



Minot State
UNIVERSITY

Our Place. Our Legacy. Our Vision.

Undergraduate Catalog



2013–2014

Subject to Change Statement

This catalog has been prepared by faculty and administration to provide information to prospective and enrolled students. The right is reserved to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to add or increase fees is similarly reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the University.

Regarding Discrimination

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported to the Human Resource Director in the Administration Building.

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Undergraduate Calendar Dates

Fall 2013–1410	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Classes begin after 4 p.m.	Mon., August 26	Mon., August 26	
Classes begin	Tues., August 27	Mon., August 26	Mon., October 28
Labor Day, University closed	Mon., September 2	Mon., September 2	Mon., September 2
Last day to add	Wed., September 4	Thurs., August 29	Thurs., October 31
Last day to drop a class or withdraw from all classes and receive a 100% refund	Wed., September 4	Thurs., August 29	Thurs., October 31
Last day to withdraw from all classes and receive a 75% refund	Fri., October 4	Thurs., September 12	Thurs., November 14
Spring semester graduation application due to advisor	Fri., October 11	Fri., October 11	Fri., October 11
Midterm Grades	Mon., October 21		
Spring semester graduation application due to Registrar's Office	Fri., October 25	Fri., October 25	Fri., October 25
Spring registration for currently enrolled students	October 22-24	October 22-24	October 22-24
Last day to withdraw from all classes and receive a 50% refund	Sun., November 3	Wed., September 25	Wed., November 27
Veterans Day, University closed	Mon., November 11	Mon., November 11	Mon., November 11
Last day to drop	Fri., November 15	Fri., October 4	Fri., December 6
Thanksgiving vacation (University closed Thursday)	November 28-29	November 28-29	November 28-29
Final exams	December 16-20	October 16-17	December 18-19
Grades must be entered by 12 NOON	Mon., December 23	Mon., October 21	Mon., December 23

Spring 2014–1430	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Classes begin after 4 p.m.	Mon., January 13	Mon., January 13	
Classes begin	Tues., January 14	Mon., January 13	Mon., March 24
Martin Luther King Day, University closed	Mon., January 20	Mon., January 20	Mon., January 20
Last day to add	Thurs., January 23	Thurs., January 16	Thurs., March 27
Last day to drop a class or withdraw from all classes and receive a 100% refund	Thurs., January 23	Thurs., January 16	Thurs., March 27
President's Day, University closed	Mon., February 17	Mon., February 17	Mon., February 17
Last day to withdraw from all classes and receive a 75% refund	Mon., February 24	Thurs., January 30	Thurs., April 10
Fall & Summer semester graduation application due to advisor	Fri., March 7	Fri., March 7	Fri., March 7
Midterm Grades	Mon., March 10		
Fall & Summer semester graduation application due to Registrar's Office	Fri., March 21	Fri., March 21	Fri., March 21
Spring Break	March 17-21	March 17-21	March 17-21
Summer and Fall registration for currently enrolled students	March 25-27	March 25-27	March 25-27
Last day to withdraw from all classes and receive a 50% refund	Thurs., March 27	Wed., February 12	Wed., April 23
Last day to drop	Fri., April 11	Fri., February 21	Fri., May 2
Easter Break (University closed Friday only)	Apr. 18-21	Apr. 18-21	Apr. 18-21
Final exams	May 12-16	March 5-6	May 14-15
Commencement MSU Dome at 10 a.m.	Fri., May 16	Fri., May 16	Fri., May 16
Grades must be entered by 12 NOON	Mon., May 19	Mon., March 10	Mon., May 19

Summer 2014–1440 **Standard 8 Week Term Classes begin** Tues., May 27..... **(visit www.minotstateu.edu for flexible summer term schedule, dates and deadlines)**

Last day to drop a class or withdraw from all classes and receive a 100% refund	Sat., May 31
Last day to add	Sat., May 31
Last day to withdraw from all classes and receive a 75% refund	Sun., June 15
Last day to withdraw from all classes and receive a 50% refund	Mon., June 30
Last day to drop	Tues., July 1
Federal holiday, University closed	Fri., July 4
Last day of classes	Tues., July 22
Final exams	July 23-24
Grades must be entered by 12 NOON	Mon., August 4

Introduction to Minot State University

History

Minot State University is a comprehensive public university whose purpose is to foster the intellectual, personal, and social development of its students, and to promote the public good through excellence in teaching, research, scholarly activity, and public service. Minot State is an integral part of the state and region it serves, and its mission and purposes are linked inextricably to the needs, aspirations, and commonwealth of the people of North Dakota.

Since its founding in 1913, Minot State University has evolved steadily in fulfilling its commitment to serving North Dakota and creating opportunities for its citizens. Today the University offers a wide array of undergraduate programs in the liberal arts and the professions, and graduate education in eight master's programs and one specialist program.

Originally established as a two-year normal school devoted to preparing teachers for service in the prairie schools of northwestern North Dakota, the institution soon expanded its offerings in response to the needs of the region, a pattern that has been repeated many times in Minot State's subsequent history. Those who governed the institution recognized the need to add teacher preparation programs in the fine arts, liberal arts and sciences, and professional fields.

In 1924 the institution was given authority to offer the baccalaureate degree, and programs in the liberal arts began at Minot State. Programs in the sciences, humanities, fine arts, and social sciences were developed. Later, programs in special education, speech pathology, business, and nursing were added. In 1964 the school's name was changed to Minot State College, and its mission expanded to include graduate education at the master's level. In 1987 the institution's name was changed to Minot State University, and today the University offers master's degrees in communication disorders, criminal justice, education, management, management information systems, mathematics, music, science, and special education. The University offers one specialist degree in school psychology.

Vision 2013: The Future of the University

Core Values and Purpose

Core values are deeply imbedded in the minds of the people who serve and sustain the institution and are readily recognized and appreciated by those served by the institution. Planning for the future depends on the affirmation of Minot State University's core values and core purpose. Minot State University is built upon a core commitment to students, learning, service, and cooperation, and upon a respect for people and place.

CORE VALUES

MSU cares deeply about its students, their learning, and their growth. The University is proud of its values and long-term commitment to:

- Teaching and learning with excellence, integrity, and engagement
- Serving students and others respectfully and responsibly
- Following high ethical and moral principles
- Supporting the values of community and place, where all community members are valued and respected for their work, contributions and freedom of expression.

CORE PURPOSE

Minot State University helps people appreciate life and learning and contribute meaningfully to the lives of others.

Mission

Minot State University is a regional, public institution located in the northwest region of North Dakota, serving students from Minot, the region, state, nation, and other countries. Undergraduate and graduate courses and programs are offered on campus and at a distance, through face-to-face, online, and alternative modes of delivery. Non-credit and professional training and experiences are offered to students and community members.

Committed to high academic standards and professional support for students, the university is dedicated to student success, engaged and life-long learning, advancement of knowledge, effective student service, and development of students of character. These commitments are grounded in effective and motivated teaching and learning, scholarship, and service. General studies and a variety of programs are offered in the arts and sciences, business, and education and health sciences. A wide range of student support services is provided to on-campus and off-campus students.

The University values critical and creative thinking, vitality of communities and cultures, stewardship of place, and multicultural and global environment. The University honors and supports the dignity and rights of diverse individuals, freedom of expression, academic freedom, ethical and moral behavior, integrity, fairness, and honesty.

Minot State University is first and foremost devoted to the success of all students, their growth and development as educated citizens, their confidence, and their life-long devotion to the common good and welfare of others.

Strategic Goal and Vision 2013

The University will serve students and others so that they can grow through continued learning, and make a difference in the world for others. To do that requires not only advancing knowledge but engaging and motivating others purposefully in the best of what we know for the betterment of others. Achieving this goal depends on a powerful and distinctive

vision focused on service to students, place, and learning.

GOAL

Minot State University will achieve national distinction as one of the premier public, regional universities in the “great” Great Plains.

VISION

The University of the future will achieve a national reputation as an institution of place and engagement that is dedicated to high-quality student learning within an inclusive community, to student growth, character, and success, to diversity and multiculturalism, to valuing and supporting faculty and staff, and to a life-long commitment to the common good.

Concomitantly, the MSU graduate of the future will be known for vision, creativity, compassion, tolerance, character, sound judgment, and commitment to the life of the community and the common good. Confident, insightful, and learned, and devoted to life-long learning, the MSU graduate will be well prepared for the future, and capable of realizing positive achievements and accomplishments in career, life, and service to others.

Strategies and Priorities: Achieving the Distinctive Goal

STRATEGY ONE: Creating a Distinctive Mission Focused on Engagement and Place

Create and promote a distinctive mission, vision and premier institutional character based on curricula and services known for high quality, engagement, relationship to place, and the integration of knowledge, theory and practice.

STRATEGY TWO: Fostering Engaged Learning and Place for the Benefit of Students

Raise academic standards and expectations exceptionally high for quality teaching and engaged learning; create and sustain a dynamic place and engaged campus atmosphere and design conducive to high-quality learning and student support.

STRATEGY THREE: Valuing Faculty and Staff Within an Engaged Community

Recruit, retain, and support well-qualified faculty and staff as valued members of an inclusive community, dedicated and devoted to the institutional mission, to engaged learning, and to student support and success.

STRATEGY FOUR: Building a Diverse and Multicultural University Climate

Develop and support a diverse, multicultural, and inclusive campus community.

STRATEGY FIVE: Focusing on Student Success and Future Achievements

Provide students with a strong and engaging academic experience for intellectual and personal growth, formation of sound character, and development of abilities and skills required for success in future careers and endeavors.

STRATEGY SIX: Creating a Commitment to Civic Engagement, Service, and the Common Good

Enhance and strengthen the University’s mission and purview to include civic engagement, experiential learning, and activities focused on collaboration, partnerships, community relations and involvement; complementing the institution’s educational function through a concerted and deliberate effort to connect higher education and the common good.

STRATEGY SEVEN: Ensuring Future Institutional Viability, Vitality, and Growth

Ensure MSU’s future viability, the vitality of its campus proper, and its success and competitiveness.

Campus and Region

The University’s tree-lined campus provides students a friendly and personal atmosphere. The campus includes five residence halls, seven classroom buildings, the Student Center, library, domed athletic facility, a concert hall, two theaters, and an art gallery.

The University is located in Minot, North Dakota, a city of over 42,500 that serves as the cultural, educational, and commercial center of a region which includes western North Dakota, eastern Montana, and southern Saskatchewan and Manitoba. Minot is known for its beautiful residential areas, spacious parks, and busy commercial districts. Here students find many of the cultural advantages usually associated with larger cities, including a symphony orchestra, an opera company, two theatre companies, three art galleries, a fine arts center, numerous choral groups, and a city band. Minot International Airport is served by Delta Airlines, United Airlines, Frontier Airlines, and Allegiant Air. The city is also served by Amtrak. Minot is situated in one of the finest agricultural, industrial, and commercial areas in the state. The city is near the great Garrison Dam on the Missouri River which offers world-class outdoor recreational opportunities in fishing, boating, sailing, hunting and camping.

Degree Offerings

	Degree Program	Undergraduate Minor	Concentration	Certificate	Non-degree Advising Program
General Studies	BGS				yes
Honors Program			yes		yes
Studies in Community & Environment	BA				
College of Arts and Sciences					
Art	BA, BFA, BSE	yes	yes		
Options: Art History(BA only), Ceramics, Crafts, Graphic Design, Painting, Photography, Printmaking and Drawing, Sculpture.					
Applied Statistics		yes	yes		
Arts Administration	BS				
Biology	BA, BSE	yes	yes		
Bioinformatics	BS	yes			
Broadcasting	BA		yes		
News Writing and Editorial Option					
Production Option					
Public Relations/Advertising Option					
Chemistry	BA, BSE	yes	yes		
Clinical Laboratory Science	BS				
Communication	BA				
Communication Arts	BSE	yes	yes		
Computer Programming				yes	
Computer Science	BS	yes	yes		
Creative Dramatics		yes			
Criminal Justice	BS, MS, PhD*	yes	yes		
Earth Science	BSE	yes			
Economics		yes	yes		
Engineering Studies			yes		
English	BA, BSE	yes	yes		
Environmental Geology		yes			
Foreign Language: Dual Languages	BA				
Foreign Language: Arabic	BA	yes			
Foreign Language: French		yes	yes		
Foreign Language: German	BA, BSE	yes	yes		
Foreign Language: Spanish	BA, BSE	yes	yes		
Gender/Women's Studies		yes	yes		
Geography		yes	yes		
Geology	BA	yes	yes		
Gerontology		yes	yes		
History	BA, BSE	yes	yes		
Humanities		yes			
Mathematics	BA, BSE, MAT	yes	yes		
Multimedia Studies	BS				
Music	BA, BSE, MME	yes	yes		
Native American Studies		yes	yes		
Philosophy		yes	yes		
Physical Science			yes		
Physics			yes		
Pre-Chiropractic				yes	
Political Science			yes		
Pre-Dental Hygiene				yes	
Pre-Dentistry				yes	
Pre-Engineering				yes	
Pre-Law				yes	
Pre-Medical				yes	
Pre-Mortuary				yes	
Pre-Occupational Therapy				yes	
Pre-Optometry				yes	
Pre-Pharmacy				yes	

* Joint Ph.D. program in Criminal Justice with the University of North Dakota (UND)

	Degree Program	Undergraduate Minor	Concentration	Certificate	Non-degree Advising Program
Pre-Physical Therapy					yes
Pre-Radiologic Technology					yes
Pre-Seminary					yes
Pre-Veterinary Medicine					yes
Pre-Wildlife Studies					yes
Print Communications				yes	
Public Administration				yes	
Radiologic Technology	BS				
Science	MAT				
Social Science	BA, BSE				
Sociology	BA	yes	yes		
Tracks: Criminology, Environmental Sociology, Ethnic and Gender Studies, Political Sociology, Studies in Aging, Social Psychology					
Theatre Arts	BA/BSE			yes	
Theatre Management				yes	

College of Business

Accounting	BS	yes	yes		
Application Software Specialist					yes
Applied Business Information Technology	BAS				
Applied Management	BAS				
Business Administration		yes			
Business Education	BSE		yes		
Energy Economics and Finance	BS				
Finance	BS		yes		
Fraud Examination			yes		
Information Processing					yes
Information Systems	MS				
International Business	BS	yes	yes		
Management	BS, MS	yes	yes		
Management Information Systems	BS		yes		
Office Services					yes
Marketing	BS		yes		yes
Personal Finance (non-business majors)					yes
Virtual Business			yes		
Web Development					yes

College of Education and Health Sciences

Addiction Studies	BS	yes	yes		
Athletic Training	BS				
Sports Medicine					yes
Coaching			yes		
Communication Disorders	BS, MS				
Emphases only for MS: Speech-Language Pathology					
Corporate Fitness	BS				
Driver Traffic Safety					yes
Education	MED				
Early Childhood Education	BSE				
Kindergarten Concentration, Special Education Concentration, Creative Dramatics Concentration, Business Administration Concentration					
Elementary Education	BSE				
Grades 1–6 Option, Kindergarten Concentration, Middle School Concentration, Reading Concentration					
Health Education			yes		
Health Management Science			yes		yes
Health and Wellness					yes
Nursing	BSN				
Physical Education	BSE		yes		
Psychology	BA		yes		yes
Sports Medicine					yes
School Psychology	Ed. Specialist				
Social Work	BSW				
Special Education	AS, BS, BSE, MS	yes	yes		yes

Emphasis areas include BSE: Special Education, BS/AS Human Services in IDD, Minor: Deaf & Hard of Hearing, Concentration: Special Education

Admissions

General Application Procedures

At present, there is no mandatory application deadline; however, it is suggested that all students planning to enter the University for the fall term apply by April 1 of the preceding spring. Students planning to enter during subsequent terms should apply at least one month in advance. In general, early applicants receive higher priority for financial aid, housing, and class availability.

First-Year Student (Freshman)

Admission Requirements

Committed to high academic standards and professional support for students, Minot State University is dedicated to student success, engaged and life-long learning, advancement of knowledge, effective student service, and development of students of character. All first year students will participate in First Year Experience, academic advising through Minot State Success Center, and Peer Mentoring. Additional assessments will be used to identify specific individual needs. Advisors will work closely with students to define goals, establish appropriate supports, and monitor progress.

To apply for admission, students must submit:

- A completed undergraduate Application for Admission
- A \$35 non-refundable application fee
- Proof of two immunizations for measles, mumps, and rubella
- Official transcripts (all final high school, GED, or college/university transcripts)
- High School Core Admission Requirements (see page 11)
 - Required of first-year students with a high school graduation date of 1993 to present
 - Required of U.S. students only
- ACT or SAT scores
 - Required of all U.S. and Canadian students who are less than 25 years of age on the first day of class

Automatic Admission:

22-36 ACT/1020-1600 SAT OR 3.25 high school GPA.

Admission with Enrollment Provisions:

20-21 ACT/940-1010 SAT and 2.0-3.249 cumulative high GPA.

- * 17 credit enrollment limit during first term of attendance
- * Specific course placement
- * Academic and student support services

OR

- * 17-19 ACT/810-930 SAT and 2.0-3.249 GPA
- * 15 credit enrollment limit during first term of attendance
- * Specific course placement
- * Academic and student support services

Admission by Review:

Minot State University encourages all students to apply even if they do not meet the above ACT/SAT and or high

school GPA requirements. Each applicant may be reviewed based on additional criteria determined by the Admissions Exemption Committee. Enrollment provisions may be determined upon admission.

*Subject to change

Application Process

Admission begins by submitting an admission application and the corresponding \$35 fee to the Enrollment Services Office. Other required items may be submitted at later dates as they become available. All materials should be on file prior to the student's registration. The \$35 application fee is mandatory and nonrefundable. A letter will then be sent to the prospective student advising of fully admitted, file incomplete, or denied admission status. Students must be fully admitted before financial aid will be distributed. Eligible students will receive subsequent electronic correspondence directing them to the date, place, and time for orientation/registration activities.

Immunization Records

Health Record/Proof of Two Immunizations for measles, mumps, and rubella (MMR) is required by the State Board of Higher Education. Upon the student's request, such records are sometimes available through the student's high school (or college for transfer students) and can be sent to the University along with the student's high school (college) transcript. Proof of immunization for measles, mumps, and rubella requires 1) two doses of vaccine given no less than one month apart, or 2) positive serologic tests, or 3) proof that date of birth is prior to 1957. **No student will be permitted to enroll in a subsequent term until immunization or documentation of a waiver is complete.**

ACT or SAT scores are used to determine a student's acceptance to the University, the scores must be submitted as a part of the admission process. The scores are used to assist students and their academic advisors in making good academic planning decisions. ACT scores should be sent to the University directly from the ACT office in Iowa City, Iowa. A student specifies the schools to which he/she wants scores sent at the time of writing the ACT exam. Subsequent requests may be made by contacting ACT Records, P.O. Box 451, Iowa City, IA 52243, (319)337-1313. **Note: Minot State University's ACT code is 3214.** While the ACT is preferred, the University accepts SAT scores as well. SAT scores: SAT College Board ATP, P.O. Box 6200, Princeton, NJ 08541, (609) 771-7600. **Note: Minot State University's SAT code is 6479.**

Official Transcripts

An official high school transcript records all work completed from grades 9-12, as well as the official date of high school graduation and cumulative GPA. This transcript must be sent directly from the high school to the Enrollment Services Office. A student may start the admission's process by submitting the application and \$35 fee. Full admission status is

contingent upon receipt of the final, official transcript, sent when it becomes available.

Students who hold a GED (General Education Development—high school equivalency certificate), rather than a high school diploma, must submit photocopies of their GED scores and certificates. For admission purposes GED scores must average ≥ 450 overall with no score lower than 410 on any of the subparts. Students generally may not take the GED until they are at least 18 years of age and their high school class has graduated. Applicants with a GED are required to provide ACT/SAT score results and high school transcripts for further review, unless they are 25 years of age or older.

High School Core Admission Requirements

North Dakota State Board of Higher Education policy (402.2) requires that all students who completed their high school studies in the United States in 1993 to present must have completed the following high school courses before being permitted to enter Minot State University:

English (4 units*)

Including the development of written and oral communication skills.

Laboratory Science (3 units)

Including at least one unit each in two or more of the following: biology, chemistry, physics, or physical science.

Mathematics (3 units)

Algebra 1 and above, excluding business, consumer, and general mathematics.

Social Studies (3 units)

Excluding consumer education, cooperative marketing, orientation to social science, and marriage/family.

*A unit typically represents one year of study.

The State Board of Higher Education strongly recommends that high school students intending to enroll in baccalaureate universities take algebra II (advanced algebra) and 2 units of a single classical or modern language, including American Sign Language and Native American languages.

Orientation

New Minot State University students (freshman and transfer) are required to complete a new student orientation. To facilitate completion of this requirement the campus will hold CONNECT events during the summer and before the spring semester. These events will introduce students to the University through information sessions, a campus tour, academic advising, and will conclude with the student registering for classes. A virtual option is also available for distance students. Information about CONNECT events are sent electronically to all students who have been admitted to the University.

Mentor program

The Mentor Program is designed to assist new students with the transition to the academic and social environment of Minot State University. This is accomplished by pairing incoming students with a faculty/staff/peer mentor who knows Minot State University policies and procedures, as well as

which resources are available on and off campus to help students succeed. The mentor will also serve as a central point of contact for the student during his/her first year at Minot State University.

Transfer Admission Requirements

Transfer students with less than 24 transferable semester hours of earned credit (remedial credit excluded)—follow First-Year (Freshmen) Admission Requirements listed in previous section.

To apply for admission, transfer students must submit:

- A completed undergraduate Application for Admission
- A \$35 non-refundable application fee
- Proof of two immunizations for measles, mumps, and rubella
- Official college/university transcripts from all previous institutions

Transfer applicants must present a cumulative GPA of 2.0 or higher on a 4.0 scale with 24 or more completed semester credits. Transfer applicants transferring in less than 24 completed semester credits will be required to submit his/her official final high school transcript and ACT/SAT scores. ACT/SAT scores are only required for students who are younger than 25 on the first day of class.

Upon receipt of all transcripts, the Registrar's Office determines those credits that will transfer, as well as those credits that may be applied to the University's General Education Requirements. Plus or minus grades are not recorded. Evaluation of credits as they apply specifically to the student's major is done in consultation with the department/division chair at the time of the student's registration for his/her first term at Minot State University. Students enrolling at Minot State University with the intention of transferring to another institution to complete their educational objectives are advised to work closely with the transfer campus as soon as possible to determine which courses will transfer most effectively. Faxed copies of transcripts are not considered official. For more information visit www.minotstateu.edu/transfer.

Students who have attended other regionally-accredited colleges or universities will be admitted without restriction to Minot State University if they left the last transfer institution in good academic standing and if their college/university cumulative grade point average meets the Academic Progress standards outlined in this catalog. Non-regionally accredited colleges or universities are reviewed on an individual basis. **Failure to list all colleges, universities, and schools previously attended may result in denial of admission, dismissal, loss of credits, or other appropriate sanctions.**

Academic Suspension

If a transfer average has resulted in the student's academic suspension from another college or university, the student may be admitted on Academic Probation at Minot State but only if the student has not enrolled at any institution of higher education for a period of at least one term following a first suspension.

Academic Probation

If the transfer GPA is below the GPA average required for satisfactory academic progress, the student may be admitted on Academic Probation and conditions may be placed on his/her registration until the minimum cumulative grade point average requirement has been achieved.

Regionally Accredited Agencies

IACBE—International Association of Colleges of Business Educator

MSA—Middle States Association of Colleges and Schools

NASC—The Northwest Central Association of Schools and Colleges

NCA—North Central Association of Colleges and Schools

NEASC-CIHE—New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education

SACS-CC—Southern Association of Colleges and Schools/Commission on Colleges

WASC-Jr.—Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges

WASC-Sr.—Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities

Limitations on Transfer Credit

CONTINUING EDUCATION CREDIT

Credits earned through continuing education opportunities on other campuses may be transferable. However, documentation must be provided to the Registrar's Office prior to their acceptance.

GRADUATE CREDIT

A student may not apply transfer graduate credit toward requirements for an associates or baccalaureate degree at Minot State University.

MILITARY CREDIT

Basic training courses are accepted in transfer as HPER 100 and fulfill the Wellness category of General Education requirements at the University. All other military credit is evaluated using the most recent ACE Guide recommendations. Military work experience will not be accepted.

RELIGION COURSE CREDIT

No more than six semester credits in doctrinal religion will be accepted in transfer. Doctrinal religion courses that are accepted can be used as electives only.

CREDIT FROM TWO-YEAR INSTITUTIONS

Credit typically transfers from two-year institutions to Minot State University. Department chairs determine applicability of courses in transfer and the Registrar's Office determines transferability of courses that fulfill General Education requirements. In order to be awarded a baccalaureate degree, a student must complete a minimum of 60 semester hours at a four-year institution, of which 30 semester hours must be earned through Minot State University.

REMEDIAL CREDIT

Transfer credit earned at the remedial level will be transcribed. However, credit(s) will not count toward earned credit with Minot State University or be calculated in a student's GPA.

Orientation

New Minot State University students (freshman and transfer) are required to complete a new student orientation. To facilitate completion of this requirement the campus will hold CONNECT events during the summer and before the spring semester. These events will introduce students to the University through information sessions, a campus tour, academic advising, and will conclude with the student registering for classes. A virtual option is also available for distance students. Information about CONNECT events are sent electronically to all students who have been admitted to the University.

International Student/Non-immigrant Admission Requirements

Minot State University is thrilled to welcome students from around the world! Admission is determined by a selective process that includes consideration of English language proficiency, academic achievements, financial resources, and student visa eligibility. For information regarding Admission to specific graduate programs, please refer to the graduate catalog or contact the Minot State University Graduate School at www.minotstateu.edu/graduate or 1-800-777-0750 (Ext. 3250).

Prospective international freshmen and transfer international students may apply online at: www.minotstateu.edu. Once the online application is submitted, the following supporting documentation must also be submitted by the appropriate deadline:

- Application for Form I 20 and Certification of Financial Responsibility
- Proof of English Language Proficiency
- Official Records Demonstrating Prior Academic Achievement
- International Transfer Student Form (if applicable)
- A \$35 non-refundable application fee
- Biographic Page of Passport
- Supporting Financial Documents

Deadlines for Admission

Fall semester: May 1 for application and fees; June 1 for supporting documentation. Spring semester: September 15 for application and fees; October 15 for supporting documentation.

First-Year International Students (Freshman)

International students who have not already completed more than 24 credit hours of university level course work are considered first year students. If you are transferring fewer than 24 semester hours of college or university credit, you **MUST** apply as a first year student.

Transfer International Students

International students who have previously attended a college or university and have completed at least 24 semester hours are considered transfer students. Students who have completed 24 or more credit hours of university level course work **MUST** apply as a transfer student. International transfer students should follow the admissions procedures described above for international first-year students, but must also submit the following:

- **Transcripts from all colleges or universities previously attended** Students transferring from a university outside of the United States must submit an official transcript from the institution reflecting all courses attempted and grades received, attached to a professional course-by-course evaluation and English translation completed by World Education Services, Education Credential Evaluators, American Education Research Corporation, or American Association of Collegiate Registrars and Admissions Officers. Information about the evaluation services can be found at www.wes.org, www.ece.org, www.aerc-eval.com, and ies.aacrao.org.

Students attending an English speaking university outside the United States must also submit an official transcript from the institution reflecting all courses attempted and grades received attached to a course-by-course evaluation of their transcripts completed by either World Education Services, Education Credential Evaluators, American Education Research Corporation, or American Association of Collegiate Registrars and Admissions Officers.

Students must also provide an English translated copy of the institution's catalog or a copy of the course descriptions or course syllabi from the catalog to aid in the evaluation of transfer credit. Since the evaluation of transfer can be lengthy, please be aware that the results of the evaluation may not be available prior to your arrival and registration at Minot State University.

Regardless of the number of credits transferred, students must meet all general and specific graduation requirements of the university.

Transfer students should have a cumulative grade point average of 2.0 or higher on a 4.0 scale.

- **Transfer Clearance Form** If you are transferring to MSU from a college or university in the United States, you must submit a transfer form signed by you and the international coordinator at your current school.

Credit Transfer

Post-secondary course work completed prior to attending MSU is subject to review and approval by the department of the student's chosen major and the Registrar's Office. Evaluation of transfer credit normally will not be complete until the applicant has arrived on campus and has enrolled for coursework. Applicants seeking transfer credits for higher education work completed outside the United States may be asked to bring with

them a detailed syllabus for each course, and they must be prepared to provide a full description of prior course work to their academic advisor to facilitate the evaluation of transfer credits.

English-Language Proficiency

Academic success at Minot State University demands strong English language skills. Minot State requires all international students to provide proof of sufficient English proficiency before being accepted as a student. To be considered for admission, undergraduate applicants must submit one of the following:

- TOEFL (Test of English as a Foreign Language) Scores taken within 2 years:
 - IBT Minimum Score of 71
 - Paper-based minimum score of 525
- IELTS (International English Language Testing System) taken with 2 years:
 - Minimum score of 6.0 overall band
- Level 9 Completion Certificate issued within the last 6 months by The Language Company, Minot State University's on campus intensive English language program.
- Transferring from a regionally accredited U.S. college or university after 2 years of study, in good standing, or completion of composition I and II with a grade of at least a B.

Exceptions

Undergraduate applicants from the following countries are not required to provide proof of English proficiency. Applicants from all other countries must submit proof of English language proficiency.

Antigua & Barbuda	Grenada	N. Marianas
Australia	Guam	St. Helen
Barbados	Guernsey	St. Kitts & Nevis
Bahamas	Guyana	St. Lucia
Belize	Ireland	Scotland
Bermuda	Jamaica	Seychelles
Botswana	Jersey	Sierra Leone
British Virgin Islands	Kenya	Singapore
Cameroon	Kiribati	South Africa
Canada*	Lesotho	Swaziland
Cayman Islands	Liberia	St. Vincent &
Christmas Islands	Malawi	Grenadines
Cocos (Keeling Island)	Man, Isle of	Trinidad &
Cook Island	Marshall Islands	Tobago
Dominca	Mauritius	Uganda
England	Micronesia	United Kingdom
Fiji	Montserrat	United States
Gambia	New Zealand	Virgin Islands
Ghana	Norfolk Island	Zambia
		Zimbabwe

* Applicants from Canada and Puerto Rico who did not complete their prior education in English must submit proof of English language proficiency.

Academic Achievement

Applicants should have completed their secondary education

and obtained their high school diploma or school-leaving certificate. Minot State University will review all secondary and university-level course work (if applicable) for academic rigor and trends in academic performance.

Financial Support

International students are not eligible for U.S. federal or state need-based financial assistance. Therefore, certification of adequate financial support to meet the needs during the period of enrollment at MSU is required of all international non-immigrant applicants. The student must be prepared to document on a yearly basis the ability to pay the following year's tuition and fees, as well as the cost of living expenses. To prove sufficient financial resources, international applicants should complete the Statement of Financial Responsibility form and submit it with the required documentation proving sufficient financial support to cover the entire cost of living and studying in the U.S. for every year of the student's program of study. Documentation must be provided before admission is offered. Additional information regarding this requirement can be found on the MSU Office of International Programs website: www.minotstateu.edu/international.

International Student Tuition

All students pay one flat tuition rate when enrolled in on-campus courses at Minot State University. This tuition plan gives all students from around the world the opportunity to receive a quality education from one of the premier universities in the Great Plains, at an affordable price. More detailed information regarding tuition rates can be found on the MSU web site at: www.minotstateu.edu/enroll/cost.shtml

All Students are expected to pay their tuition and fees at the start of each semester. Fall term payments are due at the end of August. Spring term payments are due mid-January. Be sure to have your payment method figured out prior to your arrival so that your payment is not delayed. Failure to make full payment on time could affect your ability to remain in good immigration standing. Please refer to your I-20 or appointment letter for the estimated costs of program participation.

Payment can be made to Minot State University by bank wire, traveler's checks, international money order, or by credit card. Contact the MSU Business Office for additional information regarding payment deadlines and policies. Please note that tuition and waiver policies are subject to change or suspension without advance notice by action of either Minot State University or the North Dakota State Board of Higher Education.

Mandatory International Student Fee

Please check with the Office of International Programs regarding any International Student fees.

Mandatory Health Insurance

Per the North Dakota State Board of Higher Education (SBHE) policy section 505, international students at Minot

State University in F-1 or J-1 status are required to be covered by the health insurance policy that has been pre-identified by the Chancellor of the North Dakota State University System and approved by the North Dakota State Board of Higher Education. We do not grant exceptions or waivers to this policy even when students can show coverage through another insurance provider.* It is for this reason that the Application for Form I-20 and Proof of Financial Evidence (which students must complete before we will issue their I-20 or DS-2019) explicitly indicates that the expense for this insurance plan is a mandatory cost of attendance (see page 5).

Blue Cross Blue Shield of North Dakota (BCBSND) is the current official health insurance provider for all F-1 and J-1 students attending North Dakota public institutions. The policy is comprehensive and provides benefits, network access, and rates other insurance plans are not able to match. Plan information can be found in great detail at this link: www.studentbluend.com.

The insurance policy enrollment fee is automatically charged to an international student's MSU financial account at the beginning of the academic year, and it must be paid with other tuition and student fees. This coverage is required from the time of registration at MSU until termination or completion of program objectives. Any student who is not properly insured will be prohibited from participating in their program.

* Per SBHE policy section 505, students from Canada and Norway are exempt from this requirement.

Health Records

The North Dakota University System requires all students born after December 31, 1956 to provide two proofs of immunity to rubella (measles), rubella (German measles), and mumps prior to registration for classes. Official documentation must be submitted to the Student Health Center. Appropriate proof may be a copy of your childhood immunization records, school immunization records, documentation by your medical provider (personal physician, pediatrician, or county health department) that you had the respective disease(s) or the immunization and the dates.

If you do not have documentation of immunity to any or all of these diseases, you will be required to have either a blood test to measure your immunity (called a titer), and/or have the immunizations. You can be immunized at your local public health, private health care provider, or the MSU Student Health Center.

A hold will be placed on the registration process of non-compliant students attempting to register for their next term at MSU.

Tuberculosis

Upon arrival on campus, all international students (Canadian students are exempt) must report to the Student Health Center for tuberculosis testing. The TB test is done at no charge to the

student. However, any required follow up testing or treatment will require off campus medical care. The mandatory international student insurance plan does cover the cost for TB follow up tests and treatment. Contact the Student Health Center for additional information.

Student Visa Status

Minot State University is authorized by the U.S. government to issue SEVIS Forms I-20 to assist non-immigrants to apply for F-1 visas. The Office of Enrollment Services will issue I-20s to international students who meet all of the entrance requirements.

Information about international students in the U.S. is tracked using the Student and Exchange Visitor Information System (SEVIS). Students are assigned a SEVIS ID number which is located on the upper right hand corner of the I-20. The ID number begins with an N and has 10 digits. Students are required by Congress to pay for this tracking system, and this SEVIS fee is an additional fee, not to be confused with the visa application fee. All new students must pay the SEVIS fee after receiving the I-20 form from Minot State University, but prior to visiting the U.S. consulate for their F-1 visa interview. Students from Canada, who do not require a visa, must pay the SEVIS fee before their first entry to the U.S. and will be asked for a copy of the receipt at the port of entry. To pay the SEVIS fee, go to the following web site: www.fmjfee.com/index.jhtml.

American government regulations allow students to enter the U.S. only within 30 days of the start date indicated on the I-20 form. MSU campus housing is not available until just before the start of school, so if you arrive early you are responsible for your own accommodation. New and transfer international students are required to attend a welcome orientation specifically for international students at the beginning of their first semester at Minot State University. This orientation is in addition to the general MSU new student orientation (CONNECT) and is held a few days prior to the start of classes.

The I-20 form is first endorsed by a Minot State University's Office of Enrollment Services at the time it is issued and then must be re-endorsed at the end of each semester by the Office of International Programs. These signatures confirm full-time student status and enable F-1 students and their dependents to enter and leave the country. International students planning to travel outside of the U.S. during their entire length of study at Minot State University must bring their I-20 form to Office of International Programs for verification and signature renewal at least 48 hours prior to travel.

Students must be making satisfactory academic progress toward their major field of study in order to have their I-20 form endorsed each semester. "Academic progress" means that the student must be taking course work that satisfies the declared degree requirements and maintain a satisfactory grade point average. Students who fail to meet these requirements will not be eligible to have their I-20 form re-endorsed.

Special Admissions

Former Students

Students who have previously attended Minot State University but are not currently enrolled are classified as former students. To re-enroll, an application for re-admission must be completed and returned to the Registrar's Office. It is not necessary to complete a new application for admission. Students who have attended other colleges since attending Minot State must submit official transcripts. The Registrar's Office should be contacted as early as possible so that former students may be invited to participate in early registration.

Auditing Students

An auditor is one who attends class as a listener without the privilege of participating in any way in the regular class work. An auditor may participate in class activities at the discretion of the instructor. No credit is awarded for an audited course, and an auditor may not later establish credit in that course by taking a special examination. A student may change his/her status in a course from "credit" to "audit" or vice versa up through the final drop date of the term. This must be done on the proper form available at the Registrar's Office. An auditor must meet University entrance requirements and follow all standard admissions procedures and complete a special audit form available at the Registrar's Office. An auditor pays 50% of the regular, per credit tuition charge for the course. No financial aid will be awarded for courses that are audited.

Home-Educated Students

The following guidelines for specific home-educated admission policies are patterned after the recommended criteria suggested by the National Center for Home Education.

Home Education applicants to Minot State University shall submit, in addition to the application for admission, application fee, and immunization records:

1. Curriculum description or transcript showing the following:
 - a. Specific listing of classes completed by the student, identified and/or separated by class levels. An institution may request a course syllabus or detailed description of course content.
 - b. Clear identification of those courses which meet the North Dakota University System College Preparatory Requirements.
 - c. Key explaining grading system and successful completion of coursework.
 - d. Date of student's graduation/completion of plan of study.
 - e. Signature of the parent/instructor.
 - f. Identification of any other private or public high school the student has attended.
2. Diploma/Certificate issued by the local school district in which the student resides if the district provides such a document.

See also: First Year Student admissions requirements.

Military Students

General

Minot State University has been designated as an institutional member of Service members Opportunity Colleges (SOC), a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Minot State recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits. Service members Opportunity College has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

Base Education Services Office

The Air Force maintains an Education Services Office at Minot Air Force Base. The University provides a coordinator at this base office. The coordinator assists Air Force personnel and their families in planning academic programs, selecting courses, completing financial aid procedures, and registration. All military personnel are encouraged to contact the Base Education Services Office for information and assistance relative to academic programs.

Admission and Registration—Active duty military personnel, spouses, and dependents follow the application procedures as detailed on pages 10-11.

Computer Literacy Requirement

According to the Department of Defense directive 1322.8, all students completing a degree on the Minot Air Force Base must do one of the following: 1) successfully complete an introduction to computer science course as one of their program electives, or 2) present evidence (credential, transcript, etc.) that computer literacy has been obtained.

Evaluation of Educational Experiences of Military Personnel

Service personnel currently on active duty who have acquired certain educational experiences, or have attended service schools, or have passed college AP/CLEP/DANTES tests can have these evaluated for transfer credit. Minot State University accepts the following towards a bachelor's degree:

1. Military service courses are given credit as recommended in the Guide to the Evaluation of Educational Experiences in the Armed Services published by the American Council on Education (ACE).
2. Advanced Placement (AP), The College Level Examination Program (CLEP), and DANTES subject standardized tests are accepted in some areas. Check with the Registrar's Office for the current AP/CLEP/DANTES Policy, as it is subject to revision. (See also "Credit by Examination.")

Dual Credit/Dual Enrollment

Dual Enrollment provides an opportunity for outstanding high school juniors and seniors to take first-year student (freshman) courses for university credit through Minot State University before graduation from high school. Students must follow first-year student (freshman) admission procedures.

With approval from their high school principal or superintendent, students may earn high school and college credit for the same course. Dual credit option forms are available at both the Center for Extended Learning and at local high schools. Persons in this program are strictly high school students retaining high school eligibility. They may participate in University functions/activities and have computer and library privileges.

Undergraduate Non-Degree Students

Students who enroll in courses but do not wish to seek a degree may enroll as Undergraduate Non-Degree students. Students who do not have prior college/university credits are not eligible for the Non-Degree student status. Students enrolling with this status are not eligible for federal financial aid and may not exceed a total of 12 semester hours of undergraduate credit. Students enrolling in upper-level coursework that have prerequisites may be asked to provide a copy of a college transcript to the department overseeing the course and seek departmental approval prior to enrollment. Non-degree students are not required to fulfill admission requirements. However, students must complete the ND University System Application for Admission, pay the \$35 application fee, and provide a record of immunization for measles, mumps, and rubella if participating in classes on campus, and complete the Non-Degree Seeking form.

Enrollment in courses beyond 12 semester hours will be contingent upon completion of all entrance requirements for transfer students. Students wishing to change their status to degree seeking must also complete the Application for Status Change from Non-Degree to Degree Seeking. This form must be submitted and all official transcripts received by the Registrar's Office prior to enrolling for the next semester.

University Employees as Students

Employees of Minot State University who have obtained initial approval from their supervisor are entitled to have tuition and activity fees waived for up to three classes per calendar year. The technology fee and application fee are not waived and must be paid by the employee. Distance Education courses are excluded from this waiver.

Academic Information

Academic Advising

Minot State University maintains that academic advising is an important part of the educational process. Establishing a friendly and honest relationship with an academic advisor is advantageous to the student, both personally and educationally. Effective advising helps students to maximize the educational benefits available to them at the University. The process of academic advising helps students to better understand their own abilities and potential. Advisors can then help students make connections to appropriate University resources.

Although academic advisors are here to help, it is important for students to realize that the ultimate responsibility for meeting all graduation requirements is their own. Students can increase their academic planning effectiveness by fully utilizing the advising system, and by thoroughly acquainting themselves with the academic requirements of their major and minor fields, with University policy for registration and graduation, and with scholastic requirements. The Undergraduate Catalog is the official source of information on these matters.

Academic advising is encouraged each term of all students. Students need to meet with the assigned advisor each term prior to completing registration. Each student is assigned to an Academic Advisor of Record upon admission to the University, based upon declared major. Advisor assignments are typically adjusted when a student officially changes his/her major. The Advisor of Record meets with advisees approximately two weeks prior to a registration period. It is up to the individual student to arrange to meet with the Advisor of Record to discuss plans for the upcoming term prior to completing the registration process. Changes of advisor assignment may be requested of the department chair overseeing the student's major.

Registration

Registration for the next semester takes place over a one-week period in the middle of each semester. Registration priority is determined by the number of credits completed. Students may not register earlier than their assigned time, but they may register later. Refer to the academic calendar published each semester through the Registrar's Office for specific registration dates. The schedule of classes is available in CampusConnection 1 semester prior to registration.

Students register using the web registration either from their advisor's office or from another computer following their advising session. Web registration enables the student to access the registration system at a pre-assigned time or anytime thereafter during registration. Instructions for using web registration are available at www.minotstateu.edu. Click on CampusConnection. First-year students (freshmen) and transfer students will be introduced to web registration during orientation activities.

Adding Courses or Changing Sections

Students may make routine registration adjustments to their program of study via web registration.

Requests for adding closed, restricted, or overload credits must be processed through the Registrar's Office. Students must obtain an add slip from the department or division office responsible for each class they wish to add and obtain the necessary signatures and the department stamp before changes can be processed.

Classes may be added through the seventh day of a regular (16-week) session in fall/spring semester. Students may add classes through the fourth day of a standard summer semester or eight-week course.

Students may not add courses after the deadline unless very unusual circumstances exist. In such cases they must obtain the approval of the instructor and the chair overseeing the course with a department/division stamp provided by the department/division offices.

Waitlisting for Courses

A waitlist allows a student to indicate interest in a course that is presently full. For courses with the waitlist option, students will be asked to check "Ok to Waitlist" during the enrollment process in CampusConnection. The course will appear on the study list as "waiting" which indicates the potential for enrollment, not actual enrollment.

If a seat becomes available in the class, the first eligible student on the waitlist will be automatically enrolled in the course. An email notification will be sent to the student's Minot State University email account stating the course has been added to the student's schedule. The student is responsible for monitoring his/her study list and complying with all add/drop policies once enrolled. Students who no longer want to wait for an opening in a course must drop themselves from the waitlist through CampusConnection.

The last day to add to a waitlist is the fourth class day of a regular (16-week) session in fall/spring semester. A student may be moved from the waitlist to "enrolled" status through the sixth day of a regular (16-week) session in fall/spring semester. Waitlists will not be available for Eight Week 2 courses after the sixth day of the regular (16-week) session.

A student will be dropped from multiple waitlists if he/she is on the waitlist for multiple sections of the same course and is successfully enrolled in one of the sections. A student will not be added to a course off a waitlist if he/she is already enrolled in an available section of the same course. An add form cannot be used to be added to a waitlist.

Dropping Courses

Students drop courses via the web according to specific published deadlines. All but the last course can be dropped via CampusConnection. (See “Withdrawal from the University” for procedures on withdrawing from all courses.)

For a standard 16-week semester, the last day to drop a course without a record is the 10th calendar day in the fall term and the 11th calendar day in the spring term. The last day to drop courses or withdraw from the institution is the last business day of the 12th week of the term. Add, drop, and withdrawal dates for summer terms or other sessions not 16-weeks in length shall be proportionate to the standard 16-week term.

SBHE Policy 406.1

Late Course Drops

Students who fail to drop a course by the official drop date may apply for “late course drop” due to extenuating circumstances. Late course drops must be approved by the instructor and are subject to departmental policy. The instructor’s signature, department/division chair signature, and the department/division stamp must be obtained on a drop slip. Drop slips are available in the Registrar’s Office or the department/division offices. Completed drop slips must be returned to the Registrar’s Office. A late course drop must be processed prior to the first day of final exams.

Class Attendance

Instructors are required to report course enrollment. After the seventh day of a regular (16-week) session in fall/spring and the fourth day of a summer or eight-week session, instructors are required to report students who have never attended any class sessions or logged into their online course(s). If such absence is reported by the instructor, the Registrar’s Office will administratively drop or withdraw the student. As a result a “W” will be recorded on the student’s official transcript and the course(s) will be subject to published refund policies. The Registrar’s Office will notify the student of the changes in his/her enrollment status. If the student would like to re-enroll in the course(s), he/she must obtain approval of the instructor and chair overseeing the course in the form of add slip, along with the department/division stamp.

Students are expected to attend all class sessions of any course for which they are registered. Prior to an instructor reporting course enrollment, instructors may cancel a student who is registered for a course but fails to attend any of the first three hours of class meeting time during the first ten instructional days. This rule allows for early identification of class vacancies to permit other students to add closed classes. Students who know they will be absent from any class should contact the instructor in advance.

However, lack of attendance does NOT guarantee automatic cancellation for students. Each student is held accountable for those courses selected at the time of registration. Only a drop

properly processed by CampusConnection will assure the student that a class has been dropped from his/her schedule of classes. Failure to officially drop a class or withdraw from the University will result in failing marks on the student’s record.

A student who does not complete assigned academic work because of absence from class is responsible for making up that work in accordance with instructions provided by the faculty member teaching the course. Faculty may establish attendance standards and will determine whether a student will be permitted to make up work missed as a result of absence(s).

Minot State University has a commitment to students who represent the University in official capacities. University-sanctioned activities include events that are required or encouraged by a class, program, club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it is the student’s responsibility to communicate with the faculty member prior to his or her absence. Faculty members should have a procedure for student absences in each syllabus that details the method and advance time for students to communicate their absence. If a student notifies the professor in accordance with the faculty member’s policy, students should be allowed to complete class work. If a student does not communicate with the faculty member in advance of the absence, it is up to the faculty member’s discretion whether to allow the student to complete the work. If disputes arise with this policy within the semester, students should contact in progressive order, the faculty member, department chair, dean, and Vice President of Academic Affairs.

Faculty members who schedule co-curricular activities conflicting with a student’s other scheduled class sessions will be responsible for giving students as much advance notice as possible. The student will be expected to inform his/her other instructors and arrange for whatever makeup work, including examinations, may be required. If a satisfactory arrangement cannot be made, the student may appeal to the Dean of the college of the course in which he/she is enrolled.

As a courtesy to students and faculty, the Residence Life Office contacts faculty on behalf of the student for the following emergencies only if the student will be absent from classes for more than one week:

- Hospitalization
- Death in the Family
- Jury Duty
- Military Duties
- Family illness

Please Note: Notifying the Residence Life Office or faculty members through the Public Information Office DOES NOT constitute an excused absence. It is up to the discretion of the professor whether or not students will be excused from class or allowed to make up any missed work. Faculty members requiring an excuse to make up missed work must obtain it directly from the student.

Withdrawal from the University

Students who find it necessary to withdraw from all courses during a semester must complete a Withdrawal Form either at the Financial Aid Office or online at www.minotstateu.edu/finaid. The last day to withdraw is the last business day of the twelfth week of instruction in a fall or spring semester and the end of the sixth week of instruction in a summer semester or 8 week session.

Late Withdrawals

Students who fail to withdraw from all courses by the official withdrawal date may be eligible for late withdrawal. The request for withdrawal must be for reasons beyond the student's control, including but not limited to the following: death of an immediate family member, extended illness, or hospitalization of the student. Late withdrawals are processed through the Financial Aid Office. Third party documentation is required when requesting a late withdrawal. Documentation may be a letter from the student's physician or an obituary notice or other documentation that verifies the student's special circumstance. The student will receive "Ws" for the semester. *A late withdrawal must be processed prior to the first day of final exams.*

Students who leave the university without completing the official withdrawal procedure will receive failing grades ("F's") in all classes and will be disqualified from receiving financial aid.

Student Rights Committee

A student who fails to withdraw from school or who fails to drop a course prior to the first day of final exams is directed to the Student Rights Committee for individual review. Appeals are only granted for extenuating circumstances that are related to the course being appealed. (See Grade Appeal Procedure, pg. 21.)

Requests to the Student Rights Committee must be in writing, and it is the responsibility of the student to provide evidence supporting his/her request. The decision of the Student Rights Committee is considered final.

Information is available and requests are submitted through the Registrar's Office or www.minotstateu.edu/records.

Grading System

Traditional Letter Grading

These grades are reported in letter symbols, each of which carries an honor point value per resident credit attempted. Honor points are used to measure a student's scholastic achievement. (See also "Computation of Grade Point Average.")

Significance	Grade	Honor Points
Excellent	A	4
Good	B	3

Average	C	2
Poor	D	1
Failure (no credit)	F	0

Satisfactory/Unsatisfactory Grading

Grades of Satisfactory or Unsatisfactory, rather than the traditional grades of A through F, are used in some courses at the University. A grade of "S" grants credit toward graduation but does not affect a student's grade point average. A grade of "U" also does not affect the grade point average and does not grant credit toward graduation. The grading basis for all courses, including these offered strictly on an S/U basis, are available in CampusConnection by selecting the icon for additional course details.

Elective S/U grading Students may request to take a course on an S/U basis that is normally letter graded (A-F). The request must be made before the last day to drop a course for that particular session (full term, first eight weeks, second eight weeks).

The S/U option is open to all students in good academic standing who have achieved junior-year status with 60 or more semester hours. Students on Academic Warning or Academic Probation are prohibited from pursuing this option.

No more than fifteen semester hours of elective S/U course work can be applied toward a baccalaureate degree. The S/U option may not be used in those courses to be applied to the student's major, minor, General Education requirements, or the professional education sequence. However, one S/U course may be applied to each area of concentration.

Additional S/U grading The S/U grading option is used to transcript nationally recognized academic tests such as the College Level Examination Program (CLEP), Advanced Placement (AP), and the American Council on Education (ACE). While individual test scores may be transcribed at the University, it is the responsibility of the student to ensure fulfillment of a program requirement through the department/division chair.

Satisfactory/Unsatisfactory grading is also used to record graduate level professional development activities numbered 500 on the transcript, indicating workshop credit.

Other Symbols

A student's record, or transcript, may contain additional symbols:

- W The student Withdrew from the course.
- I The student earned an Incomplete grade in the course. (See "Policy on Incomplete Grades.")
- X The course remains in progress.
- S The student earned a Satisfactory mark in the course.
- U The student earned an Unsatisfactory mark in the course and earned no credit as a result.
- P The student earned a Pass mark in the course.
- AU The student Audited the course and earned no credit.

- R The student Repeated this course at a later date.
- # The student's grade in this course replaces a previously earned grade. (Refers back to the R sign.)
- Z The course is offered for no credit, no grade.
- NR The grade has not yet been reported.

Policy on Incomplete Grades

An incomplete grade may be requested by a student who has been in attendance, has done satisfactory work (C or better) during the term, and whose work is incomplete for reasons found to be satisfactory to the instructor. A Course Completion Agreement detailing the work to be completed and expected completion date must be signed and dated by both the student and instructor. The original copy of the agreement must be submitted to the Registrar's Office by the grade submission deadline. A copy of the agreement should be retained by the instructor and student. If a grade change is not received by the Registrar's Office prior to the 1st Monday following the assignment completion date, the "I" grade will be automatically changed to the official grade as assigned on the agreement. Extensions will not be granted.

The grade of Incomplete (I) is an administrative grade that may only be entered by the Registrar's Office with the exception of courses designated as practicum, internship, independent study, student teaching, field experience, or study abroad.

The instructor will submit the grade earned at the time of grade posting if they choose not to sign a Course Completion Agreement or the student does not request an Incomplete grade.

The instructor may complete the contract on behalf of the student for circumstances beyond the student's or faculty control. A summary must be attached to include the instructor communication attempts or actual communication with the student.

Academic Policies Committee – 08-09/FS – 4.16.09

Policy on Repeating Courses

Students may repeat courses taken at Minot State or those originally taken at another institution, but should be aware of the following guidelines:

- All courses must be repeated through MSU for an improved grade. Repeating a course at another institution will average both grades in GPA calculations. Both grades will be maintained on the student's transcript.
- When repeating a course through MSU, the most recent grade will be included in GPA calculations.
- Courses that have been failed in a face-to-face format cannot be repeated via correspondence.
- Students cannot repeat courses for an improved GPA after a degree has been posted.
- Transcripts will automatically reflect repeated courses upon conclusion of a semester. Students are asked to contact the Registrar's Office if they believe a repeated course has not been properly identified as a repeat on the transcript due to

changes in course title or course numbering.

The student who wants to repeat a course no longer offered in the college curriculum must obtain permission to substitute a currently offered course from the chairperson of the division or department responsible for the original course.

Policy on Academic Reassessment of Past Grades

This policy pertains only to former Minot State University students returning to the University as pre-baccalaureate undergraduate students after an absence of five or more years. It provides those students an opportunity to have their academic standing reflect the increased maturity and improved level of academic performance gained since the interruption of studies at Minot State. It is designed to facilitate the return to good academic standing of students who have accumulated large honor point deficits in the early stages of their career at the University.

The following eligibility criteria must apply:

1. The student must be one whose previous academic performance at Minot State University as measured by cumulative grade point average (GPA) was less than 2.00.
2. The student has returned to the University as a pre-baccalaureate undergraduate student after an absence of five or more years.
3. The student has demonstrated a renewed academic interest and effort upon returning to Minot State by earning a first semester cumulative grade point average of at least 2.00 as a full-time student or at least a 2.00 in the first 12 semester credits completed as a continuing part-time student.
4. The student must be currently enrolled and in good standing at the time the request for academic reassessment is processed.
5. Grades eligible for exclusion are those earned five or more years ago at Minot State University. This policy does not apply to transfer credit from other institutions.

Students who meet the eligibility criteria may request to have "F" grades previously earned at Minot State University excluded from their total credits earned and from grade point average (GPA) computations for the purpose of meeting scholastic continuance and graduation requirements. Excluded "F" grades, however, will remain on the permanent transcript. The courses for which reassessment is sought must be discussed in consultation with the Academic Advisor of Record and must be approved by the student's major department chair and by the Dean of that college. Students with more than one major need approval from each appropriate chair and Dean. This policy may be used only once during a student's enrollment at Minot State University and cannot be revoked by the student after approval. Academic reassessment must be requested prior to the awarding of a baccalaureate degree.

Students in the Teacher Education program need to be aware

that the North Dakota Education Standards and Practices Board (ESPB) has the authority to determine how GPA is calculated for teacher certification purposes. ESPB has had a practice of determining GPA based upon ALL college courses taken by the applicant. ESPB adds all grades, including “F” grades, which have been reassessed by institutions to determine if a student meets the 2.5 minimum grade point average requirement for certification.

Policy on Failure in Sequential Courses

Students who fail a course which is the prerequisite in a sequence of courses will not be allowed to continue in that sequence until a passing grade is received in the course.

Computation of Grade Point Average

The grade point average (GPA) is computed by dividing the number of honor points earned by the number of semester credits attempted for which grades of A, B, C, D, or F were given. Honor points for each course are calculated by multiplying the number of semester credits by the points awarded for the grade achieved in the course. For example, a student who received an A, B, C, and D in four 3-credit courses would have the following GPA:

$$\begin{aligned} A \times 3 \text{ credits} &= 4 \times 3 = 12 \text{ honor points} \\ B \times 3 \text{ credits} &= 3 \times 3 = 9 \text{ honor points} \\ C \times 3 \text{ credits} &= 2 \times 3 = 6 \text{ honor points} \\ D \times 3 \text{ credits} &= 1 \times 3 = 3 \text{ honor points} \\ \text{Total} &= 12 \text{ credits} = 30 \text{ honor points} = 30 \text{ honor points} / \\ &12 \text{ credits} = 2.50 \text{ GPA} \end{aligned}$$

GPA's are used in determining eligibility to work on campus, to receive financial aid, to continue in a course of study, to participate in varsity competition, for membership in organizations, and to petition for overload.

- **Cumulative GPA** accounts for all academic credit earned at Minot State University and at any other college or university attended.
- **Term GPA** reflects the student's academic average for an individual term.
- **Major and Minor GPA's** account for those required and elective credits which will be applied to the major or minor. The same procedure is used in computing the averages for the elementary competence and concentration areas.
- **Education Sequence GPA's** are computed on the semester credits required in the sequence exclusive of student teaching. Averages for those in secondary education are computed on the semester credits required in the sequence plus required methods courses, but exclusive of student teaching.

Grade Reporting

Students may access their grades through CampusConnection approximately one week following finals week. Discrepancies

on transcripts must be brought to the attention of the Registrar's Office within one year of the term in question.

Midterm Deficiencies

Faculty members are required to report midterm deficiencies. Ds, Fs, and Us are considered deficient grades. Letters will be sent to students with deficient grades. Students access their midterm deficiencies in CampusConnection. Students are encouraged to seek assistance from their instructors or other support services on the campus available to them. As a last resort, students have the option of dropping the course, following course drop procedures and published deadlines.

Note: Midterm deficiencies are not a part of the student's official record, and they will not appear on the student's transcript.

Grade Appeal Procedures

The evaluation of student performance as a grade is recorded on the student's University transcript as part of the student's permanent record. The student's grade is determined by the faculty member responsible for the course and is based upon factors related to achievement of the course objectives. The course grade is considered final unless an appropriate appeal is filed by the student. For the student who is dissatisfied with a grade and has reason to believe the grade issued is incorrect, the following appeal procedure is provided by the University:

- Step 1 Within the following term, the student shall confer with the instructor who issued the grade and outline the reasons why he/she believes the grade is incorrect. (If the faculty member is unavailable, the student is expected to contact the chairperson or college Dean within this same time period.) Following the student-faculty conference, the instructor shall advise the student of the outcome of the course grade review and shall process a grade change if appropriate.
- Step 2 If the student still considers the grade to be incorrect, the student may formally appeal the grade at the “college level” within fourteen (14) days following the completion of Step 1. The Step 2 appeal process requires the student to obtain the procedure to be used in this step from the office of the college Dean in which the faculty member resides.
- Step 3 If the student is still dissatisfied, the student may request that the case be reviewed at a hearing by the Student Rights Committee. The formal request for the hearing must be received by the Registrar within fourteen (14) days after the completion of Step 2 and show documentation of step 1 and 2.

The Student Rights Committee will not review courses that have already been excluded from a student's GPA because they have been repeated.

The decision of the Student Rights Committee is considered final.

Academic Requirements

President's Honor Roll

Undergraduate students who earn a minimum term grade point average of 3.80 while enrolled for 12 or more credits during the fall or spring semester are recognized for their achievement by placement on the President's Honor Roll. The honor will show on the student's transcript for the semester it was earned.

Dean's Honor Roll

Undergraduate students who earn a minimum term grade point average of 3.50 while enrolled for 12 or more credits during the fall or spring semester are recognized for their achievement by placement on the Dean's Honor Roll. The honor will show on the student's transcript for the semester it was earned.

Academic Progress

University-wide minimum academic progress requirements (individual colleges or departments may have higher requirements) are based on the set of minimum grade averages printed below. The minimum grade average requirement is raised progressively in order to help students meet the minimum requirements for graduation.

Satisfactory Progress Requirements

Semester Credits Attempted	Required Cum GPA
1-23	1.50
24-59	1.75
60 or more	2.00

Retention

All student records are reviewed at the completion of each term throughout the year. Should the cumulative grade point average (Cum GPA) fall below the required minimum, as noted in the table above, the student is placed on academic warning, academic probation, or may be suspended, depending on prior academic history.

Academic Warning

The first time a student's end-of-term grades bring the Cum GPA below the required minimum, a warning shall be issued from the Registrar's Office notifying the student that he/she has been placed on Academic Warning. A notation of "Academic Warning" is added to the student's permanent record which will not appear on the student's official transcript. An advisor hold will be placed on the student's record.

Academic Probation

The student on Academic Warning is given another term of enrollment to bring the Cum GPA up to at least the required minimum. Failing that effort, the student is moved from a status of Academic Warning to one of Academic Probation. A notation of "Academic Probation" is added to the student's per-

manent record which will not appear on the student's official transcript. An advisor hold will be placed on the student's record and the student's registration will be limited to 15 credits.

Continued Probation

The student who has earned a term GPA of at least 2.0 will be extended yet another Probationary term in which to attempt to raise the Cum GPA to at least the required minimum. A notation of "Continued Probation" is added to the student's permanent record which will not appear on the student's official transcript. The student's registration will be limited to 15 credits each term until the student's end-of-term grades bring the Cum GPA to the required minimum.

Academic Suspension

If a student on Academic Probation (Cum GPA is below the required minimum) earns below a term GPA of 2.0, the student will be placed on Academic Suspension. A notation of "Academic Suspension" is added to the student's permanent record and official transcript.

A first Academic Suspension requires that the student sit out for the next fall or spring semester. The student may then be readmitted on Academic Probation to attempt again to bring the Cum GPA to at least the required minimum. At the end of this Academic Probation, if the student falls below a 2.00 term GPA, a second Academic Suspension will be issued and requires that the student sit out for a full academic year (including summer).

After returning from a second Academic Suspension, if the student receives less than a 2.0 term GPA, the student will be suspended once again. This academic suspension requires that the student sit out for five full academic years at which time the student may qualify for Academic Reassessment.

Unofficial Withdrawal

A student who fails to withdraw from school and receives all failing grades for a semester will be considered to have unofficially withdrawn. This student will be placed on Academic Probation.

Suspension Reinstatement

A student who has sat out the required suspension period must submit an Application for Readmission. If a student enrolls at another institution during the suspension period, the student must submit all official transcripts before readmission will be considered. The student will be readmitted on Academic Probation. An advisor hold will be placed on the student's record and the student's registration will be limited to 15 credits. At the end of this Academic Probation, if the student falls below a 2.00 term GPA, a second Academic Suspension will be issued and requires that the student sit out for a full academic year (including summer).

Summer Term

Students on the first Academic Suspension may choose to

enroll in the Summer Session at MSU in an effort to bring their Cum GPA up to the required minimum. The student must be advised of two conditions for this summer term. First, the student must achieve a minimum of a 2.0 term GPA for this summer term in order to avoid a second suspension. Second, this minimum summer term GPA does not satisfy the first Academic Suspension period. Any student with a second Academic Suspension is not permitted to register for summer term.

Suspension Appeals Committee

Students suspended from the University may petition for a one-term extension of probationary status if they feel their case warrants special consideration. Appeals must be made in writing to the Registrar's Office. Circumstances beyond the student's control and a plan for improved performance must be evidenced before reinstatement will be considered. If the appeal is granted, the student will be conditionally readmitted with the statement "Academic Suspension/Reinstated" recorded on the permanent record/official transcript. An advisor hold will be placed on the student's record and the student's registration will be limited to 15 credits each term until the student's end-of-term grades bring the Cum GPA to the required minimum.

Academic Policies Committee - 10/11/FS - 05.06.11

Academic Honesty

Honesty and integrity are central to academic life at Minot State University. They create a trust necessary in a community of scholars. When that trust is violated by cheating in any form, the atmosphere of academic freedom is threatened.

Minot State University is committed to academic integrity. Incidents of academic dishonesty may be documented by the faculty member with a copy of the documentation maintained by the department/division chair. A letter of explanation will be sent to the student. Cheating may affect the student in accordance with the faculty member's grading policy. The student may appeal the faculty member's penalty to the department chair. Student disciplinary action may result in accordance with the Student Conduct Policy, found in the Student Handbook. Academic dishonesty would include, but is not limited to, the following types of behaviors:

1. Misrepresenting another individual's work as one's own, e.g. plagiarism from hard copy or the Internet.
2. Copying from another student during an exam.
3. Altering one's exam after grading for the purpose of enhancing one's grade.
4. Submitting the same paper to more than one class.
5. Use of any material or device not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collection data but which are, in fact, not.
7. Failure to respect the confidentiality of persons served or studied and to maintain the professional standards for ethical conduct as set forth in The Handbook of School Psychology published by the national

Association of School Psychologists.

General Information

Credit

Effective fall 1992, Minot State University converted from the quarter to the semester system. Credit is defined in terms of semester hours. A semester credit typically represents one (fifty-minute) period of lecture or two or three hours of directed laboratory, studio, or clinical work per week for a term of sixteen weeks. Credits remain on the student's record indefinitely.

Full-Time Student Defined

A full-time undergraduate load for a fall, spring, or summer semester is 12 credits.

Overload

Students who wish to attempt more than 18 credits in a term must have at least a 3.0 cumulative GPA. Students may not register for more than 22 credits per term. The overload approval form must be signed by his/her advisor, department/division chair and must also contain the division/department stamp. Return the completed form to the Registrar's Office for processing. FS – 4.16.09

Classification of Students

Students are classified by year according to the number of credits earned as follows:

Year	Credits
First-year student (Freshman)	0-23
Sophomore	24-59
Junior	60-89
Senior	90 or more

Examinations—Regular

Examinations in University courses are of two kinds:

1. Instructional tests administered by instructors at various times during a term, with or without prior notice
2. Final examinations administered at the close of each term in accordance with a prepared schedule of examinations.

Examinations—Special

Special examinations as administered at Minot State University serve two purposes: to waive a requirement or to earn credit by examination.

Credit by Exam

Under certain circumstances, a currently registered student may receive credit by examination for a course in which he/she has not been regularly enrolled. Each department or division may determine those courses, if any, for which credit may be earned by examination. Credit by examination may be awarded through nationally standardized tests or through

institutionally devised tests.

Nationally standardized tests such as the College Level Examination Program (CLEP), the Advanced Placement (AP) examinations, or the National League of Nursing (NLN) examinations, may yield scores which earn lower division, satisfactory credits for the student. Students pay a test fee directly to the test service. Under Policy 403.7,3.c, NDUS has adopted the American Council on Education (ACE) recommendations for minimum CLEP scores. NDUS has not adopted credit for equivalents for CLEP general examinations.

Computer-based CLEP testing is available on the Minot State University campus by appointment only. Contact the Center for Extended Learning for scheduling and registration information. An administrative fee applies for computer-based CLEP testing, in addition to any examination fee paid to the test service. Interested students may inquire at the Center for Extended Learning for specific information on how credit earned by examination may be applied to particular degree requirements, including General Education Requirements. Official score reports must be sent to the Registrar's Office before any satisfactory credits are posted to the student's permanent record. Credits earned by standardized examination do not carry letter grade or honor point values, nor are they considered credits earned in residence. Such credits posted to the Minot State University transcript may not transfer to other institutions.

Institutionally devised tests serve to validate prior learning in order to award college credit. Such tests may be either department examinations or validation examinations.

Department Examinations may be available to regularly enrolled students who wish to establish Minot State University credit for acquired proficiency in a given subject matter. Requests should be addressed to the chairperson of the division or department overseeing the corresponding courses who will then determine if credit by examination is an appropriate alternative for the student. In some cases CLEP may be advised. High school transcripts or other evidence must first be presented to document qualification for a department examination.

A Petition to Earn Credit-by-Examination must then be obtained from the Registrar's Office and completed as per instructions. A nonrefundable special exam fee of 50% of the regular per credit charge for the course(s) is assessed and must be paid prior to taking the department examination.

Passed examinations establish satisfactory credits which are recorded on the student's permanent record. However, no letter grades or honor points are posted to the permanent record. Credit established by department examinations will not count toward a student's term load, nor are they considered credits earned in residence. Such credits posted to the Minot State transcript may not trans-

fer to other institutions.

Validation Examinations may be available to regularly enrolled students who wish to establish credit for Minot State University courses that correspond to learning acquired at non-accredited and nondegree institutions. Evidence of having satisfactorily completed the corresponding course work must first be presented in the form of a transcript.

A Petition to Earn Credit-by-Examination must be obtained from the Registrar's Office and completed as per instructions. A nonrefundable special exam fee of 50% of the regular per credit charge for the course(s) is assessed and must be paid prior to taking the validation examination.

A committee of three faculty members appointed by the chairperson of the area offering the course(s) will administer and evaluate the examination. The majority opinion will prevail in determining if the student has passed. Such examinations must be searching and comprehensive. Passed examinations establish satisfactory credits which are recorded on the student's permanent record. However, no letter grades or honor points are posted to the permanent record. Credit established by validation examinations will not count toward a student's term load, nor are they considered credits earned in residence.

Petitions to take these examinations must be submitted by the student during the first term in residence. The chairperson of the area offering the course(s) will determine when the examination is to be taken.

Changes of Name/Address/ Phone Number

Students are required to advise the University in writing of any changes of name, address or phone number. Information should be updated using CampusConnection>Personal Information. Concerns about release of directory information may also be directed to the Registrar's Office.

Restricted Directory

The Family Educational Rights and Privacy Act (FERPA) designates certain information related to you as "Directory Information." Students may request to prevent the release of directory information to third party individuals by notifying the MSU Registrar's Office by completing the Student Rights to Privacy form at the Registrar's Office website. Failure to notify the Registrar's Office as outlined above indicates implied consent to release directory information. Minot State University has identified the following as directory information:

- Name, campus address, home address, telephone listing, and campus e-mail address;
- Photograph;
- Gender and marital status;
- Name and address of parent(s);

- Student's major(s) and the department, division, and college in which the student is enrolled;
- Classification as a first-year student (freshman), sophomore, junior, senior, graduate student, or special student;
- Enrollment Status: half-time, part-time, or full-time;
- Participation in officially recognized activities and sports;
- Weight and height of athletic team members;
- Dates of attendance at Minot State University;
- Degrees and awards received, including selection to the President's Honor Roll, honorary organizations, and graduation with honors;
- The most recent previous educational agency or institution attended by the student.

Student Directory Information

Annual Notification of Rights under FERPA

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

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, head 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/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. School officials are those members of an institution who act in the student's educational interest within the limitations of their "need to know." These may include faculty, administration, clerical and professional employees and other persons who manage student education record information including student employees or agents.

Examples of a school official may include a person—

- a.) employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
 - b.) or company with whom the University has contracted, eg. attorney, auditor, collection agency;
 - c.) serving on an institutional governing board;
 - d.) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.
4. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. A school official is defined as those members of an institution who act in the student's educational interest within the limitations of their "need to know." These may include faculty, administration, clerical and professional employees and other persons who manage student education record information including student employees or agents. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
 5. The right to refuse to permit the designation of all of the following categories of personally identifiable information as "directory information."
 6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Minot State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-4605

A copy of the Family Educational Rights and Privacy Act of 1974 is on file and available for inspection at the following campus locations:

Library	Director of Residence Life
Student Success Center	V.P. of Student Affairs
Academic School Offices	Student Government Association
Registrar's Office	Student Development Center

Transcripts

Unofficial Transcript

Current students and students enrolled at MSU since fall 2005 can acquire unofficial transcripts online, at **no charge**, using CampusConnection.

