	3
MUSC 255 – Brass Class.....	3
MUSC 257 – Percussion Class	2
MUSC 259 – Strings Class	2
MUSC 307 – Choral Conducting.....	2
MUSC 310 – Music Technology	2
MUSC 325 – Vocal Pedagogy and Diction.....	3

8. The ability to 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 IV, and V.)
9. A moderate proficiency in arranging and conducting instrumental ensembles and in conducting choral ensembles. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)

MUSIC MAJOR COURSES

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II.....	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 306 – Instrumental Conducting or MUSC 307 B Choral Conducting	2
MUSC 310 B Music Technology.....	2
MUSC 326, 327 – Music History and Literature I and II.....	6
MUSC 405 – Musical Form and Analysis	2
Electives in Music.....	7
Ensembles	8
Applied Music.....	8
TOTAL SEMESTER HOURS	56

Minors

INSTRUMENTAL MUSIC EDUCATION MINOR

Secondary Education

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II.....	2
MUSC 230 – Piano Proficiency.....	0
Choose one of the following courses.....	2-3
MUSC 253 – Woodwinds Class	3
MUSC 255 – Brass Class.....	3
MUSC 257 – Percussion Class	2
MUSC 259 – Strings Class	2
MUSC 306 – Instrumental Conducting	2
SEED 390M – Secondary Instrumental Music Methods.....	3
Ensembles	5
Applied Music.....	4
Music Electives.....	1-2
TOTAL SEMESTER HOURS	31

INSTRUMENTAL MUSIC EDUCATION MINOR

Elementary Education

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II.....	2
MUSC 230 – Piano Proficiency.....	0
Choose one of the following courses.....	2-3
MUSC 253 – Woodwinds Class	3
MUSC 255 – Brass Class.....	3
MUSC 257 – Percussion Class	2
MUSC 259 – Strings Class	2
MUSC 306 – Instrumental Conducting	2
ELED 390M – Elementary Music Methods	3
Ensembles	5
Applied Music.....	4
Music Electives.....	1-2
TOTAL SEMESTER HOURS	31

CHORAL MUSIC EDUCATION MINOR

Secondary Education

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II.....	2
MUSC 230 – Piano Proficiency.....	0
MUSC 307 – Choral Conducting.....	2
MUSC 325 – Vocal Pedagogy and Diction.....	3
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 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II.....	2
MUSC 230 – Piano Proficiency.....	0
MUSC 307 – Choral Conducting.....	2
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

DEPARTMENT OF FINE AND PERFORMING ARTS

MUSIC MINOR

MUSC 120 – Introduction to Music Literature.....	3
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 130, 131 – Piano Keyboard Skills I & II.....	2
MUSC 230 – Piano Proficiency.....	0
MUSC 326, 327 – Music History.....	6
Ensembles.....	5
Applied Music.....	4

TOTAL SEMESTER HOURS28



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 course work 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, 16 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, IV, and V.)
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, IV, and V.)
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 II, IV, and V.)
4. Familiarity with a diverse body of dramatic literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
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 IV, and V.)
6. The ability to create theatrical designs and to implement technical solutions for production. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
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 II, IV, and V.)
8. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
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 II, IV, and V.)
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, IV, and V.)

THEATRE EDUCATION MAJOR COURSES

Secondary Education

THEA 161 – Acting I 1
 THEA 200, 300 – Production Workshop 4
 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..... 2
 THEA 310 – Directing 3
 THEA 325 – Theatrical Design..... 3
 THEA 350 – Theatre History 3
 THEA 450 – Senior Project 2
 THEA 491 B Theatre Seminar 3
 SEED 490L B Methods of Teaching Secondary Language Arts . 3
 COMM 211 – Oral Interpretation 3
 Electives 3
 Select from any COMM, DANC or THEA courses numbered above 200

TOTAL SEMESTER HOURS38

**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, IV, and V.)
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, IV, and V.)
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 II, IV, and V.)

4. Familiarity with a diverse body of dramatic literature of different genre, style, period, and culture. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
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 IV, and V.)
6. The ability to create theatrical designs and to implement technical solutions for production. (This learning outcome directly addresses Institutional Learning Outcomes II, IV, and V.)
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 II, IV, and V.)
8. Productivity, diligence, exploration, and experimentation. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
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 II, IV, and V.)

THEATRE MAJOR COURSES

THEA 161 – Acting I 1
 THEA 200, 300 – Production Workshop 4
 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..... 2
 THEA 310 – Directing 3
 THEA 325 – Theatrical Design..... 3
 THEA 350 – Theatre History 3
 THEA 450 – Senior Project 2
 THEA 491 B Theatre Seminar 3
 COMM 211 – Oral Interpretation 3
 COMM 280 – Understanding Film and TV 3
 Electives 3
 Select from any COMM, DANC or THEA courses numbered above 200

TOTAL SEMESTER HOURS38

DEPARTMENT OF FINE AND PERFORMING ARTS

Minors

THEATRE EDUCATION MINOR

Elementary or Secondary Education

THEA 161 – Acting I	1
THEA 200, 300 – Production Workshop	2
THEA 201, 301 – Theatre Practicum.....	1
THEA 261 – Acting II.....	3
THEA 270 – Stagecraft.....	2
THEA 350 – Theatre History.....	3
SEED 490L – Methods of Teaching Secondary Language Arts..	3
Electives.....	9
Select from any THEA courses numbered above 200	

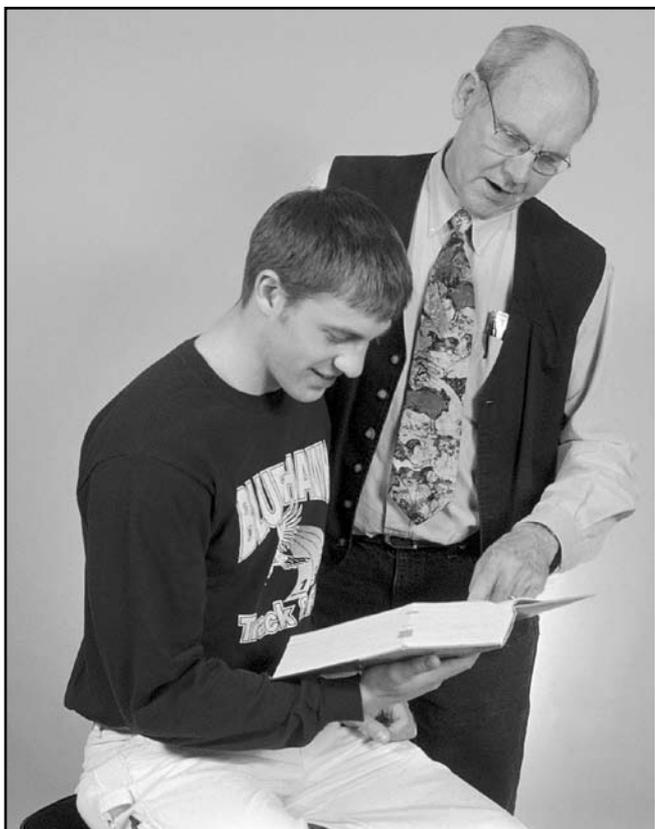
TOTAL SEMESTER HOURS24

Theatre Minor

THEA 110 – Introduction to Theatre	3
THEA 161 – Acting I	1
THEA 200, 300 – Production Workshop	2
THEA 201, 301 – Theatre Practicum.....	1
THEA 261 – Acting II.....	3
THEA 270 – Stagecraft.....	2
THEA 350 – Theatre History.....	3
COMM 211 – Oral Interpretation	3
Electives.....	6
Select from any THEA courses numbered above 200	

TOTAL SEMESTER HOURS24

DEPARTMENT OF LANGUAGE AND LITERATURE



The Department of Language and Literature offers degree programs in English, Writing, Journalism, and Spanish. The Department also offers introductory courses in German, Philosophy and Religious Studies.

FACULTY

Full-time Faculty: Aasand – Chair, Ballard, Barnhart, Champa, Ford, Foster, Kraus, Laman, McWilliams, Renner, Solheim, Wheeler

DEPARTMENT

The Department of Language and Literature offers courses that form a major cornerstone of a liberal arts education at Dickinson State University. The Department of Language and Literature offers general education and elective courses to achieve the following outcomes:

1. Enable students to write and think critically and imaginatively as citizens of a global community.
2. Develop in our students an awareness of and appreciation for the literary works produced in a global community.
3. Enhance our students' understanding of the languages and cultures that contribute to our multicultural society.

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 and modern languages (Spanish and German). In addition, the Department of Language and Literature supports a variety of co-curricular and extra-curricular activities to enhance our students' course of study: student publications, a film festival, a literary speakers' series, an undergraduate literary conference, study abroad programs in Mexico and at Wroxton College in England, and the Eta Epsilon Chapter of Sigma Tau Delta (the international English honor society). Student Learning Outcomes and curriculum requirements for the Department of Language and Literature degree programs in English, Writing, Journalism, and Spanish are described in the following sections.

MAJORS AND MINORS

MAJORS

Bachelor of Arts Degree

English

Spanish

Writing

Bachelor of Science in Education Degree

English Education (Secondary Education)

Spanish Education (Secondary Education)

Bachelor of Science Degree

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 require General Education (39 semester hours), freshman seminar (one semester hour), a major (32 semester hours minimum), a minor (18 semester hours minimum), a foreign language (16 semester hours), and electives (about 22 semester hours) to equal a minimum of 128 semester hours.

Bachelor of Science in Education degrees require General Education (39 semester hours), freshman seminar (one semester hour), a major (32 semester hours minimum), a minor (24 semester hours minimum), and the Professional Secondary Education sequence (34 semester hours), to equal a minimum of 128 semester hours.

DEPARTMENT OF LANGUAGE AND LITERATURE

ENGLISH

ENGLISH PROGRAM/

STUDENT LEARNING OUTCOMES

The English program and its major degrees are designed to correlate with the institutional learning outcomes:

1. Through the general education courses within the English program, students develop their abilities to read analytically, to speak and to write skillfully, and to respond logically and creatively to a variety of literary of forms. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and IV.)
2. Through the sequence of advanced literature courses, students refine their communication skills and develop their understanding of the literary works of various world cultures, subcultures, and minority groups that form the fabric of this global community. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
3. Through the advanced writing courses, students engage their critical, creative and technical skills as writers to develop proficiency and aesthetic fulfillment. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)
4. Through the electives and options in the program, students pursue their personal interests and skills in order to develop their potential as life-long learners. (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)

Bachelor of Arts Degree English

Degree Requirements:

General Education Courses

Major Courses

Minor Courses

Foreign Language Requirement

Electives

STUDENT LEARNING OUTCOMES

Students who attain the B.A. in English will:

1. Gain an overview of the British and American literature that is essential for sensitive, intelligent life-long learners. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
2. Enhance their basic writing skills in the advanced writing courses that build on the freshman composition sequence. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and IV.)
3. Engage in the advanced study of American and British literature that builds on the material learned in the introductory surveys. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)

4. 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 Learning Outcomes I, II, III, IV, and V.)

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 210 – College Composition III	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 325 – Shakespeare	3
Select one of the following	3
ENGL 350 – Studies in American Literature	3
ENGL 355 – Major American Writers	3
ENGL 480 – Senior Project	1
Select two of the following	6
ENGL 405 – British Medieval Literature.....	3
ENGL 410 – British Tudor and Jacobean Literature....	3
ENGL 415 – British Stuart 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 211 – Introduction to Creative Writing.....	3
ENGL 213 – Literary Publications.....	3
ENGL 305 – Writing About Literature.....	3
JOUR 201 – Interpretive and Opinion Writing	3
Any English course numbered 200 or above	9
TOTAL SEMESTER HOURS	40

Bachelor of Science Education Degree English Education

Degree Requirements:

General Education Courses

Major Courses

Minor Courses

Professional Secondary Education

STUDENT LEARNING OUTCOMES

Students who attain the B.A. in English will:

Students who attain the B.S. in English Education will:

1. Gain an understanding of the British and American literature that is essential for sensitive, intelligent life-long learners. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
2. Enhance their basic writing skills in the advanced writing courses that build on the freshman composition sequence. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and IV.)
3. Engage in the advanced study of American and British literature. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
4. Gain an understanding of the history, development, and grammatical underpinnings of English. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
5. Acquire understanding of adolescent literature typically included in high school curricula. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV, and V.)
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 Learning Outcomes I, II, IV, and V.)
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 Learning Outcomes I, II, III, IV, and V.)

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 210 – College Composition III.....	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 315 – The Structure and History of English.....	3
ENGL 325 – Shakespeare.....	3
Select one of the following.....	3
ENGL 350 – Studies in American Literature.....	3
ENGL 355 – Major American Writers.....	3
ENGL 382 – Adolescent Literature.....	3
SEED 490L – Teaching Methods in Secondary Language Arts ..	3
ENGL 480 – Senior Project.....	1
Two of the following.....	6
ENGL 405 – British Medieval Literature.....	3
ENGL 410 – British Tudor and Jacobean Literature....	3
ENGL 415 – British Stuart 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
Any English courses numbered above 200.....	3

TOTAL SEMESTER HOURS40

Minors

ENGLISH MINOR

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 325 – Shakespeare.....	3
Any English course numbered 200 or above.....	9

TOTAL SEMESTER HOURS24

English Education Minor

(Secondary 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
ENGL 315 – The Structure and History of English.....	3
ENGL 325 – Shakespeare.....	3
ENGL 382 – Adolescent Literature.....	3
SEED 490L – Teaching Methods in Secondary Language Arts ..	3

TOTAL SEMESTER HOURS24

DEPARTMENT OF LANGUAGE AND LITERATURE

ENGLISH EDUCATION MINOR

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 232 – Mythology.....	3
ENGL 241 – World Literature I.....	3
ENGL 242 – World Literature II.....	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
ENGL 315 – The Structure and History of English.....	3
Select one of the following.....	3
Any English course 200 or above.....	3
JOUR 201 – Interpretive and Opinion Writing.....	3

TOTAL SEMESTER HOURS24

Note: Students seeking degrees in English are strongly encouraged to take courses in British, American, and World History, as well as oral interpretation. Students in the English Education program should also consider additional coursework in fields closely related to language arts such as journalism, communication, and theatre.

WRITING

BACHELOR OF ARTS AND BACHELOR OF SCIENCE IN WRITING

Students can develop careers as writers of various modes of expression: expository and informative writing, creative writing, technical writing, analytical and persuasive writing, and journalistic and personal writing. Students completing majors in Writing can seek work as legal assistants, business managers, news reporters, speechwriters, editors, advertising copywriters, translators, grant writers, and research and report writers. These students may also seek advanced degrees in creative writing, mass communications, law, and related fields.

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 degree students can consider minors in foreign languages in order to communicate in an increasingly global society. Bachelor of Science degree students might consider computer science or business administration. Graphic design is also an excellent supporting minor for either degree program in writing.

Bachelor of Arts Degree Writing

Degree Requirements:

General Education Courses

Major Courses

Minor Courses

Foreign Language Requirement

Electives

STUDENT LEARNING OUTCOMES

Students who attain either the B.A. or B.S. in Writing gain experience writing in a variety of critical and creative modes. The program's outcomes correlate with those of the institution.

Students will:

1. Build upon the writing and critical thinking skills learned in the college composition sequence by developing further experience in technical writing, creative and critical literary writing, and journalistic writing (This learning outcome directly addresses Institutional Learning Outcome I.)
2. Receive background in desktop publishing and are encouraged to pursue electives in foreign languages and advanced English and journalism courses (This learning outcome directly addresses Institutional Learning Outcomes II, III, and V.)
3. Demonstrate through the senior project, their capstone experience, a proficiency in conducting critical research or producing creative work that reflects their fulfillment of the outcomes of the program (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)

WRITING MAJOR COURSES

ENGL 210 – College Composition III.....	3
ENGL 211 – Introduction to Creative Writing.....	3
ENGL 300 – Technical Writing.....	3
ENGL 305 – Writing About Literature.....	3
ENGL 310 – Advanced Creative Writing.....	3
ENGL 480 – Senior Project.....	1
ENGL 499 – Special Topics in English.....	3
BOTE 218 – Desktop Publishing.....	3
JOUR 201 – Interpretive and Opinion Writing.....	3
Select one of following.....	3
JOUR 301 – Managing and Editing Publications.....	3
ENGL 213 – Literary Publications.....	3
GDES 241 – Graphic Design I.....	3
Select from the following electives.....	9
English courses numbered 200 or above;	
Any Journalism courses;	
SPAN 425 – Hispanic Literature.....	4
GDES 342 – Graphic Design II.....	3

TOTAL SEMESTER HOURS40

Bachelor of Science Degree Writing

Degree Requirements:

General Education Courses

Major Courses

Minor Courses

Electives

STUDENT LEARNING OUTCOMES

Students who attain either the B.A. or B.S. in Writing gain experience writing in a variety of critical and creative modes. The program's outcomes correlate with those of the institution.

Students will:

1. Build upon the writing and critical thinking skills learned in the college composition sequence by developing further experience in technical writing, creative and critical literary writing, and journalistic writing (This learning outcome directly addresses Institutional Learning Outcome I.)
2. Receive background in desktop publishing and are encouraged to pursue electives in foreign languages and advanced English and journalism courses (This learning outcome directly addresses Institutional Learning Outcomes II, III, and V.)
3. Demonstrate through the senior project, their capstone experience, a proficiency in conducting critical research or producing creative work that reflects their fulfillment of the outcomes of the program (This learning outcome directly addresses Institutional Learning Outcomes IV, and V.)

WRITING MAJOR COURSES:

ENGL 210 – College Composition III.....	3
ENGL 211 – Introduction to Creative Writing.....	3
ENGL 300 – Technical Writing	3
ENGL 305 – Writing About Literature	3
ENGL 310 – Advanced Creative Writing	3
ENGL 480 – Senior Project	1
ENGL 499 – Special Topics in English	3
GDES 241 – Graphic Design I.....	3
JOUR 201 – Interpretive and Opinion Writing	3
BOTE 218 – Desktop Publishing.....	3
Select one of the following	3
ENGL 213 – Literary Publications.....	3
JOUR 301 – Managing and Editing Publications	3

Select from the following electives.....	9
English courses numbered 200 or above;	
Any Journalism courses;	
SPAN 425 – Hispanic Literature	4
GDES 342 – Graphic Design II	3
ART 385 – Digital Photography.....	3

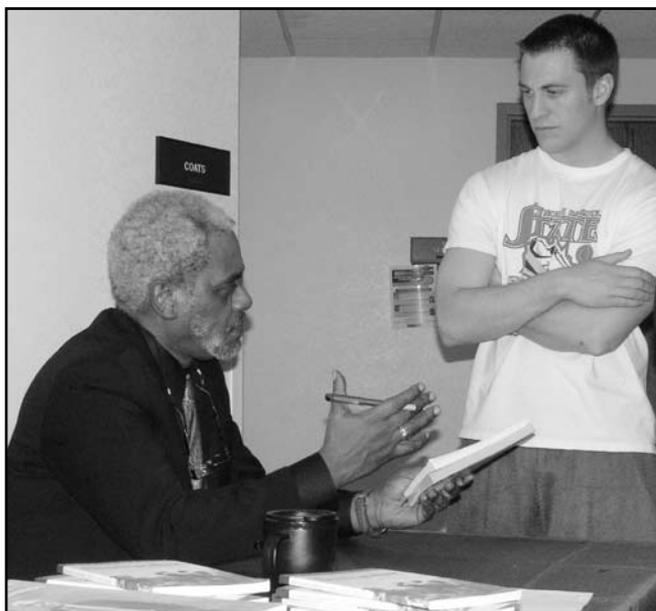
TOTAL SEMESTER HOURS40

Minors

WRITING

ENGL 210 – College Composition III.....	3
ENGL 211 – Introduction to Creative Writing.....	3
ENGL 300 – Technical Writing	3
JOUR 201 – Interpretive and Opinion Writing.....	3
BOTE 218 – Desktop Publishing.....	3
GDES 241 – Graphic Design I.....	3
Select two from the following electives.....	6
ENGL 213 – Literary Publications.....	3
ENGL 310 – Advanced Creative Writing.....	3
ENGL 305 – Writing About Literature.....	3
JOUR 301 – Managing and Editing Publications	3
GDES 342 – Graphic Design II	3
ART 280 – Photography I	3
ART 380 – Photography II.....	3
ART 385 – Digital Photography.....	3

TOTAL SEMESTER HOURS24



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, and V.)
2. In preparation for teaching careers, students learn management and supervision of school publications (This learning outcome directly addresses Institutional Learning Outcome V.)

DEPARTMENT OF LANGUAGE AND LITERATURE

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

JOUR 201 – Interpretive and Opinion Writing	3
Select one of the following	3
JOUR 301 –Editing and Managing Publications	3
ENGL 213 –Literary Publications.....	3
ART 280 –Photography I.....	3
BOTE 218 –Desktop Publishing.....	3
COMM 280 –Understanding Film and Television	3
ENGL 210 –College Composition III.....	3
ENGL 300 –Technical Writing	3
Select four credits of the following electives.....	4
ENGL 305 –Writing About Literature	3
GDES 342 –Graphic Design II (must have had	
GDES 241 as pre-requisite).....	3
ART 380 – Photography II.....	3
ART 385 – Digital Photography.....	3
JOUR 299 – Special Topics	1-3
JOUR 494 – Independent Study	1-3
JOUR 499 – Special Topics	1-3
TOTAL SEMESTER HOURS	25

MODERN LANGUAGE

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 graduates may seek work in translation, in international business and travel, or in the diplomatic service, as well as further study in graduate programs.

Bachelor of Arts Degree Spanish

Degree Requirements:

General Education Courses

Major Courses

Minor Courses

Electives

STUDENT LEARNING OUTCOMES

The Spanish program is designed to provide a strong program of basic and advanced Spanish language study which enhances our students' understanding of a language and culture that contribute to the global fabric of our society. The outcomes of the program correspond to the institutional learning outcomes.

Students 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, and III.)
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 III, IV, and V.)
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, and V.)
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, IV, and V.)

SPANISH MAJOR COURSES

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 250 – Hispanic Civilization and Culture.....	3
SPAN 321 – Advanced Spanish.....	4
SPAN 425 – Hispanic Literature.....	4
SPAN 440 – Senior Conversation and Composition	4
Select one of the following	2
SPAN 494 – Independent Study.....	3
SPAN 499 – Special Topics.....	2
TOTAL SEMESTER HOURS	33

Bachelor of Science in Education Degree Spanish Education

Degree Requirements:

General Education Courses

Major Courses

Minor Courses

Professional Secondary Education

STUDENT LEARNING OUTCOMES

Students who complete the B.S. in Education degree will:

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, and III.)
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, and V.)
3. Acquire an exposure to the Spanish cultural, historical, and literary heritage. (This learning outcome directly addresses Institutional Learning Outcomes III, IV, and V.)
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, and V.)

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 250 – Hispanic Civilization and Culture.....	3
SPAN 321 – Advanced Spanish	4
SEED 490H – Laboratory and Teaching Techniques of Spanish 2	
SPAN 425 – Hispanic Literature.....	4
SPAN 440 – Senior Conversation and Composition	4
TOTAL SEMESTER HOURS	33

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 250 – Hispanic Civilization and Culture.....	3
SPAN 321 – Advanced Spanish.....	4
Select one of the following	2
SPAN 494 – Independent Study.....	1-6
SPAN 499 – Special Topics.....	1-6

TOTAL SEMESTER HOURS25

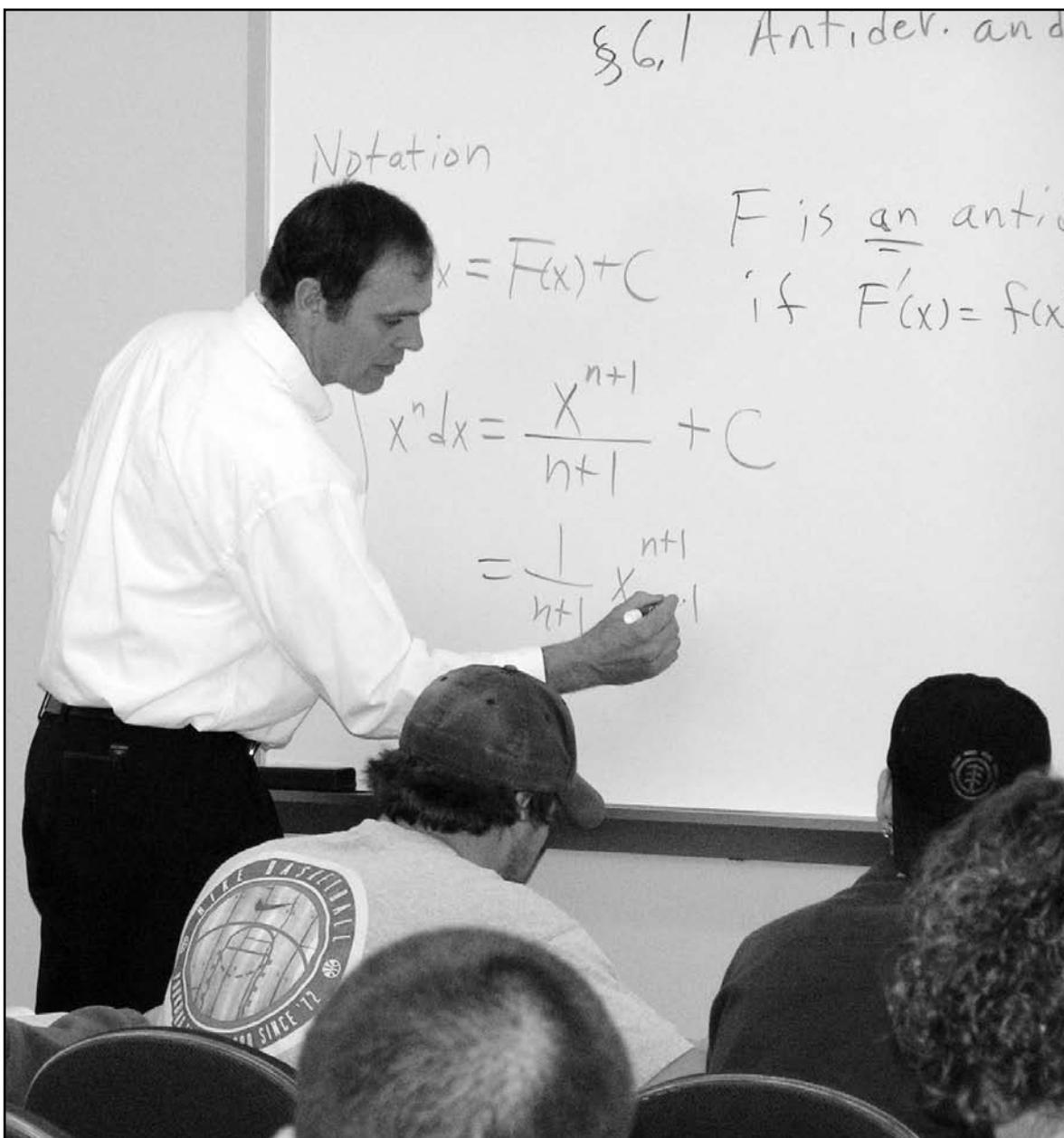
SPANISH EDUCATION MINOR

Elementary or Secondary Education

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 250 – Hispanic Civilization and Culture.....	3
SPAN 321 – Advanced Spanish.....	4
SEED 490H – Laboratory and Teaching Techniques of Spanish 2	

TOTAL SEMESTER HOURS25

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE



FACULTY

P. Johanson – Chair, Berg, Dargar, Frank, Mangru, Massey

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 or Secondary Education)
- Computer Science (Traditional)
- Computer Science (Elementary Education or Secondary Education)
- Computer Science (Internet Applications)
- Computer Science (Information Technology)

* Upon State Board of Higher Education approval, will be offered beginning Fall Semester 2006.

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 I, II, and V.)
2. Apply reflective decision-making. (This learning outcome directly addresses Institutional Learning Outcome I.)
3. Work competently in several areas of mathematics including geometry, analysis, algebra, calculus, and statistics. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
4. Demonstrate an understanding of the history and philosophy of mathematics. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)
5. Demonstrate an initial level of knowledge and skills in computer programming. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
6. Evaluate and select appropriate teaching materials. (This learning outcome directly addresses Institutional Learning Outcomes II and V.)
7. Use technology in the classroom. (This learning outcome directly addresses Institutional Learning Outcome II.)
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 and V.)

MATHEMATICS EDUCATION MAJOR COURSES

Secondary Education

MATH 165 – Calculus I.....	4
MATH 166 – Calculus II.....	4
MATH 235 – Introduction to Logic	1
MATH 265 – Calculus III	4
MATH 326 – Abstract Algebra	4
MATH 327 – Linear Algebra	4
MATH 338 – Techniques of Teaching Euclidean Geometry	2
MATH 339 – Topics of Geometry	2
MATH 411 – Introduction to Real Analysis	4
MATH 425 – Mathematical Statistics.....	3
MATH 491 – Mathematics Seminar	1

Electives – (Mathematics courses numbered MATH 208 or above except MATH 277 – Mathematics for Elementary Teachers).....	3
Required in other areas:	
CSCI 160 – Computer Science I.....	4
SEED 390X – Teaching Secondary School Mathematics	3
TOTAL SEMESTER HOURS	43

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 I, II, and V.)
2. Apply reflective decision-making. (This learning outcome directly addresses Institutional Learning Outcome I.)
3. Use technology in the problem-solving process. (This learning outcome directly addresses Institutional Learning Outcome II.)
4. Work competently in several areas of mathematics including geometry, analysis and algebra. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)

MATHEMATICS MAJOR COURSES

MATH 165 – Calculus I.....	4
MATH 166– Calculus II.....	4
MATH 235– Introduction to Logic	1
MATH 265– Calculus III	4
MATH 266– Introduction to Differential Equations.....	3
MATH 326– Abstract Algebra	4
MATH 327– Linear Algebra	4
MATH 339– Topics in Geometry.....	2
MATH 411– Introduction to Real Analysis	4
MATH 425– Mathematical Statistics.....	3
MATH 491– Mathematics Seminar	1
Electives – (CSCI 160 or any Mathematics courses numbered 208 or above, except MATH 277 – Mathematics for Elementary Teachers).....	2
TOTAL SEMESTER HOURS	36

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

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 I, II, and V.)
2. Apply reflective decision-making. (This learning outcome directly addresses Institutional Learning Outcome I.)
3. Use technology in the problem-solving process. (This learning outcome directly addresses Institutional Learning Outcome II.)
4. Work competently in several areas of mathematics including geometry, analysis and algebra. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
5. Better understand cultural diversity through foreign language study. (This learning outcome directly addresses Institutional Learning Outcomes II, II, and IV.)

MATHEMATICS MAJOR COURSES

MATH 165 – Calculus I.....	4
MATH 166 – Calculus II.....	4
MATH 235 – Introduction to Logic.....	1
MATH 265 – Calculus III.....	4
MATH 266 – Introduction to Differential Equations.....	3
MATH 326 – Abstract Algebra.....	4
MATH 327 – Linear Algebra.....	4
MATH 339 – Topics in Geometry.....	2
MATH 411 – Introduction to Real Analysis.....	4
MATH 425 – Mathematical Statistics.....	3
MATH 491 – Mathematics Seminar.....	1
Electives – (CSCI 160 or any Mathematics course numbered 208 or above, except MATH 277 – Mathematics for Elementary Teachers).....	2
TOTAL SEMESTER HOURS	36

Minors

MATHEMATICS MINOR

MATH 165 – Calculus I.....	4
MATH 166 – Calculus II.....	4
MATH 235 – Introduction to Logic.....	1
MATH 326 – Abstract Algebra.....	4
MATH 339 – Topics in Geometry.....	2
MATH 425 – Mathematical Statistics.....	3
Electives – (Mathematics courses numbered MATH 208 and above, except MATH 277 – Mathematics for Elementary Teachers).....	6
TOTAL SEMESTER HOURS	24

MATHEMATICS EDUCATION MINOR

Elementary or Secondary Education

MATH 165 – Calculus I.....	4
MATH 166 – Calculus II.....	4
MATH 235 – Introduction to Logic.....	1
MATH 326 – Abstract Algebra.....	4
MATH 338 – Techniques of Teaching Euclidean Geometry.....	2
SEED 390X – Teaching Secondary School Mathematics.....	3
MATH 425 – Mathematical Statistics.....	3
Electives – (Mathematics courses numbered MATH 208 and above, except MATH 277 – Mathematics for Elementary Teachers).....	3
TOTAL SEMESTER HOURS	24

Bachelor of Science Degree Computer Science

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, 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 I, II, and V.)
2. Find information needed to solve a computerized problem. (This learning outcome directly addresses Institutional Learning Outcomes I and II.)
3. Learn new programming languages with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
4. Adapt to new computer technology with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes I and II.)
5. Program in several programming languages. (This learning outcome directly addresses Institutional Learning Outcomes II and V.)

COMPUTER SCIENCE MAJOR COURSES

CSCI 160 – Computer Science I.....	4
CSCI 161 – Computer Science II.....	4
CSCI 170A – Advanced Computer Programming in C++.....	4
CSCI 342 – Object Programming with Data Structures.....	4
CSCI 350 – Assembly Language.....	4
CSCI 370 – Computer Organization.....	3
CSCI 430 – Operating Systems.....	4
CSCI 491 – Computer Science Seminar.....	1
MATH 146 – Applied Calculus or.....	3
*MATH 165 – Calculus I.....	4
Electives – (Any Computer Science course numbered above CSCI 161, MATH 208, 327, 380, excluding CSCI 200 – Database Software Applications).....	8-9
TOTAL SEMESTER HOURS.....	40

*This is the suggested course for students who may pursue an advanced degree in computer science.

Bachelor of Science Degree Computer Technology Management

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. 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 I, II and V.)
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 I and II.)
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 I, II and V.)
4. Adapt to new computer technology with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes I and II.)
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 II.)

COMPUTER TECHNOLOGY MANAGEMENT COURSES

CSCI 160 – Computer Science I.....	4
CSCI 161 – Computer Science II.....	4
CSCI 181 – Web Management.....	3
CSCI 185 – Linux Operating System.....	3
CSCI 200 – Database Software Applications.....	3
CSCI 210 – PC Hardware and Software Management.....	2
CSCI 221 – Computer Networks.....	3
CSCI 360 – Database Management.....	4
CSCI 370 – Computer Organization.....	3
CSCI 491 – Computer Science Seminar.....	1
BOTE 218 – Desktop Publishing.....	3
BOTE 247 – Spreadsheet Applications.....	3
BADM 336 – Management and Leadership.....	3
BADM 356 – Organizational Behavior.....	3
BADM 364 – Electronic Commerce.....	3
BADM 388 – Management Information Systems.....	3
IT 314 – Production Manufacturing Technology.....	3
GDES 241 – Graphic Design I.....	3
TOTAL SEMESTER HOURS.....	54

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 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 I, II, and V.)
2. Find information needed to solve a computerized problem. (This learning outcome directly addresses Institutional Learning Outcomes I and II.)
3. Learn new programming languages with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
4. Adapt to new computer technology with a minimum amount of assistance. (This learning outcome directly addresses Institutional Learning Outcomes I and II.)
5. Program in several programming languages. (This learning outcome directly addresses Institutional Learning Outcomes II and V.)

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

6. Better understand cultural diversity through foreign language study. (This learning outcome directly addresses Institutional Learning Outcomes II, III, and IV.)

COMPUTER SCIENCE MAJOR COURSES

CSCI 160 – Computer Science I.....	4
CSCI 161 – Computer Science II.....	4
CSCI 170A – Advanced Computer Programming in C++.....	4
CSCI 342 – Object Programming with Data Structures.....	4
CSCI 350 – Assembly Language.....	4
CSCI 370 – Computer Organization.....	3
CSCI 430 – Operating Systems.....	4
CSCI 491 – Computer Science Seminar.....	1
MATH 146 – Applied Calculus or.....	3
*MATH 165 – Calculus I.....	4
Electives – (Any computer science course numbered above CSCI 161, MATH 208, 327, 380, excluding CSCI 200 – Database Software Applications).....	8-9
TOTAL SEMESTER HOURS	40

*This is the suggested course for students who may pursue an advanced degree in computer science.

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 170A – Advanced Computer Programming in C++.....	4
CSCI 342 – Object Programming with Data Structures.....	4
CSCI 430 – Operating Systems.....	4
CSCI 491 – Computer Science Seminar.....	1
Electives – (Any Computer Science course numbered above CSCI 161, MATH 208, 327, 380, excluding CSCI 200 – Database Software Applications).....	3
TOTAL SEMESTER HOURS	24

COMPUTER SCIENCE EDUCATION MINOR

Elementary Education

Unacceptable minor for any of the computer science majors.

CSCI 160 – Computer Science I.....	4
CSCI 210 – PC Hardware & Software Management.....	2
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.....	3
Electives (CSCI 161, 170A, 170D, 200, 370, MATH 338).....	5
TOTAL SEMESTER HOURS	24

COMPUTER SCIENCE EDUCATION MINOR

Secondary Education

Unacceptable minor for any of the computer science majors.

CSCI 160 – Computer Science I.....	4
CSCI 161 – Computer Science II.....	4
CSCI 181 – Web Management.....	3
CSCI 210 – PC Hardware & Software Management.....	2
CSCI 221 – Computer Networks.....	3
CSCI 491 – Computer Science Seminar.....	1
BOTE 247 – Spreadsheet Applications.....	3
SEED 490C – Computer Science Education.....	3
Electives (CSCI 170A, 170D, 200, 370, MATH 338, BOTE 218).....	2
TOTAL SEMESTER HOURS	25

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 221 – Computer Networks.....	3
CSCI 301 – Software Engineering I.....	3
CSCI 302 – Software Engineering II.....	3
Electives – (CSCI 170A, 170D, 342).....	6
TOTAL SEMESTER HOURS	26

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 170D – Advanced Computer Programming in JAVA.....	4
CSCI 181 – Web Management.....	3
CSCI 185 – Linux Operating Systems.....	3
CSCI 200 – Database Software Applications.....	3
BADM 364 – Electronic Commerce.....	3
Electives – (BADM 264, BOTE 218).....	3
TOTAL SEMESTER HOURS	27



DEPARTMENT OF NATURAL SCIENCES



FACULTY

Hastings – Chair, Burgess, DeMarey, Krauss, Martin, Pierce, Wolf

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 Education (Secondary Education)
- Bachelor of Science in Education in Biology Education (Secondary Education)
- Bachelor of Science in Biology (Biology or Biology Professional Option)
- Bachelor of Arts in Biology
- Bachelor of Science in Environmental Health
- 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)

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).