Official Transcripts

Students can request an official transcript online, in writing by mail, fax, or in person. Transcripts cannot be released without the student's written signature unless requested online through CampusConnection. Transcripts cannot be requested by email or telephone. Transcripts cost \$5.00 per copy, unless special ordering options are chosen. For additional information please visit www.minotstateu.edu/records/transcripts.shtml.

All transcripts contain a student's entire academic record including undergraduate, graduate, and continuing education coursework.

Student Outcomes Assessment

The university routinely conducts campus-based studies of student achievement, student attitudes, student satisfaction, and professional and career development of students. These studies are grouped under the heading of "Outcomes Assessment." Participation in outcomes assessment activities is expected of all students.

While every student is not selected for every campus assessment activity, students can anticipate that they will be involved in the assessment of the General Education outcomes and that at a minimum, graduating seniors will be required by their major departments to participate in assessing the effectiveness of their major program. Alumni will be surveyed to assess job placement rates. Assessment activities may include standardized testing, faculty developed exams, surveys, portfolios of student work, group or individual interviews, or observation of performance activities. There may be fees associated with standardized tests. Fees will be indicated in the term schedule when they are associated with a particular course.

Assessment results are used to enhance teaching and learning, improve the design and implementation of programs and curricula, and improve the quality of the educational experience for future generations of MSU students.

Degree Requirements Catalog Governing Graduation

A student's requirements to graduate default to the catalog under which the student initially enrolled with Minot State University. The student and/or an advisor must notify the Registrar's Office if a student is following the requirements of a different catalog. Students can only choose to follow the requirements of a catalog that was published after initial enrollment. If a student has a break in enrollment, he/she must follow the requirements of the catalog representing the term in which the student re-enrolls.

Degrees Offered

Bachelor of Applied Science (BAS) Degree

Students must complete an Associate of Applied Science (AAS) Degree prior to being accepted into the BAS programs. Students are required to take a minimum of 30 credits from MSU, and 42 (60 if out of state) from a four-year institution totaling the required 128 semester hour minimum. A minimum GPA of 2.00 is required to graduate. See program guidelines for specific requirements.

Bachelor of Arts (BA) Degree

Students earning a BA degree must pursue coursework outside the major and complete either:

1. One Major and three areas of Concentration
2. One Major, one Minor, and one area of Concentration

Majors, minors, and concentrations cannot be in the same content area. Students earning a BA who are interested in double-majoring will need to complete one concentration as well. Students who are interested in two minors will not need a concentration.

Bachelor of Fine Arts (BFA) Degree

In addition to General Education requirements, students must complete a specific area of specialization within the art curriculum. Secondary admission requirements exist for this degree. Refer to the art program section of the catalog for secondary admission guidelines.

Bachelor of General Studies (BGS) Degree

This degree does not recognize the specializations of majors, minors, or concentrations. Students considering this degree must contact the Registrar's Office to declare BGS status. In addition to General Education requirements, students must complete a minimum of 40 semester hours of 300-400 level coursework as part of the total required 128 semester hours. A minimum GPA of 2.00 is required to graduate.

Bachelor of Science (BS) Degree

In addition to General Education requirements, students must complete a specific program of study.

Bachelor of Science in Education (BSE) Degree

Teacher Education students must maintain cumulative grade point averages of at least 2.50 in all courses in the education core, the teaching major(s) or minor(s), and overall. Students must also complete the Teacher Education core and receive at least a "C" in every course in the Teacher Education core and courses that require admission to teacher education. Secondary admission requirements exist for this degree. For information on admission and retention policies in Teacher Education, refer to the College of Education and Health Sciences section of this catalog.

Bachelor of Science in Nursing (BSN) Degree

Students who wish to earn this degree must be formally admitted into the nursing program and must make "satisfactory progress" as specified in the Department of Nursing section of this catalog. Once admitted, BSN candidates must maintain a minimum cumulative grade point average of 2.00 and a "C" grade in all required support and nursing major courses.

Bachelor of Social Work (BSW) Degree

Students who wish to earn this degree must be formally admitted into the Social Work Program after the completion of three introductory courses. They must be formally admitted to the Field Experience during their senior year. Students must also complete specified General Education requirements and specified support courses in addition to the core social work coursework. Refer to the Social Work section of the catalog.

Credits Required for a Degree

Baccalaureate Degree

A minimum of 120 semester credits is required for a baccalaureate degree at Minot State University. At least 60 of these credits must have been earned at a four-year college or university. The student must have completed the Minot State University General Education Requirements and all required courses for the selected major(s), minor(s), and area(s) of concentration and competency, as well as any other professional requirements as may be prescribed in each curricular plan. No more than 15 credits earned with the satisfactory/unsatisfactory option may be applied toward the degree. No more than 16 credits earned through correspondence courses may be applied toward the degree.

Double Degrees and Second Degrees

Students may elect to earn two or more bachelor degrees. Each degree must be different. For example, students cannot complete a BS in Accounting and a BS in Criminal Justice. Neither could a student complete a BA in History and a BA in Psychology. (For cases such as this, see the section of the catalog concerning double majors.) Students deciding to earn two or more degrees must complete all the requirements of the major for each degree. Each student must earn a minimum of 30 semester hours beyond the first degree for each additional degree. While there may be overlap for the major requirements for the two or more degrees, students must complete all minor/concentration requirements for each degree. Repeated courses do not count towards the additional 30 semester hour requirement for each additional degree. The degrees may be earned concurrently (Double Degrees) or at different times (Second Degrees). The design of those additional credits must be structured in consultation with the department chairs.

Double Major

Students may elect to earn a single degree with more than one major. Students may complete a double major (two majors) or any number of majors. All requirements for both or multiple majors must be completed even though students will receive a single degree such as a Bachelor of Arts with majors in English and History. (If a bachelor's degree is the objective, it is only necessary to complete the number of semester hours required for a single major.)

Adding a Major/Minor After a Degree has been Posted

Students who have previously completed a degree at Minot State University may elect to return to the University to complete an additional major and/or minor. Refer to the department of your chosen major/minor for detailed information about specific requirements.

Certificate of Completion or Certificate Program

Both Certificates of Completion and Certificate Programs will be annotated on an academic transcript. Students must complete half of the semester hours for each certificate of completion and/or certificate program through Minot State University.

Grade Point Average Requirements

A minimum grade point average of a 2.00 is required in all of the major, minor, concentration, competency areas, and cumulative averages for associate and baccalaureate degree candidates. However, some programs of study have higher minimum grade point average expectations. Refer to detailed program information to see specific grade point requirements.

Honors Requirements

The cumulative grade point average is used to determine which baccalaureate degree students may graduate with honors. Prospective honors graduates must have completed both a minimum of two terms in residence and 30 semester credits at Minot State University. For students earning a second degree, honors are based on grades earned beyond the first degree. The minimum honors requirements are as follows:

Honor	Cumulative GPA
Cum Laude	3.50
Magna Cum Laude	3.75
Summa Cum Laude	3.90

Residency Requirements

All courses taught for Minot State University credit are considered "in residence." Baccalaureate degree candidates must have earned a minimum of 30 semester credits in residence. At least 12 of the credits required for any major and at least six of the credits required for any minor must have been earned in residence. Some programs may require more than the minimum number of credits for the major or minor.

General Education

All baccalaureate degree students must complete the General Education Requirements (GER) specified below. Courses taken to complete GER may also be used to complete the requirements of majors, minors, or concentrations. These courses must be taken for a letter grade.

Statement of Philosophy

At Minot State University, the principal role of General Education is to foster the broad repertoire of intellectual, social, and cultural skills needed to function in the world. General Education equips students to understand and influence their own milieu. General Education develops the ability to gather, analyze, and synthesize information and to use it in solving problems. The General Education curriculum therefore emphasizes 1) mastery of linguistic skills, 2) a broad historical and cultural perspective, 3) literacy in the social, natural, and mathematical sciences, 4) understanding and appreciation of the arts such as music, literature, painting, and sculpture, and 5) commitment to contributing one's talents to advancement of the common good. It develops the ability to think and live creatively, critically, intuitively, and rationally, using the full range of abilities inherent in the mind and body. It offers the potential to create in every student a sense of personal, historical, and cultural identity, leading to a breadth of understanding that offers possibilities in all phases of life.

Distribution of Requirements

A minimum of 38 credits are necessary to complete the Minor State University GER. These classes are identified in catalog course descriptions with a GE#. These credits must be distributed throughout the curriculum in a prescribed manner.

The General Education requirement is 36 credits for students who transfer 24 or more credit hours to MSU. Some major programs require additional or specific educational course requirements.

General Education Inventory

GE1. COMMUNICATIONS (9 cr)

Each of the following three courses are required:
 COMM 110 Fundamentals of Public Speaking (3)
 ENGL 110 College Composition I (3)
 or *ENGL 111H Honors Composition I (3)
 ENGL 120 College Composition II (3)
 or * ENGL 121H Honors Composition II (3)

GE2. HISTORY (3 cr)

HIST 101 Western Civilization I (3)
 HIST 102 Western Civilization II (3)
 HIST 103 US History to 1877 (3)
 HIST 104 US History from 1877 (3)
 HIST 211 World Civilizations to 1500 (3)
 HIST 212 World Civilizations since 1500 (3)
 *HIST 215H Modern World Origins (3)

GE3. HUMANITIES (6 cr)

*ARB 101 Beginning Arabic I (4)
 *ARB 102 Beginning Arabic II (4)
 *ARB 201 Intermediate Arabic I (4)
 *ARB 202 Intermediate Arabic II (4)
 ART 110 Introduction to Art (3)
 ART 210 Art History I (3)
 ART 211 Art History II (3)
 ENGL 220 Introduction to Literature (3)
 ENGL 225 Introduction to Film (3)
 ENGL 231 Bible as Literature (3)
 or *ENGL 231H Bible as Literature (3)
 ENGL 232 World Mythology (3)
 ENGL 241 World Literature I (3)
 ENGL 242 World Literature II (3)
 ENGL 251 Foundations in Brit Lit I (3)
 ENGL 252 Foundations in Brit Lit II (3)
 ENGL 261 Foundations in Am Lit I (3)
 ENGL 262 Foundations in Am Lit II (3)
 HUM 251 Humanities (3)
 HUM 252 Humanities (3)
 HUM 253 Humanities (3)
 HUM 254 Non-Western Humanities (3)
 FREN 101 Beginning French I (4)
 FREN 102 Beginning French II (4)
 FREN 201 Intermediate French I (4)
 FREN 202 Intermediate French II (4)
 GERM 101 Beginning German I (4)
 GERM 102 Beginning German II (4)
 GERM 201 Intermediate German I (4)
 GERM 202 Intermediate German II (4)

SPAN 101 Beginning Spanish I (4)
 SPAN 102 Beginning Spanish II (4)
 SPAN 201 Intermediate Spanish I (4)
 SPAN 202 Intermediate Spanish II (4)
 MUSC 100 Music Appreciation (3)
 MUSC 201 World Music (3)
 MUSC 205 History of U.S. Thru Music (3)
 MUSC 207 History of Pop and Rock Music (3)
 PHIL 101 Introduction to Philosophy (3)
 PHIL 102 Philosophy of Human Nature (3)
 SPED 113 American Sign Language I (3)
 SPED 115 American Sign Language II (3)
 SCE 102 Environment and Humanities (3)
 THEA 110 Introduction to Theatre Arts (3)

GE4. WELLNESS/PERSONAL DEVELOPMENT (2 cr)

ART 101 Introduction to Studio Art (3)
 ART 112 Computer Graphics (3)
 ART 122 Two-Dimensional Design (3)
 ART 130 Drawing I (3)
 ART 140 Crafts I (3)
 ART 204 Jewelry I (3)
 ART 250 Ceramics I (3)
 ART 280 Photography I (3)
 BIT 123 Technology-Personal Development (2)
 FIN 251 Personal Finance (3)
 HMS 151 Stress Management (2)
 HPER 100 Concepts of Fitness & Wellness (2)
 HPER 101 Dance (1)
 HPER 109 Racket Sports (1)
 HPER 110 Beginning Swimming (1)
 HPER 120 Weight Training (1)
 HPER 125 Intermediate Swimming (1)
 HPER 126 Group Activities(1)
 MUSC 120 Concert Choir (1)
 MUSC 150 Orchestra (1)
 MUSC 160 Concert Band (1)
 SPED 234H Disability and Society (3)

GE5. MATHEMATICS (4 cr)

MATH 103 College Algebra (4)
 MATH 104 Finite Math (4)
 MATH 107 Precalculus (4)
 MATH 146 Applied Calculus (3)
 MATH 165 Calculus I (4)
 MATH 201H Environmental Math (3)
 MATH 240 Applied Statistics (4)

GE6. SCIENCE (8 cr)

BIOL 111 Concepts of Biology (4)
 or *BIOL 111H Concepts of Biology (4)
 BIOL 127 Environmental Biology (4)
 BIOL 142 General Microbiology (4)
 BIOL 150 General Biology I: Cellular Biology (4)
 or *BIOL 150H Honors General Biology I: Cellular Biology (4)
 BIOL 151 General Biology II: Zoology (4)
 or *BIOL 151H Honors General Biology II: Zoology (4)
 BIOL 154 General Biology III: Botany (4)
 or *BIOL 154H Honors General Biology III:

Botany (4)

CHEM 110 Survey of Chemistry (4)
or *CHEM 110H Honors Survey of Chemistry (4)
CHEM 115/115L Introductory Chemistry (4)
or *CHEM 115H/115LH Honors Introductory

Chemistry (4)

CHEM 121/121L General Chemistry I (5)
or *CHEM 121H/121LH Honors General
Chemistry I (5)

CHEM 122/122L General Chemistry II (5)
or *CHEM 122H/122LH Honors General
Chemistry II (5)

CHEM 127 Chemistry of Environment (4)

GEOL 101 Environmental Geology (4)
or *GEOL 101H Honors Environmental Geology (4)

GEOL 105 Physical Geology (4)

GEOL 127 Environmental Earth Systems (4)

PHYS 110 Astronomy (4)

PHYS 203 Introduction to Physics I (4)

PHYS 204 Introduction to Physics II (4)

PHYS 221 General Physics I (5)

or *PHYS 221H Honors General Physics I (5)

PHYS 222 General Physics II (5)

or *PHYS 222 Honors General Physics II (5)

SCE 103 Environments and Science (4)

GE7. SOCIAL SCIENCE (6 cr)

ECON 201 Principles of Microeconomics (3)

ECON 202 Principles of Macroeconomics (3)

GEOG 110 Principles (3)

GEOG 161 World Regional Geography (3)

PSY 111 Introduction to Psychology (3)

SOC 110 Introduction to Sociology (3)

*SOC 200H Idea of Society (3)

SOC 210 Introduction to Anthropology (3)

POLS 115 American Government (3)

SWK 256 Development of Social Welfare (3)

SCE 101 Environments and Societies (3)

Courses designated with an “H” may be taken as part of the Minot State University Honors Program. Courses may have additional requirements. See honors program section of this catalog for more details.

* Courses are **not** a part of the NDUS General Education Requirement Transfer Agreement (GERTA); however, they will count as General Education Requirements at MSU.

Completing the Requirements

There are several ways in which students may complete the General Education Requirements (GER):

1. Successfully complete the 38-credit GER as specified above.
2. Successfully pass AP/CLEP (inquire at the Registrar’s Office for the current list) or department exams (inquire at the department) for some of the courses in the above inventory.
3. Successfully complete approved, letter-graded, or online courses offered through the Center for

Extended Learning

4. Successfully complete the GER of another institution under the terms of the North Dakota University System General Education Transfer Agreement (see below).

North Dakota University System (NDUS)

General Education Transfer Agreement

The NDUS Transfer Agreement was developed to assist students who transfer within the eleven NDUS campuses and tribal colleges in North Dakota. Students who have completed the lower division GER at one campus are deemed to have completed them at another. Students who have not completed GER prior to transfer will find that their General Education coursework taken at one campus will be acceptable as General Education coursework at another, although some redistribution of courses may result.

Students transferring into Minot State University should contact the Registrar at the former campus to have verification of GER completion forwarded to the Registrar’s Office at Minot State University. Students transferring out of Minot State University should either complete the Minot State University GER or take courses in the Minot State University General Education inventory that are marked for transfer (e.g. ND:ENGL, ND:FA, ND:LABSC). Please direct questions about the Transfer Agreement to the Registrar’s Office.

Under the terms of the NDUS Transfer Agreement, the Minot State GER contains the following seven components. Credits taken elsewhere and coded as indicated will help to complete the Minot State GER:

- I. COMMUNICATION (9 credits: 6 credits of English and 3 of Speech). Any NDUS course marked **ND:ENGL** may apply to the 6-credit English requirement, and any marked **ND:SPEECH** may apply to the Speech requirement.
- II. HISTORY (3 credits). Any NDUS course marked **ND:HIST**.
- III. HUMANITIES (6 credits). Any NDUS course marked **ND:HUM**.
- IV. WELLNESS (2 credits). Any NDUS course marked **ND:FA**.
- VII. SOCIAL SCIENCE (6 credits). Any NDUS course marked **ND:SS**.

For students who have not completed the general education requirements in transfer, the MSU Registrar’s Office will determine those credits which may be applied to the University’s General Education Requirements and issue a transcript summary to the student.

Diversity Requirements

Diversity Definition

Minot State University embraces a broad concept of diversity, which can be seen as variances in ethnicity, age, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. MSU also believes

that diversity is an evolving concept that engages viewpoints, perspectives, values, religious beliefs, and backgrounds of the global community. The MSU community values a spirit of inclusivity.

Curricular Diversity Requirements

Each student at Minot State University will be required to complete six credits of designated diversity courses.

Three of these credits fulfill the General Education requirement, while three fulfill the graduation requirement. Only courses that have been officially designated by the Curricular Diversity and Campus Climate Committee (CDCCC) will satisfy these requirements.

General Education

Each student at Minot State University will be required to dedicate three credits within their General Education curriculum to a diversity class. These courses, which are already part of the MSU General Education program, will be certified by the CDCCC and designated as fulfilling both requirements. A complete list of these courses are available from your academic advisor and http://www.minotstateu.edu/academic/cdccc_student_info.shtml.

Graduation

Each student at Minot State University will be required to complete three credits from a pool of designated diversity courses beyond their General Education program. These courses, which will be approved by the CDCCC, may include classes drawn from individual majors and programs. These credits do not count towards General Education requirements, and must be completed separately. A complete list of these courses is available at http://www.minotstateu.edu/academic/cdccc_student_info.shtml.

Major Requirements

Declaring or Changing a Major

Refer to the academic programs offered on pages 8-9 for the complete listing of majors, minors, and concentrations offered at Minot State University.

Students indicate on the application for admission the major or majors in which they are interested. Students undecided as of a field of interest may elect an undeclared major while making program and career decisions. Undeclared students must declare a major in a degree-granting program by the time they have completed 45 credits.

Students must complete at least one major in order to earn any Minot State University baccalaureate degree other than a Bachelor of General Studies (BGS) Degree. BGS students do not declare majors, minors, or concentrations.

Student may declare or change majors by accessing the online major/minor change form located at [www.minotstateu.edu/](http://www.minotstateu.edu/records/forms.shtml)

[records/forms.shtml](http://www.minotstateu.edu/records/forms.shtml).

Credits Required for a Major

In general, students in a bachelor degree program must complete a minimum of 36 credits in the major, although this may vary considerably across programs. At least 12 of the credits required for the major must be completed in residence at Minot State University.

Students may not earn a major without also earning or holding a Minot State University degree.

Students may elect to earn a single degree with more than one major. Students may complete a double major (two majors) or any number of majors. All requirements for the majors must be completed even though students will receive a single degree such as a Bachelor of Arts with majors in English and History.

Credit Overlap

Courses that are used to meet the requirements in one major or minor may also be used to meet requirements in other majors or minors.

Grade Point Average Requirement

A minimum grade point average of 2.00 is required for the major(s). Some programs of study have higher minimum grade point average expectations.

Minor Requirements

A minor is the completion within an area of specialization of a group of courses in a field other than the major. Minors may be earned in fields unrelated to students' majors or they may be complementary or supportive of majors. Minors may be used to fulfill career needs or to facilitate in-depth investigation in a discipline of secondary interest.

Declaring or Changing a Minor

Any student may elect to earn one or more minors; however, Bachelor of Arts degree recipients often pursue at least one minor in order to complete degree requirements.

Students should discuss intentions to pursue the minor(s) with their advisors and with the affected department(s).

A notation recognizing the fulfillment of the requirements for the minor(s) will be posted on the student's permanent academic record at the time of graduation.

Teaching Minors and Praxis II

A teaching minor in a "core" subject area requires that the candidate successfully complete the Praxis II examination to obtain a major equivalency that allows them to teach in that subject area. A teaching minor in a "non-core" subject area allows the candidate to be licensed to teach in that area.

Credits Required for a Minor

Courses required for the minor are specified by each discipline that offers one. Although the actual number of credits required to complete a minor will vary by discipline, a minimum of 18 credits is standard. At least six of the credits required for the minor must be completed in residence at Minot State University.

Students may not earn a minor without also earning or holding a Minot State University degree.

Credit Overlap

Courses that are used to meet the requirements in one major or minor may also be used to meet requirements in other majors or minors.

Grade Point Average Requirement

A minimum grade point average of 2.00 is required for the minor(s). Some programs of study have higher minimum grade point average expectations. Refer to individual program guidelines for more information.

Concentration Requirements

A concentration is similar in concept to the minor but requires fewer credits for completion. Concentrations may be earned in fields unrelated to students' majors or they may be complementary or supportive of majors.

Pursuing a Concentration

Any student may elect to earn one or more concentrations; however, Bachelor of Arts degree recipients must pursue at least one concentration outside the division/department in order to complete degree requirements. The student should discuss intentions to pursue a concentration with his/her advisor.

Credits Required for a Concentration

Courses required for the concentration are specified by each discipline that offers one. Although the actual number of credits required to complete a concentration will vary by discipline, a minimum of nine credits has been established by the faculty for this purpose. Concentrations that meet SBHE Policy 409 (a minimum of 12 credits) will be transcribed.

Grade Point Average Requirement

A minimum grade point average of 2.00 is required for the concentration(s). Some programs of study have higher minimum grade point average expectations. Refer to individual program guidelines for more information.

Certificate Program Requirements

Certificate Programs consist of at least 16 semester hours of coursework and typically include few General Education courses. At least half of the semester hours must be earned through Minot State University. Completion of a Certificate Program will be annotated on an academic transcript; however, Certificate Programs will not be recognized at commencement ceremonies.

Certificate of Completion Requirements

A Certificate of Completion is awarded for an undergraduate course of study with no less than 16 credit hours, or a non-credit course of study. At least half of the semester hours must be earned through Minot State University. Certificates of Completion are annotated on an academic transcript; however, Certificate of Completion programs will not be recognized at commencement ceremonies.

Applying for Degree Candidacy

The student must file a preliminary application for graduation with the Advisor of Record at the close of the junior year. To become a candidate for a degree, a final application for graduation must be filed with the Advisor of Record according to published deadlines. The advisor certifies that all major and minor requirements will be met by the close of the final term. The advisor then approves the application and submits it to the Registrar's Office for verification. The Registrar's Office then informs the candidate of the procedures to be completed. **It is the student's responsibility to comply with all deadline dates as specified in the calendar dates. Failure to do so could result in the postponement of graduation. Failure to comply with dates and deadlines may result in the delayed posting of a degree.** Degrees are posted effective for the term the application is received by the Registrar's Office.

Commencement

Degrees are conferred at commencement exercises held at the close of the spring semester. Candidates for graduation are those students who have satisfied graduation requirements within the current academic year, as well as those who expect to finish their requirements in the summer session immediately following commencement. An academic year encompasses Fall, Spring, and Summer semesters. Each fall begins a new academic year. Students completing graduation within this period are encouraged to participate in the exercises.

Participation in the commencement ceremony does not signify degree completion.

Early Walk Through

Fall graduates may choose to walk through the spring commencement ceremony prior to completion of all graduation requirements. In order to be eligible for participation, the student must complete an application for graduation with their department/division chair and comply with all deadline dates as specified in the academic calendar.

Diplomas

Diplomas are issued following each term and are mailed within 6-8 weeks following the close of the academic session in which graduation requirements have been completed. Students must notify the Registrar's Office of a forwarding address. Diplomas or official transcripts will not be released for students who have outstanding debts owed to the University.

Only student degrees are printed on diplomas. Majors, minors, and concentrations are not printed on diplomas. For example, if a student is receiving a Bachelor of Arts with a major in History, only "Bachelor of Arts" is printed on the diploma. Likewise, if a student is receiving a Bachelor of Science in Education with a major in Elementary Education, only "Bachelor of Science in Education" will be printed on the diploma.

Special Academic Programs

General Studies

BACHELOR OF GENERAL STUDIES DEGREE REQUIREMENTS

This generalist's degree program is designed for students whose educational objectives are not aligned with a more traditional degree program. It offers a flexible, individualized curricula leading to a Bachelor of General Studies (BGS) degree. Through individualized advising, the program helps students define their educational goals and design interdisciplinary curricula drawing on a variety of course offerings. The program is also intended to allow a student who has completed most of the requirements of a major but has been unsuccessful in some required portion of an approved program to complete a degree in a timely manner.

General Studies Program Goals

- Facilitate completion of a bachelor's degree
- Ensure completion of General Education requirements
- Utilize flexible instruction methods to complete remaining coursework
- Encourage exploration of upper-division coursework
- Clarify and encourage academic and career goals

General Studies Program Outcomes

- Articulate how courses chosen for the degree contribute to intellectual, cultural, social, and personal growth
- Provide rationale for the courses selected for the degree and relate that selection to professional employment or further education.
- Apply for post-graduation opportunities.

The following minimum requirements are in place:

1. 128 credits.
2. 40 credits of 300-400 level course work.
3. 30 credits earned in residence.
4. 60 credits from a four-year college or university
5. 2.00 cumulative grade point average.
6. Completion of the General Education Requirements.
7. Completion of MSU Diversity Requirements
8. Students electing this degree program must register his/her intent with the Student Success Center Director who will serve as their advisor.
9. Students pursuing a BGS degree are not permitted to declare any major, minor, or concentration.
10. Students will be required to complete a BGS Survey and Essay in the last semester of their undergraduate program.

Honors Program in Engagement & Scholarship (HOPES)

Director: Laurie Geller

Honors Program Mission

The Honors Program in Engagement & Scholarship (HOPES) will empower student scholarship and encourage active citizenship, leadership, and devotion to the common good.

Honors Program Description

The Honors Program in Engagement & Scholarship (HOPES) is a concentration program that encourages motivated students to explore challenging and personally-tailored programs of advanced study. Coursework emphasizes the complex relationship between individuals and their communities (local, regional, national, and global) through creative seminars and independent research opportunities.

Honors Program Goals & Outcomes

Goal: *To promote critical, reflective, & independent thinking*

Outcomes: Students will

- Develop the ability to read and interpret primary texts across disciplines.
- Cultivate the intellectual curiosity to search for context.
- Learn to participate actively in substantive discussion.
- Conduct independent & ethical research for the senior capstone project.

Goal: *To nurture a commitment to community awareness, involvement, and service*

Outcomes: Students will

- Acquire the skills, knowledge, and perspectives necessary to collaborate and participate actively with diverse local and global partners.

Goal: *To foster excellence in verbal and written communication skills*

Outcomes: Students will

- Learn to articulate point of view and research findings clearly and effectively.
- Acquire foreign language proficiency at an intermediate level.
- Demonstrate firmly established written and verbal skills in the senior capstone project.

Goal: *To cultivate awareness of global issues and cultural diversity*

Outcomes: Students will

- Study current and historical international issues and aspects of global culture.

Admission and Retention

To be eligible for admission, first-year students (freshmen) must have a minimum composite ACT score of 25 or a high school GPA of 3.50 or higher (on a 4.00 scale). Students seeking admission after at least one academic term at the university must have a cumulative grade point average of 3.30. The program is open only to baccalaureate students taking eight or more credits each term.

To be retained in the Honors Program, students must have a minimum 3.00 GPA in honors courses and maintain a cumulative GPA of 3.30 or higher. Students whose honors or cumulative GPA falls below the required minimum will be placed on probation status. Students whose GPA falls below the required minimum for two consecutive semesters will be dropped from the program. Students must meet minimum GPA requirements and complete Honors Senior Essay project (HON 451H) with a grade of B or above in order to fulfill the requirements of the concentration and graduate with the Honors Program designation.

Coursework

The Honors Program earns a concentration, and students take a minimum of 27-29 semester hours within the program. Course requirements for most majors permit enough “open” electives to accommodate the addition of honors coursework.

Students in the Honors Program participate in lively seminar discussions, conduct independent study and research, produce and present an advanced-level writing project, participate in community service projects, and earn public recognition for their achievements.

Honors Program Required Coursework (27-29 cr)

Two honors (“H”) classes that satisfy general education or diversity requirements*

Two semesters of foreign language, including the option of American Sign (6-8)

- HON 191H The Honors Community (1)
- HON 252H Visionaries of the Past (2)
- HON 254H Information in the Digital Age (2)
- HON 264H Thinking Outside the Box (3)
 - or study abroad (3)
 - or an honors elective course (3)
- HON 351H Integrity & the Examined Life (3)
- HON 391H Community Problem-Solving (3)
- HON 395H Global Citizenship & Service (3)
- HON 450H Project & Portfolio Design (1)
- HON 451H Senior Essay & Seminar (3)

*Some academic majors may require completion of specific General Education or Diversity courses and may not be able to accept Honors Program substitutions. Students should routinely consult with their academic advisors.

Studies in Community and Environment

BACHELOR OF ART IN SCE DEGREE REQUIREMENTS

SCE Program Mission

The Studies in Community and Environment Program combines rigorous academic studies and meaningful practical experiences needed to understand and solve community and environmental problems in North Dakota, the Great Plains region, and other places throughout the nation and the world. Participating faculty strive to increase awareness and appreciation of human connections with the rest of nature and promote advocacy for sustainable behaviors and practices.

SCE Program Goals

*Learn the Discipline (Knowledge)

Learning basic concepts in sciences, arts, humanities, and social sciences, and how these concepts are used in concert to analyze and understand community and environmental issues at local, regional, and global scales.

*Practice the Discipline (Application)

Applying interdisciplinary knowledge and critical thinking skills through engagement in experiential learning focused on solving community and environmental problems at local, regional, and global scales.

*Maintain the Discipline (Action)

Fostering lifelong commitment to advocate for sustainable behaviors and ethical solutions to community and environmental problems by preparing individuals (students, faculty, and community members) for effective citizenship, continued study, and relevant career opportunities.

SCE Core Requirements (24 cr)

- SCE 101 Environments and Societies 3 cr
- SCE 102 Environments and Humanities 3 cr
- SCE 103 Environments and Sciences 4 cr
- SCE 260 Collaborative Study 3 cr
- SCE 301 Environmental Values and Ethics 3 cr
- SCE 394 Directed Research 3 cr
- SCE 397 Internship 3 cr
- SCE 494 Senior Capstone 2 cr

Complete One SCE Option 24–30 cr

Social Science Option 24 cr

Humanities Option 24 cr
 Science Option 30 cr

Electives: Choose two courses from each of the above Options you are not completing (12–14 cr)

Total Credits 60–66 cr

Social Sciences Option Courses

SOC 113 Introduction to Eco–Sociology 3 cr
 SOC 275 Contemporary Community Issues 3 cr
 SOC 325 Environmental Sociology 3 cr
 SOC 362 Urban Community Studies 3 cr
 HIST 219 Environmental History 3 cr
 HIST 251 Introduction to Public History 3 cr
 GEOG 334 Climatology 3 cr
 GEOG 371 Cartography 3 cr
 GEOG 360 Perception of the Environment 3 cr
 GEOG 452 Human Impact on the Environment 3 cr
 ECON 320 Environmental and Resource Economics 3 cr
 ACCT 415 Energy Law 3 cr
 HMS 260 Introduction to Public Health 3 cr
 HMS 333 Transcultural Health Care 3 cr

Humanities Option Courses

COMM 324 Community Relations 3 cr
 COMM 411 Communication Issues and Ethics 3 cr
 COMM 211 Rhetoric of Place and Space 3 cr
 COMM 245 Community/Citizen Journalism 3 cr
 ART 312 History of Architecture 3 cr
 ENGL 299 Special Topics 3 cr
 (appropriate as per course content)
 ENGL 430 Advanced Seminar in Literature 3 cr
 (appropriate as per course content)
 ENGL 470 Advanced Seminar in Literary Criticism 3 cr
 (appropriate as per course content)

Natural Sciences Option Courses

BIOL 127 Environmental Biology 4 cr
 CHEM 127 Chemistry of the Environment 4 cr
 GEOL 127 Environmental Earth Systems 4 cr
 CHEM 227 Environmental Analytical Chemistry 4 cr
 GEOL 227 Earth Materials and Analysis 4 cr
 SCI 301 Biogeochemical Cycles 3 cr
 GEOL 323 Global Climate Change 3 cr

Elect one introductory Biology course 4 cr
 BIOL 150 General Biology I: Introduction to Cellular Biology
 BIOL 151 General Biology II: Introduction to Zoology
 BIOL 154 Introduction to Botany

Second Major or Minor and/or Concentration(s) (24 - 30 cr) See pages 30-31.

International Programs

Director: Libby Claerbout

Study Abroad

Study Abroad programs and other international experiences, such as internship, work and travel abroad, offer students the opportunity to significantly enhance professional and personal competencies. Experience abroad expands one's knowledge of international affairs, provides a deeper understanding of other cultures, and offers new perspectives on subject matter that students have already been exposed to in the classroom. In addition, time spent in a foreign country can increase a student's career opportunities by providing direct, hands-on experience developing the skills necessary for success in an increasingly diverse and globally interdependent workforce.

The MSU Office of International Programs can assist students in identifying a program that perfectly fits their individual academic needs and personal interests. Students will find options that are affordable, marketable, and rewarding. The following education abroad options are available to MSU students:

Affiliate Programs

Affiliate programs are third-party study abroad providers that have been thoroughly researched and pre-approved by the MSU International Advisory Committee. MSU affiliate programs have been chosen specifically for the quality and credibility of their academic offerings, affordability, and the level of service provided to participants. Students can choose from a wide array of locations, program lengths, and fields of study through MSU affiliate providers. Current MSU affiliate programs are: ISA (International Studies Abroad), Semester at Sea, and GlobaLinks.

Faculty-led Study Tours

Study tours are a great way for Minot State students to experience the world. Travel is organized by an MSU professor who relates course objectives with local culture, customs, famous sites, and history. These programs also give students a chance to develop deep relationships with others in their academic field. Study tour programs vary from year to year and course credit offered will differ depending on the nature of the program and the faculty member leading the program.

Exchange Programs with Partner Institutions

Minot State has developed partnerships with institutions around the world, offering MSU students the opportunity to participate in reciprocal exchanges. Students benefit from existing institutional relationships and departmental familiarity of academic programs and course offerings when they choose to study at a partner institution. Current exchange partners include locations in Norway, Sweden, Denmark, and South Korea.

Credit Transfer and Financial Aid

Credit from approved study abroad programs may be applied towards a student's overall degree program at Minot State

University. Students participating in an approved study abroad program, even those sponsored by another institution or organization, must register in the Study Abroad course number INT 497. Registration in INT 497 allows for the release of financial aid to cover program costs. Students are typically able to retain their normal financial aid package and are responsible for the costs of airfare and travel, housing, and other living expenses. Many of MSU study abroad programs are “exchanges” meaning MSU tuition is paid here, while you study there.

Requirements for Participation

All students considering study abroad are required to work with the Office of International Programs staff in preparation for their time abroad. Students are encouraged to explore study abroad opportunities early in their academic career. Advance planning helps assure that study abroad programs will not unnecessarily prolong the period of time needed to get a degree, and assures that students meet application deadlines. The first step to studying abroad is to visit the International Programs website at <http://www.minotstateu.edu/international>, calling 701-858-4155, or by stopping by the Office of International Programs on the 1st floor, Multicultural Center in the Student Center.

Study Abroad advising sessions with the Office of International Programs provide students with information regarding educational opportunities abroad, program selection, financial aid, and scholarships. In addition, the office offers support services such as pre-departure orientations, assistance with the visa application process, and general cultural guidance once a student is on program.

In order to be accepted into a study abroad program, students must have a GPA of 2.5 or higher, and must have sophomore status (24 credits),

Application materials must be submitted by the appropriate application deadline and might include some or all of the following: MSU Study Abroad Application Form, Recommendation Forms completed by the Academic Advisor and another Faculty Member, Official MSU Transcripts, Personal Statement and the Host Institution or Program Provider Application. Further information on eligibility requirements, application materials, deadlines, policies, procedures and costs of participation may be found at <http://www.minotstateu.edu/international>.

Application Deadlines

Fall Semester and Academic Year Programs:January 15
 Spring Semester Programs:August 15
 Summer Programs:February 1

Mandatory Health Insurance

All participants in a Minot State University sponsored study abroad program or other approved study abroad programs are required to carry the international travel and health insurance policy specified by MSU. The fee for health insurance must be paid prior to the start of the study abroad program and will be billed to the student's account.

The College of Arts and Sciences

Dr. Conrad Davidson, Dean

The College of Arts and Sciences provides students at the University the opportunity for a sound liberal education. A core value of Arts and Sciences is that learning is an end in itself, and that the principal utility of knowledge is in the pursuit of happiness. As teachers and scholars, Arts and Sciences faculty are concerned with the discovery of new knowledge as well as with the preservation and communication of the wisdom of the past. They seek to instill in all students the spirit of reasoned inquiry and habits of intellectual curiosity and discipline. In its curricula, the College seeks to enrich students with an appreciation of their intellectual, cultural, and aesthetic heritage; to provide them with the skills necessary to understand the complex human, societal, and technological issues of the present; to prepare them for direct entry into careers and advanced study in a variety of fields; and to foster in them a commitment to human growth and the continuing examination of life.

College of Arts and Sciences

Mission Statement

The College of Arts and Sciences provides a comprehensive, holistic, and interdisciplinary education at Minot State University. College faculty integrate excellent teaching with scholarly and creative activity, thereby preparing undergraduate and graduate students with the knowledge, values, and skills needed in our diverse world.

College of Arts and Sciences

Vision Statement

To be recognized as one of the best liberal arts colleges among mid-sized, comprehensive state universities in and beyond the USA.

Organization

The College of Arts and Sciences consists of the Dean and the faculty of the following units:

Department of Biology, Heidi Super, Chair

Department of Criminal Justice, William Archambeault,
Chair

Division of Humanities, Linda Olson, Chair

Department of Mathematics and Computer Science,
Cheryl Nilsen, Chair

Division of Music, Kenneth Bowles, Chair

Division of Science, Ryan Winburn, Chair

Division of Social Science, Daniel Ringrose, Chair



DEPARTMENT OF BIOLOGY

Chair: Dr. Heidi Super

Faculty: Dr. Christopher Beachy; Dr. Alexandra Deufel; Dr. Christopher Keller; Dr. Paul Lepp; Dr. Alexey Shipunov; Dr. Heidi Super.

The Department of Biology offers three degrees and directs several pre-professional programs. The Bachelor of Arts in Biology is designed for those students who desire to go to professional schools of medicine, dentistry, optometry, chiropractic, physical, and occupational therapy, mortuary science, and veterinary medicine or who wish to pursue graduate work in biology. The BA degree is also designed for those students who desire employment in the biomedical industry, environmental sciences, or wildlife management.

The BSE degree in Biology is designed for students who are interested in careers as biology teachers in junior or senior high schools. Students completing this program meet all the requirements for secondary school certification in North Dakota. Furthermore, the broad-based biology curriculum prepares the students not only to teach biology, but also chemistry and physical science. The students are also fully prepared to pursue the graduate program for the Master of Arts in Teaching (MAT) degree in science.

The BS degree in Medical Laboratory Science (MLS) [Medical Technology] is a joint program of Minot State University and the University of North Dakota (UND) and complies with the National Accrediting Agency for CLS. Full-time students can complete coursework in three years, and begin clinical training during the summer session at UND in Grand Forks, ND. MLS majors are required to take a minimum of 38 credits of General Education course in each of the following subject areas: communications, history, humanities, wellness/personal development, mathematics, science, and social science. The General Education math and science requirements are automatically met by taking MLS required courses. Following successful completion of coursework, fourth-year students are guaranteed admission to the clinical year at one of the participating accredited hospitals in North Dakota, Montana, Minnesota, Arizona, Colorado, Iowa, Nebraska, Oklahoma, Oregon, South Dakota, Washington, Wisconsin, and Wyoming. Students who earn the MLS BS degree obtain employment in a number of different medical areas including hospitals, physicians' offices, clinics, public health agencies, and pharmaceutical firms.

The primary objective the BS in Bioinformatics program (also called Computational Biology) is to prepare students to enter the bioinformatics field in commercial or academic setting. Bioinformatics is a cross-disciplinary field that encompasses computer science, mathematics, and biology in order to extract meaningful information from large biological data sets. The global bioinformatics industry has grown at double-digit rates for the past decade. Minot State University is the only school with the surrounding five state region to offer and undergradu-

ate bioinformatics degree.

Biology provides courses required for professional degrees in nursing, medical technology, radiologic technology, social work, criminal justice, physical education, elementary education, and special education. General Education courses are offered which deal with the fundamentals and philosophy of biology.

Biology Department Mission:

The mission of the Department of Biology is to equip students with a broad and substantive knowledge of biology. We actively promote the development of critical thinking skills and an ingrained sense of the scientific method among our students. By actively mentoring students in the classroom and in our research labs, we seek to develop the skills that enable them to apply their new found knowledge in a research setting and advance the frontiers of biology.

Biology Department Goals:

The goals of the Department of Biology are:

- to provide research opportunities for our students so that they may contribute meaningfully to the study of Biology;
- to prepare students for advanced study in Biological Sciences and Health Sciences;
- to prepare students for biological careers in teaching, government, business, and industry;
- to enrich the General Education of students with Biology courses;
- to support the university and larger community with faculty and student service.

Biology Program Goals

The goals of the BA in Biology are:

- to provide a foundation in principles of biology and scientific inquiry;
- to provide experiences communicating biological processes and content so the student can read, write and speak effectively about Biology;
- to enable students to make discoveries and new contributions in the area of Biology;
- to provide broad training so the student can continue in further study in Biology and related disciplines;

Biology Program Outcomes

Graduates of the BA program in Biology will be able to do the following:

- demonstrate competency in the foundation areas of Molecular and Cellular Biology, Organismal Biology, and Population Biology;
- successfully pursue graduate degrees in Biology;
- get a job in a Biology-related field;
- communicate biological concepts through presentation and publication;
- articulate the fundamental importance of Biology in their lives and in society.

BACHELOR OF ARTS WITH A MAJOR IN BIOLOGY (120 CR)

Two introductory courses (8 cr) must be completed prior to enrolling in 300+ courses required for the degree.

Students must take:

BIOL 150 Introduction to Cellular Biology (4)

Choose one of the following:

BIOL 142 General Microbiology (4)

BIOL 151 Introduction to Zoology (4)

BIOL 154 Introduction to Botany (4)

200 level Required Courses (8 cr)

BIOL 215 Genetics (4)

BIOL 240 Biometrics (4)

300 and 400 level Courses (20 cr)

Select five from the following:

BIOL 310 Ethnobotany (4)

BIOL 325 Entomology (4)

BIOL 330 Biogeography (4)

BIOL 335 Comparative Vertebrate Anatomy (4)

BIOL 340 Systematic Zoology (4)

BIOL 346 Developmental Biology (4)

BIOL 347 General Ecology (4)

BIOL 349 Plant Physiology (4)

BIOL 350 Freshwater Biology (4)

BIOL 360 Morphology of Vascular Plants (4)

BIOL 401 Population Genetics (4)

BIOL 402 Bioinformatics (4)

BIOL 405 Prokaryotic Physiology (4)

BIOL 445 Cancer Biology (4)

BIOL 448 Systematic Botany (4)

BIOL 450 Parasitology (4)

BIOL 455 Hematology (4)

BIOL 458 Anatomy of Seed Plants (4)

BIOL 460 Herpetology (4)

BIOL 465 Immunology (4)

BIOL 470 Histology (4)

BIOL 475 Clinical Microbiology (4)

BIOL 480 Molecular Biology (4)

Remaining Coursework

Choose one of the following tracks:

Research Track (8 cr)

—BIOL 492 (taken over 2 or more semesters)

or

Non-Research Track

—Any two additional BIOL courses

(except BIOL 111, BIOL 115, and BIOL 127).

Additional Required Courses (26-32 cr)

CHEM 121, 122/CHEM 240 or 341 and 342/PHYS 203, 204/BIOL 240

Minor and/or Concentration(s) (15-16 cr).

BIOLOGY MINOR (TEACHING AND NON-TEACHING) (24 CR)

Students must take:

BIOL 150 Intro to Cellular Biology (4)

BIOL 215 Genetics (4)

Choose two of the following:

BIOL 142 General Microbiology (4)

BIOL 151 Introduction to Zoology (4)

BIOL 154 Introduction to Botany (4)

Choose three 300 or 400 level courses.

BIOLOGY CONCENTRATION (12 CR)

Choose 12 credits from the following courses:

Students must take:

BIOL 150 Intro to Cellular Biology (4)

Choose two of the following:

BIOL 142 General Microbiology (4)

BIOL 151 Introduction to Zoology (4)

BIOL 154 Introduction to Botany (4)

BIOL 215 Genetics (4)

Biology Education Goals

The goals of the BSE program in Biology education are:

- to provide a foundation in principles of Biology;
- to provide a foundation in the art and craft of teaching;
- to provide a foundation in Biology teaching methodologies;
- to prepare the student for licensure in 7-12 Biology education;
- to prepare students for employment where a strong Biology education foundation is needed;
- to prepare prospective Biology teachers to engage in professional development activities and to become involved in professional associations.
- to provide prospective Biology teachers with a foundation in technologies used for teaching Biology;
- to provide a foundation in assessment of student learning of Biology.

Biology Education Outcomes

Graduates of the BSE program in Biology Education will be able to:

- solve problems that require application of their knowledge of Molecular and Cellular Biology, Organismal Biology, and Population Biology;
- articulate biological concepts and effectively communicate them to students using appropriate vocabulary and terminology.
- manage the classroom environment to provide safe and positive learning experiences;
- present well planned lessons conducive to student learning using multiple teaching strategies;
- incorporate technology in the teaching and learning of Biology to enhance students' learning and understanding;
- assess student learning of Biology using both formal and informal methods of assessment.

- deliver instruction that incorporates multiple learning modalities, including adaptations to address diverse learning needs;
- teach Biology to students in a variety of grades (7-12) and in a variety of settings.

University Teacher Education Policies

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for biology, chemistry, earth science, physical science, and physics majors in Teacher Education.

Department Teacher Education Requirements

In addition to University-wide teacher education retention policies listed above, science majors in the BSE degree programs must:

1. Meet regularly with an advisor within the Department of Biology to coordinate course work within their major.
2. Meet regularly with an advisor within the Department of Biology to coordinate course work within Science Education.
3. Apply to the Department of Biology to be recommended for Admission to Teacher Education. Minimum requirements for recommendation are:
4. Complete General Education communications requirement with a minimum GPA of 2.50 with no grade lower than a "C."
5. Complete basic Skills Test (PPST), SAT, or ACT with satisfactory scores.
6. Maintain a minimum cumulative GPA of 2.50 for all course work taken.
7. Complete speech and hearing tests.
8. Complete autobiography, stating reasons teaching was chosen as a profession.
9. Obtain written recommendations from two faculty within the Division of Science.
10. Maintain minimum GPA of 2.50 within the major (at least 8 credits completed).

Once admitted to Teacher Education students must:

1. Maintain a GPA of 2.50 for all course work taken.
2. Maintain a GPA of 2.50 within their major.
3. Maintain a portfolio, which must be completed before application for student teaching will be considered.
4. Apply to the Department of Biology at least two semesters before student teaching.
5. Complete the required science teaching methods courses before student teaching.

All students majoring in another division or department and planning to teach with a minor in the sciences must submit their credentials to the Department of Biology for review at least two semesters before student teaching.

The Department of Biology will initially approve pre-service

teachers. In addition, each candidate's progress is reviewed each semester, in accordance with standards set by the University and the Department.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN BIOLOGY (133 CR)



The two course introductory sequence: (8 cr) must be completed prior to enrolling in 300+ courses required by the degree.

Students must take:

BIOL 150 Introduction to Cellular Biology (4)

Choose one of the following:

BIOL 142 General Microbiology (4)

BIOL 151 Introduction to Zoology (4)

BIOL 154 Introduction to Botany (4)

200 level Required Courses (8 cr)

BIOL 215 Genetics (4)

BIOL 240 Biometrics (4)

300 and 400 level Courses (16 cr)

Select four from the following:

BIOL 310 Ethnobotany (4)

BIOL 325 Entomology (4)

BIOL 330 Biogeography (4)

BIOL 335 Comparative Vertebrate Anatomy (4)

BIOL 340 Systematic Zoology (4)

BIOL 346 Developmental Biology (4)

BIOL 347 General Ecology (4)

BIOL 349 Plant Physiology (4)

BIOL 350 Freshwater Biology (4)

BIOL 360 Morphology of Vascular Plants (4)

BIOL 401 Population Genetics (4)

BIOL 402 Bioinformatics (4)

BIOL 405 Prokaryotic Physiology (4)

BIOL 445 Cancer Biology (4)

BIOL 448 Systematic Botany (4)

BIOL 450 Parasitology (4)

BIOL 455 Hematology (4)

BIOL 458 Anatomy of Seed Plants (4)

BIOL 460 Herpetology (4)

BIOL 465 Immunology (4)

BIOL 470 Histology (4)

BIOL 475 Clinical Microbiology (4)

BIOL 480 Molecular Biology (4)

Remaining Coursework

Choose one of the following tracks:

Research Track (8 cr)

—BIOL 492 (taken over 2 or more semesters)
or

Non-Research Track (8 cr)

—Any two additional BIOL courses
(except BIOL 111, BIOL 115, and BIOL 127)

Additional Required Courses (22 cr)

CHEM 121, CHEM 122, GEOL (4cr), PHYS (4cr),
MATH 107

Select one course from geology, and physics.

Professional Education Sequence (37 cr)

ED 250 Foundations of Education (2)
ED 260 Education Psychology (2)
ED 320 Curriculum, Planning, and Assessment (3)*
ED 380 Technology in Teaching (2)*
ED 460 Managing the Learning Environment (2)*
ED 470 Teaching Diverse Learners (2)*
ED 493 Student Teaching (12)*
SCI 391 Teaching Science in the Secondary School (3)*
SPED 110 Introduction to Exceptional Children (3)
SS 283 Ethnic and Cultural Diversity in America (3)
Elect one of the following (3 cr)
PSY 255 Child and Adolescent Psychology (3)
PSY 352 Adolescent Psychology (3)

* Requires admittance to Teacher Education. Refer to pages 127-131 for Teacher Education Policies and Procedures.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOINFORMATICS (125 CR)

Program Coordinator: Dr. Paul Lepp

General Education (38 cr)

Bioinformatics (also called computational biology) is a cross-disciplinary field that encompasses computer science, mathematics, and biology in order to extract meaningful information from large biological datasets. Minot State University is the only school within the surrounding five state region to offer an undergraduate bioinformatics degree.

Core Requirements Coursework (70 credits):**Biology (24 credits):****Students must take:**

BIOL 150 Introduction to Cellular Biology (4)
BIOL 215 Genetics (4)
BIOL 480 Molecular Biology (4)
BIOL 402 Bioinformatics (4)
BIOL 492 Biology Capstone (4)

Choose one of the following:

BIOL 142 General Microbiology (4)
BIOL 151 Introduction to Zoology (4)
BIOL 154 Introduction to Botany (4)

Chemistry (10 credits):

CHEM 121 General Chemistry I (5)
CHEM 122 General Chemistry II (5)

Mathematics (20 credits):

MATH 165 Calculus I (4)
MATH 166 Calculus II (4)

MATH 208 Discrete Mathematics (4)

MATH 240 Applied Statistics (4)

MATH 345 Linear Models (4)

Computer Science (16 credits; which would qualify the student for a CS Certificate):

CSCI 160 Computer Science I (4)
CSCI 161 Computer Science II (4)
CSCI 260 UNIX Environment (4)
CSCI 356 Database Management (4)

BIOINFORMATICS MINOR (27 CR)

BIOL 402 (4 cr) – Bioinformatics

Mathematics courses (7 credits):

MATH 146 Applied Calculus (3)
MATH 165 Calculus I (4)

Computer Science (16 credits):

CSCI 160 Computer Science I (4)
CSCI 161 Computer Science II (4)
CSCI 260 UNIX Environment (4)
CSCI 356 Database Management (4)

MEDICAL LABORATORY SCIENCE

Program Coordinator: Dr. Heidi Super

BACHELOR OF SCIENCE WITH A MAJOR IN MEDICAL LABORATORY SCIENCE

The Medical Laboratory Science (MLS) program at Minot State University is a four year program leading to the Bachelor of Science Degree in Clinical Laboratory Science/Medical Technology. The program consists of courses that are designed to give the medical laboratory science student the necessary, scientific background to enter clinical training at an accredited hospital laboratory.

The program consists of three years of academic coursework completed at Minot State University. Through an affiliation with the University of North Dakota (UND), students spend 12 months in a clinical internship at one of the many participating accredited hospitals, as a member of the Western College Alliance for MLS.

The academic portion of the program provides the student with a broad-based background in the sciences as well as General Education courses in communications, the humanities and the social and behavioral sciences. The clinical year provides practical, hands on, experience in clinical laboratory techniques.

The first two years of the program primarily involve General Education courses and fundamental courses in chemistry, microbiology, anatomy and physiology. The third year involves the

students in courses more directly relevant to their major, such as parasitology, hematology, and immunology. These courses address more specifically what the student will encounter during the clinical internship year. Minot State University's medical laboratory science program is accredited by the NAACLS through UND. All affiliated hospitals are accredited by the Council on Medical Education. Upon completion, the student is eligible to take the national examination conducted by the Board of Registry to become a certified clinical laboratory scientist by the American Society of Clinical Pathologists MT (ASCP) and the National Certification Agency for Medical Laboratory Personnel National Exam for certification as Medical Laboratory Scientist.

General Education

MLS majors are required to take a minimum of 38 credits of General Education courses in each of the following subject areas: communications, history, humanities, wellness/personal development, mathematics, science, and social science. The General Education math and science requirements are automatically met by taking MLS required courses. (See below.)

Required Courses (61 cr)

- BIOL 150 General Biology I: Intro Cellular Biology (4)
- BIOL 103 Introduction to Clinical Laboratory Science (1)
- BIOL 142 General Microbiology (4)
- BIOL 220 Anatomy and Physiology I (4)
- BIOL 221 Anatomy and Physiology II (4)
- BIOL 450 Parasitology (4)
- BIOL 455 Hematology (4)
- BIOL 465 Immunology (4)
- CHEM 121/121L General Chemistry I (5)
- CHEM 122/122L General Chemistry II (5)
- CHEM 230 Quantitative Analysis (5)
- CHEM 240 Fundamentals of Organic Chemistry (5)
- CHEM 481 Biochemistry I (3)
- BADM 301 Fundamentals of Management (3)
- MATH 103 College Algebra (4)
- *CLS 394 Medical Microbiology (2)

*Offered as a distance course through UND. May be taken as a collaboratively through Minot State University.

Acceptance to clinical year requires:

1. Satisfactory completion of required preparatory course work prior to the final year.
2. Minimum GPA 2.8.
3. No more than one grade of "D" in preparatory coursework.
4. Nor more than three courses with repeats for "D" or "F" grades.
5. Evidence of professional integrity (letter of recommendation from advisor).
6. Completion of the UND application process by the specified deadline.

PRE-PROFESSIONAL PROGRAMS

The Department of Biology offers a variety of programs that enable the student to obtain pre-professional training prior to entering a professional school. Where possible the course work taken at the University has been approved by the universities at Fargo and Grand Forks as equivalent to their pre-professional programs.

Pre-Chiropractic

Advisor: Christopher Beachy

Listed below are the Minot State University courses that satisfy the 60 cr requirement of all accredited colleges of chiropractic in the United States.

- BIOL 142 General Microbiology
 - or BIOL 210 Principles of Human Anatomy
 - or BIOL 220 and/or 221 Anatomy & Physiology I and II
- BIOL 150 General Biology I: Introduction to Cellular Biology
- HMS 205 Medical Terminology
 - or BOTE 171 Medical Terminology—This course is highly suggested for the Pre-chiropractic program. Students can take this course with Dakota College at Bottineau through interactive video or online delivery. Contact Dakota College at Bottineau toll-free at 1-888-918-5623.
- CHEM 121/121L and 122/122L General Chemistry I and II
- CHEM 341 and 342 Organic Chemistry I and II
- PHYS 203 and 204 Introduction to Physics I and II
- ENGL 110 and 120 College Composition I and II
- PSY 111 Introduction to Psychology
- HUM 251, 252, and 253 Humanities
- SOC 110 Introduction to Sociology

Pre-Dental Hygiene

Advisor: Dr. Paul Lepp

The only dental hygiene program in North Dakota is offered at the ND State College of Science at Wahpeton. Dental hygiene is a two-year program with limited admissions. Admission is typically highly competitive. For consideration the applicant MUST have at least one semester of chemistry and one of anatomy in college and a GPA of at least 2.5. Students interested in admission to the program at NDSCS may take the following courses at Minot State:

- Required for admission to the program
 - ENGL 110 College Composition I
 - BIOL 220 Anatomy and Physiology I
 - CHEM 115/115L Introductory Chemistry

Also recommended

- BIOL 221 Anatomy and Physiology II
- MATH 240 Applied Statistics

A second semester of chemistry covering principles of organic chemistry and biochemistry is desirable but not available at MSU.

Optional

- BIOL 142 Microbiology

General Education courses

ENGL 120

COMM 110

PSY 111

SOC 110

and any humanities elective

Pre-Dentistry

Advisor: Dr. Paul Lepp

It is suggested that students interested in applying to dental school pursue a degree in one of the sciences and take specific courses to meet admission requirements for dental school. Students planning to seek tuition support from the state of North Dakota should notify both the North Dakota State Board of Higher Education Office and their advisor. Although specific requirements may vary, the following list of Minot State courses, based on the University of Minnesota, is typical:

Required

CHEM 121/121L and 122/122L General Chemistry I and II

CHEM 341 and 342 Organic Chemistry I and II

BIOL 150 and 151 General Biology I and II

PHYS 203 and 204 Introduction to Physics I and II

MATH 103 College Algebra

ENGL 110 and 120 Freshman English

COMM 110 Fundamentals of Public Speaking

PSY 111 Introduction to Psychology

Suggested electives

art, biochemistry (CHEM 480), cell biology, histology (BIOL 470), human anatomy and physiology (BIOL 220, 221) and microbiology (BIOL 142).

Pre-Mortuary Science

Advisor: Dr. Paul Lepp

Students interested in mortuary science may take one or two years of courses prior to enrolling in a professional program. There are a variety of programs around the United States, some two-years, some four-years. The students should have some idea of which professional program they wish to enter so a specific set of Minot State University courses may be selected that best fits their needs. The pre-mortuary science curriculum at Minot State University is patterned after the program at Mount Hood Community College in Gresham, Oregon. Mount Hood Community College suggests 30 semester hours of credit with the following courses:

9 cr of Communications, including ENGL 110 and 120 and COMM 110

9 cr of Science from Biology and Chemistry

PSY 111, plus suggested electives PSY 201 and PSY 423

12 cr of Accounting and Business Ed

5 cr of Health and Physical Education

For licensure in North Dakota, the North Dakota Century Code requires:

12 cr of Communications

15 cr of Social Science

18 cr of Natural Science

Pre-Occupational Therapy

Advisor: Dr. Christopher Beachy

Listed below are the suggested courses that may satisfy the pre-occupational therapy curriculum for UND.

BIOL 150 General Biology I: Introduction to Cellular Biology

BIOL 208 Medical Terminology—This course is requested by the chiropractic program. Students may take via correspondence from UND Continuing Education (1-800-342-8238).

BIOL 220, 221 Anatomy & Physiology I and II

CHEM 115 and 115L Introductory Chemistry

COMM 110 Fundamentals of Speech

ENGL 110, 120 College Composition I and II

PSY 111 Introduction to Psychology

PSY 252, 352 Child/Adolescent Psychology

PSY 241 Introductory Statistics

PSY 270 Abnormal Psychology

SOC 110 Introduction to Sociology

Humanities: 9 credits from three different areas

Pre-Physical Therapy

Advisor: Dr. Christopher Beachy

Physical Therapy has become a 6-7 year curriculum that results in award of a DPT (Doctor of Physical Therapy) in most programs in the United States, including the University of North Dakota. Our pre-physical therapy program has been developed to articulate with the UND program. Students typically complete a degree at Minot State University, and make application in the Fall Semester of their final year.

In addition to the pre-physical therapy coursework, students must volunteer and/or intern with a physical therapy department. Admission to PT programs is highly competitive. In 2011, the UND program received over 200 applications for 52 student positions. Only students with a minimum 3.60 grade point average were considered for interviews. The UND program may soon require that applicants take the GRE as part of the admissions process. Specific questions about the UND program can be submitted to Dr. Renee Mabey (renee.mabey@med.und.edu, 701-777-2831).

Listed below are the Minot State University courses that satisfy the pre-physical therapy curriculum at UND:

BIOL150, 151 General Biology I and II

BIOL 220, 221 Anatomy and Physiology I and II

CHEM 121, 122 General Chemistry I and II

COMM 110 Fundamentals of Public Speaking

ENGL 110, 120 College Composition I and II

PHYS 203, 204 Introduction to Physics I and II

PSY 111 Introduction to Psychology

PSY 255 Developmental Psychology

PSY 270 Abnormal Psychology

SOC 110 Introduction to Sociology

Fine Arts and Humanities: 9 credits from at least two different departments

Pre-Wildlife Studies

Advisor: Dr. Christopher Beachy

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 university offering specialized curricula in various fields of wildlife studies.

The biology courses which a pre-wildlife student would typically take are:

Two semesters of Introduction Biology:

- BIOL 150 General Biology I: Introduction to Cellular Biology
- BIOL 151 General Biology II: Introduction to Zoology
- BIOL 154 General Biology III: Introduction to Botany
- BIOL 340 Systematic Zoology
- BIOL 347 General Ecology
- BIOL 448 Systematic Botany

In addition to biology, the other recommended science courses are:

- CHEM 121/122L General Chemistry I
- CHEM 122/122L General Chemistry II
- PHYS 203 Intro to Physics I
- PHYS 204 Intro to Physics II

Pre-Medicine

Advisors: Dr. Ryan Winburn, Dr. Mikhail Bobylev, and Dr. Heidi Super

Pre-med 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, required pre-medicine courses, and 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. At the UND School of Medicine the required minimum of university coursework includes:

- CHEM 121/121L and 122/122L General Chemistry I and II
- CHEM 341, 342 Organic Chemistry I and II
- COMM 110 Fundamentals of Speech
- ENGL 110, 120 College Composition I and II
- MATH 103 College Algebra
- PHYS 203, 204 Physics I and II
- One year of Biology

Psychology and/or Sociology

Other medical schools have similar requirements but their catalogs should be consulted. It is recommended that pre-med students at Minot State take more than the minimum requirements. Serious students should, in addition, consider courses such as:

- BIOL 142 Microbiology
- BIOL 220, 221 Anatomy and Physiology I and II
- BIOL 215 Genetics
- BIOL 335 Comparative Vertebrate Anatomy
- BIOL 440 Pre-Med Practicum
- CHEM 481 Biochemistry I
- CHEM 480L Biochemistry Laboratory
- CHEM 482 Biochemistry II
- MATH 240 Applied Statistics
- Computer Science Courses

Pre-med students are also encouraged to take part in an undergraduate research project while at MSU. High school students wishing to follow a pre-med track as an undergraduate should take at least one year each of biology, chemistry, and physics, and two or more years of math while in high school in order to be prepared for college coursework.

Non-degree advising: Pre-Medicine

FIRST-YEAR STUDENT (FRESHMAN)

CHEM 121/121L General Chemistry I (GE6)	5 cr
CHEM 122/122L General Chemistry II (GE6)	5 cr
ENGL 110 College Composition I (GE1)	3 cr
ENGL 120 College Composition II (GE1)	3 cr
MATH 103 College Algebra (GE5)	4 cr
BIOL 150 General Biology I: Introduction to Cellular Biology	4 cr
.....	24 cr

SOPHOMORE

CHEM 341 Organic Chemistry I	5 cr
CHEM 342 Organic Chemistry II	5 cr
COMM 110 Fundamentals of Public Speaking (GE1)	3 cr
BIOL 142 General Microbiology	4 cr
BIOL 215 Genetics	4 cr
PSY 111 Introduction to Psychology	3 cr
.....	24 cr

JUNIOR

PHYS 203 General Physics I	4 cr
PHYS 204 General Physics II	4 cr
CHEM 481 Biochemistry I	3 cr
MATH 240 Applied Statistics	4 cr
BIOL 220 Anatomy & Physiology I	4 cr
BIOL 440 Pre-Medical Practicum	3 cr
.....	22 cr

This is a non-degree program. General Education categories are shown for appropriate courses for information only. There is no requirement that these students complete the MSU General Education requirements, nor is there any requirement that they earn 120 cr.

Pre-Optometry

Advisors: Dr. Ryan Winburn, Dr. Mikhail Bobylev, and Dr. Heidi Super

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 should take 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 advisor.

Non-degree advising: Pre-Optometry

FIRST-YEAR STUDENT (FRESHMAN)

Fall

CHEM 121/121L General Chemistry I (GE6)	5 cr
CHEM 122/122L General Chemistry II (GE6)	5 cr
BIOL 150 General Biology I: Introduction to Cellular Biology.....	4 cr
BIOL 142 General Microbiology.....	4 cr
ENGL 110 College Composition I (GE1)	3 cr
ENGL 120 College Composition II (GE1).....	3 cr
MATH 103 College Algebra (GE5).....	4 cr
MATH 107 Pre-Calculus	4 cr
.....	32 cr

SOPHOMORE

BIOL 220 Anatomy and Physiology I.....	4 cr
BIOL 221 Anatomy and Physiology II.....	4 cr
CHEM 341 Organic Chemistry I.....	5 cr
CHEM 342 Organic Chemistry II	5 cr
PHYS 203 Introduction to Physics I	4 cr
PHYS 204 Introduction to Physics II	4 cr
MATH 165 Calculus I	4 cr
COMM 100 Fundamentals of Public Speaking (GE1)	3 cr
PSY 111 Introduction to Psychology (GE7)	3 cr
.....	36 cr

This is a non-degree program. General Education categories are shown for appropriate courses for information only. There is no requirement that these students complete the MSU General Education requirements, nor is there any requirement that they earn 120 cr.

Pre-Veterinary Medicine

Advisor: Dr. Ryan Winburn, Dr. Mikhail Bobylev, and Dr. Heidi Super

It is suggested that students interested in applying to veterinary school pursue a degree in one of the sciences and take specific courses to meet admission requirements. Note that admission to veterinary school is highly competitive. Students

planning to seek tuition support from the state of North Dakota should notify both the North Dakota State Board of Higher Education Office and their advisor. Although specific requirements vary, the following list of Minot State courses based on the University of Minnesota list is typical:

CHEM 121/121L and 122/122L General Chemistry I and II
CHEM 341 and 342 Organic Chemistry I and II
CHEM 481 Biochemistry I
BIOL 142 General Microbiology
BIOL 215 Genetics
PHYS 203 and 204 Introduction to Physics I and II
MATH 103 College Algebra
ENGL 110 and 120 College Composition I and II
BIOL 150 Intro to Cellular Biology
BIOL 151 Intro to Zoology

Non-degree advising: Pre-Veterinary Medicine

FIRST-YEAR STUDENT (FRESHMAN)

CHEM 121/121L General Chemistry I (GE6)	5 cr
CHEM 122/122L General Chemistry II (GE6)	5 cr
BIOL 150 Introduction to Cellular Biology	4 cr
MATH 103 College Algebra (GE5).....	4 cr
ENGL 110 College Composition I (GE1)	3 cr
ENGL 120 College Composition II (GE1)	3 cr
.....	24 cr

SOPHOMORE

CHEM 341 Organic Chemistry I.....	5 cr
CHEM 342 Organic Chemistry II	5 cr
BIOL 142 General Microbiology.....	4 cr
BIOL 151 Introduction to Zoology.....	4 cr
BIOL 215 Genetics.....	4 cr
.....	22 cr

JUNIOR

PHYS 203 Introduction to Physics I	4 cr
PHYS 204 Introduction to Physics II	4 cr
CHEM 481 Biochemistry I	3 cr
.....	11 cr
.....	57 cr

This is a non-degree program. General Education categories are shown for appropriate courses for information only. There is no requirement that these students complete the MSU General Education requirements, nor is there any requirement that they earn 120 cr.

DEPARTMENT OF CRIMINAL JUSTICE

Chair: William Archambeault

Faculty: William Archambeault; Wojciech Cebulak; Gary Rabe; Richard Seklecki; Melissa Spelchen

Criminal Justice Mission Statement

The mission of the Department of Criminal Justice at Minot State University is to: (1) Prepare students for entry- and

mid-level positions in the field related to Criminal Justice including law enforcement, courts, and corrections; (2) provide students with academic, philosophical, and practical exposure to functions, practices, and issues in fields related to criminal justice; and (3) provide a criminal justice degree opportunity to students off-campus through continuing education courses at Minot Air Force Base and Bismarck State College.

Criminal Justice Program Goals:

- Prepare students for entry-level positions in criminal justice fields.
- To provide academic, philosophical, and practical exposure to law enforcement, courts, corrections, and juvenile justice.
- Prepare students for entrance into graduate programs.
- Provide study of criminal justice through extension courses in Bismarck, Minot Air Force Base, and Western North Dakota. The Bismarck program includes all core courses and most elective courses in any two-year cycle.

Criminal Justice Program Outcomes:

- Students will acquire an understanding of the inner workings of the criminal justice system.
- Students will obtain knowledge of the four components of the criminal justice system through critical thinking.
- Students will become aware of the ethical issues and situations in the criminal justice field.

Common Requirements for All CJ

Majors:

- Transfer students must complete a minimum of twenty-four credit hours in Criminal Justice course work in residency at MSU in order to earn a bachelor's degree in Criminal Justice. Residency credit includes all CJ coursework taken on the MSU campus, MSU off-campus locations, on-line, correspondence classes through MSU, or coursework taken as part of a formal MSU Articulation Agreement. At least half should be taken at the 300-400 level or above or Junior Senior level.
- All transfer credit is subject to the aggregate limits established by Minot State University.
- All Minot State University Criminal Justice majors are required to complete CJ 491 Senior Seminar.
- All Minot State University Criminal Justice majors who intend to pursue the state certification should make application before the Spring semester of their senior year.
- Students planning to enter the Masters in Criminal Justice Program are advised to have completed CJ 480 or an equivalent research methods course and a statistics course prior to enrollment in the program.

BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE (120 CR)

General Education (38 cr)

Required Criminal Justice Core Courses (24 cr)

No substitutions; equivalent courses from other universities may be counted with advisor and department chair approval.

- CJ 201 Introduction to Criminal Justice (3)
- CJ 300 Policing and Police-Community Relations (3)
- CJ 322 Criminal Law (3)
- CJ 330 Criminological Theory (3)
- CJ 340 Juvenile Justice System (3)
- CJ 370 Court Process and Sentencing (3)
- CJ 380 Corrections (3)
- CJ 491 Senior Seminar (3) (Must be taken in final semester)

Required Criminal Justice Elective Courses (21 cr)

Choose from any combination of the following; no substitutions; equivalent courses from other universities may be counted with advisor and department chair approval.

- CJ 226 Introduction to Criminal Investigations (3)
- CJ 227 Children and Youth as Crime Victims (3)
- CJ 229 Interviewing and Interrogation (3)
- CJ 299 Special Topics (3)
- CJ 320 Probation, Parole, and Intermediate Punishments (3)
- CJ 335 Private Security and Private Justice Organizations (3)
- CJ 345 Policy Issues in Criminal Justice (3)
- CJ 348 Legal/Ethical Issues in Criminal Justice: Interface with Homeland Security and FEMA (3)
- CJ 350 Criminal Procedure (3)
- CJ 362 Women in the Criminal Justice System (3)
- CJ 365 Law and Society (3)
- CJ 375 Gangs (3)
- CJ 385 Terrorism (3)
- CJ 390 Criminal Justice in Indian Country (3)
- CJ 394 Independent Study (3)
Prerequisite: consent of instructor.
- CJ 395 Victims and Victimology (3)
- CJ 401 Administration of Criminal Justice Systems (3)
- CJ 420 Current Issues in Homeland Security (3)
- CJ 450 White-Collar Crime (3)
- CJ 480 CJ Research & Data Analysis (3)
- CJ 497 Field Experience (3-6)
- CJ 499 Special Topics (1-8)
May be repeated once for 3 credit hours; consent of instructor. Prerequisite: all core courses must be completed.

Electives (37 cr)

CRIMINAL JUSTICE MINOR (21 CR)

Required Courses (21 cr)

- CJ 201 Introduction to Criminal Justice (3)
- CJ 300 Policing and Police-Community Relations (3)
- CJ 322 Criminal Law (3)
- CJ 330 Criminological Theory (3)
- CJ 340 Juvenile Justice Systems (3)
- CJ 370 Court Process and Sentencing (3)
- CJ 380 Corrections (3)

CERTIFICATE PROGRAM IN POLICE MANAGEMENT AND INVESTIGATION (18 CR)

This is a non-degree program for regular campus students which is generally designed for students to complete coursework

within two semesters. This program will most specifically meet the needs of the Air Force military personnel as their need for knowledge in this specific area is in demand on a daily basis.

Required Courses (18 cr)

- CJ 201 Intro to Criminal Justice (3)
- CJ 226 Criminal Investigations (3)
- CJ 300 Policing and Police-Community Relations (3)
- CJ 322 Criminal Law (3)
- CJ 401 Administration of Criminal Justice Systems (3)
- CJ 499 Special Topics (3)

Articulation Agreement - Lake Region State College

Minot State University has the following Articulation Agreement for MSU students to attend one semester at Lake Region State College to enroll in their courses to complete the North Dakota Peace Officers Training Certificate. This agreement indicates how the LRSC credits will be applied to the MSU Criminal Justice bachelor's degree.

Lake Region

CSCI 101 Intro to Computers
OR
BOTE 127 Information Processing

HPER 165 First Responder
HPER 299 Physical Training
CJ 101 Fundamentals of Law Enforcement
CJ 102 Investigation Techniques
CJ 104 Defensive Tactics
CJ 150 Patrol Procedures
CJ 155 Police Skills
CJ 157 Correctional Officer Skills

Minot State

Curriculum Equivalents
Curriculum Equivalents

General Elective
General Elective
CJ Required Elective
CJ Required Elective
CJ Required Elective
CJ Required Elective
CJ Required Elective
CJ Required Elective

Articulation Agreement – POST (Peace Officer Standard Training Program)

Minot State University Criminal Justice Department and Lake Region State College POST Program have formed a partnership to allow an entering freshman student who is majoring in Criminal Justice and who follows the suggested program of study to graduate in four years with both a Bachelor of Science in Criminal Justice and be certified by the POST.

POST training is open to Minot State University Criminal Justice majors during the spring of their senior year. Students must make application to the Lake Region POST Program, meet physical and other requirements including a criminal background check. Following the suggested program of Criminal Justice study at Minot State University does not guarantee acceptance into the POST Program.

For more information contact the Criminal Justice Department at Minot State University. Curriculum requirements are posted on the Criminal Justice website at <http://www.minotstateu.edu/cj/>

Articulation Agreement – Fish and Wildlife Management

Minot State University, Dakota College at Bottineau, and Turtle Mountain Community College at Belcourt have a partnership agreement that creates a unique focus within a criminal justice degree. Through this agreement students complete the two year Associate Degree in Fish and Wildlife Management at Dakota College in Bottineau and basic

criminal justice courses at Turtle Mountain Community College. Then, students transfer to Minot State University as juniors, where they will complete advanced courses in criminal justice, crimes against wildlife, and fulfill remaining degree requirements leading to a Bachelor of Science in Criminal Justice.

Students interested to complete this Program should contact the Criminal Justice Department at Minot State University or the Fish and Wildlife Management Program at Dakota College. Curriculum requirements are posted on the Criminal Justice Department website at <http://www.minotstateu.edu/cj/>.

DIVISION OF HUMANITIES

Chair: Linda Olson

Division of Humanities

Mission Statement

The Division of Humanities fosters critical and creative engagement in the study of diverse literatures and languages, cultures and societies, visual and performing arts, and print and broadcast communications.

Division of Humanities

Program Goals

Humanities students at Minot State study the expression of the human spirit in words and images. This includes:

- studying basic communication skills in speech and writing,
- studying the ways different cultures and historical periods express their unique spirit in words and images,
- studying the ways individuals express their unique vision and spirit in words and images,
- studying the relationships among technique, meaning, and vision in human expression.

University Teacher Education

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for art, communication arts, English, and foreign language majors in Teacher Education.

Division Teacher Education

Requirements

In addition to University-wide teacher education policies, majors in the Humanities Division must pass the appropriate subject-matter methods course before student teaching: ART 390—Art Methods, COMM 390—Communication Arts Methods, ENGL 390—Language Arts Methods, LANG 390—Foreign Language Methods.

Art

Faculty: Andrea Donovan; Bill Harbort; Linda Olson; Micah Bloom; Walter Piehl; Russ Hanson, Technology Coordinator; Avis Veikley, Northwest Art Center Director; Robin Reif; Ryan Stander; Rob Anderson; Amanda Francis.

Art Department Mission Statement

Making Art: the How, the Why

The objective of the art program consists of the development of creative, expressive and technically competent graduates. Inspiration, material, skill and judgment are directed toward this goal, as well as to the ability to form qualitative judgments within an aesthetic and historical context.

Art education should be thought of as a body of knowledge inseparable from the activities that confirm and document that knowledge. The learning challenge will include opportunities for the student to gain knowledge about the art of other cultures, as well as that of our own. The choice of materials, the accompanying creative challenge and the aesthetic rationale must be tailored to the intellectual, emotional and physical abilities of the individual student and contemporary culture.

At all levels of art education, the major emphasis should be on a meaningful and rewarding creative experience, during which the student builds confidence with technique, concept, design and aesthetic judgment.

Art Program Goals

The Bachelor of Arts art major will:

- **ORIGINATE:** value originality, authenticity, integrity, innovation, insight and dedication in the creation of artworks.
- **DESIGN:** know and practice the fundamental concepts of good design and master personal creative and expressive abilities.
- **CREATE:** solve technical problems competently in a variety of mediums and exhibit proficiency in an area of specialization (graphic design, painting, photography, printmaking and drawing, crafts, ceramics, and sculpture).
- **CRITIQUE:** critique art of peers and self with respect and an awareness of diverse cultures, different art styles and the period of their production.
- **PRESENT:** evidence professional presentation through portfolio, exhibitions and marketing.

Art Program Outcomes

The Bachelor of Arts Major will:

- Know the fundamental concepts of design and technique.
- Solve technical problems competently in a variety of media.
- Exhibit proficiency in an option of specialization (graphic design, painting, drawing, printmaking, crafts, ceramics, sculpture, and art history).
- Master personal, creative, expressive and aesthetic abilities.
- Value the expression of authenticity, integrity, innovation, insight and dedication to the process of creating artworks.
- Critique art of peers and self with respect and encouragement.

- Develop awareness of diverse cultures, different art styles, and the periods of their production.
- Form qualitative aesthetic judgments within a historical context.
- Develop a professional portfolio presentation for prospective employers.

BA Art majors and minors are expected to attend Northwest Art Center exhibitions and other public art receptions. BA Art majors are expected to enroll in ART 191 (freshman year), ART 291 (sophomore year), ART 391 (junior year), and ART 491 (senior year). Transfer students may enroll in multiple sections with the consent of their respective instructors. BA Art majors are also expected to participate in a sophomore review and capstone experience in partial fulfillment of their degree.

BACHELOR OF ARTS WITH A MAJOR IN ART (128 CR)

General Education (38 cr)

Required Foundation (37 cr)

- ART 112 Computer Graphics (3)
- ART 122 Two-Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 124 Three-Dimensional Design (3)
- ART 130 Drawing I (3)
- ART 191 Visual Arts Seminar I (.5 x 2)
- ART 207 Digital Tools Imaging Print (3)
- ART 210 Art History I (3)
- ART 211 Art History II (3)
- ART 231 Figure Drawing I (3)
- ART 280 Photography I (3)
- ART 291 Visual Arts Seminar II (.5 x 2)
- ART 310 Modernism (3) or ART 311 Post-Modernism (3)
- ART 391 Visual Arts Seminar III (.5 x 2)
- ART 491 Visual Arts Seminar IV (.5 x 2)

Option (Elect one option.)

Option: Art History (18 credits)

- ART 110 Introduction to Art (3)
- ART 212 Non-Western Art History (3)
- ART 315 Native American Art (3)
- ART 420 Advanced Independent Art History (3)

Elect six credits from the following:

- ART 310 Modernism (3)
- ART 311 Post-Modernism (3)
- ART 312 History of Architecture (3)
- ART 313 Women in the Visual Arts (3)
- ART 496 Study Tour (3)
- ART 499 Special Topics (3)

Option: Ceramics (18 cr)

- ART 250 Ceramics I (3)
- ART 265 Sculpture I (3)
- ART 351 Ceramics II (3)
- ART 352 Ceramics III (3)
- ART 412 Advanced Independent Ceramics (3)

Elect three credits from the following:

ART 140 Crafts I (3)
 ART 204 Jewelry I (3)
 ART 413 Advanced Independent Sculpture (1-3)

Option: Crafts (18 cr)

ART 140 Crafts I (3)
 ART 204 Jewelry I (3)
 ART 250 Ceramics I (3)
 ART 270 Printmaking I (3)
 ART 416 Advanced Independent Crafts (3)

Elect three credits from the following:

ART 265 Sculpture I (3)
 ART 351 Ceramics II (3)
 ART 225 Water Media I (3)
 ART 415 Advanced Independent Jewelry (3)

Option: Graphic Design (18-19 cr)

ART 213 Graphic Design I (3)
 ART 214 Graphic Design II (3)
 ART 322 Graphic Design III (3)
 ART 497 Art Internship (2)

Elect five credits from the following sequences:

ART 208 Digital Tools: Interactive Web (2) and
 ART 422 Digital Design: Interactive Web (3)

OR

ART 209 Digital Tools: Motion (2) and
 ART 423 Digital Design Motion (3)

Elect 2-3 credits from the following:

ART 220 Painting I (3)
 ART 225 Water Media I (3)
 ART 270 Printmaking I (3)
 ART 323 Illustration Techniques (3)
 ART 414 Advanced Independent Graphic Design (1-3)
 ART 419 Advanced Independent Computer Graphics (1-3)

Option: Painting (18 cr)

ART 220 Painting I (3)
 ART 225 Water Media I (3)
 ART 333 Painting II (3)
 ART 334 Painting III (3)
 ART 411 Advanced Independent Painting (3)

Elect three credits from the following:

ART 323 Illustration Techniques (3)
 ART 331 Advanced Drawing (3)
 ART 325 Water Media II (3)
 ART 410 Advanced Independent Drawing (1-3)

Option: Photography (18-19 cr)

ART 281 Digital Photography (3)
 ART 380 Advanced Photography (3)
 ART 382 Alternative Photography (3)
 ART 497 Art Internship (2)

Elect five credits from the following sequences:

ART 208 Digital Tools: Interactive Web (2) and
 ART 422 Digital Design: Interactive Web (3)

or

ART 209 Digital Tools: Motion (2) and
 ART 423 Digital Design Motion (3)

Elect two or three credits from the following:

ART 270 Printmaking I (3)
 ART 271 Printmaking II (3)
 ART 417 Advanced Independent Photography (1-3)
 ART 419 Advanced Independent Computer Graphics (1-3)

Option: Printmaking and Drawing (18 cr)

ART 270 Printmaking I (3)
 ART 271 Printmaking II (3)
 ART 331 Advanced Drawing (3)
 ART 362 Printmaking III (3)
 ART 410 Advanced Independent Drawing (1-3) and/or
 ART 418 Advanced Independent Printmaking (1-3)

Elect up to four credits from the following:

ART 225 Water Media I (3)
 ART 323 Illustration Techniques (3)
 ART 333 Painting II (3)
 ART 325 Water Media II (3)
 ART 419 Advanced Independent Computer Graphics (1-3)

Option: Sculpture (18 cr)

ART 250 Ceramics I (3)
 ART 265 Sculpture I (3)
 ART 266 Sculpture II (3)
 ART 351 Ceramics II (3)
 ART 413 Advanced Independent Sculpture (3)

Elect three credits from the following:

ART 140 Crafts I (3)
 ART 204 Jewelry I (3)
 ART 331 Advanced Drawing (3)
 ART 352 Ceramics III (3)

Second Major or Minor and/or Concentration(s) (32 cr).

General Electives (12 cr) Any art courses, including study tours and advanced studies, may apply.

Bachelor of Fine Arts Mission

The Bachelor of Fine Arts degree is a professionally oriented program designed to offer the candidate a well-rounded and rich experience in the process and practice of studio art and design in preparation for a career as a professional artist, or for graduate study leading to the MFA, or both. Enrollment in the BFA program is recommended only for those students willing to make a considerable commitment of time and energy, which is necessary to achieve professional competencies in their chosen area of specialization. Candidates accepted into the BFA program are expected to adhere to a high standard of excellence, demonstrate significant artistic growth, and maintain a minimum of 3.00 grade point average in all art courses.

Bachelor of Fine Arts Goals

The Bachelor of Fine Arts major will:

- **ORIGINATE:** value originality, authenticity, integrity, innovation, insight and dedication in the creation of artworks.
- **DESIGN:** know and practice the fundamental concepts of good design and master personal creative and expressive abilities.

- **CREATE:** solve technical problems competently in a variety of mediums and exhibit proficiency in an area of specialization (graphic design, painting, printmaking, crafts, ceramics, and sculpture).
- **CRITIQUE:** critique art of peers and self with respect and an awareness of diverse cultures, different art styles and the period of their production.
- **PRESENT:** evidence professional presentation through portfolio, exhibitions and marketing.

Bachelor of Fine Arts Program

Outcomes

The Bachelor of Fine Arts Major in Art will:

- Know the fundamental concepts of design and technique.
- Solve technical problems competently in a variety of media.
- Have achieved significant mastery in at least one of the traditional or innovative approaches or techniques appropriate to their work and study option (ceramics, crafts, graphic design, painting, photography, printmaking and drawing, sculpture).
- Master personal, creative, expressive, and aesthetic abilities.
- Value the expression of authenticity, integrity, innovation, insight and dedication to the process of creating artworks.
- Critique art of peers and self with respect and encouragement.
- Be knowledgeable about broadly based examples of excellent professional accomplishment at both national and international levels.
- Develop awareness of diverse cultures, different art styles, and the periods of their production.
- Form qualitative aesthetic judgments within a historical context.
- Have developed a significant sense of what constitutes a serious design project or work of art and a coherent set of ideas and goals which are embodied in their work.
- Demonstrate their competency by developing a body of work for evaluation, and a professional portfolio presentation for prospective employers.

Bachelor of Fine Arts

Admission Guidelines

Applicants for admission into the BFA program must meet the following requirements:

1. Applicants must have completed all 100-level core requirements for the BFA.
2. Applicants must have been enrolled at Minot State University for at least one semester before an official application may be submitted. (This does not preclude students from working toward BFA credits.)
3. Applicants must meet a minimum academic GPA of: 2.50 overall coursework / 3.00 overall art coursework.

Students seeking admission to the BFA program must submit an application packet to the BFA Program Advisor who will then schedule a portfolio presentation and personal interview for the candidate with a committee consisting of five Art Department faculty members (known hereafter as the BFA Committee, and consisting of any five full-time faculty).

Applicants may submit works for consideration in the form of digital images, slides, and original works of art. Application packets consist of the following:

1. Letter of intent stating objectives and qualifications. Students should indicate an awareness of the differences between the BA and BFA degree programs.
2. Copies of all current college transcripts.
3. A list of all college art courses taken with the number of credits earned and grades received.
4. Students must maintain continuous enrollment in the BFA program. Failure to do so will result in termination from the BFA program. Students seeking a hiatus must make a formal appeal in the form of a letter to the BFA Committee to extend their program. Enrolled BFA students must present their work annually at the Sophomore/BFA Review throughout the duration of the program. Failure to do so will result in termination from the BFA program.

Admission into the BFA program, termination from it, and granting of the degree are done at the discretion of the BFA Committee based on annual portfolio progress and interview evaluations.

BFA Art majors are expected to attend Northwest Art Center exhibitions and other public art receptions. BFA Art majors are expected to enroll in ART 191 (freshman year), ART 291 (sophomore year), ART 391 (junior year), and ART 491 (senior year). Transfer students may enroll in multiple sections with the consent of their respective instructors. BFA Art majors are also expected to participate in annual BFA reviews and a capstone experience in partial fulfillment of their degree.

BACHELOR OF FINE ARTS WITH A MAJOR IN ART (128 CR) General Education Requirements (38 cr)

Bachelor of Fine Arts Required Core (51 cr)

- ART 112 Computer Graphics (3)
- ART 122 Two-Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 124 Three-Dimensional Design (3)
- ART 130 Drawing I (3)
- ART 191 Visual Arts Seminar I (.5x2)
- ART 207 Digital Tools: Imaging & Print (3)
- ART 210 Art History I (3)
- ART 211 Art History II (3)
- ART 212 Non-Western Art History(3)
- ART 231 Figure Drawing (3)
- ART 280 Photography I (3)
- ART 291 Visual Arts Seminar II (.5x2)
- ART 310 Modernism (3)
- ART 311 Post-Modernism (3)
- ART 312 History of Architecture (3)
- ART 391 Visual Arts Seminar III (.5x2)
- ART 397 Internship (2)
- ART 426 BFA Thesis (3)
- ART 491 Visual Arts Seminar IV (.5x2)

Options (Elect one option)**Ceramics (33 cr)**

- ART 250 Ceramics I (3)
 - ART 265 Sculpture I (3)
 - ART 351 Ceramics II (3)
 - ART 352 Ceramics III (3)
 - ART 412 Advanced Independent Ceramics (8)
 - ART 413 Advanced Independent Sculpture (5)
 - ART 497 Art Internship (2)
- Elect six credits from following:
- ART 140 Crafts I (3)
 - ART 204 Jewelry I (3)
 - ART 266 Sculpture II (3)

Crafts (33 cr)

- ART 140 Crafts I (3)
- ART 204 Jewelry I (3)
- ART 250 Ceramics I (3)
- ART 265 Sculpture I (3)
- ART 270 Printmaking I (3)
- ART 351 Ceramics II (3)
- ART 415 Advanced Independent Jewelry (3)
- ART 416 Advanced Independent Crafts (6)

Elect six credits from following:

- ART 225 Water Media I (3)
- ART 266 Sculpture II (3)
- ART 352 Ceramics III (3)

Graphic Design (33 cr)

- ART 208 Digital Tools: Interactive Web (2)
- ART 209 Digital Tools: Motion (2)
- ART 213 Graphic Design I (3)
- ART 214 Graphic Design II (3)
- ART 270 Printmaking I (3)
- ART 322 Graphic Design III (3)
- ART 323 Illustration Techniques (3)
- ART 422 Digital Design: Interactive Web (3)
- ART 423 Digital Design: Motion (3)
- ART 497 Art Internship (2)

Elect six credits from following:

- ART 220 Painting I (3)
- ART 225 Water Media I (3)
- ART 271 Printmaking II (3)
- ART 325 Water Media II (3)
- ART 382 Alternative Photography (3)
- ART 414 Advanced Independent Graphic Design (1-3)
- ART 419 Advanced Independent Computer Graphics (1-3)

Painting (33 cr)

- ART 220 Painting I (3)
- ART 225 Water Media I (3)
- ART 270 Printmaking I (3)
- ART 323 Illustration Techniques (3)
- ART 331 Advanced Drawing (3)
- ART 333 Painting II (3)
- ART 334 Painting III (3)
- ART 325 Water Media II (3)
- ART 411 Advanced Independent Painting (3)

Elect six credits from following:

- ART 271 Printmaking II (3)
- ART 282 Alternative Photography (3)
- ART 410 Advanced Independent Drawing (1-3)

Photography (33 cr)

- ART 208 Digital Tools: Interactive Web (2)
- ART 209 Digital Tools: Motion (2)
- ART 270 Printmaking I (3)
- ART 281 Digital Photography (3)
- ART 380 Advanced Photography (3)
- ART 382 Alternative Photography (3)
- ART 417 Advanced Independent Photography (3)
- ART 422 Digital Design: Interactive Web (3)
- ART 423 Digital Design: Motion (3)
- ART 497 Art Internship (2)

Elect six credits from following:

- ART 213 Graphic Design I (3)
- ART 214 Graphic Design II (3)
- ART 361 Printmaking II (3)
- ART 419 Advanced Independent Computer Graphics (1-3)

Printmaking and Drawing (33 cr)

- ART 220 Painting I (3)
- ART 225 Water Media I (3)
- ART 270 Printmaking I (3)
- ART 271 Printmaking II (3)
- ART 323 Illustration Techniques (3)
- ART 331 Advanced Drawing (3)
- ART 362 Printmaking III (3)
- ART 410 Advanced Independent Drawing (3)
- ART 418 Advanced Independent Printmaking (3)

Elect six credits from following:

- ART 213 Graphic Design I (3)
- ART 214 Graphic Design II (3)
- ART 333 Painting II (3)
- ART 325 Water Media II (3)
- ART 382 Alternative Photography (3)
- ART 419 Advanced Independent Computer Graphics (1-3)

Sculpture (33 cr)

- ART 140 Crafts I (3)
- ART 204 Jewelry I (3)
- ART 250 Ceramics I (3)
- ART 265 Sculpture I (3)
- ART 331 Advanced Drawing (3)
- ART 341 Sculpture II (3)
- ART 351 Ceramics II (3)
- ART 352 Ceramics III (3)
- ART 413 Advanced Independent Sculpture (3)

Elect six credits from following:

- ART 220 Painting I (3)
- ART 333 Painting II (3)
- ART 413 Advanced Independent Sculpture (3)
- ART 415 Advanced Independent Jewelry (3)

Elect any six credits of the following:

- ART 199 Special Topics (1-3)

ART 299 Special Topics (1-3)
 ART 399 Special Topics (1-3)
 ART 296 Study Tour (1-3)
 ART 496 Study Tour (1-6)
 ENG 211 Introduction to Creative Writing (3)
 ENG 225 Introduction to Film (3)
 ENG 240 World Literature Masterpieces (3)
 *HUM 251 Humanities (3)
 *HUM 252 Humanities (3)
 *HUM 253 Humanities (3)
 *HUM 254 Non-Western Humanities (3)
 HUM 299 Special Topics (3)
 MUSC 100 Music Appreciation (3)
 MUSC 205 History of the U.S. Through Music (3)
 * PHIL 101 Intro to Philosophy (3)
 THEA 110 Introduction to Theater Arts (3)
 THEA 161 Acting I (3)
 * Recommended General Education Courses
 Students must maintain continuous enrollment in the BFA program. Students seeking a hiatus must make a formal appeal in the form of a letter to the BFA Committee to extend the program. Enrolled BFA students must present their work annually at the Sophomore/BFA Review throughout the duration of the program. Failure to do so will result in the termination from the BFA program.

Arts Administration Goals

The Bachelor of Science in Education arts administration major will:

- ORIGINATE: value originally, authenticity, integrity, innovation, insight and dedication in the creation of artworks.
- DESIGN: know and practice the fundamental concepts of good design and master personal creative and expressive abilities.
- CREATE: solve technical problems competently in a variety of mediums and exhibit proficiency in museum and gallery administration.
- CRITIQUE: critique art of peers and self with respect and an awareness of diverse cultures, different art styles and the period of their production.
- PRESENT: evidence professional presentation through portfolio, exhibitions and marketing.

Arts Administration Program Outcomes

The Arts Administration major will:

- Exercise leadership in a changing cultural environment, identifying and articulating key issues and future trends facing arts management.
- Plan for funding and development of the arts or cultural organizations.
- Effectively govern a board, employees, sponsors, and volunteers.
- Recognize the role of culture in the nation, its people, and the world.
- Facilitate connections between artists and the audience

through effective management practices.

- Develop a professional network of resources in the arts community.

BS Arts Administration majors are expected to attend Northwest Art Center exhibitions and other public art receptions. BS Arts Administration majors are expected to enroll in ART 191 (freshmen year), ART 291 (sophomore year), ART 391 (junior year), and ART 491 (senior year). Transfer students may enroll in multiple sections with the consent of their respective instructors. Arts Administration majors are also expected to participate in a sophomore review and capstone experience in partial fulfillment of their degree.

BACHELOR OF SCIENCE WITH A MAJOR IN ARTS ADMINISTRATION (128 CR)

Arts Administration majors are required to attend three Northwest Art Center exhibition receptions and have that verified in the Visual Arts Seminars.

General Education (38 cr)

Required Art Foundation (37 cr)

- ART 110 Introduction to Visual Arts (3)
- ART 112 Computer Graphics (3)
- ART 122 Two-Dimensional Design (3)
- ART 123 Color and Design (3)
- ART 191 Visual Arts Seminar I (.5 x 2)
- ART 210 Art History I (3)
- ART 211 Art History II (3)
- ART 213 Graphic Design I (3)
- ART 214 Graphic Design II (3)
- ART 280 Photography I (3)
- ART 291 Visual Arts Seminar II (.5 x 2)
- ART 391 Visual Arts Seminar III (.5 x 2)
- ART 420 Internship (6)
- ART 491 Visual Arts Seminar IV (.5 x 2)

Required Administration Foundation (30 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 303 Human Resource Management (3)
- BADM 304 Entrepreneurship/Small Bus. Management (3)
- BADM 321 Marketing (3)
- BADM 436 Organizational Behavior (3)
- BADM 465 Strategic Management (3)
- FIN 353 Corporation Finance (3)

Required Communication Arts Foundation (15 cr)

- COMM 212 Interpersonal Communication (3)
- COMM 218 Public Relations Principles (3)
- COMM 220 Broadcast Advertising and Applications (3)
- COMM 244 Reporting and Feature Writing (3)
- COMM 325 Campaigns and Strategies (3)

Required English Foundation (3 cr)

ENGL 315 Professional and Technical Writing (3)

Highly Recommended Electives (8 cr)

ACCT 315 Government/Non-Profit Accounting (3)
 ART 101 Introduction to Studio Art (3)
 ART 130 Drawing I (3)
 ART 212 Non-Western Art History (3)
 ART 310 Modernism (3)
 ART 311 Post-Modernism (3)
 BADM 408 Negotiations (3)
 BADM 421 Applied Business Research (3)
 BADM 422 Consumer Behavior (3)
 BOTE 247 Spreadsheet Applications (3)
 COMM 210 Advanced Public Speaking (3)
 ENGL 411 Poetry Workshop (3)
 HIST 201 Modernization of Early America (3)
 HIST 203 American Social—Cultural History to 1865 (3)
 HIST 220 North Dakota History (3)
 HIST 261 American Indian History (3)
 HIST 280 Practice and Method (2)
 HUM 254 Non-Western Humanities (3)
 MUSC 100 Music Appreciation (3)
 MUSC 201 World Music (3)
 MUSC 205 History of the US through its Music (3)
 SS 283 Ethnic and Cultural Experience in America (3)
 THEA 250 Creative Drama (3)
 THEA 251 Puppetry (3)
 THEA 270 Stagecraft (3)
 THEA 353 Plays for the Young (3)
 THEA 372 Stage Lighting (3)
 THEA 414 Theater Management (3)

Minimum Total Credits for Graduation (128)**Art Education Program Goals**

The Bachelor of Science in Education art major will:

- **ORIGINATE:** value originality, authenticity, integrity, innovation, insight and dedication in the creation of artworks.
- **DESIGN:** know and practice the fundamental concepts of good design and master personal creative and expressive abilities.
- **CREATE:** solve technical problems competently in a variety of mediums and exhibit proficiency in an area of specialization (graphic design, painting, printmaking, crafts, ceramics, and sculpture).
- **CRITIQUE:** critique art of peers and self with respect and an awareness of diverse cultures, different art styles and the period of their production.
- **PRESENT:** evidence professional presentation through portfolio, exhibitions and marketing.
- **TEACH:** display proficiency in teaching art K-12.

Art Education Program Outcomes

The Bachelor of Science in Education Major will:

- Know the fundamental concepts of design and technique.
- Solve technical problems competently in a variety of media.

- Exhibit proficiency in the teaching of art, K–12.
- Master personal, creative, and expressive abilities.
- Value the expression of authenticity, integrity, innovation, insight, and dedication to the process of creating artworks.
- Critique art of peers and self with respect and encouragement.
- Develop awareness of diverse cultures, different art styles and the periods of their production.
- Form qualitative aesthetic judgments within a historical context.
- Develop professional teaching portfolio for prospective employers.

BSE Art majors are expected to attend Northwest Art Center exhibitions and other public art receptions. BSE Art majors are expected to enroll in ART 191 (freshman year), ART 291 (sophomore year), ART 391 (junior year), and ART 491 (senior year). Transfer students may enroll in multiple sections with the consent of their respective instructors. BSE Art majors are also expected to participate in a sophomore review and capstone experience in partial fulfillment of their degree.

**BACHELOR OF SCIENCE
 IN EDUCATION WITH
 A MAJOR IN ART (128 CR)
 General Education (38 cr)**

**Required Core (48 cr)**

ART 112 Computer Graphics (3)
 ART 122 Two-Dimensional Design (3)
 ART 123 Color Theory (3)
 ART 124 Three-Dimensional Design (3)
 ART 130 Drawing I (3)
 ART 140 Crafts I (3)
 ART 191 Visual Arts Seminar I (.5 X 2)
 ART 201 Art Methods for Elementary (3)
 ART 210 Art History I (3)
 ART 211 Art History II (3)
 ART 220 Painting I (3) or ART 225 Water Media (3)
 ART 250 Ceramics I (3)
 ART 265 Sculpture I (3)
 ART 270 Printmaking I (3)
 ART 280 Photography I (3)
 ART 291 Visual Arts Seminar II (.5 X 2)
 ART 391 Visual Arts Seminar III (.5 X 2)
 ART 491 Visual Arts Seminar IV (.5 X 2)

Choose two to three credits from the following:

ART 231 Figure Drawing I (3)
 ART 271 Printmaking II (3)
 ART 310 Modernism (3)
 ART 311 Post-Modernism (3)
 ART 331 Advanced Drawing (3)
 ART 497 Internship (2)

K-12 Certification (42 cr)

ART 390 Art Methods (4)
 ED 250 Introduction to Teaching (2)
 ED 260 Foundations of Education (2)

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ED 320 Curriculum, Planning, and Assessment (3)*
ED 380 Technology in Teaching (2)*
ED 460 Managing the Learning Environment (2)*
ED 470 Teaching Diverse Learners (2)*
ED 494 Student Teaching (16)
SS 283 Ethnic and Cultural Diversity in America (3)
SPED 110 Intro to Exceptional Children (3)
PSY 255 Child and Adolescent Psychology (3)

* Required admission to Teacher Education. Refer to pages 127-131 for Teacher Education Policies and Procedures.

Multimedia Studies Program Goals

A Multimedia Studies graduate will have a comprehensive and interdisciplinary understanding of business, design, communication and technology.

Multimedia Studies Program Outcomes

The Multimedia Studies Major will:

- Know the fundamental concepts of design and communication.
- Solve technical problems competently using technology.
- Exhibit proficiency in all areas of this interdisciplinary program.
- Master problem-solving abilities.
- Value the expression of authenticity, integrity, innovation, insight and dedication to the process of the creating artworks.
- Critique art of peers and self with respect.
- Develop awareness of diverse cultures, different art styles, and the periods of their production.
- Form qualitative aesthetic judgments.
- Develop a professional portfolio presentation for prospective employers.

BACHELOR OF SCIENCE WITH A MAJOR IN MULTIMEDIA STUDIES (128 CR)

BS Multimedia Studies majors are expected to attend Northwest Art Center exhibitions and other public art receptions. BS Multimedia Studies majors are expected to enroll in ART 191 (freshmen year), ART 291 (sophomore year), ART 391 (junior year), and ART 491 (senior year). Transfer students may enroll in multiple sections with the consent of their respective instructors. BS Multimedia Studies majors are also expected to participate in a sophomore review and capstone experience in partial fulfillment of their degree. A senior project in Communication Arts may substitute for a capstone experience by enrolling in COMM 392 and COMM 492 with the consent of the respective instructor.

General Education (38 cr) Multimedia Studies 87-90

Required Foundation—ART (36-39 cr)

ART 112 Computer Graphics (3)
ART 122 Two-Dimensional Design (3)

ART 123 Color Theory (3)
ART 191 Visual Arts Seminar I (.5 x 2)
ART 207 Digital Tools: Imaging & Print (3)
ART 208 Digital Tools: Interactive Web (2)
ART 209 Digital Tools: Motion (2)
ART 213 Graphic Design I (3)
ART 280 Photography I (3)
ART 291 Visual Arts Seminar II (.5 x 2)
ART 391 Visual Arts Seminar III (.5 x 2)
ART 422 Digital Design: Interactive Web (3)
ART 423 Digital Design: Motion (3)
ART 491 Visual Arts Seminar IV (.5 x 2)
ART 497 Internship (1-4)
Elect one of the following:
ART 214 Graphic Design II (3)
ART 281 Digital Photography (3)

Required Foundation —Business Administration (12 cr)

BADM 321 Marketing (3)
BADM 324 Advertising and Sales Promotion (3)
BADM 422 Consumer Behavior (3)
BADM 427 International Marketing (3)

Required Foundation —Communication Arts (27 cr)

COMM 120 Introduction to Broadcasting (3)
COMM 218 Public Relations Principles (3)
COMM 225 Audio Production I (3)
COMM 244 Reporting and Feature Writing (3)
COMM 283 TV Activities (1)
COMM 284 Radio Activities (1)
COMM 323 Journalism History (3)
COMM 325 Campaigns and Strategies (3)
COMM 360 Video Production I (3)
COMM 412 Communication Law (3)
COMM 475 Broadcast Production (1)

Required Foundation —English (6 cr)

ENGL 211 Introduction Creative Writing (3)
ENGL 315 Professional and Technical Writing (3)

Required Foundation —Music (6 cr)

MUSC 100 Music Appreciation (3)
MUSC 205 History of the U.S. Through its Music (3)

Electives (0-3 cr)

ART MINOR (21 cr)

ART 110 Introduction to Visual Arts (3)
ART 122 Two-Dimensional Design (3)
ART 123 Color Theory (3)
ART 124 Three-Dimensional Design (3)
ART 130 Drawing I (3)
Elect two of the following:
ART 140 Crafts I (3)
ART 204 Jewelry I (3)
ART 213 Graphic Design I (3)
ART 280 Photography I (3)
ART 220 Painting I (3)

- ART 250 Ceramics I (3)
- ART 266 Sculpture II (3)
- ART 270 Printmaking I (3)
- ART 210 Art History I (3)
- ART 211 Art History II (3)

ART HISTORY MINOR (21 cr)

- ART 110 Introduction to the Visual Arts (3)
- ART 212 Non-Western Art History (3)
- ART 310 Modernism (3) or ART 311 Post-Modernism (3)
- ART 312 History of Architecture (3)
- ART 315 Native American Art (3)
- ART 420 Advanced Independent Art History (3)

Elect one from the following:

- ART 210 Art History I (3)
- ART 211 Art History II (3)
- ART 313 Women in the Visual Arts (3)
- ART 496 Study Tour (3)
- ART 499 Special Topics (3)

ART CONCENTRATION (15 cr)

Non Art Majors Only:

Art History (15 cr)

- ART 110 Introduction to Visual Arts (3)
- ART 212 Non-Western Art History (3)
- ART 315 Native American Art (3)
- ART 420 Advanced Independent Art History (3)

Select 3 credits from the following:

- ART 210 Art History I (3)
- ART 211 Art History II (3)
- ART 310 Modernism (3)
- ART 311 Post-Modernism (3)
- ART 312 History of Architecture (3)
- ART 313 Women in the Visual Arts (3)
- ART 496 Study Tour (3)
- ART 499 Special Topics (3)

Ceramics Concentration (15 cr)

- ART 122 Two-Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 124 Three-Dimensional Design (3)
- ART 250 Ceramics I (3)
- ART 351 Ceramics II (3)

Crafts Concentration(15 cr)

- ART 122 Two Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 124 Three-Dimensional Design (3)
- ART 140 Crafts I (3)
- ART 204 Jewelry (3)

Graphic Design Concentration (15 cr)

- ART 112 Computer Graphics(3)
- ART 122 Two-Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 130 Drawing I (3)
- ART 213 Graphic Design I (3)

Painting Concentration (15 cr)

- ART 122 Two-Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 130 Drawing I (3)
- ART 220 Painting I (3)
- ART 225 Water Media I (3)

Photography Concentration (15 cr)

- ART 122 Two-Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 130 Drawing I (3)
- ART 280 Photography I (3)
- ART 370 Photography II (3)

Printmaking and Drawing Concentration (15 cr)

- ART 122 Two-Dimensional Design (3)
- ART 130 Drawing I (3)
- ART 231 Figure Drawing I (3)
- ART 270 Printmaking I (3)

Elect one of the following:

- ART 271 Printmaking II (3)
- ART 331 Advanced Drawing (3)

Sculpture Concentration (15 cr)

- ART 122 Two-Dimensional Design (3)
- ART 123 Color Theory (3)
- ART 124 Three-dimensional Design (3)
- ART 250 Ceramics (3)
- ART 265 Sculpture I (3)

ART CONCENTRATION (15 cr)

Art Majors Only:

Art History (15 cr)

- ART 110 Introduction to Visual Arts (3)
- ART 212 Non-Western Art History (3)
- ART 315 Native American Art (3)
- ART 420 Advanced Independent Art History (3)

Select 3 credits from the following:

- ART 310 Modernism (3)
- ART 311 Post-Modernism (3)
- ART 312 History of Architecture (3)
- ART 313 Women in the Visual Arts (3)
- ART 496 Study Tour (3)
- ART 499 Special Topics (3)

Ceramics Concentration (15 cr)

- ART 250 Ceramics I (3)
- ART 265 Sculpture (3)
- ART 351 Ceramics II (3)
- ART 352 Ceramics III (3)
- ART 412 Advanced Independent Ceramics (8)

Crafts Concentration(15 cr)

- ART 140 Crafts I (3)
- ART 204 Jewelry I (3)
- ART 250 Ceramics I (3)

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ART 265 Sculpture I (3)
ART 270 Printmaking (3)

Graphic Design Concentration (15 cr)

ART 213 Graphic Design I (3)
ART 214 Graphic Design II (3)
ART 322 Graphic Design III (3)
ART 414 Advanced Independent Graphic Design (1)
Elect 5 credits from the following:
ART 208 Digital Tools: Interactive Web (2)
ART 422 Digital Design: Interactive Web (3)

OR

ART 209 Digital Tools: Motion (2)
ART 423 Digital Design: Motion (3)

Painting Concentration (15 cr)

ART 220 Painting I (3)
ART 225 Water Media I (3)
ART 333 Painting II (3)
ART 334 Painting III (3)
ART 325 Water Media II (3)

Photography Concentration (15 cr)

ART 270 Printmaking I (3)
ART 280 Photography I or ART 281 Digital Photography(3)
ART 380 Advanced Photography (3)
ART 382 Alternative Photography (3)
ART 417 Advanced Independent Photography (3)

Printmaking and Drawing Concentration (15 cr)

ART 270 Printmaking I (3)
ART 271 Printmaking II (3)
ART 331 Advanced Drawing (3)
ART 362 Printmaking III (3)
Elect three credits from the following:
ART 323 Illustration Techniques (3)
ART 410 Advanced Independent Drawing (3)
ART 413 Advanced Independent Printmaking (3)

Sculpture Concentration (15 cr)

ART 122 Two-Dimensional Design (3)
ART 123 Color Theory (3)
ART 124 Three-dimensional Design (3)
ART 250 Ceramics I (3)
ART 265 Sculpture I (3)

COMMUNICATION ARTS

Faculty: Frank McCahill; Audra Myerchin; Kevin Neuharth, Program Coordinator; Nancy Pearson; Neil Roberts; Aili Smith; Rick Watson; Carlen Gilseth.

Communication Arts Department

Mission

- To better prepare broadcast and print journalists who can think and write effectively;
- To prepare students for the field of education by keeping the

Communication Arts student up-to-date with speech and theatre innovations;

- To give the B.A. student a comprehensive background in Speech, to better prepare him/her for graduate study;
- To give the B.A. student a comprehensive background in Theatre, to better prepare him/her for graduate study.

Communication Arts Department Goals and Outcomes

The MSU Communication Arts Department subscribes to the behavioral goals established for speech communication by the joint task force created by the American Theatre Association and the Speech Communication Association. Briefly, those goals are:

- Ability to communicate effectively in a variety of contexts.
- Ability to predict with accuracy the consequences of communication decisions and behaviors.
- Ability to manage the following factors in communication situations: selection, development and presentation of ideas, strategies and media to influence human behavior.
- Ability to evaluate messages on the basis of functional, ethical, and aesthetic considerations.
- Ability to develop a personal communication style which can be adapted to a variety of communication contexts.
- Ability to develop skills and attitudes which promote free inquiry, critical listening, receptiveness toward divergent viewpoints, and willingness to support unpopular ideas.

The goals established by the ATA/SCA govern a basic approach to teaching speech, theatre, and broadcasting and depend on the basic principles of our theme—select, arrange, perform.

Communication Arts/Broadcasting majors are required to attend all student and faculty recitals, attend all mainstage productions, and participate in the faculty-student evaluation sessions designated by the faculty. Communication Arts/Broadcasting majors are required to complete COMM 392 Junior Project before presenting their senior project, and COMM 492 Senior Project. Communication Arts minors are required to present a junior recital, COMM 392.

Broadcasting Program Goals

Students earning a BA in Broadcasting are evaluated in four areas of knowledge/skills. These areas are:

- Basic knowledge of historical, theoretical, critical areas of broadcasting, public relations and advertising, or journalism.
- Basic knowledge and skills associated with production elements of broadcasting, public relations and advertising, or journalism.
- Basic knowledge and skills associated with leadership/advocacy and behavior.
- Submission of research and creative work to applicable scholarly and interest groups on local, regional, and national levels.

Broadcasting Program Outcomes

- Identify, analyze, and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of broadcasting, public relations and advertising, or journalism.
- Select applicable communication components, arrange them in an effective organizational pattern, and perform in appropriate venues.
- Utilize leadership/advocacy, knowledge, skills, and behavior in service and professional contexts.
- Write and submit scholarly and creative work to appropriate outlets.

BACHELOR OF ARTS WITH A MAJOR IN BROADCASTING (128 CR)

General Education (38 cr)

Required Core (31 cr)

- COMM 099 Recitals (Every Semester) (0)
- COMM 120 Introduction to Broadcasting (3)
- COMM 218 Public Relations Principles (3)
- COMM 225 Audio Production (3)
- COMM 244 Reporting and Feature Writing (3)
- COMM 354 Special Events Planning (3)
- COMM 360 Video Production I (3)
- COMM 392 Junior Project (1)
- COMM 412 Communication Law (3)
- COMM 492 Senior Project (3)

Elect from the following (6 cr)

- COMM 475 Broadcast Production (2-6)
- COMM 497 Broadcast Practicum (4)

Public Relations Option (22 cr)

- COMM 221 PR and Media Writing (3)
- COMM 324 Community Relations (3)
- COMM 325 Campaigns and Strategies (3)
- COMM 425 Crisis Communication (3)

Elect from the following (6 cr)

- ART 112 Computer Graphics (3)
- ART 213 Graphic Design I (3)
- COMM 219 Mass Media and Society (3)
- COMM 220 Broadcast Advertising Applications (3)
- COMM 322 Media Sales and Analysis (3)

Elect from the following (4 cr)

- COMM 281 Reporting and Editing (1)
- COMM 283 TV Activities (1)
- COMM 284 Radio Activities (1)
- COMM 286 Promotions Activities (1)

News Writing Option (22 cr)

- ART 112 Computer Graphics (3)
- ART 280 Photography I (3)
- COMM 224 Publication Makeup and Design (3)
- COMM 344 Investigative Reporting (3)
- COMM 281 Reporting and Editing (4)

Elect from the following (6 cr)

- ART 213 Graphic Design I (3)
- ART 323 Illustration Technique (3)
- COMM 219 Mass Media and Society (3)

Production Option (22 cr)

- ART 209 Digital Tools: Motion (2)
- COMM 326 Media Announcing (3)
- COMM 361 Broadcast News Writing (3)
- COMM 362 Electronic News Gathering (3)
- COMM 460 Video Production II (3)

Elect from the following (3 cr)

- COMM 212 Interpersonal Communication (3)
- COMM 219 Mass Media and Society (3)
- COMM 220 Broadcast Advertising Applications* (3)
- COMM 322 Media Sales and Analysis (3)
- COMM 344 Investigative Reporting (3)
- THEA 161 Acting I (3)

Elect from the following (5 cr)

- COMM 281 Reporting and Editing (1)
- COMM 283 TV Activities (1)
- COMM 284 Radio Activities (1)
- COMM 286 Promotions Activities (1)

Second Major or Minor/Concentration(s) (37 cr)

BROADCASTING CONCENTRATION (11 CR)

- COMM 120 Introduction to Broadcasting (3)
- COMM 225 Audio Production I (3)
- COMM 360 Video Production I (3)

Elect from the following (2 cr)

- COMM 283 TV Activities (1)
- COMM 284 Radio Activities (1)
- COMM 286 Promotions Activities (1)

PRINT COMMUNICATIONS CONCENTRATION (12 CR)

- COMM 244 Reporting and Feature Writing (3)
- COMM 224 Publication Makeup and Design (3)
- COMM 327 Editing and Advising (3)

Elect from the following (3 cr):

- COMM 281 Reporting and Editing (1)
- OR COMM 286 Promotions Activities (1)

PUBLIC RELATIONS CONCENTRATION (12 CR)

- COMM 218 Public Relations Principles (3)
- COMM 221 PR & Media Writing (3)
- COMM 325 Campaigns and Strategies (3)

Elective from the following: (3 cr)

- COMM 120 Introduction to Broadcasting (3)
- COMM 210 Advanced Public Speaking (3)
- COMM 219 Mass Media and Society (3)
- COMM 220 Broadcast Advertising and Application (3)
- COMM 286 Promotion Activities (1)

Communication Program Goals

Student earning a BA in Communication are evaluated in four areas of knowledge/skills. There areas are:

- Basic knowledge of historical, theoretical, critical areas of communication.
- Basic knowledge and skills associated with production elements of communication events.
- Basic knowledge and skills associated with leadership/advocacy and behavior.
- Submission of research and creative work to applicable scholarly and interest groups on local, regional, and national levels.

Communication Program Outcomes

- Identify, analyze and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of communication.
- Select applicable communication components, arrange them in a effective organizational pattern, and perform in appropriate venues.
- Utilize leadership/advocacy, knowledge, skills and behavior in service and professional contexts.
- Write and submit scholarly and creative work to appropriate outlets.

BACHELOR OF ARTS WITH A MAJOR IN COMMUNICATION (128 CR)

General Education (38 cr)

Required Core (43 cr)

- COMM 099 Recitals (Every Semester)
- COMM 212 Interpersonal Communication (3)
- COMM 218 Public Relations Principles(3)
- COMM 392 Junior Project (1)
- COMM 492 Senior Project (3)
- COMM 210 Advanced Public Speaking (3)
- COMM 311 Oral Interpretation (3)
- COMM 315 Persuasion and Argumentation (3)
- COMM 316 Group Dynamics (3)
- COMM 317 Rhetorical Theory (3)
- COMM 410 Advanced Problems (3)
- COMM 413 Gender Communication (3)
- COMM Electives (6)
- Elect from the following (6 cr)
 - COMM 281 Reporting and Editing (1) (repeatable)
 - COMM 283 TV Activities (1) (repeatable)
 - COMM 284 Radio Activities (1) (repeatable)
 - COMM 285 Communication Arts Activities (1) (repeatable)
 - COMM 286 Promotions Activities (1)

Second Major or Minor/Concentration(s) and remaining electives (47 cr).

Communication Arts Education Program Goals

Students earning a BSE in Communication Arts are evaluated in four areas of knowledge/skills:

- Basic knowledge of historical, theoretical, and critical areas

of theatre, speech, broadcasting, public relations and advertising, and journalism.

- Basic knowledge and skills associated with production elements of theatrical production, speech communication, broadcast production, public relations and advertising practices, and journalism publication.
- Basic knowledge and skills associated with leadership/advocacy and behavior in their respective fields of the Communication Arts Department.
- Basic knowledge, skills and opportunities to submit research and creative work to local, regional, and national arenas.

Communication Arts Education Program Outcomes

Students will be able to:

- Identify, analyze and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of theatre, speech, broadcasting, public relations and advertising, or journalism.
- Select applicable communication components, arrange them in an effective organizational pattern, and perform in appropriate venues.
- Utilize leadership/advocacy, knowledge, skills and behavior in service and professional contexts.
- Write and submit scholarly and creative work to appropriate outlets.

In addition to the outcomes listed above, students earning a BSE in Communication Arts will be assessed according to the INTASC standards in Teacher Education.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN COMMUNICATION ARTS (128 CR)

General Education (38 cr)

Theatre Option Core (43 cr)

- COMM 099 Recitals (Every Semester)
- COMM 212 Interpersonal Communication (3)
- COMM 311 Oral Interpretation (3)
- COMM 392 Junior Project (1)
- COMM 492 Senior Project (3)

Activities Core (6 cr)

- COMM 285 Communication Arts Activities (1)
- COMM 286 Promotions Activities (1)
- THEA 201 Theatre Practicum (2)
- THEA 297 Internship (2)

THEA 121 The One-Act Play (2)

THEA 161 Acting I (3)

THEA 222 Make-up (2)

THEA 270 Stagecraft (3)

THEA 275 Advanced Theatre Production (5)

THEA 352 Theatre in the Classroom (3)

THEA 385 Directing (3)

Elect two from the following (6 cr)



THEA 350 Theatre History, Criticism, and Literature I (3)
 THEA 351 Theatre History, Criticism, and Literature II (3)
 THEA 450 Contemporary Drama (3)

With the following recommended Communication courses:

COMM 210 Advanced Public Speaking (3)
 COMM 219 Mass Media in Society (3)
 COMM 244 News and Feature Writing (3)
 COMM 315 Persuasion and Argumentation (3)

Professional Ed Sequence Total 39
Total to Graduate 128

Communication Option Core (40 cr)

COMM 099 Recitals (Every Semester)
 COMM 212 Interpersonal Communication (3)
 COMM 311 Oral Interpretation (3)
 COMM 392 Junior Project (1)
 COMM 492 Senior Project (3)

Activities Core (6 cr)

COMM 281 Reporting and Editing (1)
 COMM 285 Communication Arts Activities (2)
 COMM 284 Radio Activities (1)
 THEA 201 Theatre Practicum (2)

COMM 120 Introduction to Broadcasting (3)
 COMM 210 Advanced Public Speaking (3)
 COMM 218 Public Relations Principles (3)
 COMM 219 Mass Media in Society (3)
 COMM 315 Persuasion and Argumentation (3)
 COMM 316 Group Dynamics (3)
 COMM 413 Gender Communication (3)
 THEA 352 Theatre in the Classroom (3)

With the following recommended Theatre courses:

THEA 121 The One-Act Play (2)
 THEA 161 Acting I (3)
 THEA 270 Stagecraft (3)
 THEA 385 Directing (3)

Professional Ed Sequence Total 39
Total to Graduate 128

Professional Education Sequence (39 cr)

COMM 389 Directing Forensics (2)
 COMM 390 Communication Arts Methods* (3)
 ED 260 Educational Psychology (2)
 ED 250 Foundations of Education (2)
 ED 320 Curriculum, Planning, and Assessment* (3)
 ED 380 Technology in Teaching* (2)
 ED 460 Managing the Learning Environment* (2)
 ED 470 Teaching Diverse Learners* (2)
 ED 493 Student Teaching* (12)
 Elect one of the following (3 cr)
 PSY 255 Child and Adolescent Psychology (3)
 PSY 352 Adolescent Psychology (3)
 SPED 110 Introduction to Exceptional Children (3)

SS 283 Ethnic and Cultural Diversity in America (3)
 * Requires admittance to Teacher Education. Refer to pages 127-131 for Teacher Education Policies and Procedures.

**COMMUNICATION ARTS MINOR
 (TEACHING) (28 CR)**

COMM 099 Recitals (Every Semester)
 Elect from the following (3 cr)
 COMM 285 Communication Arts Activities (1)
 THEA 201 Theatre Practicum (1)
 COMM 311 Oral Interpretation (3)
 COMM 315 Persuasion and Argumentation (3)
 COMM 390 Communication Arts Methods (3)
 COMM 392 Junior Project (1)
 THEA 161 Acting I (3)
 THEA 270 Stagecraft (3)
 THEA 352 Theatre in the Classroom (3)
 THEA 385 Directing (3)
 Elect one from the following (3 cr)
 THEA 350 Theatre History, Criticism, and Literature I (3)
 THEA 351 Theatre History, Criticism, and Literature II (3)
 THEA 450 Contemporary Drama (3)

**COMMUNICATION ARTS MINOR
 (NON-TEACHING) (24 CR)**

COMM 099 Recitals (Every Semester)
 Elect from the following (3 cr)
 COMM 285 Communication Arts Activities (1)
 THEA 201 Theatre Practicum (1)
 COMM 392 Junior Project (1)
 Elect one of the following (3 cr)
 COMM 210 Advanced Public Speaking (3)
 COMM 311 Oral Interpretation (3)
 THEA 110 Introduction to Theatre Arts (3)
 COMM Electives (17)

Theatre Arts Program Goals

Students earning a BA in Theatre Arts are evaluated in four areas of knowledge/skills. These areas are:

- Basic knowledge of historical, theoretical, critical areas of theatre.
- Basic knowledge and skills associated with production elements of theoretical performance.
- Basic knowledge and skills associated with leadership/advocacy and behavior.
- Submission of research and creative work to applicable scholarly and interest groups on local, regional and national levels.

Theatre Arts Program Outcomes

- Identify, analyze, and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of theatre.
- Select applicable communication components, arrange them in an effective organizational pattern, and perform in appropriate venues.

- Utilize leadership/advocacy, knowledge, skills and behavior in service and professional contexts.
- Write and submit scholarly and creative work to appropriate outlets.

BACHELOR OF ARTS WITH A MAJOR IN THEATRE ARTS (128 CR)

General Education (38 cr)

Students must use THEA 110 to fulfill one of their Humanities General Education requirements.

Required Core (52 cr)

- COMM 099 Recitals (Every Semester)
- COMM 212 Interpersonal Communication (3)
- COMM 392 Junior Project (1)
- COMM 492 Senior Project (3)
- THEA 120 Intro to Drama Lit & Analysis (3)
- THEA 161 Acting I (3)
- THEA 201 Theatre Practicum (6)
- THEA 222 Make-up (2)
- THEA 250 Creative Drama (3)
- THEA 270 Stagecraft (3)
- THEA 275 Production Design (5)
- THEA 297 Internship (2)
- THEA 361 Acting II (3)
- THEA 385 Directing (3)
- THEA 386 Playwriting (3)
- THEA ELECTIVES (3)
- Elect from the following (6 cr)
 - THEA 350 Theatre History, Criticism, and Literature I (3)
 - THEA 351 Theatre History, Criticism, and Literature II (3)
 - THEA 450 Contemporary Drama (3)

Second Major or Minor/Concentration(s) and remaining electives (38 cr)

THEATRE MANAGEMENT MINOR (27 CR)

- BADM 301 Fundamentals of Management (3)
- COMM 099 Recitals (Every Semester)
- COMM 392 Junior Project (1)
- COMM 397 Communication Arts Practicum (3)
- THEA 161 Acting I (3)
- THEA 270 Stagecraft (3)
- THEA 385 Directing (3)
- THEA 414 Theatre Management (3)
- Elective Program Courses (8 cr)*
 - Program I:
 - ACCT 201 Principles of Accounting I (3)
 - BADM 303 Human Resource Management (3)
 - BADM 324 Advertising and Sales Promotion (3)
 - COMM 412 Communication Law (3)
 - Program II:
 - ART 213 Graphic Design I (3)
 - ART 280 Photography I (3)
 - COMM 218 Public Relations Principles (3)
 - COMM 219 Mass Media & Society (3)
 - COMM 244 Reporting and Feature Writing (3)

- COMM 360 Video Production I (3)
- THEA 250 Creative Drama (3)

CREATIVE DRAMATICS MINOR (25 CR)

- COMM 099 Recitals (Every Semester)
- COMM 392 Junior Project (1)
- THEA 401 Tour Show (3)
- PSY 255 Child and Adolescent Psychology (3)
- THEA 250 Creative Drama (3)
- THEA 251 Puppetry (3)
- THEA 352 Theatre in the Classroom (3)
- THEA 353 Plays for the Young (3)
- Elect from the following (6 cr)
 - COMM 311 Oral Interpretation (3)
 - ENGL 238 Children's Literature (3)
 - ENGL 338 Literature for Adolescents (3)
 - THEA 110 Introduction to Theatre Arts (3)
 - THEA 161 Acting I (3)
 - THEA 385 Directing (3)

COMMUNICATION ARTS (THEATRE) CONCENTRATION (12 CR)

- THEA 110 Introduction to Theatre Arts (3)
- Elect from the following (9 cr)
 - THEA 161 Acting I (3)
 - THEA 222 Make-up (2)
 - THEA 270 Stagecraft (3)
 - THEA 350 Theatre History, Criticism, and Literature I (3)
 - THEA 351 Theatre History, Criticism, and Literature II (3)
 - THEA 385 Directing (3)
 - THEA 450 Contemporary Drama (3)

COMMUNICATION ARTS (SPEECH) CONCENTRATION (12 CR)

- Elect from the following
 - COMM 210 Advanced Public Speaking (3)
 - COMM 212 Interpersonal Communication (3)
 - COMM 311 Oral Interpretation (3)
 - COMM 315 Persuasion and Argumentation (3)
 - COMM 316 Group Dynamics (3)
 - COMM 317 Rhetorical Theory (3)

ENGLISH

Faculty: Ron Fischer; Eric Furuseth, Robert Kibler, Program Coordinator; Patti Kurtz; Harold Nelson; Margaret Sherve; ShaunAnne Tangney; Sarah Aleshire; Duane Halvorson; Nicole Thom-Arens; Frank McCahill.

Department of English

Vision, Mission, and Goals:

The Study of English

The English major at Minot State University promotes the development of rational and creative abilities through the study of literary texts of various media. The program will have suc-

ceeded with those students who become independent scholars realizing the range of their abilities, the proper contexts and strategies for writing and reading, the multidisciplinary and global natures of their study, and the ethical dimensions of their work.

Vision Statement

The English Department envisions majors who become increasingly independent learners across the four years of their undergraduate education. We envision students who gain confidence in themselves and with that confidence express their ideas clearly and boldly; who are tolerant of others and comfortable with contradictions, complexity, and ambiguity; who are seekers and creators. We envision majors who grow in understanding of their own discipline within the broader context of liberal studies and of global cultures. Ultimately, we envision majors who are empowered by their education to interact effectively and usefully in their society.

Mission Statement

The English major will gain foundational knowledge, use that knowledge with a sense of professionalism and to move toward creative problem solving, and carry both knowledge and problem-solving abilities with them into their careers.

Department Goals

In keeping with our mission, our goals are to:

- Develop increasing sophistication with reading, writing, speaking, and problem solving;
- Develop a growing confidence with contradictions, complexities, and ambiguities;
- Develop an increasing knowledge and understanding of historical, theoretical, and cultural contexts;
- Develop the ability to research carefully and thoughtfully;
- Develop an understanding of the concepts, contexts, and practices of the discipline/profession.

BACHELOR OF ARTS WITH A MAJOR IN ENGLISH (129 CR)

General Education (38 cr)

Required Core (24 cr)

- ENGL 270 Introduction to Literary Criticism (3)
- ENGL 355 Age of Shakespeare (3)
- ENGL 435 Major Writers (3)
- ENGL 491 Senior Seminar (3)

Required Foundational Courses (15 cr)

- ENGL 244 Writing in Multiple Genres (3)
- ENGL 251 Foundations in British Literature I (3)
- ENGL 252 Foundations in British Literature II (3)
- ENGL 261 Foundations in American Literature I (3)
- ENGL 262 Foundations in American Literature II (3)

Required Topics Courses (18 cr)

- 3 cr. in literature

3 cr. in composition/creative writing

3 cr. in linguistics

The remaining 9 cr. are elective.

One of these must be a diversity course as approved by CDCCC.

Literature Courses

Elect from the following (3 cr)

- ENGL 225 Introduction to Film (3)
- ENGL 231 Bible as Literature (3)
- ENGL 231H Bible as Literature (3)
- ENGL 232 World Mythology (3)
- ENGL 238 Children's Literature (3)
- ENGL 265 Native American Literature (3)
- ENGL 325 Topics in Roaring Twenties Literature (3)
- ENGL 326 American Apocalyptic Literature (3)
- ENGL 328 British Romantic Literature (3)
- ENGL 329 Coming of Age Novels (3)
- ENGL 331 Ethnicity and the Identity Search (3)
- ENGL 334 Film Directors (3)
- ENGL 335 Film Genres (3)
- ENGL 337 Frontier Literature of North America (3)
- ENGL 338 Topics in Adolescent Literature (3)
- ENGL 339 Topics in African Literature (3)
- ENGL 342 Gendered Literature (3)
- ENGL 343 Graphic Novels as Literature (3)
- ENGL 346 In Her Place: Women, Lit, Land, and Home(3)
- ENGL 349 Letting a Thousand Flowers Bloom (3)
- ENGL 350 Literature of the Last Twenty Years (3)
- ENGL 353 Science Fiction's Contributions to Society (3)
- ENGL 358 Literature of the Upper Great Plains (3)
- ENGL 359 Literature of the Wild (3)
- ENGL 360 Love and Loss in Western Literature (3)
- ENGL 363 Magical Realism (3)
- ENGL 367 Media Literacy (3)
- ENGL 368 Place in Detective Fiction (3)
- ENGL 371 Post World War I British Literature (3)
- ENGL 374 Reading the Built Environment (3)
- ENGL 376 The American Century (3)
- ENGL 378 The Modernists (3)
- ENGL 383 Topics in American Black Literature (3)
- ENGL 385 Arthurian Legend Then & Now (3)
- ENGL 386 Victorian Era British Literature (3)
- ENGL 389 Warriors, Marchers, and Martyrs (3)
- ENGL 435 Major Writers (3)

Composition/Creative Writing Courses

Elect from the following (3 cr)

- ENGL 211 Introduction to Creative Writing (3)
- ENGL 315 Professional and Technical Writing (3)
- ENGL 410 Advanced Fiction Workshop (3)
- ENGL 411 Advanced Poetry Workshop (3)
- ENGL 412 Advanced Non-Fiction Workshop (3)

Linguistics Courses

Elect from the following (3 cr)

- ENGL 209 Introduction to Linguistics (3)
- ENGL 322 American Dialects in Lit and Media (3)

REQUIRED OPTION - SELECT ONE OF THE FOLLOWING:**Writing Option**

- ENGL 209 Introduction to Linguistics (3)
- ENGL 211 Introduction to Creative Writing (3)
- ENGL 315 Professional and Technical Writing (3)
- ENGL 322 American Dialects in Lit and Media (3)
- ENGL 410 Advanced Fiction Workshop (3)
- ENGL 411 Advanced Poetry Workshop (3)
- ENGL 412 Advanced Nonfiction Workshop (3)
- ENGL 299/499 Special Topics (1-8)
- COMM 244 Reporting & Feature Writing (3)
- COMM 317 Rhetorical Theory (3)
- COMM 361 Broadcast News Writing (3)
- THEA 386 Playwriting (3)
- ART 112 Computer Graphics (3)

Literature Option (15 cr)

- ENGL 225 Introduction to Film (3)
- ENGL 231 Bible as Literature (3)
- ENGL 231H Bible as Literature (3)
- ENGL 232 World Mythology (3)
- ENGL 238 Children's Literature (3)
- ENGL 265 Native American Literature (3)
- ENGL 325 Topics in Roaring Twenties Literature (3)
- ENGL 326 American Apocalyptic Literature (3)
- ENGL 328 British Romantic Literature (3)
- ENGL 329 Coming of Age Novels (3)
- ENGL 331 Ethnicity and the Identity Search (3)
- ENGL 334 Film Directors (3)
- ENGL 335 Film Genres (3)
- ENGL 337 Frontier Literature of North America (3)
- ENGL 338 Topics in Adolescent Literature (3)
- ENGL 339 Topics in African Literature (3)
- ENGL 342 Gendered Literature (3)
- ENGL 343 Graphic Novels as Literature (3)
- ENGL 346 In Her Place: Women, Lit, Land, and Home(3)
- ENGL 349 Letting a Thousand Flowers Bloom (3)
- ENGL 350 Literature of the Last Twenty Years (3)
- ENGL 353 Science Fiction's Contributions to Society (3)
- ENGL 358 Literature of the Upper Great Plains (3)
- ENGL 359 Literature of the Wild (3)
- ENGL 360 Love and Loss in Western Literature (3)
- ENGL 363 Magical Realism (3)
- ENGL 367 Media Literacy (3)
- ENGL 368 Place in Detective Fiction (3)
- ENGL 371 Post World War I British Literature (3)
- ENGL 374 Reading the Built Environment (3)
- ENGL 376 The American Century (3)
- ENGL 378 The Modernists (3)
- ENGL 383 Topics in American Black Literature (3)
- ENGL 385 Arthurian Legend Then & Now (3)
- ENGL 386 Victorian Era British Literature (3)
- ENGL 389 Warriors, Marchers, and Martyrs (3)
- ENGL 435 Major Writers (3)

Foreign Language Concentration (16 cr)**Minor and/or Concentration(s) (21 cr).****English Education Program Goals**

We strive to create and teach a curriculum in which students will study English subject matter and methodology through such perspectives as historicity, aesthetic appreciation, multiculturalism, and critical analysis. We are careful to include readings and assignments that promote advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis. Such readings and assignments require students to analyze and interpret primary and secondary sources in the service of literacy methodology. We also believe that creativity and originality in both approach and voice are important elements of critical analysis and academic pose. We intend that our students will become informed on literary issues, through the use of standard and current journals, books, and reviews. We mean for our students to develop a sense of chronology, change, and continuity as they pertain to literary studies and pedagogy.

English Education Program**Outcomes**

- Competence in written academic prose (which explicitly implies a research component)
- Knowledge of critical vocabulary and critical methods, and the ability to apply them in the analysis of texts
- Knowledge of the historical and/or cultural milieu of texts
- Creativity and originality of approach
- Ability to carry out sustained investigation of texts.

In addition to the outcomes listed above, students earning a BSE in English will be assessed according to the INTASC standards in Teacher Education.

English Education Program**Guidelines****Admission into the Program**

In addition to the requirements set forth by the Department of Teacher Education, the Department of English has set the following requirements to be admitted into the BSE English program. These admission requirements are as follows:

1. The candidate must have completed 6 semester hours of the 200-level English major core classes.
2. The candidate must produce two satisfactory letters of recommendation from English faculty who taught them in a 200-level or above English class, as long as that course counts towards the English major. These letters may be the same as the ones submitted for Department of Teacher Education admission requirements.
3. If a candidate has not met the above criteria, he/she may appeal for probationary admission. The appeal must be submitted in writing to the Department Coordinator no less than five days before the next Department of English meeting, and will be reviewed and voted upon by the department as a whole. All appeals must carry an

endorsement from the candidate's advisor.

Retention in the Program

In addition to the requirements set forth by the Department of Teacher Education, the Department of English has set the following requirements to be retained in the BSE English program. These retention requirements are as follows:

1. Candidates must maintain a cumulative GPA of 2.0 or higher.
2. Candidates must maintain a GPA of 2.50 or higher in all major courses.
3. If a candidate has not met the above criteria, he/she may appeal for probationary retention. The appeal must be submitted in writing to the Department Coordinator no less than five days before the next Department of English meeting, and will be reviewed and voted upon by the department as a whole. All appeals must carry an endorsement from the candidate's advisor.
4. Candidates who have been dropped from the program may apply for readmission in the following semester provided the candidate's advisor or the Division Chair endorses the application, and the student acquires an additional letter of support from a relevant faculty member.

Requirements for Graduation from the Program

In addition to the requirements set forth by the Department of Teacher Education and by Minot State University, the Department of English has also established the following requirements for graduation with a Bachelor of Science in Education with a Major in English:**

1. Candidates must earn a grade of C or better in all required core courses.
2. Candidates must earn a cumulative GPA of 2.50 or better in major courses.
3. Candidates must successfully complete all Senior Seminar requirements, and earn a grade of C or higher in that course.
4. Candidates must successfully pass the Praxis II test prior to graduation.

**The Department of English recommends that students intending to secure a North Dakota secondary teaching license take the Praxis II test prior to their student teaching experience. Successful completion of this test is required by the state of North Dakota.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN ENGLISH (128 CR)

General Education (38 credits)



Required Core (24 cr)

- ENGL 270 Introduction to Literary Criticism (3)
- ENGL 355 Age of Shakespeare (3)
- ENGL 435 Major Writers (3)
- ENGL 491 Senior Seminar (3)

Required Foundational Courses (15 cr)

- ENGL 244 Writing in Multiple Genres (3)
- ENGL 251 Foundations in British Literature I (3)
- ENGL 252 Foundations in British Literature II (3)
- ENGL 261 Foundations in American Literature I (3)
- ENGL 262 Foundations in American Literature II (3)

Required Topics Courses (18 cr)

- 6 cr. in literature
- 6 cr. in composition/creative writing
- 3 cr. in linguistics
- The remaining 3 cr. are elective.
- **One of these must be a diversity course as approved by CDCCC.**

Literature courses

- Elect from the following (3 cr)
- ENGL 225 Introduction to Film (3)
- ENGL 231 Bible as Literature (3)
- ENGL 231H Bible as Literature (3)
- ENGL 232 World Mythology (3)
- ENGL 238 Children's Literature (3)
- ENGL 265 Native American Literature (3)
- ENGL 325 Topics in Roaring Twenties Literature (3)
- ENGL 326 American Apocalyptic Literature (3)
- ENGL 328 British Romantic Literature (3)
- ENGL 329 Coming of Age Novels (3)
- ENGL 331 Ethnicity and the Identity Search (3)
- ENGL 334 Film Directors (3)
- ENGL 335 Film Genres (3)
- ENGL 337 Frontier Literature of North America (3)
- ENGL 338 Topics in Adolescent Literature (3)
- ENGL 339 Topics in African Literature (3)
- ENGL 342 Gendered Literature (3)
- ENGL 343 Graphic Novels as Literature (3)
- ENGL 346 In Her Place: Women, Lit, Land, and Home(3)
- ENGL 349 Letting a Thousand Flowers Bloom (3)
- ENGL 350 Literature of the Last Twenty Years (3)
- ENGL 353 Science Fiction's Contributions to Society (3)
- ENGL 358 Literature of the Upper Great Plains (3)
- ENGL 359 Literature of the Wild (3)
- ENGL 360 Love and Loss in Western Literature (3)
- ENGL 363 Magical Realism (3)
- ENGL 367 Media Literacy (3)
- ENGL 368 Place in Detective Fiction (3)
- ENGL 371 Post World War I British Literature (3)
- ENGL 374 Reading the Built Environment (3)
- ENGL 376 The American Century (3)
- ENGL 378 The Modernists (3)
- ENGL 383 Topics in American Black Literature (3)
- ENGL 385 Arthurian Legend Then & Now (3)
- ENGL 386 Victorian Era British Literature (3)
- ENGL 389 Warriors, Marchers, and Martyrs (3)
- ENGL 435 Major Writers (3)

Composition/Creative Writing Courses

- Elect from the following (6 cr)
- ENGL 211 Introduction to Creative Writing (3)
- ENGL 315 Professional and Technical Writing (3)

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- ENGL 410 Advanced Fiction Workshop (3)
- ENGL 411 Advanced Poetry Workshop (3)
- ENGL 412 Advanced Non-Fiction Workshop (3)

Linguistics Courses

- Elect from the following (3 cr)
- ENGL 209 Introduction to Linguistics (3)
- ENGL 322 American Dialects in Lit and Media (3)

Professional Sequence (13 cr)

- ENGL 317 Teaching Writing (3)
- ENGL 318 Writing Tutor Training (1)
- ENGL 318L Supervised Writing Tutoring (0)
- Elect one from the following:
 - ED 402 Content and Developmental Reading (3)
 - ED 440 Remedial Reading (3)
- Elect one from the following:
 - COMM 210 Advanced Public Speaking (3)
 - COMM 311 Oral Interpretation (3)
 - COMM 315 Persuasion and Argumentation (3)
 - COMM 317 Rhetorical Theory (3)
- Elect one from the following:
 - ENGL 365 Media English (3)
 - ENGL 367 Media Literacy (3)

Pedagogy Courses (38 cr)

- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ENGL 291 Practicum in Writing (1)
- ED 320 Curriculum, Planning, and Assessment* (3)
- ED 380 Technology in Teaching (2)
- ED 460 Managing the Learning Environment (2)
- ED 470 Teaching Diverse Learners* (2)
- ED 493 Student Teaching* (12)
- ENGL 390 Secondary Language Arts Methods* (3)
- SPED 110 Introduction to Exceptional Children (3)
- SS 283 Ethnic and Cultural Diversity In America (3)

Select one of the following (3 credits)

- PSY 255 Child and Adolescent Psychology (3)
- PSY 352 Adolescent Psychology (3)

* Requires Admission to Teacher Education

SECONDARY READING CREDENTIAL (ELECTIVE) (11 CR)

May be added to Grade 7-12 North Dakota teaching license for those who have a major or minor in a Language Arts area; certificate requires three years of successful teaching experience to be granted; coursework only allows holder to teach in a Grade 7-12 Title I program.