Two other courses that may be counted as biology electives are Paleobiology (Geology 300) and Biochemistry (Chemistry 360).

DEPARTMENT OF NATURAL SCIENCES

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, III and V.)
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 I and V.)
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 I and V.)
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, III and V.)
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 I and V.)
6. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
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 I, II and V.)

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 211 – College Physics I	3
PHYS 211L – College Physics I Lab.....	1
PHYS 212 – College Physics II.....	3
PHYS 212L – College Physics II Lab	1
ASTR 110 – Astronomy.....	3
ASTR 110L – Astronomy Lab	1
GEOL 100 – Earth Science.....	3
GEOL 100L – Earth Science Lab	1
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 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:

1. Demonstrate an understanding of the fundamental content of cellular, organismal, and evolutionary processes. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze science problems and interpret results using the scientific method in an interdisciplinary manner. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
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 I and V.)
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, III and V.)
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 I and V.)
6. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
7. 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 I, II and V.)

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 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 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 480 – Lab Practicum.....	1
SEED 490S – Secondary Education Science Methods.....	3

Required in other areas:

PHYS 211 – College Physics I	3
PHYS 211L – College Physics I Lab	1
PHYS 212 – College Physics II.....	3
PHYS 212L – College Physics II Lab	1
GEOL 100 – Earth Science.....	3
GEOL 100L – Earth Science 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

TOTAL SEMESTER HOURS69

DEPARTMENT OF NATURAL SCIENCES

Bachelor of Science Degree Biology

Degree Requirements:

General Education Courses

Major Courses

Minor Courses Optional

Electives

Students completing the Bachelor of Science Degree with a major in Biology must select and complete the Biology Major or the Biology Professional Option.

STUDENT LEARNING OUTCOMES

A student successfully completing the Biology Major will be able to:

1. Understand the fundamentals of cellular, organismal, and evolutionary processes. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze science problems and interpret results. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Gain the necessary training to succeed in specific careers in government or industry. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)

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 or BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
BIOL 340 – Comparative Anatomy	4
BIOL 389 – Scientific Writing and Readings	2
BIOL 410, 410L – Animal Physiology and Lab or BIOL 212, 212L – Human Physiology and Lab	4
BIOL 430, 430L – Cell Biology and Lab or CHEM 360 – Elements of Biochemistry	3-4
BIOL 491 – Biology Seminar	2
Biology Electives	10

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 Chemistry and Biochemistry and Lab or CHEM 341, 341L – Organic Chemistry and Lab (strongly recommended)	4-5
TOTAL SEMESTER HOURS	63-75

BIOLOGY PROFESSIONAL OPTION

STUDENT LEARNING OUTCOMES

A student successfully completing the Biology Professional Option will be able to:

1. Understand the fundamentals of cellular, organismal, and evolutionary processes. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze science problems and interpret results. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Acquire the skills and knowledge to successfully enter professional schools and/or graduate schools. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
5. Gain the necessary training to succeed in scientific careers in government or industry. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)

BIOLOGY PROFESSIONAL OPTION 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 or BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab	1
BIOL 340 – Comparative Anatomy	4
BIOL 389 – Scientific Writing and Readings	2
BIOL 410, 410L – Animal Physiology and Lab or BIOL 212, 212L – Human Physiology and Lab	4
BIOL 430, 430L – Cell Biology and Lab or CHEM 360 – Elements of Biochemistry	3-4
BIOL 491 – Biology Seminar	2
Biology Electives	6

CONTINUED ON NEXT PAGE...

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 – College Physics I	3
PHYS 211L – College Physics I Lab.....	1
PHYS 212 – College Physics II.....	3
PHYS 212L – College Physics II Lab	1
MATH 305 – Probability and Statistics	4
MATH 165, 166 – Calculus I and II – Strongly recommended	

TOTAL SEMESTER HOURS69-70**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 or BIOL 170, 170L – General Zoology and Lab	4
BIOL 315 – Genetics	3
BIOL 315L – Genetics Lab.....	1
BIOL 340 – Comparative Anatomy	4
BIOL 389 – Scientific Writing and Readings	2
BIOL 410, 410L – Animal Physiology and Lab or BIOL 212, 212L – Human Physiology and Lab.....	4
BIOL 430, 430L – Cell Biology and Lab or CHEM 360 – Elements of Biochemistry	3-4
BIOL 491 – Biology Seminar	2
Biology Electives.....	10

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 Chemistry and Biochemistry and Lab or CHEM 341, 341L – Organic Chemistry and Lab (strongly recommended).....	4-5

TOTAL SEMESTER HOURS63-65**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. Understand the fundamentals of cellular, organismal, and evolutionary processes. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze science problems and interpret results. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Gain additional training to succeed in specific careers in government or industry. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
5. Better understand cultural diversity through foreign language study. (This learning outcome directly addresses Institutional Learning Outcomes II, III and IV.)



DEPARTMENT OF NATURAL SCIENCES

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. Understand the fundamentals of biology, chemistry and physics. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze problems in public health and disease prevention and apply the results to improving the health of the public. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
3. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Succeed in future education in graduate programs of environmental health and related biological sciences. (This learning outcome directly addresses Institutional Learning Outcome V.)
5. Better understand global environmental health issues and thus appreciate cultural diversity. (This learning outcome directly addresses Institutional Learning Outcome III.)
6. Understand and further health and wellness knowledge and communicate this knowledge to the public. (This learning outcome directly addresses Institutional Learning Outcomes II 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	2
BIOL 270 – Water, Wastewater and Solid Waste	2
BIOL 300 – Environmental Biology	3
BIOL 302 – Microbiology	3
BIOL 302L – Microbiology Lab	1
BIOL 325 – Introduction to Environmental Health	3
BIOL 325L – Introduction to Environmental Health Lab	1
BIOL 345 – Parasitology	4
BIOL 355 – Environmental Toxicology	3
BIOL 389 – Scientific Writing and Readings	2
BIOL 450 – Epidemiology	3
BIOL 491A – Environmental Health Seminar	2
BIOL 297/497 – Biology Internship, Externship, Cooperative Education	6

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 105 – Physical Geology	3
GEOL 105L – Physical Geology Lab	1
PHYS 211 – College Physics I	3
PHYS 211L – College Physics I Lab	1
MATH 103 – College Algebra	4
MATH 105 – Trigonometry	2
MATH 305 – Probability and Statistics	4
SOIL 210 – Introduction to Soil Science	4
TOTAL SEMESTER HOURS	76

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. Understand the fundamentals of biology, chemistry and physics. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze problems in public health and disease prevention and apply the results to improving the health of the public. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
3. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Succeed in practice and leadership in the field of environmental health. (This learning outcome directly addresses Institutional Learning Outcome V.)
5. Succeed in future education in graduate programs of environmental health and related biological sciences. (This learning outcome directly addresses Institutional Learning Outcome V.)
6. Understand the multicultural diversity to be able to apply environmental health problems to the citizens of the world. (This learning outcome directly addresses Institutional Learning Outcome III.)
7. Better understand cultural diversity through foreign language study. (This learning outcome directly addresses Institutional Learning Outcomes II, III and IV.)

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	2
BIOL 270 – Water, Wastewater and Solid Waste	2
BIOL 300 – Environmental Biology	3
BIOL 302 – Microbiology	3
BIOL 302L – Microbiology Lab	1
BIOL 325 – Introduction to Environmental Health	3
BIOL 325L – Introduction to Environmental Health Lab	1
BIOL 345 – Parasitology	4
BIOL 355 – Environmental Toxicology	3
BIOL 389 – Scientific Writing and Readings	2
BIOL 450 – Epidemiology	3
BIOL 491A – Environmental Health Seminar	2
BIOL 297/497 – Biology Internship, Externship, Cooperative Education	6

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 105 – Physical Geology	3
GEOL 105L – Physical Geology Lab	1
PHYS 211 – College Physics I	3
PHYS 211L – College Physics I Lab	1
MATH 103 – College Algebra	4
MATH 105 – Trigonometry	2
MATH 305 – Probability and Statistics	4
SOIL 210 – Introduction to Soil Science	4
TOTAL SEMESTER HOURS	76

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

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 I and V.)
2. Analyze science problems and interpret results using the scientific method in an interdisciplinary manner. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
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 I and V.)
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, III, and V.)
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 I and V.)

DEPARTMENT OF NATURAL SCIENCES

6. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
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 I, II and V.)

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 305 – Probability and Statistics	4
GEOL 100 – Earth Science	3
GEOL 100L – Earth Science Lab	1
TOTAL SEMESTER HOURS	70

Bachelor of Science Degree 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. Understand the fundamentals of organic, inorganic, analytical, and physical chemistry. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze science problems and interpret results. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Acquire the skills and knowledge to successfully enter professional schools and/or graduate schools. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
5. Gain the necessary training to succeed in scientific careers in government or industry. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)

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 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 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
Chemistry Electives	3

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	57

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. Understand the fundamentals of organic, inorganic, analytical, and physical chemistry. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Analyze science problems and interpret results. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Use technology to help solve problems and communicate information. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Acquire the skills and knowledge to successfully enter professional schools and/or graduate schools. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
5. Gain the necessary training to succeed in scientific careers in government or industry. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
6. Better understand cultural diversity through foreign language study. (This learning outcome directly addresses Institutional Learning Outcomes II, III and IV.)

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 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 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
Chemistry Electives	3

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	57

The students choosing a Bachelor of Arts should start the language electives as early as possible.



DEPARTMENT OF NATURAL SCIENCES

Minors

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 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
Chemistry Electives	3
TOTAL SEMESTER HOURS	27

SCIENCE EDUCATION MINOR

Elementary Education

GEOL 100 – Earth Science	3
GEOL 100L – Earth Science Lab	1
SCNC 101 – Physical Science I	3
SCNC 101L – Physical Science I Lab	1
BIOL 230, 230L – Nature Study and Lab or BIOL 111, 111L – Concepts of Biology and Lab	4
CHEM 115 – Introductory Chemistry	3
CHEM 115L – Introductory Chemistry Lab	1
ELED 390S – Elementary Education Science Methods	3
Science Electives	5
TOTAL SEMESTER HOURS	24

EARTH SCIENCE EDUCATION MINOR

Elementary Education or Secondary Education

GEOL 100 – Earth Science	3
GEOL 100L – Earth Science Lab	1
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 300 – Paleobiology	3
BIOL 230, 230L – Nature Study and Lab or BIOL 111, 111L – Concepts of Biology and Lab	4
EASC 315 – Weather and Climate	3
ASTR 110 – Astronomy	3
ASTR 110L – Astronomy Lab	1
ELED 390S – Elementary Education Science Methods or SEED 490S – Secondary Education Science Methods	3
TOTAL SEMESTER HOURS	29

EARTH SCIENCE MINOR

Non-teaching

GEOL 100 – Earth Science	3
GEOL 100L – Earth Science Lab	1
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 300 – Paleobiology	3
EASC 315 – Weather and Climate	3
ASTR 110 – Astronomy	3
ASTR 110L – Astronomy Lab	1
TOTAL SEMESTER HOURS	22

DEPARTMENT OF SOCIAL SCIENCES



FACULTY

Fulltime: Meier – Chair, Cummisk, Doherty, Fernsler, Medlar, Quijano, Roshau, Taylor

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 (and Pre-Law)
- Bachelor of Science in Social Work (University of North Dakota Linkage Program)

MINORS

- Social Science Education (Elementary Education)
- Geography (Elementary Education, Secondary Education, or Non-teaching)
- American History (Secondary Education or Non-teaching)
- European History (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 (Secondary Education or Non-teaching)
- Social Work in Chemical Use/Abuse (linkage with UND)
- Social Work in Gerontology (linkage with UND)
- Social Work in Rehabilitation Services (linkage with UND)

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).

DEPARTMENT OF SOCIAL SCIENCES

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 I.)
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 II.)
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 Outcome III.)
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 IV.)
5. Interpret and integrate the vocabulary and methods of their respective social science disciplines. (This learning outcome directly addresses Institutional Learning Outcome V.)
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 VI.)
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, III and V.)
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 and V.)

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 116 – State and Local Government	3
POLS 330 – History of Political Thought.....	3
Political Science Electives (300-400)	3

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
--	---

TOTAL SEMESTER HOURS 72

Bachelor of 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.

COMPOSITE SOCIAL SCIENCE MAJOR

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 I.)
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 II.)
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 Outcome III.)
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 IV.)
5. Interpret and integrate the vocabulary and methods of their respective social science disciplines. (This learning outcome directly addresses Institutional Learning Outcome V.)
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 VI.)

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 or	
GEOG 262 – Geography of North America.....	3
Geography Electives (300-400).....	3
POLS 115 – American Government	3
Political Science Electives (300-400).....	6
SOC 110 – Introduction to Sociology.....	3
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 Seminar.....	3
Social Science Electives (300-400)	6
TOTAL SEMESTER HOURS	60

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 I.)
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 II.)
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 Outcome III.)
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 IV.)

DEPARTMENT OF SOCIAL SCIENCES

Bachelor of Arts Degree History

Degree Requirements:

- General Education Courses**
- Major Courses**
- Minor Courses**
- Foreign Language Requirement**
- Electives**

5. Interpret and integrate the vocabulary and methods of their respective social science disciplines. (This learning outcome directly addresses Institutional Learning Outcome V.)
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 VI.)

Students must complete the following courses:..... 36

- PSYC 111 – Introduction to Psychology..... 3
- PSYC 370 – Abnormal Psychology 3
- POLS 347 – The Judicial System..... 3
- POLS 348 – The Bureaucracy..... 3
- POLS 499 – Criminal Law..... 3
- SOC 225 – The Criminal Justice System 3
- SOC 320 – Deviant Behavior..... 3
- SOC 385 – Criminology..... 3
- SOC 499 – Juvenile Delinquency 3
- SOC 499 – Corrections 3
- Social Science Electives (Political Science,
Sociology, or Psychology) (300-400)..... 6

Students must complete one of the following courses:..... 3

- POLS 115 – Introduction to American Government .. 3
- POLS 116 – State and Local Government 3

Students must complete one of the following courses:..... 3

- SOC 110 – Introduction to Sociology 3
- SOC 115 – Social Problems 3

Students must complete one of the following courses:..... 3

- PSYC 250 – Developmental Psychology..... 3
- PSYC 275 – Psychology of Adjustment 3

Students must complete one of the following courses:..... 3

- POLS 325 – Research Methods 3
- SOC 325 – Research Methods 3
- PSYC 345 – Research and Experience 3

Students must complete one of the following courses:..... 6

- POLS 497 – Political Science Internship..... 6
- SOC 497 – Sociology Internship..... 6
- PSYC 497 – Psychology Internship..... 6

TOTAL SEMESTER HOURS 54

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 Outcome III.)
2. Appreciate global diversity as a positive force for change and growth in contemporary civilization. (This learning outcome directly addresses Institutional Outcome III.)
3. Have the basic skills to analyze and explain the inter-relationships 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, IV, and V.)
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 I.)
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 V.)

HISTORY MAJOR COURSES

- HIST 211 – World Civilizations to 1500 3
- HIST 212 – World Civilizations since 1500 3
- HIST 103 – United States to 1877 3
- HIST 104 – United States since 1877 3
- HIST 385 – Modern America..... 3
- HIST 491 – History Seminar 3
- European History Electives (300-400)..... 3
- Additional Electives in History (300-400)..... 11

TOTAL SEMESTER HOURS 32

SOCIAL SCIENCES

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 Outcome III.)
2. Appreciate global diversity as a positive force for change and growth in contemporary civilization. (This learning outcome directly addresses Institutional Outcome III.)
3. Have the basic skills to analyze and explain the interrelations among cultures that have produced the contemporary social, political, cultural, and economic environment. (This learning outcome directly addresses Institutional Outcomes I, IV, and V.)
4. Better appreciate the complex responsibilities of the United States within the contemporary world. (This learning outcome directly addresses Institutional Outcome IV.)
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 II.)
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, III and V.)
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 and V.)

HISTORY EDUCATION MAJOR COURSES

Secondary Education

Students must complete the following:.....	30
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
HIST 491 – History Seminar.....	3
History Electives (300-400)	6

Students must select **one** of the following areas of study:..... 12

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 116 – State and Local Government	3
POLS 330 – History of Political Thought.....	3
Political Science Electives (300-400)	3
Sub-Total	12

Students must complete the following course: 3

SEED 490D – Methods of Teaching Social Science3

TOTAL SEMESTER HOURS 45

Bachelor of Arts Degree Political Science

Degree Requirements:

General Education Courses

Major Courses

Minor Courses

Foreign Language Requirement

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 V.)
2. Demonstrate an understanding of Political Theory and the philosophical basis of the study of politics. (This learning outcome directly addresses Institutional Learning Outcome V.)
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 V.)
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 Outcome III.)

DEPARTMENT OF SOCIAL SCIENCES

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 IV and VI.)
6. Develop the knowledge base to engage in critical thinking about issues of politics and government. (This learning outcome directly addresses Institutional Learning Outcome I.)
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 II.)

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 PRE-LAW

Professional Option

HIST 103 – United States History to 1865	3
HIST 104 – United States History from 1865.....	3
HIST 365 – US Supreme Court and the Constitution.....	3
MATH 305 – Probability and Statistics	4
POLS 115 – American Government	3
POLS 116 – State and Local 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

TOTAL SEMESTER HOURS 37

BACHELOR OF SCIENCE IN SOCIAL WORK

Dickinson State University – University of North Dakota Linkage Program.

By special arrangement with the Department of Social Work at the University of North Dakota, Dickinson State University students may complete the first two years of their social work degree at Dickinson State University. At Dickinson State University, students may complete general education requirements and four introductory courses in social work (SWK 200, 255, 256, 257). Students may then transfer to the University of North Dakota in their junior year to complete the balance of the social work major.

During their second year at Dickinson State University, students should apply to the University of North Dakota for

admission to the social work major. Admission to the major is limited and some students may not be accepted.

The recommended degree plan applies specifically to the BSSW degree at the University of North Dakota. 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 I.)
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 II.)
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 Outcome III.)
4. Demonstrate knowledge of social work as it relates to the arts and humanities. (This learning outcome directly addresses Institutional Learning Outcome IV.)
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 V.)
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 VI.)

B.S.S.W. DEGREE PLAN

- I. General Education Requirements – at DSU:
 - English Composition..... 6
 - Arts and Humanities..... 12
 - Math and Science (including Biology) 12
 - Social Sciences..... 9
- II. Extra-Departmental Requirements – at DSU and UND:
 - Speech..... 3
 - Cultural Diversity..... 4
 - Economics..... 3
 - Political Science..... 6
 - History..... 6
 - Literature..... 4
 - Statistics..... 4
 - Psychology (300-400)..... 6
 - Sociology (300-400)..... 6

III. Social Work Courses – at DSU:
40 hours volunteer community service recommended

SWK 200 – Introduction to Helping Skills	3
SWK 255 – Social Work in the Modern Society.....	3
SWK 256 – Social Welfare	2
SWK 257 – Human Behavior in the Social Environment....	4

IV. Social Work Courses – at UND:

SWK 306 – Social Welfare	3
SWK 322 – Methods I.....	3
SWK 333 – Research Methodology.....	3
SWK 418 – Social Policy Analysis.....	3
SWK 450 – Methods II	3
SWK 452 – Methods III.....	3
SWK 454 – Methods IV.....	3
SWK 460 – Senior Seminar	2
SWK 487, 488 – Field Instruction	12
Electives in Social Work	varies
TOTAL SEMESTER HOURS	128+

RECOMMENDED MINORS AVAILABLE AT UND:
Rehabilitation Services; Chemical Use/Abuse Awareness; and Gerontology.

Minors

SOCIAL SCIENCE EDUCATION MINOR

Elementary Education

GEOG 121 – Physical Geography	3
HIST 211 – World Civilizations to 1500	3
HIST 103 – United States to 1877	3
POLS 115 – American Government	3
SOC 110 – Introduction to Sociology.....	3
Social Science Electives from the following:	9
GEOG 161 – World Regional Geography.....	3
GEOG 262 – Geography of North America.....	3
HIST 212 – World Civilizations since 1500	3
HIST 104 – United States since 1877	3
POLS 116 – State and Local Government	3
SOC 115 – Social Problems.....	3
TOTAL SEMESTER HOURS	24

GEOGRAPHY EDUCATION MINOR

Secondary Education

GEOG 121 – Physical Geography	3
GEOG 161 – World Regional Geography	3
GEOG 262 – Geography of North America	3
SEED 490D – Methods of Teaching Social Science	3
Geography Electives (300-400).....	12
TOTAL SEMESTER HOURS	24

GEOGRAPHY MINOR

Elementary Education or Non-teaching

GEOG 121 – Physical Geography	3
GEOG 161 – World Regional Geography	3
GEOG 262 – Geography North America.....	3
Geography Electives (300-400).....	15
TOTAL SEMESTER HOURS	24

AMERICAN HISTORY EDUCATION MINOR

Secondary Education

HIST 103 – United States to 1877	3
HIST 104 – United States since 1877	3
HIST 385 – Modern America.....	3
HIST 491 – History Seminar	3
SEED 490D – Methods of Teaching Social Science	3
American History Electives (300-400).....	9
TOTAL SEMESTER HOURS	24

AMERICAN HISTORY MINOR

Elementary Education or Non-teaching

HIST 103 – United States to 1877	3
HIST 104 – United States since 1877	3
HIST 385 – Modern America.....	3
HIST 491 – History Seminar	3
American History Electives (300-400).....	12
TOTAL SEMESTER HOURS	24

EUROPEAN HISTORY EDUCATION MINOR

Secondary Education

HIST 211 – World Civilizations to 1500	3
HIST 212 – World Civilizations since 1500	3
HIST 440 – The World Since 1945.....	3
HIST 491 – History Seminar	3
SEED 490D – Methods of Teaching Social Science	3
European History Electives (300-400).....	9
TOTAL SEMESTER HOURS	24

EUROPEAN HISTORY MINOR

Elementary Education or Non-teaching

HIST 211 – World Civilizations to 1500	3
HIST 212 – World Civilizations since 1500	3
HIST 440 – The World Since 1945.....	3
HIST 491 – History Seminar	3
European History Electives (300-400).....	12
TOTAL SEMESTER HOURS	24

HISTORY EDUCATION MINOR

Secondary Education

HIST 211 – World Civilizations to 1500	3
HIST 212 – World Civilizations since 1500	3
HIST 103 – United States to 1877	3
HIST 104 – United States since 1877	3
HIST 385 – Modern America.....	3
HIST 440 – The World Since 1945.....	3
HIST 491 – History Seminar	3
SEED 490D – Methods of Teaching Social Science	3
TOTAL SEMESTER HOURS	24

DEPARTMENT OF SOCIAL SCIENCES

HISTORY MINOR

Elementary Education or Non-teaching

HIST 211 – World Civilizations to 1500	3
HIST 212 – World Civilizations since 1500	3
HIST 103 – United States to 1877	3
HIST 104 – United States since 1877	3
HIST 385 – Modern America.....	3
HIST 440 – The World Since 1945.....	3
HIST 491 – History Seminar	3
Additional Electives in History (300-400).....	3

TOTAL SEMESTER HOURS 24

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 (300-400)	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



COLLEGE OF EDUCATION, BUSINESS, AND APPLIED SCIENCES



Dr. Doug LaPlante, Dean

- **Department of Agriculture and Technical Studies**
- **Department of Business and Management**
- **Department of Health and Physical Education**
- **Department of Nursing**
- **Department of Teacher Education**

DEPARTMENT OF AGRICULTURE AND TECHNICAL STUDIES



Bachelor of Science Degree Agricultural Studies

- Degree Requirements:**
- General Education Courses
 - Major Courses
 - Options
 - Electives

FACULTY

King, Novotorov, Stroh

MAJORS AND MINORS

MAJORS

Bachelor of Science in Agricultural Studies

Options:

- Natural Resource Management
- Integrated Ranch Management
- Business/Marketing
- Range Management
- Equine

Associate in Science Degree

Agriculture Sales and Service

Options:

- Agriculture Business Management
- Equine Management
- Technology in Agriculture

Certificate Program

Farm and Ranch Management

STUDENT LEARNING OUTCOMES

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

1. Range of concepts and methods useful in agri-business decision-making in each of five areas of specialization: Natural Resource Management, Integrated Ranch Management, and Business/Marketing, Range Management, Equine. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)
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, and V.)
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 I and V.)
5. Basic proficiency in the use of financial and precision farming computer software. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
6. Basic knowledge of specific livestock production practices of our region. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)
7. Proper and effective use of both oral and written communication skills. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and III.)

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

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

AG AND
TECH STUDIES

AGRICULTURE STUDIES MAJOR COURSES

PLSC 110 – World Food Crops.....	3
ARSC 123 – Feeds and Feeding	3
Select one course from the following	3
CSCI 200 – Database Software Applications.....	3
BOTE 247 – Spreadsheet Applications.....	3
SOIL 210 – Introduction to Soil Science	4
PLSC 225 – Principles of Crop Production	3
H&CE 241 – Leadership & Presentation Techniques.....	3
Select one course from the following	3
AGRI 280 – Computers in Agriculture	3
PLSC 380 – Applied Arc GIS	3
AGEC 244 – Introduction to Agricultural Marketing.....	3
AGEC 342 – Introduction to Agriculture Management.....	3
*AGEC 375 – Applied Agricultural Law.....	3
MATH 305 – Probability and Statistics	4
Select one course from the following	3
COMM 317 – Organizational Communication.....	3
COMM 312 – Interpersonal Communication	3
**ARSC 491 – Agriculture Seminar.....	1
***Upper Division Agriculture Electives	5
TOTAL SEMESTER HOURS	44

OPTION

Students must select and complete one option (Natural Resource Management, Integrated Ranch Management, Business/Marketing, Range Management or Equine) to complete the Bachelor of Science in Agricultural Studies Degree.

NATURAL RESOURCE MANAGEMENT

SOIL 321 – Soil Management and Conservation	3
SOIL 322 – Soil Fertility and Fertilizers	3
ARSC 236 – Range Vegetation and Communities	3
ARSC 336 – Introduction to Range Management	3
ARSC 458 – Rangeland Ecology.....	3
BIOL 300 – Environmental Biology.....	3
BIOL 154, 154L – Introduction to Botany and Lab.....	4
CHEM 121, 121L – General Chemistry I and Lab	5
CHEM 122, 122L – General Chemistry II and Lab.....	5
GEOL 105, 105L – Physical Geology and Lab	4
PLSC 323 – Principles of Weed Science	3
PLSC 486 – Forages and Forage Systems	3
TOTAL SEMESTER HOURS	42

INTEGRATED RANCH MANAGEMENT

AGEC 142 – Agricultural Accounting.....	3
ARSC 114 – Introduction to Animal Sciences.....	3
ARSC 220 – Livestock Production.....	3
ARSC 236 – Range Vegetation and Communities	3
AGEC 246 – Introduction to Agricultural Finance.....	3
ARSC 336 – Introduction to Range Management	3
VETS 339 – Animal Health	3
AGEC 387 – Commodity Futures and Options	3
ARSC 445 – Problems in Livestock Management	2
PLSC 480 – GPS/GIS II	3
ARSC 458 – Rangeland Ecology	3
*ARSC 463 – Physiology of Reproduction.....	4
ARSC 470 – Applied Ruminant Nutrition	3
PLSC 486 – Forages and Forage Systems	3
TOTAL SEMESTER HOURS	42

BUSINESS/MARKETING

Select one course from the following	3
AGEC 142 – Agricultural Accounting	3
ACCT 200 – Elements of Accounting I	3
ECON 202 – Principles of Macroeconomics.....	3
BADM 346 – Human Resource Management.....	3
Select one course from the following	3
VETS 339 – Animal Health	3
SOIL 322 – Soil Fertility and Fertilizers.....	3
AGEC 387 – Commodity Futures and Options	3
MATH 146 – Applied Calculus.....	3
BADM 360 – Real Estate Principles	3
BADM 369 – Business Ethics and Critical Thinking.....	3
BOTE 210 – Business Communication	3
AGEC 246 – Introduction to Agricultural Finance.....	3
AGRI 297B – Agriculture Management Internship.....	2
Select one course from the following	3
SOIL 321 – Soil Management and Conservation.....	3
ARSC 458 – Rangeland Ecology.....	3
BADM 455 – International Business.....	3
*AGEC 374 – Cooperatives.....	3
AGRI 499 – Special Topics	1
TOTAL SEMESTER HOURS	42

RANGE MANAGEMENT

CHEM 121/121L – General Chemistry & Lab.....	5
BIOL 154/154L – Introduction to Botany & Lab	4
GEOL 105/105L – Physical Geology & Lab.....	4
BIOL 250 – Wildlife Management	3
ARCS 236 – Rangeland Vegetation & Communities	3
SOIL 321 – Soil Management & Conservation	3
ARSC 336 – Introduction to Range Management	3
PLSC 323 – Principles of Weed Science	3
ARSC 458 – Rangeland Ecology.....	3
* ARSC 456 – Range Habitat Management (NDSU-IVN)	3
PLSC 486 – Forages and Forage Systems	3
ARSC 480 – Conflict Resolution in Agriculture.....	1
ARSC 436 – 12 Month Livestock-Pasture- Forage Management Planning	1
* ARSC 453 – Watershed Management (NDSU-IVN).....	3
TOTAL SEMESTER HOURS	42

DEPARTMENT OF AGRICULTURE AND TECHNICAL STUDIES

EQUINE OPTION

AGEC 142 – Agriculture Accounting or.....	3
ACCT 200 – Elements of Accounting	3
ARSC 160 – Equine Nutrition	2
ARSC 162 – Equine Reproduction	2
ARSC 163 – Equine Health & Diseases	2
ARSC 164 – Equine Behavior & Groundwork.....	2
ARSC 260 – Introduction to Equine Studies	2
ARSC 261 – Basic Equitation & Horsemanship	2
ARSC 263 – Stallion Management.....	2
BOTE 210 – Business Communications.....	3
AGEC 246 – Introduction to Agricultural Finance.....	3
VETS 339 – Animal Health	3
PLSC 486 – Forages and Forage Systems	3
ARSC 463 – Physiology of Reproduction	4
ARSC 268 – Basic Horse Training	2
ARSC 368 – Advanced Horse Training	2
ARSC 362 – Equine Physical Care	2
ARSC 364 – Equine Facilities & Event Management	2
AGRI 499 – Special Topics	1
TOTAL SEMESTER HOURS	42

* These courses will be offered as needed on a contractual basis with North Dakota State University.

**ARSC 491 – Agriculture Seminar will be a capstone experience, and an independent study with a presentation and professional paper requirement.

***Students will be required to earn five credits of upper division courses from either Agriculture or Biology.



Associate in Science Degree Agriculture Sales and Service

Degree Requirements:

General Education Courses
Major Core Courses
Options

STUDENT LEARNING OUTCOMES

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

1. Basic proficiency in a wide range of specific approved practices in Agriculture Business Management, Equine Management, or Technology in Agriculture. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
2. Basic proficiency in the use of financial and precision farming computer software. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
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 I, II, V, and VI.)
4. Ability to develop and use the newest marketing and management tools to make both more effective marketing and management decisions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
5. Basic understanding of specific livestock production practices of our region. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)

GENERAL EDUCATION REQUIREMENTS

Group I – Communication and Technology.....	12
Group II – Natural Sciences.....	7
Group III – Expressions of Human Civilization	9
Group IV – Understanding Human Civilization	9
Group V – Multi-Cultural Studies selected from Groups III & IV	
Group VI – Health and Wellness	2
TOTAL GEN. EDUC. SEMESTER HOURS.....	39

AGRICULTURAL SALES AND SERVICES

MAJOR CORE COURSES

ARSC 114 – Introduction to Animal Science	3
BOTE 247 – Spreadsheet Applications.....	3
AGEC 244 – Introduction to Agricultural Marketing.....	3
TOTAL MAJOR CORE COURSES.....	9

OPTIONS

Students must select and complete one option, Agriculture Business Management, Equine Management, or Technology in Agriculture, to complete the Associate Science Degree in Agriculture Sales and Service.

The on-line Equine Management Option courses will have substantial attached fees. See the Department of Agriculture and Technical Studies Chair for more information.

AGRICULTURE BUSINESS MANAGEMENT OPTION

PLSC 110 – World Food Crops	3
ARSC 123 – Feeds and Feeding	3
SOIL 210 – Introduction to Soil Science	4
AGEC 246 – Introduction to Agricultural Finance	3
AGRI 297B – Agriculture Management Internship	2
Select one course from the following	3
VETS 339 – Animal Health	3
PLSC 225 – Principles of Crop Production	3
TOTAL OPTION COURSES	18

AGRI 297B – Agricultural Management Internship must be taken prior to receiving this degree.

This must be taken on a full-time basis, preferably during the summer months.

EQUINE MANAGEMENT OPTION

ARSC 160 – Equine Nutrition	2
ARSC 161 – Equine Business Management	2
ARSC 162 – Equine Reproduction	2
ARSC 163 – Equine Health & Diseases	2
ARSC 164 – Equine Behavior, Ground Work, & Safety	2
ARSC 263 – Stallion Management	2
ARSC 262 – Equine Anatomy & Selection	2
ARSC 297A – Equine Training Techniques I	2
ARSC 297B – Equine Training Techniques II	2
Select one course from the following:	2
ARSC 265 – Equine Marketing	2
ARSC 267 – Equine Facility Management	2
TOTAL OPTION COURSES	20

ARSC 297A and 297B – Equine Training Techniques I & II must be taken prior to receiving this degree option. These internship experiences must be taken on a full-time basis preferably during the student's first year of the academic program.

TECHNOLOGY IN AGRICULTURE

CSCI 200 – Database Applications	3
H&CE 241 – Leadership and Presentation Technology	3
AGRI 280 – Computers in Agriculture	3
AGRI 297A – Agriculture Management Internship	2
AGRI 299 – Special Topics	3
ARSC 336 – Introduction to Range Management	3
PLSC 380 – Applied Arc GIS	3
TOTAL OPTION COURSES	20

Farm and Ranch Management Certificate Program

Degree Requirements:

Certificate Program Course Summer Internship

The Farm and Ranch Management Certificate Program will offer students the opportunity to receive production agriculture 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:

1. 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, and V.)
2. Basic proficiency in a wide range of specific approved practices in production agriculture. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Basic proficiency in the use of financial and precision farming computer software. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
4. Be able to develop and use the newest marketing and management tools to make both more effective marketing and management decisions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
5. Basic proficiency in using both Arc & Wire welders in all positions. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)

FARM AND RANCH MANAGEMENT MAJOR COURSES

AGEC 142 – Agricultural Accounting	3
AGEC 244 – Introduction to Agricultural Marketing	3
AGRI 115 – Agricultural Math	2
AGRI 280 – Computers in Agriculture	3
ARSC 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
Electives	6
TOTAL SEMESTER HOURS	33

The student must register for two semester hours in AGRI 297B – Agricultural Management Internship during the summer after the first year. 2

DEPARTMENT OF AGRICULTURE AND TECHNICAL STUDIES

PRE-PROFESSIONAL STUDIES

Agriculture Transfer

With the “Memorandum of Understanding” for dual admission and the “articulation” of agriculture courses transfer credits between institutions, students can take their first two years of agriculture 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 Agriculture Transfer Curriculum

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 AGRICULTURE COURSES

H&CE 241– Leadership and Presentation Techniques	3
ARSC 114 – Introduction to Animal Science or PLSC 110 – World Food Crops.....	3
ARSC 123 – Feeds and Feeding or SOIL 210 – Introduction to Soil Science	3-4
PLSC 225 – Principles of Crop Production or VETS 339 – Animal Health	3
ARSC 336 – Introduction to Range Management	3
TOTAL SEMESTER HOURS.....	15-16

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

Additional agriculture courses recommended	15-19
TOTAL TRANSFER CREDITS	57-76



DEPARTMENT OF BUSINESS AND MANAGEMENT



FACULTY

Kilwein – Chair, D. Ballard, Butz, Conrick, Dragseth, Hanson, Heth, Swensen, Voutsas

MAJORS, MINORS, AND CERTIFICATES

MAJORS

Bachelor of Science in Accounting

Minors in Accounting:

Forensic Accounting

Bachelor of Science in Business Administration

Minors in Business Administration:

(See Note on Page 119)

Accounting

Agri-Business

Banking and Finance

Entrepreneurship

Human Resource Management

Management

Management Information Systems

Manufacturing Technology

Marketing

Office Administration

Bachelor of Science in Education - Business Education

(Secondary Education)

Bachelor of Science in Human Resource Management

Associate in Applied Science in Office Administration

Concentration Areas:

Accounting

Agri-Business

Computer Science

Graphic Design

Legal

Management

Medical

MINORS

Accounting

Business Administration

Business Education (Secondary Education)

Entrepreneurship (Non-Business Majors)

CERTIFICATES

Entrepreneurship

Human Resource Management

DEPARTMENT OF BUSINESS AND MANAGEMENT

Bachelor of Science Degree Accounting

Degree Requirements:

General Education Courses

Major Courses

Accounting Curriculum

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 conceptual framework of financial accounting and reporting in business situations. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Demonstrate an understanding of the various costing systems and the role cost plays in decision-making. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Demonstrate an understanding of the federal tax laws and their application to both individuals and business entities. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
4. Demonstrate an understanding of auditing theories, standards, and procedures. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
5. Demonstrate an understanding of the legal environment of business. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
6. Use authoritative pronouncements, professional literature, and other resources to solve accounting problems. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
7. Demonstrate the ability to successfully write professional accounting examinations. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
8. Demonstrate the ability to apply technology as it impacts the accounting profession. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
9. Apply the standards of ethical conduct to their personal and professional lives. (This learning outcome directly addresses Institutional Learning Outcomes I, and V.)
10. Demonstrate an understanding of the international dimensions of accounting and the business environment. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)
11. Communicate accurately and effectively, both verbally and in writing, with clients, customers, co-workers, and supervisors in the workplace. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)

12. Exhibit a desire for professional growth and improvement of performance as a professional accountant. (This learning outcome directly addresses Institutional Learning Outcome V.)
13. Plan and prepare for employment and career advancement. (This learning outcome directly addresses Institutional Learning Outcome V.)

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 in Financial Management (CFM), 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 a part of General Education

MATH 146 – Applied Calculus	3
ECON 201 – Principles of Microeconomics	3
Select one course from the following	2-3
COMM 216 – Intercultural Communication.....	3
SPAN 250 – Hispanic Civilization and Culture	2
GEOG 262 – Geography of North America.....	3
Spanish Cultural course accepted with the approval of the department chair.....	3

ACCOUNTING MAJOR COURSES

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
BADM 356 – Organizational Behavior	3
BADM 369 – Business Ethics and Critical Thinking	3
BADM 388 – Management Information Systems	3
BADM 485 – Business Policy	3
BOTE 210 – Business Communication	3
ECON 202 – Principles of Macroeconomics	3
ENGL 300 – Technical Writing	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3
MATH 305 – Probability and Statistics	4
TOTAL SEMESTER HOURS	43

REQUIRED ACCOUNTING CURRICULUM

ACCT 301 – Computerized Accounting	3
ACCT 305 – Cost Accounting	3
ACCT 310 – Government & Nonprofit Accounting.....	3
ACCT 316 – Business Law II.....	3
ACCT 331 – Intermediate Accounting I	4
ACCT 332 – Intermediate Accounting II.....	4
ACCT 333 – Income Tax I.....	4
ACCT 406 – Advanced Accounting	3
ACCT 407 – Auditing	4
ACCT 420 – Accounting Information Systems	3
Select three courses from the following	9
ACCT 334 – Income Tax II.....	3
ACCT 351 – Fraud Examination	3
ACCT 412 – Audit II.....	3
ACCT 497 – Accounting Internship (A cumulative GPA of 2.75 is required).....	3
Limited to one of the following:	
ACCT 408 – CPA Review – Regulation	3
ACCT 409 – CPA Review – Financial Accounting and Reporting	3
ACCT 410 – CPA Review – Audit.....	3
ACCT 411 – CPA Review – Business Environment and Concepts	3
Or other course(s) with prior approval from an accounting advisor or department chair	
TOTAL SEMESTER HOURS	43

MINOR in Accounting

Students majoring in Accounting may complete the minor in Forensic Accounting with the approval of student's advisor and business department chair.

FORENSIC ACCOUNTING

SOC 225 – Criminal Justice System.....	3
SOC 385 – Criminology	3
POLS 365 – United States Supreme Court and the Constitution or POLS 499 Criminal Law.....	3
ACCT 334 – Income Tax II	3
ACCT 351 – Fraud Examination	3
ACCT 412 – Audit II	3
ACCT 421 – Forensic Accounting.....	3
ACCT 422 – Business Valuation	3
Required in other areas:	
PSYC 111 – Introduction to Psychology	3
SOC 110 – Introduction to Sociology.....	3
TOTAL SEMESTER HOURS	30

Bachelor of Science Degree Business Administration

Degree Requirements:

General Education Courses

Level One Courses

Level Two 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. Learn fundamental concepts and tools of analysis in the core areas of business administration, accounting, economics, management, marketing and finance. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, and V.)
2. Develop excellent written and oral communication skills. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and IV.)
3. Develop analytical and critical-thinking skills necessary to make sound business and personal decisions. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
4. Demonstrate a working knowledge of the global environment of business and multi-cultural issues. (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)
5. Have significant dexterity with the use of computers and computer applications in business. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
6. Find work opportunities in the local, regional, state, and national and international labor markets. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
7. Take advantage of opportunities for growth within the academic environment and become participants in intellectual and social activities organized by student and community organizations. (This learning outcome directly addresses Institutional Learning Outcomes I, and II.)

DEPARTMENT OF BUSINESS AND MANAGEMENT

REQUIRED AS PART OF GENERAL EDUCATION

(Must have a grade of “C” or better in each course.)

ECON 201 – Principles of Microeconomics	3
ENGL 110 – College Composition I.....	3
ENGL 120 – College Composition II	3
MATH 146 – Applied Calculus	3
Select one course from the following:	2-3
COMM 216 – Intercultural Communication.....	3
SPAN 250 – Hispanic Civilization and Culture	2
GEOG 262 – Geography of North America.....	3
Spanish Cultural course accepted with the approval of the department chair.....	3

LEVEL 1 COURSES

(Must have a grade of “C” or better in each course.)

ACCT 200 – Elements of Accounting I.....	3
ACCT 201 – Elements of Accounting II.....	3
BADM 264 – Internet Applications or CSCI 200 – Database Software Applications	3
BOTE 210 – Business Communication	3
BOTE 247 – Spreadsheet Applications	3
ECON 202 – Principles of Macroeconomics	3
MATH 305 – Probability and Statistics	4
TOTAL SEMESTER HOURS	22

BACHELOR OF SCIENCE BUSINESS

ADMINISTRATION MAJORS

PROCEDURES FOR ADMISSION TO LEVEL 2 COURSES

- Student picks up a Level 2 admission form from the department office (room 315, Stickney Hall);
- Student takes the completed form along with a transcript to his/her advisor;
- When a student has met the requirements, the advisor signs the form releasing the student to register for Level 2 courses;
- A copy of the signed form along with the transcript is delivered to the department office by the advisor;
- If a student registers for a Level 2 course without completing Level 1 courses and/or the required General Education courses, the instructor of the Level 2 course will notify the department secretary. The department secretary will notify the student’s advisor;
- The student’s advisor will notify the student to drop the course;
- A business administration major student can petition the chair of the Department of Business and Management for permission to enroll in a Level 2 course without completing the Level 1 requirement and General Education requirement. (Petition forms can be picked up in the department office, room 315, Stickney Hall.)
- The chair of the department will consult with the instructor of the course being petitioned. A request to enroll in a Level 2 course without meeting the requirements will be granted when there are sufficient circumstances to warrant this exception to the rule.

LEVEL 2 COURSES

(Level 1 courses must be completed with a “C” or better before enrolling in Level 2 courses.)

ACCT 315 – Business Law I	3
BADM 336 – Management and Leadership	3
BADM 376 – Production Operations Management.....	3
BADM 455 – International Business.....	3
BADM 485 – Business Policy	3
BADM 497 – Business Internship (Must have advisor or department chair approval)	3
COMM 317 – Organizational Communication	3
ENGL 300 – Technical Writing	3
ENTR 366 – Entrepreneurship.....	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3
TOTAL SEMESTER HOURS.....	33

MINORS in Business Administration (Select One)

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 business department chair.

ACCOUNTING

ACCT 301 – Computerized Accounting	3
ACCT 305 – Cost Accounting	3
ACCT 331 – Intermediate Accounting I.....	4
ACCT 332 – Intermediate Accounting II	4
ACCT 333 – Income Tax I.....	4
Select two courses from the following.....	6-7
ACCT 310 – Government and Non-Profit Accounting 3	
ACCT 316 – Business Law II	3
ACCT 334 – Income Tax II.....	3
ACCT 351 – Fraud Examination	3
ACCT 406 – Advanced Accounting.....	3
ACCT 407 – Auditing	4
BADM 369 – Business Ethics and Critical Thinking ..	3
Or other course(s) with prior approval from advisor or department chair	
TOTAL SEMESTER HOURS	24-25

AGRI-BUSINESS

AGEC 244 – Introduction to Agricultural Marketing	3
AGEC 246 – Introduction to Agricultural Finance.....	3
AGEC 342 – Introduction to Agriculture Management.....	3
ARSC 480 – Conflict Resolution.....	1
H&CE 241 – Leadership & Presentation Techniques.....	3
Select three courses from the following.....	9-10
AGEC 387 – Commodity Futures & Options	3
ARSC 336 – Introduction to Range Management	3
BADM 330 – Business Challenge	3
SOIL 210 – Introduction to Soil Science	4
SOIL 321 – Soil Management and Conservation.....	3
SOIL 322 – Soil Fertility and Fertilizers	3
TOTAL SEMESTER HOURS	22-23

BANKING AND FINANCE

ACCT 331 – Intermediate Accounting I.....	4
FIN 300 – Financial Institutions and Markets	3
FIN 320 – Personal Finance	3
FIN 328 – Investments.....	3
FIN 426 – Corporate Finance	3
Select two courses from the following:	6-7
ACCT 332 – Intermediate Accounting II.....	4
ACCT 422 – Business Valuation	3
AGEC 246 – Introduction to Agricultural Finance	3
BADM 330 – Business Challenge	3
BADM 360 – Real Estate Principles.....	3
BADM 369 – Business Ethics and Critical Thinking ..	3
TOTAL SEMESTER HOURS	22-23

ENTREPRENEURSHIP

Note: All Accounting majors must complete ENTR 366 - Entrepreneurship

BADM 270 – Business Club or ACCT 210 - Accounting Club1-2	
ENTR 300 – Creativity and Innovation.....	3
BADM 340 – Advertising and Sales Promotion.....	3
BADM 346 – Human Resource Management.....	3
BADM 364 – E-Commerce	3
MRKT 386 – Retail Management.....	3
Select at least six credit hours from the following:.....	6
ACCT 316 – Business Law II	3
LEAD 200H – Leadership and Change	1
ENTR 267H – Entrepreneurship/Leadership Seminar ..	2
BADM 330 – Business Challenge	3
BADM 356 – Organizational Behavior	3
BADM 369 – Business Ethics and Critical Thinking ..	3
BADM 466 – Business Research.....	3
MRKT 460 – Marketing Seminar	3
TOTAL SEMESTER HOURS.....	22-23

HUMAN RESOURCE MANAGEMENT

BADM 356 – Organizational Behavior	3
BADM 346 – Human Resource Management	3
BADM 460 – Human Resource Development	3
BADM 380 – Human Resource Law.....	3
Select at least 9 credit hours from the following:	9
ACCT 316 – Business Law II	3
BADM 270 – Business Club.....	2
BADM 330 – Business Challenge	3
BADM 369 – Business Ethics and Critical Thinking ..	3
BADM 436 – Staffing and Workforce Diversity.....	3
BADM 452 – Compensation Management.....	3
BADM 465 – Labor Relations	3
BADM 480 – Seminar in Human Resource Issues	3
BADM 494 – Undergraduate Research	3
TOTAL SEMESTER HOURS:	21

MANAGEMENT

ACCT 316 – Business Law II.....	3
BADM 346 – Human Resource Management	3
BADM 356 – Organizational Behavior	3
BADM 388 – Management Information Systems	3
Select three courses from the following:	9
BADM 330 – Business Challenge	3
BADM 364 – Electronic Commerce	3
BADM 369 – Business Ethics and Critical Thinking ..	3
BADM 466 – Business Research.....	3
MRKT 340 – Advertising and Sales Promotion.....	3
MRKT 386 – Retail Management.....	3
TOTAL SEMESTER HOURS	21

MANAGEMENT INFORMATION SYSTEMS

BADM 264 – Internet Applications	3
BADM 388 –Management Information Systems	3
CSCI 160 – Computer Science I.....	4
CSCI 161 – Computer Science II.....	4
CSCI 221 – Computer Networks	3
Select two courses from the following.....	5-8
BADM 364 – Electronic Commerce.....	3
CSCI 170A – Advanced Computer Programming in C++	4
CSCI 170D – Advanced Computer Programming in JAVA	3
CSCI 181 – Web Management.....	3
CSCI 185 – LINUX Operating Systems	3
CSCI 210 – PC Hardware and Software Management ..	2
CSCI 301 – Software Engineering I.....	3
CSCI 302 – Software Engineering II	3
CSCI 342 – Object Programming with Data Structures...	4
TOTAL SEMESTER HOURS	22-25

MANUFACTURING TECHNOLOGY

BADM 388 – Management Information Systems	3
BOTE 218 – Desktop Publishing.....	3
CSCI 160 – Computer Science I.....	4
CSCI 221 – Computer Networks	3
IT 220 – Drawing and Specification Techniques I.....	3
IT 314 – Production Manufacturing Technology	3
IT 320 – Drawing and Specification Techniques II	3
IT 325 – Applied Specifications.....	1
TOTAL SEMESTER HOURS.....	23

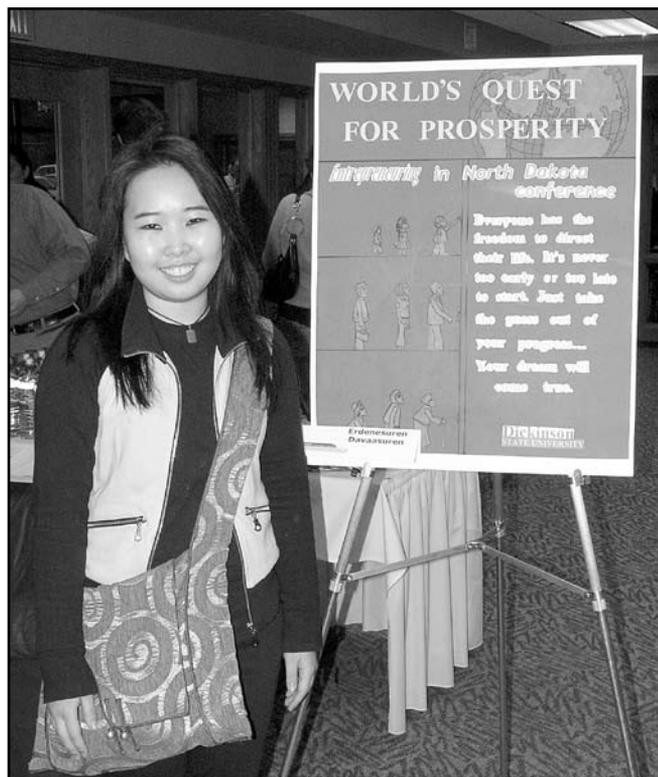
DEPARTMENT OF BUSINESS AND MANAGEMENT

MARKETING

BADM 466 – Business Research.....	3
MRKT 340 – Advertising and Sales Promotion	3
MRKT 491 – Business Administration Seminar: Marketing.....	3
Select one course from the following	3
PSYC 355 -- Psychology of Learning.....	3
SOC 315/POLS 315 – Public Opinion.....	3
Select three courses 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.....	3
BADM 369 – Business Ethics and Critical Thinking ..	3
MRKT 386 – Retail Management.....	3
TOTAL SEMESTER HOURS.....	21

Office Administration

BOTE 152 – Keyboarding II.....	3
BOTE 202 – Keyboarding III	3
BOTE 218 – Desktop Publishing	3
BOTE 275 – Administrative Office Procedures	3
BADM 346 – Human Resource Management	3
Select two courses from the following.....	6-8
ACCT 301 – Computerized Accounting	3
BADM 330 – Business Challenge	3
CSCI 160 – Computer Science I	4
CSCI 161 – Computer Science II	4
CSCI 221 – Computer Networks	3
TOTAL SEMESTER HOURS	21-23



Bachelor of Science in Education Degree Business Education

Degree Requirements:

General Education Courses

Major Courses

Select One of the Following Options:

Option One: 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, and V.)
2. Express knowledge of learning theory through planning, teaching, and interaction with Business Education students (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
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 I, II, and V.)
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, and V.)
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 I, II, and V.)
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 I, II, and V.)
7. Organize a comprehensive instructing program through effective planning (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
8. Effectively instruct students as indicated in the corresponding lesson plan (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
9. 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, and V.)
10. 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, and V.)

Bachelor of Science Degree Human Resource Management

Degree Requirements:

General Education Courses
Level One Courses
Level Two Courses
Major Courses
Human Resource Core Courses
Electives

STUDENT LEARNING OUTCOMES

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

1. Learn fundamental concepts and tools of analysis in the core areas of workforce planning and employment, human resource development, compensation and benefits, employee and labor relations and occupational safety and health management (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV, and V.)
2. Develop excellent written and oral communication skills (This learning outcome directly addresses Institutional Learning Outcomes I, II, and IV.)
3. Identify organizational and human needs, and implement processes that will lead to better organizational effectiveness (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
4. Develop analytical and critical-thinking skills necessary to make sound business and personal decisions (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
5. Demonstrate a working knowledge of the global environment of business and multi-cultural issues (This learning outcome directly addresses Institutional Learning Outcomes I, III, and V.)
6. Have significant dexterity with the use of computers and computer applications in business (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
7. Find work opportunities in the local, regional, state, and national labor markets (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
8. Take advantage of opportunities for growth within the academic environment and become participants in intellectual and social activities organized by student and community organizations (This learning outcome directly addresses Institutional Learning Outcomes I, and II.)

11. Manage and organize a Business Education classroom for optimal teaching and learning (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
12. Exhibit attitudes, actions, and behaviors indicative of a professional educator (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
13. Exhibit a desire for professional growth and improvement of performance in the Business Education classroom (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
14. Demonstrate a valuing of student diversity in backgrounds, interest, experiences, and abilities (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
15. Make professional decisions using a reflective approach (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)

GENERAL EDUCATION REQUIREMENT

CSCI 160 – Computer Science I.....	4
ECON 201 – Principles of Microeconomics	3
(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 I.....	3
ACCT 201 – Elements of Accounting II.....	3
ACCT 315 – Business Law I	3
BADM 336 – Management and Leadership	3
BOTE 147 – Word Processing	3
BOTE 152 – Keyboarding II.....	3
BOTE 210 – Business Communication	3
BOTE 218 – Desktop Publishing	3
BOTE 247 – Spreadsheet Applications	3
BOTE 275 – Administrative Office Procedures.....	3
CSCI 200 – Database Software Applications	3
ENTR 366 – Entrepreneurship.....	3
MRKT 301 – Principles of Marketing	3
SEED 490B – Methods in Business Education	3
TOTAL SEMESTER HOURS	42

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 264 – Internet Applications	3
BOTE 411 – Philosophy of Vocational Education	3
BOTE 412 – Coordination of Cooperative Work Experience Programs	3
CSCI 181 – Web Management.....	3
CSCI 221 – Computer Networks	3

TOTAL SEMESTER HOURS 15

DEPARTMENT OF BUSINESS AND MANAGEMENT

REQUIRED AS PART OF GENERAL EDUCATION

(Must have a grade of “C” or better in each course.)

ECON 201 – Principles of Microeconomics	3
ENGL 110 – College Composition I.....	3
ENGL 120 – College Composition II	3
MATH 146 – Applied Calculus	3
Select one course from the following:	3
COMM 216 – Intercultural Communication.....	3
SPAN 250 – Hispanic Civilization and Culture	3
GEOG 262 – Geography of North America.....	3
Spanish Cultural course accepted with the approval of the department chair.....	3

LEVEL 1 COURSES

(Must have a grade of “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
ECON 202 – Principles of Macroeconomics	3
MATH 305 –Probability and Statistics	4
TOTAL SEMESTER HOURS	16

BACHELOR OF SCIENCE HUMAN RESOURCE MANAGEMENT MAJOR

PROCEDURES FOR ADMISSION TO LEVEL 2 COURSES

- Student picks up a Level 2 admission form from the department office (room 315, Stickney Hall);
- Student take the completed form along with a transcript to his/her advisor;
- When a student has met the requirements, the advisor signs the form releasing the student to register for Level 2 courses;
- A copy of the signed form along with the transcript is delivered to the department office by the advisor;
- If a student registers for a Level 2 course without completing the Level 1 courses and/or the required General Education courses, the instructor of the Level 2 course will notify the department secretary. The department secretary will notify the student’s advisor;
- The student’s advisor will notify the student to drop the course;
- A business administration major student can petition the chair of the Department of Business and Management for permission to enroll in a Level 2 course without completing the Level 1 requirement and General Education requirement. (Petition forms can be picked up in the department office, room 315, Stickney Hall.)
- The chair of the department will consult with the instructor of the course being petitioned. A request to enroll in a Level 2 course without meeting the requirements will be granted when there are sufficient circumstances to warrant this exception to the rule.

LEVEL 2 COURSES

(Level 1 courses must be completed with a “C” or better before enrolling in Level 2 courses.)

ACCT 315 – Business Law I.....	3
BADM 336 – Management and Leadership	3
BADM 356 – Organizational Behavior	3
BADM 388 – Management Information Systems	3
BADM 369 – Business Ethics and Critical Thinking.....	3
BADM 455 – International Business.....	3
BADM 485 – Business Policy	3
ENGL 300 – Technical Writing	3
FIN 326 – Managerial Finance	3
MRKT 301 – Principles of Marketing	3
TOTAL SEMESTER HOURS.....	30

HUMAN RESOURCE MANAGEMENT CORE COURSES:

(Level 1 courses must be completed with a “C” or better before enrolling in Human Resource Management Core courses.)

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
BADM 497 –Business Internship or BADM 494–Senior Project	3
Select one course from the following:.....	3
BADM 330 – Business Challenge	3
BADM 480—Seminar in HR Issues	3
COMM 317—Organizational Communication.....	3
ENTR 300—Creativity and Innovation	3
ENTR 366 – Entrepreneurship.....	3
TOTAL SEMESTER HOURS.....	24

Note: Although a minor is not required for this major, students may choose a minor from the Bachelor of Science Degree, Business Administration Major, instead of completing the 18 hours of elective courses needed for the degree.

Associate in Applied Science Degree Office Administration

Degree Requirements:

General Education Courses
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 I, II, and V.)
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 I, II, and V.)
3. Develop procedures for incoming and outgoing communications in a business environment (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
4. Demonstrate proficiency to information processing systems that include word processing, database, spreadsheets, and desktop publishing (This learning outcome directly addresses Institutional Learning Outcomes II, and V.)
5. Exhibit an understanding and an effective use of telecommunications (This learning outcome directly addresses Institutional Learning Outcomes I, II, V.)
6. Express the ability to manage time and multiple tasks (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
7. Complete an internship successfully in a specific concentration area (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)
8. Plan and prepare for employment and career advancement (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, and V.)

THE FOLLOWING ARE REQUIRED AS A PART OF GENERAL EDUCATION:

ENGL 110 – College Composition I	3
HPER 100 – Concepts of Fitness and Wellness	1
MATH 103 – College Algebra	4
Select one course from the following	3
ECON 105 – Elements of Economics	3
ECON 201 – Principles of Microeconomics	3
PSYC 111 – Introduction to Psychology	3
Select one course from the following	3
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 C	3
TOTAL GENERAL EDUCATION	
SEMESTER HOURS	17

OFFICE ADMINISTRATION MAJOR COURSES

ACCT 200 – Elements of Accounting I.....	3
ACCT 301 – Computerized Accounting	3
BOTE 147 – Word Processing	3
BOTE 152 – Keyboarding II.....	3
BOTE 202 – Keyboarding III	3
BOTE 210 – Business Communication	3
BOTE 218 – Desktop Publishing	3
BOTE 247 – Spreadsheet Applications	3
BOTE 275 – Administrative Office Procedures.....	3
BOTE 297 – Office Administration Internship.....	3
CSCI 200 – Database Software Applications	3
TOTAL SEMESTER HOURS	33

CONCENTRATIONS

Select one

ACCOUNTING

ACCT 201 – Elements of Accounting II.....	3
ACCT 331 – Intermediate Accounting I.....	4
Select two courses from the following	6-8
ACCT 305 – Cost Accounting	3
ACCT 310 – Government and Non-profit Accounting ..	3
ACCT 332 – Intermediate Accounting II	4
ACCT 333 – Income Tax I.....	4
ACCT 334 – Income Tax II.....	3
ACCT 351 – Fraud Examination	3
ACCT 407 – Auditing	4
TOTAL SEMESTER HOURS	13-15

AGRI-BUSINESS

PLSC 110 – World Food Crops	3
AGEC 142 – Agricultural Accounting	3
AGRI 280 – Computers in Agriculture	3
Select one course from the following	3
AGEC 244 – Introduction to Agricultural Marketing ..	3
AGEC 246 – Introduction to Agricultural Finance	3
TOTAL SEMESTER HOURS	12

DEPARTMENT OF BUSINESS AND MANAGEMENT

COMPUTER SCIENCE

CSCI 160 – Computer Science I	4
CSCI 161 – Computer Science II	4
CSCI 210 – PC Hardware and Software Management.....	2
CSCI 221 – Computer Networks	3
TOTAL SEMESTER HOURS	13

GRAPHIC DESIGN

ART 130 – Drawing I.....	3
ART 280 – Photography I.....	3
GDES 241 – Graphic Design I.....	3
GDES 342 – Graphic Design II.....	3
Select any two of the following electives:	6
ART 122 – Two-Dimensional Design	3
ART 230 – Drawing II	3
ART 352 – Photography II.....	3
BADM 264 – Internet Applications	3
MRKT 340 – Advertising and Sales Promotion.....	3
TOTAL SEMESTER HOURS.....	18

LEGAL

ACCT 315 – Business Law I.....	3
ACCT 316 – Business Law II.....	3
BADM 336 – Management and Leadership	3
BOTE 254 – Legal Keyboarding	2
BOTE 255 – Legal Office Procedures	2
TOTAL SEMESTER HOURS.....	13

MANAGEMENT

ACCT 201 – Elements of Accounting II.....	3
BADM 264 – Internet Applications	3
BADM 336 – Management and Leadership	3
COMM 317 – Organizational Communication	3
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 HOURS.....	15

MEDICAL

HPER 210 – Community First Aid and CPR	2
HPER 215 – Survey of Human Anatomy	2
HPER 215L – Survey of Human Anatomy Lab.....	1
HPER 217 – Personal and Community Health	2
BOTE 171 – Medical Terminology I.....	3
BOTE 277 – Medical Office Procedures	3
TOTAL SEMESTER HOURS.....	13

Minors

All minors are required to take as a part of General Education:
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
ECON 202 – Principles of Macroeconomics	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	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 FOR NON-BUSINESS MAJORS

ACCT 102 - Fundamentals of Accounting	3
BADM 270 - Business Club	2
ENTR 300 - Creativity and Innovation.....	3
ENTR 266 - Beginning Entrepreneurship.....	3
or ENTR 310 - Leadership and Philosophy of Entrepreneurship in a Global Society	
ENTR 316 - Financial and Legal Issues in Entrepreneurship.....	3
ENTR 346 - Marketing and Management in a Global Economy 3	
ENTR 406 - Writing a Business Plan	3
Select at least 3 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	3
ENTR 267H - Entrepreneurship/Leadership Seminar .	2
LEAD 200H - Leadership and Change	1
TOTAL SEMESTER HOURS:	23

Certificates

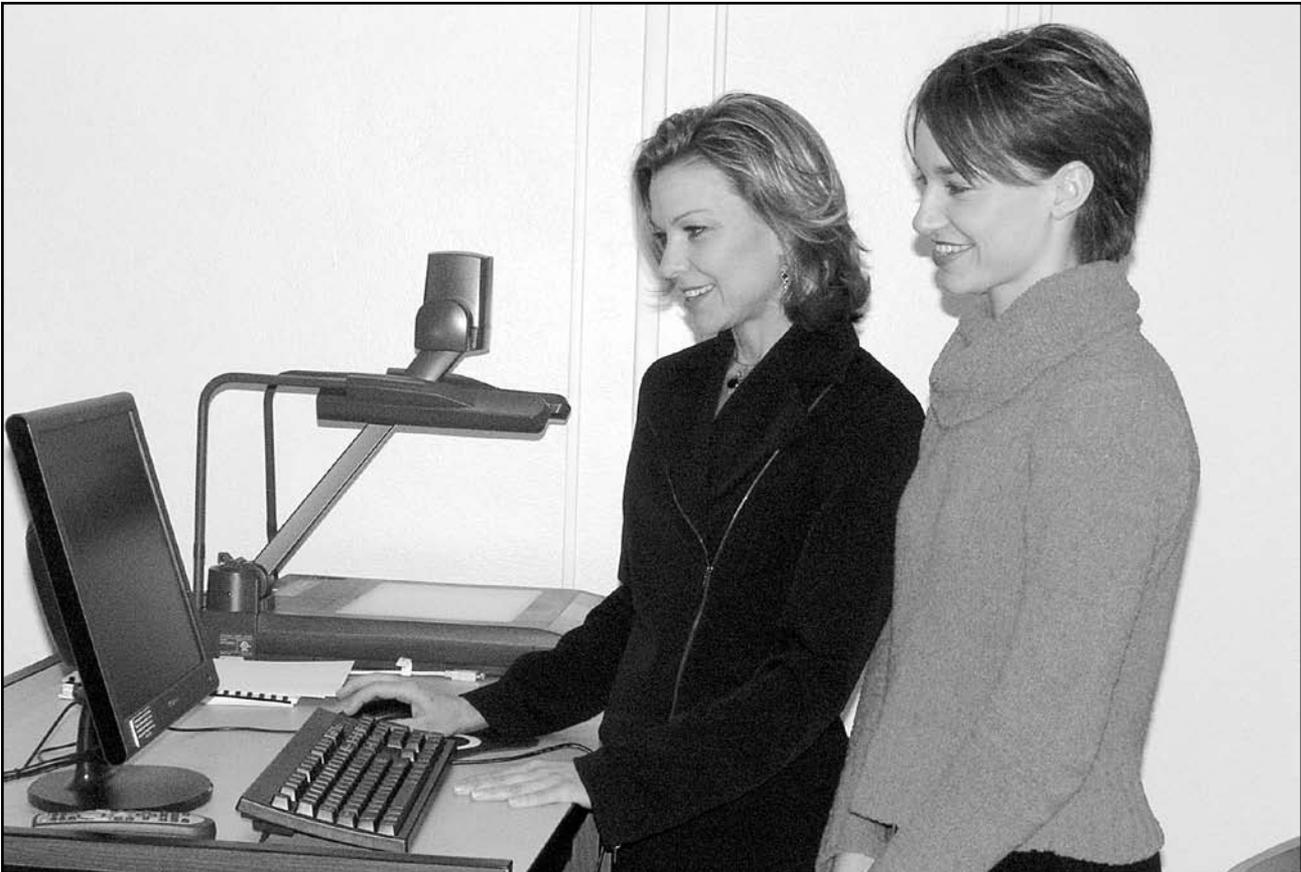
ENTREPRENEURSHIP CERTIFICATE

ENTR 300 - Creativity and Innovation.....	3
ENTR 310 – Leadership & Philosophy of Entrepreneurship in Global Society.....	3
ENTR 316 - Financial and Legal Issues in Entrepreneurship.....	3
ENTR 346 - Marketing and Management in a Global Economy	3
ENTR 406 - Writing a Business Plan	3
ENTR 499 - Special Topics: Entrepreneurship Seminar	3
TOTAL SEMESTER HOURS:	16

HUMAN RESOURCE MANAGEMENT CERTIFICATE

BADM 336 - Management and Leadership.....	3
BADM 356 - Organizational Behavior.....	3
BADM 460 - Human Resource Development.....	3
BADM 380 - Human Resource Law	3
BADM 346 - Human Resource Management or BADM 480 - Seminar in Human Resource Issues.....	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.



DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION



FACULTY

A. Hofland – Chair, Biesiot, Daniel, Leno, Monlux, Moody, O’Donnell, Stanton, Ternes

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 Frappier 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

MAJOR

Bachelor of Science in Education in Physical Education
K-12

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. Demonstrate an understanding of physical education content, concepts, and tools of inquiry; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
2. Plan and implement developmentally appropriate learning experiences for K-12 students; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Plan and implement appropriate instruction adapted to diverse learners; (This learning outcome directly addresses Institutional Learning Outcome III.)
4. Use a variety of motivation and instructional management strategies to enhance learning; (This learning outcome directly addresses Institutional Learning Outcome V.)
5. Use effective communication and incorporate media and technology in the instructional process; (This learning outcome directly addresses Institutional Learning Outcome II.)
6. Use formal and informal assessment strategies; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
7. Use reflective decision-making skills related to instruction in physical education; (This learning outcome directly addresses Institutional Learning Outcome V.)
8. Demonstrate an understanding of how to foster collaborative relationships with colleagues, parents/guardians, and community agencies; (This learning outcome directly addresses Institutional Learning Outcome II.)
9. Demonstrate knowledge of healthy choices that promote a lifestyle of total wellness; (This learning outcome directly addresses Institutional Learning Outcome VI and indirectly addresses Institutional Learning Outcome IV.)



PHYSICAL EDUCATION K-12 MAJOR COURSES

HPER 100 – Concepts of Fitness and Wellness.....	2
HPER 110 – Social, Folk, and Square Dance	1
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	2
HPER 215 – Survey of Human Anatomy	2
HPER 215L – Survey of Human Anatomy Lab	1
HPER 216 – Skill Themes and Movement Concepts for the Elementary School	2
HPER 217 – Personal and Community Health	2
HPER 240 – Principles of Human Nutrition.....	2
HPER 328 – Biomechanics.....	3
HPER 360 – Adapted Physical Education	2
HPER 380 – Teaching Individual and Dual Activities	3
HPER 385 – Teaching Team Sports.....	2
HPER 410 – Psychology and Sociology of Sport and Exercise ..	2
HPER 420 – Organization and Administration of Physical Education	2
HPER 430 – Measurement and Evaluation	2
HPER 432 – Physiology of Exercise	3
EDUC 390E – Health Education Methods	2
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	49

Note: In addition to completing the Secondary Professional Education Sequence, students must also complete ELED 298 – Pre-Professional Experience: Elementary.

*Physical Education Majors only

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION MINOR

Elementary Education or Secondary Education only

HPER 100 – Concepts of Fitness and Wellness.....	2
HPER 110 – Social, Folk, and Square Dance	1
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	2
HPER 215 – Survey of Human Anatomy	2
HPER 215L – Survey of Human Anatomy Lab	1
HPER 216 – Skill Themes and Movement Concepts for the Elementary Schools.....	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	28

*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 215 – Survey of Human Anatomy	2
HPER 215L – Survey of Human Anatomy Lab	1
HPER 207 – Prevention and Care of Athletic Injuries	2
HPER 210 – Community First Aid and CPR	2
HPER 328 – Biomechanics	3
Select three courses from the following	6
HPER 330 – Football Coaching	2
HPER 335 – Volleyball Coaching	2
HPER 340 – Basketball Coaching	2
HPER 345 – Wrestling Coaching	2
HPER 350 – Track and Field Coaching	2
HPER 355 – Baseball Coaching	2
HPER 410 – Psychology & Sociology of Sport & Exercise	2
HPER 420 – Organization and Administration of Physical Education	2
HPER 432 – Physiology of Exercise	3
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 I	1
HPER 171 – Varsity Athletics II	1
HPER 172 – Varsity Athletics III	1
HPER 173 – Varsity Athletics IV	1
HPER 174 – Varsity Athletic Enhancement.....	1
HPER 175 – Varsity Athletic Enhancement.....	1
HPER 176 – Varsity Athletic Enhancement.....	1
HPER 177 – Varsity Athletic Enhancement.....	1
TOTAL SEMESTER HOURS.....	25

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.)



DEPARTMENT OF NURSING



FACULTY

Marsh – Chair, Bock, G. Hofland, Klusmann, Lantz, Nordahl, Sticha, Stull

The Nursing Programs are subject to future changes.

MISSION STATEMENT

The Department of Nursing is an integral component of Dickinson State University and is comprised of both technical and professional nursing programs. Our primary role is to foster and facilitate the development of competent health care 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. The League's address is: 61 Broadway, 33rd Floor, New York, NY 10006. The League's phone number is: 1-800-669-1656. 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.

PROGRAM GOALS

AASPN PROGRAM

The goal of the AASPN program is to prepare its prospective graduates to perform selected nursing functions for individual and family clients with actual or potential health problems. While nursing care remains under the supervision of the registered nurse, the AASPN graduate is prepared to participate with supervision in each phase of the nursing process in caring for selected clients.

The AASPN two-year program prepares the graduate for the licensing examination for practical nurses. Successful completion of the licensing examination allows the graduate to be licensed as an LPN.

BSN PROGRAM

The goal of the BSN program is to prepare its prospective graduates to function collaboratively with other health care professionals to provide nursing care to clients with actual or potential health problems involving individuals, families, groups, and communities. The BSN graduate is prepared to assume a leadership role in acute care and rural/urban community health settings. The BSN graduate has sufficient background to pursue further specialization and graduate education in nursing.

DEPARTMENT OF NURSING

ASPN/AASPN-LPNs, ADN-RNs and Diploma RNs may complete requirements for the bachelor's degree via the BSN Completion Program. Successful completion of the licensing examination allows non-RN graduates to be licensed as an RN. Graduates who already hold RN licensure are not required to re-write the licensing exam.

PROGRAM OUTCOME CRITERIA

Program outcome criteria for both the Associate in Applied Science in Practical Nursing Program and the Bachelor of Science in Nursing Completion Program are found in the [Department of Nursing Policy Handbook](#). This handbook is revised biannually and is provided to all enrolled nursing students. These criteria are available to prospective students upon request made to the Department of Nursing.

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.

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. Health care facilities are increasingly being required by their insurers to verify employees and participating students do NOT have criminal backgrounds and will likely be safe healthcare providers. Please contact the Department of Nursing if you have 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, sensory, cognitive and emotional functional abilities of its practitioners and these same functional abilities are required of students throughout the nursing education programs.

If you have any questions regarding your own required functional abilities in these areas, please contact the Department of Nursing for further information. If any of the required necessary functional abilities are in doubt for a student, the Department of Nursing will require him/her to have a medical examination. 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 before continuing in the nursing education program.



ASSOCIATE IN APPLIED SCIENCE IN PRACTICAL NURSING PROGRAM ADMISSION REQUIREMENTS

General students and those not holding nursing licensure seeking admission to the first year of the AASPN Program must:

1. Provide official transcripts of high school course work (partial or complete), GED (if appropriate), all colleges attended (if appropriate), and ACT scores (if applicable) to the Office of Admissions and Academic Records. These official records must show evidence of the following:
2. Have a minimum 2.25 cumulative high school or college/university GPA,
 - **OR**, minimum ACT score of 20 (if high school GPA is less than 2.25),
 - **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.
3. Have a 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).
4. Have a 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).
5. Submit a completed North Dakota University System application to Dickinson State University.
6. 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. For full acceptance, all admission requirements must continue to be met up until the fall term.
 - All students who have previously attended any other college/university must meet with the Department of Nursing Chair for transcript review and evaluation.
 - Enrollment is limited to 43.

Vocational LPN’s seeking admission to the second year of the AASPN Program must meet the admission criteria for the AASPN Program as previously noted, and 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 student has successfully completed nursing courses [NURS prefix] equivalent to approximately one semester of full-time nursing course work.)

OR

- Successfully completed NLN’s PN FUNDAMENTALS Exam to receive academic credit for NURS 121/198A – Basic Nursing Concepts I and Clinical, NURS 131/198B – Basic Nursing Concepts II and Clinical, and NURS 240 – Fundamentals of Nutrition if necessary.
4. Submit verifiable evidence of nurse licensure. This includes social security number, state where licensed and licensure number (or evidence of pending licensure).

BACHELOR OF SCIENCE IN NURSING COMPLETION PROGRAM ADMISSION REQUIREMENTS

ASPN-LPNs, AASPN-LPNs, ASN-RNs, or ADN-RNs seeking admission to the BSN Program must:

1. Submit verifiable evidence of nurse licensure. This includes social security number, state where licensed and licensure number (or evidence of pending licensure).
2. Provide official transcripts of previous vocational/college/university education to the Office of Admissions and Academic Records. These official records must show evidence of the following:
 - Have a minimum 2.5 cumulative college/university GPA. Students are ranked according to GPA in the Selection Process.
 - Have a minimum 2.5 cumulative nursing GPA.
 - 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.