- ELED 352 Foundations of Reading (3)
- ED 402 Content and Developmental Reading (3)
- ED 440 Remedial Reading (3)
- ED 441 Clinical Practice in Remedial Reading (3)

ENGLISH MINOR (21 CR)

Core (6 cr)

- ENGL 270 Introduction to Literary Criticism (3)

- ENGL 355 Age of Shakespeare (3)

Foundations (9 cr)

- ENGL 244 Writing in Multiple Genres (3)
- Elect two from the following:
 - ENGL 251 Foundations in British Literature I (3)
 - ENGL 252 Foundations in British Literature II (3)
 - ENGL 261 Foundations in American Literature I (3)
 - ENGL 262 Foundations in American Literature II (3)

Topics (6 cr)

- Elect two from the following:
 - ENGL 209 Introduction to Linguistics (3)
 - ENGL 211 Introduction to Creative Writing (3)
 - ENGL 225 Introduction to Film (3)
 - ENGL 231 Bible as Literature (3)
 - ENGL 231H Bible as Literature (3)
 - ENGL 232 World Mythology (3)
 - ENGL 238 Children's Literature (3)
 - ENGL 265 Native American Literature (3)
 - ENGL 315 Professional and Technical Writing (3)
 - ENGL 322 American Dialects in Lit and Media (3)
 - ENGL 325 Topics in Roaring Twenties Literature (3)
 - ENGL 326 American Apocalyptic Literature (3)
 - ENGL 328 British Romantic Literature (3)
 - ENGL 329 Coming of Age Novels (3)
 - ENGL 331 Ethnicity and the Identity Search (3)
 - ENGL 334 Film Directors (3)
 - ENGL 335 Film Genres (3)
 - ENGL 337 Frontier Literature of North America (3)
 - ENGL 338 Topics in Adolescent Literature (3)
 - ENGL 339 Topics in African Literature (3)
 - ENGL 342 Gendered Literature (3)
 - ENGL 343 Graphic Novels as Literature (3)
 - ENGL 346 In Her Place: Women, Lit, Land, and Home(3)
 - ENGL 349 Letting a Thousand Flowers Bloom (3)
 - ENGL 350 Literature of the Last Twenty Years (3)
 - ENGL 353 Science Fiction's Contributions to Society (3)
 - ENGL 358 Literature of the Upper Great Plains (3)
 - ENGL 359 Literature of the Wild (3)
 - ENGL 360 Love and Loss in Western Literature (3)
 - ENGL 363 Magical Realism (3)
 - ENGL 365 Media English (3)
 - ENGL 367 Media Literacy (3)
 - ENGL 368 Place in Detective Fiction (3)
 - ENGL 371 Post World War I British Literature (3)
 - ENGL 374 Reading the Built Environment (3)
 - ENGL 376 The American Century (3)
 - ENGL 378 The Modernists (3)
 - ENGL 383 Topics in American Black Literature (3)
 - ENGL 385 Arthurian Legend Then & Now (3)
 - ENGL 386 Victorian Era British Literature (3)
 - ENGL 389 Warriors, Marchers, and Martyrs (3)
 - ENGL 410 Advanced Fiction Workshop (3)
 - ENGL 411 Advanced Poetry Workshop (3)
 - ENGL 412 Advanced Non-Fiction Workshop (3)
 - ENGL 435 Major Writers (3)

ENGLISH—LITERATURE CONCENTRATION (12 CR)

Restricted to non-majors only

Elect any twelve credits from the following:

- ENGL 225 Introduction to Film (3)
- ENGL 231 Bible as Literature (3)
- ENGL 231H Bible as Literature (3)
- ENGL 232 World Mythology (3)
- ENGL 238 Children's Literature (3)
- ENGL 265 Native American Literature (3)
- ENGL 325 Topics in Roaring Twenties Literature (3)
- ENGL 326 American Apocalyptic Literature (3)
- ENGL 328 British Romantic Literature (3)
- ENGL 329 Coming of Age Novels (3)
- ENGL 331 Ethnicity and the Identity Search (3)
- ENGL 334 Film Directors (3)
- ENGL 335 Film Genres (3)
- ENGL 337 Frontier Literature of North America (3)
- ENGL 338 Topics in Adolescent Literature (3)
- ENGL 339 Topics in African Literature (3)
- ENGL 342 Gendered Literature (3)
- ENGL 343 Graphic Novels as Literature (3)
- ENGL 346 In her Place: Women, Lit, Land, and Home (3)
- ENGL 349 Letting a Thousand Flowers Bloom (3)
- ENGL 350 Literature of the Last Twenty Years (3)
- ENGL 353 Science Fiction's Contributions to Society (3)
- ENGL 358 Literature of the Upper Great Plains (3)
- ENGL 359 Literature of the Wild (3)
- ENGL 360 Love and Loss in Western Literature (3)
- ENGL 363 Magical Realism (3)
- ENGL 367 Media Literacy (3)
- ENGL 368 Place in Detective Fiction (3)
- ENGL 371 Post World War I British Literature (3)
- ENGL 374 Reading the Built Environment (3)
- ENGL 376 The American Century (3)
- ENGL 378 The Modernists (3)
- ENGL 383 Topics in American Black Literature (3)
- ENGL 385 Arthurian Legend Then & Now (3)
- ENGL 386 Victorian Era British Literature (3)
- ENGL 389 Warriors, Marchers, and Martyrs (3)
- ENGL 435 Major Writers (3)

ENGLISH—WRITING CONCENTRATION (12 CR)

Elect any twelve credits from the following:

- ENGL 209 Introduction to Linguistics (3)
- ENGL 211 Introduction to Creative Writing (3)
- ENGL 315 Professional and Technical Writing (3)
- ENGL 322 American Dialects in Lit and Media (3)
- ENGL 410 Advanced Fiction Workshop (3)
- ENGL 411 Advanced Poetry Workshop (3)
- ENGL 412 Advanced Nonfiction Workshop (3)
- ENGL 299/499 Special Topics (1-8)

FOREIGN LANGUAGE

Faculty: Jean-Francois Mondon, Program Coordinator; Scott Sigel; Amina Escalera; Paul Cristofaro

Foreign Language Program Mission Statement

To foster thoughtful engagement with world languages, literatures and cultures while attuned to the historical and contemporary challenges that shape their uniqueness.

Foreign Language Program Goals

- provide quality training in language acquisition
- foster critical and creative thinking about diverse cultural legacies
- guide research on issues of socio-cultural import in the studied culture
- facilitate study abroad opportunities
- mentor for the successful transition to graduate studies and careers

Foreign Language Program Outcomes

- In the three communicative modes—interpersonal, interpretive, and presentational—students employ reading, writing, listening, and speaking skills in the target language to address issues ranging from everyday life to matters of complex socio-cultural import.
- Students apply critical and creative thinking, as well as knowledge of the target language and culture, to assess the connections between the culture's products, practices, and perspectives as they are registered in the work of significant authors/directors and literary/art movements.
- Students integrate research on issues of socio-cultural import into a formal, individually conceived project that furthers the students' own intellectual development and/or may find application in future professional contexts (graduate school, conference papers, publications and community service)

BACHELOR OF ARTS WITH A MAJOR IN FOREIGN LANGUAGE (120 CR)

General Education (38 cr)

Required Courses in Option

Arabic Option (36 cr):

- ARB 201 Intermediate Arabic I (4)
- ARB 202 Intermediate Arabic II (4)
- ARB 220 Arabic Film (3)
- ARB 340 Conversation & Composition I (3)
- ARB 341 Conversation & Composition II (3)
- ARB 342 Introduction to Arabic Literature (3)
- ARB 343 Arabic Culture (3)
- ARB 402 Genres (3)
- ARB 450 Arabic Capstone (3)
- ARB 496 Study Abroad (4)
- ENGL 209 Intro to Linguistics (3)

German Option (36 cr):

- GERM 201 Intermediate German I (4)
- GERM 202 Intermediate German II (4)
- GERM 220 German Film (3)
- GERM 340 Conversation & Composition (3)
- GERM 341 Conversation & Composition II (3)
- GERM 342 Introduction to German Literature (3)
- GERM 343 German Culture (3)
- GERM 422 Genres or Periods in German Literature (3)
- GERM 450 Senior Capstone (3)
- GERM 496 Study Abroad (4)
- ENGL 209 Intro to Linguistics (3)

Spanish Option (36 cr):

- SPAN 201 Intermediate Spanish I (4)
- SPAN 202 Intermediate Spanish II (4)
- SPAN 220 Hispanic Film (3)
- SPAN 340 Conversation & Composition I (3)
- SPAN 341 Conversation & Composition II (3)
- SPAN 342 Introduction to Hispanic Literature (3)
- SPAN 343 Hispanic Culture (3)
- SPAN 441 Hispanic Literature (3)
- SPAN 450 Senior Capstone (3)
- SPAN 496 Study Abroad (4)
- ENGL 209 Intro to Linguistics (3)

Dual Language Option:

Six 3-4 credit courses in any one language (German or Spanish) excluding first year courses (18-20)

The equivalent of a minor in one of the other two languages (18-22)

Second major or minor and/or concentrations (32 cr).**Electives (3-15 cr)**

Your advisor will establish the unique sequence for your plan of study in the first semester you declare your major (most upper division courses rotate through a two-year cycle that accommodates all majors' graduation goals).

Minors in French, German, or Spanish (non-teaching)

Students must complete six 3-4 credit courses, or the equivalent, in the language to earn a minor.

FOREIGN LANGUAGE CONCENTRATION

The concentration in Foreign Language consists of the 16 credit sequence in one of four language options: ARB, FREN, GERM or SPAN 101, 102, 201, 202. The requirement for 101 and 102 can be met by scoring 8 credits on the CLEP (College Level Examination Program). The 101 and 102 may be waived by department consent for students who have successfully completed 3-4 years of courses in one language option in high school. However, students entering MSU foreign language courses at the 200 level, and who intend to pursue graduate studies, are advised to take the CLEP exam to ensure graduate school acceptance of the foreign language concentration as a

two year progressive sequence of college level language study.

Foreign Language BA and International Business Double Majors

Up to 15 credits in Foreign Language may also count towards satisfying the degree requirements in International Business for students pursuing a double major.

Foreign Language Education Program Mission

The aim of the BSE program is to produce graduates who are proficient in the foreign language, knowledgeable of the culture, and conversant with contemporary methods of foreign language pedagogy.

Foreign Language Education Program Goals

- provide quality training in language acquisition and FL pedagogy
- foster critical and creative thinking about diverse cultural legacies
- guide research on issues of socio-cultural import in the studied culture
- facilitate study abroad opportunities
- Mentor for the successful transition to graduate studies and careers

Foreign Language Education Program Outcomes

- In the three communicative modes—interpersonal, interpretive, and presentational—candidates employ target language reading, writing, listening, and speaking skills to address issues ranging from everyday life to matters of complex socio-cultural import in the German or Spanish speaking world.
- Candidates apply critical and creative thinking, as well as knowledge of the target language and culture, to assess the connections between the culture's products, practices, and perspectives as they are registered in the work of significant authors/directors and literary/art movements.
- Candidates integrate research on issues of socio-cultural import into a formal, individually conceived project that furthers the candidates' own intellectual development and/or may find application in future professional contexts (graduate school, conference papers, publications, teaching, and community service).
- Candidates effectively apply the ten INTASC standards in instructional planning and practices.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN FOREIGN LANGUAGE (120 CR)



General Education (38 cr)

Required Courses in Option (36 cr)

German Option (36 cr):

- GERM 201 Intermediate German I (4)
- GERM 202 Intermediate German II (4)
- GERM 220 German Film (3)
- GERM 340 Conversation & Composition (3)
- GERM 341 Conversation & Composition II (3)
- GERM 342 Introduction to German Literature (3)
- GERM 343 German Culture (3)
- GERM 422 Genres or Periods in German Literature (3)
- GERM 450 Senior Capstone (3)
- GERM 496 Study Abroad (4)
- ENGL 209 Intro to Linguistics (3)

Spanish Option (36 cr):

- SPAN 201 Intermediate Spanish I (4)
- SPAN 202 Intermediate Spanish II (4)
- SPAN 220 Hispanic Film (3)
- SPAN 340 Conversation & Composition I (3)
- SPAN 341 Conversation & Composition II (3)
- SPAN 342 Introduction to Hispanic Literature (3)
- SPAN 343 Hispanic Culture (3)
- SPAN 441 Hispanic Literature (3)
- SPAN 450 Senior Capstone (3)
- SPAN 496 Study Abroad (4)
- ENGL 209 Intro to Linguistics (3)

Professional Education Sequence (38 cr)

- ED 260 Educational Psychology (2)
- ED 250 Foundations of Education (2)
- ED 320 Curriculum, Planning, and Assessment* (3)
- ED 380 Technology in Teaching* (2)
- ED 460 Managing the Learning Environment* (2)
- ED 470 Teaching Diverse Learners* (2)
- ED 493 Student Teaching* (12)
- LANG 390 Foreign Language Methods* (4)
- Elect one of the following (3 cr)
 - PSY 255 Child and Adolescent Psychology (3)
 - PSY 352 Adolescent Psychology (3)
 - SPED 110 Introduction to Exceptional Children (3)
 - SS 283 Ethnic and Cultural Diversity in America (3)

* Requires admittance to Teacher Education. Refer to pages 130-134 for Teacher Education Policies and Procedures.

Electives (9 cr)

Minors in French, German, or Spanish (teaching)

Students must complete six 3-4 credit courses or the equivalent, in the language, plus LANG 390 Foreign Language Methods (4) and 4 credit study abroad to earn a minor.

GENDER/WOMEN'S STUDIES

Coordinator: TBD

GENDER/WOMEN'S STUDIES MINOR (20-21 CR)

Required Core (12 cr)

- GS 225 Introduction to Gender/Women's Studies (3)
- ENGL 270 Introduction to Literary Criticism (3)
- COMM 413 Gender Communication (3)
- SOC 363 Sociology of Gender (3)
- Elect three from the following (9)
 - COMM 212 Interpersonal Communication (3)
 - COMM 316 Group Dynamics (3)
 - CJ 362 Women in the Criminal Justice System (3)
 - CJ 395 Victims and Victimology (3)
 - GS 397 Internship: Medieval Fem Forum (1-3)
 - HIST 315 History of American Women (3)
 - PHIL 291H 20th Century Issues (3)
 - PSY 365 Evolutionary Psychology (3)
 - SOC 255 Changing American Family (3)
 - SOC 455 Global Families (3)
 - SWK 256 Development of Social Welfare (3)
 - NURS 361 Women's Health Nursing (3)
- Additional Electives (must meet prior approval)
 - BIOL 310 Ethnobotany (4)
 - ENGL 435 Major Writers (3)
 - COMM 219 Mass Media and Society (3)
 - THEA 450 Contemporary Drama (3)
 - Special Topic courses, senior projects and internships

GENDER/WOMEN'S STUDIES CONCENTRATION (11-12 CR)

Required Core (3 cr)

- GS 225 Introduction to Gender/Women's Studies (3)
- Elect one from the following (3)
 - ENGL 270 Introduction to Literary Criticism (3)
 - SOC 363 Sociology of Gender (3)
 - COMM 413 Gender Communication (3)
- Elect two from the following (6) (must meet prior approval)
 - BIOL 310 Ethnobotany (4)
 - ENGL 435 Major Writers (3)
 - GS 397 Internship: Medieval Fem Forum (1-3)
 - COMM 219 Mass Media and Society (3)
 - THEA 450 Contemporary Drama (3)
 - SWK 256 Development of Social Welfare (3)
 - SOC 455 Global Families (3)
 - CJ 395 Victims and Victimology (3)
 - HIST 315 History of American Women (3)*
 - PHIL 291H 20th Century Issues (3)*
 - SOC 255 Changing American Family (3)
 - PSY 365 Evolutionary Psychology (3)
 - Special Topic courses, senior projects and internships (3)

HUMANITIES

Faculty: Andrea Donovan; Eric Furuseth, Program Coordinator; Robert Kibler.

Goal of the Humanities Minor:

The student taking a minor in Humanities is getting a really good broad liberal arts education. Humanities is the study of the arts and cultures of the world. Our basic courses, Humanities 251, 252, and 253, offer a rich and fulfilling study of the Western (European and American) tradition. Humanities 254 and other courses consider the artistic and cultural traditions of non-Western traditions. The other more specific courses (Art History, Music History, and Literary History for instance) strongly contribute to filling out the artistic and cultural knowledge of the student who chooses Humanities as a minor.

HUMANITIES MINOR (21 CR)

Students must use HUM 251, 252, 253, or 254 to fulfill the Humanities portion of General Education. (6cr)

Elect one from the following (3 cr)

ART 210 Art History I (3)

ART 211 Art History II (3)

Elect one from the following (3 cr)

THEA 110 Introduction to Theatre Arts (3)

THEA 350 Theatre History, Criticism, and Literature I (3)

ENGL 355 Age of Shakespeare (3)

Elect one from the following (3 cr)

HIST 101 Western Civilization I (3)

HIST 102 Western Civilization II (3)

HIST 103 U.S. History to 1877 (3)

HIST 104 U.S. History from 1877 (3)

HIST 203 American Social-Cultural History to 1865 (3)

HIST 204 American Social-Cultural History from 1865 (3)

PHIL 330 Political Philosophy (3)

PHIL 380 Existentialism (3)

Elect one from the following (3 cr)

ENGL 220 Introduction to Literature (3)

ENGL 251 Foundations of British Literature I (3)

ENGL 252 Foundations of British Literature II (3)

ENGL 261 Foundations of American Literature I (3)

ENGL 262 Foundations of American Literature II (3)

Elect one from the following (3 cr)

MUSC 100 Music Appreciation (3)

MUSC 306 Music History and Literature I (3)

MUSC 307 Music History and Literature II (3)

Approved electives from ART, ENGL, HIST, MUSC, PHIL, or THEA (6). Electives must be approved by the humanities coordinator.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Chair: Cheryl Nilsen

Mathematics and Computer Science Department Mission

The mission of the Department of Mathematics and Computer Science is to equip students with knowledge in, skills of, and values of mathematics, computer science, and statistics and the ability to apply and advance the knowledge, skills, and values of these disciplines.

Mathematics and Computer Science Department Goals

The goals of the Department of Mathematics and Computer Science are as follows:

- To prepare students for careers in teaching, government, business, and industry.
- To prepare students for graduate study in mathematics, computer science, and statistics.
- To enrich the General Education of students with appropriate mathematics and computer science courses.
- To support other disciplines with program specific service courses in the fields of mathematics, computer sciences and statistics.
- To support other disciplines with mathematics, computer science, and statistics coursework.
- To support the university and larger community with faculty and student research.
- To support the university and larger community with faculty and student service.
- To provide outreach coursework, seminars, and professional presentations.
- To provide remedial and developmental coursework to prepare students to enter and succeed in a program of study.
- To incorporate current technology to facilitate the goals of the department.

University Teacher Education Policies

Refer to pages 130-134 of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for math majors in Teacher Education.

Department Teacher Education Requirements

In addition to the University-wide teacher education policies listed above, majors in the Department of Mathematics and Computer Science must:

1. Maintain a minimum average of 2.50 after completing 16 semester hours in the mathematics major or minor or computer science education minor.
2. Complete the Math 391 methods course(s) and Math 371 and Math 381 practicum courses prior to student teaching.

The Department of Mathematics and Computer Science Review Committee monitors the progress of its teacher education students.

Placement in Mathematics

Appropriate initial enrollment in mathematics courses at Minot State University is determined by a combination of entrance and placement tests or the acceptance of credits of transfer, Advance Placement (AP), and College Level Examination Program (CLEP). Students enrolling without such previous credit are directed to entry level mathematics courses, courses numbered 102 through 165 depending on their scores on the ACT or SAT mathematics test and/or scores on locally-administered placements tests. Anyone without the required prerequisites enrolling in a mathematics course may be dropped from the class by the instructor.

COMPUTER SCIENCE

Computer Science Faculty: Larry Atwood; Stephen Hayton; Scott Kast

Computer Science Program Mission

The mission of the Computer Science BS program is to equip students with knowledge in, skills of, and values of computer science and the ability to apply and advance the knowledge, skills, and values of computer science.

Computer Science Program Goals

The goals of the BS program in computer science are as follows:

- To provide a foundation in computer science principles and values.
- To provide a foundation in the principles of the environments (hardware, system and application software, human factors) which software impacts.
- To give students the theoretical background needed to develop, document, troubleshoot, and test code in various languages and environments.
- To give students a strong hands-on experience in applying computer science principles and values in a production environment.
- To enable students to integrate computer science principles with technology based devices.
- To enable students to successfully apply to graduate school in computer science or related disciplines.
- To prepare students for employment in government, business, and industry where a strong computer science foundation is required.
- To support other disciplines with related computer science knowledge, skills, and values.

- To develop students' higher order thinking skills, including critical thinking and problem solving.
- To encourage students to continue developing their knowledge, application, and value of computer science and technology.

Computer Science Program Outcomes

Graduates of the BS program in computer science will be able to do the following:

- Demonstrate competency in
 - Application of programming principles, including fluency in a high-level language.
 - Using architectural principles and their implementation in hardware
 - Using the principles of operating systems
 - Using the principles of programming languages
 - Using computer networks and their implementation.
- Demonstrate critical thinking skills by
 - Interpreting specifications
 - Creating specifications
 - Implementing a system using specifications.
- Demonstrate problem solving skills by analyzing problems that are amenable to a solution involving computing.
- Demonstrate skills needed for life-long learning.
- Demonstrate the ability to function successfully in a research/workplace environment by
 - Working independently and with others
 - Meeting deadlines
 - Successfully completing tasks whose requirements are not well-defined.

BACHELOR OF SCIENCE WITH A MAJOR IN COMPUTER SCIENCE (120 CR) General Education (38 cr)

Option 1—Professional

Required Core (48 cr)

- CSCI 160 Computer Science I (4)
- CSCI 161 Computer Science II (4)
- CSCI 242 Data Structures and Algorithms I (4)
- CSCI 275 Computer and Digital Hardware (4)
- CSCI 340 Local Area Networks (4)
- CSCI 352 Comparative Languages (4)
- CSCI 356 Data Base Management (4)
- CSCI 321 Windows Programming (4)
- CSCI 331 Social Implications of Comp Tech (4)
- CSCI 360 Systems Programming (4)
- CSCI 370 Computer Organization (4)
- CSCI 452 Compiler and Inter Const (4)

Elect one of the following (4 cr)

- CSCI 112 Visual Basic and VBA (4)
- CSCI 221 Web and Internet Programming (4)

Elect nine credits from the following (9 cr)

- CSCI 260 The UNIX Environment (4)
- CSCI 243 Data Structures and Algorithms II (4)

CSCI 323 Robotics (4)
 CSCI 330 Software Engineering and Testing (4)
 CSCI 440 Data Comm & Computer Security (4)
 CSCI 450 Operating Systems (4)
 CSCI 460 Project Development/Capstone (4)
 CSCI 497 Internship (1-4)
 Required Math Non-teaching Minor (23 cr)
 MATH 165 Calculus I (4)
 MATH 166 Calculus II (4)
 MATH 205 Math Proof and Problem Solving (3)
 MATH 240 Applied Statistics (4)
 MATH 208 Discrete Math (4)
 MATH 305 Linear Algebra (4)

Electives (2 cr)

Option 2—General

Required Core (48 cr)

CSCI 112 Visual Basic and VBA (4)
 CSCI 160 Computer Science I (4)
 CSCI 161 Computer Science II (4)
 CSCI 221 Web and Internet Programming (4)
 CSCI 242 Data Structures and Algorithms I (4)
 CSCI 275 Computer and Digital Hardware (4)
 CSCI 331 Social Implications of Comp Tech (4)
 CSCI 340 Local Area Networks (4)
 CSCI 352 Comparative Languages (4)
 CSCI 356 Data Base Management (4)
 CSCI 370 Computer Organization (4)
 CSCI 452 Compiler and Inter Const (4)
 Elect six courses from the following (24 cr)
 CSCI 243 Data Structures and Algorithms II (4)
 CSCI 260 The UNIX Environment (4)
 CSCI 321 Windows Programming (4)
 CSCI 323 Robotics (4)
 CSCI 330 Software Engineering and Testing (4)
 CSCI 360 Systems Programming (4)
 CSCI 440 Data Comm & Computer Security (4)
 CSCI 450 Operating Systems (4)
 CSCI 460 Project Development (4)
 CSCI 497 Internship (2-4)

Required Math Concentration (12 cr)

MATH 165 Calculus I (4)
 MATH 240 Applied Statistics (4)
 MATH 208 Discrete Math (4) OR
 MATH 305 Linear Algebra (4)

Electives (2 cr)

Including a second major and a concentration, a minor and a concentration, or three concentrations. See page 24. These majors, minors, and concentrations must be selected from ACCT, BADM, BIOL, CHEM, GEOL, MIS, MATH, PHYS, PSY, Applied Statistics, or other areas approved by the Department of Math and Computer Science.

COMPUTER SCIENCE MINOR (NON-TEACHING) (27-28 CR)

Required Core (20 cr)

CSCI 160 Computer Science I (4)

CSCI 161 Computer Science II (4)
 CSCI 242 Data Structures and Algorithms I (4)
 CSCI 275 Computer and Digital Hardware (4)
 CSCI 340 Local Area Networks (4)
 Elect two courses from the following (7-8 cr)
 CSCI Any 300-400 Level Course (3-4)
 MATH 470 Numerical Analysis (4)

COMPUTER SCIENCE MINOR (TEACHING) (24 - 26 CR)

Required Core (18 cr)

CSCI 160 Data Structures and Algorithms I (4)
 CSCI 161 Data Structures and Algorithms II (4)
 CSCI 340 Local Area Networks (4)
 CSCI 352 Comparative Languages (4)
 CSCI 391 (2 cr) is required in the professional sequence.

Elect two courses from the following (6 - 8 cr)
 CSCI Any 300-400- Level Course (3)
 MATH 470 Numerical Analysis (4)

COMPUTER SCIENCE CONCENTRATION (12 CR)

Elect at least 12 cr from CSCI courses.

CERTIFICATE IN COMPUTER PROGRAMMING (20 CR)

This certificate will confirm students' mastery of knowledge and abilities at a level consistent with entry-level programming positions. The program will be of interest both to students who plan to pursue further work in a computing discipline and to students who wish to complement other interests with substantial knowledge of programming.

Required Core (20 cr)

CSCI 112 Visual Basic and VBA (4)
 CSCI 160 Computer Science I (4)
 CSCI 221 Web and Internet Programming (4)
 CSCI 260 UNIX Environment (4)
 CSCI 340 Local Area Networks (4)

MATHEMATICS

Mathematics Faculty: Kodwo Annan; Larry Chu; Carmen Fricke; Laurie Geller; Larry Goodman; Tim Morris; Cheryl Nilsen; Gordon Olson; Narayan Thapa; Kevin Vang

Mathematics Program Mission

The mission of the Mathematics BA program is to equip students with knowledge in, skills of, and values of mathematics and the ability to apply and advance the knowledge, skills, and values of mathematics.

Mathematics Program Goals

The goals of the BA in mathematics are as follows:

- To provide a foundation in principles of mathematics.

- To provide experiences communicating mathematical ideas so the student can read, write, listen, and speak effectively about mathematics.
- To provide experiences using calculators and other technologies in appropriate mathematical contexts.
- To develop the student's higher order and critical thinking skills through the mathematical reasoning process.
- To enable students to relate mathematics to the real world through problem solving situations.
- To foster an appreciation of the beauty, elegance, utility, and power of mathematics.
- To provide broad mathematical training so the student can successfully pursue further study in mathematics or other disciplines.
- To prepare the student for employment in government, business, and industry where a strong mathematics foundation is needed.

Mathematics Program Outcomes

Graduates of the BA program in mathematics will be able to do the following:

- Demonstrate competency in the foundation areas of calculus and linear algebra and in at least two of the more specialized areas of algebra, analysis, classical applied mathematics, and/or probability and statistics.
- Apply for graduate school in mathematics and get accepted.
- Get a job in industry where a strong mathematics background is needed.
- Use mathematics and calculator/technology to solve real world problems.
- Communicate abstract mathematical concepts through proofs and problem solving.
- Articulate the value of mathematics in their lives and in society.

BACHELOR OF ARTS WITH A MAJOR IN MATHEMATICS (120 CR)

General Education (38 cr)

Required Core (22 cr)

- MATH 165 Calculus I (4)
- MATH 166 Calculus II (4)
- MATH 205 Mathematical Proof and Problem Solving (3)
- MATH 265 Calculus III (4)
- MATH 266 Intro to Differential Equations (3)
- MATH 305 Linear Algebra (4)

Elect from the following (Including at least 12 credits of 400 level coursework) (17 cr or more)

- MATH 294 Intro. To Research in Math (1-2)*
- MATH 315 Intro to Mathematical Modeling (3)
- MATH 320 Number Theory (3)
- MATH 380 History of Mathematics (3)
- MATH 420 Abstract Algebra (4)
- MATH 445 Probability and Statistics I (4)
- MATH 446 Probability and Statistics II (4)

- MATH 450 Real Analysis (4)
- MATH 460 Complex Analysis (3)
- MATH 470 Numerical Analysis (4)
- MATH 494 Directed Research in Math (1-4)**

*No more than 2 credits of MATH 294 can be used as an elective.

**No more than 4 credits of Math 494 can be used as an elective.

Required Support Course (4 cr)

- CSCI 112 Visual Basic and VBA (4)
- CSCI 160 Computer Science I (4)

Electives (39 cr)

Including second major and one area of concentration, or minor and one area of concentration, or three areas of concentration, or two minors.

Mathematics Education Program

Mission

The mission of the Mathematics BSE program is to equip students with the mathematical and technical knowledge, the communication and management skills of, values of mathematics and the ability to apply them and the dispositions required to effectively teach secondary mathematics to all students.

Mathematics Education Program

Goals

The goals of the BS program in mathematics education are as follows:

- To provide a foundation in principles of mathematics.
- To provide a foundation in the art and craft of teaching.
- To provide a foundation in mathematics teaching methodologies.
- To prepare the student for licensure in 7-12 mathematics education.
- To prepare students for employment where a strong mathematics education foundation is needed.
- To prepare prospective mathematics teachers to engage in professional development activities and to become involved in professional associations.
- To provide prospective mathematics teachers with a foundation in technologies used for teaching mathematics and for administrative and management activities.
- To provide opportunities for prospective teachers to work with diverse student populations
- To ensure that prospective mathematics teachers can help all students learn mathematics.
- To provide a foundation in assessment of student learning of mathematics.

Mathematics Education Program

Outcomes

Graduates of the BS program in mathematics education will be able to do the following:

- Solve problems that require application of their knowledge of algebra, geometry, probability and statistics, mathematical

- systems, history, and calculus.
- Articulate mathematical concepts and effectively communicate them to students using appropriate mathematical vocabulary and terminology.
- Manage the classroom environment to provide safe and positive learning experiences.
- Present well planned lessons conducive to student learning using multiple teaching strategies.
- Incorporate technology in the teaching and learning of mathematics to enhance students' learning and understanding of mathematics.
- Assess student learning of mathematics using both formal and informal methods of assessment.
- Deliver instruction that incorporates multiple learning modalities, including adaptations to address diverse learning needs.
- Teach mathematics to students in a variety of grades (7-12) and in a variety of settings.
- Identify professional associations for all teachers and for mathematics teachers and state benefits of membership in such associations.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN MATHEMATICS (123 CR)



General Education (38 cr)

Required Core (40 cr)

- MATH 165 Calculus I (4)
- MATH 166 Calculus II (4)
- MATH 205 Mathematical Proof and Problem Solving (3)
- MATH 305 Linear Algebra (4)
- MATH 315 Intro to Mathematical Modeling (3)
- MATH 320 Number Theory (3)
- MATH 330 College Geometry (4)
- MATH 380 History of Mathematics (3)
- MATH 445 Probability and Statistics I (4)
- MATH 446 Probability and Statistics II (4)
- MATH 450 Real Analysis (4)

Required Support Course (4 cr)

Elect one of the following:

- CSCI 112 Visual Basic and VBA (4)
- CSCI 160 Computer Science I (4)

Professional Education Sequence (41 cr)

- May be taken prior to admission to Teacher Education
- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum, Planning, and Assessment (3)
- SPED 110 Introduction to Exceptional Children (3)
- SS 283 Ethnic and Cultural Diversity in America (3)
- MATH 371 Early Practicum (1)

Elect one of the following (3 cr)

- PSY 255 Child and Adolescent Psychology (3)
- PSY 352 Adolescent Psychology (3)

May be taken only after admission to Teacher Education

- ED 380 Technology in Teaching (2)

- MATH 381 Secondary Math Practicum (1)
- MATH 391 Teaching Mathematics (3)
- MATH 393 Math Ed Seminar (2)
- ED 460 Managing the Learning Environment (2)
- ED 470 Teaching Diverse Learners (2)
- ED 493 Student Teaching--Secondary (12)

Additional program requirement is for the student to take the PRAXIS II Mathematics: Content Knowledge exam and the PRAXIS II Principles of Learning and Teaching: Grades 7-12 exam before completing the program.

MATHEMATICS MINOR (NON-TEACHING) (22 CR)

Required Core (15 cr)

- MATH 165 Calculus I (4)
- MATH 166 Calculus II (4)
- MATH 205 Mathematical Proof and Problem Solving (3)
- MATH 305 Linear Algebra (4)
- MATH Electives from 200, 300, or 400 level courses (7 cr)
(MATH 277, 371, 377, 381, 391, and 393 cannot be elected.)

MATHEMATICS MINOR (TEACHING) (35 CR)

Required Core (31 cr)

- MATH 165 Calculus I (4)
- MATH 166 Calculus II (4)
- MATH 205 Mathematical Proof and Problem Solving (3)
- MATH 240 Applied Statistics (4)
- MATH 305 Linear Algebra (4)
- MATH 320 Number Theory (3)
- MATH 330 College Geometry (4)
- MATH 371 Early Practicum (1)
- MATH 381 Secondary Math Practicum (1)
- MATH 391 Teaching Mathematics (3)

Required Support Courses (4 cr)

Elect one of the following:

- CSCI 112 Visual Basic and VBA (4)
- CSCI 160 Computer Science I (4)

Additional program requirement is for the student to take the PRAXIS II Mathematics: Content Knowledge exam and the PRAXIS II Principles of Learning and Teaching: Grades 7-12 exam before completing the program.

MATHEMATICS CONCENTRATION (12 CR)

Elect at least 12 semester hours from the following:

- MATH 107 or higher numbered courses excluding
- MATH 201H, 277, 371, 377, 381, 391, and 393.

APPLIED STATISTICS MINOR (23-24 CR)

Required Core (11-12 cr)

- MATH 146 Applied Calculus (3)
or MATH 166 Calculus II (4)
- MATH 240 Applied Statistics (4)
- MATH 305 Linear Algebra (4)

Elect three courses from the following (12 cr)

- MATH 345 Linear Models (4)
- MATH 346 Experimental Design (4)
- MATH 445 Probability and Statistics I (4)
- MATH 446 Probability and Statistics II (4)

APPLIED STATISTICS CONCENTRATION (12 CR)

Elect at least 12 semester hours from the following
MATH 240, MATH 345, MATH 346, MATH 445,
or MATH 446.

DIVISION OF MUSIC

Chair: Kenneth Bowles

Faculty: DianNa Anderson, Erik Anderson, Mark Boren, DeVera Bowles, Kenneth Bowles, Cherie Collins, Elizabeth Demme, Adam Estes, Kari Files, Devin Otto, Rebecca Petrik, Jon Rumney, Scott Seaton, Briana Schwan, and Avis Veikley.

Division of Music Mission

The mission of the MSU Division of Music is to provide courses of study and performance opportunities in music that foster aesthetic, technical and intellectual development for the performer and teacher.

Division of Music Goals and Outcomes

Goal: Provide a comprehensive foundation of study which will prepare the student as a music professional to:

Outcomes:

- develop an understanding of the common elements and organizational patterns of music
- develop compositional and improvisational skills
- have opportunities to work with and be exposed to a wide selection of musical literature, styles, genres, and music of diverse cultural sources
- develop competency in at least one major performance area
- develop basic rehearsal and conducting skills
- gain large and small ensemble experience throughout the course of study
- demonstrate keyboard competency
- develop knowledge of the applications of current technology
- work independently to resolve a variety of musical problems and work toward artistic synthesis

Goal: Provide a focused course of study which will prepare the BSE student to:

Outcomes:

- arrange and adapt music
- develop intermediate rehearsal and conducting skills
- demonstrate sufficient ability and pedagogical skill to teach according to chosen Option (Choral, Band, Orchestral, Composite)
- demonstrate functional ability and knowledge of the voice

- and wind, string, fretted, and percussion instruments
- teach music at various levels in a variety of settings
- evaluate current methods and plan educational programs to meet assessed needs

Goal: Provide a focused course of study which will prepare the BA student to:

Outcomes:

- perform at the highest possible level in the major area
- conceptualize and communicate individual musical interpretations
- develop functional knowledge of applicable solo and ensemble literature
- develop functional knowledge of pedagogy in the major area
- develop functional knowledge of diverse styles and performance practices
- prepare solo and ensemble performances in a variety of formal and informal settings

Goal: To serve the curricula of liberal arts and general education

Outcomes:

- by providing opportunities for ensemble or solo performance
- by providing opportunities to study music of the Western European tradition, world music, jazz, and folk music

Division Objectives

1. To provide a comprehensive study of music through music literature, theory, performance, history, technology, and education.
2. To provide opportunities for the acquisition of knowledge, skill and pedagogical tools and toward the development of musicianship.

Proficiencies

1. All music majors (BSE & BA) are required to pass a proficiency exam in piano. The proficiency exam will be administered each term.
2. In addition, all students pursuing the Bachelor of Science in Education (BSE) degree with a major in music are required to have proficiencies in woodwinds, brass, percussion, strings, voice, and fretted instruments.

Private Instruction

1. A minimum of one-hour (1 cr.) per week, in the performing specialty is required of all music majors each semester.
2. A special fee is charged for private study.
3. All music majors are required to perform at Performance Lab once each semester.
4. Music minors are required to perform at two performance labs during their four semesters of applied study.
5. All music majors are required to present a full Senior Recital or complete an approved final project.
6. BSE majors Composite Emphasis must complete 6 semesters of a secondary applied specialty.

Ensemble Participation

1. Large ensemble participation can be selected from Concert Choir, Concert Band/Marching Band, or Orchestra.
2. Participation in a large ensemble corresponding to the student's applied specialty is required each semester up to and including seven semesters.
3. Vocal BSE composite emphasis majors must also participate in a large instrumental ensemble for four consecutive semesters.
4. Instrumental BSE majors composite emphasis must also participate in a large vocal ensemble for four consecutive semesters.
5. Music minors are required to participate in a large ensemble corresponding to their applied specialty for four consecutive semesters.
6. BSE students may be required to enroll in applied study to facilitate successful participation in their chosen secondary ensemble.
7. Piano BSE majors must participate in the same large ensemble (vocal or instrumental) for seven consecutive semesters. If pursuing the composite emphasis, an additional large ensemble (vocal or instrumental) is required for four consecutive semesters.

University Teacher Education Policies

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for music majors in Teacher Education.

Division Teacher Education Requirements

University requirements for teacher education are described above. Additional requirements of the Division of Music include:

1. Maintaining a minimum grade point average of 2.5 in the major, minor, and professional education sequence;
2. Maintaining a minimum grade of "C" in all music courses;
3. Being accepted into teacher education in order to enroll in music courses numbered 384, 390, 391, 392, and 397;
4. Having progress monitored by the Division of Music Review Committee; and
5. Successfully completing all proficiency requirements.

Performance Attendance

All music majors are required to enroll in MUSC 099 each semester as a music student. MUSC 099 is a no (0) credit course for recording student attendance at concerts, recitals, and/or seminars.

BACHELOR OF ARTS IN MUSIC

(120 CR)

General Education (38)

Required General Education Courses:

MUSC 201 World Music (3) (GE3)

MUSC 205 History of US through Music (3) (GE3)

Elect from the following (2 cr)

MUSC 120 Concert Choir (1) (GE4)

MUSC 150 Orchestra (1) (GE4)

MUSC 160 Concert Band (1) (GE4)

Required Core Courses (46)

MUSC 099 Recitals, Concerts, Seminars (0)

MUSC 110 Audio/Video Technology (1)

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 222 Music Theory III (3)

MUSC 223 Aural Skills III (1)

MUSC 224 Form and Analysis (3)

MUSC 225 Aural Skills IV (1)

MUSC 250 Basic Conducting (2)

MUSC 306 Music History & Literature I (3)

MUSC 307 Music History & Literature II (3)

MUSC 350 Adv. Conducting & Arranging (3)

MUSC 480 Senior Project (1)

Private Lessons (7)

Major Ensemble courses (7)

Small Ensembles (4) taken from all Division of Music ensembles other than MUSC 120, 150, and 160.

Minor(s) and/or concentration(s) and remaining electives to total 120 credits.

**If a performance concentration is sought as part of the degree credit total, select one of the following options:
Division of Music permission required.**

Must choose one option

Option I—Vocal Performance (9)

*MUSC 111 Private Voice (4)

*MUSC 115 Opera-Musical Production (2)

MUSC 325 Vocal Pedagogy (3)

Foreign Language concentration (16)

Option II—String Performance (12)

*MUSC 116 Private Strings (4)

*MUSC 140 String Ensemble (6)

Elect one from the following (2)

MUSC 346 Symphonic Literature (2)

MUSC 347 Chamber Music Literature (2)

Option III—Brass, Wind & Percussion Performance (12)

Elect from the following to total (4)

*MUSC 126 Private Brass (1)

*MUSC 131 Private Percussion (1)

*MUSC 133 Private Woodwind (1)

- Elect from the following to total (6)
 - *MUSC 130 Brass Ensemble (1)
 - *MUSC 135 Woodwind Ensemble (1)
 - *MUSC 145 Percussion Ensemble (1)
- Elect one from the following (2)
 - MUSC 345 Wind Band Literature (2)
 - MUSC 347 Chamber Music Literature (2)

- Option IV – Keyboard Performance (10)
 - *MUSC 102 Private Piano (4)
 - MUSC 153 Accompanying (3)
 - MUSC 442 Piano Pedagogy (3)

Minor(s) and/or concentration(s) and remaining electives to total 120 credits.

*Students admitted into the performance option should register for 2 credits of private study for each of the final four semesters (total private study credits will be 12).

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN MUSIC (122 CR)



General Education (38)

- Required General Education courses:
 - MUSC 201 World Music (3)
 - MUSC 205 History of US through Music (3) (GE3)
- Elect from the following (2 cr):
 - MUSC 120 Concert Choir (1) (GE4)
 - MUSC 150 Orchestra (1) (GE4)
 - MUSC 160 Concert Band (1) (GE4)

Required Core Courses (45)

- MUSC 099 Recitals, Concerts, Seminars (0)
- MUSC 110 Audio/Video Technology (1)
- 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 222 Music Theory III (3)
- MUSC 223 Aural Skills III (1)
- MUSC 224 Form and Analysis (3)
- MUSC 225 Aural Skills IV (1)
- MUSC 250 Basic Conducting (2)
- MUSC 306 Music History & Literature I (3)
- MUSC 307 Music History & Literature II (3)
- MUSC 350 Adv. Conducting & Arranging (3)
- MUSC 480 Senior Project (1)
- Private Lessons (6)
- Major Ensembles (6) - two from GE4
- Small ensembles (2) taken from all Division of Music ensembles other than MUSC 120, 150, and 160.
- Methods Classes (5):
 - MUSC 340 Voice Methods (1)
 - MUSC 341 String Methods (1)
 - MUSC 342 Woodwind Methods (1)
 - MUSC 343 Brass Methods (1)

MUSC 344 Percussion Methods (1)

Must choose one option

- Option I—K-12 Choral Emphasis (7)
 - MUSC 391 Choral Methods in Secondary Education (3)
 - MUSC 392 Elementary Music Methods (3)
 - MUSC 397 Elementary Music Field Experience (1)

- Option II—K-12 Band Emphasis (7)
 - MUSC 390 Band Methods in Secondary Educ (3)
 - MUSC 392 Elementary Music Methods (3)
 - MUSC 397 Elementary Music Field Experience (1)

- Option III—K-12 Orchestral Emphasis (7)
 - MUSC 384 Orchestra Methods in Secondary Educ (3)
 - MUSC 392 Elementary Music Methods (3)
 - MUSC 397 Elementary Music Field Experience (1)

- Option IV—K-12 Composite Emphasis (20)
 - MUSC 392 Elementary Music Methods (3)
 - MUSC 397 Elementary Music Field Experience (1)
 - Elect two from the following (6)
 - MUSC 384 Orchestra Methods in Secondary Educ (3)
 - MUSC 390 Band Methods in Secondary Educ (3)
 - MUSC 391 Choral Methods in Secondary Education(3)
 - *Secondary Performing Medium (6)
 - *Secondary Large Ensemble (4)

Professional Education (37)

- SPED 110 Intro to Exceptional Children (3)
 - Elect from one of the following (3)
 - PSY 252 Child Psychology (3)
 - PSY 255 Child/Adolescent Psychology* (3)
 - PSY 352 Adolescent Psychology (3)
 - SS 283 Ethnic and Cultural Diversity in America (3)
 - ED 250 Foundation of Education (2)
 - ED 260 Educational Psychology (2)
 - ED 320 Curriculum, Planning and Assessment (2)
 - ED 380 Technology in Teaching (2)
 - ED 460 Managing the Learning Environment (2)
 - ED 470 Teaching Diverse Learners (2)
 - ED 494 Student Teaching (16)

*Recommended. Refer to pages 127-131 for Teacher Education Policies and Procedures.

* Student should register for 1 credit multiple semesters to total number required in parenthesis.

Minimum total credits for graduation:

- K-12 Choral Emphasis.....127 cr
- K-12 Band Emphasis.....127 cr
- K-12 Orchestra Emphasis.....127 cr
- K-12 Composite Experience140 cr

MUSIC MINOR (NON-TEACHING) (21 CR)

- 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 250 Basic Conducting (2)

Elect one from the following two: (3 cr)

MUSC 306 Music History and Literature I (3)

MUSC 307 Music History and Literature II (3)

Elect one from the following private lessons (4 cr)

MUSC 102 Private Piano (1)

MUSC 106 Private Organ (1)

MUSC 111 Private Voice (1)

MUSC 116 Private Strings (1)

MUSC 126 Private Brass (1)

MUSC 131 Private Percussion (1)

MUSC 133 Private Woodwinds (1)

Elect one from the following major ensemble courses (4 cr)

MUSC 120 Concert Choir (1)

MUSC 150 Orchestra (1)

MUSC 160 Concert Band (1)

MUSIC CONCENTRATION (11 CR)

MUSC 100 Music Appreciation (3)

MUSC 122 Music Theory I (3)

MUSC 123 Aural Skills I (1)

Elect any four credits from the following (4cr):

MUSC applied lessons:

MUSC 102 Private Piano (1)

MUSC 106 Private Organ (1)

MUSC 111 Private Voice (1)

MUSC 116 Private Strings (1)

MUSC 126 Private Brass (1)

MUSC 131 Private Percussion (1)

MUSC 133 Private Woodwinds (1)

MUSC major ensemble:

MUSC 120 Concert Choir (1)

MUSC 150 Orchestra (1)

MUSC 160 Concert Band (1)

DIVISION OF SCIENCE

Chair: Ryan Winburn

Chemistry Faculty: Robert Crackel, Program Coordinator; Mikhail Bobylev, Ryan Winburn, Bryan Schmidt

Geosciences Faculty: John Webster, Program Coordinator; Allen Kihm, Kathryn Kilroy, Joseph Krieg.

Physics Faculty: Draza Markovic, Program Coordinator

Radiologic Technology Faculty: Robert Crackel, Program Coordinator

Science Education Faculty: Ronald Royer, Program Coordinator

Division of Science Mission

The mission of the Division of Science is (1) to instill the knowledge and critical and creative thinking skills needed by students in today's society, and (2) to serve the university, the academic community of scientists, and the general public. This is accomplished by offering distinctive programs in which students are mentored by faculty in a collaborative environment that integrates teaching and research through scientific inquiry.

Division of Science Objectives

The Division of Science is composed of the disciplines of Chemistry, Geosciences, Physics, Radiologic Technology, and Science Education. While much variation in degree requirements exists among the programs within the Division, all have the following common objectives: proficiency in a recognized field of science and broad liberal training for effective citizenship. Majors within the Division provide the student with a sound basic education within one of the sciences and the opportunity to elect courses in Mathematics, the Arts, and the Humanities. Pre-professional programs offer the option of preliminary coursework at Minot State before transferring to a professional school.

Chemistry

Chemistry is a rewarding subject of study in itself. Science may be the chief mode by which we perceive ourselves, and the world, in terms of what constitutes a "modern society."

Chemistry draws heavily on all of the sciences and it contributes in many ways to all the other sciences. Chemistry is the servant science because it supplies descriptions and understanding of many kinds of matter that are studied in other sciences.

The objectives of the faculty in chemistry include:

- a) the provision of high-quality undergraduate education to students seeking a career in the chemical industry, to those wishing to pursue a graduate degree in chemistry, and to those wishing to teach chemistry at the secondary level, and to those pursuing careers in areas requiring substantial background in chemistry such as medicine and forensic sciences;
- b) the introduction of the philosophy and fundamentals of chemistry to students who are satisfying General Education requirements;
- c) the broadening of scientific literacy;
- d) provide opportunities for students to be involved in scientific research.

Students desiring the best preparation for graduate work and professional careers should pursue the BA degree. Those desiring to teach chemistry at the secondary level should earn the BSE degree.

Geosciences

The Geosciences are among the most important fields of study in our highly technological world. It brings together a study of our energy resources, mineral deposits, land utilization, water resources, the atmosphere, planetary exploration, and the universe into one complex and interrelated discipline. Earth scientists are constantly examining each of these areas relative to mankind's present and future needs in an attempt to maintain the quality of life on this planet earth.

The primary objectives of the geosciences curriculum are:

1. To prepare students as professional geologists for jobs with the petroleum industries, regulatory agencies, civil service positions, and for the continuation of studies in

graduate school.

- To prepare motivated, innovative, competent, and professional earth science teachers.
- To give non-geoscience science majors a stimulating and comprehensive background in the earth sciences to prepare them to fulfill their role as knowledgeable and informed citizens who will direct the future growth of this country.

Physics

The BA major in physics prepares graduates for work in industrial and government research and development and for advanced study in graduate school. A physics major is good preparation for graduate study in astronomy, meteorology, engineering, environmental sciences, geophysics, oceanography, and many other fields in addition to physics.

The BSE degree gives graduates a comprehensive background for high school physics teaching.

Radiologic Technology

The Radiologic Technology program is designed to prepare graduates with the knowledge, clinical experience, and critical thinking skills needed for a successful career in the healthcare system as radiologic technologists. Working with radiologists, radiologic technologists (radiographers) use their knowledge of physics and human anatomy to create medical images to diagnose disease or injury. Various types of imaging instruments may be used by radiographers.

The Radiologic Technology program involves two to three years of course work at Minot State University. To work as radiologic technologists, students will have to pass the American Registry of Radiologic Technology (ARRT) national registry exam. The objectives of the BS major in Radiologic Technology are:

- To prepare students with the background needed in the sciences and other disciplines for a career as radiologic technologists, and
- To prepare students for admission to an accredited clinical education program, which will provide students with the necessary clinical experiences and prepare them for the ARRT exam.

University Teacher Education Policies

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for biology, chemistry, earth science, physical science, and physics majors in Teacher Education.

Division Teacher Education Requirements

In addition to University-wide teacher education retention policies listed above, science majors in the BSE degree

programs must:

- Select an advisor in the Division of Science within the department of their major to coordinate course work within their major.
- Select an advisor within the Division of Science's Science Education faculty to coordinate course work within Science Education.
- Apply to the Division of Science to be recommended for Admission to Teacher Education. Minimum requirements for recommendation are:
 - Completed General Education communications requirement with a minimum GPA of 2.50 with no grade lower than a "C."
 - Basic Skills Test (PPST) with satisfactory scores.
 - Minimum cumulative GPA of 2.50 for all course work taken.
 - Evidence of having completed speech and hearing tests.
 - Completed autobiography stating reasons teaching was chosen as a profession.
 - Recommendations from two faculty within the Division of Science.
 - Minimum GPA of 2.50 within the major (at least 8 credits completed).

Once admitted to Teacher Education students must:

- Maintain a GPA of 2.50 for all course work taken.
- Maintain a GPA of 2.50 within their major.
- Apply to the Division of Science at least two semesters before student teaching.
- Complete the required science teaching methods courses before student teaching.

All students majoring in another division or department and planning to teach with a minor in the sciences must submit their credentials to the Division of Science for review at least two semesters before student teaching.

The Division of Science will initially approve pre-service teachers. In addition, each candidate's progress is reviewed each semester, in accordance with standards set by the University and the Division.

CHEMISTRY

Chemistry Program Outcomes

Upon completion of this program, students will:

- Be able to explain and/or use central concepts in the various chemistry subdisciplines,
- Be able to demonstrate competent laboratory skills in chemistry,
- Be able to locate chemical literature relevant to solving various chemical problems,
- Be able to apply concepts, data, and relevant literature to solving chemical problems, and
- Be able to effectively communicate the results of chemical studies.

BACHELOR OF ARTS WITH A MAJOR IN CHEMISTRY (128 CR)

OPTION I: PROFESSIONAL CHEMISTRY

General Education (38 cr)

Chemistry majors are required to take the following courses which may be used to help satisfy General Education requirements:

- MATH 165 Calculus I (4)
- PHYS 221 General Physics I (5)
- PHYS 222 General Physics II (5)

Required Chemistry Courses (51 cr)

- CHEM 121/121L General Chemistry I (5)
 - CHEM 122/122L General Chemistry II (5)
 - CHEM 230 Quantitative Analysis (5)
 - CHEM 341 Organic Chemistry I (5)
 - CHEM 342 Organic Chemistry II (5)
 - CHEM 420 Inorganic Chemistry (3)
 - CHEM 430 Instrumental Analysis (5)
 - CHEM 461 Physical Chemistry I (4)
 - CHEM 462 Physical Chemistry II (4)
 - CHEM 481 Biochemistry I (3)
 - CHEM 480L Biochemistry Laboratory (2)
 - CHEM 494 Directed Research (2)
- Elect one chemistry course from the following (3 cr)
- CHEM 440 Organic Spectroscopy (3)
 - CHEM 482 Biochemistry II (3)

Required Support Courses (24 cr)

- BIOL 150 Introduction to Cellular Biology (4)
- CSCI 111 Introduction to Web Languages (4)
- MATH 166 Calculus II (4)
- MATH 265 Calculus III (4)
- MATH 305 Linear Algebra (4)
- SCI 240 Research Methods (2)
- SCI 480 Seminar (2)

Minor/Concentration/Electives (15 cr) (See page 24)

OPTION II: GENERAL CHEMISTRY (128 cr)

General Education (38 cr)

Chemistry majors are required to take the following courses that may be used to help satisfy General Education requirements:

- MATH 165 Calculus I (4)
- PHYS 203 Introductory Physics I (4)
- PHYS 204 Introductory Physics II (4)

Required Chemistry Courses (37-39 cr)

- CHEM 121/121L General Chemistry I (5)
 - CHEM 122/122L General Chemistry II (5)
 - CHEM 230 Quantitative Analysis (5)
 - CHEM 341 Organic Chemistry I (5)
 - CHEM 342 Organic Chemistry II (5)
 - CHEM 360 Principals of Physical Chemistry (4)
- Elect one of the following advanced chemical laboratory courses (5 cr)
- CHEM 430 Instrumental Analysis (5)

CHEM 481 Biochemistry I (3) and

CHEM 480L Biochemistry Lab (2)

Elect one from the following (if not taken above) (3-5 cr)

- CHEM 380 Environmental Chemistry (4)
- CHEM 420 Inorganic Chemistry (3)
- CHEM 430 Instrumental Analysis (5)
- CHEM 440 Organic Spectroscopy (3)
- CHEM 481 Biochemistry I (3)
- CHEM 480L Biochemistry Lab (2)
- CHEM 482 Biochemistry II (3)

Required Support Courses (8 cr)

- MATH 240 Applied Statistics (4)
- SCI 240 Research Methods (2)
- SCI 480 Seminar (2)

Minor/Concentration/Electives (44-45 cr). See page 30-31.

These should be chosen in consultation with your advisor to best prepare you for your career field. Example programs may include: Pre-health professional: BIOL 150, 151, 154, 142, 220, 221, 215, 250, 335, 401 (40 cr/biology minor)
 Geochemistry: GEOL 105, 210, 230, 321, 240, 421, CHEM 380, CS elective + 11-12 elective credits
 Chemical Business: ACCT 201, 202, 300; BADM 301, 321, 353, 427, 436; ECON 201, 202 + 4-5 elective credits
 Forensic Chemistry: CJ 120, 230, 300, 330, 340, 370, 380 (criminal justice minor) + 13-14 elective credits

Chemistry Education Program

Outcomes

Upon completion of this program, students will:

- Be able to explain and/or use central concepts in the various chemistry subdisciplines,
- Be able to demonstrate competent laboratory skills in chemistry,
- Be able to locate chemical literature relevant to solving various chemical problems,
- Be able to apply concepts, data, and relevant literature to solving chemical problems,
- Be able to effectively communicate the results of chemical studies,
- Develop the background and general skills necessary for teaching science in a secondary school setting, and
- Develop dispositions necessary for success in teaching.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN CHEMISTRY (139 CR)



General Education (38 cr)

Chemistry majors are required to take the following courses which may be used to help satisfy General Education requirements:

- MATH 165 Calculus I (4)
- PHYS 203 Introductory Physics I (4)
- PHYS 204 Introductory Physics II (4)
- PSY 111 Introduction to Psychology (3)

Required Chemistry Courses (44 cr)

CHEM 121/121L General Chemistry I (5)
 CHEM 122/122L General Chemistry II (5)
 CHEM 230 Quantitative Analysis (5)
 CHEM 341 Organic Chemistry I (5)
 CHEM 342 Organic Chemistry II (5)
 CHEM 360 Principles of Physical Chemistry (4)
 CHEM 380 Environmental Chemistry (4)
 CHEM 420 Inorganic Chemistry (3)
 CHEM 481 Biochemistry I (3)
 CHEM 480L Biochemistry Laboratory (2)
 Elect one of the following (3 cr)
 CHEM 440 Organic Spectroscopy (3)
 CHEM 482 Biochemistry II (3)

Required Support Courses (20 cr)

CSCI 111 Introduction to Web Languages (4)
 MATH 240 Applied Statistics (4)
 SCI 240 Research Methods (2)
 SCI 480 Seminar (2)
 BIOL 150 General Biology I: Introduction to Cellular Biology (4)
 Elect from GEOL (4)

Professional Education Sequence (37 cr)

ED 250 Foundations of Education (2)
 ED 260 Educational Psychology (2)
 ED 320 Curriculum, Planning, and Assessment (3)*
 ED 380 Technology in Teaching (2)*
 ED 460 Managing the Learning Environment (2)*
 ED 470 Teaching Diverse Learners (2)*
 ED 493 Student Teaching (12)*
 SCI 391 Teaching Science in the Secondary School (3)*
 SPED 110 Introduction to Exceptional Children (3)
 SS 283 Ethnic and Cultural Diversity in America (3)
 Elect one of the following (3 cr)
 PSY 255 Child and Adolescent Psychology (3)
 PSY 352 Adolescence Psychology (3)

* Requires admittance to Teacher Education. Refer to pages 127-131 for Teacher Education Policies and Procedures.

CHEMISTRY MINOR (TEACHING OR NON-TEACHING)**OPTION I (26-27 cr)**

CHEM 121/121L General Chemistry I (5)
 CHEM 122/122L General Chemistry II (5)
 CHEM 230 Quantitative Analysis (5)
 CHEM 240 Fundamental of Organic Chemistry (5)
 CHEM 481 Biochemistry I (3)
 Elect one from the following (3-4 cr)
 CHEM 360 Principles of Physical Chemistry (4)
 CHEM 380 Environmental Chemistry (4)
 CHEM 420 Inorganic Chemistry (3)

OPTION II (28-29 cr)

CHEM 121/121L General Chemistry I (5)
 CHEM 122/122L General Chemistry II (5)

CHEM 230 Quantitative Analysis (5)
 CHEM 341 Organic Chemistry I (5)
 CHEM 342 Organic Chemistry II (5)
 Elect one from the following (3-4 cr)
 CHEM 360 Principles of Physical Chemistry (4)
 CHEM 380 Environmental Chemistry (4)
 CHEM 420 Inorganic Chemistry (3)
 CHEM 481 Biochemistry I (3)

CHEMISTRY CONCENTRATION (14 CR)

CHEM 121/121L General Chemistry I (5)
 CHEM 122/122L General Chemistry II (5)
 CHEM Electives at the 200 level or above (4)

GEOSCIENCES**Geology Program Outcomes**

Upon completion of this program, students will:

- Understand the central concepts in geology,
- Be able to collect field data needed to solve geologic problems,
- Be able to collect, properly manipulate, and present laboratory data needed to solve geologic problems,
- Be able to locate geologic literature relevant to solving various geologic problems,
- Be able to apply concepts, data, and relevant literature to solving geologic problems, and
- Be able to effectively communicate the results of geologic studies.

BACHELOR OF ARTS WITH A MAJOR IN GEOLOGY (128 CR)**General Education (39 cr)**

Geology majors are required to take the following courses which may be used to help satisfy General Education requirements:

CHEM 121/121L General Chemistry I (5)
 MATH 107 Precalculus (4)

Required Geology Courses (41 cr)

GEOL 105 Physical Geology (4)
 GEOL 106 Historical Geology (4)
 GEOL 210 Minerals and Rocks (3)
 GEOL 305 Methods in Mineralogy and Petrology (2)
 GEOL 310 Igneous and Metamorphic Petrology (3)
 GEOL 311 Paleontology (4)
 GEOL 321 Hydrogeology (3)
 GEOL 322 Geomorphology (4)
 GEOL 361 Structural Geology (4)
 GEOL 411 Field Geology (6)
 GEOL 471 Sedimentation and Stratigraphy (4)

Required Support Course (4 cr)

SCI 240 Research Methods (2)
 SCI 480 Seminar (2)

Second Major/Minor/Concentration(s)/Electives (44 cr)

All transfer course work must be approved by the Geoscience

program before it will be accepted for substitution into the geology major.

It is strongly recommended that geology majors in the BA curriculum select a minor and/or concentrations from the following: chemistry, physics, environmental geology, mathematics, or computer science.

Earth Science Education Program Outcomes

Upon completion of this program, students will:

- Understand the central concepts in geology,
- Understand central concepts in other earth science disciplines,
- Understand the relationships among the earth sciences and between earth sciences and society,
- Develop the background and general skills necessary for teaching science in a secondary school setting, and
- Develop dispositions necessary for success in teaching.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN EARTH SCIENCE (132 CR)

General Education (39 cr)

Required Geology Courses (34 cr)

- GEOL 105 Physical Geology (4)
- GEOL 106 Historical Geology (4)
- GEOL 210 Minerals and Rocks (3)
- GEOL 305 Methods in Mineralogy and Petrology (2)
- GEOL 310 Igneous and Metamorphic Petrology (3)
- GEOL 311 Paleontology (4)
- GEOL 321 Hydrogeology (4)
- GEOL 322 Geomorphology (4)
- GEOL 323 Global Climate Change (3)
- GEOL Electives (4) (may include GEOG 334)

Required Support Courses (37 cr)

- CHEM 121/121L General Chemistry I (5)
- CHEM 122/122L General Chemistry II (5)
- CSCI 101 Introduction to Computer Science (3)
- MATH 107 Precalculus (4)
- PHYS 110 Astronomy (4)
- MATH 240 Applied Statistics (4)
- SCI 240 Research Methods (2)
- SCI 480 Seminar (2)

Elect one BIOL (4 cr), and one PHYS (4 cr) course (may not include PHYS 110) (8)

Professional Education Sequence (37 cr)

- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum, Planning, and Assessment (3)*
- ED 380 Technology in Teaching (2)*



- ED 460 Managing the Learning Environment (2)*
- ED 470 Teaching Diverse Learners (2)*
- ED 493 Student Teaching (12)*
- SCI 391 Teaching Science in the Secondary School (3)*
- SPED 110 Introduction to Exceptional Children (3)
- SS 283 Ethnic and Cultural Diversity in America (3)

Elect one of the following (3 cr)

PSY 255 Child and Adolescent Psychology (3)

PSY 352 Adolescent Psychology (3)

* Requires admittance to Teacher Education. Refer to pages 127-131 for Teacher Education Policies and Procedures.

All transfer course work must be approved by the Geoscience program before it will be accepted for substitution into the earth science major.

It is recommended that earth science majors elect minors in additional fields of science to make themselves more employable as teachers.

ENVIRONMENTAL GEOLOGY MINOR (27-28 CR)

Without a Geoscience major (27-28 cr):

- GEOL 105 Physical Geology with lab (4)
- GEOL 210 Minerals and Rocks (3)
- GEOL 260 Energy Resources (3)
- GEOL 321 Hydrogeology (3)
- GEOL 322 Geomorphology (4)
- GEOL 331 Soils (4)
- Elect one of the following (3-4 cr)
 - GEOL 340 Aqueous Geochemistry (3)
 - CHEM 380 Environmental Chemistry (4)
 - GEOL 421 Applied Hydrogeology (3)

With a Geoscience major (24-25 cr):

- GEOL 220 Introduction to GIS (3)
- GEOL 260 Energy Resources (3)
- GEOL 300 Geologic Field Methods (3)
- GEOL 331 Soils (4)
- GEOL 323 Global Climate Change (3)
- Elect one of the following (3-4 cr)
 - GEOL 340 Aqueous Geochemistry (3)
 - CHEM 380 Environmental Chemistry (4)
 - GEOL 421 Applied Hydrogeology (3)
 - CHEM 122/122L General Chemistry II (5)

GEOLOGY MINOR (NON-TEACHING) (27 CR)

- GEOL 105 Physical Geology (4)
- GEOL 106 Historical Geology (4)
- GEOL 210 Minerals and Rocks (3)
- GEOL 300 Geologic Field Methods (3)
- GEOL 471 Sedimentation and Stratigraphy (4)
- GEOL Electives numbered 200 or above (9)

EARTH SCIENCE MINOR (TEACHING) (23 CR)

- GEOL 105 Physical Geology with lab (4)
- GEOL 106 Historical Geology with lab (4)
- GEOL 210 Rocks and Minerals (3)
- GEOL 323 Global Climate Change (3)
- GEOL Electives numbered 200 or above (6)
- PHYS 110 Astronomy (4)

All transfer course work must be approved by the Geoscience program before it will be accepted for substitution into a Geology, Environmental Geology or Earth Science minor.

GEOLOGY CONCENTRATION (11 CR)

Elect GEOL courses (11 cr)

PHYSICAL SCIENCE/PHYSICS

PHYSICAL SCIENCE CONCENTRATION (12 CR)

Elect from both CHEM and PHYS courses (12)

PHYSICS CONCENTRATION (10-12 CR)

Option I

- PHYS 110 Astronomy (4)
- PHYS 203 Introduction to Physics I (4)
- PHYS 204 Introduction to Physics II (4)

Option II

- PHYS 221 General Physics I (5)
- PHYS 222 General Physics II (5)

Option III

Elect from any PHYS courses 300 level or above (10)

RADIOLOGIC TECHNOLOGY

Radiologic Technology Program Outcomes

Upon completion of this program, students will:

- Understand basic concepts in the sciences related to radiologic technology,
- Possess effective verbal and written communication skills,
- Be able to apply critical thinking skills to professional practice,
- Be clinically competent entry level radiographers, and
- Exhibit ethical and professional behaviors.

BACHELOR OF SCIENCE WITH A MAJOR IN RADIOLOGIC TECHNOLOGY (144 CR)

This curriculum is designed for students who wish to complete

a full Bachelor's degree at MSU. It requires that the student meet all General Education requirements and have a minimum of 60 credits of upper division course work (courses numbered 300 and above). Twenty-six of the 60 credits of upper division course work will be met by completing the clinical study. The remaining 34 upper division credits would be earned through a combination of required and elective courses. Because of the difficulties in scheduling and restrictions for some upper division course work it is anticipated that students following this course of study will spend 5-6 semesters of on-campus study in order to meet the requirements.

Once a student has completed all of the necessary on-campus course work they then enroll for two years of clinical training at any accredited school of radiologic technology. There are five of these schools in North Dakota, one of which is in Minot. These schools are separate from the University, and admission to them is competitive. Admission to clinical training is the sole prerogative of the individual hospital-based program. Admission to Minot State University does not guarantee acceptance into clinical training. Students pursuing the BS degree must enroll at Minot State during the two years of clinical training and pay full tuition and fees each semester. Students who require financial aid from Minot State University during the summer months of clinical training are allowed to register as full-time students. Students receive a minimum of 52 semester credits for clinical training.

Once a student has been accepted into a radiologic technology school, they then apply to the Division of Science for permission to enroll in SCI 405 (Radiologic Technology Clinical Experience). SCI 405 carries the prerequisite of acceptance into the Rad Tech program. Students pursuing this program would, upon successful completion of the program, be granted a BS degree from Minot State. They would also be eligible to take the American Registry for Radiologic Technologist (AART) Examination to become certified as a registered radiologic technologist/radiographer. MSU maintains, where feasible, tuition agreements with radiologic technology schools for students pursuing the BS degree.

Transfer students are required to meet all of the MSU residency requirements, the General Education requirements, and to take a minimum of 12 credits of the required course work for the major at MSU. Credits from clinical study cannot be used to meet any of these requirements. No student who is already a registered radiologic technologist/radiographer may be accepted into SCI 405.

General Education (38 cr)

Radiologic Technology majors are required to take the following specific courses which may also be used to help satisfy the General Education requirements.