ASPN/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

DEPARTMENT OF NURSING

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. For full acceptance, all admission requirements must continue to be met up until the fall term.
 - All students who have previously attended any other college/university must meet with the Department of Nursing Chair for transcript review and evaluation.
 - Enrollment is limited to 32.
5. 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. *ASP/N/AASPN-LPN, ASN-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.*

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 course work.)

OR

Successfully completed the NLN ACE 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.

ASP/N/AASPN LPNs, ASN-RNs seeking ALTERNATE ADMISSION OPTION to the BSN Program (Nurses with less than 2.5 cumulative nursing GPA) must:

1. Submit verifiable evidence of 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 Office of Admissions and Academic Records. These official records must show evidence of the following:
 3. Have a minimum 2.5 cumulative college/university GPA. Students are ranked according to GPA in the Selection Process.
 4. Have a minimum 2.33 cumulative nursing GPA.
5. 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. *ASP/N/AASPN-LPN, ASN-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.*
 6. Submit a completed North Dakota University System application to Dickinson State University.
 7. 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.
 8. Have a minimum six months interval between licensure as a nurse and completing the NLN ACE I PN-RN Exams (Foundations of Nursing and Nursing Care During Childbearing/Nursing Care of the Child). Prospective students are encouraged to work as a licensed nurse prior to completing the exams.
 9. Have successfully passed the NLN ACE I PN-RN Exams (Foundations of Nursing and Nursing Care During Childbearing/Nursing Care of the Child) 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 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. For full acceptance, all admission requirements must continue to be met up until the Fall term.
 - All students who have previously attended any other college/university must meet with the Department of Nursing Chair for transcript review and evaluation.
 - 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.

ALTERNATE METHODS TO VALIDATE COURSE OBJECTIVES

The Department of Nursing, in accordance with Dickinson State University policy, offers the student the opportunity to validate the achievement of specific course objectives by alternate methods. Situations are reviewed on an individual basis by the nursing faculty. For specific information, contact the chair of the Department of Nursing.

NATIONAL VALIDATION EXAMS

National League for Nursing exams utilized are national validation tests designed to evaluate previous learning in order to assist with program placement of nurses who are seeking educational mobility. For further information, contact the chair of the Department of Nursing.

Associate in Applied Science in Practical Nursing Program

Degree Requirements:

General Education Courses
Major Courses
Interdisciplinary Courses

STUDENT LEARNING OUTCOMES

The graduate will demonstrate:

1. Preparedness to write the National Council Licensure Examination for Practical Nurses (NCLEX-PN). (This learning outcome directly addresses Institutional Learning Outcome V.)
2. Technical-level proficiency in the areas of critical thinking, communication and therapeutic nursing interventions, as defined by the Department of Nursing. (This learning outcome directly addresses Institutional Learning Outcomes I, and II.)
3. Mastery of the expected entry-level roles of the technical nurse, as outlined within the Department of Nursing Clinical Performance Appraisal. (This learning outcome directly addresses Institutional Learning Outcome V.)

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 adviser to ensure proper course selection for this major.

GENERAL EDUCATION REQUIREMENTS18

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
Select one course from the following	3
SOC 110 – Introduction to Sociology	3
SOC 115 – Social Problems (IV-B)	3
ENGL 120 – College Composition II (I-B)	3

INTERDISCIPLINARY COURSE REQUIREMENTS15

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



DEPARTMENT OF NURSING

Bachelor of Science in Nursing Completion Program

Degree Requirements:

General Education Courses
Major Courses
Interdisciplinary Courses
AASPN Program Curriculum

STUDENT LEARNING OUTCOMES

The graduate will demonstrate:

1. Preparedness to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). (This learning outcome directly addresses Institutional Learning Outcome V.)
2. Professional-level proficiency in the areas of critical thinking, communication, and therapeutic nursing interventions, as defined by the Department of Nursing. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
3. Mastery of the expected entry-level roles of the professional nurse, as outlined within the Department of Nursing Clinical Performance Appraisal. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
4. Ability to collaborate with interdisciplinary teams to plan and implement interventions aimed at promoting, maintaining, and restoring health in culturally diverse populations. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V, and VI.)

BSN MAJOR COURSES

The BSN Curriculum requires general education course requirements which build upon the general education course requirements of the AASPN Program. In addition, students in the BSN program have an option in Category IV of the General Education requirements. The category of the General Education requirement is indicated after the course. Students are advised to consult with their adviser to ensure proper course selection for this major.

GENERAL EDUCATION REQUIREMENTS	22
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 REQUIREMENTS	6
BIOL 357 – Pathophysiology	3
PSYC 370 – Abnormal Psychology	3

NURSING COURSE REQUIREMENTS	36
NURS 316 – Advanced Concepts I Adult Health	4
NURS 321 – Health Assessment	2
NURS 398A – Health Assessment Clinical	1
NURS 328 – Nursing Role Transition	2
NURS 330 – Nursing Research	2
NURS 331 – Community Health I	2
NURS 398B – Clinical Concepts I	3
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 II	3
NURS 435 – Synthesis	2
NURS 498B – Clinical Concepts III	5

BSN PROGRAM CURRICULUM REQUIREMENTS	64
AASPN PROGRAM CURRICULUM REQUIREMENTS	66
BSN TOTAL SEMESTER HOURS	130



DEPARTMENT OF TEACHER EDUCATION



FACULTY

P. Glashan – Chair, Aronson, Berry, Callahan, Conner, Lasley, LaPlante, McGarva, Stankard, Wax

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 I and II).
2. General education areas of natural sciences, human civilization, and physical education; (This learning outcome directly addresses Institutional Learning Outcomes II, III, IV and VI.)

3. Subject matter to be taught; (This learning outcome directly addresses Institutional Learning Outcomes II and V.)
4. Historical, philosophical, sociological, and psychological foundations of education; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
5. Developmental processes from pre-birth through adolescence; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
6. Theories of learning that underlie teaching practices; (This learning outcome directly addresses Institutional Learning Outcomes I, IV and V.)
7. Methods of teaching that help insure student learning; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV and V.)
8. Classroom evaluation procedures; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
9. Curriculum organization and lesson planning procedures; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
10. Classroom management strategies; and (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
11. Educational technology in classroom settings, including computer hardware and software. (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)

DEPARTMENT OF TEACHER EDUCATION

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 and II.)
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 I, II and V.)
3. Using a variety of instructional strategies and methods to implement unit and daily lesson plans; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
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 and V.)
5. Organizing and managing a classroom for optimal teaching and learning; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV and V.)
6. Utilizing educational technology, including audio-visual equipment and computers, to enhance the learning environment; and (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
7. Fostering a classroom environment that is supportive of critical thinking and independent learning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V and VI.)
8. Desire for professional growth and working to improve performance through reflective self-critique; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
9. Confidence in carrying out the responsibilities of a professional educator; (This learning outcome directly addresses Institutional Learning Outcomes I, IV and V.)
10. Courteous behavior in all interactions with colleagues, students, and parents; (This learning outcome directly addresses Institutional Learning Outcomes I, III and V.)
11. Respect for school policies; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
12. Self-evaluation; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
13. Development of a philosophy of education; and (This learning outcome directly addresses Institutional Learning Outcomes I, III and V.)
14. Collaborative working relationships with colleagues. (This learning outcome directly addresses Institutional Learning Outcomes II, III and V.)

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 worth of the individual and of human acceptance; (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV and V.)
2. Conviction that his or her teaching specialty is important to society and to students; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Desire to help students to maximize their educational potential; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Respect for the intellectual curiosity in themselves and others; (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV and V.)
5. Appreciation of the diversity that exists in American culture; (This learning outcome directly addresses Institutional Learning Outcomes III and IV.)
6. Professional appearance; (This learning outcome directly addresses Institutional Learning Outcomes I, V and VI.)
7. Sense of responsibility; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)

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 IV.)
2. Utilizing instructional strategies that appropriately accommodate students from diverse backgrounds in the classroom; (This learning outcome directly addresses Institutional Learning Outcomes III, IV and V.)
3. Demonstrating a knowledge of diversity issues such as linguistics, bilingual education, sexual orientation, etc.; (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV and V.)
4. Developing three multicultural lesson plans in the Teaching for Diversity course; and (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
5. Adapting four 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, 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 and V.)
2. Demonstrating knowledge of landmark legal decisions effecting the philosophy of inclusion; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)

3. Demonstrating basic knowledge of educational diagnostic assessment and the assessment process; (This learning outcome directly addresses Institutional Learning Outcomes I, III and V.)
4. Demonstrating the ability to serve as a required member of the MDT; (This learning outcome directly addresses Institutional Learning Outcomes I, II, and V.)
5. Adapting a lesson plan to accommodate students with various disabilities; (This learning outcome directly addresses Institutional Learning Outcomes I, III and V.)
6. Developing a comprehensive IEP based on an individualized assessment report; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
7. Demonstrating knowledge of the educational definition and etiologies of categorical disabilities; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
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, III and V.)
9. Interacting with people with disability. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)

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, III and V.)
2. Framing and reframing the situation; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
3. Recognizing the similarities and differences of the situation; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
4. Experimenting with various solutions; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
5. Recognizing the consequences and implications of various solutions; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
6. Recognizing and evaluating intended and unintended consequences of implemented solutions; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
7. Applying a reflective process in all three phases of instructional decision-making; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
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, III and V.)
9. Evaluating teaching decisions in terms of professional and personal beliefs and values. (This learning outcome directly addresses Institutional Learning Outcomes I, III and V.)

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 to accredit programs for the preparation of teachers and other professional school personnel.

NCATE is a coalition of over 35 specialty professional associations of teachers, teacher educators, content specialists, and state and local policy makers that have united to ensure high quality teacher preparation. 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
- 2 School Board Members
- 1 Non-Public School Member
- 2 School Administrators
- 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) 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.

DEPARTMENT OF TEACHER EDUCATION

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 and II.)
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 I, II and V.)
3. Using a variety of instructional strategies and methods to implement unit and daily lesson plans; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
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 and V.)
5. Organizing and managing a classroom for optimal teaching and learning; (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV and V.)
6. Utilizing educational technology, including audio-visual equipment and computers, to enhance the learning environment; and (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
7. Fostering a classroom environment that is supportive of critical thinking and independent learning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, V and VI.)

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 worth of the individual and of human acceptance; (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV and V.)
2. Conviction that his or her teaching specialty is important to society and to students; (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
3. Desire to help students to maximize their educational potential; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Respect for the intellectual curiosity in themselves and others; (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV and V.)
5. Appreciation of the diversity that exists in American culture; (This learning outcome directly addresses Institutional Learning Outcomes III and IV.)
6. Professional appearance; (This learning outcome directly addresses Institutional Learning Outcomes I, V and VI.)
7. Sense of responsibility; (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)

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 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 2.50;
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:

- EDUC 300 – Teaching for Diversity
- EDUC 305 – Philosophy and Curriculum of Middle School
- EDUC 310 – Methods of Teaching in Middle School
- EDUC 405 – Educational Psychology and Evaluation
- EDUC 491 – Education Seminar
- ELED 281 – Reading for the Elementary Teacher
- MATH 277 – Mathematics for Elementary Teachers
- ELED 290X – Mathematics for Elementary Teachers II
- ELED 300 – Elementary Curriculum and Language Arts
- ELED 398B – Elementary Methods Block Field Experience
- 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
- THEA 340 – Creative Dramatics
- ELED 321 – Kindergarten Curriculum, Methods, and Materials I
- ELED 322 – Kindergarten Curriculum, Methods, and Materials II
- 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 490D – Methods of Teaching Social Science
SEED 490M – Secondary Choral Music Methods
SEED 491 – Secondary Education Seminar

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. The requirements for a composite score of 516 are a passing score on two of the three subtests with no subtest less than two points from the cut scores of 173 for reading, 173 for writing, and 170 for mathematics. 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, after the spring semester 2005 will be required to purchase and implement LiveText electronic portfolio software. Transfer students after spring semester 2005 will be required to purchase and use LiveText electronic portfolio software. Students who completed EDUC 250, Introduction to Education, prior to the fall of 2005 will have the option of using LiveText for portfolio development; however, if LiveText is chosen, the office of Department of Teacher Education must be notified in writing of that decision. LiveText and portfolio requirements will be explained in EDUC 250, Introduction to Education, and detailed in presentation mode in EDUC 210, Educational Technology.

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 2.50; a 2.75 average in major courses; a 2.50 average in minor courses; be fully admitted to Teacher Education; satisfactory completion of portfolio final review; and be recommended by the chair of the student's major. Refer to the Teacher Education Handbook for more information.

DEPARTMENT OF TEACHER EDUCATION

PRAXIS II TESTING

Starting with the Fall 2006 semester, students who intend to graduate with the degree of Bachelor of Science in Education must pass the PRAXIS II test in those subject areas where such testing is required by the North Dakota Education Standards and Practices Board. Students with prior degrees who intend to complete the Teacher Education Program must also pass the PRAXIS II test in those subject areas where such testing is required by the North Dakota Education Standards and Practices Board. 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 from the Chair of the Department of Teacher Education.

WEST RIVER TEACHER CENTER

The West River Teacher Center, located at the Dickinson State University North Campus, 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; teacher exchange/visitation programs; curriculum enhancement; guest speakers; conferences and festivals for students; programs for parents and children; regular 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 129 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 and V.)
2. Express knowledge of learning theory through planning, teaching, and interaction with the students. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
3. Enhance the learning environment by incorporating the use of technological equipment into the classroom. (This learning outcome directly addresses Institutional Learning Outcomes II and V.)

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 and III.)
5. Organize a comprehensive instructional program through effective planning. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
6. Effectively instruct students as outlined by a lesson plan. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
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, III and V.)
8. Organize and manage a classroom for optimal teaching and learning. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III, IV and V.)

PROFESSIONAL STANDARDS

9. Demonstrate attitudes, actions, and behaviors indicative of a professional educator. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
10. Exhibit a desire for professional growth and improvement of performance in the classroom. (This learning outcome directly addresses Institutional Learning Outcomes II, III and V.)
11. Demonstrate a valuing of student diversity in backgrounds, interests, experiences, and abilities. (This learning outcome directly addresses Institutional Learning Outcomes II, III, IV and VI.)

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, III, IV and VI.)

REFLECTION

13. Make professional decisions using a reflective approach. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)

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..... 3
- ENGL 120 – College Composition II 3
- COMM 110 – Fundamentals of Public Speaking 3
- *CSCI 101 – Introduction to Computers 3

NATURAL SCIENCES

- *BIOL 230, 230L – Nature Study and Lab..... 4
- MATH 103 – College Algebra 4

EXPRESSIONS OF HUMAN CIVILIZATION

- *ART 122 – Two-Dimensional Design..... 3
- *MUSC 110 – Foundations of Music 3
- **Select one course from the following: 3
 - *ENGL 220 – Introduction to Literature..... 3
 - *ENGL 241 – World Literature I 3
 - *ENGL 242 – World Literature II 3
 - *ENGL 262 – American Literature II 3

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

- *Consult with adviser regarding general education sequence
- ** Meet Group V requirements of Multicultural Studies

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 (10)
 - *ELED 281 – Reading for the Elementary Teacher 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..... 2
 - *ELED 398B – Elementary Methods Block Field Experience 2

Note: Students completing the Elementary Methods Block in the Fall semester take the MATH 277 – Mathematics for Elementary Teachers course as part of the Block requirements. Students completing the Elementary Methods Block in the Spring semester take the ELED 290X – Mathematics for Elementary Teachers II course as part of the Block requirements. Both courses, however, are required for graduation.

DEPARTMENT OF TEACHER EDUCATION

* ELED 282 – Reading Across the Curriculum and Content Reading	3
ELED 290A – Art Methods for Elementary Education	3
* EDUC 300 – Teaching for Diversity	3
MUSC 305 – Music Activities for Elementary Teachers	2
* ELED 310 – Elementary Curriculum and Social Studies	2
* ELED 390P – Teaching Physical Education and Health in the Elementary School	3
* ELED 390S – Elementary Education Science Methods	3
* EDUC 405 – Educational Psychology and Evaluation	3
BIOL 230, 230L – Nature Study and Lab (4) (General Education requirement)	
SCNC 101, 101L – Physical Science and Lab	4
*THEA 340 – Creative Dramatics	2
Choose one of the following:	3
SOC 110 – Introduction to Sociology	3
HIST 211 – World Civilizations to 1500	3
HIST 212 – World Civilizations Since 1500	3
POLS 240 – Political Ideologies	3
Professional Semester:	
*ELED 498A – Teaching in the Elementary School	15
TOTAL SEMESTER HOURS	73
*Pre-requisite: Admission to Teacher Education	
◆ Must be taken in conjunction with EDUC 250 – Introduction to Education	

TWO AREAS OF CONCENTRATION

Minimum of eight semester hours each

In addition to the General Education and major requirements, each elementary education major is required to have:

A total of 16 semester hours in two areas of concentration with a minimum of eight 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 advisors.

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, or speech and 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.

* These concentrations lead to special state endorsements and/or credentials. See description in next section.

AREAS OF CONCENTRATION

The areas of concentration in kindergarten and reading have specific course requirements as follows:

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.

ELED 398A – Pre-Professional Experience: Kindergarten	1
ELED 321 – Kindergarten Curriculum, Methods, and Materials I	3
ELED 322 – Kindergarten Curriculum, Methods, and Materials II	3
ELED 498B – Teaching in the Elementary School	7
Electives:	2
HPER 210 – Community First Aid and CPR	2
HPER 216 – Skill Themes and Movement Concepts for the Elementary School	2
HPER 360 – Adapted Physical Education	2
MUSC 139 – Piano Lessons	1
COMM 211 – Oral Interpretation	3
SOC 115 – Social Problems	3
SOC 370 – The Family	3
TOTAL SEMESTER HOURS	16

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 1-6. 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 Disabilities	3
ELED 484 – Practicum in Reading	2
Electives:	3-11
PSYC 332 – Psychological Assessment	3
PSYC 355 – Psychology of Learning	3
COMM 211 – Oral Interpretation	3
ENGL 210 – College Composition III	3
ENGL 211 – Introduction to Creative Writing	3
ENGL 232 – Mythology	3
ENGL 315 – Structure and History of English	3
TOTAL SEMESTER HOURS	8-16

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.

PROFESSIONAL EDUCATION REQUIREMENTS - SECONDARY

◆ EDUC 210 – Educational Technology	2
EDUC 250 – Introduction to Education	2
◆ SEED 298 – Pre-Professional Experience: Secondary.....	1
Secondary Methods Block (14-15)	
PSYC 353 – Adolescent Psychology.....	3
PSYC 280 – Education of Exceptional Learners (Fall)	3
*SEED 370 – Reading in the Content Areas (Spring).....	3
*SEED 300 – Secondary Curriculum and Effective Teaching	3
(Includes Secondary Methods Block Field Experience)	
*EDUC 300 – Teaching for Diversity	3
Major or minor methods course (part of major/minor requirements).....	(2-3)

(Note: Students completing the Secondary Methods Block in the Fall semester take the PSYC 280 – Education of Exceptional Learners course as part of the Block requirements. Students completing the Secondary Method Block in the Spring semester take the SEED 370 – Reading in the Content Areas course as part of the Block requirements. Both courses, however, are required for graduation.)

* EDUC 405 – Educational Psychology and Evaluation.....	3
Professional Semester:	
*SEED 498 – Teaching in the Secondary School	15
TOTAL SECONDARY PROFESSIONAL EDUCATION SEMESTER HOURS.....	38

*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
- 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.



DEPARTMENT OF TEACHER EDUCATION

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 course work, 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

Upon completion of an undergraduate major in Technology Education, students will:

1. Demonstrate a working knowledge of technology literacy. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
2. Demonstrate teaching skills in a variety of technological media. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
3. Demonstrate content knowledge in a variety of technological media. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
4. Demonstrate a working knowledge of the national standards for Technology Education. (This learning outcome directly addresses Institutional Learning Outcomes II, III and V.)

5. Demonstrate a working knowledge of the state standards for Technology Education. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
6. Write a plan for the development of a Technology Education Laboratory. (This learning outcome directly addresses Institutional Learning Outcomes I, II, IV and V.)
7. Outline the requirements and modules for a complete Technology Education Program. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
8. Link career opportunities with each of the modules developed for the Technology Education Program. (This learning outcome directly addresses Institutional Learning Outcomes II, IV and V.)

TECHNOLOGY EDUCATION MAJOR COURSES:

NOTE: Labs will net 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 Children ..	2
TECH 310L – Design, Technology and Engineering 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 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
Directed Electives:	6
TECH 231 – Communication Technology.....	3
TECH 241 – Concepts of Electronics	3
TECH 242 – Linear and Digital Systems.....	3
TECH 300 – 3D Modeling and Design.....	3
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 – Electronic Communication.....	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

Also may include 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 themselves. (This learning outcome directly addresses Institutional Learning Outcomes I, III and VI.)
2. Develop an understanding of others. (This learning outcome directly addresses Institutional Learning Outcomes I, III and VI.)
3. Be familiar with the major theories of psychology. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
4. Display a basic competency in research techniques including: (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
 - a. experimental design
 - b. survey procedures
 - c. case study
 - d. behavior analysis
 - e. review of research literature
 - f. statistical analysis.
5. Describe the historical development of psychology as a social science. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
6. Research professional opportunities in psychology including: (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
 - a. careers available at the Baccalaureate level
 - b. careers available at the graduate degree level.
7. Explore graduate school opportunities including: (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)
 - a. university selection
 - b. scholarship/assistantship
 - c. GRE/MAT.
8. Describe the various Lifespan theories and characteristics. (This learning outcome directly addresses Institutional Learning Outcomes III, V and VI.)
9. Summarize the characteristics and etiologies of major psychopathologies. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
10. Summarize the major theories of personality. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
11. Be knowledgeable of major psychometric tests and procedures. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
12. Describe the effects of groups on individual behavior. (This learning outcome directly addresses Institutional Learning Outcomes I, II and III.)
13. Develop Reflective Decision-Making skills in the relationship between theories, observations and conclusions. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
14. Utilize in writing and actions the APA ethical guidelines in psychology. (This learning outcome directly addresses Institutional Learning Outcomes I, II and III.)
15. Develop an appreciation of self and others relative to culture, age, gender, disability, and sexual orientation. (This learning outcome directly addresses Institutional Learning Outcomes I, III, IV and VI.)
16. Describe the importance of different theoretical perspectives in psychology (e.g. behavioral, psychoanalytic). (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
17. Utilize the APA format in research and scholarship. (This learning outcome directly addresses Institutional Learning Outcomes I, II and V.)
18. Learn about psychology in multiple settings; classrooms, laboratories, field experiences, internships, and co-curricular programs (e.g., psychology clubs). (This learning outcome directly addresses Institutional Learning Outcomes I, III and V.)
19. Display transferable skills such as group presentations, writing skills, and project development. (This learning outcome directly addresses Institutional Learning Outcomes I, II, III and V.)

DEPARTMENT OF TEACHER EDUCATION

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 & 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

Minor

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 course work, 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
Directed Electives:	3
TECH 231 – Communication Technology	3
TECH 241 – Concepts of Electronics.....	3
TECH 242 – Linear and Digital Systems	3
TECH 300 – 3D Modeling and Design	3
TECH 300L – 3D Modeling and Design Lab.....	1
TECH 310 – Design, Technology and Engineering for Children.....	2
TECH 310L – Design, Technology and Engineering for Children 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 – Electronic Communication.....	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

Also may include courses in Business, Computer Information Systems, Computer Science, Mathematics, Science, Instructional Technology, or Elementary Education with approval of the advisor.

TOTAL SEMESTER HOURS 24

**DICKINSON STATE UNIVERSITY TITLE II
INSTITUTIONAL REPORT
FOR JULY 2004 TO JUNE 2005**

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.

SECTION I. PASS RATES:

The North Dakota Education Standards and Practices Board (ESPB) has adopted the use of the ETS Pre-Professional Skills Test (PPST). The State Cut Scores are 170 for Mathematics; 173 for Reading, and 173 for Writing. Effective July 1, 2003, all new initial applicants have to meet or exceed the State Cut Score before receiving their first initial license. The ESPB began collecting and reporting pass rates when the October 2005 Title II report was submitted.

SECTION II. PROGRAM INFORMATION:

(A) Number of students in the regular teacher preparation program:

1. Total number of students enrolled during 2004-2005:
Full time = 142, Part time = 16 (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 2004-2005: 70
3. Number of supervising faculty who were:
Appointed full-time in professional education: 3.35 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: 0.56 FTE

Total number of supervising faculty for the teacher preparation program during 2004-2005: 3.91 FTE

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 17.903
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 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

**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. HYPERLINK "http://www.state.nd.us/espb" www.state.nd.us/espb
- 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.
- During 2004-2005, Dickinson State University worked collaboratively with Bismarck State College to implement delivery of the Dickinson State University Bachelor of Science in Education degree program with a major in Elementary Education on the Bismarck State College campus.

EXTENDED CAMPUS

STAFF

Odermann-Gardner - Director; Fields, Halvorson-Opsta, Obritsch, Roth, Sanford, Sparks, Willer

PURPOSE

Dickinson State University recognizes that education is a lifelong process. The role of the Extended Campus is to extend available University resources beyond the campus and traditional offerings. Through a cooperative and coordinated effort, the Office of Extended Campus 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 Evening 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 allow 24/7 learning.



LOCATIONS AND DEGREE PROGRAMS

DSU ONLINE

- Associate in Arts (See page 47)
- Associate in Science: Agriculture Sales and Service (See page 113)
- Bachelor of Applied Science in Technology (See pages 34, 57)
- Bachelors of Science: Business Administration (See page 118)
- Bachelor of University Studies (See page 34)

DICKINSON STATE UNIVERSITY EVENING PROGRAMS

- Associate in Arts (See page 47)
- Bachelor of Applied Science in Technology (See pages 34, 151)
- Bachelor of University Studies (See page 34)
- Interest Courses

CERTIFICATES AVAILABLE:

- Entrepreneurship (See page 126)
- Human Resource Management (See page 126)

BISMARCK STATE COLLEGE SITE

- Bachelor of Applied Science in Technology (See page 34)
- Bachelor of Science in Accounting (See pages 117, 151)
- Bachelor of Science in Computer Technology Management (See page 90)
- Bachelor of Science in Computer Science (See page 89)
- Bachelor of Science in Education: Elementary Education (See page 141)
- Bachelor of Science in Education: English Education (See page 82)
- Bachelor of Science in Education: Math Education (See page 88)
- Bachelor of Science in Education: History Education (See page 106)
- Bachelor of Science in Education: Composite Social Science Education (See page 103)
- Bachelor of Science in Human Resource Management (See page 122)
- Bachelor of University Studies (See page 34)

CERTIFICATES AVAILABLE:

- Human Resource Management (See page 126)
- Entrepreneurship (See page 126)

WILLISTON STATE COLLEGE SITE

- Bachelor of University Studies (See page 34)
- Bachelor of Applied Science in Technology (See pages 34, 151)

MINORS

Per Dickinson State University Catalog

DELIVERY METHODS

- Online
- Block Classes (8 weeks)
- Interactive Video Network
- Individual or Group Extension Courses
- On-site Classes
- Face to Face
- Day and Evening Offerings
- Immersion Course Work Offered
 - ◆ Compressed Time Frame
 - ◆ 1 - 3 Credits
- Weekends, Weekdays, Summer
- Hybrid (A combination of online, face to face, and/or IVN)

Associate in Arts Degree: Online

IMPORTANT!: See page 47 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61) 39
 Electives 24

Total Semester Hours
(minimum needed for graduation) 64

Freshman Seminar or Strategies for Success 1
 *NDUS GERTA Policy applies (See page 61)

STUDENT LEARNING OUTCOMES

The Associate in Arts will enable the student to:

1. Demonstrate critical thinking skills through general education and elective course work.
2. Demonstrate communication and technical skills needed for job and life experience.
3. Build a foundation in preparation for baccalaureate studies through a sound academic program.
4. Analyze academic and work needs to build a course of study appropriate to these needs.

EXTENDED CAMPUS

Associate in Science Degree Agricultural Sales and Service Equine Option: Online

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	9
Equine Courses.....	20
Total Semester Hours (minimum needed for graduation)	68

Freshman Seminar or Strategies for Success 1
See page 113 for additional information on this major.
*NDUS GERTA Policy applies (See page 61)

Bachelor of Science Degree Business Administration: Online

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Level 1 Courses	22
Level 2 Courses	33
Minor (Select one).....	21-25
Electives	9-13
Total Semester Hours	128

Freshman Seminar..... 1
See page 118 in this catalog regarding who is required to complete this course.
*NDUS GERTA Policy applies (See page 61)

Bachelor of Science Degree Accounting

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Accounting Major Courses.....	43
Required Accounting Curriculum	43
Electives	3
Total Semester Hours	128

A cumulative GPA of 2.25 or higher is required for graduation.

*NDUS GERTA Policy applies (See page 61)

Bachelor of Applied Science Degree Technology

IMPORTANT!: See page 34 of this catalog regarding your obligations with respect to degree completion.

Completed in AAS Degree	60-64
General Education (See page 61)	39
Major Courses	36
Electives	As needed
Total Semester Hours (Depending on General Education completion)	128 (128 hours minimum needed for graduation)

Strategies for Success..... 1
The bachelor of Applied Science in Technology 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.

*NDUS GERTA Policy applies (See page 61)
See below for additional information

STUDENT LEARNING OUTCOMES

The Bachelor of Applied Science in Technology will enable the student to:

1. Earn a baccalaureate degree by adding the necessary course work to their Associate in Applied Science Degree. (This learning outcome directly addresses Institutional Learning Outcomes I, and VI.)
2. Demonstrate critical thinking skills through general education and upper level managerial course work. (This learning outcome directly addresses Institutional Learning Outcomes I, and V.)
3. Demonstrate communication skills and knowledge necessary for management. (This learning outcome directly addresses Institutional Learning Outcomes II, III, IV, and V.)
4. Demonstrate the people skills and knowledge necessary to work competently in the management field. (This learning outcome directly addresses Institutional Learning Outcomes I, and V.)
5. Build a foundation in preparation for graduate studies through a sound academic program. (This learning outcome directly addresses Institutional Learning Outcomes I, and VI.)
6. Analyze academic and work needs to build a course of study appropriate to these needs. (This learning outcome directly addresses Institutional Learning Outcome V.)

COMMUNICATION	Need 9 Total Credits
COMM 312 - Interpersonal Communication	3 Credits
COMM 313 - Persuasion.....	3 Credits
COMM 316 - Meeting Management.....	3 Credits
COMM 317 - Organizational Communication.....	3 Credits
ENGL 300 - Technical Writing.....	3 Credits

TECHNOLOGY	Need 9 Total Credits
BADM 364 - Electronic Commerce	3 Credits
BADM 388 - Management Information Systems ...	3 Credits
BADM 491 - Technology Seminar.....	3-6 Credits
BADM 494 - Senior Project	3 Credits
(The Senior Project and Seminar courses will be in their AAS Major or related field)	

HUMAN RESOURCES	Need 9 Total Credits
BADM 346 - Human Resource Management	3 Credits
BADM 380 - Human Resource Law	3 Credits
PSYC 320 - Health Psychology	3 Credits
PSYC 355 - Psychology of Learning	3 Credits
PSYC 365 - Social Psychology	3 Credits
PSYC 375 - Theories of Personality.....	3 Credits
Elective Human Resource courses as approved by director.....	
	3 Credits

BUSINESS AND MANAGEMENT	Need 9 Total Credits
BADM 336 - Management and Leadership	3 Credits
BADM 330 - Business Challenge	3 Credits
BADM 356 - Organizational Behavior	3 Credits
BADM 497 - Cooperative Education/Internship.....	3 Credits
BADM 369 - Business Ethics and Critical Thinking...	3 Credits
BADM 455 - International Business	3 Credits
ENTR 366 - Entrepreneurship.....	3 Credits
FIN 326 - Managerial Finance	3 Credits
MRKT 340 - Advertising and Sales Promotion.....	3 Credits

Bachelor of Science Degree Computer Science

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	40
Minor	24
Electives	25
Total Semester Hours	
(minimum needed for graduation)	128

Freshman Seminar or Strategies for Success 1
See page 89 for additional information on this major.
Note: Some courses fulfill more than one of the above areas.
*NDUS GERTA Policy applies (See page 61)

Bachelor of Science Degree Computer Technology Management

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	54
Minor	24
Electives	11
Total Semester Hours	
(minimum needed for graduation)	128

Freshman Seminar or Strategies for Success 1
See page 90 for additional information on this major.
Note: Some courses fulfill more than one of the above areas.
*NDUS GERTA Policy applies (See page 61)

Bachelor of Science in Education Degree Elementary Education

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	40
Major Courses	73
Two Concentrations.....	16
Total Semester Hours	
(minimum needed for graduation)	129

Freshman Seminar or Strategies for Success 1
See page 141 for additional information on this major.
*NDUS GERTA Policy applies (See page 61)

Note: Due 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.

EXTENDED CAMPUS

Bachelor of Science in Education Degree English Education

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	40
Minor	24
Secondary Professional Education Sequence.....	38
Total Semester Hours (minimum needed for graduation)	141

Freshman Seminar or Strategies for Success 1
 See page 82 for additional information on this major.
 Note: Some courses fulfill more than one of the above areas.
 *NDUS GERTA Policy applies (See page 61)

Bachelor of Science in Education Degree History

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	45
Secondary Professional Ed Sequence.....	38
Electives	6
Total Semester Hours (minimum needed for graduation)	128

Freshman Seminar or Strategies for Success 1
 See page 106 for additional information on this major.
 *NDUS GERTA Policy applies (See page 61)

Bachelor of Science in Education Degree Mathematics Education

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	43
Minor	24
Secondary Professional Education Sequence.....	38
Total Semester Hours (minimum needed for graduation)	144

Freshman Seminar or Strategies for Success 1
 See page 88 for additional information on this major.
 Note: Some courses fulfill more than one of the above areas.
 *NDUS GERTA Policy applies (See page 61)

Bachelor of Science in Education Degree Composite Social Science Education

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	72
Secondary Professional Education Sequence.....	38
Total Semester Hours (minimum needed for graduation)	149

Freshman Seminar or Strategies for Success 1
 See page 103 for additional information on this major.
 *NDUS GERTA Policy applies (See page 61)

Bachelor of Arts Degree English

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Major Courses	40
Minor	24
Foreign Language.....	16
Electives	9
Total Semester Hours (minimum needed for graduation)	128

Freshman Seminar or Strategies for Success 1
 See page 81 for additional information on this major.
 *NDUS GERTA Policy applies (See page 61)

Bachelor of Science Degree Human Resource Management

IMPORTANT!: See page 46 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Level 1 Required Courses	16
Level 2 Required Courses	30
Human Resource Core Courses.....	24
Electives	19
Total Semester Hours (minimum needed for graduation)	128

Freshman Seminar or Strategies for Success 1
 See page 122 for additional information on this major.
 *NDUS GERTA Policy applies (See page 61)

Bachelor of University Studies Degree

IMPORTANT!: See page 34 of this catalog regarding your obligations with respect to degree completion.

General Education (See page 61)	39
Upper Division 300/400	32
Electives (minor advised - 24 credits)	57
Portfolio Required for Alternative Credit (See page 42, 154)	
Total Semester Hours (minimum needed for graduation)	128

See below for additional information
Strategies for Success..... 1
*NDUS GERTA Policy applies (See page 61)

The Bachelor of University Studies (BUS) program affords students the opportunity to plan their own curriculum, choosing those courses that seem most valuable and interesting to them.

Requirements — All BUS students must:

- Meet all the criteria for graduation, including the General Education requirements.
- Complete a minimum of 128 semester hours.
- Earn at least 32 semester hours in upper-division (300/400) courses.
- Earn 32 credits from Dickinson State University.

STUDENT LEARNING OUTCOMES

The Bachelor of University Studies will enable the student to:

1. Demonstrate critical thinking skills through general education and upper division course work. (This learning outcome directly addresses Institutional Learning Outcome I.)
2. Demonstrate communication and technical skills needed for job and life experience. (This learning outcome directly addresses Institutional Learning Outcomes I and II.)
3. Build a foundation in preparation for graduate studies through a sound academic program. (This learning outcome directly addresses Institutional Learning Outcomes I and VI.)
4. Analyze academic and work needs to build a course of study appropriate to these needs. (This learning outcome directly addresses Institutional Learning Outcomes I and V.)
5. Successfully complete a portfolio of experience that reflects past learning applicable to their baccalaureate degree. (This learning outcome directly addresses Institutional Learning Outcome I.)
6. Develop diverse educational experience and work models. (This learning outcome directly addresses Institutional Learning Outcomes I and VI.)

ALTERNATIVE CREDIT OPTIONS:

- Must take ASC 400: Portfolio Preparation
- 12 credits from Dickinson State University must be earned before Alternative Credit options can be transcribed.
- 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:

- Experiential Learning Credit (up to 30 semester hours)
- Service Learning (up to 6 hours)
- Attached Credit (up to 12 semester hours)
- Armed Service Credit (up to 10 semester hours)
- CLEP (up to 15 semester 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.

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 pages 43 and 44 for listing of subject area tests and scores accepted at DSU.

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.

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 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.

Note: All attached credit will be designated under Special Topics 299/499.

EXTENDED CAMPUS

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.

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.

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 Campus.
- 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 allow up to 30 semester hours of S/U credits towards a BUS degree.

OTHER SERVICES AVAILABLE

- Interactive Video Network (IVN)
- Southwest Pipeline of Information for Communities and Education (SPICE)
- Dual Credit Course Work
- Graduate Continuing Education
- Satellite Down-links
- Community Workshops
- Bismarck State College Workforce Training
- West River Teacher Center (WRTC)
- General Information
- Advising available for all students
- One stop student services

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 Campus 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

SOUTHWEST PIPELINE OF INFORMATION FOR COMMUNITIES AND EDUCATION (SPICE)

The SPICE Consortium is a network of area high schools and Dickinson State University that offer an expanded curriculum through distance delivery education using ITV Classrooms. The SPICE network allows more flexibility for students and more time slots for high school classes. The network can also be utilized for Associate in Arts degree and BUS degree classes from DSU, GED classes, adult basic education, adult career development classes, dual credit classes, and community meetings. SPICE Consortium member schools are: Bowman Public School, Dickinson Public Schools, Dickinson State University, Hettinger Public School, Mott/Regent Public School, and Scranton Public School.

DUAL CREDIT COURSE WORK

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 Campus assists in recruiting schools and students as well as informing parents of the availability of dual credit at their local high school.

GRADUATE CONTINUING EDUCATION

Graduate Continuing Education credit is brokered through the North Dakota University System for teachers through the West River Teacher Center. Extensive work is done to partner with other entities or grant projects to offer the courses at a reduced price for educators.