- MATH 107 Precalculus (4)
- PHYS 203 Introduction to Physics I (4)
- PHYS 204 Introduction to Physics II (4)
- PSY 111 Introduction to Psychology (3)
- SOC 110 Introduction to Sociology (3)

Required Courses (35 cr)

- BADM 301 Fundamentals of Management (3)
- BADM 303 Personnel Management (3)
- BIOL 220 Anatomy and Physiology I (4)
- BIOL 221 Anatomy and Physiology II (4)
- CHEM 115 and 115L Introductory Chemistry (4)
- MATH 240 Applied Statistics (4)
- HPER 431 Kinesiology (3)
- PHIL 210 Ethics (3)
- PSY 270 Abnormal Psychology (3)
- SCI 102 Introduction to Radiologic Technology (1)
- Elect one from the following (3 cr)
- CSCI 101 Introduction to Computing (3)

Clinical Experience (52 cr)

4 semesters at 13 credits per semester

Upper Division Electives (19 cr)

Any courses numbered 300 or above (other than those required in major).

DIVISION OF SOCIAL SCIENCE

Chair: Daniel Ringrose

University Teacher Education Requirements

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for history and social science majors and economics, history, geography, and sociology minors in Teacher Education.

Division Teacher Education Requirements

In addition to University-wide teacher education retention policies listed above, majors in the division must:

- (1) Apply to the Social Science Division office as soon as they decide to pursue a teaching degree. Application forms are available in the division office.
- (2) Pass the division's subject-matter methods course (SS 391 and Practicum Course SS 398) before student teaching.
- (3) Students pursuing the Bachelor of Science in Education degree in order to teach social studies must meet the guidelines set forth by the North Dakota Education and Standards Practices Board (ESPB). These guidelines are available at the Division of Social Science.

The Division of Social Science monitors the progress of its teacher education students.

ECONOMICS

Program Coordinator: Daniel Ngugi

ECONOMICS MINOR (NON-TEACHING) (21 CR)

Core Required Classes (12 cr)

- ECON 201 Principles of Microeconomics (3)
- ECON 202 Principles of Macroeconomics (3)
- ECON 312 Price Theory (3)
- ECON 314 National Income Analysis (3)
- Electives from the ECON curriculum (9 cr) or
- SS 399 Readings in Social Science (1-3)

ECONOMICS MINOR (TEACHING) (24 CR)

Core Required Classes (15 cr)

- ECON 201 Principles of Microeconomics (3)
- ECON 202 Principles of Macroeconomics (3)
- ECON 312 Price Theory (3)
- ECON 314 National Income Analysis (3)
- SS 391 Secondary History/Social Science Teaching Methods (3)
- Electives from the ECON curriculum (9 cr) or
- SS 399 Readings in Social Science (1-3)

ECONOMICS CONCENTRATION (12 CR)

- ECON 201 Principles of Microeconomics (3)
- ECON 202 Principles of Macroeconomics (3)
- Two ECON electives (6)

GEOGRAPHY

Program Coordinator: Jacob Sowers

GEOGRAPHY MINOR (NON-TEACHING) (21 CR)

Required courses (6 cr.)

- GEOG 110 Principles (3)
- GEOG 161 World Regional Geography (3)
- Elect five courses to include at least two but not more than three non-regional courses (15 cr.)
- (listed catalog pages)

GEOGRAPHY MINOR (TEACHING) (24 CR)

Required courses (9 cr)

- GEOG 110 Principles (3)
- GEOG 161 World Regional Geography (3)
- SS 391 Secondary History/Social Science Teaching Methods (3)
- Elect five courses to include at least two but not more than three non-regional courses (15 cr)
- (listed catalog pages)

GEOGRAPHY CONCENTRATION (12 CR)

Required courses (6 cr)

- GEOG 110 Principles (3)
- GEOG 161 World Regional Geography (3)
- Elect one regional and one non-regional course (6 cr)
- (listed catalog pages)

HISTORY

Program Coordinator: Ernst Pijning

Faculty: Bethany Andreasen; Joseph Jastrzembki; Daniel Ringrose; Tiffany Ziegler

History Program Mission

We prepare graduates to appreciate, craft, and practice history.

History Program Goals and Outcomes

Goal: To study and demonstrate understanding of history subject matter and methodology through such perspectives as globalism, multiculturalism, gender, and ethnicity.

Outcome: Department faculty include these themes throughout the history curriculum; history majors will encounter them continually in their academic career. To ensure a more comprehensive understanding of global or multicultural themes of all history majors and an understanding of non-Western history and culture, majors must distribute their course work among the areas of American, European and non-Western history. The department also offers courses specifically focused on women's history, Native American history, and African American history.

Goal: To study and demonstrate familiarity with historical content for a variety of periods and places.

Outcome: All majors must take courses in American, European and non-Western history. These courses variously address culture, society, government, change and continuity across time.

Goal: To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis to specialists and to the broader public.

Outcome: Persuasive writing is a primary objective of our department. Majors are introduced to critical thinking and writing as soon as they enter a 100 level course, and refine these skills in all successive courses, as they are called upon to render valid historical judgments in class discussions, oral presentations, examination essays, and research papers. Majors develop skills to present and support persuasive arguments.

Goal: To analyze and interpret primary and secondary sources in the service of historical methodology.

Outcome: Analysis of primary and secondary sources figures prominently in history courses at MSU. Initially, students in survey courses are exposed to and become familiar with individual documents and excerpts; intermediate level courses require more extensive contact with primary documents such as novels, memoirs, speeches, and film. In addition, these courses include substantial work with secondary source monographs. Advanced level research courses expect extensive work and analysis of primary and secondary sources. This is critical for students if they seek to research topics for themselves and form their own interpretations.

Goal: To evidence ability to become informed on historiographical issues, through the use of standard and current journals, books and reviews.

Outcome: Students must be able to locate and use standard works of history. They must also be able to ascertain the trends in the profession by reading current books, book reviews, and professional journals. This goal is a central component of our practice and method course (280), but it is also firmly tied into all of our elective courses. Moreover, students will learn that the writing of history is conditioned by the period and society which produces it.

Goal: To develop and demonstrate a sense of chronology, change, and continuity as they pertain to history.

Outcome: History courses emphasize the importance of student understanding of the dimension of time and change in human existence. A sense for the crucial relationship of the past to the present is emphasized in each course.

BACHELOR OF ARTS WITH A MAJOR IN HISTORY (120 CR)

General Education (38 cr)

Required Core (36 cr)

A. Introductory Courses (9 cr)

(Survey used for General Education may not be repeated here.)

Survey (3)

Survey or 200-level course (3)

Survey or 200-level course (3)

B. Historical Methodology (6 cr)

HIST 280 Practice and Method (3)

C. History Electives (21 cr)

History electives in either section (1 or 2) to meet the following requirements. Check course description for category codes. No more than two electives can be at the 200-level. At least one must be a 400-level seminar. No elective can be a GE course.

1. Geographical (US/European/non-Western)

US (3)

EU (3)

NW (3)

2. Distributed

Elective (3)

Elective (3)

Elective (3)

D. Historiography: Capstone (3)

HIST 401 Historiography (3)

E. Portfolio

Additional Degree Requirements:

2.0 GPA required in the major for graduation.

Second Major or Minor and/or Concentration(s) (33-36 cr)

Electives (10-13 cr)

History Education Program Mission

We prepare graduates to appreciate, craft, and practice history.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN HISTORY (121 CR)



General Education (38 cr)

Must take PSY 111 as one Social Science General Education elective. The other Social Science General Education elective must come from the General Education courses found in the Core Social Science Support area choices (see category below). This course will determine the student's core area specialization.

Required Core (36 cr)

A. Introductory Courses (9 cr)

Survey used for General Education may not be repeated here.

Survey (3)

Survey or 200-level course (3)

Survey or 200-level course (3)

B. Historical Methodology (3 cr)

Take each of the following courses:

HIST 280 Practice and Method (3)

C. History Electives (21 cr)

History electives in either section (1 or 2) to meet the following requirements. Check course description for category codes. No more than two electives can be at the 200-level. At least one must be a 400-level seminar. No elective can be a General Education course.)

1. Geographical (US, European/non-Western)

US (3)

EU (3)

NW (3)

2. Distributed

Elective (3)

Elective (3)

Elective (3)

Thematic or Internship (3)

D. Historiography: Capstone (3 cr)

HIST 401 Historiography (3)

E. Portfolio

Core Social Science Support Courses (9 cr)

State standards for history teaching certification require the study of a second social science beyond the introductory level. Choose one of the three social science disciplines listed below and complete the specified coursework. Your choice should coincide with your second Social Science General Education course. Note that the student will ultimately take 12 credits in a second social science area (one General Education plus three of the courses listed in the specified area below.)

Economics—ECON 201, 202, and any two upper level ECON electives.

Geography—GEOG 110, 161, 262, and one regional GEOG elective

Political Science—POLS 115, 116, 220, and one upper level POLS elective

Professional Education Sequence (38 cr)

May be taken prior to admission to Teacher Education

ED 250 Foundations of Education (2)

ED 260 Educational Psychology (2)

ED 320 Curriculum, Planning, and Assessment (3)

SPED 110 Introduction to Exceptional Children (3)

SS 283 Ethnic and Cultural Diversity in America (3)

PSY 255 Child and Adolescent Psychology (3)

Admission to Teacher Education required

ED 380 Technology in Teaching (2)

ED 460 Managing the Learning Environment (2)

ED 470 Teaching Diverse Learners (2)

ED 493 Student Teaching (12)

SS 398 Secondary History/Social Science Practicum (1)

SS 391 Secondary History/Social Science Methods (3)

Additional Program/Degree/Graduation Requirements

• Admission to Teacher Education

- History BSE majors must successfully complete the Pre-Professional Skills Test (PPST) before applying to the Teacher Education Program. For more information on PPST requirements go to <http://history.minotstateu.edu>.
- 2.5 GPA required in major for admission to Teacher Education

• History Portfolio

- Completion of history portfolio required for graduation. For more information on portfolio requirements go to <http://history.minotstateu.edu>.

• Graduation Requirements

- History BSE majors must take the appropriate PRAXIS II content area exam and the PLT exam. Their official scores must be reported to the university before graduation. (Graduation requirements do not mandate specific scores on these exams, but the North Dakota Teacher licensure requirements do. These include successful PRAXIS II content area and PLT exams. For more information go to <http://history.minotstateu.edu>.)
- 2.5 GPA required in major for graduation.

Electives (2-11 cr)

Additional Certification Option

A history major who takes coursework in an additional social science support area may apply for a Social Science Composite major equivalency teaching certification from the North Dakota Education and Standards Practices Board (ESPB), in addition to his/her history teaching certification. The candidate must:

- Complete the coursework specified for two of the three state-defined core areas (ECON, GEOG, and POLS from the Core Social Science Support Course list)
- Successfully complete the Social Science PRAXIS II exam.

HISTORY MINOR (NON-TEACHING) (21 CR)

Take 21 credits in HIST courses

- Take at least one non-General Education course on American History (3)
- Take at least one non-General Education course on European History (3)
- Take at least one non-General Education course on non-Western History (3)
- At least two courses need to be taken at the 300-400 level

HISTORY MINOR (TEACHING) (25 CR)

Surveys: Take four of the following six courses (12 cr)

- HIST 101 Western Civilization I (3)
- HIST 102 Western Civilization II (3)
- HIST 103 U.S. History to 1877 (3)
- HIST 104 U.S. History from 1877 (3)
- HIST 211 World Civilizations to 1500 (3)
- HIST 212 World Civilizations since 1500 (3)
- HIST 215H Modern World Origins (3)

Electives: non-General Education History electives at the 200-400 level. At least 2 courses must be at 300-400 level. (9 cr)

- One U.S. history elective (3)
- One European history elective (3)
- One non-Western history elective (3)

Teaching Methods (3 cr)

- SS 391 Secondary History/Social Science Teaching Methods (3)
- SS 398 Secondary History/Social Science Practicum (1)

HISTORY CONCENTRATION (12 CR)

Elect courses to total twelve semester hours. No more than six credits may come from HIST 101, 102, 103, 104, 211, 212, or 215H.

NATIVE AMERICAN STUDIES

Program Coordinator: Joseph Jastrzembski

NATIVE AMERICAN STUDIES MINOR (21 CR)

- Elect from the following (21 cr)
- ART 219 Native American Art (3)
- BIOL 310 Ethnobotany (4)
- ENGL 265 Native American Literature (3)
- HIST 261 American Indian History (3)
- HIST 365 Peoples and Cultures of Native North America (3)
- HIST 420 Indian Peoples of the Great Plains (3)
- HIST 430 Native American Social History (3)
- SOC 210 Introduction to Anthropology (3)
- SOC 361 Comparative Ethnic Studies (3)
- SS 283 Ethnic and Cultural Diversity in America (3)
- SWK 401 Contemporary Issues with Native American Families

Electives: Other electives, when focused on Native American topics, may be used for NAS credit, subject to instructor and NAS coordinator approval. These may include, but are not limited to, the following:

- HIST 399 Readings in History (1-3)
- HIST 497 Internship (1-6)
- SOC 399 Readings in Sociology (1-6)
- SOC 401 Research/Practicum/Internship Project (3)
- SOC 497 Practicum/Internship (1-6)
- SS 399 Readings in Social Science (1-3)

NATIVE AMERICAN STUDIES CONCENTRATION (12 CR)

Requirements

1. Foundation Courses:
SS 283 Ethnic and Cultural Diversity in America or
SOC 210 Introduction to Anthropology
2. One History course from the NAS course list
3. Two other courses from the NAS course list (excepting the foundation courses).

PHILOSOPHY

Program Coordinator: Stewart Kelly

PHILOSOPHY MINOR (18 CR)

Required Courses (6 cr)

- PHIL 100 Critical Thinking (3)
- PHIL 101 Introduction to Philosophy (3)
- PHIL 210 Ethics (3)

Elect at three courses from the following (9 cr)

- PHIL 102 Philosophy of Human Nature (3)
- PHIL 201 Philosophy of Religion (3)
- PHIL 330 Political Philosophy (3)
- PHIL 380 Existentialism (3)
- PHIL 384 Asian Philosophy (3)
- SS 399 Readings in Social Science (3)
- HON 351H Integrity and the Examined Life (3)

PHILOSOPHY CONCENTRATION (12 CR)

Required Courses (6 cr)

- Elect no more than two of the following
- PHIL 100 Critical Thinking (3)
- PHIL 101 Introduction to Philosophy (3)
- PHIL 102 Philosophy of Human Nature (3)

Electives (select at least two 200-400 level courses from the following) (6 cr)

- PHIL 201 Philosophy of Religion (3)
- PHIL 210 Ethics (3)
- PHIL 330 Political Philosophy (3)
- PHIL 380 Existentialism (3)
- PHIL 384 Asian Philosophy (3)
- SS 399 Readings in Social Science (3)
- HON 351H Integrity and the Examined Life (3)

POLITICAL SCIENCE CONCENTRATION

(12 CR)

Program Coordinator: Jynette Larshus

Take at least 12 credits in Political Science courses.

SOCIOLOGY

Program Coordinator: Harry Hoffman

Faculty Jynette Larshus

Sociology Program Mission

The Sociology Department challenges students to think critically and analytically about diverse human societies and their institutions.

Goal: To develop a solid knowledge base constructed upon a review of diverse sociological concepts, principals, paradigms, theories and research.

Outcome: Students are expected to successfully complete an Introduction to Sociology exam measuring knowledge of concepts, principals, paradigms, theories and research.

Goal: To acquire an understanding and sense of chronology of the historical development of classical and contemporary sociological theory.

Outcome: Students are required to successfully complete all reading and writing requirements for an upper level theory class.

Goal: To review and critically assess the advancement of sociological theory and research in the diverse range of knowledge contained within the sociological literature.

Outcome: During the senior capstone, students are required to successfully complete a senior readings, research project or internship project implementing theoretical and research principles from sociology.

Goal: To learn the importance of applying qualitative and quantitative sociological research methods and statistics to presentations, papers and scholarly publications.

Outcome: Students are required to develop research paper in upper-level classes that implement qualitative and quantitative methods and statistics. Faculty encourages majors to submit papers for presentation and publication.

Goal: To become aware of and responsive to contemporary social conditions, issues and problems such as racism, ethno-centrism, sexism, ageism and classism.

Outcome: Students will successfully complete papers, debates, oral presentations or persuasive argumentative projects addressing contemporary social conditions, issues and problems.

Goal: To critically evaluate the interaction of multiple social institutions within a variety of diverse cultures, societies and environments in advanced and developing nations.

Outcome: Students will successfully integrate issues of cultural diversity and globalization in writing assignments

and capstone projects.

Goal: To demonstrate knowledge of advanced critical, analytical and writing skills necessary for success in graduate school and/or occupations requiring rigor and excellence.

Outcome: The senior capstone class will provide students with an opportunity for self-reflection and self-evaluation. Students within the class will successfully complete a variety of writing assignments intended to analytically evaluate the synthesis of sociological knowledge. Within the capstone, students will show evidence of working with peers in a collegial environment that simulates graduate school and/or professional career settings.

BACHELOR OF ARTS WITH A MAJOR IN SOCIOLOGY (120 CR)

General Education (40 cr)

Required Core (18-19 cr)

- SOC 110 Introduction to Sociology (3)
- SOC 210 Introduction to Anthropology (3)
- PSY 241 Introduction to Statistics (3) or
- MATH 240 Applied Statistics (4)
- SOC 278 Social Research Methods (3)
- SOC 476 Theory Construction & App (3)
- SOC 477 Sociological Theory (3)

Required Courses in Track (18 cr)

Elect One Track

Track One: General (18 cr)

Social Processes and Social Change (6 cr)

Elect two from the following:

- SOC 255 Changing American Family (3)
- SOC 374 Cultural Studies (3)
- SOC 375 Social Change and Development (3)
- SOC 376 Social Psychology (3)
- SOC 420 Drugs & Society (3)

Issues in Equality and Social Control (6 cr)

Elect two from the following:

- SOC 201 Social Problems (3)
- SOC 269 Culture & Sexuality (3)
- SOC 352 Criminology (3)
- SOC 363 Sociology of Gender (3)
- SOC 369 Studies in Deviance (3)

Social Institutions and Social Structure (6 cr)

Elect two from the following:

- SOC 275 Contemporary Community Issues (3)
- SOC 357 Sociology of Religion (3)
- SOC 361 Sociology of Gender (3)
- SOC 451 Political Sociology (3)

Track Two: Society and Inequality (18 cr)

Required Courses (12 cr)

- SOC 352 Criminology (3)
- SOC 361 Comparative Ethnic Studies (3)
- SOC 363 Sociology of Gender (3)
- SOC 369 Studies in Deviance (3)

Elect two from the following:

- SOC 269 Culture & Sexuality (3)
- SOC 420 Drugs & Society (3)
- ART 261 Native American Art (3)
- HIST 261 American Indian History (3)
- HIST 315 History of American Women (3)
- SS 283 Ethnic & Cultural Diversity in America (3)
- 3cr from CJ 300-400 level

Track Three: Applied Sociology (18 cr)

Required Courses (12cr)

- SOC 280 Social Movements & Human Rights (3)
- SOC 325 Environmental Sociology (3)
- SOC 375 Social Change & Development (3)
- SOC 451 Political Sociology (3)

Elect two from the following:

- SOC 376 Social Psychology (3)
- SOC 374 Cultural Studies (3)
- POLS 115 American Government (3)
- POLS 116 State/Local Government (3)
- PHIL 330 Political Philosophy (3)

Required Capstone (3)

Elect one from the following:

- SOC 399 Readings in Sociology (1-6)
- SOC 401 Research/Practicum/Internship (1-6)

Required Electives 200-400 (6-7 cr)

Second Major or Minor and/or Concentration(s) (33-36 cr).

SOCIOLOGY MINOR (NON-TEACHING) (21 CR)

Required Core (9 cr)

- SOC 110 Introduction to Sociology (3)
- SOC 278 Social Research Methods (3)
- SOC 476 Theory Construction & App (3)
- Social Processes and Social Change (3 cr)*

Elect one from the following

- SOC 255 Changing American Family (3)
- SOC 374 Cultural Studies (3)
- SOC 375 Social Change and Development (3)
- SOC 376 or PSY 376 Social Psychology (3)

Issues in Equality and Social Control (3 cr)

Elect one from the following

- SOC 252 Criminology (3)
- SOC 361 Comparative Ethnic Studies (3)
- SOC 363 Sociology of Gender (3)
- SOC 369 Studies in Deviance (3)

Social Institutions and Social Structure (3 cr)

Elect one from the following

- SOC 357 Sociology of Religion (3)
- SOC 451 Political Sociology (3)

Sociology Electives (200-400 level) (3 cr)

SOCIOLOGY MINOR (TEACHING) (24 CR)

Required Core (15 cr)

- SOC 110 Introduction to Sociology (3)
- SOC 210 Introduction to Anthropology (3)
- SOC 278 Social Research Methods (3)
- SOC 476 Theory Construction & App (3)
- SS 391 Secondary History/Social Science Teaching Methods (3)

Social Processes and Social Change (3 cr)

Elect one from the following

- SOC 255 Changing American Family (3)
- SOC 374 Cultural Studies (3)
- SOC 375 Social Change and Development (3)
- SOC 376 or PSY 376 Social Psychology (3)

Issues in Equality and Social Control (3 cr)

Elect one from the following

- SOC 252 Criminology (3)
- SOC 361 Comparative Ethnic Studies (3)
- SOC 363 Sociology of Gender (3)
- SOC 369 Studies in Deviance (3)

Social Institutions and Social Structure (3 cr)

Elect one from the following

- SOC 357 Sociology of Religion (3)
- SOC 451 Political Sociology (3)

SOCIOLOGY CONCENTRATION (12 CR)

- SOC 110 Introduction to Sociology (3)
- SOC electives (200-400 level) (9)

SOCIAL SCIENCE

Social Science Program Mission

Professionally train students in a modern and dynamic environment with the net aim of enhancing their capabilities to be successful.

Social Science Program Goals and Outcomes

- To develop and demonstrate an understanding of social science concepts and tools and their application to the analysis of social, cultural, and political systems.
- To develop and demonstrate an understanding and appreciation of cultures and cultural diversity.
- To develop and demonstrate a sense of chronology, change, and continuity.
- To develop and demonstrate a critical and analytical framework in which to understand how people create and change structures of power, authority and governance.
- To develop and demonstrate a critical and analytical framework in which to understand individual development and identity as well as the interactions of individuals, groups, and institutions.
- To develop and demonstrate a critical and analytical knowledge of economics and economic systems, in particular

how people organize for production, distribution, and consumption of goods and services.

- To develop and demonstrate a critical and analytical knowledge of geographic concepts and tools, physical and human landscapes, and the interaction of people, places, and environments.
- To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.

BACHELOR OF ARTS WITH A MAJOR IN SOCIAL SCIENCE (128 CR)

General Education (38 cr)

Major: 45 credits

Required Core (21 cr)

Elect one General Education course from each of the six social science disciplines:

ECON, GEOG, HIST, PHIL, POLS, SOC

Elect one from the following two courses:

HIST 280 Practice and Methods (3)

SOC 278 Social Research Methods (3)

Social Science Discipline Specializations (24 cr)

Elect courses from two of the following five disciplines, 12 credits in each discipline. At least two courses in each discipline specialization must be at the 300/400 level. At least one course within each discipline specialization must be at the 400 level. Courses taken as part of the required core cannot be counted towards the social science discipline specializations.

ECON, GEOG, HIST, PHIL, SOC

Second Major or Minor and/or Concentration(s) (33-36 cr)

Concentrations, minors, or second majors may not duplicate either area of social science discipline specializations. We recommend that students minor in a foreign language. See page 24.

Electives (9-13 cr)

Additional Degree Requirements:

Completion of Social Science portfolio and at least a 2.0 GPA in the major.

Social Science Education

Program Mission

Provide students with the knowledge, skills, tools, and training required to function as qualified, professional teachers able to expertly impart knowledge and guide their charges with the objective of preparing a better citizen.

Social Science Education Program Goals and Outcomes

- To develop and demonstrate an understanding of social science concepts and tools and their application to the

analysis of social, cultural, and political systems; demonstrate an understanding and appreciation of cultures and cultural diversity.

- To develop and demonstrate an understanding of chronology, change, and continuity; demonstrate familiarity with historical content for a variety of periods and places.
- To develop and demonstrate an understanding of how people create and change structures of power, authority and governance; demonstrate an understanding of political systems at the national, state, and local levels and other global political cultures.
- To develop and demonstrate an understanding of individual development and identity as well as the interactions of individuals, groups, and institutions; demonstrate an understanding of the relationships among science, technology, and society.
- To develop and demonstrate a critical and analytical knowledge of economics and economic systems, in particular how people organize for production, distribution, and consumption of goods and services.
- To develop and demonstrate a critical and analytical knowledge of geographic concepts and tools, physical and human landscapes, and the interaction of people, places, and environments.
- To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN SOCIAL SCIENCE (120 CR)

General Education (38 cr)



Required Core (42 cr)

A. History Surveys (9 cr)

Depending on what general education history course you choose, choose three additional general education history survey courses such that you have at least 6 credits of US History surveys and 6 credits of non-US History surveys.

HIST Survey (3)

HIST Survey (3)

HIST Survey (3)

B. History Methodology (3 cr)

HIST 280 Practice and Method (3)

C. History Electives (6 cr)

The following courses must be at the 200-400 level. At least one must be a 400-level seminar

HIST elective (US or European) (3)

HIST elective (non-western, not HIST 211, 212, or 215H) (3)

D. Core Social Studies Areas (24 cr)

Choose two of the three core areas.

Area One Economics (12)

ECON 201 Principles of Microeconomics (3)

ECON 202 Principles of Macroeconomics (3)

ECON electives, any two upper level (6)

Area Two: Geography (12)

- GEOG 110 Principles (3)
- GEOG 161 World Regional (3)
- GEOG 262 North America (3)
- GEOG Regional elective (3)

Area Three: Political Science (12)

- POLS 115 American Government (3)
- POLS 116 State and Local Government (3)
- POLS 220 International Politics (3)
- POLS upper level elective (3)

Professional Education Sequence (38 cr)**May be taken prior to admission to Teacher Education**

- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum, Planning & Assessment (3)
- SPED 110 Intro to Exceptional Children (3)
- SS 283 Ethnic & Cultural Diversity in America (3)
- PSY 255 Child & Adolescent Psychology (3)

Admission to Teacher Education required

- ED 380 Technology in Teaching (2)
- ED 460 Managing the Learning Environment (2)
- ED 470 Teaching Diverse Learners (2)
- ED 493 Student Teaching (12)
- SS 391 Secondary History/SS Methods (3)
- SS 398 Secondary History/SS Practicum (1)

Open Electives (2 cr)

ESPB grants additional certification in Sociology for students who complete six elective credits in that discipline.

Additional Program/Degree/Graduation Requirements**• Admission to Teacher Education**

- Social Science BSE majors must successfully complete the Pre-Professional Skills Test (PPST) before applying to the Teacher Education Program. For more information on PPST requirements go to <http://history.minotstateu.edu>.
- 2.5 GPA required in major for admission to Teacher Education

• Social Science Portfolio

- Completion of social science portfolio required for graduation. For more information on portfolio requirements go to <http://history.minotstateu.edu>.

• Graduation Requirements

- Social Science BSE majors must take the appropriate PRAXIS II content area exam and the PLT exam. Their official scores must be reported to the university before graduation. (Graduation requirements do not mandate specific scores on these exams, but the North Dakota Teacher licensure requirements do. These include successful PRAXIS II content area and PLT exams. For more information go to <http://history.minotstateu.edu>.)
- 2.5 GPA required in major for graduation.

PRE-PROFESSIONAL PROGRAMS

Pre-Law

Advisor: Daniel Ringrose

Adequate preparation for entrance into an accredited law school requires a bachelor's degree. No specific college major is required for admission to an American school of law. The Association of American Law School's "Statement of Association Policy on Pre-Legal Education" states that an appropriate pre-law education develops: (1) comprehension and expression in words; (2) critical understanding of the human institutions and values with which the law deals; and (3) creative power in thinking. Therefore, the pre law program takes the form of recommended course in various disciplines and an advising service to help the student shape his/her program to meet specific interests. Advising is also available to aid in preparation for the LSAT and in the selection of a law school. The prelaw student should select a major field of study to demonstrate a mastery of a specific area. Traditionally, pre-law students have majored in the social science fields of economics, history, political science, or sociology. Non-social science disciplines such as criminal justice may also be selected as the major field of study. Selection of a major should be determined by the student's interests and career plans.

Non-degree advising: Pre-Law

FIRST-YEAR STUDENT (FRESHMAN)

Fall

ENGL 110	College Composition I (GE1)	3 cr
	History (GE2).....	3 cr
	Lab Science (GE6).....	4 cr
	Electives.....	6 cr
	16 cr

Spring

COMM 110	Fundamentals of Public Speaking (GE1)	3 cr
	Humanities (GE3)	3 cr
	Social Science (GE7).....	3 cr
	Electives.....	6 cr
	15 cr

SOPHOMORE

Fall

ENGL 120	College Composition II (GE1).....	3 cr
	Humanities (GE3)	3 cr
	Lab Science (GE6).....	4 cr
	Electives.....	6 cr
	16 cr

Spring

	Math (GE5)	4 cr
	Wellness (GE4).....	2 cr
	Social Science (GE7).....	3 cr
	Electives.....	9 cr
	17 cr

JUNIOR

Fall

	Electives*	16 cr
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Spring

Electives* 16 cr

SENIOR**Fall**

Electives* 16 cr

SpringElectives* 16 cr
..... **128 cr**

* For the first two years, the pre-law student is advised to take as many General Education credits as possible. In addition to fulfilling General Education requirements, this broad exposure will allow the student to discover what he or she finds interesting and does well in. Then the student should choose a major, minor and an area of concentration which can be completed in the junior and senior years. The major, minor and concentration courses should hone the intellectual skills that will be required for success in law school. In short, any major, minor and concentration that enables the student to develop communication and critical thinking skills will constitute an acceptable minor for a future law school candidate.

These four-year matrices are possible with commitment, focus and optimal conditions.

Pre-Seminary**Advisor:** Stewart Kelly

The suggested curricula for pre seminary students follows closely the curricula prepared by the American Association of Theological Schools. Such preparation should include an adequate back ground in English language and literature, history, philosophy, and at least one of the natural sciences. There should be proficiency in at least one foreign language. Additional courses are recommended in the areas of humanities and social sciences. A broad background in history, literature, and culture is recommended before theology and religion courses are attempted.

The student interested in more specialized areas may contact the chairperson of the Division of Social Science for a more detailed program.

Non-degree Advising: Pre-Seminary**FIRST-YEAR STUDENT (FRESHMAN)****Fall**

ENGL 110 College Composition I (GE1) 3 cr
History (GE2)..... 3 cr
Math (GE5) 4 cr
Lab Science (GE6)..... 4 cr
..... 14 cr

Spring

ENGL 120 College Composition II (GE1)..... 3 cr
PHIL 101 Introduction to Philosophy..... 3 cr
Social Science (GE7)..... 3 cr
History Elective 3 cr
Social Science (GE7)..... 3 cr
..... 15 cr

SOPHOMORE**Fall**

COMM 110 Fundamentals of Public Speaking (GE1) 3 cr
Humanities (GE3) cr
SPAN 101, GERM 101, or FREN 101..... 4 cr
PHIL 102 Philosophy of Human Nature (GE3)..... 3 cr
Wellness (GE4)..... 1-2 cr
..... 14-15 cr

Spring

ENGL 231 Bible as Literature 3 cr
Lab Science (GE6)..... 4 cr
PHIL 201 Philosophy of Religion..... 3 cr
SPAN 102, GERM 102, or FREN 102..... 4 cr
ENGL 220 Introduction to Literature 3 cr
..... 17 cr

JUNIOR**Fall**

HIST 241 Renaissance and Reformation..... 3 cr
PHIL 210 Ethics..... 3 cr
SPAN 201, GERM 201 or FREN 201 4 cr
HIST 340 Medieval History..... 3 cr
Elective 3 cr
..... 16 cr

Spring

HIST 401 Historiography..... 3 cr
SPAN 202, GERM 202 or FREN 202 4 cr
PSY 411 Introduction to Personality Theories..... 3 cr
Elective 3 cr
Elective 3 cr
Elective 2 cr
..... 18 cr

SENIOR

Elective 34 cr
..... **128-129 cr**

These four-year matrices are possible with commitment, focus and optimal conditions.

College of Business

Dr. JoAnn K. Linrud, Dean

The primary purpose of the College of Business is to prepare students for professional careers in business, education, or government. Many of the course offerings are also available for those who desire an orientation to the field of business or as inservice education for those actively employed. Specific programs are listed under the respective departments. Students desiring specific information should contact the appropriate department chairperson. <http://www.minotstateu.edu/business>; 701-858-3110; 1-800-777-0750, ext. 3110.

Mission Statement

The MSU College of Business educates, challenges, inspires, and mentors students in their pursuit of a high-quality business education through interactive and engaged learning experiences for their professional and personal betterment.

The mission statement is supported by the following values and actions.

The College of Business...

...educates, challenges, inspires, and mentors...

Values:

- *Students First*
- *Dedication, focus, proactivity, collegiality, nurturing*

Actions:

- Impart knowledge, professionalism, and intellectual curiosity
- Develop skills and competencies
- Deliver programs
- Extend boundaries
- Initiate aspirations for leadership
- Build relationships
- Guide and advise

...students in their pursuit of a high-quality business education...

Values:

- *Curricular integrity, excellence, rigor*
- *Professionalism*

Actions:

- Serve undergraduate and graduate students, seminar and workshop participants, and prospective students and pre-college students in exploratory experiences
- Through on-campus, online, and off-site courses at MAFB, in Bismarck, and at international partner sites
- Deliver BS, BAS, BSE, MS, and MEd degree programs in majors, minors, certificates, and concentrations
- With attention to assurance of student learning through regular program assessments, identifying specific outcomes and measuring results

- Maintaining professional business program accreditation
- Supported by continuous faculty improvement

...interactive and engaged learning experiences...

Values:

- *Comprehensive, holistic, relevant*
- *Applications-focused*

Actions:

- Utilize interactive and engaged learning experiences characterized by:
 - student-faculty interaction
 - student-student interaction
 - student-community interaction (professional, business leaders, service organizations)
 - multiple delivery modes
 - advanced technology
- Demonstrate learning in courses and through participation in organizations and activities, with emphasis on:
 - business applications of theory
 - experiences such as internships, study-abroad tours and exchanges, student-faculty research, and competitive events

...for their professional and personal betterment.

Values:

- *Commitment to life-long learning*
- *Pride and confidence; desire to succeed*
- *Civic responsibility and a strong work ethic*

Actions:

- Develop graduates prepared for careers in local and global employment
- Instill a sense of place and unique appreciation for North Dakota
- Promote ethical behavior, good citizenship, and professional engagement

Organization

Three departments comprise the academic organization of the College as follows:

Department of Accounting and Finance, Patti Fedje, Chairperson

Department of Business Administration, Gary Ross, Chairperson

Department of Business Information Technology, Lori Willoughby, Chairperson.

College of Business Core Curriculum

Students pursuing a Bachelor of Science degree in accounting, finance, international business, management, marketing, management information systems, or energy economics and finance must complete the College of Business Core Curriculum.

The College of Business core is not required for the Business Education and Bachelor of Applied Sciences programs (Applied Management and Applied Business Information Technology). The core provides students with a broad level of knowledge in preparation for more specialized work in their selected business programs.

Core Courses:

ACCT 200	Elements of Accounting I
ACCT 201	Elements of Accounting II
ACCT 300	Legal Environment of Business
BADM 301	Fundamentals of Management
BADM 321	Marketing
BADM 226	Quantitative Methods for Business
BIT 220	Management Information Systems
BIT 318	Business Communication
BOTE 247	Spreadsheet Applications
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
FIN 353	Corporation Finance
MATH 240	Applied Statistics

College of Business Core Curriculum Goals and Learning Outcomes

Goal: Demonstrates knowledge of and skills in business functions.

- Describes business functions, including accounting, business law, economics, entrepreneurship, finance, international business, knowledge management, management, management information systems, marketing, and production operations.
- Applies knowledge of business functions capable of adding value to the organization.
- Integrates business functions effectively in both internal and external environments.

Goal: Communicates clearly, effectively, and professionally.

- Creates and presents oral communication that is clear, concise, complete, correct, and coherent.
- Creates and presents written communication that is clear, concise, complete, correct, and coherent.
- Uses multimedia to enhance communication.
- Communicates effectively in virtual environments.
- Prepares communication sensitive to audience diversity and culture.
- Demonstrates listening skills and an understanding of non-verbal behavior.
- Demonstrates interpersonal and collaborative skills.

Goal: Uses technology effectively.

- Uses appropriate application tools (including word processing, spreadsheet, database, presentation, statistical, and communication) for data gathering, analysis, and presentation.
- Uses virtual tools for conducting applied business research.
- Recognizes risks of using technology.

Goal: Applies concepts of problem solving, critical thinking, and decision making.

- Explains situational analysis.
- Determines problem, identifies and evaluates alternative solutions, and selects a solution.
- Plans and conducts applied business research.
- Projects adaptability, resourcefulness, and innovativeness.

Goal: Comprehends and/or exhibits professional behavior.

- Demonstrates knowledge of professional conduct, including but not limited to: attire, integrity, professional engagement, corporate culture, networking, respect, responsibility, social skills, and speech.

Goal: Integrates College of Business core and major program knowledge and skills in a capstone experience.

DEPARTMENT OF ACCOUNTING AND FINANCE

Chair: Patti Fedje

701-858-3293 1-800-777-0750, ext. 3293

email: patti.fedje@minotstateu.edu

Faculty: Carla Cabarle; Patricia A. Fedje; Dean A. Frantsvog; Joan E. Houston; Frank L. Moseley; Jerry M. Stai; Jay L. Wahlund; Karen S. Walz.

College of Business Web Site:

<http://www.minotstateu.edu/business>

ACCOUNTING

Accounting Program Mission

The mission of the Accounting Program is to prepare individuals to enter the accounting profession, to strengthen the skills of those already part of the work force, and to develop lifelong learning skills and professional relationships. Preparation for the accounting profession encompasses learning the functions of accounting, the underlying body of concepts that form accounting theory, and the application of these concepts to practical problems and situations. Since accounting interrelates with other disciplines, the student is made aware of the multifaceted nature of business. Emphasis is placed on technical knowledge, problem analysis and solution, information systems, communication and ethics.

Accounting Program Goals and Outcomes

Goal: Demonstrate knowledge of and apply the principles and procedures of financial accounting.

Outcomes:

- Know the conceptual framework of financial accounting and reporting.
- Perform the steps in the accounting cycle.
- Perform financial statement analysis and interpret results.
- Recognize the effect of business transactions on the financial

statements of a business.

- Explain and use the elements of an accounting information system.
- Know and apply generally accepted accounting principles.

Goal: Demonstrate knowledge of and apply the principles and procedures of managerial accounting.

Outcomes:

- Know and apply the various cost systems.
- Distinguish and analyze various cost classifications.
- Use key cost and revenue measures and techniques.

Goal: Demonstrate knowledge of and apply auditing and attestation theories, standards and procedures.

Outcomes:

- Differentiate the various attestation and other services.
- Define and employ applicable attestation and other professional standards.
- Prepare and interpret audit reports.
- Describe the elements of internal control and their role in deterring fraud and achieving an organization's goal.

Goal: Demonstrate and apply knowledge of federal taxation, ethics, professional and legal responsibilities, and business law.

Outcomes:

- Know and apply the federal income tax concepts as they pertain to individuals.
- Know and apply the federal income tax concepts as they pertain to business entities.
- Define and account for other taxes (such as payroll tax, property tax, and sales tax) that impact business.
- Identify advantages, implications, and constraints of legal structures for businesses.
- Recognize legal issues as they pertain to agency, contracts, debtor-creditor relationships, government regulation of business, uniform commercial code, and real property.
- Recognize other professional, legal, and ethical responsibilities.

Goal: Integrate skills related to technology, research, problem solving and communications.

Outcomes:

- Research issues using the Internal Revenue Code, Financial Accounting Research Systems, AICPA pronouncements, and other professional literature.
- Demonstrate the integration of accounting and spreadsheets
- Demonstrate effective communication skills (written, oral, professional demeanor, etc.).

Goal: Demonstrate knowledge of and apply principles and procedures related to the following areas, if selected: fraud examination, governmental and not-for-profit accounting, and accounting information systems, managerial accounting, law or auditing.

Outcomes:

- Know and apply principles and procedures related to areas of student interest or student career goals.

BACHELOR OF SCIENCE WITH A MAJOR IN ACCOUNTING (120 CR)

The accounting major is designed to provide a basic level of expertise in accounting theory and practice. The student has the opportunity to complete additional courses in fraud examination, cost accounting, business law, auditing, not-for-profit accounting, and accounting information systems. The student may elect courses in anticipation of sitting for various professional examinations in the field of accounting or to provide additional background for a specific career track. Internships are also available to provide practical experience in diverse accounting fields.

North Dakota law requires persons sitting for the CPA professional examination to have completed 150 semester hours of college education, which includes a baccalaureate degree. Students interested in becoming CPAs should be prepared to extend their programs of study by at least 22 semester hours at the undergraduate or graduate levels to meet this requirement.

* Six credits of approved Diversity courses are required for graduation. Refer to the MSU Diversity Requirements on page 29 of the MSU undergraduate catalog.

General Education (38 cr)

College of Business Core Requirements (40 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 226 Quantitative Methods for Business(3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- BIT 220 Management Information Systems (3)
- BIT 318 Business Communication (3)
- BOTE 247 Spreadsheet Applications (3)
- ECON 201 Principles of Microeconomics* (3)
- ECON 202 Principles of Macroeconomics* (3)
- FIN 353 Corporation Finance (3)
- MATH 240 Applied Statistics* (4)

*These courses may be taken as a part of the General Education requirement.

Accounting Courses (41 cr)

- ACCT 301 Intermediate Accounting I (3)
- ACCT 302 Intermediate Accounting II (3)
- ACCT 303 Intermediate Accounting III (3)
- ACCT 321 Managerial Accounting (3)
- ACCT 331 Business Law I (3)
- ACCT 401 Advanced Accounting I (3)
- ACCT 411 Taxation of Individuals (3)
- ACCT 412 Taxation of Business Entities (3)
- ACCT 430 Auditing/Assurance Concepts (3)
- ACCT 480 Controllorship (3)

Elect at least 11 credits from the following

- ACCT 315 Government/Non-Profit Accounting (3)
- ACCT 322 Advanced Managerial Accounting (3)
- ACCT 330 International Business Law (3)

- ACCT 332 Business Law II (3)
- ACCT 351 Fraud Examination (3)
- ACCT 360 Accounting Information Systems (3)
- ACCT 402 Advanced Accounting II (3)
- ACCT 431 Auditing/Assurance Practices (3)
- ACCT 497 Internship (2 maximum)
- ACCT 499 Special Topics
- ECON 318 Money and Banking (3)

Electives (To meet the 120 sh graduation requirement)

ACCOUNTING MINOR (21 CR)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 301 Intermediate Accounting I (3)
- ACCT 302 Intermediate Accounting II (3)
- ACCT 321 Managerial Accounting (3)
- Elect two from the following (6 cr)
 - ACCT 303 Intermediate Accounting III (3)
 - ACCT 315 Government/Non-Profit Accounting (3)
 - ACCT 411 Taxation of Individuals (3)
 - ACCT 412 Taxation of Business Entities (3)

FRAUD EXAMINATION MINOR (24 CR)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 351 Fraud Examination (3)
- ACCT 360 Accounting Information Systems(3)
- CJ 226 Introduction to Criminal Investigations (3)
- CJ 230 Criminal Law (3)
- CJ 330 Criminological Theory (3)
- CJ 450 White Collar Crime (3)

ACCOUNTING CONCENTRATION (12 CR)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- Elect two from the following (6 cr)
 - ACCT 301 Intermediate Accounting I (3)
 - ACCT 315 Government/Non-Profit Accounting (3)
 - ACCT 321 Managerial Accounting (3)
 - ACCT 411 Taxation of Individuals (3)

ENERGY ECONOMICS AND FINANCE

Energy Economics and Finance Mission

The mission of the Energy Economics and Finance Program is to educate students in the knowledge essential for understanding the business theory, practice, and processes necessary for analyzing the feasibility of projects in the energy industry.

Energy Economics and Finance Program Goals and Outcomes

Goal: Meet the financial analysis needs of the energy industry

in North Dakota and the Great Plains.

Goal: Prepare future business managers to meet energy challenges.

Outcomes:

- understand the historical practice and theory of energy markets
- examine energy industry-specific approaches to financial analysis and practice.
- critically analyze energy projects and problems using appropriate data and technology tools.

Goal: Provide methods for examining alternative energy sources for their economic and financial suitability in meeting energy users' needs.

Outcomes:

- investigate the economic valuation, strategy, and finance of energy projects.
- explore links between energy projects and financial markets.
- value energy projects, including real options.
- gain understanding of renewable energy user markets.
- discover how financing choices affect energy project valuation.
- implement value-at-risk methods for risk management.
- understand economic fundamentals of energy industries.
- assign value to operational components, such as oil fields, pipelines, wind farms, and ethanol/biodiesel plants.

Goal: Contribute to our nation's energy independence and security by educating a workforce dedicated to energy economic and financial analysis.

BACHELOR OF SCIENCE WITH A MAJOR IN ENERGY ECONOMICS AND FINANCE (128 CR)

The Energy Economics and Finance major is designed to provide a foundation in geological sciences and a rigorous selection of economics and finance courses focused on energy topics to enable students to perform business analyses as members of asset-project teams for a range of business analysis positions in the energy industry, from business and financial analyst or project analyst for an energy company or a utility, to energy loan specialist for a financial institution, to energy economist, to a corporate planner leading eventually to CFO or CEO positions and to positions as energy-audit consultants to public service commissions. The special strengths of the program include its capability to link economic and financial analysis processes and practices with energy-related issues, its ability to offer students the opportunity to enhance this link through "options" that provide specialization, and its uniqueness within the region.

The Energy Economics and Finance program is designed to prepare students to be financial analysts capable of providing value to energy organizations. To meet this objective, the curriculum builds upon a strong business core by further blending knowledge in three areas: geology, economics, and finance. The curriculum has four components: General Education, College of Business Core Requirements, required major courses, and

elective options.

* Six credits of approved Diversity courses are required for graduation.

General Education (38 cr)

College of Business Core Requirements (40 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BIT 220 Management Information Systems (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- BADM 226 Quantitative Methods for Business (3)
- BIT 318 Business Communication (3)
- BOTE 247 Spreadsheet Applications (3)
- ECON 201 Principles of Microeconomics* (3)
- ECON 202 Principles of Macroeconomics* (3)
- FIN 353 Corporation Finance (3)
- MATH 240 Applied Statistics* (4)

*These courses may be taken as part of the General Education Requirement.

Energy Economics and Finance Required Courses (46 cr)

- ACCT 321 Managerial Accounting (3)
- ACCT 415 Energy Law (3)
- BADM 416 Operations Management (3)
- GEOL 101 Environmental Geology (4)
- GEOL 105 Physical Geology (4)
- GEOL 260 Energy Resources (3)
- ECON 312 Price Theory (3)
- ECON 314 National Income Analysis (3)
- ECON 320 Environmental and Natural Resources Economics(3)
- ECON 410 Managerial Economics (3)
- FIN 357 Advanced Corporate Finance (3)
- FIN 458 Cases In Finance (3)
- FIN 421 International Energy Markets (3)
- FIN 459 Advanced Project Evaluation and Risk Analysis (3)
- FIN 491 Seminar in Energy Topics (2)

Options (9–12 cr)

A. Geology (10 cr.)

- GEOL 106 Historical Geology (4)
- GEOL 299 Geology of North Dakota (3)
- BIT 312 Database Theory and Application (3)

B. MIS (12 cr.)

- BIT 312 Database Theory and Application (3)
- BIT 452 Database Program Development (3)
- BIT 453 System Analysis and Design (3)
- BIT 472 IT Project Management (3)

C. Computer Science (12 cr.)

- CSCI 160 Computer Science I (4)
- CSCI 161 Computer Science II (4)
- CSCI 112 Visual Basic and VBA (4)

D. International Business (12 cr.)

- BADM 307 International Business (3)
- BADM 437 International Culture and Management (3)
- FIN 457 International Corporate Finance (3)
- ECON 414 International Economics (3)

E. Entrepreneurship (9 cr.)

- BADM 303 Entrepreneurship/Small Business Management (3)
- BADM 489 Entrepreneurship/New Venture Creation (3)
- FIN 360 Entrepreneurial Finance (3)

F. General Finance Electives (9 cr.)

- BADM 307 International Business (3)
- BIT 453 Systems Analysis (3)
- ECON 318 Money and Banking (3)
- FIN 355 Investments (3)
- FIN 443 Real Estate Finance (3)
- FIN 454 Portfolio Theory (3)
- FIN 457 International Corporate Finance (3)
- FIN 497 Internship (3 maximum)

G. Engineering Studies (12 cr.)

Pre-engineering majors are encouraged to apply.

FINANCE

Finance Program Mission

The finance program mission is to enable the graduating finance major to use the principles, tools, and techniques for effective and efficient financial management, perform financial analysis and planning, explain the Investments environment and asset valuation models, identify short, intermediate, and long-term financial alternatives, apply financial management for new ventures and small business, and to understand the management performance, and regulatory aspects of financial institutions and markets.

Finance Program Goals and Outcomes

Goal: Demonstrate knowledge of and apply the principles, tools and techniques for effective and efficient financial management.

Outcomes:

- Perform financial statement analysis to evaluate a firm's financial performance and produce pro forma financial statements.
- Know the characteristics of and apply the evaluation techniques to fixed-income securities, like bonds, preferred stock, and common stock
- Use the capital budgeting decision models adjusting for risk.
- Know the management of working capital, including decisions about the optimal overall level of current assets and the optimal mix of short-term and long-term funds used to finance the company's assets.
- Know how operating and financial leverage aid management in assessing risk/return trade offs of various types of financial

decisions.

- Apply the concepts of the time value of money.
- Know the concept of risk and apply it to the valuation process of alternative investments.
- Know the different alternatives for short-term, intermediate-term, and long-term funding.

Goal: Demonstrate knowledge of and apply investment strategy and analysis from basic investing to the theory of portfolio construction and risk management.

Outcomes:

- Identify major types of financial markets, the major participants, and recent trends in those markets.
- Compare and contrast major types of investment alternatives and policies.
- Know the techniques of macroeconomics and industry analysis and use technical analysis.
- Perform analysis of investment alternatives, manage a portfolio, and evaluate results.
- Apply portfolio theory in the construction of a portfolio within an environment of risk and uncertainty.

Goal: Demonstrate an understanding of the management, performance, and regulatory aspects of financial institutions and markets

Outcomes:

- Know the types of financial markets and the role of financial institutions within those markets.
- Explain how to forecast interest rates.
- State how financial market participants monitor monetary and fiscal policies.
- Know how interest rates are affected by various factors and how to manage interest rate risk with futures, options, swaps, and other derivatives.
- Identify the sources and uses of funds, regulations, management, and performance of commercial banks, thrifts, mutual funds, securities firms, insurance companies, pension funds, and credit unions.

Goal: Demonstrate the theories, knowledge and financial tools necessary to start, grow and harvest a successful business venture

Outcomes:

- Identify the ingredients for doing a start-up business and the components of a financially sound business model.
- Analyze a business plan and create the financial portion of the plan illustrating the venture's financial viability.
- Identify opportunity-screening criteria used by venture capital investors and describe the due diligence process relating to financing and harvesting a potential new venture.
- Determine how much money is needed to start the company and its cash burn rate, and describe the sources used to fund a new venture including venture capital, bank loans, and government loan guarantee and micro-credit programs.
- Know how to use financial statements in managing and in creating long-term value of an entrepreneurial venture.
- Describe the concept of sustainable sales growth rate as well as the process of identifying when and how many additional

funds will be needed to support the venture's sales forecast.

- Demonstrate the techniques of determining the value of a small business firm.
- Discuss how an entrepreneur can develop an exit strategy to harvest the venture.

Goal: Demonstrate knowledge of and apply principles and procedures related to the following areas, if selected: financial accounting, federal income taxation, finance as related to real estate, insurance & risk management, international finance, or banking.

Outcome:

- Know and apply principles and procedures related to an area of student interest or student career goals.

BACHELOR OF SCIENCE WITH A MAJOR IN FINANCE (120 CR)

The finance major prepares students for a wide variety of careers in business and government, including corporate financial management, financial analysis, financial institutions, entrepreneurship, investments, real estate, financial planning, and international business. It provides students with knowledge and decision-making skills for acquiring, investing, and managing capital. The concepts, methods, and techniques equip the students with a thorough understanding of the financial process in order to add value to any organization.

* Six credits of approved Diversity courses are required for graduation. Refer to the MSU Diversity Requirements on page 29 of the MSU undergraduate catalog.

General Education (38 cr)

College of Business Core Requirements (40 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- BADM 226 Quantitative Methods for Business (3)
- BIT 220 Management Information Systems (3)
- BIT 318 Business Communication (3)
- BOTE 247 Spreadsheet Applications (3)
- ECON 201 Principles of Microeconomics* (3)
- ECON 202 Principles of Macroeconomics* (3)
- FIN 353 Corporation Finance (3)
- MATH 240 Applied Statistics* (4)

*These courses can be taken as a part of the General Education requirement.

Courses required for Finance Major (33 cr)

- ACCT 321 Managerial Accounting (3)
- FIN 355 Investments (3)
- FIN 357 Advanced Corporate Finance (3)
- FIN 360 Entrepreneurial Finance (3)
- FIN 454 Portfolio Theory (3)
- FIN 455 Financial Institutions and Markets (3)
- FIN 457 International Corporate Finance (3)

FIN 458 Cases In Finance (3)

Select three courses from the following (9 cr)

ACCT 301 Intermediate Accounting I (3)
 ACCT 302 Intermediate Accounting II (3)
 ACCT 303 Intermediate Accounting III (3)
 ACCT 411 Taxation of Individuals (3)
 ACCT 412 Taxation of Business Entities (3)
 BADM 496 Business Consulting (3)
 ECON 318 Money and Banking (3)
 ECON 410 Managerial Economics (3)
 FIN 443 Real Estate Finance (3)
 FIN 451 Insurance and Risk Management (3)
 FIN 497 Internship (3 maximum)
 FIN 499 Special Topics*

*Requires advisor approval for meeting program requirements.

Electives (To Meet 120 sh graduation requirement)

FINANCE MINOR (21 CR)

FIN 353 Corporate Finance (3)
 FIN 355 Investments (3)
 FIN 357 Advanced Corporate Finance (3)
 FIN 360 Entrepreneurial Finance (3)
 FIN 455 Financial Institutions & Markets (3)
 Select two courses from the following (6 cr)
 FIN 443 Real Estate Finance (3)
 FIN 451 Insurance and Risk Management (3)
 FIN 457 International Corporate Finance (3)
 FIN 458 Cases In Finance (3)
 FIN 499 Special Topics
 ACCT 301 Intermediate Accounting I (3)
 ACCT 302 Intermediate Accounting II (3)
 ACCT 303 Intermediate Accounting III (3)
 ACCT 411 Taxation of Individuals (3)
 ACCT 412 Taxation of Business Entities(3)
 ECON 318 Money and Banking (3)
 ECON 410 Managerial Economics (3)

PERSONAL FINANCE CONCENTRATION

(for non-business majors) (12 cr)

FIN 251 Personal Finance (3)
 FIN 355 Investments (3)
 FIN 443 Real Estate Finance (3)
 FIN 451 Insurance and Risk Management (3)

**DEPARTMENT OF BUSINESS
 ADMINISTRATION**

Chair: Gary J. Ross

701-858-3291, 1-800-777-0750, ext.3291

Faculty: Andy Bertsch; John Girard; Jacek Mrozik; James Ondracek; Gary Ross; M. Saeed; Mehmet Koseoglu; Diann Hanson. Business Administration Web Site:

<http://www.minotstateu.edu/business/department.html>

International Business Web Site: <http://www.ndcd.org/ifib>

INTERNATIONAL BUSINESS

International Business Program

Mission

The International Business graduate is prepared for domestic and international careers where graduates will be employed in activities involved with the international flow of goods, services, and information. Our graduates take positions with global businesses, governmental organizations, and non-profit organizations. Our graduates add value to their employers' organizations through their acquired international expertise and sensitivities.

International Business Program

Goals and Outcomes

Goal: Apply knowledge of international business at the strategic, tactical, and operational levels in a changing global environment.

Outcomes:

- Applies business analysis at the strategic, tactical, and operational levels in any organization.
- Prepares and implements international business plans and strategies.
- Designs and introduces implementation plans.
- Designs and introduces control mechanisms.
- Conducts research that determines and prioritizes international business opportunities.
- Identifies and controls for international risks and uncertainties.

Goal: Apply cross-cultural business skills and expertise.

Outcomes:

- Demonstrates and applies international and domestic cross-cultural skills and competencies in segmenting and serving markets exhibiting different cultural characteristics.
- Demonstrates and applies communication skills and competencies demanded by organizations with international operations, or organizations that are affected by global events, conditions, and constraints.
- Demonstrates ability to use marketing, management, and other business disciplines in a variety of cultural settings.

Goal: Apply a variety of business and management skills in evaluating domestic and international business and non-business opportunities.

Outcomes:

- Explains and applies international business and management skills to evaluate domestic organizations that are affected by international events, conditions, and constraints.
- Explains and applies international business and management skills to evaluate international organizations that are affected by global events, conditions, and constraints.

Goal: Demonstrate effective decision-making, organizing and leadership skills.

Outcomes:

- Demonstrates effective decision-making, organizing and leadership skills in for-profit business organizations.
- Demonstrates effective decision-making, organizing and leadership skills in local, state, regional, national, and trans-national governmental organizations.
- Demonstrates effective decision-making, organizing and leadership skills in non-profit organizations.

BACHELOR OF SCIENCE WITH A MAJOR IN INTERNATIONAL BUSINESS (120 CR)

General Education (38 cr)

Diversity Requirement (3 cr)

College of Business Core Requirements (40 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 226 Quantitative Methods for Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- FIN 353 Corporation Finance (3)
- BOTE 247 Spreadsheet Applications (3)
- BIT 220 Management Information Systems (3)
- BIT 318 Business Communication (3)
- ECON 201 Principles of Microeconomics* (3)
- ECON 202 Principles of Macroeconomics* (3)
- MATH 240 Applied Statistics (4)

*These courses can be taken as a part of the General Education requirement.

Required International Business Courses (24-27 cr)

- ACCT 321 Managerial Accounting (3)
- BADM 120 Fundamentals of Business (3)**
- BADM 307 International Business (3)
- BADM 427 International Marketing (3)
- BADM 437 International Culture and Management (3)
- BADM 462 International Business Strategy (3)
- International Business Electives (9)
 - International Business Internship(s)
 - International Business Study Tour(s)
 - International Business Topical Course(s)
 - Any Foreign Language course(s)
 - Any 300 or 400 level College of Business course(s)
 - Any 300 or 400 level Economics course(s)

or any of the following:

- GEOG 161 World Regional Geography
- GEOG 262 North America
- GEOG 364 Africa
- GEOG 365 Monsoon Asia
- GEOG 366 Latin America and the Caribbean
- GEOG 367 Europe and South Central Asia
- GEOG 368 Geography of Russia and Central Asia
- GEOG 370 Geography of World Tourism
- GEOG 450 Cultural Geography
- HIST 102 Western Civilization II
- HIST 380 History of Mexico
- HIST 435 Latin American History Seminar
- HIST 450 Modern Germany
- HIST 460 Modern France and Francophone Society

- PHIL 202 World Religions
- POLS 220 International Politics
- SOC 374 Cultural Studies
- SOC 455 Global Families

Or course approval by student's International Business advisor.

** Required for all freshmen and transfer students with fewer than 24 semester hours.

Electives, Second Major, or Minor (12-15 cr)

MANAGEMENT

Management Program Mission

The Management program prepares future professionals to plan, organize staff, lead, and control resources for the purpose of adding value to organizations in diverse environments.

Management Program

Goals and Outcomes

Goal One: Apply management principles at strategic, tactical, and operational levels.

Outcomes:

- Applies planning activities including analyzing current situations, anticipating the future, determining objectives, deciding in what types of activities the organization will engage, choosing strategies, and determining the resources needed to achieve the organization's goals.
- Prepare organizational activities, including attracting people to the organization, specifying job responsibilities, grouping work into jobs, and organizing people and things to work together effectively.
- Assess leadership styles of self and others.
- Apply control fundamentals, including monitoring progress and implementing necessary changes to align with organizational goals.
- Apply operational concepts and quantitative decision models for solving operations and production problems.
- Apply qualitative and quantitative techniques to evaluate business performance.

Goal Two: Apply management skills from an entrepreneurial perspective.

Outcomes:

- Explain entrepreneurial theory, knowledge, practice, tools and techniques needed by entrepreneurs to start, grow, and harvest a successful venture.
- Apply innovation and creativity to create value to the organization.
- Develop a plan that includes sales projections, operations, marketing, finance, and organizational architecture.
- Identify, explore, and analyze entrepreneurial opportunities.

Goal Three: Explain management skills from an international business perspective.

Outcomes:

- Explain the theory, practice, and impact of international business.

- Explain culture and management in an international context.

BACHELOR OF SCIENCE WITH A MAJOR IN MANAGEMENT (120 CR)

General Education (38 cr)

Diversity Requirement (3 cr)

College of Business Core Requirements (40 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 226 Quantitative Methods for Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- FIN 353 Corporation Finance (3)
- BOTE 247 Spreadsheet Applications (3)
- BIT 220 Management Information Systems (3)
- BIT 318 Business Communication (3)
- ECON 201 Principles of Microeconomics* (3)
- ECON 202 Principles of Macroeconomics* (3)
- MATH 240 Applied Statistics* (4)

*These courses can be taken as a part of the General Education requirement.

Required Management Courses (27 - 30 cr)

- ACCT 321 Managerial Accounting (3)
- BADM 120 Fundamentals of Business (3)**
- BADM 303 Human Resource Management (3)
- BADM 416 Operations Management (3)
- BADM 465 Strategic Management (3)
- BADM 436 Organizational Behavior Principles and Practices (3)
- BADM 304 Entrepreneurship and Small Business Management (3)
- BADM 307 International Business (3)
- BADM 489 Entrepreneurship and New Venture Creation (3)
- BADM 498 Management Capstone (3)

** Required for all freshmen and transfer students with fewer than 24 semester hours.

Electives, Second Major, or Minor (9-12 cr)

APPLIED MANAGEMENT

Program Mission

The applied management graduate is a professional who can fill a responsible managerial position that complements his/her vocational background.

Applied Management Program

Goals and Outcomes

Goal: Demonstrates knowledge of and skills in business functions, including accounting, economics, marketing, finance, operations, and communications.

Outcomes:

- Describes business functions, including
- accounting

- economics
- finance
- knowledge management
- management
- marketing
- production and operations.

Goal: Communicate clearly, effectively, and professionally.

Outcomes:

- Creates and presents oral communications that are clear, concise, complete, correct, and coherent.
- Creates and presents written communications that are clear, concise, complete, correct, and coherent.
- Uses multimedia to enhance communications.
- Communicates effectively in virtual environments.
- Prepares communications sensitive to audience diversity and culture.
- Demonstrates listening skills and an understanding of non-verbal behavior.
- Demonstrates interpersonal and collaborative skills.

Goal: Use technology effectively.

Outcomes:

- Uses appropriate application tools (including word processing, spreadsheet, database, presentation, statistical, and communication) for data gathering, analysis, and presentation.
- Uses virtual tools for conducting applied business research.

Goal: Comprehend and/or exhibit professional behavior.

Outcomes:

- Demonstrates knowledge of professional conduct, including but not limited to: attire, integrity, professional engagement, corporate culture, networking, respect, responsibility, social skills, and speech.

Goal: Demonstrate and apply management skills at the tactical and operational levels

Outcomes:

- Applies planning activities, including analyzing current situations, anticipating the future, determining objectives, choosing strategies, and determining required resources to achieve goals.
- Describes organizational and planning processes, including the assembling and coordinating of the human, financial, physical, knowledge, and other resources needed to achieve goals.
- Applies organization activities, including attracting people to the organization, specifying job responsibilities, grouping jobs into work units, marshalling and allocating resources, and creating conditions so that people and processes work together to achieve maximum success.
- Describes leadership actions, including directing, motivating, and communicating with team members, individually and in groups.
- Applies controlling fundamentals, including controlling, monitoring progress, and implementing necessary changes in alignment with organizational goals.

100 Applied Management, Marketing

Goal: Demonstrate effective decision-making skills in the basic areas of business and operations.

Outcomes:

- Describes operational concepts and applies decision models for solving operations and production problems.

Goal: Demonstrate human relations skills in diverse organizational settings.

Outcomes:

- Gives examples of ethical applications in diverse business environments.
- Demonstrates team-building concepts and effective group work.
- Articulates conflict resolution techniques and issues.
- Explains applicable laws and practices in the recruitment, selection, evaluation, and retention of employees.

Goal: Analyze personal leadership style.

Outcomes:

- Describes the various ways to analyze personality traits and cognitive styles.
- Compares and contrasts leadership styles and theories.
- Contrasts leadership theory to self assessment.

Goal: Integrate major program knowledge and skills in capstone experience.

BAS Applied Management Program Guidelines

Guidelines for Bachelor of Applied Science (BAS) degree program:

- Students must have an AAS to be accepted into this program.
- Student must complete General Education requirements at MSU or another institution.
- There are special exceptions to MSU policy that apply only to North Dakota residents, who need only 42 credits from MSU to complete the degree.
- If a student has completed his/her AAS out of state, all regular MSU policies apply (meet MSU General Education requirements, 60 credits at 4-year institution and at least 30 credits from MSU).
- A minimum cumulative total of 128 credits is required to graduate.

BACHELOR OF APPLIED SCIENCE WITH A MAJOR IN APPLIED MANAGEMENT (120 CR)

College of Business Core Requirements

AAS Degree

General Education (38 cr)

Can be completed at MSU or other institution

Diversity (3)

Required Support Courses (19 cr)

BADM 226 Quantitative Methods for Business (3)

ECON 201 Principles of Microeconomics* (3)

ECON 202 Principles of Macroeconomics* (3)

ACCT 200 Elements of Accounting I (3)

MATH 240 Applied Statistics (4)

BOTE 247 Spreadsheet Applications (3)

*These courses can be taken as a part of the General Education requirement.

College of Business Professional Core (42 cr)

ACCT 201 Elements of Accounting II (3)

BADM 301 Fundamentals of Management (3)

BADM 303 Human Resource Management (3)

BADM 309 Safety Management (3)

BADM 321 Marketing (3)

BADM 408 Negotiations (3)

BADM 416 Operations Management (3)

BADM 436 Organizational Behavior Principles and Practices (3)

BIT 318 Business Communications (3)

FIN 353 Corporation Finance (3)

Select one of the following three courses (3)

ACCT 300 Legal Environment of Business (3)

BADM 406 Professional Business Ethics (3)

BIT 220 Management Information Systems (3)

Select from the following (6)

BADM 497 Internship (3-6)

Elective (0-3)

(Internship credits and experiences are customized to fit each student. Students may elect a combination of internship hours and additional courses from the elective list for a total of 6 credits to be approved by advisor)

MARKETING

Marketing Program Mission

The Marketing graduate is capable of filling marketing positions in organizations and communities and is capable of establishing, promoting and running business ventures.

Marketing Program

Goals and Outcomes

Goal: Apply marketing analysis and planning and control concepts at the strategic, tactical, and operational levels in an ever changing dynamic marketing environment.

Outcomes:

- Conducts marketing analysis at the strategic, tactical, and operational levels in any organization.
- Prepares and implements a marketing plan.
- Devises and implements control mechanisms.
- Conducts research and identifies how to manage change and facilitate organizational development.
- Identifies and analyzes risks and uncertainties and suggests risk management plans.
- Conducts environmental scanning.
- Identifies and analyzes the forces operating in an ever-changing marketing environment.

Goal: Apply promotional entrepreneurial, communication, and cross-cultural marketing skills and competencies.

Outcomes:

- Demonstrates and applies promotional skills and competencies for marketing products, services, and ideas.
- Demonstrates and applies entrepreneurial skills and competencies for marketing products, services, and ideas.
- Demonstrates and applies communication skills and competencies for internal marketing, customer service, and other marketing functions.
- Demonstrates and applies cross-cultural skills and competencies in segmenting and servicing markets.

Goal: Apply consumer behavior knowledge in marketing products, services, and ideas.

Outcomes:

- Applies consumer behavior knowledge in marketing products.
- Applies consumer behavior knowledge in marketing services.
- Applies consumer behavior knowledge in marketing ideas.

Goal: Apply marketing concepts in consumer, industrial, and government markets.

Outcomes:

- Demonstrates and applies consumer behavior knowledge in the consumer market.
- Demonstrates and applies consumer behavior knowledge in the industrial market.
- Demonstrates and applies consumer behavior knowledge in the government market.

Goal: Apply marketing skills in evaluating domestic and international marketing environments.

Outcomes:

- Explains and applies marketing skills to evaluate domestic markets.
- Explains and applies marketing skills to evaluate environmental international markets.

Goal: Demonstrate effective decision-making, planning, organizing, leading, and controlling knowledge, skills, and abilities.

Outcomes:

- Demonstrates effective decision-making, planning, organizing, leading, and controlling in advertising, promotion, public relations, and direct marketing.
- Demonstrates effective decision-making, planning, organizing, leading, and controlling in distribution and logistics.
- Demonstrates effective decision-making, planning, organizing, leading, and controlling in marketing information systems and e-commerce.
- Demonstrates effective decision-making, planning, organizing, leading, and controlling in product management.

Goal: Apply research tools and skills for exploring marketing opportunities and for solving market problems.

Outcomes:

- Applies research tools and skills for exploring marketing

opportunities.

- Applies research tools and skills for solving marketing problems.

BACHELOR OF SCIENCE WITH A MAJOR IN MARKETING (120 CR)

General Education (38 cr)

Diversity Requirement (3 cr)

College of Business Core Requirements (40 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 226 Quantitative Methods for Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- FIN 353 Corporation Finance (3)
- BOTE 247 Spreadsheet Applications (3)
- BIT 220 Management Information Systems (3)
- BIT 318 Business Communication (3)
- ECON 201 Principles of Microeconomics* (3)
- ECON 202 Principles of Macroeconomics* (3)
- MATH 240 Applied Statistics (4)

*These courses can be taken as a part of the General Education requirement.

Required Marketing Courses (24-27 cr)

- ACCT 321 Managerial Accounting (3)
- BADM 120 Fundamentals of Business (3)**
- BADM 324 Integrated Marketing Communications (3)
- BADM 307 International Business (3)
- BADM 421 Applied Business Research (3)
- BADM 422 Consumer Behavior (3)
- BADM 424 Logistics and Channel Management (3)
- BADM 427 International Marketing (3)
- BADM 488 Marketing Strategy (3)

**Required for all freshmen and transfer students with fewer than 24 semester hours.

Electives, Second Major, or Minor (12-15 cr)

BUSINESS ADMINISTRATION MINOR

(for non-business majors) (21 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- Elect any combination of 6 credits from 200-400 level BADM courses (6)

INTERNATIONAL BUSINESS MINOR (18 CR)

- FIN 251 Personal Finance (3)
- BADM 301 Fundamentals of Management (3)
- BADM 307 International Business (3)
- BADM 321 Marketing (3)
- BADM 427 International Marketing (3)
- BADM 437 International Culture & Management (3)

MARKETING MINOR (21 CR)

- BADM 120 Fundamentals of Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 307 International Business (3)
- BADM 321 Marketing (3)
- BADM 422 Consumer Behavior (3)
- BADM 424 Logistics and Channel Management (3)
- BADM 427 International Marketing (3)

MANAGEMENT MINOR (21 CR)

- BADM 120 Fundamentals of Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- BADM 303 Human Resources Management (3)
- BADM 304 Entrepreneurship/Small Business Management (3)
- BADM 307 International Business (3)
- BADM 436 Organizational Behavior Principles and Practices (3)

MANAGEMENT CONCENTRATION

(for non-business majors) (12 cr)

- BADM 120 Fundamentals of Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 303 Human Resource Management (3)
- BADM 436 Organizational Behavior Principles and Practices (3)

MARKETING CONCENTRATION

(for non-business majors) (12 cr)

- BADM 120 Fundamentals of Business (3)
- BADM 321 Marketing (3)
- BADM 422 Consumer Behavior (3)
- BADM 427 International Marketing (3)

INTERNATIONAL BUSINESS CONCENTRATION (12 CR)

- BADM 301 Fundamentals of Business (3)
- BADM 307 International Business (3)
- BADM 321 Marketing (3)
- BADM 437 International Culture & Management (3)

DEPARTMENT OF BUSINESS INFORMATION TECHNOLOGY**Chair: Lorraine J. Willoughby**

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Faculty: Kristi Berg; Julianne Eklund; Deanna Klein; Jan L Repnow; Sharon R. Reynolds; Thomas J. Seymour; Linda Cresap; Lorraine J. Willoughby.