SATELLITE DOWNLINK PRESENTATIONS

Satellite downlink presentations are available on a variety of subjects for agencies, schools, businesses, and the community.

COMMUNITY WORKSHOPS/SEMINARS

The Office of Extended Campus 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.

BISMARCK STATE COLLEGE WORKFORCE TRAINING

Bismarck State College's Southwest Workforce Training is housed on Dickinson State University's Campus as part of a collaborative agreement with DSU. Workforce Training is committed to being the premier provider of innovative, result-oriented, workplace training for businesses within southwestern North Dakota. The program offers both customized and fee-based training throughout the region. For information call 701-483-2139 or 1-877-669-5013 or visit their website at www.bismarckstate.com/cce/dickinson.

WEST RIVER TEACHER CENTER (WRTC)

The West River Teacher Center, located at the Dickinson State University North Campus, 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; teacher exchange/visitation programs; curriculum enhancement; guest speakers, conferences and festivals for students; programs for parents and children; regular newsletters; and referral services.

The West River Teacher Center's curriculum and resource collection contain a variety of printed materials, videotapes, computer software and learning kits that are available for checkout by Center members. Members can also use the Ellison Die Cut Machine at no charge. For information call 701-483-2166 or 1-866-496-8797.

GENERAL INFORMATION

Enrollment in courses and programs offered through the Office of Extended Campus is accepted by mail, email, fax, telephone or in person. Information and requests concerning any Office of Extended Campus programs or activities may be directed to the Dickinson State University Office of Extended Campus. Dickinson office telephone: 701-483-2166 or 1-866-496-8797 - Bismarck office telephone: 701-224-5631. www.dsu.nodak.edu/distance.asp.





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. Prerequisite: 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

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 Level 1 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 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. Prerequisite: ACCT 201-Elements of Accounting II.

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

ACCT 407 – Auditing4

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, 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 Concepts.....3

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 420 – Accounting Information Systems3

Accounting Information Systems is a survey of current software used in accounting. The software covered will include software used for financial and tax research, spreadsheets and basic accounting software. Fall.

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 Valuation3

An introduction to Business Valuation concepts. Will include the basic principles and techniques employed by business valuation specialists. Pre-requisites: FIN 326 – Managerial Finance and ACCT 406 – Advanced Accounting.

ACCT 291, 491 – Accounting Seminar 1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work.

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 Student Support Services. (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 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 departmental chair.

ACCT 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.

ACCT 297, 497 – Accounting 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 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, 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.

AGRICULTURE

The Department of Agriculture and Technical Studies is exempt from the Dickinson State University's *course numbering system due to common course numbering in agriculture within the North Dakota University System.*

AGEC 142 – Agricultural Accounting.....3

An introduction to the preparation of farm records and financial statements for use in business analysis. Fall

AGEC 244 – Introduction to Agricultural Marketing.....3

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. Pre-requisite: Permission of the instructor. Fall

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

AGEC 342 – Introduction to Agricultural Management ..3

Economic and managerial concepts related to farm or agri-business production process development or cost data, enterprise analysis, organization, and management of production inputs. Pre-requisite: AGEC 246 – Introduction to Agricultural Finance or permission of the instructor. Spring

AGEC 374 – Cooperatives.....3

Theory, practice, and evaluation of cooperatives including principles, management, marketing, finance, taxes, legal issues, and adjusting to change. Offered on Demand

AGEC 375 – Applied Agricultural Law3

Study of laws affecting agriculture and agri-business including property ownership, financial relations, and environmental regulation. Offered on Demand

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: AGEC 244 – Introduction to Agricultural Marketing or permission of the instructor. Spring

AGRI 115 – Agriculture Math2

Students will apply practical math skills to master mathematical concepts intrinsic to producing, processing, and marketing agricultural products. Spring

AGRI 118 – Agriculture Leadership Practicum.....1

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. May be repeated to earn eight semester hours with two accepted as electives toward graduation with A.A.S. degree. Fall, Spring

AGRI 280 – Computers in Agriculture3

An introduction to the vast array of computer technology, internet usage, and software directly related to agriculture. Specialized agriculture software (herd management, financial, crop, mapping, decision aiding, etc.) will be presented through demonstrations, student usage, or visitations to software company web sites. Fall

AGRI 391 – Junior Seminar2

Junior Seminar, combined with the subsequent Agriculture 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 select a project, research existing information, design their investigation, author the introduction and procedures and seek funding, if applicable. The 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. Fall

ARSC 114 – Introduction to Animal Science.....3

An introduction to the recommended management and production practice for food producing animals. Fall

ARSC 123 – Feeds and Feeding.....3

Principles of feeding livestock including digestive systems, nutrient requirements, nutrient characteristics, and sources utilized in the formulation of balanced rations. Fall

ARSC 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

ARSC 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

ARSC 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

ARSC 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

ARSC 164 – Equine Behavior, Ground Work and Safety.....2
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

ARSC 220 – Livestock Production3
General production and management of major meat animal species. Topics include: production systems, feeding, facilities, health economics, and marketing. Spring

ARSC 236 – Rangeland Vegetation & Communities3
Identification of commonly occurring plants of the upper Midwest, including taxonomy, important ecological and management relationships of plants. The subsequent effect on rangeland health and evaluation thereof will also be studied. Fall

ARSC 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

ARSC 260 – Introduction to Equine Studies2
A review of evolution, historical roles of the horse, breeds, and the modern day equine industry. Introduction of anatomy, physiology, selection, nutrition, health care, and stable design/management. Spring

ARSC 261 – Basic Equitation & Horsemanship2
Grooming, saddling, bridling, mounting, balanced seat, and coordination of the riding aids will be addressed. Two two-hour laboratory's. Enrollment priority will be given to Equine Studies Major/Minor/Certificate students. Fall

ARSC 262 – Equine Anatomy and Selection2
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

ARSC 263 – Stallion Management2
This course will cover selection, promotion, semen evaluation, insurance, handling and care. Spring

ARSC 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: ARSC 161 – Equine Business Management. Spring

ARSC 267 – Equine Facility Management2
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: ARSC 164 – Equine Behavior, Ground Work and Safety. Fall

ARSC 268 – Basic Horse Training.....2
Focus on the behavioral management and training of your horses. Information on the natural behaviors and instincts of horses, their responses to external stimuli, their means of communication and classical learning principles will be applied by students to modify the behavior of their assigned project horse in a supervised environment. Fall

ARSC 297A – Equine Training Techniques I2
This class is designed to teach the student the fundamentals of training a horse to be soft, supple and responsive. It will teach the student how to use the entire body to guide a horse and how to become part of the horse instead of just a passenger. Pre-requisite: ARSC 164 – Equine Behavior, Ground Work and Safety. Fall, Spring

ARSC 297B – Equine Training Techniques II.....2
This class will be a continuation of ARSC 297A – Equine Training Techniques I. The students will do more advanced supplying and softening exercises to get the horse ready for a performance event. Pre-requisite: ARSC 297A – Equine Training Techniques I. Fall, Spring

ARSC 336 – Introduction to Range Management3
Principles of range management which include plant identification, range evaluation, and range improvement. Co-requisite: ARSC 236 – Rangeland Vegetation & Communities. Fall

ARSC 362 – Equine Physical Care.....2
A laboratory course designed to teach students about equine management and husbandry skills equivalent to modern horse care practices. Care topics include responsibilities of ownership, nutrition, health care and housing. Offered on demand.

ARSC 364 – Equine Facilities & Event Management2
Experience in facilities operation, animal care and management responsibilities with emphasis on barn and event management. Further emphasis will be placed on muckling, general maintenance of arena, paddocks and stable. Offered on demand.

ARSC 368 – Advanced Horse Training2
Behavioral management and training of young horses which is job specific with focus on the usefulness of horses. Further emphasis will be placed on natural behaviors and means of communication. Pre-requisite: ARSC 268 – Basic Horse Training. Spring

ARSC 436 – 12 Month Livestock-Pasture-Forage Management Planning..... 1-3
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. Spring

ARSC 445 – Problems in Livestock Management 2-4
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: ARSC 220 – Livestock Production. Fall

ARSC 453 – Rangeland Resources Watershed Management3
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 numbered years.

ARSC 456 – Range Habitat Management3
Capstone course to include specific techniques and systems approaches to maintenance and improvement of rangeland ecosystems. Spring odd numbered years.

ARSC 458 – Rangeland Ecology.....3
Grazing processes and systems and their effects on plants and herbivores and landscape will be covered. Basic ecological terms and processes also will be covered. Practical implications of ecology will include current topic discussions and presentations. Spring

ARSC 463 – Physiology of Reproduction4
Anatomy, physiology, and endocrinology of reproduction in mammals. Extensive oral and written communication experience. Offered on Demand

ARSC 464 – AI Training.....1
Demonstration and utilization of the latest technology in large animal reproductive management. Technical training including AI certification, pregnancy diagnosis and estrous control. Spring

ARSC 470 – Applied Ruminant Nutrition3
Practical application of animal nutrition and feeds and feeding will be emphasized in this class through theory, computer ration balancing, and practical problem solving. The class will focus on advanced nutrition and feeding of beef cattle with sheep and non-ruminant horse also receiving some attention. Pre-requisite: ARSC 123 – Feeds and Feeding. Spring

ARSC 480 – Conflict of Resolution in Agriculture1
This course will build on conflicting dilemmas that face different stake holders for the use of our nations 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

ARSC 491 – Agriculture Seminar..... 1-6
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. ARSC 491 course is a writing intensive and capstone course. Spring

ASM 125 – Fabrication and Construction.....2
Introduction to materials, methods, and tools used in fabrication, installation, and maintenance of agricultural production and processing facilities. Offered on demand

ASM 155 – Agriculture 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

ASM 253 – Small Engines2
Principles, maintenance, trouble shooting, and overhaul of small engines. Includes two-stroke and four-stroke engines. Offered on demand

ASM 255 – Advanced Welding.....2
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 – Agriculture Welding. Fall, Spring

ASM 378 – Machinery Principles and Management.....3
Principles of agricultural machinery manufacture, sales, operation, and management. Topics include selection, replacement, operation, application, and maintenance. Offered on demand

- HORT 270 – Horticulture Science.....3**
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. Spring
- 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
- H&CE 281 – Early Experience.....1**
Field-based experience in a middle or high school educational setting. Provides an opportunity to observe and interact with students, teachers, and administrators. Site options include schools and extension office. Cross-listed with SEED 298 – Pre-Professional Experience: Secondary. Fall, Spring, Summer
- PLSC 110 – World Food Crops.....3**
Scientific principles of crop growth, worldwide production, management alternatives, and processing for domestic and international consumption. Spring
- PLSC 225 – Principles of Crop Production.....3**
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 323 – Principles of Weed Science.....3**
Introduction to biological, chemical, cultural, and mechanical weed control, characteristics of weeds and their identification, pesticides application and dissipation. Spring
- PLSC 380 – Applied Arc GIS.....3**
Concepts of Geographic Information Systems (GIS) and related technologies and their application in precision agriculture and natural resource management will be studied. Students will work with ArcGIS and related GIS software packages to answer practical questions with GIS. Pre-requisite: CSCI 101 – Introduction to Computers or AGRI 280 – Computers in Agriculture. Fall (Cross listed with GEOG 380)
- PLSC 480 – GPS/GIS II3**
Field and projects utilizing Geographical Information Systems & Global Positioning System Technology. Pre-requisite: PLSC 380 Applied Arc GIS or appropriate GIS experience. Spring
- PLSC 486 – Forages and Forage Systems.....3**
Provides an in depth discussion of forage crops and their management including the use of forages in rotations with grain and seed crops. Emerging production practices for forages are described. Pre-requisite: ARSC 336 – Introduction to Range Management; PLSC 225 – Principles of Crop Production. Fall
- SOIL 210 – Introduction to Soil Science4**
Physical, chemical, and biological properties of soils as related to use, conservation, and plant growth. Fall
- 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 numbered years
- SOIL 322 – Soil Fertility and Fertilizers.....3**
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. Spring, even numbered years
- VETS 339 – Animal Health.....3**
Principles of animal health; prevention, sanitation, chemotherapy, immunology, disease symptoms, and management. Pre-requisite: ARSC 114 – Introduction to Animal Sciences or permission of the instructor. Spring
- AGRI 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.
- 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 Student Support Services. (Maximum eight credits may be applied to graduation.)
- AGRI 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. 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 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 departmental 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 – Agriculture Management Internship, A, B, C; Externship; Cooperative Education 1-6
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. Fall, Spring, Summer

AGRI 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.

ANTHROPOLOGY

ANTH 111 – Introduction to Anthropology.....3
A survey of the basis theories, methods, and findings of paleontology, human prehistory, and culture. Offered on demand

ANTH 170 – Physical Anthropology and Archaeology3
A survey of archeological techniques for interpreting past life ways and material remains, with a focus on historical archeology. Offered on demand

ANTH 350 – Forensic Anthropology.....3
Observations and measurements of the human skeleton; variations based on age, sex, race, and pathologies; the identification of human skeletal material and other projects. Lab sessions are included in the course. Offered on the basis of student and faculty interest.

ANTH 375 – Plains Indians.....3
With in the context of an anthropological inquiry, this course will survey the history, customs, folklore, and culture of the Native Americans of the Great Plains. Offered on demand

ANTH 291, 491 – Anthropology Seminar..... 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. ANTH 491 is a writing intensive and capstone course.

ANTH 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.

ANTH 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

ANTH 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. 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.

ANTH 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 departmental chair.

ANTH 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.

ANTH 297, 497 – Anthropology 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.

ANTH 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.

ART

ART 110 – Introduction to the Visual Arts3
 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

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

ART 124 – Three-Dimensional Design3
 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

ART 130 – Drawing I3
 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

ART 210 – Art History I3
 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 and ART 312 – Contemporary Art History.

ART 211 – Art History II3
 History of painting, sculpture, and architecture from the early Italian Renaissance to the French Rococo period including the arts of England, the Netherlands, and Germany which reflect cross-cultural influences and the rich heritage of the ancient world. This course is rotated in sequence with ART 312 – Contemporary Art History and ART 210 – Art History I.

ART 220 – Painting I3
 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

ART 230 – Drawing II3
 A continued practice of freehand drawing techniques, based on direct observation. Emphasis will be placed on human figure studies, the expressive possibilities of color with an introduction to various media not experienced in ART 130 – Drawing I. Pre-requisite: ART 130 – Drawing I. Spring

ART 250 – Ceramics I3
 An introductory clay course for developing functional and decorative forms, emphasizing hand building and wheel throwing, surface decoration, glazing, experimentation with local clay bodies, and kiln management. Fall, Spring

ART 270 – Printmaking I3
 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

ART 280 – Photography I3
 An introductory course providing instruction in 35 mm camera functions and basic black and white darkroom techniques. Emphasis will be placed on formal composition, aesthetics, and proper methods of processing photographic materials and chemicals. This course is designed for students with little or no experience in photography. Fall, Spring

ART 311 – Professional Practices3
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, Spring

ART 312 – Contemporary Art History3
Traces the development of modern art from its Neoclassical roots to the 20th century 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 210 – Art History I and ART 211 – Art History II.

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

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

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

ART 351 – Ceramics II.....3
Continued refinement of techniques learned in ART 250 – Ceramics I. Wheel throwing and hand building combinations, mold making, Raku firing, clay decoration, glazing, and gas kiln firing will be explored. Pre-requisite: ART 250 – Ceramics I. Fall, Spring

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 II3
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

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 II.....3
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. Fall, Spring

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. Fall, Spring

ART 385 – Digital Photography.....3
Digital camera use, image scanning and computer image manipulation as employed in graphic design, art photography and general use. Recommended that students have their own digital camera. Spring even years.

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. 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. 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 IV.....3
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. Fall, Spring

ART 291, 491 – Art Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. ART 491 is a writing intensive and capstone course. Offered on demand

ART 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.

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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

ART 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. 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 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 departmental 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 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. Offered on demand

ART 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

ASTRONOMY

ASTR 110 – Introduction to Astronomy3

This course reviews basic information on the history of astronomy, the appearance of the night sky, the principles 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 - Introduction of Astronomy Lab. Spring, even years

ASTR 110L – Introduction to 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-requisites: ASTR 110 – Introduction to Astronomy. Spring, even years

ASTR 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.

ASTR 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

ASTR 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. 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

ASTR 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 appropriate department chair.

ASTR 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.

ASTR 297, 497 – 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.

ASTR 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.

BIOLOGY

BIOL 111 – Concepts of Biology3

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 Lab1

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)

BIOL 150 – General Biology I.....3

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. NOTE: This course is a pre-requisite for all other biology courses except BIOL 211, 211L – Human Anatomy and Lab, BIOL 212, 212L – Human Physiology and Lab, BIOL 250 – Wildlife Management, BIOL 300 – Environmental Biology, and BIOL 302, 302L – Microbiology and Lab. Fall

<p>BIOL 150L – General Biology I Lab1 Laboratories deal with major principles of biology with emphasis on cellular function including protein synthesis, morphology, division, photosynthesis, and respiration. Co-requisite: BIOL 150 – General Biology I. Fall</p> <p>BIOL 151 – General Biology II.....3 Introduction to fundamental concepts of biology emphasizing the whole organism. Includes developmental biology, ecology, and physiology of both animals and plants. Co-requisite: BIOL 151L – General Biology II Lab. Prerequisite: BIOL 150/150L – General Biology I and Lab. Spring</p> <p>BIOL 151L – General Biology II Lab.....1 Laboratory experience that illustrates principles and concepts introduced in BIOL 151 – General Biology II. Co-requisite: BIOL 151 – General Biology II. Prerequisite: BIOL 150/150L – General Biology I and Lab. Spring</p> <p>BIOL 154 – Introduction to Botany3 Biology of plants emphasizing evolution and diversity, plant anatomy and development, physiological processes 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</p> <p>BIOL 154L – Introduction to Botany Lab1 Laboratory course illustrating concepts and principles examined in BIOL 154 – Introduction to Botany. Co-requisite: BIOL 154 – Introduction to Botany. Prerequisites: BIOL 150/150L – General Biology I and Lab, BIOL 151/151L – General Biology II and Lab. Spring</p> <p>BIOL 170 – General Zoology3 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. Co-requisite: BIOL 170L – General Zoology Lab. Prerequisites: BIOL 150/150L – General Biology I and Lab, BIOL 151/151L – General Biology II and Lab. Fall, even years</p> <p>BIOL 170L – General Zoology Lab.....1 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, even years</p> <p>BIOL 211 – Human Anatomy3 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. Course must be required in student’s major area or by consent of the instructor. This course does not apply to biology majors. Co-requisite: BIOL 211L – Human Anatomy Laboratory. Fall</p>	<p>BIOL 211L – Human Anatomy Lab1 Exercises designed to demonstrate the morphology of the major systems of the body. Co-requisite: BIOL 211 – Human Anatomy. Fall</p> <p>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 and excretory. Pre-requisite: CHEM 115 – Introductory Chemistry, or equivalent, BIOL 211/211L – Human Anatomy/Lab. Co-requisite: BIOL 212L – Human Physiology Lab. Spring</p> <p>BIOL 212L – Human Physiology Lab1 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</p> <p>BIOL 230 – Nature Study3 Survey and study of fauna and flora of North Dakota with emphasis on identification, characteristics, and natural history of common plants and animals. Not applicable toward biology major or minor. Restricted to elementary education majors. On demand with sufficient student numbers. Co-requisite: BIOL 230L – Nature Study Lab. Fall</p> <p>BIOL 230L – Nature Study Lab1 Field and laboratory study designed for elementary teachers to accompany BIOL 230. Co-requisite: BIOL 230 – Nature Study. Fall</p> <p>BIOL 250 – Wildlife Management.....3 Theory and methods of management of game and non-game wildlife populations. Includes guest lecturers, field trips, discussions, and readings concerning human interactions with species of the Northern Great Plains. Fall, odd years</p> <p>BIOL 260 – Environmental Health Economics, Law and Public Policy Development.....2 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. <u>This course is intended for environmental health majors and is not applicable to biology majors or minors.</u> Spring, odd years</p>
---	--

BIOL 270 – Water, Wastewater, and Solid Waste2
 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 300 – Environmental Biology3
 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 – Microbiology3
 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

BIOL 302L – Microbiology Laboratory1
 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

BIOL 315 – Genetics3
 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 150 – General Biology I or equivalent, CHEM 122, 122L – General Chemistry I and 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

BIOL 325 – Introduction to Environmental Health3
 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 and Lab and BIOL 302, 302L – Microbiology and Lab. Co-requisite: BIOL 325L – Introduction to Environmental Health Lab. Fall, even years

BIOL 325L – Introduction to Environmental Health Lab ..1
 Hands-on laboratory to reinforce and accompany BIOL 325 – Introduction to Environmental Health. Co-requisite: BIOL 325 – Introduction to Environmental Health. Fall, even years

BIOL 340 – Comparative Anatomy4
 A study of the principal organ systems of representative protochordates and chordates. Emphasis is placed on the physical evolution of the vertebrate classes using anatomical, embryological, and paleontological evidence. Pre-requisites: BIOL 150, 150L – General Biology I and Lab, junior standing or permission of instructor. Fall, 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, even 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 and Lab, CHEM 121, 121L – General Chemistry I and Lab, CHEM 122, 122L – General Chemistry II and Lab. Fall, odd years

BIOL 357 – Pathophysiology3
 Study of the etiology, pathogenesis, and pathophysiology of human diseases as correlated to nursing care. 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 – Ornithology3
 Habits, life histories, migration activities, behavior patterns, anatomy, physiology, and economic importance of birds. Pre-requisite: BIOL 150, 150L – General Biology I and Lab. On demand with sufficient student numbers.

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.

- BIOL 389 – Scientific Writing and Readings**.....2
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 I and Lab and ENGL 110 – College Composition or equivalent course. Fall, odd years
- BIOL 410 – Physiology**3
This course examines the life functions and processes of both invertebrates and vertebrate animals at a cellular, tissue and organismal level. Co-requisite: BIOL 410L – Animal Physiology Lab. Pre-requisite: BIOL 151/151L – General Biology II/Lab, CHEM 122/122L – General Chemistry II/Lab or equivalent, junior status or above or consent of the instructor. Spring, even years
- BIOL 410L – Animal Physiology Lab**.....1
Lab designed to reinforce the lecture material with applied and theoretical physiological exercises of both normal and abnormal biochemical responses to environmental changes. Co-requisite: BIOL 410 – Animal Physiology. Spring, even years
- BIOL 415 – Ecology**4
Principles concerning the relationships between organisms and their environment. Field and laboratory exploration of native plant and animal ecology. Pre-requisite: 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
- 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 315, 315L – Genetics and Lab, or consent of the instructor. Co-requisite: BIOL 430L – Cell Biology Lab. Fall, even years
- BIOL 430L – Cell Biology Lab**.....1
Lab designed to reinforce the lecture material with examples of cellular anatomy. The lab will provide additional training in microscopy and sample preparation. Co-requisite: BIOL 430 – Cell Biology. Fall, even years
- BIOL 440 – Immunology**3
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. Spring, even years
- BIOL 450 – Epidemiology**3
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. Prerequisites: BIOL 150/150L – General Biology I and Lab, BIOL 302/302L – Microbiology and Lab, and MATH 305 – Probabilities and Statistics. Spring, odd years
- BIOL 459 – Evolution**3
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. Co-requisite: BIOL 459L – Evolution Lab. Prerequisites: BIOL 150/150L – General Biology I and Lab, BIOL 151/151L – General Biology II and Lab, BIOL 315/315L – Genetics and Lab. Fall, odd years
- BIOL 459L – Evolution Lab**1
A discussion lab covering the lecture topics of BIOL 459 – Evolution. Co-requisite: BIOL 459 – Evolution. Fall, odd 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
- BIOL 491A – Environmental Health Seminar**2
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. Spring
- BIOL 291, 491 – Biology Seminar**2
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. 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 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

BIOL 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. 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 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.

BIOL 297, 497 – Biology 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.

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 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 Leadership 3

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. Prerequisite: Business Administrations majors must complete all Level 1 courses with a “C” or better. Fall, Spring

BADM 346 – Human Resource Management 3

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. Fall

BADM 356 – Organizational Behavior 3

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. Prerequisite: 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 Commerce3

A study of marketing and planning strategies, consumer behavior, legal and regulatory policy issues related to the commercial development of the Internet. 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. Pre-requisites: ACCT 315 – Business Law or instructor approval and 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 Level 1 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 Level 1 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 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 Level 1 courses with a “C” or better.

BADM 452 – Compensation Management3

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 Level 1 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 Level 1 courses with a “C” or better. Fall, Spring

BADM 460 – Human Resource Development3

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-requisites: BADM 336 - Management and Leadership. Business Administration majors must complete all Level 1 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 Level 1 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-requisites: MRKT 301 Principles of Marketing and MATH 305 Probability and Statistics.

BADM 480 – Seminar in Human Resource Issues.....3

Introduces concepts involved in strategic management, workforce planning and employment, human resource development, compensation and benefits, employee and labor relations and occupational safety and health. The course aims to prepare the student to for HRCI Certification. Pre-requisites: BADM 336 - Management and Leadership. Business Administration majors must complete all Level 1 courses with a “C” or better.

BADM 485 – Business Policy3

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. 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 Level 1 courses with a “C” or better. Fall, Spring

BADM 291, 491 – Business Administration Seminar 1-6

Explores specific topics which are not covered in regularly scheduled course work.

BADM 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.

BADM 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 Student Support Services. (Maximum six credits may be applied to graduation.)

BADM 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.

BADM 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 departmental chair.

BADM 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.

BADM 297, 497 – Business Internship, Externship, Cooperative Education..... 1-6

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. 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 Level 1 courses with a “C” or better. S/U grading only. Fall, Spring, Summer

BADM 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.

BUSINESS EDUCATION

BOTE 102 – Keyboarding I 1

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..... 3

Orientation to word processing software, hands-on applications, and skill development. Includes maintaining documents and using writing tools. Exploring the Internet. Fall, Spring

BOTE 148 – Keyboard Speedbuilding..... 1

Complete drill work; timed writing of straight and rough draft copy; development of increased speed and accuracy; improvement of keyboarding techniques. Designed for students who do not meet the 30 words per minute during a one-minute timing in BOTE 152 – Keyboarding II. Pre-requisite: BOTE 147 – Beginning Word Processing. Offered as needed.

BOTE 152 – Keyboarding II..... 3

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 I..... 3

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 III 3

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 Communication3**
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 – layout, imaging and design software, digital photography, and scanned images. Emphasis is on basic layout and design techniques, typography, and computer graphics. Pre-requisite: CSCI 101 – Introduction to Computers. Fall, Spring
- BOTE 245 – Advanced Word Processing.....3**
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 Education 1-6**
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 Vocational Education.....3**
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 Programs.....3**
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 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.

BOTE 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 Student Support Services. (Maximum eight credits may be applied to graduation.)

BOTE 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.

BOTE 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 departmental chair.

BOTE 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.

BOTE 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.

CHEMISTRY**CHEM 115 – Introductory Chemistry 3**

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 Lab..... 1

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

CHEM 116 – Introduction to Organic and Biochemistry 3

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, 115 – Introductory Chemistry and Lab. Co-requisite: CHEM 116L – Introduction to Organic Biochemistry Lab. Spring

CHEM 116L – Introduction to Organic and Biochemistry Lab..... 1

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

CHEM 121 – General Chemistry I..... 4

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 Lab 1

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

CHEM 122 – General Chemistry II 4

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 Lab..... 1

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

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

CHEM 335 – Analytical Instrumentation4
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 Lab1
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

CHEM 342 – Organic Chemistry II4
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 Lab. Spring

CHEM 342L – Organic Chemistry II Laboratory1
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

CHEM 360 – Elements of Biochemistry3
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 111, 111L – Concepts of Biology and Lab or BIOL 150, 150L – General Biology I and Lab. Spring, odd years

CHEM 360L – Elements of Biochemistry Lab1
Biochemical separation, purification and analytical techniques will be covered. Co-requisite: CHEM 360 – Elements of Biochemistry. Spring, odd 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 years

CHEM 440 – Advanced Organic Chemistry3
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-requisite: MATH 166 – Calculus II, (MATH 265 – Calculus III strongly recommended), CHEM 342 – Organic Chemistry II. Co-requisite: CHEM 461L – Physical Chemistry I Lab. Fall, odd years

CHEM 461L – Physical Chemistry I Lab1
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

CHEM 462 – Physical Chemistry II.....3
Elementary principles of quantum mechanics, atomic and molecular orbitals, a review of basic spectrometers 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 Lab1
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

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 1-2

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

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 capstone course and is required of all chemistry majors except those in chemistry education. Restricted to graduating seniors. Spring, every year.

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 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

CHEM 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. 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 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.

CHEM 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.

CHEM 297, 497 – Chemistry 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.

CHEM 299, 499 – Special Topics, Readings 1-6

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 Speaking.....3**

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, Spring

COMM 150 – Forensics Practice.....1

Applied speaking experience in the competitive setting. May be repeated for a total of six credits. Fall, Spring

COMM 201 – Coaching Forensics.....2

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. Spring

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. Fall, alternate years

COMM 211 – Oral Interpretation.....3
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

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. Spring

COMM 280 – Understanding Film and Television3
A basic analysis of film and television history, form, and function. Includes background lectures, film and television program viewing, and discussions. Fall

COMM 308 – Argumentation3
An introduction to the philosophical development, the basic components and types, and the practical application of argument. Fall, 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. Spring, alternate years

COMM 316 – Meeting Management.....3
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. Fall, alternate years

COMM 317 – Organizational Communication.....3
Management communication practices in organizations with emphasis on the study of organizational networks, leadership, group dynamics and problem-solving. Fall, Spring

COMM 291, 491 – Communications Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. COMM 491 is a writing intensive and capstone course. Offered on demand

COMM 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.

COMM 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

COMM 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. 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 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 departmental chair. Offered on demand

COMM 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.

COMM 297, 497 – Communication 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.

COMM 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

COMPUTER SCIENCE

CSCI 101 – Introduction to Computers.....3
 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

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. Fall

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. Pre-requisite: CSCI 160 – Computer Science I. Spring

CSCI 170A – Advanced Computer Programming in C++.....4
 Problem solving and algorithm development. Design and testing of computer programs using the object-oriented language C++ in various scientific and business applications. This course is designated as a writing intensive course. Pre-requisite: CSCI 161 – Computer Science II. Spring

CSCI 170D – Advanced Computer Programming in JAVA.....4
 Problem solving and algorithm development. Design and testing of computer programs using JAVA in a variety of applications. Pre-requisite: CSCI 161 – Computer Science II. Offered on demand

CSCI 181 – Web Management.....3
 This 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. Pre-requisite: CSCI 161 – Computer Science II. Offered on demand

CSCI 185 – Linux Operating System.....3
 A hands-on course in the use of the Linux operating system. Pre-requisite: CSCI 160 – Computer Science I. Offered on demand

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. Pre-requisite: CSCI 101 – Introduction to Computers, or CSCI 160 – Computer Science I. Fall, Spring

CSCI 210 – PC Hardware and Software Management2
 This hands-on laboratory course covers identification, installation, maintenance and trouble shooting of PC hardware and software. Pre-requisite: CSCI 160 – Computer Science I. Offered on demand

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. Pre-requisite: CSCI 160 – Computer Science I. Offered on demand

CSCI 301 – Software Engineering I3
 A complete and detailed examination of all facets of the life cycle of a computer-based system ranging from problem definition, preliminary investigation, system design, and implementation. Documentation, hardware and software specifications, techniques of professional oral and written presentations of material. Pre-requisite: CSCI 160 – Computer Science I. Offered on demand

CSCI 302 – Software Engineering II.....3
A continuation of CSCI 301 – Software Engineering I. The development of a computer project using the techniques developed in CSCI 301 – Software Engineering I. Pre-requisite: CSCI 301 – Software Engineering I. Offered on demand

CSCI 330 – Graphics3
An introduction to major topics in computer graphics input/output devices, graphics software packages, transformations for rotation, scaling, clipping, and perspective. Pre-requisites: CSCI 161 – Computer Science II and MATH 105 – Trigonometry. Offered on demand

CSCI 342 – Object Programming with Data Structures.....4
An introduction to data abstraction with the use of object-orientated 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. Pre-requisite: CSCI 170A – Advanced Computer Programming in C++. Fall

CSCI 350 – Assembly Language.....4
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. Pre-requisite: CSCI 160 – Computer Science I. Spring

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 160 – Computer Science I and CSCI 200 – Database Software Applications or CSCI 161 – Computer Science II. Offered on demand.

CSCI 370 – Computer Organization.....3
An introduction to concepts in computer and hardware design. Pre-requisites: CSCI 160 – Computer Science I and MATH 103 – College Algebra. Spring

CSCI 430 – Operating Systems.....4
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. Pre-requisites: CSCI 170A – Advanced Computer Programming in C++ and CSCI 342 – Object Programming with Data Structures. Spring

CSCI 291, 491 – Computer Science Seminar 1-6
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. Spring

CSCI 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.

CSCI 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

CSCI 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 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 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 departmental chair.

CSCI 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.

CSCI 297, 497 – Computer Science Internship, Externship, Cooperative Education 1-3
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 I 1

Introduction to ballet technique, body positions and steps. Offered Fall even years.

DANC 104 – Modern I 1

Introduction to modern dance technique focusing on alignment, strength and flexibility. Offered Fall even years.

DANC 105 – Jazz I 1

Introduction to jazz dance as an American art form. Offered Fall odd years.

DANC 202 – Ballet II 1

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 II 1

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 II 1

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 – Choreography 2

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 Climate 3

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

EASC 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.

EASC 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

EASC 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. 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 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 departmental chair.

EASC 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.

EASC 297, 497 – 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.

EASC 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.

ECONOMICS

ECON 105 – Elements of Economic 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. Offered as needed.

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. Prerequisite: ECON 201 – Principles of Microeconomics. Fall, Spring

ECON 303 – Financial Institutions and Monetary Policy 3
 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. Alternate Spring Semester

ECON 308 – Intermediate Microeconomic Theory and Policy 3
 An analytical study of the behavior of households and business firms. Study of the elements of production, cost, price and output determination under competitive and non-competitive market structures. General equilibrium and economic welfare; imperfect information, market failure, and the role of taxes and subsidies. Emphasis on the use of economic theory to provide explanations of observed phenomena, including the analytical derivation of empirically verifiable propositions, and applications to public policy. (Core requirement for students planning advanced study in Economics.) Prerequisites: ECON 201, Principles of Microeconomics and ECON 202, Principles of Macroeconomics. Offered on Demand

ECON 352 – Economic Geography 3
 A study of the local, national, and global economic life describing and explaining the geographic factor involved in the production, distribution, and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issues of economic growth and the theories that have been developed to explain spatial structure. Prerequisites: ECON 201 – Principles of Microeconomics, ECON 202 – Principles of Macroeconomics. Offered on Demand. (This course is cross-listed with GEOG 352.)

ECON 355 – Regulation and the Public Sector.....3

This course familiarizes students with the fields of regulatory economics and public economics. Regulatory economics is the study of natural monopolies and the regulation of public utilities. The course studies the role of government in dealing with imperfectly competitive industries, and the actions it takes to promote and restrict competition. Public utility rate design and rate structure are included. Public economics is the study of the economic principles associated with the role of government in the economy and the characteristics of decision-making in public institutions. Externalities, public goods, imperfect information, and social choice are also important topics of discussion. Topics of interest relevant to this course include the role of government in the redistribution of income, poverty and inequality, public finance and the economics of taxation, fiscal and monetary policy, and the role of government in international trade. Offered on Demand

ECON 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.

ECON 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.

ECON 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.

EDUCATION

EDUC 150 – Study Skills.....5

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

The major purpose of this course is to help future teachers understand, utilize, and integrate technology in instructional environments. Students will gain experience with computer applications in instructional settings, learn to operate various types of audiovisual projection equipment, and produce materials commonly used in the classroom. Appropriate use of Internet and distance education technologies will be explored. Emphasis is placed on providing opportunities for future teachers to make reflective decisions regarding the best ways to integrate instructional technologies in the classroom setting. Pre-requisite: EDUC 250 – Introduction to Education or concurrent enrollment in EDUC 250 – Introduction to Education and ELED 298 – Pre-Professional Experience: Elementary for elementary education majors or SEED 298 – Pre-Professional Experience: Secondary for secondary education majors. Fall, Spring

EDUC 250 – Introduction to Education.....2

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 Diversity3

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 390E – Health Education Methods.....2
 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, and Admission to Teacher Education and senior status. Fall, Spring

EDUC 291, 491 – Education Seminar 1-6
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. It is open only by consent of the instructor. EDUC 491 is a writing intensive and capstone course. Pre-requisite: Admission to Teacher Education.

EDUC 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.

EDUC 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 Student Support Services. (Maximum eight credits may be applied to graduation.)

EDUC 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.

EDUC 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 departmental chair.

EDUC 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.

EDUC 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.