Business Information Technology Web Site:

http://www.minotstateu.edu/business/bit_dept.shtml

University Teacher Education Policies

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State. These pages will explain the admission, retention, and exit requirements of the program for business majors in teacher education.

Business Education Program Mission

A Bachelor of Science in Education Business graduate reflects knowledge of the business education curriculum and is certified/licensed to teach business subjects in grades 7-12. The BSE-Business graduate is a reflective decision maker who applies skills of critical thinking, analysis and creativity in developing, delivering and assessing the business curriculum.

Business Education Program Goals and Outcomes

Goal: Completes all course and program requirements which result in professional educator licensure and completes coursework required for career & technical certification.

Outcomes:

- Maintains a grade point average of 2.5, required by the Minot State Teacher Education Unit.
- Joins Phi Beta Lambda.
- Completes a minimum of one online course.
- Applies knowledge through a variety of performance assessments.

Goal: Plans, organizes and manages a business education program that shall include: business and office technology, computer information systems, workplace skills and career opportunities, and advising a business student organization.

Outcomes:

- Arranges activities fostering the development of skills such as appropriate communication, human relations, and teamwork skills.
- Designs a comprehensive business education program for the school setting.
- Compiles a plan of activities for a business education student organization in accordance with the organization's handbook.
- Constructs a program administration plan that could include inventories of equipment, records of maintenance and a departmental budget.

Goal: Investigates a broad range of business and business related subjects.

Outcomes:

- Demonstrates knowledge of general business subjects such as economic systems, business organizations, legal/ethical implications and entrepreneurship, including global and technological aspects.
- Demonstrates knowledge of business subjects such as accounting, computer and information systems, business communications, and current technology applications.

Goal: Prepares himself/herself to teach computer technology and keyboarding at the middle level and elementary level.

Outcomes:

- Arranges keyboarding activities with the elementary classroom teacher that will enhance the language arts curriculum
- Constructs lessons that deliver content appropriate to various grade levels.

Goal: Studies the methods of teaching business education, the philosophy of career and technical education and coordinating techniques (workplace opportunities).

Outcomes:

- Demonstrates techniques in lab settings.
- Demonstrates strategies for overseeing student use of technology.
- Adapts the business curriculum for special needs students
- Utilizes various teaching resources to develop and update lesson plans.
- Develops a realization of the world for vocational education from its beginnings to the present time; includes pertinent legislation.
- Develops strategies for designing curriculum for business education.
- Develops strategies for implementing work place opportunities for high school students.

Goals adapted from North Dakota Program Approval Standards for Business Teacher Education and National Association for Business Teacher Education.

Department Teacher Education Requirements

In addition to university-wide teacher education policies, students enrolled in a degree program in business teacher education will complete the basic core and required courses. Students must be members of the MSU chapter of Phi Beta Lambda (PBL), and must retain membership in PBL through their student teaching experience. During course work, at least one course must be taken in the online environment.

North Dakota career and technical education certification requirements are listed at <http://www.nd.gov/cte/teacher-cert/>.

Students must retain membership in PBL through their student teaching experience. During course work, at least one course must be taken in the online environment.

The status of students admitted to Business Teacher Education is reviewed each semester.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN BUSINESS EDUCATION (128 CR)

**General Education (38 cr)****Required Business Education Core (47 cr)**

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- ACCT 300 Legal Environment of Business (3)
- BADM 120 Fundamentals of Business (3)
- BOTE 152 Keyboarding II (3) (online only)
- BIT 154 Word Processing and Presentation Software (3)
- BIT 235 Introduction to Website Design (3)
- BIT 236 Business Design Tools (3)
- BOTE 247 Spreadsheet Applications (3)
- BIT 220 Management Information Systems (3)
- BIT 318 Business Communication (3)
- BIT 342 Advanced Web Site Design (3)
- BIT 385 Technology Management (3)
- BIT 421 Philosophy of Career and Technical Education (3)
- BIT 423 Coordinating Techniques (2)
- FIN 251 Personal Finance (3)

Professional Education Sequence (41 cr)

- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum, Planning and Assessment (3)
- ED 380 Technology in Teaching* (2)
- ED 460 Managing the Learning Environment* (2)
- ED 470 Teaching Diverse Learners* (2)
- ED 493 Student Teaching* (16)
- SS 283 Ethnic and Cultural Diversity in America (3)
- SPED 110 Introduction to Exceptional Children (3)
- PSY 255 Child and Adolescent Psychology (3) OR
- PSY 352 Adolescent Psychology (3)
- BIT 391 Methods of Teaching Business* (3)

* Requires admission to Teacher Education. Refer to pages 130-134 for Teacher Education Policies and Procedures.

Electives (2 cr)**BUSINESS EDUCATION MINOR (27 CR)**

A business education minor is available only to students seeking or holding a major in another education area.

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- BADM 120 Fundamentals of Business (3)
- BOTE 152 Keyboarding II (3)
- BIT 154 Word Processing and Presentation Software (3)
- BIT 385 Technology Management (3)
- BIT 391 Methods of Teaching Business (3)
- Select two from the following (6 cr)
 - BOTE 247 Spreadsheet Applications (3)
 - BIT 235 Introduction to Web Site Design (3)
 - BIT 236 Business Design Tools (3)

MANAGEMENT INFORMATION SYSTEMS

Management Information Systems Program Mission

A Management Information Systems graduate is a professional and technical person who is knowledgeable of many facets of information systems and is able to assimilate information technology theory and skills.

The Management Information Systems graduate...

Goal One: Defines the theoretical background to develop, document, troubleshoot, and implement business solutions in a variety of environments.

Learning Outcomes:

- Discusses the people, hardware, software, network and the data components of an organization's information systems.
- Demonstrates an understanding of the relationship of information systems to business strategy and discusses concepts relating information technology to comparative advantage.
- Selects and applies appropriate systems analysis and designs techniques to create a system design for a business process including: systems development planning, requirements documentation, analysis, and data/process modeling.
- Describes if and how systems provide information to management that is relevant, reliable, timely and readily accessible.

Goal Two: Develops and implements information technology solutions that enhance organizational performance.

Learning Outcomes:

- Applies appropriate techniques to create business applications.
- Demonstrates knowledge of system architectures, operating systems software, application software tools, and interconnection of information resources through networking.
- Demonstrates application software tools.
- Installs, configures, and uses technology.

Goal Three: Gains breadth and depth in the technical aspects of the discipline.

Learning Outcomes:

- Discusses issues surrounding ethics, security, and global management as they relate to MIS.
- Synthesizes and applies MIS principles to compete in an economy based on information exchange.

Goal Four: Plans and prepares for careers or graduate education where a strong MIS foundation is required.

Learning Outcomes:

- Communicates with IS professionals and educators.
- Selects and designs an appropriate business solution for a capstone project.

BACHELOR OF SCIENCE WITH A MAJOR IN MANAGEMENT INFORMATION SYSTEMS (128 CR)

General Education (38 cr)

College of Business Core Course Requirements (40 cr)

- ACCT 200 Elements of Accounting I (3)
- ACCT 201 Elements of Accounting II (3)
- BADM 226 Quantitative Methods for Business (3)
- BOTE 247 Spreadsheet Applications (3)
- ECON 201 Principles of Microeconomics* (3)
- ECON 202 Principles of Macroeconomics* (3)
- MATH 240 Applied Statistics (4)
- ACCT 300 Legal Environment of Business (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- BIT 220 Management Information Systems (3)
- BIT 318 Business Communication (3)
- FIN 353 Corporation Finance (3)

*These courses can be taken as a part of the General Education requirement.

Required Management Information Systems Courses (31 cr)

- BIT 235 Introduction to Web Site Design (3)
- BIT 310 IS Project Management (3)
- BIT 312 Data and Information Mgmt (3)
- BIT 358 IT Infrastructure (3)
- BIT 370 Web-Based Application Development (3)
- BIT 440 Enterprise Architecture (3)
- BIT 441 IS Strategy, Management, and Acquisition (3)
- BIT 453 Systems Analysis (3)
- BIT 470 Projects in MIS (3)
- Programming Language (4)

Select one of the following tracks:

Systems Analyst Track (18 cr)

- ENG 315 Professional and Technical Writing (3)
- CSCI 331 Social Implications (3)
- BIT 311 Collaborative Computing (3)
- BIT 443 Outsourcing Management (3)
- BIT 452 Client Server Database (3)
- BIT 460 MIS Seminar (3)

or

IT Manager Track (18 cr)

- BIT 385 Technology Management (3)
- BIT 311 Collaborative Computing (3)
- BIT 443 Outsourcing Management (3)
- BIT 444 IT Security and Information Assurance (3)
- BIT 445 IT Audit and Controls (3)
- BIT 460 MIS Seminar (3)

Electives - 7 cr

APPLIED BUSINESS INFORMATION TECHNOLOGY

Program Mission

The Bachelor of Applied Science in Applied Business Information Technology graduate is a technical person who is knowledgeable of many facets of information technology and is able to assimilate information technology skills.

The BAS in Applied Business Information Technology graduate...

Goal One: Demonstrates the technical skills to develop, document, troubleshoot, and implement Information Technology programs in a variety of environments.

Learning Outcomes:

- Discusses the people, hardware, software, network, data, and procedures of an organization's information system.
- Describes if and how systems provide information to management that is relevant, reliable, timely, and readily accessible.
- Explores issues surrounding ethics and security as they relate to Business Information Technology.
- Uses modern application development products as prototyping tools in the systems development process.
- Selects and applies appropriate techniques to create a solution for a business problem which could include system or web site or program development.

Goal Two: Gains breadth and depth in the technical aspects of the discipline.

Learning Outcomes:

- Demonstrates knowledge of system architectures, operating systems software, application software tools, and interconnection of information resources through networking.
- Determines hardware/software selection and demonstrates troubleshooting, and navigating a network.
- Installs, configures, and uses technology.

Goal Three: Applies technical Business Information Technology principles and values in a production environment.

Learning Outcomes:

- Synthesizes and applies Business Information Technology principles to compete in an economy based on information exchange.
- Discusses issues surrounding ethics, security, and global management as they relate to business information systems.

Goal Four: Plans and prepares for careers or graduate education where a strong MIS foundation is required.

Learning Outcomes:

- Communicates with IS professionals and educators.
- Selects and designs an appropriate business solution for a capstone project.

BAS BIT Program Guidelines

Guidelines for Bachelor of Applied Science (BAS) degree program:

- Students must have an AAS to be accepted into this program.
- Student must complete General Education requirements at MSU or another institution.
- There are special exceptions to MSU policy that apply only to North Dakota residents, who need only 42 credits from MSU to complete the degree.
- If a student has completed his/her AAS out of state, all regular MSU policies apply (meet MSU General Education requirements, 60 credits at 4-year institution and at least 30 credits from MSU).
- A minimum cumulative total of 128 credits is required to graduate.

BACHELOR OF APPLIED SCIENCE WITH A MAJOR IN BUSINESS INFORMATION TECHNOLOGY (128 CR)

General Education (38 cr)

Can be completed at either MSU or other institutions.

Required Courses (18 cr)

- ACCT 200 Elements of Accounting I (3)
- BOTE 241 Spreadsheet Applications (3)
- BADM 301 Fundamentals of Management (3)
- BADM 321 Marketing (3)
- BIT 318 Business Communications (3)
- BIT 220 Management Information Systems (3)

BAS Courses for Major (33 cr)

- BIT 235 Introduction to Web Site Design (3)
- BIT 310 IS Project Management (3)
- BIT 311 Collaborative Computing (3)
- BIT 312 Data and Information Management (3)
- Programming Language (3)
- BIT 358 IT Infrastructure (3)
- BIT 370 Web-Based Application Development (3)
- BIT 440 Enterprise Architecture (3 cr)
- BIT 441 IS Strategy, Management, and Acquisition (3)
- BIT 453 Systems Analysis (3)
- BIT 470 Projects in MIS (3)

MANAGEMENT INFORMATION SYSTEMS MINOR (21 CR)

Entire minor also offered online.

- BIT 220 Management Information Systems (3)
- BIT 310 IS Project Management (3)
- BIT 311 Collaborative Computing (3)
- BIT 312 Data and Information Management (3)
- BIT 358 IT Infrastructure (3)
- BIT 385 Technology Management (3)
- BOTE 247 Spreadsheet Applications

INFORMATION PROCESSING

CONCENTRATION (12 CR)

Elect four courses from the following (12cr)

- BOTE 152 Keyboarding II (3)
- BOTE 154 Word Processing and Presentation Software (3)
- BOTE 247 Spreadsheet Applications (3)
- BIT 236 Business Design Tools (3)
- BIT 312 Database Theory and Application (3)

OFFICE SERVICES CONCENTRATION

(10-12 CR)

Elect 10-12 credits from BOTE or BIT courses.

VIRTUAL BUSINESS MINOR (21 CR)

- BIT 220 Management Information Systems (3)
- BIT 310 IS Project Management (3)
- BIT 311 Collaborative Computing (3)
- BIT 358 IT Infrastructure (3)
- BIT 440 Enterprise Architecture (3)
- BIT 441 IS Strategy, Management, and Acquisition (3)
- BIT 443 Outsourcing Management (3)

CERTIFICATE PROGRAM IN APPLICATION SOFTWARE SPECIALIST

(18 CR)

Non-degree program designed for students seeking software application expertise. Courses apply toward Bachelor of Science in MIS major. All courses also offered through MSU online.

This program is for students who are not majoring in MIS.

- BOTE 247 Spreadsheet Application (3)
- BIT 154 Word Processing and Presentation Software (3)
- BIT 236 Business Design Tools (3)
- BIT 310 IT Project Management (3)
- BIT 311 Collaborative Computing (3)
- BIT 312 Data and Information Management (3)

CERTIFICATE PROGRAM IN WEB DEVELOPMENT (18 CR)

Non-degree program designed for students seeking courses involving web site design. Courses apply toward Bachelor of Science in MIS major. All courses are also offered through MSU Online. This program is for students who are not majoring in MIS.

- BIT 235 Introduction to Web Site Design (3)
- BIT 236 Business Design Tools (3)
- BIT 312 Data and Information Management (3)
- BIT 342 Advanced Web Site Design (3)
- BIT 358 IT Infrastructure (3)
- BIT 370 Web-Based Application Development (3)

College of Education and Health Sciences

Dr. Neil Nordquist, Dean

College of Education and Health Sciences Mission

The College of Education and Health Sciences prepares quality professionals and pre-professionals in education, human service, and health science to meet the needs of others within a changing society.

College of Education and Health Sciences Vision

The College of Education and Health Sciences will maintain a regional, national, and international reputation as a college:

- With graduates whose standards of performance are sought after by employers
- With faculty who are sought after for their expertise as scholars and teachers and for their contributions to the community
- With first class facilities including state-of-the-art technology and equipment

Organization

The College consists of five departments and the Center for the Applied Study of Cognition and Learning Science (CASCLS). In addition, the dean of the college serves as the head of the teacher education unit which has programs from all three colleges on campus.

- Department of Addiction Studies, Psychology, and Social Work, Dr. Paul Markel, Chair
- Department of Communication Disorders, Leisa Harmon, Chair
- Department of Nursing, Nicola Roed, Chair
- Department of Teacher Education and Human Performance, Dr. Warren Gamas-Interim Chair
- Department of Special Education, Dr. Alan Ekblad, Chair
- CASCLS Director: Dr. Deb Jensen
- **Teacher Education Policies and Procedures see pages 127-131.**

DEPARTMENT OF ADDICTION STUDIES, PSYCHOLOGY AND SOCIAL WORK

Chair: Dr. Paul Markel

ADDICTION STUDIES

Addiction Studies Faculty: Dr. Vicki Michels, Program Director; Dr. Shirley Cole-Harding

A 3.0 grade point average classes required for the major and a 2.5 overall GPA

Addiction Studies Program Mission

To prepare students for licensure as an addiction counselor within the state of North Dakota.

Addiction Studies Program Goals

- The student will gain an understanding of the dynamics of addiction.
- The student will understand the counseling process in addiction and other human problems.
- The student will have an understanding of scientific inquiry and critical thinking applied to the addiction field.

Addiction Studies Program Outcomes

- To prepare students for licensure in addiction counseling.
- To provide students with the skills necessary for independent practice.

BACHELOR OF SCIENCE WITH A MAJOR IN ADDICTION STUDIES (120 CR)

Credits applied to the addiction studies major/minor/concentration may not be applied to the psychology major/minor/concentration.

General Education (38 cr)

Required Core (69 cr)

- PSY 112 Foundations of Psychology (3)
- PSY 201 Dynamics of Adjustive Behavior and Mental Health (3)
- PSY 241 Introduction to Statistics (3)
- PSY 252 Child Psychology (3)
- PSY 270 Abnormal Psychology (3)
- PSY 297 Practicum (2)

108 Addiction Studies, Psychology

PSY 338 Professional Relations and Ethics (3)
PSY 344 Dynamics of Addiction (3)
PSY 349 Psychopharmacology (3)
PSY 352 Adolescent Psychology (3)
PSY 379 Psychology of Adult and Aging (3)
PSY 411 Introduction to Personality Theories (3)
PSY 413 Theories and Practice of Psychotherapy (3)
PSY 423 Introduction to Counseling (3)
PSY 424 Advanced Counseling (3)
PSY 476 Group Dynamics (3)
SOC 201 Social Problems (3)
SWK 340 Social Welfare Policy (3)
SS 283 Ethnic and Cultural Diversity in America (3)
HMS 203 Health Care Through the Life Span (3)
ENGL 315 Professional and Technical Writing (3)
BIOL 150 General Biology I: Intro to Cellular Biology (4)
SWK 331 Systems Theory and Family Dynamics (3)

Nine month clinical experience is required for North Dakota licensure.

ADDICTION STUDIES MINOR (24 CR)

Credits applied to the addiction studies minor may not be applied to the psychology major/minor/concentration.

PSY 338 Professional Relations and Ethics (3)
PSY 344 Dynamics of Addiction (3)
PSY 349 Psychopharmacology (3)
PSY 411 Introduction to Personality Theories (3)
PSY 413 Theories and Practice of Psychotherapy (3)
SWK 331 Systems Theory and Family Dynamics (3)
PSY 423 Introduction to Counseling (3)
PSY 424 Advanced Counseling (3)

ADDICTION STUDIES CONCENTRATION (12 CR)

Credits applied to the addiction studies concentration may not be applied to the psychology major/minor/concentration.

PSY 201 Dynamics of Adjustive Behavior and Mental Health (3)
PSY 338 Professional Relations and Ethics (3)
PSY 344 Dynamics of Addiction (3)
PSY 349 Psychopharmacology (3)

PSYCHOLOGY

Psychology Faculty: Dr. Paul Markel, Program Coordinator; Dr. Casey Coleman; Dr. Rita Curl-Langager; Dr. Darren Dobrinski; Dr. Don Burke; Dr. Deb Olson; Dr. Henry Riegler

Psychology Program Mission

To foster the study of human behavior through the development of scientific skills.

Psychology Program Goals and Outcomes

Goal: The student will understand the different domains and their impact on human behavior.

Outcomes:

- The student will demonstrate their understanding of the Clinical/Personality basis of human behavior
- The student will demonstrate their understanding of the biological basis of human behavior
- The student will demonstrate their understanding of developmental and social processes in human behavior
- The student will demonstrate their understanding of learning components in human behavior
- The student will demonstrate their understanding of applications of psychology to human behavior

Goal: The student will develop critical thinking

Outcomes:

- The student will demonstrate the dialectic approach to problem solving

Goal: The student will have an understanding of psychology that reflects cultural diversity

Outcomes:

- The student will demonstrate their understanding of human diversity regarding psychology

Goal: The student will have an understanding of the scientific methodology utilized to study human behavior

Outcomes:

- The student will demonstrate the statistical analysis of research data
- The student will demonstrate their understanding of the variety of research methodologies employed in psychology to resolve a hypotheses
- The student will demonstrate their ability to use the American Psychological Association's publication style
- The student will demonstrate their ability to write coherently
- The student will demonstrate their ability to synthesize research findings

BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY (120 CR)

Credits applied to the psychology major may not be applied to the addiction studies major/minor/concentration.

General Education (38 cr)

Required Psychology Core (40 cr)

- PSY 112 Foundations of Psychology (3)
PSY 241 Introduction to Statistics (3)
PSY 242 Research Methods in Psychology (4)
PSY 375 History and Systems of Psychology (3)
PSY 491 Senior Seminar in Psychology (3)
Area 1 - Social/Personality Component: Elect two from the following
PSY 270 Abnormal Psychology (3)
PSY 376 Social Psychology (3)
PSY 411 Introduction to Personality Theories (3)
Area 2 - Biological Component: Elect one of the following

- PSY 349 Psychopharmacology (3)
- PSY 460 Sensation and Perception (3)
- PSY 465 Physiological Psychology (3)

Area 3 - Developmental Component: Elect one of the following

- PSY 252 Child Psychology (3)
- PSY 352 Adolescent Psychology (3)
- PSY 379 Psychology of Adult and Aging (3)

Area 4 - Learning Component: Elect one of the following

- PSY 410 Cognitive Psychology (3)
- PSY 435 Theories of Learning (3)

Area 5 - Applied Component: Elect one of the following

- PSY 313 Industrial Organizational Psychology (3)
- PSY 413 Theories and Practice of Psychotherapy (3)
- PSY 423 Introduction to Counseling (3)
- PSY 424 Advanced Counseling (3)
- PSY 473 Behavior Modification (3)

Area 6 - Application Component: Elect one of the following

- PSY 495 Service Learning (3)
- PSY 496 Senior Research Paper(3)
- PSY 497 Psychology Practicum (3)

Psychology Electives (3 cr)

- PSY 201 Dynamics of Adj Behavior & Mental Health (3)
- PSY 338 Professional Relations and Ethics (3)
- PSY 344 Dynamics of Addiction (3)
- PSY 365 Evolutionary Psychology (3)
- PSY 476 Group Dynamics (3)
- PSY 494 Directed Behavioral Research (1-4)

Satisfy minor and/or concentration(s) requirements.

PSYCHOLOGY MINOR (24 CR)

Credits applied to the psychology minor may not be applied to the addictions studies major/minor/concentration. PSY 297, 485, and 486 may not be applied to the psychology minor.

PSY 460 can only be used in one of these sections.

- PSY 270 Abnormal Psychology (3)
- PSY 375 History and Systems of Psychology (3)

Elect one of the following (3 cr)

- PSY 349 Psychopharmacology (3)
- PSY 460 Sensation and Perception (3)
- PSY 465 Physiological Psychology (3)

Elect one of the following (3 cr)

- PSY 410 Cognitive Psychology (3)
- PSY 435 Theories of Learning (3)

Elect one of the following (3 cr)

- PSY 252 Child Psychology (2)
- PSY 352 Adolescent Psychology (3)
- PSY 379 Psychology of Adult and Aging (3)

Additional PSY electives (9 cr)

(any 200-400 level courses except PSY 255 are acceptable)

PSYCHOLOGY CONCENTRATION (12 CR)

Credits applied to the psychology concentration may not be applied to the addictions studies major/minor/concentration. PSY 297, 485, and 486 may not be applied to the psychology minor.

Elect courses to total twelve semester hours all of which must

be at the 200-400 level. PSY 255 is not acceptable for the concentration.

SOCIAL WORK

Faculty: Susan Peterson, Program Director; Susan Herzog(Bismarck); Dionne Spooner; Nelrene YellowBird.

The Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education. The Program does not give academic credit for life experience or work experience, or allow such experience to be substituted for the field practicum or the required core courses.

Students must receive a "C" or better in all social work courses and maintain a GPA of at least 2.5 in all required social work foundation courses.

The Program is organized and implemented without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation.

Social Work Program Mission

The Social Work Program through its teaching, scholarship, and public service, provides students with the knowledge, values, and skills for competent beginning generalist social work practice in the Northern Great Plains Region.

Social Work Program Goals

- Within the context of a liberal art perspective, to prepare students to be competent beginning generalist practitioners by grounding them in the knowledge, values and history of social work
- To prepare students for practice employment and licensure in the Northern Great Plains Region, and/or entry to a graduate school in social work education
- To promote professional growth and life-long learning

Social Work Program Outcomes

- Identify as a professional social worker
- Apply social work ethics to professional practice
- Apply critical thinking practice
- Engage diversity and difference in practice
- Advance human rights and social/economic justice
- Use research in practice
- Apply human behavior in the social knowledge in practice
- Engage in policy practice
- Respond to practice contexts
- Apply generalist practice skills when working with individuals and various social systems

(Council on Social Work Education, 2008 EPAS)

Admission Requirements

Minimum technical standards for admission into the Social Work Program are:

110 Social Work, Communication Disorders

- A. ability to communicate in such a manner as to facilitate a helping relationship in the delivery of services.
- B. mobility sufficient to perform essential work-related activities.
- C. personal resources (psychological, social and intellectual) that facilitate the use of self in a helping manner in a social work setting.

Students are required to make application for admission to the social work program. Criteria for admission are as follows:

1. Successful completion of two social work courses, SWK 256, Development of Social Welfare and SWK 250, Interpersonal Skills—or their equivalent (as approved by the social work faculty) with a grade of “C” or better. The combined GPA for these three courses must be at least 2.50.
2. Attainment of Cumulative GPA of 2.00 or better.
3. Completion of ENGL 110, College Composition I, ENGL 120, College Composition II, BIOL 111, Concepts of Biology, SOC 110, Introduction to Sociology, PSY 111, Introduction to Psychology, ECON 201, Principles of Microeconomics or ECON 202 Principles of Macroeconomics, and POLS 115, American Government.
4. Evidence of at least 50 hours volunteer or paid work experience in a community service agency concurrent with SWK 250.
5. Social Work students must agree to read and abide by the NASW Code of Ethics and MSU Student Code of Conduct.

Admission to the Social Work Program occurs twice each academic year. Acceptance into the program is currently based upon the applicant’s GPA, written application, personal interview, community service experience, and other personal qualifications.

Once a student has been accepted into the program, the acceptance will expire if the student is not enrolled in any social work courses within five consecutive semesters or at the discretion of the program. This is not including the field practicum. The discretion of the program in evaluating whether the student can continue with his/her social work courses will be the responsibility of the Academic Affairs Committee.

Social Work majors must achieve an overall GPA of 2.00 and a grade of “C” or better in all required social work foundation courses, in which they are enrolled prior to enrolling in SWK 432 Field Experience.

The undergraduate social work program is accredited by the Council on Social Work Education (CSWE). Graduates of this program are eligible for regular membership in the National Association of Social Workers and may also be eligible for advanced standings in many graduate social work programs. The program leads to the Bachelor of Social Work (BSW) degree.

BACHELOR OF SOCIAL WORK (120 CR)

General Education (38 cr)

Social Work majors are required to take the following specific courses:

- PHIL 101 Introduction to Philosophy
or PHIL 102 Philosophy of Human Nature (3)
- SOC 110 Introduction to Sociology (3)
- PSY 111 Introduction to Psychology (3)
- BIOL 111 Concepts of Biology (4)

Required Core (41 cr)

- SWK 250 Interpersonal Skills (3)
- SWK 256 Development of Social Welfare (3)
- SWK 330 Behavior in Pluralistic Society (3)
- SWK 331 Systems Theory and Family Dynamics (3)
- SWK 335 Social Work Methods I (3)
- SWK 340 Social Welfare Policy I (3)
- SWK 401 Cont Issue: NA Families (3) or
SWK 402 N.A. Children & Adolescents (3)
- SWK 426 Social Work Methods II (3)
- SWK 427 Social Work Methods III (3)
- SWK 432 Field Education (11)
- SWK 491 Senior Seminar (3)

Required Support Courses (30 cr)

- HMS 203 Health Care Through the Life Span (3)
- POLS 115 American Government (3)
- PSY 241 Introduction to Statistics (3) or
MATH 240 Applied Statistics (4)
- PSY 270 Abnormal Psychology (3)
- PSY 344 Dynamics of Addiction (3)

Select one of the following (3 cr)

- PSY 242 Research Methods in Psychology (4)
- SOC 278 Social Research Methods (3)
- SWK 442 Research Methods in Social Work (3)

Select one of the following (3 cr)

- ECON 201 Principles of Microeconomics (3)
- ECON 202 Principles of Macroeconomics (3)

Select one of the following (2-3 cr)

- SOC 361 Comparative Ethnic Studies (3)
- SS 283 Ethnic and Cultural Diversity in America (3)

Social Work elective or other approved elective (11 cr)

DEPARTMENT OF COMMUNICATION DISORDERS

Chair: Leisa Harmon

Faculty: Tom Froelich; Cheryl Gerard; Lesley Magnus;
Dianne Maupin; Lisa Roteliuk; Kylee Geer; Orlene Schroeder;
Melissa Herzig; Ann Beste-Guldborg.

Communication Disorders Mission

The study of Communication Disorders trains students for the

professions of Audiology and Speech-Language Pathology. The undergraduate degree in Communication Disorders is preparatory for the master's degree in Speech-Language Pathology. The graduate program in Communication Disorders is accredited in Speech-Language Pathology by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). All of the faculty in the area of Communication Disorders hold the Certificate of Clinical Competence, in their respective areas, from the American Speech-Language-Hearing Association. Faculty are also licensed to practice Speech-Language-Pathology and/or Audiology by the North Dakota Board of Examiners in Speech-Language Pathology and Audiology.

Communication Disorders Program Goals

The program provides prerequisite training consistent with ASHA standards preparing students to enter a graduate degree program in Communication Disorders with emphasis in Audiology or Speech-Language-Pathology. The curriculum will provide students with:

- An understanding of normal speech, language, hearing and communication development and usage
- Theoretical foundations and basic skills in diagnosis and therapy methodologies
- Information on multicultural, ethnic and social issues relevant to the study and understanding of these factors in relation to Audiology and Speech-Language Pathology
- Information in the basic sciences and in areas of normal development to complement the study of hearing, speech, language development and disorders and to ensure students' understanding of development across the life span

Communication Disorders Program Outcomes

- The student will maintain academic and clinical progress toward graduation
- Students will demonstrate appropriate clinical skills in clinical practicum
- Student will academically and clinically be prepared for graduate study
- Students will meet all standards to apply to a graduate program in speech-language pathology or audiology

Department Policies

Student may obtain a BS degree with a major in Communication Disorders. Retention policies pertain to all majors in Communication Disorders. Criteria for retention in the undergraduate degree program follow:

1. Students earning a grade of 'D' or 'F' in a CD course must retake the course and earn a grade of 'C' or higher.
2. After the semester in which 11 semester hours of required CD courses have been accumulated, students must have a 2.75 GPA in CD courses. If the CD-GPA falls below 2.75, students will have only one semester

of probation at any time during the undergraduate program to raise the CD-GPA to a minimum of 2.75 or the student will not be retained in the program. If students choose to use transfer credit for Communication Disorders courses, the transferred grades will be used in the same manner as the initial coursework from MSU in computing the CD-GPA for retention purposes.

3. The student must have a cumulative GPA of at least 2.75 to graduate with a degree in Communication Disorders.
4. Majors must complete the General Education Communications requirements with a minimum grade point average of 2.50, with no grade lower than a 'C.'
5. CD majors must complete the speech and hearing screening no later than the first semester in which they enroll in CD classes. Prior to enrollment in CD 324 (Techniques), students not passing the screening must complete a more thorough evaluation and show evidence of progress in areas requiring remediation. Ongoing progress in identified areas of remediation is required for continued enrollment in practicum courses. Practicum supervisors may request that a student repeat the speech and hearing screening if concerns about a student clinician's speech, hearing or language arise.
6. When there is supported evidence of cheating on examinations or other course assignments, the student will receive a failing grade for the course and will not be retained in the major.
7. Students who perform in an unprofessional or inappropriate manner regarding clinical responsibilities and/or confidential information will receive disciplinary action in the form of grade reduction and will not be retained in the major. Other action consistent with the university honesty policy and/or course syllabi may be taken.
8. Students are required to enroll in a practicum or related class to receive credit for clinical practice hours, including observation hours.

Public School Restricted Teaching License

The North Dakota Restricted Teaching License is an optional track available to students in Speech-Language Pathology. See the Department Chair or a CD Faculty Advisor for specific details.

Speech-Language Pathology Paraprofessionals (SLPP) who have completed a Speech-Language Pathology Paraprofessional/Assistant Program may only transfer coursework into the bachelor's program as approved by the Department of Communication Disorders. For example, students completing the SLPP Program at Williston State College or Lake Region State College will receive transfer credit for Introduction to Communication Disorders.

BACHELOR OF SCIENCE WITH A MAJOR IN COMMUNICATION DISORDERS (120 CR)

A BS degree is awarded upon satisfactory completion of the requirements listed below:

- I. General Education (38 cr) which must include a biological science (4) and a physical science: chemistry or physics (4).
- II. CD Core (38-41 cr)
 CD 310 Intro Communication Disorders (3)
 CD 320 Intro to Phonetics (3)
 CD 321 Language Development (3)
 CD 322 Speech Sound Disorders (3)
 CD 324 Techniques in Comm Disorders (3)
 CD 331 Lang Disorders in Children (3)
 CD 341 Speech & Hearing Sci (2)
 CD 342 Intro to Audiology (4)
 CD 420 Adv Communication Disorders (3)
 CD 411 Clinical Practicum (3-6)
 CD 412 Neurology for Comm. Disorders (2)
 CD 413 Anatomy and Phys for Comm. Dis (3)
 CD 427 Aural Rehab (3)
- III. Additional Required Courses (30 - 31 cr)
 Statistics (3-4)
 SS 283 Ethnic and Cultural Diversity in America (3)
 ED 250 Foundations of Education (2)
 ED 260 Educational Psychology (2)
 ED 380 Technology in Teaching (2)
 PSY 252 Child Psychology (3)
 PSY 352 Adolescent Psychology (3)
 PSY 410 Cognitive Psychology (3)
 SPED 110 Intro to Exceptional Children (3)
 SPED 113 or 117 Sign Language (3)
 SPED 410 Intro to Learning Disabilities (3)
- IV. Psychology Component (8-9 cr)
 Select three of the following:
 PSY 201 Dynamics of Adjustive Behavior (3)
 PSY 270 Abnormal Psychology (3)
 PSY 349 Psychopharmacology (3)
 PSY 376 Social Psychology (3)
 PSY 423 Intro to Counseling (3)
 PSY 473 Behavior Modification (3)
 or SPED 221 Promoting Personal Outcomes (2)
 SOC 376 Social Psychology (3)
- V. Aging Component (3 cr)
 Select one of the following:
 PSY 379 Psychology of Aging (3)
 HMS 279 Death and Dying (3)
 SOC 379 Sociology of Aging (3)

Program Total (117-122 cr)

Electives: 0-3 cr.

Post-Baccalaureate Program

The Post-Baccalaureate Program (Post-Bac) is intended for individuals who have an undergraduate degree in a discipline other than in Communication Disorders. Typically, Post-Bac students have earned degrees in English, education, psychology, or linguistics.

The Post-Bac Program is a three-semester plan in which the

student takes all the undergraduate classes in Communication Disorders. Application to the Post-Bac Program must be completed through the Department of Communication Disorders by March 1. Students accepted into the program must demonstrate a strong commitment to apply to the master's program; however, successful completion of the Post-Bac program does not guarantee acceptance into the graduate program. Students may enroll in the Post-Bac Program only once. A minimum 3.00 grade point average must be earned in the fall semester to be allowed to continue in the spring semester. The decision on how many students will be accepted into the Post-Bac Program will be made by the CD Department based on total enrollment, available space, and potential success of the candidate. Students are not required to complete the Graduate Record Examination (GRE) to enter the program but must complete it during the fall semester if they plan to apply for the master's program.

Admission Procedures

1. Complete an Application to Post-Baccalaureate Program and submit this and the required materials listed below by March 1. The undergraduate application for the Post-Bac Program may be downloaded from the CD Department Web site or obtained from the Admissions Office.
2. Submit original transcripts from all universities attended. Candidate must have a 3.0 GPA at the undergraduate level, or a 3.3 GPA for the last 60 undergraduate hours.
3. Provide proof of two doses of immunization for measles, mumps, and rubella.
4. Include a non-refundable \$35 (US) application fee to "Minot State University."
5. Submit three letters of recommendations from persons who can attest to the student's ability to complete the intense one-year Post-Bac Program and potential success at the graduate level.
6. Write and submit an autobiography to describe current status and reasons why you want to pursue a career in Speech-Language Pathology.

Retention Criteria in Post-Baccalaureate Program:

1. Student may not continue enrollment in this program if any grade lower than a "C" in department coursework is earned.
2. Student must have and maintain a minimum 3.0 GPA ("B" average).
3. Students who do not meet the above criteria for retention may not enroll in additional coursework in the Department of Communication Disorders.
4. Students must demonstrate adequate speech and hearing or show evidence each semester from the Department of Communication Disorders that progress is being made in the required remediation.

DEPARTMENT OF NURSING

Chair: Nicola J. Roed

Advanced Standing Director: Mary Smith

Faculty: Kelly Buettner-Schmidt; Linda Haider; Dr. Marita Hoffart; Dr. Rita Meyer; Dr. Linda Pettersen; Linda Schaefer; Judy Swanson; Dr. Deborah Townsend; Laurie Dimler; Jaqueline Reep-Jarmin; Heidi Benavides; Dawn Fredrich; Tamara Johnson; Denise MacDonald; Amy Roberts; Niki Roed; Nikki Medalen; Constance Geyer.

Nursing Program Mission

The Minot State University Department of Nursing is an integral part of the parent institution and is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The Department of Nursing shares the mission of Minot State University to advance knowledge, critical and creative thinking, and the vitality of community cultures. The mission of the institution is supported by beliefs, core values, and visions describing aspects of learning, teaching, campus life, research and service. **The mission of the Department of Nursing is to educate individuals for professional roles in nursing and for graduate education.**

The philosophy of the Department of Nursing program is anchored in the major constructs of the meta-paradigm of nursing. Those constructs are identified as person, environment, health and nursing. Nursing education is viewed as a process designed to facilitate learning. Students and faculty are active and responsible participants in learning. Nursing education at the baccalaureate level integrates content from the arts and humanities and social and physical sciences.

Key components emphasized within the curriculum are derived from the Department of Nursing's mission and philosophy and include **professionalism, research, holistic health, and globalization**. Certain content within all courses are integrated with the key curricular components. The Department of Nursing's theoretical beliefs are eclectic in nature with key concepts drawn from the works of Florence Nightingale, Madeline Leininger, and M. Jean Watson. Faculty embraces these theoretical beliefs as important to nursing and baccalaureate education.

Nursing Program Goals

- Provide a nursing education that is sensitive to the cultural, racial, and ethnic diversity of the community.
- Provide a professional nursing major supported by liberal arts and sciences.
- Educate nurses with an emphasis on health promotion, disease prevention, restoration, rehabilitation and palliative care in acute care, long term care settings, home, school, community, and rural environments.
- Provide nursing care to individuals and groups with varied and complex health needs throughout their life span.
- Provide for the acquisition of knowledge, values, and skills to

- enable graduates to meet competencies for entry level roles.
- Encourage ongoing professional and personal development and life long learning.
- Provide for educational opportunities in nursing and health management sciences.

Student Learning Outcomes

- Communicate effectively (written, verbal, technology).
- Integrate knowledge for safe effective care environments, health promotion and maintenance, psychosocial integrity and physiological integrity.
- Practice professional nursing in a variety of settings responding to the needs of diverse individuals and groups.
- Employ critical thinking in problem solving and decision-making.
- Incorporate research for evidence based nursing practice.

BACHELOR OF SCIENCE IN NURSING (128 CR)

The Bachelor of Science in Nursing degree is a four-year course of study and provides a broad background of liberal arts, sciences, and general education as a minimum foundation for professional nursing. A graduate is prepared as a generalist practitioner in nursing and is qualified to take the licensure examination to become a registered nurse. Minot State University's nursing program provides experiences in meeting human needs holistically along the health-illness continuum. The Department of Nursing reserves the right to alter content, sequence, and courses offered in the nursing program to maintain relevance with current and future professional nursing education and practice.

Expenses

There are additional expenses for all students admitted to the program related to program fees, uniforms, supplies, travel and exams. Please contact the department for current expenses.

Requirements for Application for Admission into the Nursing Major

Admission to the nursing major (NURS 255 and higher numbers) requires that a student has demonstrated scholarly ability to pursue a professional career in nursing. An Application for Admission to the Nursing Major must be submitted by September 15 for Spring admission and by February 1 for Fall admission, along with the \$25.00 application fee.

Prior to applying to the nursing major, a student must have met the following criteria:

- Completed Minot State University admission requirements. This needs to be done before making application to the nursing major. The application, required fee, and official transcript(s) from previously attended colleges and universities should be sent to the Admissions Office.

- B. Completed all science courses within 10 years prior to admission to the nursing major. Students with a previous bachelors degree in a professional clinical health care role (ex: radiology, medical technologist) who have documented clinical practice within the last 10 years may have the 10 year science policy waived. If the student accepts the waiver, their transcribed grade for science courses will be used for application.
- C. Maintained a minimum cumulative grade point average (GPA) of 2.75. May waive as a condition for application the required cumulative GPA from a previous bachelors degree as transcribed by Minot State University on the official transcript. The required support course GPA remains at 2.8 for application. In addition, the candidate requesting this waiver must score a minimum of 78% on the TEAS V test to be considered for admission. The cumulative GPA will be used as a tiebreaker.
- D. Achieved a minimum grade of “C” in each required support course. Support courses that are repeated must be successfully completed with a “C” or better prior to application.
- E. Required Lab Science Courses can be repeated only once.
- F. Achieved a GPA of 2.8 in required support courses.
- G. Completed or enrolled in a minimum of 50 SH
- H. Completed a minimum of 8 required support courses of which two are Sciences (Biol 142, Biol 220, Biol 221, Chem 115).

I. **Required Support Courses 40 SH**

BIOL 142 General Microbiology	4
BIOL 220 Anatomy & Physiology I.....	4
BIOL 221 Anatomy & Physiology II.....	4
CHEM 115 Introductory Chemistry (or equivalent)....	4
SOC 110 Intro to Sociology	3
PSY 111 Intro to Psychology	3
ENG 110/120 College Composition I or II.....	3
HMS 213 Life Span Growth & Development	3
NURS 253 Nursing Perspectives	3
COMM 110 Fund of Public Speaking.....	3
HMS 240 Nutrition.....	3
Cultural Course (HMS 333, SS 283, Soc 374).....	3

(Cultural courses must address a variety of cultures.)

Support Courses for the Nursing Major Not Required for Admission (9 cr)

PSY 270 Abnormal Psychology (3)
Philosophy Course (3)
Statistics Course (3)

- J. All students born outside the United States and Canada must complete the TOEFL:IBT with a minimum score of 79 or minimum paper based score of 550 as a requirement for admission into the nursing the nursing major.
- K. All applicants must take the TEAS V test and achieve a “proficient” level score to be eligible for admission.
- L. A 1-2 page essay on your philosophy of nursing must be included with the application.
- M. Two references must be submitted before the deadline

for application. The reference form may be downloaded from the DON web page at: <http://www.minotstateu.edu/nursing/>. These reference forms must be mailed directly to the Department of Nursing at Minot State University by the recommender (not the applicant).

- N. The signature of your advisor is required for admission application. It is expected that you communicate through email, phone, or in person with your advisor during the application process.

Requirements after Admission to the Nursing Major (63 cr)

**HMS 215 Principles of Pharmacology (3)
**HMS 243 Pathophysiology (3)
NURS 255 Nursing Foundations (5)
NURS 264 Health Assessment (4)
NURS 325 Adult Health Nursing I (5)
NURS 335 Adult Health Nursing II (5)
NURS 344 Child Health Nursing (4)
NURS 354 Psychiatric Mental Health Nursing (4)
NURS 361 Women’s Health (1)
NURS 364 Maternal Newborn Nursing (4)
NURS 363 Nursing Theory and Research (3)
NURS 456 Public Health Nursing (6)
NURS 464 Adult Health Nursing III (4)
NURS 471 Nursing Review (1)
NURS 472 Trends and Issues (2)
NURS 473 Nursing Leadership and Management (3)
NURS 497 Nursing Practicum (6)

**These courses are open to general college students and may be taken before or after admission to the Nursing major.

A criminal background check is required of all students admitted into the MSU Nursing Program before clinical experiences occur. See the policy and procedure regarding criminal background checks for further information on the Department of Nursing Web site.

Students must successfully complete each semester’s listed nursing, support, and HMS courses before advancing to the next semester. Students are required to meet or exceed established assessment benchmarks for progression and graduation.

Progress in the Major

Nursing majors must achieve a minimum grade of “C” in nursing courses and required supplemental courses for continuous progress in the nursing program. PSY 270 Abnormal Psychology must be completed with a minimum grade of “C” prior to NURS 354 Psychiatric-Mental Health Nursing. HMS 215 Pharmacology and HMS 243 Pathophysiology must be completed prior to or concurrent with N256 and N264. A statistics course must be completed with a grade of ‘C’ or better prior to or concurrent with N363 Theory and Research. To obtain a minimum grade of “C,” nursing courses may be repeated one time only subject to Admission and Progression committee recommendations, faculty decision and such considerations as availability of faculty, clinical resources, and classroom spaces. The Faculty Committee reserves the right

to deny the readmission of a student who failed one or more courses in the nursing major. Any student not making satisfactory progress may be subject to stipulations, such as probationary status, providing evidence of adequate aptitude for nursing, or evidence of academic improvement in prerequisite or concurrent courses. Documentation of any or all of these may be required.

Special student requests, such as for readmission, should be directed by petition or letter to the Admission and Progression committee through the Department of Nursing Chair's office.

Adherence to policies in the Department of Nursing *Handbook* is required and includes the maintenance of current CPR certification and immunizations. Students must successfully complete each semester's listed nursing courses before advancing to the next semester.

RN to BSN ONLINE (128 credits)

The Bachelor of Science in Nursing for Registered Nurses is available in an online format with one designated clinical course. Individual clinical experiences are arranged by students under the direction of qualified expert faculty.

Requirements for Admission:

1. Make application to Minot State University.
2. Request an appointment with the Advanced Standing Director in the Department of Nursing. An informal credit review of prior course work will be conducted to plan a program of study.
3. Students who have graduated from a board approved nursing education program and have passed NCLEX-RN® need to:
 - a. Make application to the Department of Nursing.
 - b. Submit nursing license documentation to the Department of Nursing.
 - c. Submit a criminal background check and fee.
4. Students who have graduated from a board approved nursing education program, but have not passed NCLEX-RN® may take the following courses before acceptance into the program:
 - a. General education courses
 - b. Required support courses
 - c. Nursing 363 Theory & Research
 - d. Nursing 383 Professional Nursing I
 - e. Special Topics course approved by the Nursing Department

Curriculum:

General Education Courses (38 cr)

Required Support Course:

Statistics (3-4)

Online Nursing Courses (21 cr)

Nurs 363 Theory and Research (3)

Nurs 383 Professional Nursing I (3)

Special topics course (3) approved by the Nursing Department

Nurs 483 Professional Nursing II (3)

Nurs 457 Public Health for the Professional Nurse I (3)
 Nurs 458 Public Health for the Professional Nurse II (3) /
 135 hours clinical
 Nurs 493 Professional Nursing III (Capstone) (3)
 NCLEX-RN® Examination Credit (40 cr)
 Electives or Transfer Courses (26 cr)
 A minimum of 30 credits need to be taken at Minot State University.

HEALTH MANAGEMENT SCIENCE MINOR (24 CR)

The goal of the Health Management Science Minor is to:

- Provide students with the background and foundational skills necessary to manage personal health and to be an informed citizen in the health care arena.
- Provide students with an understanding of the dynamic, multidimensional, and interdisciplinary aspects of the management of health.
- Provide students with a knowledge base for informed decision-making regarding personal health management.
- Provide students with an understanding of culturally congruent and age appropriate dimensions in health management in a global society.

Required Core (11 credits)

HMS 151 Stress Management (2)

Cultural Diversity:

Select 1 course from the following:

HMS 333 Transcultural Health Care (3)

SS 283 Ethnic and Cultural Diversity in America (3)

SOC 361 Comparative Ethnic Studies (3)

SOC 374 Cultural Studies (3)

Developmental Courses

Select **at least** 1 course from the following:

HMS 203 Health Care through the Life Span (3)

HMS 213 Life Span Growth and Development (3)

HMS 279 Death and Dying (3)

HMS 379 Health and Physiological Aspects of Aging (3)

NURS 323 Gerontological Nursing (3)

Health Science:

Select **at least** 1 course from the following:

HMS 215 Principles of Pharmacology (3)

HMS 240 Nutrition (3)

HMS 243 Pathophysiology (3)

Elective Courses

Select courses to reach 24 credits:

HMS 208 Medical Terminology (2)

HMS 260 Introduction to Public Health (3)

HMS 460 Quality and Risk Management in Health Care (3)

HMS 463 Issues in Health Care Regulation and Professional Practice (3)

NURS 253 Nursing Perspectives (3)

HMS 322 Therapeutic Touch (2)

BADM 322 Professional Selling

FIN 251 Personal Finance (3)
 HPER 210 First Aid and CPR (2)
 HPER 361 Vital Health Issues (3)
 BIOL 220 Anatomy and Physiology I (4)
 BIOL 221 Anatomy and Physiology II (4)

HEALTH MANAGEMENT SCIENCE CONCENTRATION (12 CR)

(Open to General College students. Concentration not required for the nursing major.)

Elect from any of the Health Management Science (HMS) course offerings and/or from the following nursing courses:

NURS 253 Nursing Perspectives (3)
 NURS 323 Gerontological Nursing (3)
 HMS 322 Therapeutic Touch (2)

Advisory Information

First-year student (freshman) and sophomores should select required support courses before other required and elective courses. Study of the current class schedule, the summer schedule, and the yearly schedule of classes will aid students in planning how to complete requirements to be eligible for admission into the nursing major. Students are expected to maintain contact each semester with their academic advisor.

Assessment

The purpose of assessment is to measure the extent of attainment of Department of Nursing goals and student learning outcomes. Assessment results are used to evaluate and improve the program. Participation in assessment activities (e.g., surveys, standardized tests) is required of all nursing majors. Decisions about progression can be affected by student outcomes of assessment results, for example the Assessment Technologies Institute (ATI) assessments.

Approval and Accreditation

The Department of Nursing is approved by the North Dakota Board of Nursing (NDBON) and accredited by the National League for Nursing Accrediting Commission Inc. (NLNAC). NLNAC may be contacted at 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326. 404-975-5000. The Department of Nursing is a member of the National League for Nursing Council of Baccalaureate and Higher Degree Programs. The NDBON is located at 919 57th St Suite 504, Bismarck, ND 58504-5881. 701-328-9778.

Cooperating Agencies

Clinical experiences and learning opportunities occur in many different settings, including but not limited to the following agencies. Educational agreements are required for all clinical sites.

Burdick Job Corps Center
 City/County Free Clinic, Minot

Dakota Boys and Girls Ranch
 Day Care and Child Care Centers
 First District Health Unit
 ManorCare Health Service
 Minot Catholic Schools and Public Schools
 North Central Human Service Center
 Student Health Services, MSU
 Trinity Homes
 Trinity Hospital and Medical Clinics

DEPARTMENT OF TEACHER EDUCATION AND HUMAN PERFORMANCE

Chair: Warren Gamas

Faculty: Dr. Kathryn Hintz, Program Coordinator—Elementary Education; Dr. Rebecca Anhorn; Dr. Warren Gamas; Patricia Jorgenson; Dr. Deb Jensen; Erik Kana; Dr. Clarine Sandstrom; Dr. David Rochholz, Program Coordinator—Human Performance; Dr. Terry Eckmann; Dr. Jaimie McMullen; Sara Deutsch; Ely Vargas; Dr. Heather Golly, Program Director-Athletic Training; Ashley Guy; Dr. Lisa Borden-King, Teacher Advisement and Field Placement Director.

The Department of Teacher Education and Human Performance is responsible for: 1) the required pedagogy core courses for all teaching majors; 2) the preparation of Elementary teachers; 3) the preparation of Physical Education teachers; 4) the preparation of Corporate Fitness majors, and the preparation of Athletic Training majors.

The department also has responsibility for the operation of the Teacher Advisement and Field Placement Office, which handles group advising relative to Teacher Education and coordinates practicum and student teaching placements.

Teacher Education and Human Performance Department Mission

The Department of Teacher Education and Human Performance emphasizes the role of the teacher as reflective decision-maker through a conceptual model which emphasizes action, reflection, and knowledge (ARK). Through course work and field experiences the student builds knowledge around specific discipline content and around best pedagogical practices, providing a basis for reflection and action.

TEHP, in addition, supports the overall mission of the broader Teacher Education Unit (TEU) at Minot State University. The TEU focuses on current cognitive science research* to prepare teachers who demonstrate reflective decision-making and the ability to integrate knowledge of content, students and the contexts in which we learn.

Our Mission is to prepare educational professionals with:

- knowledge of content, and knowledge of cognitive and developmental sciences,
- performance skills, and
- professional dispositions toward the students, curriculum, and reasons they teach. This preparation will allow them to work successfully with:
 - varied students,
 - within a global community.

* Cognitive Science is defined here as a multi-disciplinary field or study which includes what we know about observed individual and social behaviors, mental representations and thinking processes (mind), biophysical structures, functions and mechanisms of learning (brain), and how human beings change over time as they develop in all quadrants: cognitive, social, emotional and physical growth (education).

(See also: Teacher Education Unit (TEU) mission, goals and policies on page 1327-131.

Teacher Education and Human Performance Department Goals and Outcomes

Objectives

1. To provide a comprehensive teacher training program in elementary and secondary education.
2. To prepare competent teachers who are involved in acting and reflecting on the pedagogical and content knowledge they have acquired.
3. To provide specialized training in reading, early childhood education, and middle school.
4. To provide opportunity for certification in Water Safety Instruction (WSI), Cardio-Pulmonary Resuscitation (CPR), and Hunter Education.
5. To provide a sound foundation for graduate studies in education.
6. To develop skills and knowledge that aid in developing a personal, lifetime wellness concept.
7. To provide a program to meet the needs of students seeking employment opportunities in hospital wellness centers, sports medicine departments, community sport and fitness clubs, and corporate fitness settings.
8. To provide courses that fulfill the General Education requirements and provide university students with the chance to develop life long activity opportunities.

Teacher Education Coursework

Faculty: Dr. Rebecca Anhorn; Dr. Warren Gamas; Dr. Kathryn Hintz; Dr. Deb Jensen; Erik Kana; Director, Teacher Education and Field Placement Office: Dr. Lisa Borden-King

General Education Requirements (38 cr)

(See specific majors for targeted General Education requirements.)

Core Requirements for all Bachelor of Science in

Education Majors (BSE) (28-38 cr)

*indicates courses requiring admittance to Teacher Education

Professional Education Sequence (32-38 credits) May be taken prior to admission to Teacher Education:

- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum, Planning, and Assessment (3)
- SPED 110 Introduction to Exceptional Children (3)
- SS 283 Ethnic and Cultural Diversity in America (3)
- Elect one of the following (3 cr)
 - PSY 255 Child and Adolescent Psychology (3)
 - PSY 252 Child Psychology (3)

Admittance to Teacher Education Required:

- *ED 380 Technology in Teaching (2)
- *ED 460 Managing the Learning Environment (2)
- *ED 470 Teaching Diverse Learners (2)
- *Methods class(es) required by major. (4 cr minimum)
- *ED 491, 492, 493, 494, or 495 Student Teaching (6-16)
(Course number dependent upon student teaching grade level)

Department/Division Requirements: see catalog descriptions under each department and division offering a BSE degree. They are identified by the ARK conceptual model.

ELEMENTARY EDUCATION

Faculty: Dr. Kathryn Hintz, Elementary Program Coordinator; Patricia Jorgenson; Ely Vargas; Erik Kana; Dr. Lisa Borden-King; Dr. Clarine Sandstrom;

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION (128 CR)



General Education (38 cr)

Requires two lab sciences: one each in Life and Physical Sciences, in addition to the requirement for GEOL 108 Earth and Planetary Science, which is taken in the Elementary Education major. Requires MATH 103 College Algebra or 104 Finite Mathematics, and either GEOG 110 Principles, or GEOG 161 World Regional

Coursework not requiring admission to Teacher Education (29 cr)

- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum, Planning and Assessment (3)
- SPED 110 Introduction to Exceptional Children (3)
- Select one of the following:
 - PSY 252 Child Psychology (3)
 - PSY 255 Child and Adolescent Psychology (3)
 - SS 283 Ethnic and Cultural Diversity in America (3)
 - ECE 215 Infant/Toddler Development (2)
 - ECE 335 Early Childhood Education (3)
 - HPER 210 First Aid and CPR (2)
 - ENGL 238 Children's Literature (3)

118 Elementary Education

ECE 360 Language Acquisition (3)

Coursework requiring admission to Teacher Education (61 cr)

ECE 310 Home, School, Community (2)
ECE 312 Methods: Arts Integration (2)
ECE 313 Emergent Reader (2)
ECE 314 Math and the Young Child (2)
ECE 361 Observation & Assessment (3)
ECE 411 Leadership & Supervision (3)
ELED 352 Foundations of Reading (3)
ED 380 Technology in Teaching (2)
HPER 340 El Methods and Activities (3)
ECE 430 PreK Curr & Activities (3)
**ELED 421 Elementary Mathematics Methods (3)
**ELED 422 Elementary Language Arts Methods (3)
**ELED 423 Elementary Reading Methods (3)
**ELED 424 Elementary Social Studies Methods (3)
**SCI 426 Elementary Science Methods (4)

ED 460 Managing the Learning Environment (2)
ED 470 Teaching Diverse Learners (2)

ED 491 Student Teaching - Pre-K (6)
ED 492 Student Teaching -Elementary (10)

Refer to pages 130-134 for Teacher Education Policies and Procedures.

OPTIONAL: CONCENTRATIONS

READING CONCENTRATION (12 CR)

ELED 352 Foundations of Reading (3)
ED 402 Reading in the Content Area (3)
ED 440 Remedial Reading (3)
ED 441 Clinical Practice in Remedial Reading (3)

CREATIVE DRAMATICS CONCENTRATION (12 CR)

PSY 252 Child Psychology (3) or
PSY 255 Child and Adolescent Psychology
THEA 250 Creative Drama (3)
THEA 251 Puppetry (3)
THEA 353 Plays for the Young (3)

SPECIAL EDUCATION CONCENTRATION (12 CR)

SPED 110 Intro to Exceptional Children (3)
SPED 120 Intro to Behavior Management (3)
SPED 310 Intro to IDDA (3)
SPED 420 Adaptations in Regular Education (3)

BUSINESS ADMINISTRATION CONCENTRATION (12 CR)

ACCT 102 Fundamentals of Accounting (3)

BADM 301 Fundamentals of Management (3)
BADM 304 Entrepreneurship/Small Business (3)
BADM 309 Safety Management (3)

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (120 CR)



The BSE Program is aligned with the Education Standards and Practices Board of North Dakota grade 1-6 Elementary Education teaching license. Those who wish to teach Kindergarten add the Kindergarten Concentration to become K-6. Those who wish to teach middle school grades 7-8 add the Middle School Concentration and a concentration of 24 credits in the subject areas they wish to teach in grades 7-8.

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State University. These pages explain the admission, retention, and exit requirements of the program.

General Education (38 cr)

(Requires two lab sciences: one each in Life and Physical Sciences, in addition to the requirement for GEOL 108 Earth and Planetary Science, which is taken in the Elementary Education major. Requires MATH 103 College Algebra or MATH 104 or higher and either GEOG 110 Principles, or GEOG 161 World Regional. PSY 111 Intro to Psychology is also required.)

Coursework not requiring admission to Teacher Education (35 cr)

ED 250 Foundations of Education (2)
ED 260 Educational Psychology (2)
ED 320 Curriculum, Planning and Assessment (3)
SPED 110 Introduction to Exceptional Children (3)
Select one of the following (3 cr)
PSY 252 Child Psychology (3)
PSY 255 Child and Adolescent Psychology (3)
SS 283 Ethnic and Cultural Diversity in America (3)
MUSC 101 Fundamentals of Music (2)
ART 201 Art Methods for Elementary Education (3)
MATH 277 Mathematics for Elementary Teachers I (3)
MATH 377 Mathematics for Elementary Teachers II (2)
ENGL 238 Children's Literature (3)
GEOL 108 Earth and Planetary Science (4)

Coursework requiring admission to Teacher Education (42 cr)

MUSC 301 Music Methods for Elementary Teachers (2)
HPER 340 Elementary Methods and Activities (3)
ELED 352 Foundations of Reading (3)
ED 380 Technology in Teaching (2)
**ELED 421 Elementary Mathematics Methods (3)
**ELED 422 Elementary Language Arts Methods (3)
**ELED 423 Elementary Reading Methods (3)

- **ELED 424 Elementary Social Studies Methods (3)
- **SCI 426 Elementary Science Methods (4)
- ED 460 Managing the Learning Environment (2)
- ED 470 Teaching Diverse Learners (2)
- ED 492 Student Teaching—Elementary (12)

Refer to pages 130-134 for Teacher Education Policies and Procedures.

Electives (8 cr) Requires either 8 credits from the endorsement options which follow, or 8 credits of other electives.

** The methods classes for elementary education candidates must be taken together in one semester. During this time candidates will complete a five week, full day practicum experience in an elementary school.

OPTIONAL: CONCENTRATIONS

KINDERGARTEN CONCENTRATION (18-20 CR)

The kindergarten endorsement requires a BSE with a major in elementary education plus the following coursework:

- ECE 360 Language Acquisition (3)
- ECE 335 Early Childhood Education (3)
- ECE 361 Observation and Assessment Early Childhood Education (3)
- ECE 430 Preschool Curriculum, Activities and Practicum (3)
- ED 491 Student Teaching Kindergarten (6-8)

MIDDLE SCHOOL CONCENTRATION (12 CR)

The middle school concentration requires a B.S.E. with major in elementary education or B.S.E. in secondary education plus the following coursework:

- ED 350 Middle School Curriculum and Philosophy (3)
- ED 402 Reading in the Content Area (3)
- ED 451 Middle School Teaching Strategies (3)
- PSY 352 Adolescent Psychology (3) OR
- PSY 255 Child and Adolescent Psychology (3)

READING CONCENTRATION (12 CR)

The Reading Concentration requires a BSE with a major in elementary education or BSE in secondary education plus the following course work:

- ED 402 Reading in the Content Area (3)
- ED 440 Remedial Reading (3)
- ED 441 Clinical Practice in Remedial Reading (3)
- ELED 352 Foundations of Reading (3)

This course work provides eligibility for a Title I Credential for elementary education majors. Requirements for Title I Credential for secondary majors will vary based on the content area.

HUMAN PERFORMANCE

Faculty: Dr. David Rochholz, Program Coordinator; Dr. Terry Ferebee Eckmann; Dr. Heather Golly; Alvis Martinson; Dr. Jaimie McMullen; Sara Deutsch; Ashley Guy

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN PHYSICAL EDUCATION (128 CR)



The BSE program meets the requirements of the Education and Standards and Practices Board of North Dakota for a K-12 physical education teaching license.

Refer to pages 127-131 of the catalog for details regarding Teacher Education at Minot State University. These pages explain the admission, retention, and exit requirements of the program.

General Education (38 cr)

Coursework not requiring admission to Teacher Education (49 cr)

- HPER 107 Introduction to Physical Education (2)
- HPER 207 Prevention and Care of Injuries (2)
- HPER 210 First Aid and CPR (2)
- HPER 215 Methods of Teaching Sports Activities (2)
- HPER 220 Methods of Teaching Dance (2)
- HPER 226 Methods of Teaching Group Fitness and Weight Training (2)
- HPER 231 Methods of Aquatic Activities (2)
- HPER 301 Psychomotor Development (2)
- HPER 310 Organization and Administration of Physical Education and Athletics (2)
- HPER 334 Nutrition for Physical Performance (2)
- HPER 407 Psychology of Physical Education and Athletics (2)
- HPER 431 Kinesiology (3)
- HPER 433 Physiology of Exercise (3)
- HPER 441 Evaluation of Psychomotor Performance (3)
- HPER 442 Methods of Teaching Physical Education to the Disabled (2)
- SPED 110 Introduction to Exceptional Children (3)
- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum Planning and Assessment (3)
- PSY 255 Child and Adolescent Psychology (3)
- SS 283 Ethnic and Cultural Diversity in America (3)

Coursework requiring admission to Teacher Education (31 cr)

- HPER 340 Elementary Methods and Activities (3)
- HPER 341 Practicum for Elementary Physical Education (2)
- ED 380 Technology in Teaching (2)
- HPER 391 Physical Education Methods/Secondary (4)
- ED 460 Managing the Learning Environment (2)
- ED 470 Teaching Diverse Learners (2)

120 Physical Education, Athletic Training

ED 494 Student Teaching K-12 (16)

Refer to pages 127-131 for Teacher Education Policies and Procedures.

Electives (11 cr)

PHYSICAL EDUCATION MINOR (29-30 CR)

- HPER 107 Introduction to Physical Education (2)
- HPER 210 First Aid and CPR (2)
- HPER 215 Methods of Teaching Sports Activities (2)
- HPER 220 Methods of Teaching Dance (2)
- HPER 226 Methods of Teaching Group Fitness and Weight Training (2)
- HPER 301 Psychomotor Development (2)
- HPER 334 Nutrition for Physical Performance (2)
- Elect from the following (3-4 cr)
 - HPER 340 Elementary Methods and Activities (3)
 - HPER 391 Physical Education Methods/Secondary (4)
 - HPER 431 Kinesiology (3)
 - HPER 433 Physiology of Exercise (3)
 - HPER 441 Evaluation of Psychomotor Performance (3)
 - HPER 442 Methods of Teaching Physical Education to the Disabled (2)

NOTE: Physical Education minors must complete HPER 340 or HPER 391, whichever is commensurate with the licensing level of their major, and must earn a grade of C or better.

COACHING MINOR (30 CR)

- HPER 207 Prevention and Care of Injuries (2)
- HPER 208 Taping and Bracing (2)
- HPER 210 First Aid and CPR (2)
- HPER 226 Methods of Teaching Group Fitness and Weight Training (2)
- HPER 250 Officiating (2)
- HPER 310 Organization and Administration of Physical Education and Athletics (2)
- HPER 407 Psychology of Physical Education and Athletics (2)
- HPER 431 Kinesiology (3)
- HPER 433 Physiology of Exercise (3)
- HPER 496 Coaching Practicum (2)
- Elect from the following (6 cr)
 - HPER 401 Methods of Coaching Football (2)
 - HPER 402 Methods of Coaching Basketball (2)
 - HPER 403 Methods of Coaching Track (2)
 - HPER 404 Methods of Coaching Baseball/Softball (2)
 - HPER 405 Methods of Coaching Wrestling (2)
 - HPER 406 Methods of Coaching Volleyball (2)
- Elect from the following (2 cr)
 - HPER 111 Varsity Football (1)
 - HPER 112 Varsity Basketball (1)
 - HPER 113 Varsity Track and Field (1)
 - HPER 114 Varsity Tennis (1)
 - HPER 115 Varsity Golf (1)
 - HPER 116 Varsity Cross Country (1)
 - HPER 117 Varsity Volleyball (1)
 - HPER 118 Varsity Cheerleading (1)

- HPER 119 Varsity Softball (1)
- HPER 121 Varsity Baseball (1)
- HPER 215 Methods of Teaching Sports Activities (2)

HEALTH EDUCATION MINOR (23 CR)

Required Support Courses (may be used as General Education requirements or electives)

- BIOL 142 General Microbiology (4)
- BIOL 150 General Biology (4)
- CHEM 121/121L General Chemistry I (5)

Required Core

- BIOL 347 General Ecology (3)
- HMS 203 Health Care Through the Life Span (3)
- HPER 210 First Aid and CPR (2)
- HPER 334 Nutrition for Physical Performance (2)
- PSY 349 Psychopharmacology (3)
- Elect from the following (6 cr)
 - HPER 360 Administration of School Health Programs (3)
 - HPER 361 Vital Health Issues (3)
 - HPER 362 Principles and Methods of Teaching School Health (3)

DRIVER AND TRAFFIC SAFETY CONCENTRATION

This program is the only Driver and Traffic Safety program in the state and is one of a very few in the region. Several states have indicated they would recognize this concentration in certifying teachers as driver education instructors.

Requirements for this credential would be:

1. A valid teaching license or eligibility for one.
2. Completion of the following courses (10 cr.)

- DTS 230 Driver and Traffic Safety Education (3)
- DTS 350 Advanced Driving (3)
- DTS 260 Teenage Driving Behavior Problems (2)
- DTS 450 Organization, Administration and Supervision of Traffic Safety Education (2)

Since this program is offered in an online environment our pool of potential students covers ND, SD, Minnesota and Montana. These courses meet the North Dakota ESPB requirements for a minor equivalency.

ATHLETIC TRAINING

BACHELOR OF SCIENCE WITH A MAJOR IN ATHLETIC TRAINING

General Education (38 cr)

Required Athletic Core (90 cr)

- BIOL 220 Anatomy and Physiology I (4)
- BIOL 221 Anatomy and Physiology II (4)
- CHEM 115 Introductory Chemistry* (4)
- HMS 208 Medical Terminology (2)
- HMS 215 Pharmacology (3)
- HMS 243 Pathophysiology (3)

HMS 260 Introduction to Public Health (3)
 HMS 460 Quality and Risk Management (3)
 HPER 120 Weight Training* (1)
 HPER 126 Group Fitness Land/water/yoga aerobics* (1)
 HPER 128 Introduction to Athletic Training (3)
 HPER 129 A T Clinical Experience I (1)
 HPER 206 Medical Conditions (3)
 HPER 207 Prevention and Care of Athletic Injuries (2)
 HPER 208 Taping and Bracing (2)
 HPER 210 First Aid and CPR (2)
 HPER 223 A T Clinical Experience II (1)
 HPER 226 Methods of Teaching Group Fitness (2)
 HPER 270 Upper/Lower Extremity Evaluation (3)
 HPER 301 Psychomotor Development (2)
 HPER 304 Therapeutic Exercise (3)
 HPER 307 Head, Neck, & Spine Evaluation (3)
 HPER 308 Biomechanics (2)
 HPER 310 Organization and Administration (2)
 HPER 323 A T Clinical Experience III (2)
 HPER 324 A T Clinical Experience IV (2)
 HPER 334 Nutrition (2)
 HPER 407 Psychology of Physical Education and Athletics (2)
 HPER 410 Modalities (3)
 HPER 420 Athletic Training Management (2)
 HPER 423 A T Clinical Experience V (2)
 HPER 424 A T Clinical Experience VI (2)
 HPER 425 Capstone in Athletic Training (1)
 HPER 431 Kinesiology (3)
 HPER 433 Physiology of Exercise (3)
 HPER 441 Evaluation of Psychomotor Performance (3)
 PHYS 203 Intro to Physics I* (4)
 PSY 241 Introduction to Statistics (3) or Math 240 Applied Statistics (4)

*These courses can be taken as a part of the General Education requirement.

Criteria for Retention

Athletic Training Education Program students must maintain a cumulative grade point average of at least 2.75 in all courses. At the end of each semester, grades will be reviewed and if the required grade point average is not met, the candidate will be placed on probation. Students will be permitted to continue taking courses within the Athletic Training Education Program the subsequent semester provided a 2.75 grade point average is achieved by the end of the semester.