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. Hands-on activities will include techniques for presenting and discussing literature with children. Issues such as censorship will be addressed. Fall, Spring

ELED 281 – Reading for the Elementary Teacher.....3

This basic course is designed to prepare students to teach children to read. Students will have the opportunity to peer-teach and evaluate skills instruction and guided reading lessons from commercial materials, as well as to develop lessons of their own. Topics covered will include theories of reading, emergent literacy/reading readiness, word identification skills, vocabulary development, comprehension skills, and various approaches to teaching reading. Pre-requisite: Admission to Teacher Education. Fall, Spring

ELED 282 – Reading Across the Curriculum and Content Reading3

Students will have the opportunity to extend and integrate their knowledge of how to teach children to read in this advanced course. They will develop lesson/unit plans and guides for teaching reading across the curriculum that integrate reading and writing instructions in content areas. Students will acquire knowledge of study skills, how to conduct informal assessment of reading skills, how to adjust reading instruction for children with special needs, and classroom management of the reading program as it relates to all areas of the curriculum. Pre-requisites: Admission to Teacher Education and ELED 281 – Reading for the Elementary Teacher. Fall, 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-aide situations. Fall, Spring

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. 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: Elementary1

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

ELED 300 – Elementary Curriculum and Language Arts.....2

Language arts in the elementary curriculum is examined with emphasis on contemporary views such as “whole language” with practical application to the elementary classroom. New resource acquisition methods are included such as Internet navigation tools including World Wide Web “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. Pre-requisite: Admission to Teacher Education. Fall, Spring

ELED 310 – Elementary Curriculum and Social Studies ...2

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 culminates with peer teaching and peer critiquing. Pre-requisite: Admission to Teacher Education. Fall, Spring

ELED 321 – Kindergarten Curriculum, Methods, and Materials I3

A study of early childhood education curriculum, methods, and instructional materials designed to meet the cognitive, affective, and psychomotor needs of young children. A thematic approach is used in forming concepts with emphasis on developmentally appropriate practices. Students get hands-on experiences in preparing a unit, lesson plans, learning center, and other instructional materials. Pre-requisite: Admission to Teacher Education. Co-requisite: ELED 398A, Pre-Professional Experience: Kindergarten. Fall

ELED 322 – Kindergarten Curriculum, Methods, and Materials II.....3
 A continuation of ELED 321 – Kindergarten Curriculum, Methods, and Materials I including methods of assessment, guidance techniques, and discussion of current trends and issues relevant to early childhood education today. Students are required to conduct assessment techniques to kindergarten-age children. The course culminates with peer teaching and peer critiquing. Pre-requisite: Admission to Teacher Education. Spring

ELED 383 – Diagnosis and Correction of Reading Disabilities3
 Students will experience the process of identifying a child’s reading deficiencies and planning instruction to correct his/her problems. Class sessions will be devoted to learning how to administer and interpret a wide variety of individual informal and formal assessment instruments and how to remediate the child’s identified needs. Appropriate instructional plans and materials will be developed, used, and organized into a resource file. Lab sessions consist of working directly with a child. The coursework will culminate in the student’s presentation of a case study. Pre-requisites: Admission to Teacher Education, ELED 281 – Reading for the Elementary Teacher and ELED 282 – Reading Across the Curriculum and Content Reading. Spring

ELED 390H – Teaching Physical Education in the Elementary School.....2
 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.**

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 School3
 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. Pre-requisite: Admission to Teacher Education. Fall, Spring

ELED 390S – Elementary Education Science Methods3
 Philosophy, methods, materials, and curricula for prospective elementary teachers with emphasis and importance of “hands-on” teaching of the natural sciences. Pre-requisite: Admission to Teacher Education. Spring

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 who 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. Co-requisite: ELED 321 – Kindergarten Curriculum, Methods, and Materials I S/U grading only. Fall, Spring

ELED 398B– Elementary Methods Block Field Experience2
 A course designed as an intensive field experience in an elementary classroom with specific responsibilities for lesson planning, execution and post-reflective evaluation. The experience is structure to use a specific lesson plan design, adopt teacher recommended lesson designs to deliver a minimum of nine lessons connected to elementary methods courses in the methods block, e.g., reading, mathematics, and language arts. Students must use a journal, lesson assessment procedures, and complete post-implementation reflection forms. 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 work daily with children who are experiencing difficulties in reading and 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 Seminar..... 1-6
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. Requires approval by instructor and department chair. Pre-requisite: Admission to Teacher Education.

ELED 498A – Teaching in the Elementary School..... 1-5
 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

ELED 498B – Teaching in the Elementary School.....7

Eleven week block of supervised teaching in kindergarten on a half-day basis. Pre-requisites: Full Admission to Teacher Education and ELED 322 – Kindergarten Curriculum, Methods, and Materials II. S/U grading only. Fall, Spring

ELED 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.

ELED 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 Student Support Services. (Maximum eight credits may be applied to graduation.)

ELED 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 instructor and 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. Requires approval by instructor and department chair. Pre-requisite: Admission to Teacher Education.

ELED 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 departmental chair.

ELED 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.

ELED 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.

ENGLISH

ENGL 100 – Basic Writing Skills.....3

A developmental course designed to improve students’ basic writing skills. The course is intended to help students address deficiencies in their use of standard written English and to provide instruction in the creation of well-developed, coherent paragraphs. Required of students with English ACT scores below 18. Fall, Spring.

ENGL 100SI – Basic Writing Skills Supplemental Instruction 1

This course is a mandatory supplemental instruction for students enrolled in English 100, Basic Writing Skills. Students will learn course concepts in hands-on activities which emphasize academic development of content area knowledge. Co-requisites: ENGL 100 – Basic Writing Skills. Fall, Spring.

ENGL 110 – College Composition I.....3

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.

ENGL 111H – Honors Composition I.....3

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. Spring

ENGL 121HH – Honors Composition II.....3

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 III.....3

Advanced development of writing skills which emphasizes increasingly sophisticated and effective rhetoric and style. Pre-requisites: ENGL 110 – College Composition I and ENGL 120 – College Composition II. Fall

ENGL 211 – Introduction to Creative Writing.....3

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 Publications**.....3
Introduction to creative magazine publishing. Pre-requisites: ENGL 110 – College Composition I and ENGL 120 – College Composition II. Spring
- ENGL 220 – Introduction to Literature**.....3
Reading and discussion of representative examples of poetry, drama, and fiction, with emphasis upon the use of common literary terminology. Fall, Spring, Summer
- ENGL 225 – Introduction to Film**3
The study of filmed drama, especially motion pictures, as a literary form. Offered on demand
- ENGL 232 – Mythology**3
A study of representative myths, legends, and folklore from various cultures with emphasis upon the literary aspects of myth. Spring
- ENGL 236 – Women and Literature**3
The study of literary texts by and about women including gender roles as a literary theme. Offered on demand
- ENGL 241 – World Literature I**3
Readings from the major representative texts of the western European tradition from antiquity through medieval times. Fall
- ENGL 242 – World Literature II**3
Continuing survey of the western European tradition, including representative texts from the Renaissance through the modern world. Spring
- ENGL 251 – British Literature I**3
A survey of major works by British writers from the Anglo-Saxon Period through the Eighteenth Century. Fall
- ENGL 252 – British Literature II**3
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 300 – Technical Writing** 3
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. Spring
- ENGL 305 – Writing About Literature**.....3
In Writing About Literature students develop advanced skills through writing essays about several different literary genres and by applying varieties of critical perspectives. Pre-requisites: ENGL 110 – College Composition I and ENGL 120 – College Composition II. Fall
- ENGL 310 – Advanced Creative Writing**.....3
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 grammar and usage of the language focusing on structural and transformational approaches. Fall
- ENGL 325 – Shakespeare**.....3
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. Fall
- ENGL 355 – Studies in Major American Writers**3
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. Spring
- ENGL 360 – Studies in Drama**.....3
This occasional course focuses on a particular aspect of dramatic literature including backgrounds and criticism. Offered on demand
- ENGL 370 – Studies in Novel**.....3
This occasional course considers selected novels, criticism, and issues of long, prose fiction. Offered on demand

ENGL 380 – Studies in Poetry3

This occasional course focuses on particular aspects of the criticism, history, and techniques of poetry, including issues of style and prosody. Offered on demand

ENGL 382 – Adolescent Literature3

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. Fall

At least one course in a period of British Literary Studies, numbers 405-435, will be offered each semester.

ENGL 405 – British Medieval Literature3

In British Medieval Literature students read the early literature of Britain including medieval drama and Chaucer's Canterbury Tales. Pre-requisite: ENGL 251 – British Literature I.

ENGL 410 – British Tudor and Jacobean Literature3

Although this study excludes the drama of Shakespeare, it includes the work of many of his contemporaries including poets such as Sidney and Spenser and dramatists such as Marlowe and Jonson. Pre-requisite: ENGL 251 – British Literature I.

ENGL 415 – British Stuart Literature3

British Stuart Literature emphasizes the poetry of the 17th Century including the metaphysical poets and the epic poet Milton. Pre-requisite: ENGL 251 – British Literature I.

ENGL 420 – British Restoration and 18th Century Literature3

This course includes representative drama following the re-establishment of the British monarchy and emphasizes the work of Dryden, Swift, Pope, and Johnson. 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 first half of the 19th Century: Blake, Wordsworth, Coleridge, Keats, Byron, and Shelly. Pre-requisite: ENGL 252 – British Literature II.

ENGL 430 – British Victorian Literature3

Students enrolled in Victorian Literature study writing from the mid-19th to the turn of the century including works of writers such as Tennyson, Browning, Ruskin, Arnold, Newman, Huxley, and Lewis Carroll. Pre-requisite: ENGL 252 – British Literature II.

ENGL 435 – Modern British Literature3

Modern British Literature focuses on the literature of the 20th Century emphasizing literary modernism and writers such as Yeats, Forster, Joyce, Lawrence, Eliot, and Beckett as well as contemporary writers represented by Pinter, Stoppard, Lessing, or Heaney. Pre-requisite: ENGL 252 – British Literature II.

ENGL 440 – Literary Criticism3

Students in Literary Criticism study the major movements and theories beginning with Plato and Aristotle, including Neo-classical and Romantic theories and the development of New Criticism and subsequent schools of Structuralism and Post-Structuralism (Semiotics, Deconstruction, New Historicism, Marxism, and Feminism). Offered on demand

ENGL 480 – Senior Project1

In consultation with a faculty adviser the student develops a research or creative project resulting in a literary product and presents it to an audience of students and faculty from the Department of Language and Literature during the annual English Conference. In order to successfully complete this course, the student is responsible for registering his or her project with the conference organizer at least one week before the conference. Pre-requisite: 24 semester hours of English and the consent of the instructor. Fall, Spring

ENGL 291, 491 – English Seminar 1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. ENGL 491 is a writing intensive and capstone course.

ENGL 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.

ENGL 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

ENGL 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 department chair.

ENGL 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 departmental chair.

ENGL 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.

ENGL 297, 497 – English 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.

ENGL 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.

ENTREPRENEURSHIP

ENTR 266 – Beginning Entrepreneurship..... 3
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 Scholars..... 2
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 Society 3
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 – Financial and Legal Issues in Entrepreneurship 3
This course is designed for non-accounting and non-business majors. The focus of this course is on entrepreneurship and enterprise development, with particular attention paid to the formation and management of new-business ventures. 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 personnel and organizational structure. Legal issues include the legal form of organization, intellectual property and copyrights, and buy-sell agreements.

ENTR 346 – Marketing and Management in a Global Economy 3
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 Level 1 courses with a “C” or better. Spring

ENTR 406 – Writing a Business Plan..... 3
 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.

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 305 – Public Finance3
 Study of tax systems and other sources of revenue of federal, state, and local governments; changing patterns of public expenditures; fiscal and monetary policy; debt management and economic effects of public policy. Pre-requisite: ECON 202 – Principles of Macroeconomics. Fall, even numbered years

FIN 320 – Personal Finance3
 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 Finance3
 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 Level 1 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

FOREIGN LANGUAGES

FL 101, 102 – First Year Foreign Languages I and II..... 4, 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. Fall

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. Spring

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 151 – Human Geography.....3
 This course is designed to introduce students to the study of geography as a social science by emphasizing the relevance of global geographic concepts to human problems. Topics in economic, multicultural, urban-rural, and political geography are addressed regionally and world-wide. Offered on demand

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. Offered on Demand

GEOG 352 – Economic Geography.....3
A study of local, national, and global economic life describing and explaining the geographic factor involved in the production, distribution, and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issues of economic growth and the theories that have been developed to explain spatial structure. Prerequisites: ECON 201 – Principles of Microeconomics, ECON 202 – Principles of Macroeconomics. Offered on Demand. (This course is cross-listed with ECON 352.)

GEOG 380 – Applied Arc GIS3
Concepts of Geographic Information Systems (GIS) and related technologies and their application in precision agriculture and natural resource management will be studied. Students will work with ArcGIS and related GIS software packages to answer practical questions with GIS. Pre-requisite: CSCI 101 – Introduction to Computers or AGRI 280 – Computers in Agriculture. Fall (Cross listed with PLSC 380)

GEOG 452 – Global Issues.....3
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 461 – 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. Offered on Demand

GEOG 463 – Geography of Africa3
A regional analysis of the physical, cultural, economic and ecological features of the African continent with primary emphasis focusing upon sub-Saharan Africa. Offered on Demand

GEOG 464 – Geography of Asia.....3
Geography of Asia will explore selected Asian regions from the integrated perspectives of geomorphology, climate, culture, politics, and economic factors. Offered on Demand

GEOG 291, 491 – Geography Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. 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 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

GEOG 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. 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

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 departmental chair.

GEOG 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.

GEOG 297, 497 – Geography 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.

GEOL 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.

GEOLGY

GEOL 100 – Earth Science.....3
 A broad, non-quantitative survey at the introductory level of topics in geology, oceanography, meteorology, and astronomy. These topics are designed to provide a basic understanding of the natural forces at work in our physical environment and enhance appreciation of our planet. Co-requisite: GEOL 100L – Earth Science Lab. Spring

GEOL 100L – Earth Science Lab1
 Laboratory to accompany GEOL 100 – Earth Science. Co-requisite: GEOL 100 – Earth Science. Spring

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

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 300 – Paleobiology3
 A study of the structure, evolution, and geological distribution of fossils. Spring, even years

GEOL 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.

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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

GEOL 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. 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 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 appropriate 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 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.

GEOL 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.

GERMAN

GERM 101, 102 – First Year German I and II.....4, 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 Seminar 1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. GERM 491 is a writing intensive and capstone course.

GERM 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.

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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

GERM 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.

GERM 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 departmental chair.

GERM 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.

GERM 297, 497 – German 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.

GERM 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.

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

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, alternate years

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, 342 – Graphic Design I and Graphic Design II. Offered on demand

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. Fall, Spring

GDES 291, 491 – Graphic Design Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. GDES 491 is a writing intensive and capstone course. Offered on demand

GDES 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.

GDES 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

GDES 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. 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 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 departmental chair. Offered on demand

GDES 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.

GDES 297, 497 – Graphic Design 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. Offered on demand

GDES 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

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 110 – Social, Folk, and Square Dance1
Instruction and practice in social dances and traditional folk and square dances. Spring

HPER 120 – Swimming 1
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 151 – Golf/Bowling 1
This course is designed to introduce rules, strategies, and skills for golf and bowling. Fall

HPER 162 – Archery/Fly Casting 1
This course is designed to introduce safety procedures and skills of archery and fly casting. Spring

HPER 170 – Varsity Athletics I 1

HPER 171 – Varsity Athletics II 1

HPER 172 – Varsity Athletics III 1

HPER 173 – Varsity Athletics IV 1

Institutional credit is given for participating in a varsity sport, including cheerleading. Credits will not fulfill the university's general education requirement.

HPER 174 – Varsity Athletic Enhancement 1

Advanced athletic training utilizing the Frappier acceleration 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 and coaching minors only. Prerequisites: physical and proof of insurance.

HPER 175 – Varsity Athletic Enhancement 1

Advanced athletic training utilizing the Frappier acceleration 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 and coaching minors only. Prerequisites: physical and proof of insurance, and HPER 174.

HPER 176 – Varsity Athletic Enhancement 1

Advanced athletic training utilizing the Frappier acceleration 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 and coaching minors only. Prerequisites: physical and proof of insurance, HPER 174, and HPER 175.

HPER 177 – Varsity Athletic Enhancement 1

Advanced athletic training utilizing the Frappier acceleration 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 and coaching minors only. Prerequisites: physical and proof of insurance, HPER 174, HPER 175, and HPER 176.

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 Injuries 2

Students will have the opportunity to acquire life long 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

HPER 208 – Introduction to Physical Education 3

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 CPR 2

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

HPER 215 – Survey of Human Anatomy 2

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. Spring.

HPER 215L – Survey of Human Anatomy Lab 1

Exercises designed to complement and reinforce the human anatomy lectures. Includes examination of skeletons, individual bones, and computer simulations, in addition to movement of major joints. 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, Spring

HPER 240 – Principles of Human Nutrition 2

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 328 – Biomechanics3
Basic structural kinesiology and movement analysis applicable to physical education and athletic activities. Pre-requisite: HPER 215, 215L – Survey of Human Anatomy and Lab. 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. Fall

HPER 335 – Volleyball Coaching2
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. Fall

HPER 340 – Basketball Coaching2
Rules, fundamentals, offensive and defensive play, training, and the psychology of team play and coaching. Spring

HPER 345 – Wrestling Coaching2
Rules, fundamentals, team strategy, training, and the psychology of coaching, and laboratory exercise in basic techniques being used today. Fall

HPER 350 – Track and Field Coaching2
Philosophy, fundamentals, team strategy, training, and psychology of coaching. Emphasis placed on organization and administration of track and field meets. Spring

HPER 355 – Baseball Coaching2
Rules, fundamentals, team strategy, training. Special emphasis on organization and administration. 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 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 Sports.....2
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 tenets 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 Evaluation.....2
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 Exercise3
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, 215L – Survey of Human Anatomy and Lab and HPER 328 – Biomechanics. Fall

HPER 291, 491 – Physical Education Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. 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.

HPER 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 Student Support Services. (Maximum eight credits may be applied to graduation.)

HPER 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.

HPER 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 departmental chair.

HPER 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.

HPER 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.

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 1877 3
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 1500.....3
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 15003
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 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 303 – Women in History.....3
A general survey of the history of women since early times, this course investigates the various roles played by and /or imposed upon women through society, mythology, the law, and culture throughout the world. Pre-requisites: HIST 211 – World Civilizations to 1500 and HIST 212 – World Civilizations since 1500, or instructor consent. Offered on demand

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. Offered on demand

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 211 – World Civilizations to 1500, HIST 212 – World Civilizations since 1500, HIST 103 – United States to 1877, or instructor consent. Offered on demand

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. Offered on demand

HIST 310 – History of North Dakota3
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. Offered on demand

HIST 325 – A Survey History of Canada3

This course is a survey of Canadian history from the Age of Discovery to the Canada Round. Students study the political, social, and economic factors in both Europe and North America that shaped Canada from its colonial and provincial periods, the struggle for confederation, to the modern era. Fall, alternate years.

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. Offered on demand

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. Offered on demand

HIST 340 – Modern Britain3

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. Offered on demand

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. Pre-requisites: HIST 103 – United States to 1877, HIST 104 – United States since 1877, and POLS 115 – American Government, or instructor consent. 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. Offered on demand

HIST 355 – Soviet Union3

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. Offered on demand

HIST 360 – History of Eastern Civilization3

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. Offered on demand

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 Interpretation3

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. Spring

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. Offered on demand

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. Offered on demand

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. Offered on demand

HIST 385 – Modern America3

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 401 – Historiography and Method 3
 An introduction to the theory and practice of the historian’s craft. This capstone course reviews acknowledged masterpieces of historiography and examines important issues raised in the writing of history. Covered in this course are topics such as the nature and philosophy of history, the problems of historical causation, objectivity, and use of supplemental readings of the great historians. Under the supervision of the instructor, students will prepare a 25-30 page study based upon a topic covered in the course, augmented by current research. Junior and Senior level students only. Fall, alternate years

HIST 440 – The World Since 1945..... 3
 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. Offered on demand

HIST 291, 491 – History Seminar..... 3-6
 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.

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
 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

HIST 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. 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

HIST 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 departmental chair.

HIST 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.

HIST 297, 497 – History 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.

HIST 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.

INDUSTRIAL TECHNOLOGY (MANUFACTURING)

IT 220 – Drawing and Specification Techniques I..... 3
 An introduction to computer aided drafting utilizing drawing and specification software. Fall

IT 314 – Production Manufacturing Technology 3
 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 II 3
 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 Writing 3
 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 Western Concept, the campus newspaper. Pre-requisite: ENGL 110 – Freshman Composition I. Fall

JOUR 301 – Editing and Managing Publications 3
 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

JOUR 291, 491 – Journalism Seminar 1-6
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. JOUR 491 is a writing intensive and capstone course.

JOUR 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.

JOUR 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

JOUR 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.

JOUR 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 departmental chair.

JOUR 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.

JOUR 297, 497 – Journalism 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.

JOUR 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.

LEADERSHIP

LEAD 100H – 21st Century Leadership 3
 What is the best way to demonstrate leadership within society? How should we prepare ourselves as future leaders? This course examines the development of political thought on the nature of leadership from Plato to the present. 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 & Change 1
 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 and Water Resources in North Dakota: Understanding Competing Interests, and Energy Development in North Dakota.

LEAD 300H – Global Leadership1
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, for example, through institutions like the United Nations and the World Court.

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 Proposal...1
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 497 – Internship2
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, throughout the entire academic year.

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. Business Administration majors must complete all Level 1 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 386 – Retail Management.....3
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-requisites: MRKT 301 – Principles of Marketing. Spring

MRKT 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 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 end of semester. Requires approval by department chair.

MRKT 297, 497 – Business Internship, Externship, Cooperative Education 1-6
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 Level 1 courses with a “C” or better. Fall, Spring, Summer.

MRKT 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.

MATHEMATICS

MATH 101 – Introduction to Algebra.....3

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. Pre-requisite: Placement test. Credits not applicable for a major or minor program and will not apply toward general education mathematics requirement. S/U grading only. Co-requisite: MATH 101SI – Introduction to Algebra Supplemental Instruction. Fall, Spring

MATH 101SI – Introduction to Algebra Supplemental Instruction.....1

This course is mandatory supplemental instruction for MATH 101 – Introduction to Algebra. Students will learn course concepts in applied activities which emphasize academic development of content area knowledge. One credit graded. Co-requisite: MATH 101 – Introduction to Algebra Supplemental Instruction. Fall, Spring

MATH 102 – Intermediate Algebra.....3

Properties of the real number system, factoring, linear and quadratic equations, functions, polynomial and rational expressions, inequalities, systems of equations, exponents, and radicals. Pre-requisite: placement test or MATH – 101. Will not apply toward general education mathematics requirement. Fall, Spring

MATH 103 – College Algebra.....4

A first course in college level mathematics for students who have completed two years of high school algebra or the equivalent. Function notation, graphing, linear and quadratic functions, radicals, exponents, logarithmic function, exponential function, system of equations. It is designed for those who plan to take calculus or other courses where college algebra and trigonometry are needed. Pre-requisite: placement test or MATH 102 – Intermediate Algebra or equivalent. Fall, Spring

MATH 105 – Trigonometry.....2

Angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, polar coordinates, applications. Pre-requisite: placement test or MATH 103 – College Algebra or equivalent. Fall, Spring

MATH 107 – Pre-Calculus.....4

The study of relations and functions. In particular, the study of polynomial, rational, exponential, logarithmic, trigonometric, and circular functions. Also included will be absolute value and inequalities. The use of a graphic calculator will be required. Pre-requisite: placement test. Fall

MATH 110 – Liberal Arts Mathematics.....3

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

MATH 146 – Applied Calculus.....3

This is a course for business and other non-mathematics majors and minors. Topics include functions and their graphs, rates of changes, limits, continuity, differentiation, integration, and applications in the areas of business, economics, and social science. Pre-requisite: placement test or MATH 103 – College Algebra or equivalent. Fall, Spring

MATH 165 – Calculus I.....4

The study of limits, continuity, single variable differentiation, and applications of the derivative. Also includes beginning integration and analytic geometry. Pre-requisite: placement test or MATH 103 – College Algebra and MATH 105 – Trigonometry or MATH 107 – Pre-Calculus, or equivalent. Fall, Spring

MATH 166 – Calculus II.....4

Applications of integration, methods of integration, transcendental functions, indeterminate forms, improper integrals, L'Hopital's rule, and numerical methods. Pre-requisite: MATH 165 – Calculus I. Fall, Spring

MATH 208 – Discrete Mathematics.....2

Gives an overview of discrete math, concentrating on such areas as graph theory, combinatorics, relations and functions, and mathematical induction. The course is designed to stimulate mathematical investigation and discovery in these areas rather than provide comprehensive coverage of them. This course is helpful to students in computer science as well as those in mathematics. Pre-requisite: MATH 103 – College Algebra. Offered on demand

MATH 235 – Introduction to Logic.....1

An introduction to the basic ideas, terminology, and notation of logic and sets. Emphasizes the reasoning processes used in mathematics and computer science. Spring

MATH 250 – Mathematics and Computer Science Practicum.....1

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 and the other two credits as general studies. Pre-requisite: Admission by consent of the Department of Mathematics and Computer Science. Offered on demand. S/U grading only.

MATH 265 – Calculus III.....4

Sequences, series, conics, polar coordinates, calculus of several variables. Pre-requisite: MATH 166 – Calculus II. Fall

- MATH 266 – Introduction to Differential Equations**3
The study of first and second order ordinary differential equations, linear systems, Laplace transforms, numerical methods, qualitative techniques, and applications. Pre-requisite: MATH 166 – Calculus II. Fall on demand
- MATH 277 – Mathematics for Elementary Teachers**3
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. Pre-requisite: MATH 103 – College Algebra. Fall
- MATH 305 – Probability and Statistics**4
Introductory statistics for students 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. Pre-requisite: MATH 102 – Intermediate Algebra or equivalent. Fall, Spring
- MATH 326 – Abstract Algebra**4
An introduction to abstract algebraic systems. Introduction to groups, rings, fields, isomorphisms, homomorphisms. Pre-requisite: MATH 166 – Calculus II and MATH 235 – Introduction to Logic. Fall
- MATH 327 – Linear Algebra**4
Matrices, determinants, vector spaces, subspaces, linear transformations, eigenvalues, and eigenvectors. Pre-requisite: MATH 166 – Calculus II. Spring
- MATH 338 – Techniques of Teaching**
Euclidean Geometry2
An overview of euclidean geometry treated from a mathematical point of view. Topics include congruence, similarity, circles, parallelism, and proofs. Recommended for prospective high school teachers, junior high teachers and teachers of upper elementary grades. Pre-requisite: MATH 165 – Calculus I. Fall, even-numbered years
- MATH 339 – Topics in Geometry**2
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. Pre-requisites: MATH 165 – Calculus I and MATH 235 – Introduction to Logic or consent of instructor. Fall, odd numbered years
- MATH 380 – Linear Programming**3
An introductory course in theoretical and applied linear programming. Includes the use of linear programming packages. Pre-requisite: MATH 103 – College Algebra. Offered on demand
- MATH 411 – Introduction to Real Analysis**4
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. Pre-requisite: MATH 265 – Calculus III and MATH 326 – Abstract Algebra. Co-requisite: MATH 491 – Mathematics Seminar. Spring
- MATH 425 – Mathematical Statistics**3
Introduction to probability, permutations, combinations, discrete and continuous random variables, moment generating function, sampling distributions. Pre-requisite: MATH 166 – Calculus II or equivalent. Spring
- MATH 430 – History of Mathematics**2
Development of mathematics from its earliest beginnings to the present day. Problems from each era are included. Axiomatic system is developed. Pre-requisite: MATH 165 – Calculus I or consent of department chair. Offered on demand
- MATH 436 – Theory of Numbers**3
Positive integers and divisibility properties. Unique factorization, theory of congruences, Diophantine equations. Pre-requisite: MATH 166 – Calculus II. Offered on demand
- MATH 291, 491 – Mathematics Seminar** 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. Research and discussion of some aspect of mathematics. The topic is chosen by the students in consultation with the instructor. MATH 491 is designated as a writing intensive and capstone course and as a capstone experience course for mathematics majors. Pre-requisite: MATH 165 – Calculus I. Co-requisite: MATH 411 – Introduction to Real Analysis. Spring
- MATH 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.
- MATH 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

MATH 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.

MATH 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 departmental chair.

MATH 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.

MATH 297, 497 – Mathematics 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.

MATH 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.

MUSIC

MUSC 100 – Music Appreciation 3
 Introduction to the elements, genre, mediums, and historical and stylistic periods of 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 110 – Foundations of Music..... 3
 This course is designed for the Elementary Education Major as preparation for MUSC 305 – Music Activities for Elementary Teachers. Counts towards general education requirements for elementary education majors only. Hands-on collaborative/cooperative learning activities that enable students to learn the basic fundamentals of music in an experiential context. Fall, Spring

MUSC 120 – Introduction to Music Literature..... 3
 This course will develop the student’s familiarity with composers and compositions from antiquity to the present including a survey of music from non-western cultures. Focus is on listening and identification of style and period. Spring

MUSC 122 – Music Theory I 3
 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 II..... 3
 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 II..... 1
 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 130 – Piano Keyboard Skills I..... 1
 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 II 1
 Continuation of MUSC 130 – Basic Keyboard. 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 135N – Performance Class0	MUSC 224 – Music Theory IV3
This course gives students studying applied music the opportunity to perform. All music majors must enroll and satisfy requirements for Performance Class during each semester. The only exception will be the semester a student is student-teaching. All music minors must enroll and satisfy requirements for the four semesters during which they are taking applied lessons. Fall, Spring	This course is a continuation of MUSC 222 – Music Theory III. It teaches the history of musical technique advanced harmony on 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 171 – Piano Class1	MUSC 225 – Aural Skills IV1
Basic keyboard techniques including scales, chording, arpeggios, transposition, sight playing, and standard repertoire for the non-music major. Particular emphasis on functional piano skills. Fall	Aural training and sight singing to parallel Music Theory IV. Co-requisite: MUSC 224 – Music Theory IV. Spring
MUSC 172 – Piano Class1	MUSC 230N – Piano Proficiency Exam0
Continuation of MUSC 171 – Piano Class. Offered on demand	An exam designed to assess the students skills in scale playing, cadence patterns, transposition, harmonization, sight playing, and repertoire. Required for all music majors and minors. Offered on demand and consent of department chair
MUSC 181 – Voice Class1	MUSC 253 – Woodwind Class3
Pre-requisite: Must have a basic knowledge of piano keyboard in order to play melodic lines for practicing class assignments. Offered on demand.	Class instruction in woodwind instruments for vocal and instrumental music education majors with emphasis on pedagogical principles, applied competency of fundamentals and literature. Alternate years
MUSC 182 – Voice Class1	MUSC 255 – Brass Class3
Pre-requisite: MUSC 181 – Voice Class. Offered on demand.	Class instruction in brass instruments for vocal and instrumental music education majors with emphasis on pedagogical principles, applied competency of fundamentals and literature. Alternate years
MUSC 183 – Voice for Instrumentalists2	MUSC 257 – Percussion Class2
Provides the instrumentalist with the foundations for singing to enable him/her to demonstrate musical lines using the voice. Includes basics of posture, breathing, phonation, and resonance. One semester of private voice may substitute. Offered on demand.	An instrumental methods course focusing on teaching percussion in the classroom; emphasizes correct performance practices, literatures, and class teachings. Alternate years
MUSC 206 – Basic Conducting2	MUSC 259 – Strings Class2
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. Offered on demand.	Class instruction in string instruments (violin, viola, cello, and bass) with emphasis on pedagogical principles, applied competency of fundamentals and literature. Alternate years.
MUSC 222 – Music Theory III3	MUSC 300 – Improvisation I2
This course is a continuation of MUSC 124 – Music Theory II. It teaches the history of musical technique on 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	Beginning study of the methods of pop music improvisation. Learning to improvise on simple chord changes (progressions). Emphasis on notation, terminology, and playing varieties of the Blues. Pre-requisite: MUSC 124 – Music Theory II. Offered on demand
MUSC 223 – Aural Skills III1	MUSC 301 – Improvisation II2
Aural training and sight singing to parallel Music Theory III. Co-requisite: MUSC 222 – Music Theory III. Fall	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. Offered on demand

MUSC 305 – Music Activities for Elementary Teachers2
 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 306 – Instrumental Conducting2
 This course examines the fundamentals of conducting including basic beat patterns, cueing, cut-offs, treatments of fermatas, and use of gesture. Students will discuss score preparation and rehearsal methods for instrumental ensembles. Pre-requisite: MUSC 124 – Music Theory II. Spring, alternate years

MUSC 307 – 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. Spring, alternate years

MUSC 310 – Music Technology2
 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, alternate years

MUSC 317 – Music Theatre..... 1-3
 Production of operas, opera workshop, Broadway musicals, variety shows, etc. Offered on demand

MUSC 320 – 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. Offered on demand

MUSC 325 – Vocal Pedagogy and Diction3
 Pre-requisite: Junior standing and four semesters of private voice study at the collegiate level. The objective of this course is to provide students with an understanding of the basics of teaching the singing voice, including basic anatomy of the singing mechanism. This course will include solo methods, techniques, and literature appropriate for the junior and senior high school student. Students will also learn the International Phonetic Alphabet and its application to singing diction of English, Italian, French, and German. Includes the teaching of studio and class voice. 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

MUSC 327 – Music History and Literature II3
 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

MUSC 330 – Contemporary Music2
 Trends in European and American music from about 1910 to the present, with emphasis on music since 1920. Offered on demand

MUSC 335 – 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 405 – Musical Form and Analysis2
 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 406 – Counterpoint.....2
 Elementary modal counterpoint and composition in the contrapuntal style of the 16th Century. Pre-requisite: MUSC 224 – Music Theory IV. Offered on demand, alternate years

MUSC 407 – Counterpoint.....2
 Elementary counterpoint and composition in the contrapuntal style of the 18th Century. Pre-requisite: MUSC 406 – Counterpoint. Offered on demand

MUSC 420 – Composition2
 Composition in traditional styles and/or electronic media. Pre-requisite: MUSC 224 – Music Theory IV. May be repeated.

MUSC 425 – 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 on demand

The following courses are Applied lessons. Special fees apply. Admission by consent of department chair and instructor.

MUSC 138, 238, 338, 438 – Voice..... 1-2
 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 MUSC 135N – Performance Class. Offered on demand

MUSC 139, 239, 339, and 439 – Piano..... 1-2
 One-to-one instruction focusing on the students particular needs. Emphasis on technique and repertoire. Weekly lessons and accompanying projects may be required. Co-requisite: Enrollment in Chorale, Concert Band, or Jazz Band and MUSC 135N – Performance Class. Offered on demand

MUSC 141, 241, 341, 441 – Flute..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 142, 242, 342, 442 – Oboe..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 143, 243, 343, 443 – Clarinet..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 144, 244, 344, 444 – Saxophone..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 145, 245, 345, 445 – Bassoon..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 146, 246, 346, 446 – Trumpet..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 147, 247, 347, 447 – Horn..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 148, 248, 348, 448 – Trombone..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 149, 249, 349, 449 – Euphonium..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 150, 250, 350, 450 – Tuba..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 151, 251, 351, 451 – Percussion..... 1-2
 Co-requisite: Enrollment in Chorale, Concert Band or Jazz Band, as appropriate to instrument and MUSC 135N – Performance Class. Offered on demand

MUSC 388 – Junior Recital, Offered on demand..... 1

MUSC 488 – Senior Recital, Offered on demand..... 1

The following courses are Ensembles.

MUSC 236, 336 – Chorale..... 1
 An ensemble of selected singers performing literature from the traditional repertoire and contemporary repertoire. In addition to campus concerts, the chorale take an annual tour. Open to all students by audition, the chorale rehearses three hours per week. Some individual preparation is expected of each member. Fall, Spring

MUSC 237, 337 – Concert Band..... 1
 An ensemble of selected wind and percussion instrumentalists performing literature of traditional and contemporary repertoire. In addition to presenting campus concerts, this group takes an annual regional tour. Open to all students by means of audition. One hour rehearsal, three times a week. Meets three hours per week. Fall, Spring

MUSC 376 – Vocal Pop Singers..... 1
 Offered on demand

MUSC 377 – Choral Union..... 1
 Fall

MUSC 378 – Chamber Singers..... 1
 Offered on demand

MUSC 384 – Percussion Ensemble..... 1
 Offered on demand

MUSC 385 – Jazz Ensemble..... 1
 Offered on demand

MUSC 386 – Brass Ensemble..... 1
 Offered on demand

MUSC 387 – Woodwind Chamber Ensemble..... 1
 Offered on demand

MUSC 291, 491 – Music Seminar..... 1-6
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. MUSC 491 is a writing intensive and capstone course. Offered on demand

MUSC 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.

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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

MUSC 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. 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

MUSC 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 departmental chair. Offered on demand

MUSC 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.

MUSC 297, 497 – Music 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.

MUSC 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

NURSING

NURS 121 – Basic Nursing Concepts I 5

NURS 121 is the first didactic nursing course of the AASPN program. It introduces the student to the discipline of nursing and focuses on nursing process, concepts of health, illness, adaptation, and homeostasis. Content/principles related to the following units are included in this course: Introduction to Nursing, Activity & Rest, Endocrine: Vitals, Nursing Process, Skin Integrity: Protection, Fluid & Electrolytes, Endocrine: Diabetes, Oxygenation: Respiratory, Medications, and Advanced Clinical Skills. Pre-requisites: High school chemistry and algebra, or equivalent. Co-requisite: NURS 198A – Basic Nursing Concepts Clinical I. Fall

NURS 131 – Basic Nursing Concepts II 5

NURS 131 builds upon theory and skills taught in NURS 121 – Basic Nursing Concepts I. Physiologic and psychosocial concepts are incorporated into each unit, addressing adaptation problems and underlying scientific concepts through 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: Psychosocial Concepts, Endocrine: Senses, Elimination: Genitourinary, Spiritual Care, Elimination: Gastrointestinal, Oxygenation: Cardiac, Neuro, Endocrine: Human Reproduction and Psych/Mental Health Nursing, 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 Activities 1-4

These elective courses involve participation in the Nursing Students Association (NSA) and are designed to aid in the development of professional roles and responsibilities as well as 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, retroactive to participation beginning in the fall semester. S/U grading only. Spring

NURS 198A – Basic Nursing Concepts Clinical I1

NURS 198A is the initial clinical course, and focuses on the attainment of basic clinical skills in the Nursing Learning Laboratory. Client care scenarios are utilized to aid in student application of the nursing process and implementation of nursing skills throughout course units. Pre-requisite: High school chemistry and algebra, or equivalent. Co-requisite: NURS 121 – Basic Nursing Concepts I. S/U grade only. Fall

NURS 198B – Basic Nursing Concepts Clinical II1

NURS 198B builds upon skills in NURS 198A–Basic Nursing Concepts Clinical I, and is the second clinical course. Students provide care for clients in all stages of growth and development. Clinical rotations include acute care and extended care settings. Clinical experiences encompass restorative and supportive nursing skills. 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

NURS 215 – Introduction to Pharmacology2

NURS 215 introduces the student to concepts and principles related to basic pharmacology, with a specific focus on safe, effective drug therapy. Comprehensive application of the nursing process to pharmacologic intervention is integrated throughout the course. Content emphasizes drug therapy as a means of enhancing the client’s own homeostatic mechanisms. The importance of utilizing current, credible sources of drug information is stressed.

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 clients with persistent (chronic) mental illness. The student will identify common, well-defined deviations in mental health and related interventions. Selected learning focuses on issues of the lived experience of 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 introduces the student to basic facts, principles and concepts relating to nutrition throughout the life cycle. The course focuses on: 1) helping the client achieve or maintain optimal nutritional status in promoting health and adaptation, and coping with illness; 2) studying nutritional disorders and deficiencies. The course emphasizes the application of these concepts in nursing situations. Pre-requisite: CHEM 115, 115L – Introductory Chemistry and Lab.

NOTE: NURS 240 is also available to students not enrolled in the Nursing Program, provided permission from the faculty teaching the course is obtained. 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 concepts of communication, critical thinking, and therapeutic nursing interventions as defined by the Department of Nursing. Content/principles related to the following units/topics are included in this course: (1) Fluid and Electrolytes, (2) Activity & Rest, (3) Human Reproduction & Sexuality, (4) Oxygenation: Cardiac, and (5) Protection. Physiologic and psychosocial factors are incorporated into each unit, 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. The student continues to build upon theory and skills taught in previous courses. Content/principles related to the following units/topics are included in this course: (1) Elimination: GU, (2) Neurologic, (3) Oxygenation: Respiratory, (4) Elimination: GI, (5) Endocrine, and (6) Senses. Students will demonstrate mastery of the concepts of communication, critical thinking and therapeutic nursing interventions as defined by the Department of Nursing. 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

NURS 298A – Psychiatric/Mental Health Nursing Clinical1

A clinical course in which students actively engage in learning experiences with individuals and families who are experiencing well-defined mental health illnesses. Students utilize the nursing process to care for clients of all ages and in all stages of growth and development to optimize mental health. Clinical experiences encompass nursing practices that are restorative, supportive and promotive in nature. A portion of the clinical experience may be offered at North Dakota State Hospital located in Jamestown, ND. 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

NURS 298B – Intermediate Nursing

Concepts Clinical I3

NURS 298B is a clinical course in which students actively engage in learning experiences aimed at assisting individuals and families to achieve optimal health by promoting adaptation. Students utilize the nursing process in caring for clients of all ages and in all stages of growth and development. Clinical rotations include wellness, acute care, extended care, and clinical learning laboratory settings. Clinical experiences encompass nursing practices that are restorative, supportive, and promotive in nature. 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

NURS 298C – Intermediate Nursing

Concepts Clinical II4

NURS 298C is a capstone clinical course in which students actively engage in the care of clients/families in all stages of growth and development. Clinical rotations are concentrated in acute care, specialty and clinical learning laboratory settings. Clinical experiences encompass nursing practices that are restorative, supportive, and promotive in nature. Student activity is more self-directed and 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

NURS 316 – Advanced Concepts I

Adult Health4

This course will focus on advanced nursing concepts related to adults experiencing acute and chronic illness including changes associated with aging. Disruptions in major body systems and multi-system disorders will be included. Concepts of care will focus on practices that are restorative, supportive and promotive in collaboration with other health care professionals. 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 the health assessment of the individual. The student will acquire knowledge and skills in assessment of health status utilizing a systematic approach to obtaining a history, performing a physical exam and making inferences from collected data. Pre-requisites: Admission to the BSN Completion Program or AASPN/RN licensure. Co-requisites: NURS 398A – Health Assessment Clinical. Fall

NURS 328 – Nursing Role Transition2

This theory course will introduce the student to professional nursing concepts and facilitate the transition from technical to professional nursing practice. Concepts include legal and professional practice parameters, nursing process, ethics, critical thinking and decision making, and relevant current issues. Pre-requisite: Admission to the BSN Completion Program. Co-requisites: NURS 321 – Health Assessment, NURS 398A – Health Assessment Clinical. Fall

NURS 330 – Nursing Research2

The focus of this course is on the research process and the role of the BSN prepared nurse as a consumer of nursing research. The student is introduced to the research process, application and utilization of research in professional nursing practice. The student will participate in activities related to critical analysis and utilization of nursing research in practice. 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 will introduce the student to community health nursing and community based nursing practice. The course focuses on health promotion, risk reduction and disease prevention for individuals and families throughout the lifespan. The course explores the role of the nurse in assessment of health risks and in developing appropriate intervention strategies. Students will be introduced to various career opportunities in non-traditional nursing and health care settings. 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 Clinical1

The clinical focus of this course affords the student the opportunity to utilize skills gained in the co-requisite course, Health Assessment. The student will obtain a health history, perform a physical examination and make inferences from collected data. Pre-requisites: Admission to the BSN Completion Program or AASPN/RN licensure. Co-requisites: NURS 321 – Health Assessment, NURS 328 – Nursing Role Transition. S/U grade only. Fall

NURS 398B – Clinical Concepts I3
 The focus of this course is to apply theory and skills learned in didactic courses to meet the health care needs of individuals and families in both traditional and non-traditional nursing practice settings. Students will enter new environments to provide inpatient, ambulatory and community based nursing care. 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

**NURS 415 – Advanced Concepts II
 Child Health2**
 This theory course explores advanced nursing concepts related to care of the acute and chronically ill child. Special consideration is given to the health problems and special needs of children and adolescents. Emphasis will be on restorative, supportive and promotive care in a variety of settings. Pre-requisite: 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 Concept II. Fall

**NURS 416 – Advanced Concepts III
 Special Populations2**
 This theory course explores the role of the registered nurse in caring for special populations of clients. These populations may include the gerontologic, end-of-life, oncologic, psychiatric, maternal, and newborn client. In addition, health care issues related to women and men individually, chronic illness in children and adults and issues seen in the culturally diverse population may be examined. Concepts of care will focus on practices that are restorative, supportive and promotive in a variety of settings. Pre-requisites: All 300 level nursing courses, PSYC 370 – Abnormal Psychology, NURS 415 – Advance 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 the student to the leadership and management concepts used by nurse managers. The course explores the five functions of leadership and management and exposes the student to the theoretical and practical knowledge needed by nurses in a changing health care system. 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 the concepts of health promotion introduced in Community Health I to focus on community based and population focused strategies for prevention, identification and management of health risks. The course introduces students to the nursing process as applied to targeted groups and vulnerable populations and emphasizes intervention through group health education. Emphasis is placed on the importance of understanding human diversity in order to provide quality health care to populations. 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

NURS 435 – Synthesis.....2
 This course is a capstone experience in which the student will synthesize professional nursing knowledge, roles and values. In addition, the student will explore the professional role expectations for transition into the workplace. 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

NURS 498A – Clinical Concepts II3
 This course expands upon the client care concepts introduced in Clinical Concepts I to focus on leadership and management opportunities in both traditional and non-traditional health care settings. Emphasis is placed on utilizing the nursing process to address health risks. Targeted group health education is a major theme. 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

NURS 498B – Clinical Concepts III5
 This capstone experience will enable the student to integrate knowledge and skills from previous courses and develop self-confidence in critical thinking and decision making. The student will collaborate with selected health professionals in diverse practice settings and incorporate all nursing roles necessary for competence as a beginning practitioner. 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

NURS 291, 491 – Nursing Seminar 1-6
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. NURS 491 is a writing intensive and capstone course.

NURS 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.

NURS 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 Student Support Services. (Maximum eight credits may be applied to graduation.)

NURS 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 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 departmental chair.

NURS 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.

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 Philosophy 3

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. Fall

RELS 203 – World Religions 3

An introduction to the origin and major tenets of Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam. Offered on demand

RELS 220 – Old Testament 3

A study of the religious, political, and social history of ancient Israel as reflected in the Hebrew Bible. Fall

RELS 230 – New Testament 3

An overview of the developments in the primitive Christian community as reflected in the New Testament. Fall

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 course work. 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, 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 Student Support Services (second floor) May Hall, room 211, 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 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 departmental 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, 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.

PHYSICS

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. 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

PHYS 212 – College Physics II 3
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

PHYS 251 – University Physics I 4
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, 166 – Calculus I and II. Co-requisite: PHYS 251L – University Physics I Lab. Fall, 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. Fall, even years

PHYS 252 – University Physics II 4
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. Spring, odd 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. Spring, odd 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 491 is a writing intensive and capstone course.

PHYS 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.

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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

PHYS 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. 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 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.

PHYS 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.

PHYS 297, 497 – Physics 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.

PHYS 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.

POLITICAL SCIENCE

POLS 115 – American Government 3

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 116 – State & Local Government 3

Where can you have the most direct impact on your government? Who delivers the most governmental services? State and local politics have often been considered dull and uninteresting. However, state and local governments are the most immediate link that we have with our government. This course will introduce the Constitutional inter-relationship of national, state, and local governments. Special emphasis will be placed on the powers and functions of the various branches of state and local governments. Spring, alternate years

POLS 201 – The Criminal Justice System 3

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. Offered on demand

POLS 240 – Political Ideologies 3

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 Opinion 3

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. Offered on demand

POLS 325 – Research Methods..... 3

“According to a recent survey ...” Have you ever been presented with the results of a survey and wondered how they arrived at the answer? Well, now you can understand how social scientists reach their conclusions. This course introduces basic research techniques of the social scientist. Offered on demand

POLS 330 – History of Political Thought 3

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. Offered on demand

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. Offered on demand

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. Offered on demand

POLS 346 – The Legislative Process3
 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. Offered on demand

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. Offered on demand

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. Offered on demand

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. Offered on demand

POLS 355 – The Russian Federation and Former Soviet Union.....3
 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. Offered on Demand.

POLS 360 – Comparative Government3
 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. Offered on demand

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 291, 491 – Political Science Seminar 1-6
 This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. POLS 491 is a writing intensive and capstone course.

POLS 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.

POLS 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

POLS 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. 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

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 departmental 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 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.

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 Sexuality3
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 Learners3
An introduction to gifted and handicapped learners for both elementary and secondary education students. Distinctive characteristics and special needs of learners in each of the major categories are addressed and appropriate instructional modifications are discussed. Provisions of PL 94-142 and later amendments are also discussed. Students get an opportunity to develop IEPs and observe exceptional learners mainstreamed in regular classroom settings. Pre-requisites: PSYC 111 – Introduction to Psychology. Fall, Spring

PSYC 289H – Group Dynamics.....3
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 Psychology3
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, PSYC 260 – History and Systems. Spring

PSYC 332 – Psychological Assessment.....3
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 Psychology3
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 Psychology.... 3
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. Spring

PSYC 353 – Adolescent Psychology 3
This course will involve a study of human change during the developmental period of adolescence. Emphasis will be given to biological, cognitive, social, emotional, and personality development. Other issues regarding the contexts of adolescent development and adolescent problems, stress, health, and coping will also be addressed. This course is valuable to students seeking careers in education, health related fields, psychology, or fields involved with the care and well-being of adolescents. This course is required for all secondary education students except K-12 majors, and is necessary for a middle school endorsement in teacher education. Pre-requisite: PSYC 111 – Introduction to Psychology. Fall, Spring

PSYC 355 – Psychology of Learning.....3
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. Fall, 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 Psychology.....3
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 Personality.....3
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 Psychology.....3
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 Seminar..... 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. PSYC 491 is a writing intensive and capstone course. Pre-requisites: Senior standing and PSYC 345 – Research and Experimentation in Psychology. Spring

PSYC 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.

PSYC 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 Student Support Services. (Maximum eight credits may be applied to graduation.)

PSYC 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. 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 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 departmental 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 Education 1-6
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, 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.

SCIENCE

SCNC 101 – Physical Science I 3
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. Co-requisite: SCNC 101L – Physical Science I Lab. Fall

SCNC 101L – Physical Science I Lab 1
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 101 – Physical Science I. 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 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

SCNC 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. 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 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.

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 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.

SCNC 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.

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

SEED 300 – Secondary Curriculum and Effective Teaching.....3

This course will include an exploration of secondary curriculum through the development of unit plans, lesson plans, and performance-based objectives. Effective instructional strategies, as well as approaches to multicultural education and classroom management issues, will be examined in depth as they apply to secondary classrooms, including middle schools. Two-weeks of field experience is required in a secondary setting. Pre-requisite: Admission to Teacher Education. Fall, Spring

SEED 370 – Reading in the Content Areas.....3

Teaching reading and study techniques that will enhance the effectiveness of subject matter instruction. Pre-requisite: Admission to Teacher Education. Spring

SEED 390M – Secondary Instrumental Music Methods.....3

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 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. Spring, alternate years

SEED 490B – Methods in Business Education.....3

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. Fall

SEED 490C – Computer Science Education.....3

For those pursuing a career in secondary or elementary education. Teaching about computers in elementary and secondary grades. Using computers to enhance the learning of other subjects. 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. Fall, Alternate years

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. Pre-requisite: 12 hours of Spanish or equivalent. Spring

SEED 490L – Methods of Teaching Secondary Language Arts3

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. Spring

SEED 490M – Secondary Choral Music Methods.....3

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 junior and senior high school teachers. Includes modern approaches to classroom and laboratory preparation, conduction, and evaluation. Fall

SEED 491 – Secondary Education Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. **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 School.....15
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

SEED 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.

SEED 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 Student Support Services. (Maximum eight credits may be applied to graduation.)

SEED 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. 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 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 departmental chair.

SEED 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.

SEED 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.

SOCIAL SCIENCE

SSCI 291, 491 – Social Science Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

SSCI 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. 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

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 departmental chair.

SSCI 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.

SSCI 297, 497 – Social Science 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.

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 200 – Introduction to Helping 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. Pre-requisites: Pre-social work majors or consent of instructor. Offered on demand

SWK 255 – Social Work in a Modern Society3
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.....2
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. Offered on demand

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. Offered on demand

SWK 299 – Special Topics, Readings 1-3
Special topics in Social Work based on student interest.

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. Offered on demand

SOC 253 – Juvenile Delinquency.....3
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. Offered on demand.

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. Offered on demand

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. Offered on demand

SOC 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. Offered on demand

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 reintegrative correctional functions of parole and community programs; and the future trends and issues of corrections. Offered on demand.

SOC 360 – Sociology of Aging.....3

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. Offered on demand

SOC 365 – Urban and Rural Communities.....3

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. Offered on demand

SOC 370 – The Family.....3

The study of the institution on the 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. Offered on demand

SOC 385 – Criminology.....3

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. Offered on demand

SOC 291, 491 – Sociology Seminar..... 1-6

This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. SOC 491 is a writing intensive and capstone course.

SOC 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.

SOC 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

SOC 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. 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

SOC 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 departmental chair.

SOC 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.

SOC 297, 497 – Sociology 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.

SOC 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.

SPANISH

SPAN 101, 102 – First Year Spanish I and II.....4, 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 include Language Laboratory use of audio tapes and computer programs. Fall, Spring

SPAN 201, 202 – Second Year Spanish I and II.....4, 4
For intermediate or second-year students. Review of first-year program to increase grammatical and conversational proficiency. Concentration on new structures and idiomatic expressions and includes Language Laboratory use of audio tapes and computer programs. 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 250 – Hispanic Civilization and Culture3
An introduction to the diversity and complexity of the Hispanic world taught in English. Selected readings and videocassette presentations generate topics for discussion which include the cultural history of both Spain and the New World, universal themes demonstrated in Juan Rulfo's short stories, Hispanic current events, and contemporary culture. Spring

SPAN 321 – Advanced Spanish4
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 425 – Hispanic Literature.....4
Students read representative Hispanic literature dealing with universal themes in English translation. Includes authors such as Garcia Marquez, Carlos Fuentes, Mario Vargas Llosa, and Jorge Luis Borges. Open to non-Spanish majors. Fall

SPAN 440 – Senior Conversation and Composition4
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: 12 hours of Spanish or equivalent. Fall

SPAN 291, 491 – Spanish Seminar 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. SPAN 491 is a writing intensive and capstone course.

SPAN 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.

SPAN 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

SPAN 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.

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 departmental chair.

SPAN 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.

SPAN 297, 497 – Spanish 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.

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.

THEATRE ARTS

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 1
 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 six credits. Fall, Spring

THEA 201 – Theatre Practicum 1
 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 Theatre 1
 Practical exercises with the human body as an expressive tool in the theatre. Spring

THEA 222 – Stage Makeup 1
 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 State’s own summer theatre program. May be repeated for a total of eight credits. Summer

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 2
 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 six credits. Fall, Spring

THEA 301 – Theatre Practicum 1
 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 – Directing 3
 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-requisites: THEA 110 – Introduction to Theatre and THEA 261 – Acting II. Spring

THEA 325 – Theatrical Design 3
 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

THEA 340 – Creative Dramatics 2
 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, Spring

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. Pre-requisite: THEA 110 – Introduction to Theatre. Fall, alternate years

THEA 360 – Advanced Acting 3
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 450 – Senior Project 2-4
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 Seminar..... 1-6
This course is designed for the exploration of specific topics which are not covered in regularly scheduled course work. THEA 491 is a writing intensive and capstone course. Offered on demand

THEA 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.

THEA 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 Student Support Services (second floor) May Hall, room 211, for specific information. (Maximum eight credits may be applied to graduation.)

THEA 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. 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 departmental chair. Offered on demand

THEA 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.

THEA 297, 497 – Theatre 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. 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 Seminar..... 1
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.

ASC 105 – Freshman Seminar, Second Semester 1
A second semester one hour continuation introduction to academic success designed for admitted participants of Educational Enhancement Services with less than 23 semester hours who have not yet completed an equivalent course at another institution. Pre-requisite: ASC 100 – Freshman Seminar. Graded. Spring. Enrollment is limited to Educational Enhancement Services participants.

ASC 107 – Transfer Seminar 1
A one hour introduction for a new Educational Enhancement Services participant who is transferring from another institution to transition to academic life at Dickinson State University. The course will also provide opportunities for transfer students to apply previously learned academic skills to a new academic environment. Graded. Fall. Enrollment is limited to Education Enhancement Services participants.

ASC 109 – Orientation for International Students 1
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 150 – Study Skills 1

A survey of effective study techniques including note-taking, time management related to studying, anxiety reduction, motivation, memory techniques, and learning styles. S/U. Fall, Spring. Enrollment is limited to Educational Enhancement Services participants.

ASC 300 – Completion Degree Seminar:

Strategies for Success..... 1

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 293, 493 – Peer Tutoring 1-6

Students in this course will survey theoretical foundations and practical application of learning styles, peer facilitation, mentoring, tutoring & instruction. EES participants will also earn credit as an academic tutor for Educational Enhancement Services. Tutors must be EES participants and are needed in a variety of academic areas (Maximum of eight credits may be applied to graduation). S/U. Fall, Spring. Enrollment is limited to Educational Enhancement Services participants.

ASC 400 – Portfolio Preparation..... 1

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.

ACADEMIC ADMINISTRATORS WITHIN COLLEGES AND DEPARTMENTS

PRESIDENT Lee A. Vickers, Ph.D.

VICE PRESIDENT FOR ACADEMIC AFFAIRS..... Richard D. Brauhn, D.A.

COLLEGE OF ARTS AND SCIENCES

Dean Richard D. Brauhn, D.A.

Department of Fine and Performing Arts Chair Kenneth Haught, Ph.D.

Department of Language and Literature Chair Hardin Aasand, Ph.D.

Department of Mathematics and Computer Science Chair Paul Johanson, Ph.D.

Department of Natural Sciences Chair Michael Hastings, Ph.D.

Department of Social Sciences Chair David Meier, Ph.D.

COLLEGE OF EDUCATION, BUSINESS, AND APPLIED SCIENCES

Dean Douglas A. LaPlante, Ph.D.

Department of Agriculture and Technical Studies Chair Pending

Department of Business and Management Chair Roger Kilwein, M.S.

Department of Health and Physical Education Chair Arlan Hofland, M.Ed.

Department of Nursing Chair Mary Anne Marsh, Ph.D.

Department of Teacher Education Chair Patrick Glashan, Ph.D.

ADMINISTRATIVE AND PROFESSIONAL STAFF WITHIN DIVISIONS AND OFFICES

OFFICE OF THE PRESIDENT

President Lee A. Vickers, Ph.D.
Administrative Assistant for
Special Projects/Director of
Institutional Research..... Dr. Peter Froelich, Ph.D.
K-16 Teaching & Learning
Strategist Karen A. Nelson, M.A.
Business Challenge
Coordinator Colleen Rodakowski, B.S.
Regional Director of the Small
Business Development Center..... Ronald Newman, B.A.
Director of Recruitment/Admissions and
Enrollment Management Steven Glasser, B.S.
TR Scholar in Residence & Special
Assistant to President..... Clay Jenkinson, M.A.
Admissions Representative Jay Danbom, B.U.S.
Admissions Representative Alicia Erickson, B.S.
Admissions Representative Rebecca Savelkoul, B.S.
Admissions Representative Steven Berry, B.A.
Center for Entrepreneurship and Rural
Revitalization Director Dr. Douglas Woodard, Ph.D.

DIVISION OF ACADEMIC AFFAIRS

Vice President for Academic
Affairs Richard D. Brauhn, D.A.
Dean of Arts and Sciences..... Richard D. Brauhn, D.A.
Dean of Education, Business,
and Applied Sciences Douglas A. LaPlante, Ph.D.
Director of Academic Records;
Affirmative Action Officer..... Marshall Melbye, B.S.
Director of Extended Campus & West
River Teacher Center Marty Odermann-Gardner, B.S.
Distance Video Coordinator Kathleen Obritsch, B.S.
Coordinator of Elementary
Education-Bismarck Louella Aronson, M.Ed.
Bismarck Program Site
Coordinator Cynthia Sanford, B.S.
Online Coordinator..... Anthony Willer, B.S.
Online Student Services Specialist..... Yvonne Roth, B.S.
Director of Library Services Lillian Crook, M.L.S.
Librarian Rita Ennen, M.L.S.
Librarian Eileen Kopren, M.L.S.

DIVISION OF BUSINESS AFFAIRS

Vice President for Business Affairs Alvin Binstock, B.S.
Controller Mark Lowe, M.B.A., C.P.A.
Director of Computer Services Todd Hauf, B.S.
Technical Support Technician Kim Thiel, B.S.
Database and Server Analyst..... Sagar Kondru, M.S.
Director of Food Services
(Sodexo, Inc. & Affiliates employee) Doug Walker
University Store and Facility
Manager Loretta Heidt, M.B.A., & M.M.
Coordinator of Personnel Services Gail Ebeltoft, B.S.
Coordinator of Special Events and
Scheduling Dustin Heick, B.S.
Student Finance Coordinator..... Janet Reisenauer, B.S.

DIVISION OF STUDENT DEVELOPMENT

Vice President for Student
Development..... George S. McClellan, Ph.D.
Senior Director of Student Life Hal Haynes, M.B.A.
Director of Career Services Bonnie Bohlman, B.S.
Director of the Center for
Multicultural Affairs Thy Yang, E.M.B.A.
Director of Academic
Success Center Mary Jo Gonzales, Ph.D.
Writing Center and Supplemental Instruction
Coordinator Kevin Moberg, M.A.
EES Program Coordinator..... Hilary Kaisershot, Ph.D.
EES Instruction and Advising
Coordinator Shawna Egli, B.S.
EES Intake and Transition Coordinator . Stacy Gaston, B.S.
Director of Financial Aid..... Sandy Klein, B.S.
Financial Aid Technical Coordinator Chris Meek, B.S.
Housing Coordinator Stuart Savelkoul, B.S.
Resident Director..... Corey Michalos, M.S.
Resident Director..... Jason Ostrowski, B.S.
Resident Director..... Karen Avery, B.A.
Student Health Nurse Carrie Knudson, B.S.N.
Director of Wellness Pattie Carr, M.S., R.D.

ADMINISTRATIVE AND PROFESSIONAL STAFF **WITHIN DIVISIONS AND OFFICES**

OFFICE OF DEVELOPMENT AND ALUMNI RELATIONS

Director of Development and Alumni Relations Kevin Thompson, B.S.
Foundation Gift Officer..... Mike Odegaard, A.A.
Manager of Foundation Financial Operations.....Harmony Kolling, B.S.
Alumni Activities Specialist.....Kristin Steffan, B.A.

OFFICE OF INTERCOLLEGIATE ATHLETICS

Director of Intercollegiate Athletics Roger Ternes, M.S.
Head Athletic Trainer Timothy Kreidt, M.S.
Baseball Coach, Instructor of Health and Physical Education Duane Monlux, M.S.
Men's Basketball Coach, Instructor of Education Scott Berry, M.Ed.
Men's & Women's Cross Country Coach..... Thadd O'Donnell, M.A.
Men's & Women's Golf Coach Tim Daniel, M.S.
Football Coach Henry Biesiot, M.S.
Assistant Football Coach..... Arlan Hofland, M.Ed.
Assistant Football Coach Peter Leno, M.S.
Assistant Football Coach..... Duane Monlux, M.S.
Assistant Football Coach..... John (Pete) Stanton, M.Ed.
Assistant Football Coach Thadd O'Donnell, M.A.
Rodeo Coach Scott Kleeman, M.B.A.
Assistant Rodeo Coach..... Stacy Gaston, B.S.
Softball Coach/Women's Basketball Coach Guy Fridley, B.S.
Men's & Women's Track and Field Coach John (Pete) Stanton, M.Ed.
Volleyball Coach David Moody, M.S.
Wrestling Coach Thadd O'Donnell, M.A.

OFFICE OF UNIVERSITY RELATIONS

Director of Public Relations and Marketing Ron Treacy
News Bureau/Publications Manager..... Shanna Schoch, B.A.
Graphics Designer and Publications CoordinatorMelissa Splichal, A.A.S.
Public Information CoordinatorMary McDermott, B.S.

FACULTY AND PROFESSIONAL STAFF

Initial year of employment at Dickinson State University indicated in parentheses.

- Vickers, Lee A.;** President; Professor of Education (1999)
Adams State College, B.A., M.A.; University of Wyoming, Ph.D.
- Aasand, Hardin;** Chair of the Department of Language and Literature; Professor of English (1986)
University of North Dakota, B.A.; University of Toronto, M.A., Ph.D.
- Abts, Cynthia;** Instructor of Music (2002)
Humbolt State University, B.A.; Ohio State University, M.M.
- Aronson, Louella;** Assistant Professor of Education (2006)
University of North Dakota, B.S., University of North Dakota, M.Ed.
- Avery, Karen;** Resident Director (2005)
Long Island Unit, C.W. Post, B.A.
- Ballard, Deborah;** Assistant Professor of Accounting (2003)
Ocean Country College, A.S.; Georgian Court College, B.S.; Plymouth State College, M.B.A.
- Ballard, John S.;** Professor of Spanish (1982)
Utah State University, B.A.; Purdue University, M.A.; Ohio State University, Ph.D.
- Barnhart, Margaret;** Lecturer of English (2004)
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.
- Berry, Scott;** Head Men's Basketball Coach, Instructor of Education (2003)
Central Washington University, B.A.; Heritage College, M.Ed.
- Berry, Steven;** Admissions Representative; Coach (2005)
Central Washington University, B.A.
- Biesiot, Henry A.;** Associate Professor of Health and Physical Education; Coach (1972)
Mayville State University, B.S.; University of North Dakota, M.S.
- Binstock, Alvin G.;** Vice President for Business Affairs (1974)
Dickinson State University, B.S.
- Bock, Judy A.;** Assistant Professor of Nursing (2000)
Dickinson State University, B.S.N., California State University Long Beach, M.S.N. Clarkson College, F.N.P. Certification
- Bohlman, Bonnie;** Director of Career Services (1998)
Dickinson State University, B.S.
- Brauhn, Richard D.;** Vice President for Academic Affairs; Dean of the College of Arts and Sciences; Professor of History (1991)
University of Northern Iowa, B.A., M.A.; University of North Dakota, D.A.
- Burgess, Lynn G.;** Assistant Professor of Biology (1999)
Utah State University, B.S.; Eastern Washington University, M.S.; Utah State University, Ph.D.
- Butz, Rolf;** Assistant Professor of Business (2000)
Dickinson State University, B.S., University of North Dakota, M.S.
- Callahan, Joseph P.;** Professor of Education (1986)
East Stroudsburg University, B.S., M.Ed.; University of Montana, Ed.D.
- Carr, Pattie;** Instructor of Fine and Performing Arts & Exercise Physiology (2001)
Director of the DSU Wellness/Fitness Program
Montana State University, B.S.; Ball State University, M.A., R.D.
- Conner, Daniel A.;** Associate Professor of Education and Psychology (1998)
Oregon State University, B.S., Ed.M., Ph.D.
- Conrick, Charles IV;** Assistant Professor of Business (2005)
University South Florida, B.A., Nova University, M.B.A., Argosy University, D.B.A.
- Crook, Lillian;** Director of Library Services (1982)
Dickinson State University, B.S.; George Peabody College of Vanderbilt University, M.L.S.
- Cummisk, Gary;** Associate Professor of Geography (2003)
Virginia Wesleyan College, B.A.; Central Washington University, M.S.; Cornell University, M.A.; University of Oregon, Ph.D.
- DeMarey, Deborah;** Assistant Professor of Biology (2005)
University of Maine, B.S. Westfield State College, B.S., Western New England College, M.B.A., University of Nebraska-Lincoln, Ph.D.

- Danbom, Jay;** Admissions Representative (2005)
Dickinson State University, B.U.S.
- Daniel, Tim Joe;** Assistant Professor of Health and Physical Education; Coach (1989)
Northwest College, A.S.; Dickinson State University, B.S.; Central Oklahoma University, M.S.
- Dargar, Anup;** Assistant Professor of Computer Science (2002),
Bombay University, Indiana, B.E.; Moorehead State University, M.S.
- Doherty, Steven;** Assistant Professor of Political Science (2004), University of Wisconsin-Superior, B.S., Iowa State University, M.A., Loyola University Chicago, Ph.D.
- Dragseth, Debora M.;** Assistant Professor of Business (1989), Dakota State University, B.S.; University of South Dakota, M.B.A.
- Eacret-Simmons, Carol;** Assistant Professor of Art, Director of DSU Art Gallery (2003)
Heartland Community College, A.A.; Illinois State University, B.F.A.; Kansas State University, M.F.A.
- Ebeltoft, Gail;** Coordinator of Personnel Services (1997)
University of North Dakota, B.S.
- Egli, Shawna;** EES Advising and Instruction Coordinator (2001), Dickinson State University, B.S.
- Erickson, Alicia;** Admissions Representative (2005)
Dickinson State University, B.S.
- Ennen, Rita;** Technical Service Librarian (2001)
University of North Texas, M.L.I.S.; Bob Jones University, B.S.
- Fernsler, Keith R.;** Professor of Sociology (1982)
Indiana University, B.A., M.A.; University of Montana, Ph.D.
- Ford, Deborah;** Associate Professor of English (2005)
Brooklyn College, B.A., Brooklyn College, M.A., St. Johns College, M.A., University of Southern, Mississippi, Ph.D.
- Foster, Karen;** Assistant Professor of English (2005)
Augustana College, B.A., University of South Dakota, M.A., University of Nebraska-Lincoln, Ph.D.
- Frank, Michael T.;** Associate Professor of Computer Science (1969), Concordia College, B.A.; North Dakota State University, M.S.
- Fridley, Guy;** College Recruiter; Director of Blue Hawk Booster Athletic Scholarship Program; Coach (2001)
Dickinson State University, B.S.
- Froelich, Peter K.;** Administrative Assistant for Special Projects; Director of Institutional Research (2000)
South Dakota State University, B.S., M.S., Ph.D.
- Gaston, Stacy;** EES Intake and Transition Coordinator; Assistant Rodeo Coach (2005)
National American University, B.S.
- Gingerich, Ronald;** Associate Professor of Theatre (1998)
California State University, B.A.; University of Alabama, M.F.A.
- Glashan, Patrick;** Assistant Professor of Education; Chair of Teacher Education; Director of Pre-service Teaching and Field Experiences (2004)
Loyola College of Montreal, B.A., B.S.; McGill University, M.Ed.; Gonzaga University, Ph.D.
- Glasser, Steven;** Director of Student Recruitment Admission and Enrollment Management (2006)
Dickinson State University, B.S.
- Gonzales, Mary Jo;** Education Enhancement Services Project Director (2002)
San Jose State University, B.A.; Washington State University, M.A., Ph.D.
- Hafidi, Deanna;** Instructor of Music (2002)
Western Connecticut State University, B.S.; University of Hartford, M.E.
- Hanson, Scott;** Assistant Professor of Accounting (2002)
Ball State University, B.S.; Golden Gate University, M.B.A.; University of Georgia, M.A.
- Hastings, Michael;** Chair of the Department of Natural Sciences; Professor of Biology (1984)
College of the Ozarks, B.S.; Southwest Missouri State University, M.A.; University of Arkansas, Ph.D.
- Hauf, Todd;** Director of Computer Services (1995)
North Dakota State University, B.S.
- Haught, Kenneth W.;** Chair of the Department of Fine and Performing Arts; Professor of Speech and Theatre (1993)
Clarion State College, B.A.; Emerson College, M.A.; Mankato State University, M.F.A.; Wayne State University, Ph.D.
- Haynes, Hal;** Executive Director of Student Life (1992)
Berea College, B.A.; University of Mary, M.M.

- Heick, Dustin;** Coordinator of Special Events and Scheduling (2003)
Dickinson State University, B.S.
- Heidt, Loretta;** University Store Manager (1998)
Dickinson State University, B.S.; University of Mary, M.B.A., M.M.
- Heth, Karen,** Assistant Professor of Business Education (1969), Dickinson State University, B.S.; University of North Dakota, M.S.
- Hofland, Arlan L.;** Chair of the Department of Health and Physical Education; Assistant Professor of Health and Physical Education; Coach (1987)
Dickinson State University, B.S.; University of North Dakota, M.Ed.
- Hofland, Gayle C.;** Assistant Professor of Nursing (1989)
Minot State University, B.S.N.; University of Mary, M.S.N.
- Jenkinson, Clay;** TR Scholar in Residence & Special Assistant to President, (2005) University of Minnesota, B.A., Oxford University, B.A., M.A.
- Johanson, Paul;** Chair of the Department of Mathematics and Computer Science; Assistant Professor of Mathematics (1999)
Moorhead State University, B.A.; Montana State University, M.S., Ph.D.
- Kaisershot, Hilary;** EES Program Coordinator (2006)
Murray State University, B.M. Ed., Boston University, M. Ed.
- Keogh, Priscilla;** Lecturer of Music (2004)
University of North Dakota, B.S.
- Kilwein, Roger A.;** Chair of the Department of Business and Management; Associate Professor of Business (1969)
Dickinson State University, B.S.; University of North Dakota, M.S.
- King, Doug;** Associate Professor of Agriculture (1997)
University of Saskatchewan, B.S.A.; New Mexico State University, M.S., Ph.D.
- Klein, Sandy;** Director of Financial Aid (1980)
Dickinson State University, B.S.
- Klusmann, Terry S.;** Assistant Professor of Nursing (1975)
Bismarck Hospital School of Nursing, Nursing Diploma; University of Mary, B.S.N.; University of Portland, M.S.N.
- Knudson, Carrie;** Student Health Nurse (1995)
University of North Dakota-Williston, P.N. Diploma; Dickinson State University, A.D.N., B.S.N.
- Kolling, Harmony;** Manager of Foundation Financial Operations (2000), University of Mary, B.S.
- Kondru, Sagar;** Database and Server Analyst (2004)
Osmania University, B.S.; Southern Illinois University, M.S.
- Kopren, Eileen D.;** Public Services Librarian (1975)
Dickinson State University, B.S.; George Peabody College of Vanderbilt University, M.L.S.
- Kraus, Amy;** Instructor of English (2004)
University of North Dakota, B.A.; University of Toronto, M.A.
- Krauss, Corinne E.;** Assistant Professor of Physics (2004)
Montana State University, B.S., University of Colorado, M.S., University of Colorado, Ph.D.
- Kreidt, Timothy;** Head Athletic Trainer; Adjunct Instructor of Physical Education (2000)
University of North Dakota, B.S.; St. Cloud State University, M.S.
- Laman, Barbara E.;** Professor of English (1992)
Florida International University, B.A.; University of Miami, M.A., Ph.D.
- Lantz, Cheryl;** Assistant Professor of Nursing (1999)
Medcenter One School of Nursing, RN Diploma; University of Utah, B.S.N.; University of North Dakota, M.S.
- Lasley, Elizabeth;** Assistant Professor of Education (2006)
Illinois State University B.S, Illinois State University M.S., Texas Women's University, Ph.D.
- LaPlante, Douglas A.;** Dean of the College of Education, Business, and Applied Sciences; Professor of Education (1991) University of Northern Iowa, B.A., M.A.; Iowa State University, Ph.D.
- Lee, Marilyn;** Assistant Professor of Art (2002)
Valdosta State University, B.A.; University of Memphis, M.F.A
- Leno, Peter J.;** Assistant Professor of Health and Physical Education; Coach; Program Coordinator of Ben C. Frank Human Performance Center (1991)
Valley City State College, B.A., B.S.; North Dakota State University, M.S.

- Lowe, Mark S.;** Controller (1981)
Mayville State University, B.A.; North Dakota State University, M.B.A., C.P.A.
- Mangru, Matadial;** Associate Professor of Mathematics (1996), Mankato State University, B.S., M.S.; University of Iowa, Ph.D.
- Marcusen, Margaret;** Lecturer of Communication (2003)
Dickinson State University, B.S.
- Marsh, Mary Anne;** Chair of the Department of Nursing; Assistant Professor of Nursing (1988)
University of Mary, B.S.N., M.S.N., University of North Dakota, Ph.D.
- Martin, Paula J.;** Professor of Chemistry (1986)
University of Montana, B.A.; University of Kansas, Ph.D.
- Massey, William L.;** Professor of Mathematics (1966)
North Dakota State University, B.S., M.S.
- Michalos, Cory;** Resident Director (2005)
George Mason University, B.A., Ohio University, M.S.
- McClellan, George;** Vice President of Student Development (2003)
Northwestern University, B.A.; M.S.Ed.; University of Arizona, Ph.D.
- McDermott, Mary;** Public Information Coordinator (1999)
Roberts Wesleyan College, B.S.
- McGarva, Andrew;** Associate Professor of Psychology (1997), State University of New York at Plattsburgh, B.A.; University of New Hampshire, M.A., Ph.D.
- McWilliams, Jim;** Associate Professor of English (2001)
Southwest Missouri University, B.A., M.A.; Southern Illinois University-Carbondale, Ph.D.
- Medlar, Richard;** Instructor of History and Political Science (2004), Wartburg College, B.A.; Northern Illinois University, M.S.
- Meek, Christopher;** Financial Aid Technical Coordinator (2006), Dickinson State University, B.S.
- Meier, David A.;** Chair of the Department of Social Sciences; Professor of History (1993)
Eastern Illinois University, B.A.; University of Wisconsin, M.A., Ph.D.
- Melbye, Marshall R.;** Director of Academic Records; Affirmative Action Officer (1980)
Moorhead State University, B.S.
- Moberg, Kevin;** Writing Center and Supplemental Instruction Coordinator (2006)
University of North Dakota, BA, University of North Dakota, M.A., University of North Dakota, Ph.D.
- Monlux, Duane;** Instructor of Health and Physical Education; Coach (2000)
Dickinson State University; B.S.; Chadron State College, M.S.
- Moody, David;** Assistant Professor of Health and Physical Education; Coach (1990)
University of Wisconsin-La Crosse, B.S.; Eastern Kentucky University, M.S.
- Nelson, Karen A.;** K-16 Teaching and Learning Specialist (2003), College of St. Catherine, B.A.; University of Minnesota, M.A.
- Newman, Ronald;** Regional Director of the Small Business Development Center Coordinator (2004)
Minot State University, B.A.
- Nordahl, Yvonne J.;** Assistant Professor of Nursing (2001)
Dickinson State University, B.S.; University of North Dakota, M.S.; Presentation School of Nursing, Diploma
- Novotorov, Andrew;** Assistant Professor of Agriculture (2003), Gorkiy Institute of Agriculture, Gorkiy, Russia, B.S., Leningrad Institute of Agriculture, Leningrad, M.S., Iowa State University, Ph.D.
- O'Donnell, Thadd;** Assistant Professor of Health and Physical Education; Coach (1995)
Dickinson State University, B.S.; Northern State University, M.A.
- Obrigewitch, Jennifer;** Lecturer of Agriculture; Mapping Specialist of the Agri-Security Center (2006)
Dickinson State University, B.S.
- Obritsch, Kathleen;** Distance Video Coordinator (1999)
Dickinson State University, B.S.
- Odegaard, Michael;** Foundation Gift Officer (2005)
Dickinson State University, A.A.
- Odermann-Gardner, Marty;** Director of Extended Campus and West River Teacher Center; Education Programs Coordinator (1999)
University of North Dakota, B.S., Antioch University McGregor, M.A.
- Ostrowski, Jason;** Resident Director (2002)
Dickinson State University, B.S.