Athletic Training Education Program students must receive a grade of “C” or better in every course of the Athletic Training Education Program core. At the end of each semester, grades will be reviewed and if the student has received a grade less than a “C” in any course of the Athletic Training Education Program core, the student will be placed on probation. Students will be permitted to continue taking courses within the Athletic Training Education Program the subsequent semesters, but must complete the course with a grade of “C” or better.

If an Athletic Training Education Program student does not

receive a grade of “C” or better in a course that is a prerequisite for a clinical course they will not be allowed to take that clinical course until a grade of “C” or better has been earned in the prerequisite course.

The student must meet any additional departmental requirements. Students are requested to check with their advisors concerning any additional departmental requirements. The student is expected to demonstrate the dispositions of a good Athletic Trainer throughout the program by being motivated/dedicated, responsible, resourceful, caring/sensitive, open minded, poised, ethical and collegial (collaborative/cooperative).

The student must maintain continuous enrollment. Students who are not enrolled at the university for more than two consecutive semesters (excluding summer semesters) will be dropped from the Athletic Training Education Program and must be re-admitted to the Athletic Training Education Program before proceeding with any coursework requiring admission to the Athletic Training Education Program.

Athletic Training Probation/Disciplinary Policy

Effect of Probationary Status

Students who do not maintain the required grade point average will receive a warning and be placed on academic probation from the program for the following semester. Students will have one semester to bring their grade point average up to the required grade point average. During the semester of academic probation, students are not able to participate in clinical rotations or athletic training room hours. Students will be required to meet with their academic advisors and the program director monthly and submit a grade report sheet at the time of each meeting.

Students who display inappropriate dispositions are to be reported by faculty or Preceptor. Prior to filing the report, faculty/Preceptors would be expected to discuss their concerns about the student’s disposition with the student. If discussion of the concern does not remedy the problem, then an inappropriate dispositions report is filed. Both the student and reporting person should sign the report. If the student is unavailable (eg. due to excessive absences) the report may be filed without the student’s signature. The written report is filed with the Chair of Teacher Education and Human Performance who will forward copies to the candidate’s advisor and the Program Director. The form will describe the inappropriate disposition or behavior and also indicate the level of urgency in remedying the situation. Any report of inappropriate dispositions will require that the reporting faculty member be notified of an advisor/student action plan to remedy the concerns. In the case of multiple reports of inappropriate dispositions or an egregious incident the student will be required to meet with the Athletic Training Education Program Selection Committee (ATEPSC) which will determine what action needs to be taken. Action may include an advisor/student plan to remedy

concerns, probation with a plan to remedy concerns, or removal from the program. In the event of multiple reports or an egregious incident a “plan follow through: report must be filed with ATEPSC prior to the Program Director’s endorsement to sit for the Board of Certification (BOC), Inc. exam. Following the probationary semester, the ATEPSC will review the candidate’s status. This review will include, but will not be limited to: grade point averages, dispositions, recommendations from faculty, and the previous probation history. The ATEPSC will change the candidate’s status to fully admitted, or will drop the student from the Athletic Training Education Program. The candidate will be informed of the decision at the end of the semester. A student dropped from the Athletic Training Education Program will be dropped from clinical courses.

Student grievances would be taken up with the Preceptor. If the ACI/CI is not able to reconcile the problem, the issue should be brought to the Program Director, followed by the Chair of the Teacher Education and Human Performance Department, then the Dean of the College of Education and Health Sciences.

Procedure for Re-admittance to the Athletic Training Education Program

If a student was dropped from the Athletic Training Education Program for failure to enroll for more than two consecutive semesters, the candidate must meet with his or her advisor and be recommended for reinstatement by his or her advisor and the department chair.

If the student was dropped from the program for other reasons, he or she must go through the full admissions process, but will not be required to duplicate relevant items from the first admission.

Transfer Student Policy

Students considering a transfer to Minot State University may request an unofficial transcript review by contacting the Registrar’s Office at 701-858-3347. Students transferring to Minot State University must request that an official college or university transcript be sent to Minot State University Enrollment Services. An unofficial transcript can be sent to Minot State University’s Registrar’s Office for evaluation. Students should also submit an official transcript to the Athletic Training Education Program Director for review of program specific courses to determine eligibility for application to the Athletic Training Education Program (ATEP). Transfer students will need to apply for admission to Minot State University and complete the admissions requirements. Transfer students are required to meet the same requirements for admission to the ATEP as current Minot State University students (see Athletic Training Education Program Application Checklist). Transfer students are required to go through the process for application for admission to the Athletic Training Education program as are all new students. Acceptance of courses does not mean that a student will automatically be ad-

mitted to the Athletic Training Education program. Transfer students will be required to take all Athletic Training Education program specific course work at Minot State University. Students may be able to transfer in the following course work contingent upon syllabus and course catalog audits: BIOL 220 Anatomy and Physiology I, BIOL 221 Anatomy and Physiology II, PHYS and CHEM (determined by the Registrar’s Office for general education requirements and Program Director for ATEP requirements).

The Transfer Process

Students must complete the following:

- Apply for admission, pay \$35 application fee, and complete admissions requirements.
- Submit your official transcript(s) and review your Transfer Credit Summary Report to see how courses were transferred. You may also see Transfer Credit Guidelines to see course equivalents, how courses are approved, and how courses will be reviewed.
- Participate in orientation. All transfer students are required to participate in new student orientation.
- Enroll in classes, get your student ID, arrange your housing, and purchase your parking pass.

SPORTS MEDICINE CONCENTRATION (13 CR)

- HPER 207 Prevention and Care of Athletic Injuries (2)
- HPER 210 First Aid and CPR (2)
- HPER 431 Kinesiology (3)
- Elect from the following (6 cr)
 - HPER 206 Medical Conditions (3)
 - HPER 270 Upper and Lower Extremity Evaluation (3)
 - HPER 304 Therapeutic Exercise (3)
 - HPER 307 Head, Neck, and Spine Evaluation (3)
 - HPER 308 Biomechanics (2)

CORPORATE FITNESS

BACHELOR OF SCIENCE WITH A MAJOR IN CORPORATE FITNESS

General Education (38 cr)

Required Physical Education Core (46 cr)

- ACCT 200 Elements of Accounting (3)
- BADM 301 Fundamentals of Management (3)
- BADM 303 Human Resource Management (3)
- BOTE 247 Spreadsheet Applications (3)
- HPER 207 Prevention and Care of Injuries (2)
- HPER 210 First Aid and CPR (2)
- HPER 215 Methods of Teaching Sports Activities (2)
- HPER 220 Methods of Teaching Dance (2)
- HPER 225 Fitness Leadership (2)

- HPER 226 Methods of Teaching Group Fitness and Weight Training (2)
- HPER 325 Personal Training Methods (2)
- HPER 334 Nutrition for Physical Performance (2)
- HPER 431 Kinesiology (3)
- HPER 433 Physiology of Exercise (3)
- HPER 441 Evaluation of Psychomotor Performance (3)
- HPER 497 Corporate Fitness Practicum (8)
(minimum 160 contact hours)

A minimum of a 2.5 GPA within the Corporate Fitness major is required for graduation.

Second Major or Minors/Concentration(s)/or Electives (46 cr)

HEALTH AND WELLNESS CONCENTRATION (10 CR)

- HPER 100 Concepts of Fitness and Wellness (2)
- HPER 120 Weight Training (1)
- HPER 126 Group Fitness (1)
- HPER 210 First Aid and CPR (2)
- HPER 215 Methods of Teaching Sports Activities (2)
- HPER 334 Nutrition for Physical Performance (2)

DEPARTMENT OF SPECIAL EDUCATION

Chair: Dr. Alan Ekblad

Faculty: Jodi Connell; Dr. Brent Askvig; Dr. Alan Ekblad; Dr. Lori Garnes; Jennifer Hefter; Mary Mercer; Holly Pedersen; Dr. Johnna Westby.

Special Education Program Mission

MSU's special education program: 1) provides exemplary learning experiences to prospective and practicing educators; 2) provides technical assistance and services to schools, families, and agencies; 3) disseminates current and relevant information to state and local agencies; and 4) conducts credible, practical research.

Students who complete one of MSU's special education programs will be reflective decision makers who provide exemplary educational services to people with disabilities.

Special Education Department Goals

- Prepare professional personnel to teach children and adults with disabilities
- Render community service to children and adults with disabilities through testing, clinical program and consultation
- Assist teachers, administrators and parents to understand and improve the lives of individuals having special needs

Special Education Department

Outcomes

- Students will describe the philosophical, historical and legal foundations of special education.
- Students will describe the characteristics of learners with and without disabilities.
- Students will demonstrate appropriate assessment, diagnosis and evaluation procedures and strategies for individuals with disabilities.
- Students will use appropriate instructional content and practices for individuals with disabilities.
- Students will plan and manage the teaching and learning environment for individuals with disabilities.
- Students will manage learner behavior and social interactions.
- Students will engage in and facilitate appropriate communication and collaborative partnerships.
- Students will demonstrate professional and ethical practices.

Admission to Teacher Education

All students completing a BSE in Special Education must meet specific teacher education requirements prior to enrolling in Block I/II methods courses and corresponding community-based practica and engaging in student teaching. To accomplish this, an application packet must be completed and submitted to their Special Education Advisor one semester prior to anticipated Blocks enrollment. It is then forwarded to the Department Chair and the Dean of Education and Health Sciences. The Dean will bring the packet forth to the Teacher Education Administrative Council (TEAC) for final review. The TEAC will grant or deny admission to teacher education prior to registration for the following semester. After admission to Teacher Education the students may enroll in restricted education classes and in SPED practica, provided all other prerequisites are met.

Application for Teacher Education

The application packet will contain the following:

1. Application Form identifying
 - a GPA of at least 2.50 overall for General Education (GE) requirements and,
 - a GPA of at least 2.50 for the communications section of the GE requirements.
2. Documentation of 20 clock hours of supervised activities with children or youth is obtained as one component of SPED 233.
3. Two completed "Reference Forms for Admission to Teacher Education" from previous teachers/supervisors.
4. A personal "Philosophy of Education" statement.
5. Satisfactory Pre-Professional Skills Test (PPST) scores.
 - Overall composite score of 516 or more
 - Reading score of 173/170; Writing score of 173/171; and Math score of 170/169. Scores in two of the areas must meet or exceed the highest score listed. The third score may not be below

the lowest score in a subject area.

6. Evidence of completion of a Special Education Teacher Education Seminar.
7. A completed self-assessment of CEC standards and professional dispositions.

Candidates applying for a North Dakota special education license must work with MSU and the ND Education Standards and Practices Board to complete an acceptable program of Study for the BSE in Special Education.

Prospective student teachers in Special Education should make application for student teaching a full semester in advance of potential placement. Application materials are available from the Special Education Office, Memorial 210. Information regarding relevant deadlines may be obtained from the Special Education office, the MSU campus calendar, the MSU website, and the Red and Green. It is the responsibility of the student to follow all published deadlines. Only applications submitted by the published due dates will be considered for student teaching approval.

Criteria for Retention in Teacher Education

1. Special Education students must maintain a cumulative grade point average of at least 2.50 in all courses within the Special Education and teacher education core. Students must receive no grade less than a "C" in any core education course. A grade below a "C" results in probation. This course grade must be replaced with a grade of "C" or higher prior to applying to student teaching.
2. Students are expected to demonstrate the dispositions of a good teacher as described by CEC teaching standards. Students who display inappropriate dispositions are reported to MSU faculty and/or local school district representatives. Prior to the lodging of a formal complaint regarding students' dispositions, MSU faculty will engage in a discussion of the complaint and attempt to attain a resolution. If a resolution is not attained, a formal complaint is then filed with the chair of TEAC who will forward it to the appropriate personnel and bring it forth to TEAC for determination of appropriate further action, such as a plan to remedy concerns, probation with a plan to remedy concerns, or removal from the program.
3. Students must maintain continuous enrollment at MSU. Students who are not enrolled at the university for more than two consecutive semesters (excluding summer sessions) will be dropped from the Special Education major and must be recommended by their advisor for re-admittance prior to continuing with any further coursework. Students dropped from Special Education for other reasons must go through the full admissions process but will not be required to duplicate relevant items from the first admission.

Exit Requirements from the Special Education

Major

1. Successful completion of all coursework outlined by the student's Program of Study and major department.
2. Successful completion of student teaching.
3. Successful completion of the Praxis II tests.
4. Completed formal application for graduation.

Praxis Testing

Students graduating in Special Education are required to successfully complete the Praxis II test for the area of Special Education: Core Knowledge and Mild to Moderate Applications. The test code for the computerized version of the test is 0543 and the test code for the printed version of the test is 543.

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR SPECIAL EDUCATION (120 CR)*



General Education (38 cr)

(Requires two lab sciences: one each in Life and Physical Sciences. Requires MATH 103 College Algebra. Requires either HIST 103 US History to 1877 or HIST 212 World Civilization to 1500 and either GEOG 110 Principles or GEOG 161 World Regional.)

Required Special Education Core (69 cr)

- SPED 110 Intro to Exceptional Children (3)
- SPED 120 Intro to Positive Behavior Supports (3)
or PSY 473 Behavior Modification
- SPED 141 Development of Young Children (3)
- SPED 201 Behavior Interventions for Mild (4)
- SPED 202 Intro to Sensory Disabilities (3)
- SPED 233 Experience in SPED (1)
- SPED 301 Language/Comm Interventions (3)
- SPED 310 Intro to IDDA (3)
- SPED 317 Foundational Academics (3)
- SPED 340 Assessment in SPED* (4)
- SPED 379 Leadership in SPED (4)
- SPED 410 Intro to Mild Disabilities (3)
- SPED 420 Inclusive Practices (4)
- SPED 441 Methods for Mild Disabilities* (3)
- SPED 442 Methods for Mod/Severe* (3)
- SPED 444 Transition to Adult Life* (3)
- SPED 445 Collaborative Partners in SPED (3)
- SPED 494 Practicum in SPED (4)
- ED 495 Student Teaching* (12)

Teacher Education Core (17 cr)

- PSY 252 or 255 or 352 Child Psychology/Child and Adolescent Psychology/Adolescent Psychology (3)
- SS 283 Ethnic and Cultural Diversity in America (3)
- ED 250 Foundations of Education (2)
- ED 260 Educational Psychology (2)
- ED 320 Curriculum Planning and Assessment (3)

- ED 380 Technology in Teaching* (2)
- ED 460 Managing the Learning Environment* (2)
- ED 470 Teaching Diverse Learners* (2)

* Requires Admission to Teacher Education.

Students wishing to enroll in a double major in conjunction with the BSE in SPED will complete all requirements of both majors as identified in the MSU undergraduate catalog.

DEAF AND HARD OF HEARING MINOR (29 CR)

- SPED 110 Introduction to Exceptional Children (3)
- SPED 113 American Sign Language I (3)
- SPED 115 American Sign Language II (3)
- SPED 213 American Sign Language III (3)
- SPED 117 Manually Coded English (3)
- SPED 210 Introduction to the Ed of Children w/DHH (3)
- SPED 498 Advanced Field Experience (1)
- CD 321 Language Development (3)
- CD 342 Introduction to Audiology (4)
- CD 427 Aural Rehabilitation (3)

SPECIAL EDUCATION CONCENTRATION (10-11 CR)

Required

- SPED 110 Intro to Exceptional Children (3)
- SPED 420 Adaptations in Regular Education (2)
- Elect two from the following (5-6 cr)
 - SPED 120 Intro to Positive Behavior Support (3)
 - SPED 210 Intro to Ed of Children w/ DHH (2)
 - SPED 310 Introduction to IDDA (3)
 - SPED 410 Intro to Learning Disabilities (3)

INTELLECTUAL DEVELOPMENTAL DISABILITIES

ASSOCIATE OF SCIENCE DEGREE IN HUMAN SERVICES WITH A MAJOR IN INTELLECTUAL/DEVELOPMENTAL DISABILITIES (65 CR)

MSU's two Intellectual/Developmental Disabilities (IDD) degree programs prepare professionals to work for agencies that provide services for adults with intellectual/developmental disabilities. The Associate of Science in Human Services with a major in I/DD is a unique program that works closely with North Dakota's community-based service system.

Since students in this program often hold full-time and part-time jobs in the I/DD service industry, all of the classes in this degree program's "required core" are made available at I/DD service sites throughout ND, and online. Furthermore, this

program's general education requirements can be completed at any accredited college or university.

The Associate of Science Degree in Human Services with a major in Intellectual/Developmental Disabilities is awarded upon satisfactory completion of the designated 27 credits of Intellectual/Developmental Disabilities coursework and the 38 credits of General Education coursework. Further information can be obtained from the Department of Special Education, Developmental Disabilities Office at 701-858-3260, 1-800-777-0750, ext. 3260.

General Education (38 cr)

Required Core (27 cr)

- SPED 101 Introduction to IDD (3)
- SPED 111 Health Care in IDD I (3)
- SPED 112 Health Care in IDD II (2)
- SPED 120 Intro to Positive Beh Support (3)
- SPED 130 Expanding Leisure Options in IDD (1)
- SPED 140 Human Development (2)
- SPED 221 Promoting Personal Outcomes (2)
- SPED 223 I/DD & Mental Health Disorders (1)
- SPED 225 Assisting People TBI (2)
- SPED 250 Dev Communicative Interactions (2)
- SPED 255 Aging and IDD (2)
- SPED 296 Field Experience in IDD (4)

NOTE: Most courses in AS in Human Services with a major in I/DD are only offered once every two years. Student schedules will vary. See advisor for assistance.

BACHELOR OF SCIENCE IN HUMAN SERVICES WITH A MAJOR IN INTELLECTUAL/DEVELOPMENTAL DISABILITIES (NON-TEACHING) (128 CR)

MSU's Bachelor of Science in Human Services with a major in I/DD was originally designed as a career ladder choice for graduates of our Associate of Science in Human Services with a major in I/DD degree and many students continue to follow this career path. In recent years, an increasing number of students have enrolled in this four-year program with neither an Associate degree nor previous experience in the I/DD service industry. Like the Associate of Science degree, students in this four-year program take advantage of many paid, hands-on experiences in the I/DD service industry.

General Education (38 cr)

Required Core (43 cr)

- SPED 101 Introduction to IDD (3)
- SPED 111 Health Care in IDD I (3)
- SPED 112 Health Care in IDD II (2)
- SPED 130 Expanding Leisure Options in IDD (1)
- SPED 221 Promoting Personal Outcomes (2)
- SPED 250 Dev Communicative Interactions (2)
- SPED 296 Field Experience in IDD (4)
- SPED 310 Introduction to IDDA(3)

126 Intellectual/Developmental Disabilities

SPED 340 Classroom Assessment for IDDA (3)
SPED 441 Methods for Mild IDDA (3)
SPED 442 Methods for Moderate IDDA (3)
SPED 444 Vocational Planning for IDDA (3)
SPED 445 Collaborative Partnerships in SPED (3)
SPED 491 Senior Seminar in IDD (4)
SPED 497 Externship in IDD (8)

Behavior Management Requirement (3 cr)

Elect one of the following (3)
SPED 120 Intro to Positive Beh Support (3)
PSY 473 Behavior Modification (3)

Human Development Requirement (2-3 cr)

Elect one of the following (2-3)
SPED 140 Human Development (2)
PSY 255 Child & Adolescent Psychology (3)

Mature-Citizen Requirements (2 or 3 credits)

Elect one of the following (2-3)
SPED 255 Aging and IDD (2)
PSY 379 Psychology of Adult & Aging (3)

Adjunctive discipline studies (Granting department requirements)

Students in this program may complete either an academic minor or two academic concentrations.

Minor and/or Concentration(s)-Related Field (33 cr)

Students pursuing a non-teaching Bachelor of Science degree in Human Services with a major in Intellectual/Developmental Disabilities should take an average of 16 hours per semester to complete 128 hours in four years (eight semesters). Consult an advisor for specific class sequence.

INTELLECTUAL/DEVELOPMENTAL DISABILITIES CONCENTRATION (12 CR)

Required

SPED 101 Introduction to IDD (3)
SPED 120 Intro to Positive Beh Support (3)
SPED 221 Promoting Personal Outcomes (2)

Elect four credits from the following:

SPED 111 Health Care in IDD I (3)
SPED 112 Health Care in IDD II (2)
SPED 130 Expanding Leisure Options in IDD (1)
SPED 223 I/DD & Mental Health Disorders (1)
SPED 250 Dev Communicative Interactions (2)
SPED 255 Aging and IDD (2)
SPED 296 Field Experience in IDD (4)

CERTIFICATE OF COMPLETION IN INTELLECTUAL/DEVELOPMENTAL DISABILITIES (15 CR)

The Certificate of Completion in Intellectual/Developmental Disabilities is designed to meet a national demand for paraprofessional training of personnel who support individuals with Intellectual/Developmental Disabilities in the community. Students will be required to take SPED 101: Introduction to

I/DD and at least 12 semester hours of electives from the remaining courses in the Associate of Science in Human Services with a major in Intellectual/Developmental Disabilities. Students may specialize in Health Care, Positive Behavior Supports, Aging, or Severe Disabilities. Contact (701) 858-3260 or 800-777-0756 ext 3260 for advising.

SPED 101 Introduction IDD (3)

Elect 12 credits from the following:

SPED 111 Health Care in IDD I (3)
SPED 112 Health Care in IDD II (2)
SPED 120 Intro to Positive Beh Support (3)
SPED 130 Expanding Leisure Options (1)
SPED 140 Human Development (2)
SPED 221 Promoting Personal Outcomes (2)
SPED 223 I/DD & Mental Health Disorders (1)
SPED 225 Assisting People with TBI (2)
SPED 250 Dev Communicative Interactions (2)
SPED 255 Aging and IDD (2)
SPED 296 Field Experience and IDD (4)

Teacher Education Policies and Procedures

Teacher Education Mission

The Teacher Education Unit (TEU) at Minot State University focuses on current cognitive science research* to prepare teachers who demonstrate reflective decision-making and the ability to integrate knowledge of content, students and the contexts in which we learn.

Our mission is to prepare educational professionals with:

- knowledge of content, and knowledge of cognitive and developmental sciences,
- performance skills, and
- professional dispositions toward the students, curriculum, and reasons they teach.

This preparation will allow them to work successfully with:

- varied students,
- in changing classroom environments,
- within a global community.

*Cognitive Science is defined here as a multi-disciplinary field of study which includes what we know about observed individual and social behaviors, mental representations and thinking processes (mind), biophysical structures, functions and mechanisms of learning (brain), and how human beings change over time as they develop in all quadrants: cognitive, social, emotional and physical growth (education).

Teacher Education Philosophy

Our philosophy for Teacher Education at MSU is to:

- prepare learners to participate in a democratic society,
- engage learners' natural curiosity about their communities and the world,
- access and purposefully reflect upon continuously evolving knowledge-bases in their content area(s) and cognitive / developmental sciences,
- construct skills and attitudes necessary for critical thinking and the useful application of knowledge,
- build effective teacher/student/community relationships, and
- demonstrate a sense of agency toward ethical, respectful and responsible behaviors.

THEREFORE, WE BELIEVE:

- Responsibility for the preparation and continuing development of teachers, must be shared by university faculty, educational practitioners, and the state, through its educator licensure standards;
- Teacher Education faculty must model ethical professional practice;
- Teacher Education faculty must be involved in both scholarly activities and the field of practice, to continually clarify and expand the professional knowledge base in both content and pedagogy;
- Teacher Education faculty must systematically evaluate programs and graduates to assure their continued high quality;

- Teacher Education programs must reflect global diversity and prepare professionals to teach in a pluralistic and multi-cultural society within a global community;
- The education of teachers must consist of a course of study that demonstrates high expectations, including a broad liberal education, academic subject matter preparation, knowledge of cognitive and developmental characteristics (of children, adolescents, young adult learners) and general and content-specific preparation in teaching methodology;
- The Teacher Education program and subsequent graduate study must include a wide variety of school-based experiences that serve as opportunities for candidates to apply pedagogical knowledge, grounded in research from cognitive and developmental science, and reflect on its application;

Teacher Education Goals

To actualize our Conceptual Model, philosophy and beliefs, Teacher Education faculty has applied the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) within our curriculum and TEU Assessment System. The INTASC Standards set high expectations for teacher candidates in subject-area content, learning sciences, and contextual understanding; reflecting our mission and vision:

• **Standard #1—Knowledge of Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

• **Standard #2—Knowledge of Human Development and Learning**

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

• **Standard #3—Adapting Instruction for Individual Needs**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

• **Standard #4—Multiple Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

• **Standard #5—Classroom Motivation and Management Skills**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

- **Standard #6—Communication Skills**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Standard #7—Instructional Planning Skills**

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

- **Standard #8—Assessment of Student Learning**

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

- **Standard #9—Professional Commitment and Responsibility**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally

- **Standard #10—Partnerships**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

TEACHER EDUCATION VISION

The vision we hold of our graduates is embodied in the Teacher Education Unit's Conceptual Model, Teachers as a Reflective Decision-makers, focusing on Action, Reflection and Knowledge (ARK).

Teachers who act are decision-makers who model professional practice, who have a sense of purpose and agency to engage and empower students within inclusive communities of learners. They value, encourage, and monitor the sustained, active involvement of every student in carefully planned, meaningful learning experiences. They collaborate willingly with colleagues and other professionals on educational issues, to plan and implement practices informed by professionally grounded evidence. They offer and receive support in continuing to develop as an expert teacher.

Teachers who reflect are decision-makers who evaluate relevant choices for teaching, decide and act on the preferred choices. They continually reevaluate their choices in light of their effectiveness, evidenced by students' responses and achievement, and by current literature and research. They reflect on cognition and learner development in regard to how students process information in the mind/brain, and the influences of the contextual environments in which students live. They hold the perspective of improving students' future success, and life-long learning as an engine driving the common good of society.

Teachers who know are decision-makers who have acquired

a strong knowledge base in subject-area content, cognitive and developmental sciences, and pedagogy. They understand that these knowledge-bases interact to help students construct meaning and useful knowledge. They understand the importance of continually striving for currency across these areas. This multi-disciplinary knowledge base provides information for reflection and action in teaching situations as well as the skills and attitudes necessary to ensure continued growth.

Professional Dispositions

In addition to the INTASC Standards, MSU Teacher Education Unit faculty has designed eight professional dispositions statements which embody how we expect our graduates to be disposed toward the students, curriculum, and reasons they teach. Candidates and graduates should be:

- **Motivated/Dedicated**
Inclined to action/Devoted wholly to some purpose
- **Caring/Sensitive**
Being concerned, having thought or regard, feeling concerned about/Responsive to the feelings of others
- **Ethical**
Being in accordance with the rules or standards for right conduct
- **Responsible**
Accountable, as for something within one's powers; having a capacity for moral decisions and, therefore, accountable
- **Open-Minded**
Having or showing a mind receptive to new ideas or arguments; unprejudiced, unbigoted, impartial
- **Collegial (Collaborative/Cooperative)**
Sharing responsibility in a group endeavor
- **Resourceful**
Able to deal skillfully and promptly with new situations, difficulties, etc.
- **Poised**
Self-confident, self-assured

Teacher Advisement and Field Placement Office

The Teacher Advisement and Field Placement Office (TAFP) serves all candidates enrolled in Teacher Education programs across campus. This office is responsible for regularly scheduled group meetings held throughout each academic year (Admissions seminars, Student Teaching orientations, and Student Teaching seminars). In these meetings, candidates are specifically coached regarding admission, retention, and exit policies, as well as various application procedures and deadlines associated with MSU's Teacher Education program and certification. Office members are available for candidates on an individual basis to answer questions related to their progress through the Teacher Education program. In addition to advisement, the office is responsible for coordination of all Teacher Education field-based experiences in partnership with the schools, including practicum arrangements and student teaching placements.

Admission to Teacher Education

The candidate must submit a completed admissions packet prior to a Teacher Education Administrative Council (TEAC) admission meeting. These meetings are held the week prior to the semester registration time and at the end and the beginning of each semester. The packet will contain the following:

1. Application form.
One of the requirements listed on the application form is that the Teacher Education Unit must be able to verify satisfactory grade point averages through previous semesters:
 - a. At least a 2.50 GPA on the communications portion of General Education requirements (ENGL 110, ENGL 120, COMM 110) with no grade lower than "C".
 - b. Cumulative GPA of at least 2.50
 - c. Minimum GPA in the teaching major and teaching minor of at least 2.5:
Students who have met all other requirements for Admission to Teacher Education and do not hold an overall GPA of 2.50, but do demonstrate a 3.00 GPA in their last 45 semester hours of study, may petition for special review by TEAC for admission to Teacher Education. Students granted admission by TEAC under this provision must demonstrate an overall GPA of 2.50 prior to Student Teaching.
2. Documentation of 20 clock hours of supervised activities with children or youth signed by the supervisor. The candidate's faculty advisor must certify the appropriateness of the activities.
3. Two completed "Reference Forms for Admission to Teacher Education" from previous teachers/supervisors.
4. A recommendation from the major department. This may include additional departmental requirements.
5. A personal statement of the candidate's current philosophy of education.
6. Satisfactory basic skills demonstrated by the Pre-Professional Skills Test (PPST) scores. Satisfactory basic skills as demonstrated by the following: Must have a composite score of 516 or more. Two of the three scores must meet or exceed the higher number listed below. The third score must not be below the lower number listed below.
PPST scores: Reading 173/170; Writing 173/171; Math 170/169
7. Evidence of completion of Teacher Education Admissions Seminar and be currently enrolled or have completed ED 250.
8. A completed self-assessment of INTASC standards and professional dispositions.

The advisor, upon receiving all of the required information, fills out an application form, which is forwarded to the chair of the respective department for approval and then forwarded to the Dean of Education and Health Sciences.

The Teacher Education Administrative Council will grant or deny admission to Teacher Education prior to registration for

the following semester. After admission to Teacher Education, the candidate may register for restricted education courses provided all other prerequisites are met.

- + Candidates who have been certified for teaching in another state or province may be admitted to Teacher Education without completing all of the above requirements; however, each case must be recommended to the Teacher Education Administrative Council (TEAC) by the department chair of the candidate's major area of study.
- ++ Candidates applying for post baccalaureate licensure must work with the Teacher Education and Human Performance Department to complete a plan acceptable to the University and the North Dakota Education Standards and Practices Board.
- +++ Individuals seeking 'licensure-only' student teaching placements, in which they are not receiving a degree from Minot State University, but MSU will transcript their student teaching credits, must take the core methods in their program area with MSU. This requirement exists to assess required academic and pedagogical competencies prior to placement in a school. Courses designated as 'core methods' are defined by each program area, and assessments parallel those required of degree candidates.

Application for Student Teaching

Prospective student teachers should make application for student teaching nearly a full semester in advance of their expected placement. Application materials and instructions are available from the Teacher Advisement and Field Placement office, Old Main Room 202. Candidates should check current semester schedule booklets, the Red and Green, the TAFP website at <http://www.minotstateu.edu/afoffice/>, and the campus bulletin boards for relevant published deadlines and announcements regarding student teaching. Only completed applications, submitted by the published deadline, will be processed and considered for approval for student teaching.

Retention in Teacher Education Criteria for retention in Teacher Education:

1. Teacher Education candidates must maintain cumulative grade point averages of at least 2.50 in all courses in the Teacher Education core, the teaching major(s), or minor(s) and overall. The candidate must receive at least a "C" grade in every course of the Teacher Education core and methods courses that require admission to Teacher Education. A grade below a "C" in a Teacher Education core course that does not require admission to teacher education may not place a candidate on probation **but prior to student teaching candidates must obtain a grade of not less than a "C" in all core courses.** At the end of each semester, grades will be reviewed and if the stated conditions are not met the candidate is placed

on probation. This probation must be remedied by the end of the next semester or the candidate is automatically dropped from Teacher Education. A candidate on probation will not be allowed to student teach.

See section on “Effect of Probation Status.”

2. The candidate must meet any additional departmental requirements. Students are requested to check with their advisors concerning any additional departmental requirements.
3. The candidate is expected to demonstrate the dispositions of a good teacher throughout the program by being: motivated, dedicated, responsible, resourceful, caring, sensitive, open minded, poised, ethical and collegial (collaborative/cooperative).
Candidates who display inappropriate dispositions are to be reported by faculty or field based supervisors. Prior to filing the report faculty would be expected to discuss their concerns about the candidate’s disposition with the candidate. If discussion of the concern does not remedy the problem then an inappropriate dispositions report is filed. Both the candidate and reporting person should sign the report. If the candidate is unavailable (eg. due to excessive absences) the report may be filed without the candidate’s signature. The written report is filed with the Chair of Teacher Education and Human Performance who will forward copies to the candidate’s advisor or department Chair. The form will describe the inappropriate disposition or behavior and also indicate the level of urgency in remedying the situation. Any report of inappropriate dispositions will require that the reporting faculty member be notified of an advisor/candidate action plan to remedy the concerns. In the case of multiple reports of inappropriate dispositions or an egregious incident the candidate will be required to meet with the Teacher Education Administrative Council (TEAC) which will determine what action needs to be taken. Action may include an advisor/candidate plan to remedy concerns, probation with a plan to remedy concerns, or removal from the program. In the event of multiple reports or an egregious incident a “plan follow through” report must be filed with TEAC prior to recommendation for licensure.
4. The candidate must maintain continuous enrollment. Candidates who are not enrolled at the university for more than two consecutive semesters (excluding summer semesters) will be dropped from Teacher Education and must be re-admitted to Teacher Education before proceeding with any coursework requiring admission to Teacher Education.

Effect of Probationary Status

1. The candidate on probation must work to remedy the causes of probation and may not take any further coursework requiring admittance to Teacher Education other than courses that need to be retaken. This should involve consultations with the faculty advisor.
2. Following the probationary semester the Teacher Education Administrative Council (TEAC) will review

the candidates status. This review will include but not be limited to: the grade point averages, dispositions, recommendations from faculty, and the previous probation history. The TEAC will change the candidate’s status to fully admitted, or will drop the student from the Teacher Education program. The candidate will be informed of the decision at the end of the semester. A candidate dropped from Teacher Education will be dropped from any course requiring admission to Teacher Education.

3. Candidates on probation may not apply for student teaching.

Procedure for Readmittance to Teacher Education

If a candidate was dropped from Teacher Education for failure to enroll for more than two consecutive semesters, the candidate must meet with his/her advisor and be recommended for reinstatement by his/her advisor and the department chair.

If a candidate was dropped from the program for other reasons, he/she must go through the full admissions process, but will not be required to duplicate relevant items from the first admission.

Exit Requirements from Teacher Education

1. Successful completion of all coursework outlined by the Teacher Education Governance Unit and the major department.
2. Successful completion of student teaching including required documentation.
3. Completion of required Praxis II tests.
4. Make formal application for graduation.

Praxis Testing

The ND Education Standards and Practices Board, as of July 1, 2006, required PRAXIS II content-area testing in programs that are considered “core academic areas” under the Elementary and Secondary Education Act, also known as No Child Left Behind. These core areas include English, reading and language arts, mathematics, science, foreign languages, music, visual arts, history, civics and government, geography, and economics. All other areas are considered non-core academic areas, but will also require a Praxis II test within the next 2 years. All education majors are required to take the Principles of Learning and Teaching (PLT) test appropriate to their licensure level. The MSU Teacher Education Unit requires that individuals seeking educational licensure in these areas pass the PRAXIS requirements prior to completion of their program(s) of study. Individual departments may use their discretion in determining the most effective placement of the testing within their sequence of courses for the major.

Praxis II and Teaching Minors

A teaching minor in a “core” subject area requires that the candidate successfully complete the Praxis II examination to obtain a major equivalency that allows them to teach in that subject area.

A teaching minor in a “non-core” subject area allows the candidate to be licensed to teach in that area.

Alternative Assessment to the Praxis II:

Individuals who have taken the Praxis II at least twice without receiving a passing score may appeal to the TEAC to present an alternative assessment under the following conditions:

1. Permission to submit an alternative assessment to TEAC must be gained from the candidate’s advisor and the department chair in which the major resides.
2. The alternative assessment must meet the requirements for the second assessment of content-area knowledge and skill required for NCATE accreditation as outlined in the TEU Policy Manual, and be shown by the department to have parallel forms reliability with how their candidates score on the Praxis II.
3. The candidate’s Praxis II performance will still be considered as one factor, along with these other assessments of the of the B.S.E. program objectives, to ascertain the candidate’s overall readiness to teach.
4. If inability to pass the Praxis II is related to a documented disability and/or test anxiety diagnosis, the candidate may, at their discretion, include that documentation with their appeal.
5. Passing the alternative assessment will count toward graduation from MSU, but candidates should be aware they must still meet the Praxis II cut score to be licensed to teach in North Dakota, and may need to pass similar tests in other jurisdictions.

Praxis II

All candidates must complete the Praxis II content and PLT exams relative to their major to be eligible for graduation.

To be eligible for licensure in ND, all candidates in core areas as defined by ESEA (Elementary and Secondary Education Act) must demonstrate satisfactory basic content knowledge in their major as indicated by their Praxis II test(s) scores. K-12 majors must successfully complete the Elementary PLT or the Secondary PLT plus their respective Praxis II exams (or alternate assessments) to meet licensure requirements.

Candidates who do not meet or exceed the minimum Praxis II or PLT test scores established by the North Dakota Education Standards and Practices Board may have their degree posted

provided all other degree requirements are met. Candidates will be reminded that without passing the Praxis II exams they will not be provided with a letter of support indicating that they have met ND standards for licensure.

Licensure

The Dean of the College of Education and Health Sciences recommends licensure based on the candidate meeting the guidelines established by the Education Standards and Practices Board of North Dakota.

Course Descriptions

Accounting

ACCT 102 Fundamentals of Accounting 3 cr. A basic study of the accounting cycle for a sole proprietorship business.

ACCT 200 Elements of Accounting I 3 cr. Basic principles of the complete accounting cycle with emphasis on current assets; property, plant, and equipment; and current liabilities. Prerequisite: MATH 103 or higher.

ACCT 201 Elements of Accounting II 3 cr. A continuation course of ACCT 200 with emphasis on partnerships, corporations, and management accounting. Prerequisite: ACCT 200.

ACCT 300 Legal Environment of Business 3 cr. Includes the nature and function of law; contracts and private property as basic concepts in free enterprise; the legal system and evolution of attitudes and law regarding marketing functions and governmental regulation imposed on business activities. Prerequisite: Sophomore status or higher.

ACCT 301 Intermediate Accounting I 3 cr. Begins with a review of the accounting process and the conceptual framework underlying financial accounting. It proceeds to an in-depth study of cash, time value of money, receivables, and inventory. Prerequisites: ACCT 201 and BOTE 247.

ACCT 302 Intermediate Accounting II 3 cr. Continues the intermediate sequence with in-depth coverage of operational assets (tangible and intangible), liabilities (current and long-term), stockholder's equity, and investments. Prerequisite: ACCT 301.

ACCT 303 Intermediate Accounting III 3 cr. Concludes the intermediate sequence with in-depth coverage of the statement of cash flows, pensions and post retirement benefits, leases, earnings per share, financial statement analysis, accounting for income taxes, accounting changes and error analysis, revenue recognition, and financial reporting. Prerequisite: ACCT 302.

ACCT 315 Government/Non-Profit Accounting 3 cr. Covers accounting principles for state and local governmental units, universities, hospitals, and other not-for-profit organizations. Topics include budgetary accounting, the preparation of reports and statements, and the use of special funds. Prerequisite: ACCT 301.

ACCT 321 Managerial Accounting 3 cr. Emphasizes structuring and analyzing accounting data for management decisions related to manufacturing, merchandising, and service entities. Prerequisite: ACCT 201. Co-requisite: BADM 301.

ACCT 322 Advanced Managerial Accounting 3 cr. Addresses cost allocation, inventory methods and concepts, process and activity based costing systems, standard costing, and performance measures. Prerequisite: ACCT 321.

ACCT 330 International Business Law 3 cr. Provides a study of four major topics: 1) international sales contracts subject to the UN Convention for Contracts for the International Sale of Goods (CISG); 2) North American Free Trade Agreement (NAFTA); 3) General Agreement on Trade and Tariffs (GATT); and 4) remedies/enforcement of the international sales contract. Prerequisite: ACCT 300.

ACCT 331 Business Law I 3 cr. Topics include contracts (formation, performance, rights, and remedies), negotiable instruments, and legal matters relating to the financial/banking community. Prerequisite: Junior or senior status.

ACCT 332 Business Law II 3 cr. Topics include Uniform Commercial Code (Art.2, sales contracts), Uniform Commercial Code (Art. 9, secured transactions), employment/agency law. Prerequisite: ACCT 331.

ACCT 351 Introduction to Fraud Examination 3 cr. This course is designed to provide the student with an introduction to the skills necessary to detect, investigate and prevent fraud, and white-collar crime. The material covered in this course should be of interest to accountants, auditors, fraud investigators, loss prevention specialists, attorneys, educators, criminologists, or business owners/managers. The purpose of this course is to: (1) educate the student about both the pervasiveness of and the causes of fraud and white-collar crime in our society, (2) explore the methods of fraud detection, investigation, and prevention, and (3) increase the student's ability to detect material financial statement fraud. Prerequisite: ACCT 102 or ACCT 200.

ACCT 360 Accounting Information Systems 3 cr. Emphasizes how accounting information systems function in today's business environment. Manual and computer systems will be used to study the processes and procedures by which an organization's financial information is accumulated, classified, processed, analyzed, and communicated. Topics include business cycles, controls, integrated accounting software, spreadsheets, and relational databases. Prerequisites: ACCT 201, BOTE 247.

ACCT 401 Advanced Accounting I 3 cr. Addresses issues related to business combinations and consolidated financial statements as well as a partnership accounting. Prerequisite: ACCT 302.

ACCT 402 Advanced Accounting II 3 cr. Addresses accounting for foreign operations, segment reporting, home/branch accounting, interim financial reporting, accounting for estates/trusts, corporate reorganizations/liquidations. Prerequisite: ACCT 302.

ACCT 411 Taxation of Individuals 3 cr. Provides a study of federal taxation principles and theories relating to individuals with emphasis on the determination of gross income and taxable income. Taxation of self-employment income and property transactions will be covered. Compliance under AICPA Standards for Tax Service, AICPA Code of Professional Conduct, and preparer penalties are discussed. Students apply these principles by preparing federal income tax returns, and by performing research, and tax planning. Prerequisite: ACCT 201.

ACCT 412 Taxation of Business Entities 3 cr. Provides a study of federal taxation principles and theories relating to corporations, partnerships, and estates and trusts. Students will apply these principles by preparing various types of federal income tax returns and by performing tax research and tax planning. Consolidation tax returns, gift tax returns, and foreign related transactions will be introduced. Prerequisite: ACCT 411.

ACCT 415 Energy Law 3 cr. Energy law is an ever-changing discipline that emphasized how both individuals and businesses interact with the law related to the energy industry on a day-to-day basis. This course will focus on the relationships between energy corporations and the individual land owner or service provider as well as the relationships between environmental laws and production. Prerequisite: ACCT 300

ACCT 430 Auditing/Assurance Concepts 3 cr. Introduces audit theory, standards, responsibilities, and processes. Coverage include auditing engagement standards, ethical and legal responsibilities, quality control, fraud, internal control evaluation, audit approaches, and audit reporting. The course concludes with a discussion of compilations, reviews, examinations and other assurance services. Prerequisite: ACCT 302.

ACCT 431 Auditing/Assurance Practices 3 cr. Focuses on auditing procedures: audit sampling, risk analysis, testing specific balance sheet accounts and determining the effectiveness of key business cycles. The course begins with accepting clients and concludes with the final audit steps. An audit case is an integral part of the course. Prerequisites: ACCT 430 and MATH 240.

ACCT 480 Controllership 3 cr. Examines the role of controller as a vital member of an organization's management team. Students exercise judgment in solving accounting-related problems by synthesizing and applying knowledge gained from previous business coursework. Focus will be placed on cost management, budgeting, organizational behavior, ethics, cash management, policy-making, internal control, performance measurement, compensation and benefits, accounting information systems, and tax compliance. Prerequisites: College of Business Core, ACCT 326, ACCT 430 and senior status or higher.

ACCT 497 Accounting Internship 2-12 cr. Refers to supervised professional experience in public, industrial,

governmental, or non-profit accounting. Students must meet standards set by both the employer and the Accounting Program. A maximum of 2 credits count toward the major with the remaining credits counting as electives. This course is restricted to accounting majors. Consent of program coordinator required. Grading Basis: S/U. Repeatable for credit.

ACCT 499 Special Topics. Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one time offering and current topics. Repeatable for credit as topics change.

Arabic

ARB 101 Beginning Arabic I 4 cr. (GE3) For beginners or those entering with one or two years of high school Arabic. Introduction to listening, speaking, reading, writing, and culture.

ARB 102 Beginning Arabic II 4 cr. (GE3) A continuation of Beginning Arabic I. Prerequisite: ARB 101.

ARB 201 Intermediate Arabic I 4 cr. (GE3) Review of basic Arabic with increased practice in conversation, reading and writing. Prerequisite: ARB 102, three years of high school Arabic, or consent of instructor.

ARB 202 Intermediate Arabic II 4 cr. (GE3) Continuation of Arabic 201. Prerequisite: ARB 201.

ARB 220 Arabic Film 3 cr. An exploration of socio-cultural, historical, and political issues in non-mainstream Arab cinema. Supplementary readings in English translation. Films projected in Arabic, with English subtitles. Taught in English.

ARB 299 Special Topics 3 cr. Varying areas of content, issues, or themes in the study of Arabic. Repeatable for credit as topics change. Taught in English

ARB 340 Conversation & Composition I 3 cr. Advanced practice in oral and written skills using cultural reading and other media. Prerequisite(s): ARB 202 or consent of instructor

ARB 341 Conversation & Composition II 3 cr. Advanced practice in oral skills using cultural reading and other media. Prerequisite: ARB 202 or consent of instructor

ARB 342 Intro to Arabic Literature 3 cr. Designed to improve language skills with an emphasis on reading and enhance the students' ability to understand Arabic literature. Includes study of poetry, drama, and narrative form Arabic speaking countries. Prerequisite: ARB 202.

ARB 343 Arabic Culture 3 cr. Readings in culture and society of the Arab world. Prerequisite: ARB 340 or consent of instructor.

ARB 394 Independent Studies 1-3 cr. Independent or directed study of special topics in the study of Arabic. Arabic

majors or minors only. Prerequisite: ARB 342.

ARB 402 Genres 3 cr. Study of a major genre or period in Arabic Literature. Topic varies from year to year. Prerequisite: ARB 343.

ARB 450 Senior Capstone in Arabic 3 cr. Individual research project on a cultural topic approved by the instructor one semester prior to enrollment in the course. Restricted to Arabic majors.

ARB 496 Study Tour 1-6 cr. MSU faculty led study trips to appropriate locations. Will include additional requirements beyond travel itself.

ARB 499 Special Topics 3 cr. Varying areas of content, issues, or themes in the study of Arabic. Repeatable for credit as topics change. Prerequisite: ARB 340 or consent of instructor.

Art

ART 101 Introduction to Studio Art 3 cr. (GE4) An introductory studio art course designed to familiarize the non-art major with basic painting, printmaking, sculptural, jewelry, and ceramic processes.

ART 110 Introduction to Visual Arts 3 cr. (GE3) Study and appreciation of visual arts. Three hour lecture.

ART 112 Computer Graphics 3 cr. (GE4) An introduction to the computer as it applies to page layout, digital imaging, and the visual arts. Six studio hours per week.

ART 122 Two-Dimensional Design 3 cr. (GE4) A basic course in the study of two-dimensional design for the studio artist. Six studio hours per week.

ART 123 Color Theory 3 cr. Study of color properties and structural devices and their contribution to visual organization. Six studio hours per week.

ART 124 Three-Dimensional Design 3 cr. A basic course in the study of three-dimensional design for the studio artist. Six studio hours per week.

ART 130 Drawing I 3 cr. Introduction to basic drawing techniques through a variety of materials. Six studio hours per week.

ART 140 Crafts I 3 cr. (GE4) Introduction to basic crafts. Six studio hours per week.

ART 191 Visual Arts Seminar I .5 cr. Introduction of departmental requirements, procedures and opportunities. Restricted to Art and Art Ed majors and minors. Repeatable for credit up to 1 cr.

ART 201 Art Methods for Elementary Education 3 cr. Methods of teaching art in elementary education. Six studio hours per week. This course is repeatable a maximum of two times.

ART 204 Jewelry I 3 cr. (GE4) Introduction to basic jewelry techniques, design, and materials. Six studio hours per week. Prerequisite: ART 124 or consent of instructor.

ART 207 Digital Tools: Imaging & Print 3 cr. An exploration of Adobe's Photoshop, Illustrator and InDesign. Covers software programs and peripherals designed for imaging and print, building basic skills and knowledge of computer programs. Prerequisite: ART 112 or consent of instructor.

ART 208 Digital Tools: Interactive Web 2 cr. Covers software, programs and peripherals designed for interactivity on Web, building basic skills and knowledge of art related computer programs. Meets four hours per week. Prerequisite: ART 207 or consent of instructor.

ART 209 Digital Tools: Motion 2 cr. Covers software, programs and peripherals designed for motion and time-based art, building basic skills and knowledge of art related computer programs. Meets four hours per week. Prerequisite: ART 207 or consent of instructor.

ART 210 Art History I 3 cr. (GE3-Diversity) A survey of western art from Paleolithic to Renaissance.

ART 211 Art History II 3 cr. (GE3) A survey of western art from Renaissance to present.

ART 212 Non-Western Art History 3 cr. An integrated survey of the art of non-western cultures.

ART 213 Graphic Design I 3 cr. Introduction to the elements and practice of typography with emphasis on typefaces and letterforms in graphic design. Six studio hours per week. Prerequisite(s): ART 207, 122, 123, 130 or consent of instructor.

ART 214 Graphic Design II 3 cr. Application of problem solving skills for visual communications as applied to the history of graphic design. Six studio hours per week. Prerequisite: ART 213 or consent of instructor.

ART 220 Painting I 3 cr. Introduction to basic painting through a variety of materials. Six studio hours per week. Prerequisite: ART 122, 123, 130 or consent of instructor.

ART 225 Water Media I 3 cr. Introduction to basic water-media painting for the studio artist. Six studio hours per week. Prerequisite: ART 122, 123, 130 or consent of instructor.

ART 231 Figure Drawing I 3 cr. Introduction to basic figure drawing. Six studio hours per week. Prerequisite: ART 122, 130 or consent of instructor.

ART 250 Ceramics I 3 cr. (GE4) Introduction to basic ceramic techniques. Six studio hours per week.

ART 265 Sculpture I 3 cr. Introduction to basic sculpture materials and techniques. Six studio hours per week. Prerequisite: ART 122, 123, 124 or consent of instructor.

ART 266 Sculpture II 3 cr. Continuation of ART 265. Four studio hours per week. Emphasis on independent development of technique and style. Prerequisite: ART 265 or consent of instructor.

ART 270 Printmaking I 3 cr. Introduction to basic printmaking techniques and materials. Six studio hours per week. Prerequisite: ART 122, 123 and 130 or consent of instructor.

ART 271 Printmaking II 3 cr. Basic experiences in intaglio printing techniques with emphasis upon imaginative expression in these media. Six studio hours per week. Prerequisites: ART 123 and 130 or consent of instructor and entry level specialization and 100 level core foundation.

ART 280 Photography I 3 cr. (GE4) Introduction to basic photography. Six studio hours per week.

ART 281 Digital Photography 3 cr. Course will encourage exploration and production in digital imaging techniques. Six studio hours per week. Prerequisite: ART 280 or consent of instructor.

ART 291 Visual Arts Seminar II .5 cr. A continuation of VA Seminar, including second year portfolio reviews. Restricted to Art and Art Ed majors and minors. Prerequisite: Art 191 or consent of instructor. Repeatable for credit up to 1 cr.

ART 296 Study Tour 1-3 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit up to 16 cr. Restricted to students with Freshman or Sophomore status. Grading Basis S/U.

ART 299 Special Topics 1-3 cr. Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one time offerings of current topics. Prerequisite: Consent of instructor. Repeatable for credit as topics change.

ART 310 Modernism 3 cr. A study of modernism in art.

ART 311 Postmodernism 3 cr. A study of Postmodernism in art.

ART 312 History of Architecture 3 cr. A survey of architectural history from prehistory to the present.

ART 313 Women in the Visual Arts 3 cr. A study of the impact of women in the visual arts throughout history.

ART 315 Native American Art 3 cr. (Diversity) Art and crafts

of the indigenous people of the Americas through a study of the artifacts and contemporary work.

ART 322 Graphic Design III 3 cr. An advanced exploration of graphic design in the contemporary digital environment, culminating in the execution of a professional portfolio. Six studio hours per week. Prerequisite: ART 214 or consent of instructor.

ART 323 Illustration Techniques 3 cr. Introduction to materials, techniques, and problem solving skills used in illustration. Six studio hours per week. Prerequisites: ART 122, 123 and 130 or consent of instructor.

ART 325 Water Media II 3 cr. Continuation of ART 225 with renewed emphasis on development of an individualized technique, style, and concept through acrylic as well as transparent watercolor. Six studio hours per week. Prerequisites: ART 123 and 225 or consent of instructor.

ART 331 Advanced Drawing 3 cr. Advanced problems in drawing including still-life, figure drawing, group composition, and style. Six studio hours per week. Prerequisites: ART 122, 123, 130, and 231 or consent of instructor.

ART 333 Painting II 3 cr. Continuation of ART 220 with emphasis on independent development of technique, composition, and style. Six studio hours per week. Prerequisite: ART 220 or consent of instructor.

ART 334 Painting III 3 cr. Continuation of ART 333. Six studio hours per week. Prerequisite: ART 333 or consent of instructor.

ART 351 Ceramics II 3 cr. Advanced development of the individual ceramist in studio experience related to clay bodies, glazes, and firing procedures. Six studio hours per week. Prerequisites: ART 250 or consent of instructor and entry level specialization and 100 level core foundation.

ART 352 Ceramics III 3 cr. Continuation of ART 351. six studio hours per week. Emphasis on independent development of the technique and style. Prerequisites: ART 250 and 351.

ART 362 Printmaking III 3 cr. Continuation of 270 and 361 with emphasis on independent development of technique, composition, and style. Six studio hours per week. Prerequisites: ART 270 or 361 or consent of instructor and entry level specialization and 100 level core foundation.

ART 380 Advanced Photography 3 cr. Advanced exploration of photography with emphasis on independent development of technique, composition and style. Six studio hours per week. Prerequisites: ART 281 or ART 282 or consent of instructor and entry level specialization and 100 level core foundation.

ART 382 Alternative Photography 3 cr. Course will encourage exploration and production in photographic techniques not

studied in beginning photography courses, including alternative techniques and special effects. Six studio hours per week. Prerequisite: ART 280 or consent of instructor.

ART 390 Art Methods 4 cr. Basic experience in organizational techniques and classroom presentation as they apply specifically to the public school art class. Prerequisites: Admittance to Teacher Education and ART 122, 130, 140, 201 or consent of instructor.

ART 391 Visual Arts Seminar III .5 cr. A continuation of VA seminar, including a junior group exhibition. Restricted to Art and Art Ed majors and minors. Prerequisite: Art 291 or consent of instructor. Repeatable for credit.

ART 397 Bachelor of Fine Arts Internship 1-12 cr. This course is offered for variable credit. It is an internship in any of the following areas: Art Gallery Administration through the Northwest Art Center, The North Dakota Art Galleries Association, or a professional Art Studio Apprenticeship. A minimum of four clock-hours per credit per week. Prerequisite: Art majors only with junior status or consent of instructor. Internships are not available to students who have existing Advanced Art or internship incompletes. Grading Basis: S/U. Repeatable for credit.

ART 410 Advanced Independent Drawing 1-16 cr. Open to advanced art students for independent involvement in drawing. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 411 Advanced Independent Painting 1-16 cr. Open to advanced art students for independent study in painting. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. May be repeated for a total of 16 credits. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 412 Advanced Independent Ceramics 1-16 cr. Open to advanced art students for independent study in ceramics. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 413 Advanced Independent Sculpture 1-16 cr. Open to advanced art students for independent study in sculpture. A

preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 414 Advanced Independent Graphic Design 1-16 cr. Open to advanced art students for independent study in graphic design. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. (A minimum of four clock-hours per credit per week. This course is restricted to art and art education majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 415 Advanced Independent Jewelry 1-16 cr. Open to advanced art students for independent study in jewelry. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 416 Advanced Independent Crafts 1-16 cr. Open to advanced art students for independent study in crafts. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 417 Advanced Independent Photography 1-16 cr. Open to advanced art students for independent study in photography. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 418 Advanced Independent Printmaking 1-16 cr. Open to advanced art students for independent study in printmaking. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 419 Advanced Independent Computer Graphics 1-16 cr.

Open to advanced art students for independent study in computer graphics. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. A minimum of four clock-hours per credit per week. This course is restricted to art majors. Prerequisite: Consent of instructor or advanced status. Advanced Art studios are not available to students who have existing Advanced Art incompletes. Repeatable for credit up to 16 cr.

ART 420 Advanced Study in Art History 1-6 cr.

Open to advanced art students for independent research in art history. A preliminary outline of proposed research is required. This course is restricted to art majors or minors. Prerequisite: Consent of instructor. Repeatable for credit up to 6 cr.

ART 422 Digital Design: Interactive Web 3 cr.

Hierarchical and interactive digital design as related to visual communication. Six studio hours per week. Prerequisite: ART 208, 213, 322 or consent of instructor.

ART 423 Digital Design: Motion 3 cr.

The exploration of linear and time-based digital design as it relates to visual communication. Six studio hours per week. Prerequisite: ART 209, 213 or consent of instructor.

ART 426 BFA Thesis 3 cr. Provides for individual research culminating in a thesis exhibition. Permission and guidance of BFA committee. Restricted to ART/BFA majors only. Must have at least junior status. Prerequisite: ART 391 or consent of instructor. Co-requisite: ART 491 or consent of instructor.

ART 491 Visual Arts Seminar IV .5 cr. A continuation of VA seminar, culminating in an exhibition of the student's work prior to graduation. Restricted to Art and Art Ed majors and minors. Prerequisite: Art 391 or consent of instructor. Repeatable for credit.

ART 496 Study Tour 1-6 cr. MSU faculty-led study trips to appropriate locations. The course requirements will include additional requirements beyond the travel itself and may be repeated for credit.

ART 497 Art Internship 1-12 cr. This course is offered for variable credit. It is an internship in either of the following areas: Applied Art or Fine Art Studio Apprenticeship. A minimum of four clock- hours per credit hour per week. Prerequisites: Art or Multimedia majors and senior status or consent of instructor. Grading Basis: S/U. Repeatable for credit.

ART 499 Special Topics 1-3 cr. Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one time offerings of current topics. Prerequisite: Consent of instructor. Repeatable for credit as topics change.

BUSINESS ADMINISTRATION

BADM 120 Fundamentals of Business 3 cr. Students will develop an understanding of the abilities and skills required for success in future business and nonbusiness careers and endeavors within society. This course may not be taken by business majors during their final two semesters. An excellent course for beginning students and nonbusiness majors.

BADM 226 Quantitative Methods for Business 3 cr.

Introduction to the application of mathematical, statistical, and quantitative techniques to business decision making. Topics addressed will include introductory applied calculus, applied statistics, forecasting, queuing theory, and simulation. Prerequisites: MATH 240, BOTE 247 and ECON 201.

BADM 301 Fundamentals of Management 3 cr.

Focuses on the nature of management, the evolution of management thought, strategic management and planning concepts, decision making and creative problem solving, and motivation and leadership in a changing environment. Prerequisite: Sophomore status.

BADM 303 Human Resource Management 3 cr.

Includes personnel policies, programs, and procedures, standards, employment, staffing, wage and salary administration, personnel laws, and personnel research. Prerequisite: BADM 301.

BADM 304 Entrepreneurship/Small Business Management 3 cr.

Introductory entrepreneurship course is intended to provide a solid foundation in terms of the vital role played by entrepreneurs, innovation and creativity in the global economy. The various components of a business plan are introduced. This course is complemented at the end of the management program with the entrepreneurship and new venture creation course. Prerequisite: BADM 301.

BADM 307 International Business 3 cr. (Diversity)

Introduces conceptual and operational problems of participating in international business. Coverage includes a study of managerial, marketing, financial, accounting, legal, economic and cultural environments in foreign markets for the conduct of world business. Prerequisites: BADM 301 and 321.

BADM 309 Safety Management 3 cr.

Introduces safety management in the work place and its application to the law, OSHA, cost analysis, program organization, and safety program administration. Prerequisite: BADM 301.

BADM 321 Marketing 3 cr.

Acquaints students with the principles, concepts and perspectives underlying marketing functions, including the conception, pricing, promotion, and distribution of products, services, and ideas, and the role of marketing in society. Prerequisite: Sophomore status.

BADM 324 Integrated Marketing Communications 3 cr.

Acquaints students with the role of integrated marketing communications concepts and practices in enhancing the equity of brands, and provides thorough coverage of all aspects of an IMC program: advertising, promotions, packaging, and brand-

ing strategies, point of purchase communications, marketing oriented public relations, and event and cause oriented sponsorships. Prerequisite: BADM 321 or permission of instructor.

BADM 406 Professional Business Ethics 3 cr. Studies of ethical issues faced by businesses including distributive justice, capitalism, decision-making, corporate responsibility, corporate morality, governance, whistle-blowing, hiring policies, codes of ethics, advertising, safety, pollution, and foreign business practices. Prerequisite: BADM 301.

BADM 408 Negotiations 3 cr. The study of negotiation to include framing, strategizing, planning, tactics, negotiating, and settlement. The course of study includes individual, organizational, and collective bargaining processes. It also includes practical applications of bargaining processes through group projects. Prerequisite: BADM 301.

BADM 416 Operations Management 3 cr. Introduces the concepts, issues, and problems of operations management and the management of the production function. Problems are analyzed and solutions are recommended. Microcomputer applications are addressed. Prerequisites: BADM 226 and BADM 301.

BADM 421 Applied Business Research 3 cr. Explores the full range of activities involved in the marketing research process for business including research and measurement concepts, sampling and field work, and data analysis and presentation. Prerequisite: BADM 321.

BADM 422 Consumer Behavior 3 cr. Studies the consumer decision-making process in the purchase of goods and services. Emphasis is placed on developing and understanding the determinants of consumer behavior and the appropriate application of marketing strategies. Prerequisite: BADM 321 or permission of instructor.

BADM 424 Logistics and Channel Management 3 cr. Explores channels of distribution considering behavioral, social, and economic aspects of the distribution system to include transportation, inventory management, order processing, purchasing, warehousing, materials handling, packaging, customer service, and product scheduling. Prerequisite: BADM 321.

BADM 427 International Marketing 3 cr. (Diversity) Introduces the essentials of conducting international marketing operations to include estimating market potential, developing entry strategies, and managing and controlling marketing programs. Prerequisite: BADM 321.

BADM 436 Organizational Behavior Principles and Practices 3 cr. Includes the principles, concepts, and processes that interpret human relations in management at the individual, group, and organizational levels. Prerequisite: BADM 303.

BADM 437 International Culture and Management 3 cr. (Diversity) Examines the impact of culture on business prac-

tices and introduces the student to the management process in an international setting. Includes an examination of comparative systems and environmental conditions and their impact on management decisions. Prerequisite: BADM 307.

BADM 462 International Business Strategy 3 cr. Provides an international business capstone experience. Case studies illustrating international business decisions and operations are emphasized. Prerequisite: BADM 307.

BADM 465 Strategic Management 3 cr. An analysis of the objectives of business firms and the development and evaluation of strategies and policies designed to meet these objectives. Cases are emphasized. Prerequisites: BADM 301, 321 and FIN 353.

BADM 488 Marketing Strategy 3 cr. Management of marketing organizations and integration of functions, with emphasis on planning and designing strategies and applying tools and techniques for problem solving and decision making. Co-requisites: BADM 324, BADM 422 and BADM 427 Prerequisites: BADM 321 and BADM 421.

BADM 489 Entrepreneurship and New Venture Creation 3 cr. This course focuses on entrepreneurship, new venture creation, and the completion of your own business plan. The business plan applies principles, concepts and a framework to real world situations. Prerequisite(s): ACCT 321, BADM 321, BADM 304, and FIN 353.

BADM 496 Study Abroad 3 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit for different countries. Grading Basis: S/U. Repeatable up to 9 credits.

BADM 497 Internships 2-9 cr. A cooperative occupational training program in the area of marketing, finance, and management. Maximum of 3 credits will count toward major. Prerequisite(s): junior status, BADM major and consent of instructor. Grading Basis: S/U. Repeatable for credit up to 9 cr.

BADM 498 Management Capstone 3 cr. This course focuses on entrepreneurship, new venture creation, and the completion of a business plan. The business plan applies principles, concepts and a framework to real world situations. Co-requisite: BADM 465. Prerequisites: BADM 416 and BADM 489.

BADM 499 Special Topics in Business Administration 1-8 cr. Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one time offerings of current topics. Repeatable for credit as topics change.

BIOLOGY

BIOL 111 Concepts of Biology 4 cr. (GE6) This course is designed to accommodate one semester of the General Education requirement for non-science majors at Minot State University. The course will focus on a comprehensive survey of

modern biology with an emphasis on enhancing the science literacy of the college educated student. Topics will include, but not limited to: cell biology, genetics, evolution by natural selection, systematics, and the impact of human activity on the biosphere. Where appropriate, topics will be illustrated with examples of the human animal and at all times the course will reflect the five strands of a General Education course. Lecture, 3 hours; laboratory, 2 hours.

BIOL 111H Honors Concepts of Biology 4 cr. (GE6) This course is designed to accommodate one semester of the General Education requirement for non-science majors of Minot State University. The course will focus on a comprehensive survey of modern biology with an emphasis on enhancing the science literacy of the college-educated student. Topics will include, but are not limited to: cell biology, genetics, evolution by natural selection, systematics, and the impact of human activity on the biosphere. Where appropriate, topics will be illustrated with examples of the human animal, and at all times the course will reflect the five strands of a General Education course. Laboratory time will focus on small-scale research projects and in-depth discussion. Honors Program admission is required.

BIOL 103 Introduction to Clinical Laboratory Science 1 cr. Designed to acquaint first-year student (freshman) medical technology students with the depth and breadth of this field. Students visit medical technology departments at local hospitals. The course is presented by the education coordinators at local hospitals. Lecture, 1 hour.

BIOL 115 Human Structure and Function 4 cr. Structure and function of the human body. Anatomy and physiology of major body systems is emphasized. Lecture, 3 hours; laboratory, 2 hours.

BIOL 127 Environmental Biology 4 cr. (GE6) Designed to acquaint students with major principles of ecology and the nature of human interaction with the living world. The course will focus on how human action influences the ecology of the earth. Ecological concepts covered will include community structure, predator prey interactions, competition, tropic levels, energy flow, the carbon cycle, and adaptation. In this light, students will examine specific issues and problems including those of land use choices, natural resource exploitation, biodiversity, industrialization, and urbanization.

BIOL 142 General Microbiology 4 cr. (GE6) A survey of microbial cell biology, microbial genetics, microbial interaction with humans, and the impact of microorganisms on the environment. Lecture, 3 hours; laboratory, 2 hours.

BIOL 150 General Biology I: Introduction to Cellular Biology 4 cr. (GE6) Introduction to fundamental concepts of biology at the level of the cell including: bioenergetics, cell structure, physiology principles, genetic function and inheritance. Lecture, 3 hours; laboratory, 2 hours.

BIOL 150H Honors General Biology I 4 cr. (GE6) Introduction to fundamental concepts of biology at the level of the cell including: bioenergetics, cell structure, physiology principles, genetic function and inheritance. Laboratory time will focus on small-scale research projects and in-depth discussion. Honors Program admission is required.

BIOL 151 General Biology II: Introduction to Zoology 4 cr. (GE6) The biology of animals is covered beginning with an emphasis on the underlying cellular structure and physiology and expanding towards larger whole organism features that are difficult to predict from cell biology. The general patterns of animal life are covered. In an effort to connect the general principles offered in this course to one's daily life (e.g., cellular respiration, excretion, muscle structure and function), an emphasis is placed on mammalian systems. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: CHEM 115 or CHEM 121.

BIOL 151H Honors General Biology II 4 cr. (GE6) The biology of animals is covered beginning with an emphasis on the underlying cellular structure and physiology and expanding towards larger whole organism features that are difficult to predict from cell biology. The general patterns of animal life are covered. In an effort to connect the general principles offered in this course to one's daily life (e.g., cellular respiration, excretion, muscle structure and function), an emphasis is placed on mammalian systems. Laboratory time will focus on small-scale research projects and in-depth discussion. Honors Program admission is required.

BIOL 154 Introduction to Botany 4 cr. (GE6) Introduction to the biology of plants emphasizing evolution and diversity, plant anatomy and development, water and mineral nutrition, photosynthesis, and plant ecology. Lecture, 3 hours; laboratory, 2 hours.

BIOL 154H Honors Introduction to Botany 4 cr. (GE6) Introduction to the biology of plants emphasizing evolution and diversity, plant anatomy and development, water and mineral nutrition, photosynthesis, and plant ecology. Laboratory time will focus on small-scale research projects and in-depth discussion. Honors Program admission is required.

BIOL 215 Genetics 4 cr. Introduction to principles of genetics including: inheritance, DNA and chromosomes, gene regulation, evolution, and genetic engineering. Lecture, 3 hours; laboratory, 2 hours. Prerequisite(s): BIOL 150

BIOL 220 Anatomy and Physiology I 4 cr. Structure and function of the human body dealing with the chemical, cellular, and tissue levels of organization and integumentary, skeletal, muscular, and nervous systems. Lecture, 3 hours; laboratory, 2 hours.

BIOL 221 Anatomy and Physiology II 4 cr. Structure and function of the human body dealing with the digestive, cardiovascular, respiratory, lymphatic, endocrine, reproductive,

and urinary systems; special senses and metabolism, fluid and electrolyte, and acid-base balance; metabolism and energetics. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: BIOL 220.

BIOL 240 Biometrics 4 cr. The course will cover introductory statistic concepts in a form designed specifically for biology majors. It is a practical, software-based examination of concepts of sampling, hypotheses testing (non-parametric and parametric), descriptive statistics, contingency, correlation, analysis of variation, linear models, and basic multivariate techniques. Only biological, real-world data will be used. The course will concentrate on underlying principles, applicability and practical use of methods covered. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: Math 103 or higher and at least two from BIOL 150, 151, and 154.

BIOL 250 Cellular Biology 4 cr. An advanced cell biology designed for biology majors with an emphasis on biological chemistry, membrane structure and transport, cellular energy metabolism, protein synthesis and modification, subcellular organelle structure and function, and the cell biology of the nucleus. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: BIOL 150.

BIOL 301 Evolution 4 cr. 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. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, 151, 154, 215.

BIOL 310 Ethnobotany 4 cr. (Diversity) This course will focus on the diversity of plant uses, covering approaches of diverse lectures including introduction to medicinal plant uses specific to North Dakota and Native American plant use. Lecture, 3 hours; laboratory, 3 hours.

BIOL 325 Entomology 4 cr. Classification, taxonomy, morphology, identification, life histories, interrelationships, and economic importance of insects. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 151.

BIOL 330 Biogeography 4 cr. This course will describe the spatial patterns in the distribution of species and will examine how abiotic and biotic factors are hypothesized to result in these patterns. Lecture, 3 hours; recitation, 1 hour. Prerequisites: BIOL 151.

BIOL 335 Comparative Vertebrate Anatomy 4 cr. A study of the structure of vertebrates, with a focus on revealing the evolutionary relationships of major vertebrate groups. The laboratories will involve detailed examination and dissection of a broad range of vertebrate animals, including lampreys, sharks, amphibians, reptiles, and cats. Lecture, 3 hours; laboratory, 3

hours. Prerequisites: BIOL 151.

BIOL 340 Systematic Zoology 4 cr. Evolution, classification, taxonomy, and identification of invertebrates and vertebrates. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 151.

BIOL 346 Developmental Biology 4 cr. This course covers the morphological changes occurring during the development of select animals, as well as the current understanding of underlying molecular mechanisms that regulate development and produce those morphological changes. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 215.