- Perri, Tammy;** Assistant Professor of Accounting (2006)
Moorhead State University, B.S., University of Mary, M.M.
- Pierce, Ken;** Associate Professor of Chemistry (1995)
University of Wisconsin-River Falls, B.S.; University of
North Dakota, M.S., Ph.D.
- Quijano, Fernando F.;** Assistant Professor of Economics
(1992), University of Alaska, Fairbanks, B.A.;
University of North Dakota, M.A.
- Quijano, Yvonn;** Lecturer of Art (2004)
Dickinson State University, B.A.
- Reisenauer, Janet;** Student Finance Coordinator (1996)
Dickinson State University, B.S.
- Renner, Dorothy;** Lecturer of Psychology, English, and
German (2004), Dickinson State University, B.A., B.S.;
University of Maryland, B.S.
- Rodakowski, Colleen;** Business Challenge Coordinator
(2000), Dickinson State University, B.S.
- Roshau, Glen;** Lecturer of Mathematics and Economics
(2004), Dickinson State University, B.S., University of
North Dakota, M.S.
- Roth, Yvonne;** On-line Student Support Specialist (2005)
Dickinson State University, B.S.
- Savelkoul, Rebecca;** Admissions Representative (2005)
Dickinson State University, B.S.
- Savelkoul, Stuart;** Housing Coordinator (2005)
Dickinson State University, B.A.
- Sanford, Cynthia;** Bismarck Program Site Coordinator
(2000), North Dakota State University, B.S.
- Schoch, Shanna;** News Bureau/Public Relations Manager
(2005), Dickinson State University, B.A.
- Solheim, David R.;** Professor of English (1983)
Gustavus Adolphus College, B.A.; Stanford University,
M.A.; University of Denver, Ph.D.
- Splichal, Melissa;** Graphics Designer/Publications
Coordinator (2005)
Bismarck State College, A.A.S.
- Stankard Jr., William;** Assistant Professor of Psychology
(2003), University of Connecticut, B.A., Ph.D.
- Stanton, John (Pete);** Instructor of Health and Physical
Education; Coach (2000)
Dickinson State University, B.S.; Montana State
University, M.S.
- Steffan, Kristen;** Alumni Activities Specialist (2006)
Concordia College, B.A.
- Sticha, Selma;** Assistant Professor of Nursing (2004)
University of North Dakota, B.S.N; University of Mary,
M.S.N.
- Stroh, Tobias;** Assistant Professor of Agriculture (1990)
North Dakota State University, B.S.; University of Texas
at El Paso, M.S.
- Stull, Alison Dross;** Assistant Professor of Nursing (1992)
Dickinson State University, B.S.N.; University of North
Dakota, M.S.N.
- Swensen, G. Knude;** Associate Professor of Business (1996)
Brigham Young University, B.S.; University of Illinois,
Ph.D.
- Tallmon, James;** Director of Theodore Roosevelt Honors
Leadership Program, Professor of Communications
and Theatre (2002), Blackhills State University,
B.S.; Colorado State University, M.A.; University of
Washington, Ph.D.
- Taylor, Michael J.C.;** Assistant Professor of History (2001)
Rockhurst College, B.A.; University of Missouri Kansas
City, M.A., Ph.D.
- Ternes, Roger;** Director of Intercollegiate Athletics;
Assistant Professor of Health and Physical Education
(1999), Dickinson State University, B.S.; Chadron State
College, M.Ed.
- Thiel, Kim;** Technical Support Technician (2000)
Dickinson State University, B.S.
- Thompson, Kevin;** Director of Alumni and Foundation
(1988), Dickinson State University, B.S.
- Treacy, Ron;** Director of Public Relations and Marketing (2006)
University of Michigan, B.A., University of Michigan,
M.A., Western Michigan University, M.A.
- Voutsas, Kostas;** Assistant Professor of Business (2003)
Eastern Michigan University, B.S., M.S., M.B.A.
- Wax, Valeria Noel;** Assistant Professor of Education (2004)
Minot State University, B.S., M.S.
- Wheeler, L. Ray;** Professor of English (1965)
Pittsburg State University, B.A., M.A.; University of
North Dakota, Ph.D.

Willer, Anthony; Online Coordinator (2004)
Dickinson State University, B.S.

Williams, Kenneth D.; Associate Professor of Music (1999)
Broward College, A.A.; University of Miami, B.A.;
University of South Florida, M.A.; University of Miami,
D.M.A.

Wolf, William; Assistant Professor of Biology (2006)
Metropolitan University, B.A; Medical University South
Carolina, M.S.; Medical University of South Carolina;
Ph.D.

Woodard, Douglas H.; Director of the Dickinson
State University Center for Entrepreneurship and
Revitalization (2006)
Central Michigan University, B.S.; Michigan State
University, College of Human Ecology, M.S. and Ph.D.

Yang, Thy; Director of the Center for Multicultural Affairs
(2006)
Ottawa University, B.A., Sumner Academy of Arts
and Science, International Baccalaureate Diploma;
Benedictine College, Executive Business Administration

ADJUNCT FACULTY

Aamodt, Lisa; Adjunct Lecturer of Accounting
University of North Dakota, B.S.

Binek, Arnold; Adjunct Lecturer of Geology
Dickinson State University, B.S.

Bolin, Deborah; Adjunct Lecturer of Nursing
University of Mary, B.S.N

Branigan, Renee; Adjunct Instructor of Communication
Mt. Marty College, B.A.; University of North Dakota,
M.A.; Creighton University, M.A.

Brauhn, Mary Ann; Adjunct Instructor of Psychology
Mundelein College, B.A.; Northern Illinois University,
M.S.

Braunagel, Jeri; Adjunct Lecturer of Mathematics
Dickinson State University, B.S.

Bugbee, Jaclyn; Adjunct Lecturer of Accounting
North Dakota State University, B.S.

Burgess, Cynthia; Adjunct Lecturer of Biology and
Agriculture
Utah State University, B.S.

Carr, Patrick; Adjunct Professor of Agriculture
St. Meinrad College, B.S.; Ball State University, M.S.;
Washington University, M.S.; Montana State University,
Ph.D.

Cavett, Angela; Adjunct Assistant Professor of Psychology
North Dakota State University, B.S.; Saint Mary's
University of Minnesota, M.A.; University of North
Dakota, Ph.D.

Chapman, Charles; Adjunct Assistant Professor of
Accounting
North Dakota State University, B.A.; University of North
Dakota, J.D.

Charlebois, Rita; Adjunct Instructor of Education
Minot State University, B.S., University of North
Dakota, M.Ed.

Collins, Justin; Adjunct Lecturer of Health and Physical
Education
Dickinson State University, B.S.

Conlin, Peter; Adjunct Instructor of Business
University of North Dakota, B.A.; American Military
University, M.A.

Cutler, Erik; Adjunct Instructor of Education
University of Mary, B.S., M.M.

Dargar, Manjushree; Instructor of Accounting and
Mathematics
H.L. Commerce College, Ahmedabad, India B.S., M.S.

Dockter, David; Adjunct Lecturer of Agriculture
High School

Doohen, Sheila; Adjunct Lecturer of Computer Science
Dickinson State University, B.S.

Dorwart, Rebecca; Adjunct Lecturer of Accounting
Carroll College, B.A.

Dykema, Laurae; Adjunct Lecturer of Music
Dickinson State University, B.S.

Ebeltoft, Paul Jr.; Adjunct Assistant Professor of Political
Science
Gonzaga University, Spokane, WA., B.A.; The National
Law Center, George Washington University, Washington,
DC, J.D.

Eckroth-Riley, Joan; Adjunct Instructor of Music
University of Mary, B.S.; University of St. Thomas,
M.A.

- Ehli, Don;** Adjunct Lecturer of Communication
Dickinson State University, B.A., B.S.
- Ehlis, Cheri;** Adjunct Lecturer of Chemistry
Dickinson State University, B.S.
- Ehreth, Linda;** Adjunct Instructor of Elementary Education
University of Mary, B.Ed.; City University, Bellevue,
WA., M.Ed.
- Evans, Sheryl;** Adjunct Assistant Professor of Education
University of North Dakota, B.S., Lone Mountain
College, M.A.; University of North Dakota, Ph.D.
- Floberg, Lea;** Adjunct Instructor of Nursing
University of North Dakota, B.S., M.S.
- Fox, Mark;** Adjunct Lecturer of Business
Enrolled in the Accelerated Degree Program
- Walter-Frojen, Rhonda;** Adjunct Lecturer of Art
Dickinson State University, B.S.
- Haakenson, Becky;** Adjunct Instructor of Business
University of Mary, B.S.; University of North Dakota,
M.B.A.
- O’Kara Hann, Camille;** Adjunct Assistant Professor of
Communication
Dickinson State University, B.A., B.S.; University of
North Dakota School of Law, J.D.
- Hanna, Kathleen;** Adjunct Instructor of English
Brigham Young University, B.I.S.; Utah State University,
M.A.
- Hauck, Clarence;** Adjunct Lecturer of Agriculture
- Hauschild, Jessie;** Adjunct Lecturer of Biology
Dickinson State University, B.S.
- Hauf, Lori;** Adjunct Lecturer of Business Education
Dickinson State University, B.S.
- Heley, Ruth;** Adjunct Lecturer of Music
Hartt School of Music, B.M.
- Hope, James;** Adjunct Assistant Professor of Business
University of North Dakota, B.A., J.D.; C.P.A.
- Hornbacher, Perry;** Adjunct Assistant Professor of History
North Dakota State University, B.S., M.S.; University of
North Dakota, J.D., D.A.
- Huber, Lane;** Adjunct Instructor of Communication
University of North Dakota, B.S.; University of Mary,
M.M.
- Hulsing, Roene;** Adjunct Lecturer of Accounting
Concordia College, B.A.; C.P.A.
- Huncovsky, Camey;** Adjunct Lecturer of Art
Dickinson State University, B.S.
- Jackson, Sue;** Adjunct Instructor of Religion
North Dakota State University, B.S.; University of Notre
Dame, M.A.
- Jahner, Jarvis;** Adjunct Lecturer of Art
Dickinson State University, B.A.
- Johanson, Janet;** Adjunct Lecturer of Business
Dickinson State University, B.U.S.
- Johnson, Bonnie T.;** Adjunct Instructor of History
Drake University, B.A., M.A.
- Johnston, Merry A.;** Adjunct Instructor of Communication
Purdue University, B.S.; Northwestern University, M.A.
- Kantrud, Deborah;** Adjunct Lecturer of Business
Dickinson State University, B.S.
- Karie, Laurie;** Adjunct Instructor of Social Work
Mid-America Nazarene University, B.A.; University of
Kansas, M.A.
- Kincaid, Tana;** Adjunct Assistant Professor of Education
Montana State University, B.A.; Syracuse University,
M.S., M.S., Ph.D.
- Kolling, Cal;** Adjunct Instructor of Business
St. Mary’s University of Minnesota, B.A.; University of
Minnesota, M.A.
- Kreidt, Timothy;** Adjunct Instructor of Physical Education
University of North Dakota, B.S.; St. Cloud State
University, M.S.
- Krogen-Able, Nancy;** Adjunct Instructor of Business
University of Mary, B.S., M.M.
- Laumb, Kellie;** Adjunct Instructor of Biology
University of South Dakota, B.P.A.; University of Mary,
B.U.S., M.P.T.
- Lindsey, Carol;** Adjunct Instructor of Business
University of Mary, B.S.; M.M.
- Locket, Pamela;** Adjunct Lecturer of Nursing
Dickinson State University, B.S.N.
- Loegering, Paula;** Adjunct Lecturer of English
Concordia College, B.S. Ed.

- MacDuffie, Bruce;** Adjunct Instructor of Religion
Blackburn College, B.A.; Boston University, M.Ed.;
Seabury Western Theological Seminary, D.Min.
- Mangru, Leila;** Adjunct Assistant Professor of
Communication
Mankato State University, B.S.; California Coast
University, Ed.D., Ph.D.; University of Iowa, M.A.
- Mann, Lynelle;** Adjunct Instructor of Mathematics
Dickinson State University, B.S.; California State
University, Bakersfield, M.A.
- McKirdy, Colleen;** Adjunct Instructor of Music
Northern State University, B.M.; University of Denver,
M.A.
- McKirdy, Scott;** Adjunct Instructor of Music
Jamestown College B.A. Iliff School of Theology,
Master of Divinity;
- Meiers, Vivian;** Adjunct Instructor of Education
University of Minnesota, B.S.; University of North
Dakota, M.Ed.
- Metz, Dan;** Adjunct Lecturer of Biology
University of Minnesota, B.S.
- Meyer, Lucy;** Adjunct Lecturer of Nursing
Dickinson State University, B.S.
- Mielke, Carol;** Adjunct Associate Professor of Business
University of North Dakota, B.S., M.S.; Saint Louis
University, Ph.D.
- Miller, Gene;** Adjunct Lecturer of Agriculture
Colorado State University, B.S.
- Miller, Jackie;** Adjunct Lecturer of Business
Dickinson State University, B.A.
- Monlux, Duane;** Adjunct Instructor of Health and Physical
Education
Dickinson State University, B.S.; Chadron State College,
M.S.
- Nelson, N. Karen;** Adjunct Instructor of Communications
Capital University, B.A.; Bowling Green State
University, M.A.
- Newton, Jarri;** Adjunct Instructor of Agriculture
Dickinson State University, B.S.
- Norland, Jack;** Adjunct Assistant Professor of Agriculture
Iowa State University, B.S.; Montana State University,
M.S.
- Ogaard, Pam;** Adjunct Instructor of Computer Science
St. Olaf College, B.A.; University of Northern Iowa,
M.A.
- Ostrowski, Miranda;** Adjunct Lecturer of Biology
Dickinson State University, B.S.
- Perkins, Mark;** Adjunct Lecturer of Music
Dickinson State University, B.S.
- Peters, Mary;** Adjunct Lecturer of Business
Dickinson State University B.S.
- Poland, Woodrow (Chip);** Adjunct Assistant Professor of
Animal and Range Science
West Virginia University, B.S.; South Dakota State
University, Ph.D.
- Privratsky, Rudolph;** Adjunct Lecturer of Agriculture
North Dakota Division of Independent Study, Auto
Engines Completion Certificate; Welding 40 Hour
Course Completion Certificate; Specialized Adult
Welding 130 Hour Course
- Reichert, Pamela;** Adjunct Lecturer of Health and Physical
Education
Dickinson State University, B.S.
- Reynolds, Robin;** Adjunct Lecturer of Art
Dickinson State University, B.U.S.
- Riegler, Henry;** Adjunct Associate Professor of Psychology
Virginia Military Institute, B.A.; Springfield College,
M.Ed.; University of Kansas, Ph.D.
- Ribb, Thomas;** Adjunct Lecturer of Accounting
University of North Dakota, B.S.
- Roshau, Cherie;** Adjunct Lecturer of Art
Dickinson State University, B.S.
- Rowe, J.D.;** Adjunct Lecturer of Agriculture
Kansas State University, B.S.; Kansas State University,
D.V.M
- Saxowsky, David;** Adjunct Associate Professor of
Agriculture
North Dakota State University, M.S.; Ohio State
University, J.D.
- Schiff, Janel;** Adjunct Lecturer of Communication
Moorehead State University, B.S.
- Schlosser, Bill;** Adjunct Instructor of Accounting
Northern State College, M.S.

- Schroeder, Rachelle;** Adjunct Instructor of Economics
Dickinson State University, B.S.; University of North Dakota, M.B.A.
- Skogen, Audrey;** Adjunct Lecturer of Nursing
Dickinson State University, B.S.N.
- Sickler, Warren;** Adjunct Lecturer of Business Education
Dickinson State University, B.S.
- Smith, Bonnie;** Adjunct Instructor of English
Dickinson State University, B.S.; North Dakota State University M.A.
- Snavely, Marie;** Adjunct Instructor of Art
Dickinson State University, B.A., B.S.; Northern State University, M.A.
- Sorenson, Nathan;** Adjunct Lecturer of Accounting
Dickinson State University, B.S.; C.P.A.
- Spanjer, Denise;** Adjunct Lecturer of Business Education
North Dakota State University, B.A.
- Steffan, Deanna;** Adjunct Lecturer of Business
Dickinson State University, B.S.
- Steiner, Ronald;** Adjunct Instructor of Education
Dickinson State University, B.S.; Northern State College, M.S.Ed.
- Tomanek, Claudia;** Adjunct Assistant Professor of Education
University of North Dakota, B.S.Ed.; Northern State College, M.S.Ed.; University of North Dakota, Ed.D.
- Tuhy, Jerry;** Adjunct Lecturer of Agriculture
North Dakota State University, B.S.
- VanderBusch, Kathleen;** Adjunct Lecturer of Business and Computer Science
Dickinson State University, B.S.
- Veit, Donna;** Adjunct Lecturer of Business and Computer Science
Dickinson State University, B.S.
- VerDouw, Douglas;** Adjunct Instructor of Accounting
University of Mary, B.S.
- Vogle, Misti;** Adjunct Instructor of Art
Minot State University, B.S., B.A., and M.Ed.
- Vranna, Jeff;** Adjunct Instructor of Music
Dickinson State University, B.S.; University of Montana, M.M.
- Vuolo, Joseph;** Adjunct Associate Professor of Accounting
University of Delaware, B.S.; University of Denver, M.B.A.
- Wangen, Chara;** Adjunct Instructor of Communication
North Dakota State University, B.A., M.A.
- Wahl, Nancy;** Adjunct Lecturer of Nursing
North Dakota State University, B.S.
- Wald, Rachel;** Adjunct Instructor of English
Dickinson State University, B.A.
- Wardner, Mandy;** Adjunct Lecturer of Theatre
Dickinson State University, B.S.
- Waters-Wheeler, Tamara;** Adjunct Instructor of Psychology
University of Regina, B.A.; Minot State University, B.S.W., B.A., M.Ed.
- Weinberg, Kurt;** Adjunct Instructor of Elementary Education
Springfield College, B.S.; University of Northern Colorado, M.A.
- Wheeler, Jay;** Adjunct Instructor of Business
University of Mary, B.S., M.S.
- Wilson, Shirley;** Adjunct Lecturer of Accounting
University of Mary, B.S.
- Witte, Jeremy;** Adjunct Lecturer of Computer Science
Dickinson State University, B.S.
- Wolf, Linda;** Adjunct Instructor of Biology
University of North Dakota, B.S.; University of Wisconsin, M.S.
- Wright, Jim;** Adjunct Associate Professor of Business
University of North Dakota, B.S., M.Ed.
- Wyckoff, Cameron;** Adjunct Lecturer of Accounting and Communication
Dickinson State University, B.S.
- Yourk, Laurie;** Adjunct Lecturer of Mathematics
Dickinson State University, B.S.

FACULTY EMERITI

Neil N. Ableidinger	Assistant Professor Emeritus of Education
Elwood H. Brown	Professor Emeritus of Music
Philip W. Conn	President Emeritus
Myron L. Freeman	Professor Emeritus of Biology
Bertha R. Geiger	Associate Professor Emerita of Physical Education
R. Cameron Gillund	President Emeritus
William Goetz	Associate Professor Emeritus of Business
Roger F. Huffman	Associate Professor Emeritus of Physical Education
Thomas E. Jensen	Professor Emeritus of Education
LaVern M. Jessen	Assistant Professor Emeritus of Physical Education
Richard T. King	Professor Emeritus of Accounting
Edward Kluk	Professor Emeritus of Physics
Paul C. Larsen	Professor Emeritus of Education
Calvin Lundberg	Associate Professor Emeritus of Education
Neil R. McFadgen	Associate Professor Emeritus of English
LeRoy A. Oberlander	Associate Professor Emeritus of German
Frank C. Pearson	Professor Emeritus of Music
Georgia L. Raasch	Instructor Emerita of Nursing
Leland Skabo	Professor Emeritus of Business Education
Winifred B. Stump-DeLong	Professor Emerita of Speech
Robert G. Todd	Professor Emeritus of Chemistry
Donald Vick	Professor Emeritus of Mathematics
Gerald J. Waldera	Associate Professor Emeritus of Political Science
Jean Anne Waldera	Associate Professor Emerita of Speech and Theater
Albert A. Watrel	President Emeritus; Professor Emeritus of Chemistry
Kay Werremeyer	Associate Professor Emeritus of Education
Darwin G. Whelan	Associate Professor Emeritus of Education
Dale M. Zieman	Professor Emeritus of Chemistry
Carl F.W. Larson	Professor Emeritus of English

STATE BOARD OF HIGHER EDUCATION MEMBERS
AND UNIVERSITY SYSTEM ADMINISTRATORS

Pam Kostelecky, President..... Dickinson

John Q. Paulsen, Vice President..... Fargo

Sue Andrews Mapleton

Bruce Christianson..... Minot

Beverly Clayburgh..... Grand Forks

Richard Kunkel Devils Lake

Patricia Olson..... Grand Forks

Richie Smith..... Wahpeton

Dr. John Pederson Mayville

Robert Potts, Chancellor Bismarck

Michel Hillman, Vice Chancellor for Academic Affairs Bismarck

Laura Glatt, Vice Chancellor for Administrative Affairs Bismarck

DICKINSON STATE UNIVERSITY PRESIDENTS

1918 - 1929	Samuel T. May	University of Illinois College, L.L.B. University of Iowa, Ph.D.
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	Lee A. Vickers	Adams State College, B.A. Adams State College, M.A. University of Wyoming, Ph.D.

INDEX

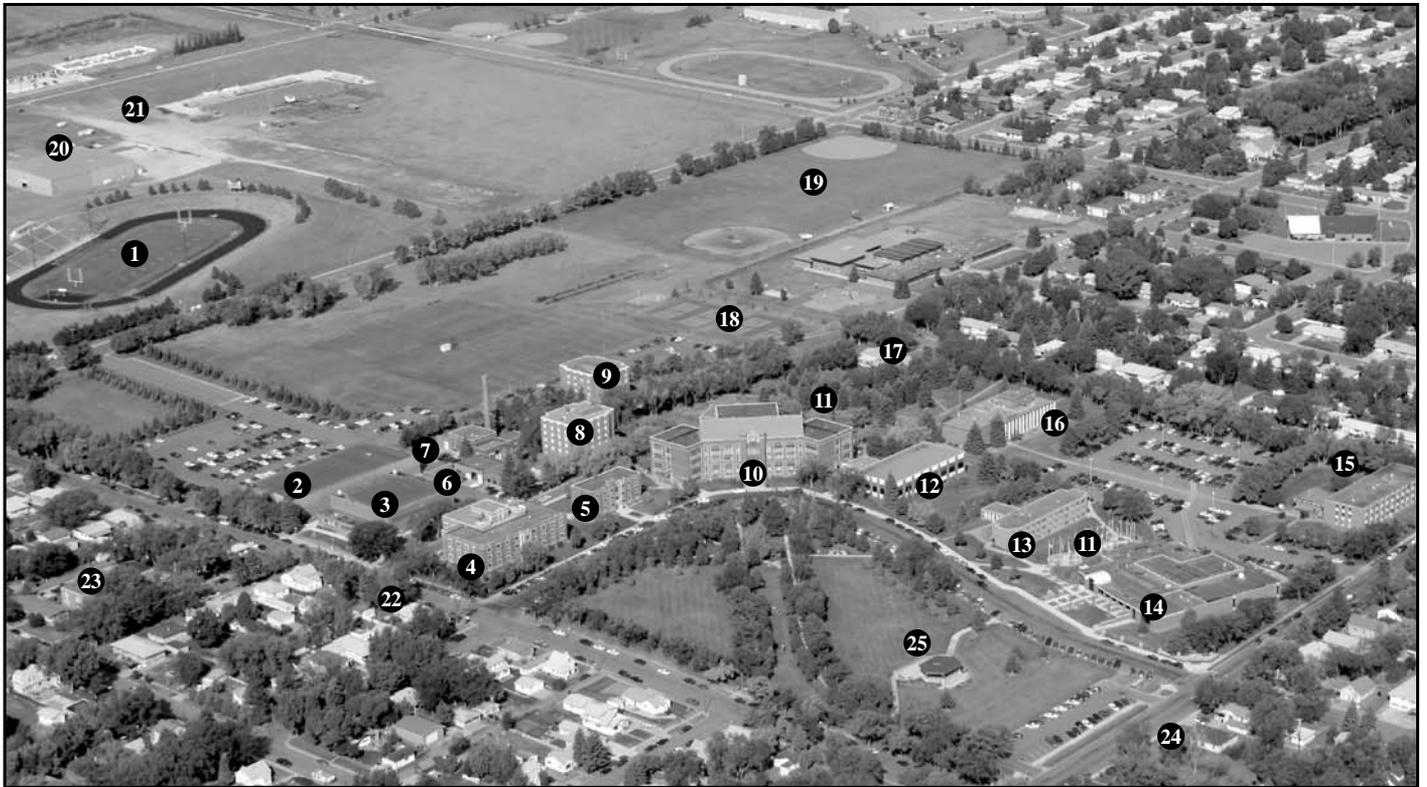
Academic Administrators within Colleges and Departments.....	229	Bachelor of Applied Science in Technology.....	34, 151
Academic Advising.....	22	Bachelor of Arts Degrees.....	33
Academic Affairs Calendars.....	4	Bachelor of Arts Degree-Art.....	67
Academic Affairs.....	32-51	Bachelor of Arts Degree-Biology.....	96
Academic Disciplinary Action.....	40	Bachelor of Arts Degree-Chemistry.....	100
Academic Honors.....	48	Bachelor of Arts Degree-Communication.....	69
Academic Misconduct.....	40	Bachelor of Arts Degree-Composite Social Science.....	104
Academic Probation.....	41	Bachelor of Arts Degree-Computer Science.....	90
Academic Reinstatement.....	41	Bachelor of Arts Degree-English.....	81, 153
Academic Success Center.....	22	Bachelor of Arts Degree-Environmental Health.....	97
Academic Suspension.....	41	Bachelor of Arts Degree-History.....	105
Accreditation and Memberships.....	6	Bachelor of Arts Degree-Mathematics.....	89
Adding a Course.....	38	Bachelor of Arts Degree-Music.....	75
Administrative and Professional Staff within Divisions and Offices.....	231	Bachelor of Arts Degree-Political Science.....	106
Administrative Withdrawal from Courses.....	38	Bachelor of Arts Degree-Spanish.....	85
Administrative Withdrawal from the University.....	38	Bachelor of Arts Degree-Theatre.....	78
Admission Requirements.....	8	Bachelor of Arts Degree-Writing.....	83
Advanced Placement Examinations.....	43	Bachelor of Science Degrees.....	34
Advisor “Holds”.....	41	Bachelor of Science Degree-Accounting.....	117
Affirmative Action Statement.....	2	Bachelor of Science Degree Agriculture Studies.....	111
Alternative Credit-Earning Options.....	42	Bachelor of Science Degree-Art Entrepreneurship.....	66
State Board of Higher Education Members and University System Administrators.....	242	Bachelor of Science Degree-Biology.....	95
Appeal Process for Financial Aid Suspension.....	16	Bachelor of Science Degree-Business Administration: (Online).....	151
Application for Graduation.....	48	Bachelor of Science Degree-Business Administration.....	118
Application Procedure.....	8	Bachelor of Science Degree-Chemistry.....	99
Applied Lessons.....	72	Bachelor of Science Degree-Computer Science.....	89
Armed Service Credit.....	40	Bachelor of Science Degree-Computer Technology Management.....	90
Armed Service Training and Experience.....	42	Bachelor of Science Degree-Environmental Health.....	97
Armed Service Veterans Registration.....	17	Bachelor of Science Degree Human Resource Management.....	122
Assessment Program.....	32	Bachelor of Science Degree-Mathematics.....	88
Associate Degrees.....	35	Bachelor of Science Degree-Nursing Completion Program.....	135
Associate in Applied Science Degree.....	35	Bachelor of Science Degree-Psychology.....	146
Associate in Applied Science Degree-Office Administration.....	124	Bachelor of Science Degree-Social Work (Linkage Program).....	107
Associate in Applied Science Degree-Practical Nursing Program.....	134	Bachelor of Science Degree-Writing.....	84
Associate in Arts Degree.....	35, 47	Bachelor of Science in Education Degrees.....	34
Associate in Science Degree.....	35	Bachelor of Science in Education Degree-Art Education.....	66
Associate in Science Degree-Agriculture Sales and Service.....	113	Bachelor of Science in Education Degree- Biology Education.....	94
Associate in Science Degree Agriculture Sales and Service: Equine Option (On-line).....	151	Bachelor of Science in Education Degree- Business Education.....	121
Attached Credit.....	42	Bachelor of Science in Education Degree- Chemistry Education.....	98
Audit of Academic Courses.....	37	Bachelor of Science in Education Degree- Choral Music Education.....	74
Baccalaureate Degree Requirements.....	33		

Bachelor of Science in Education Degree- Communication Education.....	69	Course Numbers.....	36
Bachelor of Science in Education Degree- Composite Music Education	73	Credential Files	24
Bachelor of Science in Education Degree- Composite Social Science Education.....	103	Credits	35
Bachelor of Science in Education Degree- Composite Science Education.....	93	Cross Listed Courses.....	45
Bachelor of Science in Education Degree- Elementary Education	141	Curricula	33
Bachelor of Science in Education Degree- English Education	82	Dance Program.....	70
Bachelor of Science in Education Degree-History	106	Declaration of Major.....	33
Bachelor of Science in Education Degree- Instrumental Music Education	74	Dean's List	48
Bachelor of Science in Education Degree- Mathematics Education.....	88	Department of Agriculture and Technical Studies	111
Bachelor of Science in Education Degree- Physical Education K-12.....	128	Department of Business and Management	116
Bachelor of Science in Education Degree- Spanish Education.....	86	Department of Fine and Performing Arts.....	65
Bachelor of Science in Education Degree- Technology Education.....	145	Department of Health and Physical Education	127
Bachelor of Science in Education Degree- Theatre Education	77	Department of Language and Literature	80
Bachelor of University Studies Degrees	34, 154	Department of Mathematics and Computer Science	87
Bismarck State College Workforce Training	156	Department of Natural Sciences	92
Bismarck State College Site.....	150	Department of Nursing	130
Buildings on Campus.....	6-7	Department of Social Sciences	102
Campus, Description.....	6	Department of Teacher Education.....	136
Career Assessment	24	Directed Study	45
Career Services	24	Directory Information	11
Catalog Years of Limitations.....	49	Disbursement of Funds	15
Certificate Programs	150	Disclaimer/ND State Board of Higher Education.....	2
Challenge Examinations	42	Distribution of Scholarships and Awards.....	18
Change of Enrollment Status	38	Double Degree	47
Change of Final Grade.....	39	Dropping a Course	38
Changing Majors or Advisors	35	Dual Credit Course Work.....	155
Class Attendance Policy.....	36	Educational Enhancement Services	22
CLEP.....	43	Educational Records	11
CLEP Subject Area Tests and Scores.....	44	Elementary Education.....	34
Closed Classes	41	English Program.....	81
Clubs and Organizations	28	Entrepreneurship Certificate Program.....	126
College of Arts and Sciences	64	Equal Opportunity/Affirmative Action	2
College of Education, Business, and Applied Sciences.....	110	Erasing Terms for GPA Purposes	40
Communication Proficiency Policy and Complaint Procedure.....	51	Evening Programs.....	150
Composite Social Science Criminal Justice Track Objectives.....	104	Experiential Learning.....	42
Consortium Agreements.....	15	Extended Campus	149
Course Conflict	41	Faculty and Professional Staff	232-237
Course Descriptions	158-228	Faculty Emeriti.....	241
Course Enrollment Restrictions	38	Faculty, Adjunct	237-240
		Family Educational Rights and Privacy Act (FERPA)	11
		Farm and Ranch Management Certificate Program.....	114
		Final Examination Policy.....	41
		Financial Aid Appeal Process	16
		Financial Aid (How to Apply).....	12
		Financial Aid (Who May Apply)	12
		Financial Aid (When to Apply).....	12
		Financial Assistance.....	12-17
		First Year Experience	23
		Food Service	26

Foreign Exchange Program Study Abroad	50	Mission Statement.....	52
Freshman Seminar	23	Mission, Role, and Scope Statement of Dickinson State University.....	5
GED Requirements	8	Motor Vehicle and Parking Regulations	30
General Education Curriculum	61	Multicultural Affairs	25
General Regulations.....	31	Music.....	71
General Education Requirement Transfer Agreement (GERTA)	61	North Campus Apartments.....	25
Global Awareness Scholars List.....	48	Notification of Financial Aid	12
Grade Appeals.....	39	Notification of Rights under FERPA.....	11
Grade Point System.....	36	On-line	150
Graduating Students Taking Final Exams.....	42	Open Enrollment.....	8
Graduation Honors.....	48	Out-of-state Students	9
Graduation Requirements	46-47	Peer Tutoring.....	23
Graduation Requirements-Bachelor's Degree	46	Penalties and Enforcement.....	31
Graduation Requirements-Associate in Science Degree	46	Policy Appeal.....	49
Graduation Requirements-Associate in Applied Science Degree.....	47	Practical Nursing Program.....	132
Graduation Requirements-Associate in Arts Degree	47	Praxis II Testing	141
Graduation Requirements-Certificate Program.....	47	Pre-Professional Skills Test	140
Graphic Design	70	Pre-Professional Studies	57-60
Health Services, Student	27	Pre-Service Teaching	140
High School Students Taking College Courses	9	President's List.....	48
Historical Sketch.....	5	President's Message	1
Honors/Leadership Program	52-56	Presidents - Dickinson State University	243
Housing Fees.....	30	Recording a Major or Minor on a Degree Not Earned at Dickinson State University	48
Housing Policy.....	25	Refund of Room and Board	27
How Financial Aid is Determined.....	12	Refunds for Tuition and Fees.....	30
How Scholarships and Awards are Processed.....	18	Repetition of Courses.....	37
Human Resource Management Certificate	126	Required H.S. Core Curriculum.....	9
Incompletes - Work in Progress	37	Residence Halls.....	25
Independent Study	45	Residency Status	9
In-state Students.....	9	Residential Life	25
Institutional Academic Requirements	61	Return of Title IV Funds	15
Interactive Video Network (IVN)	155	Rights/Responsibilities of Applicants	12
Intercollegiate Athletics	29	Room and Board Plan Options	26
International Students	9	Room Rates.....	26
Internships.....	45	Satisfactory Academic Progress.....	16
Inter-term and Summer Session.....	35	Satisfactory/Unsatisfactory Option.....	36
Intramural Athletics	29	Scholarship Information.....	18
Job Fairs.....	24	Scholarships (How to Apply).....	18
Job Procurement Skills	24	Scholarships (When to Apply).....	18
Journalism Program	84	Scholarships (Who May Apply).....	18
Learning Communities.....	23	Scholarship Funds.....	19-21
Limits of Hours Acceptable Toward Graduation	47	Secondary Education	34
Location and Setting	5	Service Learning	42
Main Campus, Buildings	6	Smoking Policy	27
Main Campus Map.....	248	Social Work.....	107
Maintaining Eligibility.....	18	Southwest Pipeline of Information for Communities and Education (SPICE).....	155
Major/Minor Minimum Credit Requirements	33		

Special Access Fee.....	45	Transcribed Academic Data “Frozen”	39
Special Course and Program Fees.....	30	Transfer Credits.....	39
Special Topics Courses	45	Transfer of Credits from Non-Regionally Accredited Institutions	39
State Board of Higher Education Members	242	Transfer Students	10, 41
Stoxen Library	49	Tuition and Fees.....	29
Student Activities.....	28	Types of Financial Assistance	13
Student Body Classification.....	36	University Learning Outcomes and Assessment Program....	32
Student Center.....	28	University, The (General Information)	6
Student Development.....	24-31	Wellness Program	27
Student Employment.....	15	West River Teacher Center.....	141
Student Evaluation of Faculty and Courses	33	Western Undergraduate Exchange Admission (WUE)	9
Student Guide.....	29	Williston State College Site	150
Student Health Services	27	Withdrawal from the University	49
Student Load	35	Withholding of Transcripts or Registration	39
Students with Disabilities	23	Writing Across the Curriculum	32
Study Abroad Programs	15	Writing Center.....	23
Substitution - Waiver Policy	42	Writing Program	83
Supplemental Instruction	23	Wroxton College.....	50
Table of Contents	3		

MAIN CAMPUS MAP



- | | |
|--------------------------------|---------------------------------------|
| 1. Whitney Stadium | 14. Student Center |
| 2. Wienbergen Hall | 15. Woods Hall |
| 3. Scott Gymnasium | 16. Murphy Hall |
| 4. Klinefelter Hall | 17. President's Residence |
| 5. Stickney Hall | 18. Main Campus Apartments |
| 6. Garage and Service Building | 19. Future Home of Hawks Landing |
| 7. Power Plant | 20. Agriculture Building/Indoor Arena |
| 8. DeLong Hall | 21. Outdoor Arena |
| 9. Pulver Hall | 22. Miller Apartments |
| 10. May Hall | 23. Altringer Apartments |
| 11. International Flag Plaza | 24. Alumni/Foundation House |
| 12. Stoxen Library | 25. King Pavilion |
| 13. Selke Hall | |

NOT SHOWN: North Campus: Office of Extended Campus, North Campus Apartments, Interactive Video Network (IVN), West River Teacher Center; South Campus: Art Program