BIOL 347 General Ecology 4 cr. Plants and animals in their environment. An ecosystem approach is used. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, 151, 154.

BIOL 349 Plant Physiology 4 cr. Physiological processes of plants with special emphasis on nutrition, metabolism, growth and development. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150.

BIOL 350 Freshwater Biology 4 cr. Biological, chemical, and physical characteristics of inland waters including origins, interrelationships and the effect of civilization. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 142 or 150 or 151 or 154.

BIOL 360 Morphology of Vascular Plants 4 cr. Structure and development of vascular plants with special emphasis on evolutionary trends. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150.

BIOL 401 Population Genetics 4 cr. This course explores the mechanics of evolution from the viewpoint of allelic frequencies. It begins with the basic theory of Hardy Weinberg equilibrium and expands that theory to embrace linkage disequilibrium, selection in single-locus and multifocus systems, genetic drift, and the effects of mutation rates, population size, and migration on the genetic structure of populations. Exposure is given to classic ideas (e.g., shifting balance theory and runaway sexual selection) and to applications of theory (e.g., breeding designs, conservation genetics). Lecture, 3 hours; laboratory 3 hr. Prerequisite(s): BIOL 215.

BIOL 402 Bioinformatics 4 cr. Computational methods for study of biological sequence data in comparative biology and evolution. Analysis of genome content and organization. Techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and methods for pattern recognition and functional inference from sequence data. Pre-Requirement(s): BIOL 150 and MATH 103

BIOL 405 Prokaryotic Physiology 4 cr. In depth examination of the physiology, metabolism, and genetics of bacteria and archaea. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 151, BIOL 154, BIOL 215 and BIOL 250.

BIOL 420 Co-op Practicum 4-8 cr. A cooperative program with industry, state, and federal agencies for an in-depth study of a specialized aspect of biology. Students spend approximately 25 clock hours per semester hour for the practicum. Prerequisite: 2 years of biology or consent of biology coordinator. Repeatable for credit.

BIOL 430 Pre-Veterinary Practicum 3 cr. This program is designed to give MSU students a hands-on experience in veterinary medicine. The students spend about 80 hours per semester for the practicum. Prerequisite: 2 years of biology.

BIOL 440 Pre-Med Practicum 3 cr. This program is designed to give MSU students a basic understanding of the hospital and its functions. Students spend approximately 90 hours per semester in the various departments and the family practice clinic. Students are supervised by the physicians involved in the program while the program is coordinated by a biology professor on campus. Prerequisite: Consent of instructor.

BIOL 445 Cancer Biology 4 cr. This course describes the major aspects of cell cycle control and relates them to the multiple cell cycle defects associated with cancer. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 215.

BIOL 448 Systematic Botany 4 cr. Classification and taxonomy of seed plants with emphasis on local flora. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 154.

BIOL 450 Parasitology 4 cr. Morphology, taxonomy, and life histories of the endemic, exotic, and zoonotic parasites of the animal kingdom. Diseases caused by parasites are also presented. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, MLS majors only.

BIOL 455 Hematology 4 cr. Study of the blood and hematologic disorders including anemia, leukemia, and other blood dyscrasias. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIOL 150, MLS majors only.

BIOL 458 Anatomy of Seed Plants 4 cr. Development of cells, tissues, and organs in seed plants. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIOL 150.

BIOL 460 Herpetology 4 cr. Herpetology is the study of reptiles (exclusive of birds) and amphibians; this includes extant groups (e.g., frogs) and extinct groups (e.g., dinosaurs). This course begins with the phylogeny, history, and taxonomy of “herps” (i.e., reptiles and amphibians) and progresses to coverage of physiology, ecology, and behavior. Prerequisite: BIOL 151.

BIOL 465 Immunology 4 cr. Principles of the mammalian immune response. Details of cells and mechanisms used to comb at pathogens. Some exposure to immune system disorders. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIOL 150.

BIOL 470 Histology 4 cr. The course presents the microscopic anatomy of vertebrates with an emphasis on humans. Structure-function relationships at the cell and tissue levels are highlighted. Cell and tissue anatomy comprise the structural basis of normal physiology. Knowledge of histology is essential for understanding disease mechanisms in terms of altered structure and function of the body. Students are expected to identify cells, tissues and organs, and understand the structural basis of their function. Emphasis is placed on microscopic study in laboratories. Lecture, 2 hours; laboratory, 4 hours. Prerequisite(s): BIOL 150 or 220.

BIOL 475 Medical Microbiology 4 cr. Isolation, identification and clinical application of pathogenic microorganisms. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIOL 142.

BIOL 480 Molecular Biology 4 cr. This course covers a variety of topics concerning the macromolecules of living cells, focusing on nucleic acids and proteins. Major areas of study include: DNA replication and transcription, protein synthesis (translation), and comparison of processes in prokaryotic and eukaryotic cells. The latter part of the course will focus on mechanisms of gene expression, the molecular genetics of cancer, and applied molecular biology. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIOL 215.

BIOL 492 Directed Research 1-5 cr. The faculty of the Department of Biology considers research a valuable component of the curriculum. The content and extent of research projects are determined by the student and a faculty sponsor. The research may be in the lab or field and is intended to help the student develop a greater appreciation of the scientific process. While publication is not a requirement, all projects have a goal of producing publishable results. A successful experience in research can be an asset for graduate studies and many careers in biology. Prerequisite(s): BIOL 150, 151, 154. Repeatable for credit.

BUSINESS INFORMATION TECHNOLOGY

Courses with BOTE prefix are recognized as common courses across the North Dakota University System.

BOTE 102 Keyboarding I 3 cr. Basic instruction and practice in using the alphanumeric keyboard. Emphasis on proper fingering for touch operation of the keyboard, development of speed and accuracy, and exploration of business document formatting. Offered online only.

BIT 123 Technology-Personal Development 2 cr. (GE4) Introduction to technology for personal development. Emphasis placed on how to exploit technology to achieve goals and improve quality of life.

BOTE 127 Information Processing 3 cr. Introduction to computer concepts, hardware and software applications,

operating systems, word processing, spreadsheets, presentations, and Internet. Course may be waived if student holds MOS certification in Word, Excel, and Power Point at the specialist level.

BOTE 152 Keyboarding II 3 cr. Development of speed and accuracy in keyboarding straight copy and production activities. Emphasis placed on formatting and keying various business documents including memos, letters, reports, and tables from straight copy, rough drafts, and unarranged material. Prerequisite(s): BOTE 102 or at least one semester of high school keyboarding. Offered online only.

BIT 154 Word Processing and Presentation Software 3 cr. Use of word processing and presentation software to create professional business documents and presentations. Prerequisite(s): previous computer experience.

BIT 220 Management Information Systems 3 cr. Designed to provide an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society. This course also introduces students to contemporary information systems and demonstrates how these systems are used throughout global organizations. The focus of this course is on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage.

BIT 235 Introduction to Web Site Design 3 cr. Basics of web site design using HTML code and web editing software. Prerequisite(s): Previous computer experience.

BIT 236 Business Design Tools 3 cr. Hands-on computer course that surveys current software packages in the area of desktop publishing. Prerequisite(s): Previous computer experience.

BOTE 247 Spreadsheet Applications 3 cr. Intermediate and advanced use of application software for creation of spreadsheets, graphs, databases, and macros. Integration with other software applications is also reviewed. MIS students should take this course prior to CSCI 111. Prerequisite(s): Previous computer experience.

BIT 310 IT Project Management 3 cr. Designed to examine the processes, methods, techniques, and tools that organizations use to manage their information systems projects utilizing a systematic methodology for initiating, planning, executing, controlling, and closing projects.

BIT 311 Collaborative Computing 3 cr. Designed to explore team creation, social and environmental aspects, member roles, and virtual team management. Prerequisite: BIT 220

BIT 312 Data and Information Mgmt 3 cr. This course provides students with an introduction to the core concepts in data and information management. It is centered around

the core skills of identifying organizational information requirements, modeling them using conceptual data modeling techniques, converting the conceptual data models into relational data models and verifying its structural characteristics with normalization techniques and implementing and utilizing a relational database. Prerequisites: BIT 220, BIT 311, and BIT 310.

BIT 318 Business Communication 3 cr. Focuses on oral, written and nonverbal communication skills used in business. Emphasis on virtual and global communication, listening and collaborative communications skills, and enhancement of communication using multimedia. Co-requisite: BADM 301. Prerequisite(s): ENGL 110 and previous computer experience.

BIT 342 Advanced Web Site Design 3 cr. Enhancement of students' skills to plan and develop well-designed web sites that combine effective navigation with the balanced use of graphics, text, and color. Prerequisite(s): BIT 235 and BIT 236.

BIT 358 IT Infrastructure 3 cr. Designed to explore topics related to both computer and systems architecture and communication networks.

BIT 370 Web-Based App Development 3 cr. Designed to explore e-Business technologies, web programming languages, databases, and user input. Offered online only. Prerequisites: BIT 235 and BIT 312.

BIT 385 Technology Management 3 cr. Designed to explore current issues, approaches to the management of technology, the interaction of new technologies with existing technologies, legal and regulatory implications of technology, ethics, and the processes through which organizations generate and absorb technological innovations.

BIT 391 Methods of Teaching Business 3 cr. Emphasizes the competencies needed for preserve teachers that may apply to the teaching of any business course. Special emphasis placed on classroom management strategies, unit development, lesson planning, and evaluation and assessment options, along with other activities pertaining to the actual teaching experience. Offered on campus fall odd years only. Prerequisite(s): Admission to teacher education and MOS certification at specialist level in Word, Excel or PowerPoint.

BIT 421 Philosophy of Career and Technical Education 3 cr. Addresses the history, growth, legislation, and elements of career and technical education. Students research principles and practices of vocational business education and their relationship to general business education and other areas of career and technical education. Offered on campus fall. Co-requisite: BIT 423. Prerequisite(s): Admission to teacher education and junior status.

BIT 423 Coordinating Techniques 2 cr. Study of cooperative office and other work experience programs. Principles in developing career and technical education materials as

well as the utilization of community resources are presented. Study of business education curriculum is also included. Offered on campus fall odd years only. Corequisite: BIT 421. Prerequisite(s): junior status and admission to teacher education.

BIT 440 Enterprise Architecture 3 cr. Designed to explore the design, selection, implementation, and management of enterprise IT solutions. The focus is on applications and infrastructures as applied within the business. Prerequisite: BIT 220.

BIT 441 IS Strategy, Mgmt & Acquisition 3 cr. Designed to explore the issues and approaches managing change, managing the information system's function in organizations, and how the IS function integrates, supports, and enables various types of organizational capabilities. Prerequisite: BIT 440.

BIT 443 Outsourcing Management 3 cr. Designed to explore the initiation of a sourcing decision and evaluation process through supplier selection and transition to outsourcing and insourcing. Prerequisite: BIT 220.

BIT 444 IT Security & Info Assurance 3 cr. Designed to explore hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management. Prerequisite: BIT 358.

BIT 445 IT Audit and Controls 3 cr. Designed to explore the fundamental concepts of the information technology audit and control function. The main focus of this course is understanding information controls, the types of controls and their impact on the organization, and how to manage an audit. Prerequisite: BIT 385.

BIT 452 Client/Server Database 3 cr. Designed to explore the issues of managing database systems as essential organizational resources. Students learn the enterprise-data-architecture components, data storage configurations, and information retrieval methods. Prerequisite: BIT 312.

BIT 453 Systems Analysis 3 cr. Designed to explore systematic methodologies for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the systems solution. Prerequisites: BIT 220, BIT 310, and BIT 311.

BIT 460 MIS Seminar 3 cr. Provides students an opportunity to explore current issues, trends, and careers in the field. Prerequisites: Senior status and final semester of program.

BIT 470 Projects in MIS 3 cr. Culminating experience for all MIS majors. The application of concepts learned from

courses taken in the College of Business core, Management Information Systems core, and tracks are applied to real world projects. Prerequisite: Senior Status.

BIT 497 Internship 3-9 cr. Internship allows the student to combine an on-the-job learning experience with related academic coursework. Prerequisite(s): Senior status, restricted to MIS majors.

BIT 499 Special Topics 1-4 cr. Topics will vary from year to year. Repeatable for credit as topics change.

CHEMISTRY

CHEM 110 Survey of Chemistry 4 cr. (GE6) An introductory course covering topics that concern students' everyday lives. This course is designed for liberal arts and General Education students. The course consists of an introduction to the science and includes historical perspectives. The course is intended to present chemistry in its broad cultural, social, and economic context. Lecture, 3 hours; laboratory, 2 hours.

CHEM 115/115L Introductory Chemistry 4 cr. (GE6) Presents knowledge of concepts of chemical principles in greater depth and with more mathematical applications than in CHEM 110. Includes studies of general inorganic principles. Lecture, 3 hours; laboratory, 2 hours. Corequisite: MATH 102 or 103.

CHEM 121/121L General Chemistry I 5 cr. (GE6) This course is the first of a two-semester sequence primarily intended for students majoring in science and science-related fields. Topics likely to be covered in this semester include: matter, measurement, atoms, ions, molecules, reactions, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, and gases. Lecture, 3 hours; recitation, 1 hour; laboratory, 3 hours. Corequisite: MATH 103. Note: CHEM 121 and 121L must be taken concurrently.

CHEM 122/122L General Chemistry II 5 cr. (GE6) This course is the second of a two-semester sequence primarily intended for students majoring in science and science-related fields. Topics likely to be covered in this semester include: intermolecular forces, liquids, solids, kinetics, equilibria, acids, bases, solution chemistry, precipitation, thermodynamics, and electrochemistry. Lecture, 3 hours; recitation, 1 hour; laboratory, 3 hours. Prerequisites: CHEM 121/121L. Note: CHEM 122/122L must be taken concurrently.

CHEM 127 Chemistry of the Environment 4 cr. (GE6) This course is unique in that it uses topics of concern/interest to facilitate the learning and understanding of the scientific concepts behind them. The course will use current environmental topics, such as our atmosphere, global warming, energy, the ozone layer and water quality, to bring forward important chemical concepts as naming, bonding, stoichiometry, energetics, pH and chemical reactions. The course will also bring an interdisciplinary flavor to the material, discussing such topics

as the carbon cycle and biological contributions, how earth processes may affect the quality of our drinking water and the effect of acid rain on the earth (both in terms of the geology and the ecosystem). Lecture, 3 hours; laboratory, 2 hours.

CHEM 230 Quantitative Analysis 5 cr. A course in quantitative chemistry including gravimetric and volumetric analysis, statistical treatment of data, and an introduction to some instrumental analysis. Lecture, 3 hours; laboratory, 6 hours. Prerequisite(s): CHEM 122/122L.

CHEM 227 Principles of Environmental Chemistry 4cr. Designed to provide students with a basic introduction to Environmental Chemistry. The course will introduce students to the environmental pathways, toxicology, and organic and inorganic environmental contaminants. The students will also study various process in the environment, including those in air, soil, and water. Depending on time, students may also be introduced to the management of hazardous materials. Prerequisite: CHEM 127.

CHEM 240 Fundamentals of Organic Chemistry 5 cr. Theory of bonding and structure in organic molecules and their reactions. An emphasis on functional groups related to biological molecules. This course presents the minimum preparation for CHEM 481. Offered in the fall. Lecture, 4 hours; laboratory, 2 hours. Prerequisite(s): CHEM 122/122L.

CHEM 341 Organic Chemistry I 5 cr. A study of the different classes of organic functional groups, their nomenclature, reactions, and properties. An introduction to Infrared and Nuclear Magnetic Resonance Spectroscopy is included. Offered in the fall. Lecture, 3 hours; laboratory, 3 hours; recitation, 1 hour. Prerequisite(s): CHEM 122/122L.

CHEM 342 Organic Chemistry II 5 cr. A continuation of CHEM 341. A study of the chemical and mechanistic properties of organic functional groups. Offered in the spring. Lecture, 3 hours; laboratory, 3 hours; recitation, 1 hour. Prerequisite(s): CHEM 341.

CHEM 360 Principles of Physical Chemistry 4 cr. This course is designed for students interested in chemical education at the secondary level. Topics include gas laws, thermodynamics, equilibria, kinetics, quantum mechanics, and spectroscopy. Offered alternate years. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): CHEM 230 and MATH 107.

CHEM 380 Environmental Chemistry 4 cr. The course examines the interaction of chemical substances with the environment. Emphasis is placed on water quality and air quality. Offered alternate years. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: CHEM 230.

CHEM 420 Inorganic Chemistry 3 cr. An advanced course in inorganic chemistry, including theories of covalent and ionic bonding, crystalline structure, coordinate covalent bonding, group theory, and coordination chemistry. Offered alternate years. Lecture, 3 hours. Prerequisites: CHEM 122, MATH

165.

CHEM 422 Inorganic Synthesis 1 cr. Applied techniques in inorganic synthesis and compound characterization. Offered on demand. Laboratory, 3 hours. Prerequisites: Consent of instructor. Corequisite: CHEM 420.

CHEM 430 Instrumental Analysis 5 cr. A survey of instrumental methods used for chemical analysis. These methods include molecular absorption, atomic absorption and emission, fluorescence and phosphorescence, infrared absorption chromatography, nuclear magnetic resonance and mass spectrometry. Offered alternate years. Lecture, 3 hours; laboratory, 6 hours. Prerequisite(s): CHEM 230.

CHEM 440 Organic Spectroscopy 3 cr. Identification of organic molecules via spectroscopic methods. Methods studied include infrared, UV-visible, proton and carbon-13 nuclear magnetic resonance, and mass spectrometry. Offered alternate years. Lecture, 2 hours; laboratory, 2 hours. Prerequisite(s): CHEM 342.

CHEM 461 Physical Chemistry I 4 cr. This course is the first of a two-semester sequence of calculus-based physical chemistry for chemistry majors. Topics covered include thermodynamics and equilibrium. Offered alternate years. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): CHEM 122, MATH 166, and PHYS 222.

CHEM 462 Physical Chemistry II 4 cr. A continuation of CHEM 461. Topics include: quantum mechanics, molecular orbital theory, group theory, and spectroscopy. Offered alternate spring terms. Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): CHEM 461.

CHEM 481 Biochemistry I 3 cr. Study of major classes of biological compounds, synthesis of macromolecules, enzyme kinetics, intermediary metabolism, and control mechanisms. Lecture, 3 hours. Prerequisite(s): CHEM 240 or 342 and BIOL 150.

CHEM 480L Biochemistry Laboratory 2 cr. A course covering theory and laboratory experience with a variety of techniques used in biochemistry. Laboratory, 6 hours. Prerequisite(s): CHEM 230. Corequisite: CHEM 481.

CHEM 482 Biochemistry II 3 cr. A continuation of CHEM 481 with more in-depth studies of particular pathways; particular emphasis is placed on medicinal chemistry and on corresponding clinical applications associated with the various pathways. Lecture, 3 hours. Prerequisite(s): CHEM 481.

CHEM 494 Directed Research in Chemistry 1-6 cr. Students conduct research under the direction of a faculty mentor. The general topic and specific goals and activities are agreed upon by the student the mentor. The number of credits is proportional to the time committed to the research. Repeatable for up to 6 credits total.

CHEM 499 Special Topics 1-8 cr. Repeatable for credit as topics change.

COMMUNICATION ARTS/ BROADCASTING

COMM 099 Recitals 0 cr. This is a zero credit course required of all communication arts majors and minors, and is required each semester in attendance. It is designed to accumulate information about each student's required attendance at pre-designated communication arts department recitals. Grading Basis: S/U.

COMM 110 Fundamentals of Public Speaking 3 cr. (GE1) The theory and practice of public speaking with emphasis on topic selection, content, organization of material, language, methods of securing attention and maintaining interest, delivery and critical evaluation of informative and persuasive messages. May not be used as part of communication arts major, minor, or concentration.

COMM 120 Introduction to Broadcasting 3 cr. Basic introduction to commercial and non-commercial broadcasting.

COMM 191 Freshman Seminar 1 cr. Introduction of departmental requirements and opportunities. Communication arts majors or minors only.

COMM 194 Independent Study 1-3 cr. Independent or directed study of special topics in the study of communication. Communication arts majors or minors only.

COMM 210 Advanced Public Speaking 3 cr. An advanced course in the art of oral discourse. Emphasis is placed on professional presentations, adapting to diverse audiences, logic, persuasion, and rhetorical analysis. Prerequisite(s): COMM 110 or consent of instructor.

COMM 211 Communication and Popular Culture 3 cr. Includes analysis of audience, occasion, subject and speaker. Subject matter will include such media as movies, songs, television, humor, fashion, public demonstration, advertisements, architecture, etc. Includes text readings, group discussion, analytical essays, and a critical paper and presentation.

COMM 212 Interpersonal Communication 3 cr. Introduces fundamental concepts of communication between individuals. Exploring aspects of self expression, relationship communication—how people present themselves, and how others perceive them in return.

COMM 213 Rhetoric of Place and Space 3cr. This class will pursue, historical, literary, artistic, philosophical, and poetic but primarily rhetorical research and discussion on the subject at hand. Students in education, Comm. Arts, Humanities will find it useful in their fields of study, but any student with roots

of engagement in PLACE and COMMUNITY will find it useful.

COMM 218 Public Relations Principles 3 cr. An introduction to the theory and practice of public relations, emphasizing management functions, its publics, writing skills, communications process, tools, and professional ethics.

COMM 219 Mass Media and Society 3 cr. Basic communication theory and its application to mass communication with emphasis on social, cultural, and political implication of the media.

COMM 220 Broadcast Advertising and Applications 3 cr. This course will examine, through research and field experience, the fundamental elements of electronic advertising practices and applications. Students will learn success factors that increase the power of advertising through mass media. Restricted to sophomore, junior, and senior status.

COMM 221 PR & Media Writing 3 cr Introduction to basic writing skills in the field of public relations & the media. This is a writing intensive course. You will learn how to adapt message for various media & mediums. Specifically, you will learn to compose news releases, media advisories, internal communications information, and more. Active writing is a key component taught in this course. This course teaches students how to prepare professional public relations messages for print electronic media.

COMM 224 Publication Makeup and Design 3 cr. Introduction to the technical aspects of newspaper, magazine, and yearbook production.

COMM 225 Audio Production I 3 cr. Laboratory and lecture course with emphasis on the principles and techniques of radio production and programming.

COMM 244 Reporting and Feature Writing 3 cr. Introduction to news gathering, judgment, writing, history, conventions and style of the news story, the newspaper feature story, and the magazine article.

COMM 245 Collaborative Journalism 3 cr. Introduction to a new mode of journalism in which students work cooperatively with faculty, professional journalists and local citizens to produce news stories relevant to campus and community life.

COMM 281 Reporting and Editing 1 cr. Laboratory course in which class members work on the campus paper and attend staff meetings. Repeatable for credit up to 8 cr.

COMM 283 TV Activities 1 cr. An opportunity for students to work on various video projects that they will produce for on and off campus. Repeatable for credit up to 8 cr.

COMM 284 Radio Activities 1 cr. An opportunity for students to work on various audio projects that they will produce

for on and off campus groups. Repeatable for credit up to 8 cr.

COMM 285 Communication Arts Activities 1 cr. The participation in a significant capacity in any communication arts activity above and beyond the requirements of a specific course. Repeatable for credit up to 8 cr.

COMM 286 Promotion Activities 1 cr The course provides students with an understanding of how to strategically plan promotions. Students are able to engage in real life events activities such as planning, marketing, advertising, production, writing, and more. Students are taught time management along side promotions. This course specifically directs students to have hands on experience within the Broadcasting Department. More directly, writing newsletters, promotions of channel 19, alumni relations, web site writing & creation, and advertising.

COMM 291 Sophomore Seminar 1 cr. Study of communication (people, events, activities) as determined by student/professor consultation. Communication majors or minors only. Grading Basis: S/U.

COMM 297 Internship 1-2 cr. Hands-on experience in the discipline Restricted to communication majors or minors or consent of instructor.

COMM 311 Oral Interpretation 3 cr. The study of literature for performance with emphasis on written and verbal analysis. The technique of performance applied to oral reading of literature.

COMM 315 Persuasion and Argumentation 3 cr. An investigation of the structure, types, and tests of arguments with practical application in preparing and presenting persuasive speeches. Prerequisite(s): COMM 110 or consent of instructor.

COMM 316 Group Dynamics 3 cr. Study of techniques of group discussion and small group theory with emphasis on participating in various types of discussion and conferences.

COMM 317 Rhetorical Theory 3 cr. A study of the development of rhetorical critical standards and practices from ancient times to the present.

COMM 318 Organizational Communication 3cr The course is a study of communication practices in organizations by examining organizational structure, leadership, team building, and ethics. The course will include communication areas such as diversity, conflict, stress, and technology.

COMM 322 Media Sales and Analysis 3 cr. A close up look at the business of broadcast advertising, including radio, TV, and cable.

COMM 323 Journalism History 3 cr. Examination of the news gathering function of the mass media with special emphasis on press theory and the development of thought of freedom of expression.

COMM 324 Community Relations 3 cr. This course exam-

ines current communication strategies used to establish and maintain contact with communities. Sects of society integrate communication differently and it's essential to a public relations practitioner to understand those levels of communication. This class explores a variety of ways to maintain community relations, focusing specifically on technology and social networking. Most importantly it informs students how to utilize community resources to promote strong community relations.

COMM 325 Campaigns and Strategies 3 cr. This course will explore marketing, public relations, and advertising relationships in today's market. The textbook, classroom lectures, guest speakers, and assignments will build a solid foundation in the fundamentals needed to develop and implement campaigns and strategies in the field of public relations, advertising, and marketing. Prerequisite(s): COMM 218 and Junior or Senior status.

COMM 326 Media Announcing 3 cr. Theories, practices, and techniques of "on-air" presentation will be the focus of this course. Students will develop the skills necessary to perform a variety of media announcing tasks. Students will study the techniques and styles required to perform as media newscasters, interviewers, program hosts, commercial and public service announcers. Prerequisite(s): COMM 120 or consent of instructor.

COMM 327 Editing and Advising 3 cr. Introduction to the problems of administering and advising publications (especially student publications).

COMM 344 Investigative Reporting 3 cr This course is an introduction to the subject matter, techniques and ethics of investigative reporting. It will include such topics as secondary sources, primary documents, people sources, computer-assisted reporting, writing projects, accuracy and ethics. Prerequisite: COMM 244.

COMM 354 Special Events Planning 3 cr The course will introduce students to special event processes and techniques. Students will become knowledgeable about model workplace skills, leadership development, promotions, media relations, and production associated with an event. Site selection, program planning, and material development will be among other designations for the course.

COMM 360 Video Production I 3 cr. Emphasis on the operation of video, audio, and editing equipment. Prerequisite(s): COMM 120.

COMM 361 Broadcast News Writing 3 cr. Intensive survey and application of gathering, writing, and presenting.

COMM 362 Electronic News Gathering 3 cr. An introduction to the practical knowledge of basic electronic news gathering production techniques, as well as to learn to operate equipment associated with ENG. Students will learn the correct terminology and the basic formats of ENG. Prerequisite(s): COMM 360.

COMM 389 Directing Forensics 2 cr. Theory, philosophy, and practice in speech contest/festival design and of coaching individual forensic events and debate. Designed for the teacher who will be asked to coach speech on the secondary level. May be taken at the same time as student teaching.

COMM 390 Communication Arts Methods 3 cr. Methods and materials for creative teaching of speaking, listening, and theatre and broadcast activities, in today's secondary school environment. Prerequisite(s): Admittance to Teacher Education.

COMM 392 Junior Project 1 cr. The course will include proposal writing procedures and defense, journal writing, research as dictated by the individual's project, public relations policies leading to the public presentation of a recital. All in preparation for the Senior Recital. Prerequisite(s): COMM 099.

COMM 394 Independent Study 1-3 cr. Independent or directed study of special topics in the study of communication. Communication arts majors or minors only. Repeatable for credit.

COMM 395 Service Learning 3 cr. Students will utilize reflection and research (both primary and secondary) to integrate personal community or global service experience(s). Communication arts majors or minors only.

COMM 397 Communication Arts Practicum 3 cr. Student Internship with application of specialized techniques in broadcasting, theatre, or other areas of communication arts. Grading Basis: S/U.

COMM 410 Advanced Problems 3 cr. Courses beyond the present offerings in broadcasting, speech communication, and theatre arts. No more than three courses may be accrued.

COMM 411 Communication Issues and Ethics 3 cr The course will focus on current communications issues in social and workplace settings. Areas of study will include the history of free speech, the responsibility of the media, the responsibility of the individual as sender and receiver of messages, and ethical decision making.

COMM 412 Communication Law 3 cr. A study of the regulatory policies (federal, state, and municipal) in modern electronic and print media.

COMM 413 Gender Communication 3 cr. (Diversity) Course designed to explore the theories surrounding differences and similarities in male and female communication. Focus on ways in which gender roles originated and are sustained in a variety of contexts including families, organizations, institutions, peer groups, the media, and interpersonal relationships. Prerequisite(s): COMM 110 and Junior or Senior status.

COMM 425 Crisis Communication 3cr. This course develops the public relations practitioner from a theoretical and professional approach. Students will learn how to incorporate

grounded theory into crisis management plans. This course develops the research base focusing on fundamental case studies within the field in order to develop a proactive approach to crisis management. Students will learn how to use an ethical framework when engaging communities, organizations or the society at large before, during and after a crisis situation. Prerequisite(s): COMM 218

COMM 460 Video Production II 3 cr. Use of TV video, audio, and editing equipment in various news and commercial applications. Prerequisite(s): COMM 360.

COMM 475 Broadcast Production 1-3 cr. The operations, techniques, and practices of broadcast production. Activities include originating, acquiring, organizing, and assembling news segments into a complete television program. Prerequisite(s): COMM 360. Repeatable for credit up to 8 cr.

COMM 492 Senior Project 3 cr. Special project undertaken during the senior year with the direct supervision of an instructor. Projects may be chosen from any area of the communication arts department. Prerequisite(s): COMM 099, 392, and consent of faculty.

COMM 497 Broadcast Practicum 4 cr. Internship in the mass communication field allowing the students to put into practice, in a professional setting, those techniques and theories learned in their coursework. Prerequisite(s): Completion of 40 credits in communications with a 2.75 GPA in major.

COMMUNICATION DISORDERS

CD 025 Speech Improvement 1 cr. Therapy for those needing remedial assistance for problems with articulation, fluency, hearing, voice, and/or language disorders. Repeatable for credit.

CD 150 Profession of Com Disorders 2 cr. An introduction into the profession of Communication Disorders. Contents will describe the progression from the preprofessional student level to the expert-consultant level. Major topics will include development of interpersonal skills, professional skills, problem-solving skills, technical skills and knowledge/experience.

CD 310 Intro Communication Disorders 3 cr. A survey of various communication disorders: language, phonology, fluency, voice, hearing impairment, cleft palate, cerebral palsy, aphasia. Ten hours of clinical observation are required.

CD 320 Introduction to Phonetics 3 cr. A study of the sounds of American English and the use of the International Phonetic Alphabet (IPA) to record normal and disordered articulatory production. Five hours of clinical observation are required.

CD 321 Language Development 3 cr. The study of those events and processes which combine in relatively predictable and observable ways and are evidenced in the acquisition of language.

CD 322 Speech Sound Disorders 3 cr. A study of the types, causes, and treatment of speech disorders including articulation and phonological disorders, voice, and fluency. Prerequisites: CD 310, 320.

CD 324 Techniques in Communication Disorders 3 cr. Therapy approaches and techniques for completing clinical practicum. This course includes a required laboratory experience and is a Prerequisite for CD 411. Prerequisites: CD 322.

CD 331 Language Disorders in Children 3 cr. The study of deviant language patterns and language patterns associated with cultural diversity. Language evaluation with emphasis on linguistic analysis and the development of language programming appropriate to language problems will be covered. Prerequisite(s): CD 321.

CD 341 Speech and Hearing Science 2 cr. Fundamentals of acoustics, speech production, speech perception, and basic instrumentation. Prerequisite(s): CD 310.

CD 342 Introduction to Audiology 4 cr. A study of the basic tests of hearing with emphasis on test administration and interpretation. It includes anatomy and physiology of the auditory system and its relationship to various types and degrees of hearing loss. Prerequisite(s): CD 310.

CD 410 Audiology Practicum 1 cr. This practicum course will provide the undergraduate student in Communication Disorders, who has an interest in Audiology, the opportunity to participate in Audiology diagnostics in the CD clinic. The student will initially observe the audiologic diagnostic/patient management protocols in the clinic and will gradually be required to participate in greater measure. The goal is for the student to acquire greater understanding of audiologic test administration, interpretation, and patient counseling. Pre-requisite: CD 342

CD 411 Clinical Practicum 3cr. Supervised practicum in a clinical setting. Students must enroll for a minimum of 3 credits. Prerequisite(s): CD 324. Repeatable for credit.

CD 412 Neurology for Comm. Disorders 2 cr. This course provides an overview of the role of neuroanatomy in speech and language. Attention is given to the structures of the brain and spinal cord, the ascending and descending pathways, cranial nerves, and the vascular supply to the brain. The role of these structures in the communication process is discussed. Prerequisites: CD 310, 341.

CD 413 Anatomy and Phys for Comm. Dis 3 cr. This course provides an overview of the anatomical and physiological bases of communication. Attention is given to the structures and

functions of the respiratory, phonatory, resonatory and articulatory systems. Prerequisite(s): CD 310, 341, and 412.

CD 420 Advanced Communication Disorders 3 cr. This course will provide a general overview of neurologically based communication disorders, dysphagia, voice disorders, and stuttering. Course work will emphasize characteristics, procedures for assessment, and general treatment approaches for these communication disorders.

CD 426 Speech-Language Development and Disorders for Teachers 4 cr. The study of speech language development and disorders of children. Inter-relationships among personal, social, academic, speech and language skills are covered. Academic modifications and coordination with specialized personnel are emphasized. For non-majors.

CD 427 Aural Rehabilitation 3 cr. Study of the rehabilitative philosophies and methodologies of individuals with hearing impairments.

COMPUTER SCIENCE

CSCI 101 Introduction to Computer Science 3 cr. General hardware and software issues such as: terminology, environments. Applications such as: word processing, spreadsheets, databases, Internet usage.

CSCI 111 Introduction to Web Languages 4 cr. Introduction to programming in a high-level language. Emphasis on problem solving and logical thinking. Design, implementation and testing of programs for small scale problems using elementary data types and control structures using web programming languages. Prerequisite(s): CSCI 101

CSCI 112 Visual Basic and VBA 4 cr. Introduction to programming in Visual BASIC and Visual Basic Application. Prerequisite(s): CSCI 111

CSCI 115 Introduction to PC Systems 3 cr. PC hardware and software management, fundamental principles of computer hardware, file management, troubleshooting. Prerequisite(s): CSCI 101 or consent of instructor.

CSCI 127 Beginning JAVA 4 cr. An introduction to programming in the JAVA language. Prerequisite(s): CSCI 101 or departmental consent.

CSCI 160 Computer Science I 4 cr. An introduction to computer science, with problem solving, algorithm development, and structured programming in a high-level language. Emphasis on designing, coding, debugging, and documentation, using techniques of good programming style. Prerequisite(s): CSCI 111

CSCI 161 Computer Science II 4 cr. Object-oriented concepts, terminology and notation. The C++ language is explored including topics such as dynamic memory, exception handling,

function and class templates, operator overloading, inheritance, polymorphism, and generic programming with the standard template library. Additional topics may include GUI libraries. Prerequisite(s): CSCI 160.

CSCI 177 Intermediate JAVA 4 cr. Intermediate level programming in the JAVA language. Prerequisite(s): CSCI 127.

CSCI 221 Web and Internet Programming 4 cr. Service side programming for the WWW. Emphasis on servlet programming and distributed component programming using API's for object serialization, remote method invocation, database connectivity and XML generation. Prerequisite(s): CSCI 161.

CSCI 242 Algorithms & Data Structures I 4 cr. Advanced programming techniques including recursion, divide-and-conquer, and backtracking. Dynamic and static data structures including lists, stacks, and queues. Modular programming, program specification and verification, and analysis of algorithms. Prerequisite: CSCI 161.

CSCI 243 Algorithms & Data Structures II 4 cr. Advanced programming techniques including sorting, binary trees, AVL trees, graphs and networks. A discussion of searching techniques for conceptual graphs and networks and additional searching strategies. Analysis of algorithms will also be presented. Prerequisite(s): CSCI 242

CSCI 260 UNIX Environment 4 cr. An introduction to the UNIX environment. Basic tools and utilities. Shell programming. Prerequisite(s): CSCI 160.

CSCI 275 Computer and Digital Hardware I 4 cr. Fundamentals of digital systems, data representations, mathematics of digital systems, microprocessor design and instruction sets, introduction to laboratory equipment. Prerequisite(s): Math 103 and CSCI 160 or instructor consent.

CSCI 297 Internship 1-8 cr. Supervised professional work experience in a cyber-technology environment at the 100 & 200 course level. May not be counted towards earned credits for major or minor. Grading basis: S/U. Prerequisite: Departmental approval.

CSCI 299 Special Topics 1-4 cr. Variable topics. Repeatable for credit as topics change.

CSCI 321 Windows Programming 4 cr. Development of applications for the Windows environment and use of a standard library and its classes. Prerequisite(s): CSCI 161.

CSCI 323 Robotics 4 cr. Introduction to robotics, computer design, programming of autonomous robot systems, basic dynamics and control of motion, sensors, and artificial intelligence techniques for robot applications in the real world. Individual and group projects analyze robot control problems and design hardware and software solutions. Students write

basic control programs for different robot platforms and apply state-of-the-art artificial intelligence techniques to the control of robotic mechanisms.

CSCI 330 Software Engineering 4 cr. The principles, methods, and models used to develop and manage software projects, including test implementation of a large-scale project. Prerequisite(s): CSCI 161, 275, 340.

CSCI 331 Social Implications 4 cr. (Diversity) The effects of computer technology (hardware and/or software) on society and individuals; ethical problems faced by computer professionals; human interaction and interfacing with computer technology. Prerequisite(s): CSCI 161, 275 and 340 or instructor consent

CSCI 340 Local Area Networks 4 cr. The design and management of local area networks. Emphasis is placed on laboratory work. Prerequisite(s): CSCI 160.

CSCI 352 Comparative Languages 4 cr. Comparison of procedural and non-procedural languages. Study of strengths and weaknesses of languages for solving various problems. Introduction to implementation issues such as memory allocation. Prerequisite(s): CSCI 160.

CSCI 356 Database Management 4 cr. Principles of database design and programming. Relational, network and hierarchical models. Inverted files, searching and sorting key maintenance. Prerequisite(s): CSCI 160 or equivalent.

CSCI 360 Systems Programming 4 cr. Programming using interrupts and operating systems services. Device driver implementation. Brief comparison of different hardware systems. Prerequisite(s): CSCI 370.

CSCI 370 Computer Organization 4 cr. The structure and organization of computer hardware. Register implementation and usage. Memory management. Comparison of architectures. Prerequisite(s): CSCI 275

CSCI 375 Computer and Digital Hardware II 4 cr. Advanced applications of digital systems. Builds on the content of CSCI 275, with emphasis on system design. Prerequisite(s): CSCI 275.

CSCI 391 Teaching Computer Science 2 cr. Classroom management and equipment. Analysis of student difficulties, survey of current literature, observation and practicum. Pre-requisite(s): CSCI 160, CSCI 370 and admission to Teacher Education.

CSCI 394 Independent Study 1-4 cr. Repeatable for credit.

CSCI 440 Data Comm & Computer Security 4 cr. Network administration and management of data protocols and models, basic configurations, software, hardware, and routing applications. Problems of computer security and possible solutions,

internet security, secure operation system and kernels, with a emphasis on applications. Prerequisite(s): CSCI 340.

CSCI 450 Operating Systems 4 cr. Design and implementation of operating systems. Study of the control of and communication between interacting processes. Resource allocation and management in a multiprogramming environment. Prerequisite(s): CSCI 360.

CSCI 452 Compiler and Interpreter Construction 4 cr. Theory and practice of program translation. Lexical and syntactic analysis, error detection and response, optimization. Prerequisite(s): CSCI 370 and CSCI 352.

CSCI 458 Computer Security 4 cr. Problems of computer security and possible solutions, internet security, secure operating systems and kernels. Emphasis on applications. Prerequisite(s): CSCI 340.

CSCI 460 Project Development 4 cr. A capstone course. The student chooses a project in consultation with the instructor. The student then prepares a statement of the scope of the project and develops it to the specification. Prerequisite(s): CSCI 242, 275 and 356.

CSCI 497 Internship 1-8 cr. Supervised professional experience in computing applications. A maximum of 2 credits may be counted toward a major or minor. Grading Basis: S/U. Prerequisite(s): Departmental Approval. Repeatable for credit up to 8 cr.

CSCI 499 Special Topics 1-4 cr. Repeatable for credit as topics change.

CRIMINAL JUSTICE

CJ 201 Introduction to Criminal Justice 3 cr. Examines the criminal justice process, including legislative law-making, law enforcement, prosecution, the courts, and corrections; highlights contemporary issues and landmark cases influencing case processing at different stages throughout the criminal justice system; familiarizes students with the Bill of Rights and Amendments critical to law enforcement, evidentiary issues, and correctional procedures; a basic survey and Prerequisite(s) for all criminal justice courses.

CJ 226 Introduction to Criminal Investigations 3 cr. This course provides a broad examination of the basic principles involved in conducting a criminal investigation. Prerequisite(s): CJ 201.

CJ 227 Children and Youth as Crime Victims 3 cr. This course will explore the recognized physical, emotional, and behavioral indicators of abuse and mistreatment of children and adolescents, and the factors and conditions which can influence their adult offenders. Potential intervention approaches will be examined regarding their suitability and desired outcomes while regarding the family relationship. Recommended: CJ

201.

CJ 229 Interviewing and Interrogation 3 cr. Examination of interviewing and interrogation knowledge, principles, interpersonal skills, methods, and techniques for understanding the psychological, ethical, and legal aspects of obtaining information from subjects. Course provides the fundamentals used in law enforcement, probation, corrections, juvenile justice, homeland security as well as other areas of application.

CJ 299 Special Topics 1-8 cr. Independent investigations of topics of special interest related to criminal justice. Topics may vary to reflect contemporary criminal justice issues. Prerequisite(s): CJ 201. Course may be repeated as topics change, but only 6 credits can be applied toward CJ requirements.

CJ 300 Policing and Police-Community Relations 3 cr. An historical examination of the evolution of the role of police in Western culture; included are the philosophical, social, legal, political, educational and religious influences on the purpose of police power of the state; examines current and future trends, research and practices that are developed for the policing function; discusses the social and individual effects of police work in Western society. Prerequisite(s): CJ 201.

CJ 320 Probation, Parole, and Intermediate Punishments 3 cr. Distinguishes between probation and parole; examines community corrections options, including home confinement, electronic monitoring, intensive supervised probation/parole; uses of volunteers and paraprofessionals; presentence investigation report preparation; probation/parole officer work roles, duties; functions of jails; recidivism of clients; contemporary community correctional issues. Prerequisite(s): CJ 201.

CJ 322 Criminal Law 3 cr. A critical examination of the development and function of Western criminal law; analyzes current definitions of criminal acts and omissions, defenses and justifications in the social and legal society of the United States; illustrates the development of legal interpretations of criminal statutes through the use of current and historical U.S. Supreme Court and state court decisions. Prerequisite(s): CJ 201.

CJ 330 Criminological Theory 3 cr. Provides an examination of the major criminological schools of thought as well as the prominent theorists within each school; theories are presented that examine criminal motivation and the application of criminal law; additionally, the implicit theoretical assumptions regarding the punishment of offenders is examined. Prerequisite(s): CJ 201.

CJ 335 Private Security and Justice Organizations 3 cr. This course introduces the areas of Private Security, Loss Prevention, Corporate Technology Security, Contract-based Private Sector Criminal Justice Organizations, and their relationship to traditional components of American Criminal Justice and Homeland Security. Recommended: CJ 201.

CJ 340 Juvenile Justice System 3 cr. Illustrates major components of juvenile justice system, including arrest, intake, adjudication, and disposition of juvenile offenders; examines transfer process for treating juveniles as adults; describes landmark legal cases extending rights to juveniles; examines juvenile court organization as an adversarial system; treatment of contemporary juvenile justice issues, including death penalty for juveniles and deinstitutionalization of status offenders. Prerequisite(s): CJ 201.

CJ 345 Policy Issues in Criminal Justice 3 cr. Assessment of the development, efficacy, and politics of criminal justice policy. Emphasis on analyzing the formulation, implementation, and evaluation of criminal justice policy. Prerequisite(s): CJ 201.

CJ 348 Legal/Ethical Issues in CJ: Interface with Homeland Security and FEMA. 3 cr. The work in Criminal Justice Organizations (police, courts, corrections, and juvenile justice), Homeland Security, and FEMA are intricately related in the 21st Century, and sometimes involved the same organizations and personnel. Consequently, the challenges of legal and ethical issues are also similar. Using case analysis of actual and situational scenarios, this course explores a wide range of legal philosophies and ethical issues in decision making and agency operations. Included are: conflict in standards, decision making, and operational priorities during routine and crises situations; professionalism in recognizing and dealing with questionable behavior of individuals, and the consequences of failing to deal effectively with them. Recommended: CJ 201.

CJ 350 Criminal Procedure 3 cr. This course is designed to expose students to the rules and procedures in which criminal prosecutions are governed. The course begins with examining the rules and procedures of police investigations and continues throughout the process of the criminal justice process. Examples of questions that criminal procedures addresses are: When can a police officer conduct a search of a home? When can a probation officer enter probation's home without notice? Students will also examine the historical foundation of these rules and procedures. Prerequisite(s): CJ 201 and CJ 322.

CJ 362 Women in the Criminal Justice System 3 cr. (Diversity) Examines the nature and extent of female offenders, victims in the criminal justice system. The course will provide students with an understanding of the processing of women offenders through the criminal justice system. Students will also become familiar with the theoretical concepts focusing on female criminality and victimization. Prerequisite(s): CJ 201.

CJ 365 Law and Society 3 cr. Examination of the various perspectives on the development and implementation of law and assessment of the various facets of law in action. Prerequisite(s): CJ 201.

CJ 370 Court Processing and Sentencing 3 cr. Provides students with a comprehensive analysis of the U.S. court system; the functions of state and federal district, appellate,

and supreme courts is reviewed; students are introduced to the influence of extra-legal factors and their differential impact on offender processing; contemporary criminal justice issues facing the court system are also examined. Prerequisite(s): CJ 201.

CJ 375 Gangs 3 cr. Explores gang phenomena in U.S.; concentrates on recent research about gang formation and gang related violence including the various criminological theories that explain the social, economic, political, and environmental reasons for the rise of gangs in various American urban centers. Prerequisite(s): CJ 201.

CJ 380 Corrections 3 cr. Examines institutionalization of convicted offenders; describes jails and prisons; investigates issues including privatization of prison operations, inmate labor, overcrowding, inmate gang formation and culture, and inmate rights; correctional officer duties/training/responsibilities are described; examines post-institutionalization experiences of released inmates in community programs; examines classification systems used to determine one's level of custody; describes different types of prisons/jails and their functions. Prerequisite(s): CJ 201.

CJ 385 Terrorism 3 cr. Explores terrorism from an international and national perspective; examines the social, political, and cultural reasons for terrorism including the law enforcement's fight against terrorism in the U.S. Prerequisite(s): CJ 201.

CJ 390 Criminal Justice in Indian Country 3 cr. Course examines historical and contemporary issues of crime, delinquency, justice, and public safety on American Indian Reservations and Alaskan Native Villages in the US. Specific focus will be given tribal justice systems; tribal interactions with Federal Justice Organizations (FBI, Federal Courts and Probation, Federal Bureau of Prisons), as well as tribal interface with local/county/state police, courts and corrections in 280 states such as ND. Tribal law and order reforms under PL 111-211 are examined along with reform policies for dealing with domestic violence, substance abuse, and gang violence. Recommended: CJ 201.

CJ 394 Independent Study 1-6 cr. Intensive study of substantive interest areas of students; major literature review leading to an analytical paper; topics chosen collaboratively by student and instructor/advisor. Grading Basis: S/U. Prerequisite(s): consent of instructor. Course may be repeated as topics change, but only 6 credits may be applied toward CJ requirements.

CJ 395 Victims and Victimology 3 cr. The course provides a student's overview of the characteristics and trends of victims in a variety of settings, and the criminal justice system's perception and response to these individuals. Prerequisite(s): CJ 201.

CJ 401 Administration of Criminal Justice Systems 3 cr. An overview of organizational theory as it applies to the administration of Criminal Justice agencies. In addition, this

course places an emphasis on criminal justice management theory and policy development. Prerequisite(s): CJ 201.

CJ 420 Current Issues in Homeland Security 3 cr. This course builds on a student's knowledge about the American Criminal Justice System and its relation to Homeland Security. Course examines Homeland Security's history, legal foundation, national infrastructure and interface with criminal justice. Specific focus is given: intelligence and counterintelligence, weapons of mass destruction, cyber-crime, organized crime, domestic and border security, and immigration issues. Incident command and control systems, adopted in 2012 are discussed. Students completing the course satisfactorily may wish to obtain FEMA certificates. Prerequisite: CJ 201 or consent of Department.

CJ 450 White-Collar Crime 3 cr. Categories of job offending are analyzed through criminological theory, law, and the criminal and regulatory justice systems, including corporate crime, professional crime, individual crime, and crime by state workers. Traditional and novel strategies for the social control of these offenses are also presented. Prerequisite(s): CJ 201.

CJ 480 Criminal Justice Research and Data Analysis 3 cr. This course is designed for students interested in graduate studies in criminal justice. Specific emphasis is on applying scientific methodologies and analyses to current issues in criminal justice. Research designs, sampling procedures, data collection instruments, and ethical issues pertaining to special populations, (inmates, juvenile delinquents and minorities) will be the primary focus. Students will also learn data typically collected by CJ departments and agencies. Additionally, students will be provided with hands-on experience in developing a research proposal which incorporates methods and analyses for their criminological study. Co-requisites: CJ 201. Prerequisite(s): MATH 240

CJ 491 Senior Seminar 3 cr. Integration of program outcomes with application of knowledge, values, and skills necessary for field entry, value and ethical considerations, and the development and implementation of future career objectives. Provides application of core courses, provides students with current developments in key core areas. Prerequisite(s): criminal justice major, senior status and must have completed all CJ core courses.

CJ 497 Field Experience 3-6 cr. Student practicum in a criminal justice or related agency; course may be repeated in either the same or different agency; designed to enhance these experiences, supplementary readings and written assignments are required. Prerequisite(s): CJ 201 or consent of instructor; all core requirements must be completed before enrolling. Grading Basis: S/U. Repeatable for credit up to 6 cr.

CJ 499 Special Topics 1-8 cr. Specialized topics offered as regular classes; topics vary depending upon student and faculty interest. Prerequisite(s): CJ 201. Course may be repeated as topics change, but only 6 credits can be applied toward CJ requirements.

DRIVER TRAFFIC SAFETY

DTS 225 Introduction to Safety Education 1 cr. Promotes general safety with special emphasis on school bus safety, fire safety and tornado safety.

DTS 230 Driver and Traffic Safety Education 3 cr. Introduction to driver and traffic safety education. A review of various high school textbooks and other teaching tools.

DTS 250 Defensive Driving 1 cr. Classroom course that is a part of the National Safety Council's Driver improvement program. Successful completion allows a three point reduction on a licensee's driving record.

DTS 260 Teenage Driving Behavior Problems 2 cr. Teaches prospective driver educators about the past problems concerning teenage traffic offenders. Assists driver educators in adjusting classroom presentations to address problems with beginning teenage drivers.

DTS 350 Advanced Driving 3 cr. Advanced driving to improve skills, perception, decision making, and general driving ability.

DTS 390 Traffic Law 3 cr. Study of the Code 39 of North Dakota Motor Vehicle laws. Designed to develop an understanding of traffic law in modern society.

DTS 450 Organization and Administration of Safety Education 2 cr. Basic concepts and development of the four phase program: dual controlled car, simulator, multiple car driving range, and classroom. Pre/Co-requisite(s): DTS 230.

DTS 452 Instruction in Range, Simulator and In-Car 3 cr. Instruction in the use of electronic driving simulator, equipment, multiple care driving range, and dual controlled car. Prerequisite(s): DTS 450.

DTS 454 Driver Education for the Disabled 2 cr. Instruction in dual-controlled cars with special hand controls for teaching the handicapped. Prerequisite(s): DTS 450.

EARLY CHILDHOOD EDUCATION

ECE 215 Infant/Toddler Development 2 cr. Explores the child's growth and development from birth to 36 months. Gives candidates a basis for understanding normal developmental needs of children and a means of meeting them in the children's home, childcare center, and community environments. Prerequisite: ED 260 and at least sophomore status.

ECE 310 Home-School-Comm Relations 2 cr. Explores home-school-community relations. Includes history, parental involvement in school, parent-teacher conferences, home visits, parent and community programs, and community resources. Prerequisites: ED 320 and admission to Teacher Education. Co-requisite: ECE 335 and at least junior status.

ECE 312 Methods: Arts Integration 2 cr. Explores and uses the fine and performing arts as primary pathways to learning in young children. Includes selecting materials, creating environments, and planning lessons and activities that integrate art, music, and movement across curriculum disciplines. Prerequisites: ED 320, ECE 335, admission to Teacher Education and at least junior status.

ECE 313 The Emergent Reader 2 cr. Explores a wide variety of developmentally appropriate instructional practices for teaching early childhood learners multiple ways of communicating and experiencing language through books and media programs. Emphasis is placed on integrating reading, writing, speaking, and listening as forms of creative personal expression. Effective methods of teaching children how to decode and encode print are studied. Prerequisites: ED 320, ELED 352, ECE 335, admission to teacher education, and at least Junior status.

ECE 314 Mathematics & The Young Child 2 cr. Explores curriculum and methods for teaching mathematics in pre-K through grade 3. Candidates actively engage in projects and activities that help them develop a conceptual understanding of teaching mathematics in a cooperative and constructivist environment where children view themselves as mathematicians. Emphasis is placed on the use of manipulatives, problem solving activities, and children's literature in the planning and organizing of developmentally appropriate classroom activities and lessons. Prerequisites: ED 320, ECE 335, and at least junior status.

ECE 335 Early Childhood Education 3 cr. Study of early childhood learning theories, developmentally appropriate materials, classroom arrangement, observational techniques, and curriculum planning. Actual experiences with materials, observation, and field experience. Prerequisite: ED 320.

ECE 360 Language Acquisition: The Child 3 cr. Language activity includes speaking, writing, reading and listening. Coursework will center on how language is acquired, the functions of language and how language develops. Examine how teachers can best support the growth of children as language learners and users. Prerequisite(s): ED 320.

ECE 361 Observation and Assessment, Early Childhood Education 3 cr. Students will learn about and actively engage in a variety of observational methods to assess the social, motor, and cognitive growth of young children. Prerequisite(s): Admission to Teacher Education and ED 320.

ECE 411 Leadership & Supervision 3 cr. Explores effective organization of early childhood programs and looks at managing the day-to-day operations of a program. Candidates examine leadership frameworks and unique leadership styles and how to apply the principles of leadership to create vision, become an agent of change, and model professional and ethical behavior. Candidates examine supervision frameworks for effective recruitment, selection, and orientation practices.

Candidates study a comprehensive model for supervising staff, promoting ongoing professional development, and creating a strengths-based team in nurturing positive teaching/learning environments. Prerequisites: ED 320, ECE 215, 310, 313, 335, 360, 361, and admission to Teacher Education. Co-requisite: ECE 430.

ECE 430 Preschool Curriculum, Activities and Practicum 3 cr. Study of development of 4-7 year olds and procedures in preschool planning including teaching techniques and expressive materials for the campus preschool. Laboratory. Prerequisite(s): Admission to Teacher Education, ED 320, and at least junior status. Co-requisites: ELED 421, 422, 423, and SCI 426. Course restricted to Early Childhood and Elementary Education majors.

ECONOMICS

ECON 201 Principles of Microeconomics 3 cr. (GE7) Supply and demand, price and output determination in the product and resource markets, consumer demand, elasticity, costs and profits, and international trade.

ECON 202 Principles of Macroeconomics 3 cr. (GE7) Nature, method, and scope of economic analysis; nature of economic growth; inflationary tendencies and unemployment, monetary and fiscal policies, international finance. (May be taken before ECON 201.)

ECON 312 Price Theory 3 cr. Analysis of individual consumer demand, principles of production, costs, pricing and output decisions under different market structures. Prerequisite(s): ECON 201.

ECON 314 National Income Analysis 3 cr. Study of major movements in national income, production, employment, price levels, as well as policy related to growth and equilibrium. Prerequisite(s): ECON 202.

ECON 315 Labor Economics 3 cr. Survey of labor-management relations that examines the policies and objectives of labor unions and their impact on the broader society, and includes union history and government, organizing and bargaining, economics of the labor market and wage determination, government control and major laws that affect labor-management relations. Prerequisite(s): ECON 201 and 202.

ECON 318 Money and Banking 3 cr. Nature and functions of U.S. depository institutions (especially commercial banks, savings and loans, and credit unions); their regulation with particular emphasis on the Federal Reserve System's monetary policy and instruments of control and an introduction to monetary theory. Prerequisite(s): ECON 201 and 202.

ECON 320 Environ and Nat Resource Econ 3 cr. This class engages students in standard economic theory through the lens of environmental issues such as global climate change and

overpopulation. The approach of this class combines traditional microeconomic analysis with a detailed examination of macro-level ecological problems that require local, national, and global policy solutions. It discusses how to utilize natural resources efficiently and issues related to the usage of natural resources. Prerequisite(s): ECON 201.

ECON 410 Managerial Economics 3 cr. Managerial Economics is an application of the part of Microeconomics that focuses on the topics that are of greatest interest and importance to managers. The purpose of learning this subject is to help managers make better decisions. Topics include demand and cost analysis, market structures, pricing decision, and government regulations. Some powerful analytical tools such as regression analysis, business forecasting, and linear programming will also be covered to assist the decision making process. Prerequisite(s): ECON 201 and 202.

ECON 414 International Economics 3 cr. Study of the causes of international trade, classical and neoclassical models of international trade, the movement of money, goods, and factors of production over national boundaries, role of trade barriers and balance of payments. Prerequisite(s): ECON 201 and 202.

ECON 418 History of Economic Thought 3 cr. Study of evolution of economic thought under different social and political background, like mercantilism, physiocracy, classical economies, historical school and Socialist doctrines. Prerequisites: ECON 201 or 202.

ECON 419 Economic Planning and Development 3 cr. Study of basic techniques and methods in planning which facilitate various levels of economic development. The application of the planning strategies necessary to effect desirable economic development is also undertaken. Prerequisite(s): ECON 201 and 202.

EDUCATION

ED 250 Foundations of Education 2 cr. Study of the historical, philosophical, and sociological concepts that have impacted the development of American public schools. Includes an orientation to the teaching profession and a field experience.

ED 250H Foundations of Education 2 cr. Study of the historical, philosophical and sociological concepts that have impacted the development of American public schools. Includes an orientation to the teaching professional and a field experience. Prerequisite: Admission to the Honors Program.

ED 260 Educational Psychology 2 cr. Emphasizes learning theory, effective teaching, classroom management and child development as applied to educational settings.

ED 260H Educational Psychology 2 cr. Emphasizes learning theory, effective teaching classroom management, and child development as applied to educational settings. Prerequisite:

Admission to the Honors Program.

ED 320 Curriculum, Planning and Assessment 3 cr. The development of curriculum for the public schools and strategies for the planning, delivery and assessment of instruction. Prerequisite(s): ED 250 and 260.

ED 350 Middle School Philosophy and Curriculum 3 cr. Acquaints students with the philosophy of middle school education and current practices in middle school curriculum, instruction, and assessment. Prerequisite(s): ED 320.

ELED 352 Foundations of Reading 3 cr. Principles, techniques, and approaches for implementing a developmental reading program in the elementary school. Prerequisite(s): Admission to Teacher Education and ED 320.

ELED 370 Handwriting Instruction 1 cr. Introduction to handwriting systems and instructional methodology. Elective. Grading Basis: S/U. Prerequisite(s): Sophomore, junior or senior status.

ED 380 Technology in Teaching 2 cr. Strategies for the instructional uses of technology including multimedia presentation, e-mail, internet, spreadsheets, data bases, and emerging technologies. Prerequisite(s): Admission to Teacher Education and ED 320 or CD majors.

ED 402 Reading in the Content Area 3 cr. The study of teaching reading at elementary, middle school, and high levels; ways of responding to literature and other written materials, content area reading for different purposes, application of strategies and study skills, and use of a variety of performance assessments. Prerequisite: ED 320.

ELED 421 Elementary Mathematics Methods 3 cr. Practicum in teaching mathematics to children in cooperative learning groups through the use of manipulative materials, symbolic representations, and problem solving approaches. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisite(s): Admission to Teacher Education, ED 320, Math 277 and 377. Corequisites: ELED 422, 423, 424, SCI 426. Course restricted to Elementary Education majors.

ELED 422 Elementary Language Arts Methods 3 cr. Encompasses curriculum, theory, and methodology in language arts. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisite(s): Admission to Teacher Education and ED 320, ELED 352. Corequisite: ELED 421, 423, 424, SCI 426. Course restricted to Elementary Education majors.

ELED 423 Elementary Reading Methods 3 cr. Principles, techniques, approaches and materials for teaching reading in grades K through 8. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisite(s):

Admission to Teacher Education and ED 320, ELED 352.
Corequisite: ELED 421, 422, 424, SCI 426. Course restricted to Elementary Education majors.

ELED 424 Elementary Social Studies Methods 3 cr. Curriculum, theory, and methodology in the teaching of social studies. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning process. Prerequisite(s): Admission to Teacher Education and ED 320. Corequisite: ELED 421, 422, 423, SCI 426. Course restricted to Elementary Education majors.

ED 440 Remedial Reading 3 cr. Diagnosis and treatment of children with reading difficulties. Prerequisite(s): Admission to Teacher Education and ED 352.

ED 441 Clinical Practice in Remedial Reading 3 cr. Supervised practice in a clinical remedial reading situation. Prerequisite(s): Admission to Teacher Education and ED 352, 440.

ED 451 Middle School Teaching Strategies 3 cr. Designed to develop the skills and teaching strategies to implement a middle school program. Stresses teaming, thematic curriculum development, advising, and working with parents. Prerequisite(s): Admission to Teacher Education and ED 320.

ED 460 Managing the Learning Environment 2 cr. Strategies for successfully creating a positive learning environment in the classroom; strategies for dealing with the disruptive student, strategies for creating positive parental involvement in student learning. Prerequisite(s): ED 320 and admission to Teacher Education.

ED 460H Managing the Learning Environment 2 cr. Strategies for successfully creating a positive learning environment, strategies for dealing with the disruptive student and strategies for creating positive parental involvement in student learning. Creative, intellectual, in-depth study of management strategies will be required. Pre-requisites: ED 320, Admission to Teacher Education and admission to the Honors Program.

ED 470 Teaching Diverse Learners 2 cr. (Diversity) Adapting teaching strategies to cultural, ethnic, linguistic, developmental and physical differences in the classroom. Collaborating with related professions in individualizing instruction. Prerequisite(s): Admission to Teacher Education and ED 320.

ED 470H Teaching Diverse Learners 2 cr. Adapting teaching strategies to cultural, ethnic, linguistic, development and physical differences in the classroom. Collaborating with related professionals in individualizing instruction. Creative, in-depth intellectual study of diversity. Pre-requisites: ED 320, Admission to Teacher Education and admission to the Honors Program.

ED 480 Clinical Practicum in Education 1 cr. This course is designed to give education majors an opportunity to have 30 hours of practical experience. Placements in schools settings

are arranged by the Teacher Advisement and Field Placement office. Prerequisite(s): Admission to Teacher Education, a methods class, and departmental approval.

ED 491 Student Teaching, Kindergarten 4-16 cr. Supervised teaching in kindergarten. Prerequisite(s): Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other required education coursework. Grading Basis: S/U.

ED 492 Student Teaching, Elementary 4-16 cr. Supervised teaching in elementary schools. Prerequisite(s): Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework. Grading Basis: S/U.

ED 493 Student Teaching, Secondary 4-16 cr. Supervised teaching in secondary school. Prerequisite(s): Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other required education coursework. Grading Basis: S/U.

ED 494 Student Teaching, K-12 4-16 cr. Supervised teaching in both elementary and secondary levels in restricted areas. Prerequisite(s): Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other required education coursework. Grading Basis: S/U.

ED 495 Student Teaching, Special Areas 4-16 cr. Supervised teaching in special areas: mentally handicapped and education of the deaf. Prerequisite(s): Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 497 Mentored Clinical Practicum 5-16 cr. This course is designed to provide a one year mentored clinical internship for classroom teachers. Prerequisite(s) include departmental approval and emergency licensure by the Educational Standards and Practices Board of North Dakota.

ENGLISH

ENGL 110 College Composition I 3 cr. (GE1) Guided practice in college-level reading, writing, and critical thinking. Emphasis on writing processes, and on approaches to critical reading. Does not apply toward the English major/minor.

ENGL 111H Honors Composition I 3 cr. (GE1) The first course in the honors curriculum, ENGL 111 takes the place of ENGL 110. The course is reading intensive and encourages intellectual independence. Admission to the Honors Program is not a Prerequisite(s), but ACT scores of 25 in reading and writing are required. Does not apply to the English major/minor.

ENGL 120 College Composition II 3 cr. (GE1) Advanced practice in college-level writing from sources and in applying

rhetorical strategies. Emphasis on rhetorical strategies and incorporating research in academic writing. Does not apply toward the English major/minor. Prerequisite(s): ENGL 110.

ENGL 121H Honors Composition II 3 cr. (GE1) The second course taken in the honors curriculum. Replaces ENGL 120 in the General Education program. Independent research and writing focuses on a rigorous study of literature. Prerequisite(s): ENGL 110 or 111; admission to Honors Program or permission of the Honors Director. Does not apply toward the English major/minor.

ENGL 209 Introduction to Linguistics 3 cr. Entry level knowledge for the scientific study of language, including such topics as phonology, semantics, grammar, and related cultural history.

ENGL 211 Introduction to Creative Writing 3 cr. Introduction to the form and craft of imaginative writing in fiction and poetry.

ENGL 220 Introduction to Literature 3 cr. (GE3) Reading and discussion of literary forms such as the short story, the novel, poetry, and drama, with emphasis on common literary terminology.

ENGL 225 Introduction to Film 3 cr. (GE3) Introduction to the aesthetic, technical, and social significance of selected films, with emphasis on understanding basic film vocabulary and narrative structure. Four studio hours per week.

ENGL 231 Bible as Literature 3 cr. (GE3) Study of the Bible from a literary point of view.

ENGL 231H Bible as Literature 3 cr. (GE3) Study of the Bible from a literary point of view. The class emphasizes themes and the influence of biblical themes on world culture. Prerequisite: ENGL 110 or 111H.

ENGL 232 World Mythology 3 cr. (GE3-Diversity) The study of representative myths, legends, and folklore from various cultures with emphasis upon the literary respects of myth.

ENGL 238 Children's Literature 3 cr. Introductory study of picture books and poetry; folk tales, fairy tales, myth, and legend; modern fiction, both realistic and imaginary; historical fiction; and biographical and informational books for children.

ENGL 244 Writing in Multiple Genres 3cr. Study and practice in writing techniques and strategies employed by writers in various genres, including fiction/creative nonfiction/poetry/teleplay/drama. Focus on developing skills in manipulating point of view, creating figurative language, writing realistic dialogue, developing themes and characters, and honing style to suit various audiences and genres. Read for craft by examining and analyzing the work of successful writers in various genres. Prerequisite: ENGL 110.

ENGL 251 Foundations in Brit Lit I 3 cr. (GE3) A survey of British literature from the Anglo Saxon period through the 18th century. Prerequisite(s): ENGL 110.

ENGL 252 Foundations in Brit Lit II 3 cr. (GE3) A continuing survey of British literature from the Romantic period to the present. Prerequisite(s): ENGL 110.

ENGL 261 Foundations in Am Lit I 3 cr. (GE3) A survey of American literature from the Puritans until the Civil War. Prerequisite(s): ENGL 110.

ENGL 262 Foundations in Am Lit II 3 cr. (GE3) Continuing survey of American literature since the Civil War. Prerequisite(s): ENGL 110.

ENGL 265 Native American Literature 3 cr. (Diversity) The study of Native American Indian legends, poems, and stories with emphasis on contemporary writings.

ENGL 270 Introduction to Literary Criticism 3 cr. The study of methods and assumptions of literary criticism, the reasons for and values of literary studies, and the formal academic discourse employed in English. Course serves as an introduction to the English major. Prerequisite: ENGL 110

ENGL 291 Practicum in Writing 1 cr. Prerequisite(s): Admission to Teacher Education. Corequisite: ENGL 317. Grading Basis S/U

ENGL 299 Special Topics 1-3 cr. Varying areas of content, issues, or themes in the study of language and/or literature. Repeatable for credit as topics change.

ENGL 315 Professional and Technical Writing 3 cr. Concentrated instruction and practice in technical and job-related expository writing.

ENGL 317 Teaching Writing 3 cr. Study of methods of teaching writing with emphasis on contemporary theories. Prerequisite(s): ENGL 120.

ENGL 318 Writing Tutor Training 1 cr. The course covers practices and theories for tutoring writers. Content includes the composing process, diagnosing problems, establishing rapport, managing research and helping with second language needs. Prerequisite(s): ENGL 120.

ENGL 318L Supervised Writing Tutoring 0 cr. Supervised tutoring experience (20 hours) in the Writing Center. Co-requisite: ENGL 318. Prerequisite(s): ENGL 110 with a grade of C or higher, ENGL 120 with a grade of C. English Education majors only. Grading Basis: S/U.

ENGL 322 American Dialects in Literature and Media 3 cr. This course examines American regional dialects (e.g. African American English, Chicano English, Appalachian English) and how those dialects are represented in literature and media.

Students will explore the history, development, and linguistic features of various dialects, then they will read literature and watch films that make use of those dialects. Students will evaluate the effects of authentic and stereotypical representations of dialects on audience with an eye to exploring how these representations reflect attitudes towards dialects in America.

ENGL 325 Topics in Roaring Twenties Literature 3 cr. The incredibly exciting decade of the 1920s gave us jazz, modern art, and enormous change in literary style. The course will examine cultural and literary changes, and will focus on authors such as Gertrude Stein, F.S. Fitzgerald, and Ernest Hemingway.

ENGL 326 American Apocalyptic Literature 3cr. This course traces apocalyptic literature in the Americas from the Spanish explorers and Puritan settlers, through to the twenty-first century. In it, students will read literature in a variety of genres and explore how both imagery and narrative tactics are critical in apocalyptic literature. Students will also explore how apocalyptic literature has indelibly marked American culture, politics, and social rhetoric. This course is a literary and cultural study course, not a religion or theology course.

ENGL 328 British Romantic Literature 3cr. Windswept vistas, dashing heroes, tormented souls, Frankenstein, and Don Juan, *Pride and Prejudice!* From 1785-1830, Romanticism in Britain thrived. It was a revolutionary time in poetry and prose. British Romantic writers are still incredibly popular, influential, and important today.

ENGL 329 Coming of Age Novels 3cr. Coming of age novels focus on one or more main character's psychological and moral growth. These young characters live through external adventures and inner turmoil while they grow as human beings and seek to reconcile the conflicts between self and society. In this course, students will read and discuss a variety of novels and the genre's impact and importance.

ENGL 331 Ethnicity and Identity Search 3cr. The identity struggle that persons of specific ethnic backgrounds encounter in their cultural contexts. Texts (including films) and topics may vary, and the ethnic focus may either be comparative or selective.

ENGL 334 Film Directors 3cr. According to the auteur theory, some directors are the dominant creators of their films. In this seminar we'll read selected materials about several major directors, view several films by each director, and identify and discuss the recurrent patterns, techniques, and meanings that are the directors' individual signatures.

ENGL 335 Film Genres 3cr. Films are commonly classified into broad categories, or genres, including action, war, western, comedy, science fiction, mystery/suspense, horror, drama, and family. In this seminar we'll discuss aesthetic conventions, content, cultural contexts, and socio-historical significance of films in three genres. We'll view nine or ten major films in total, and we'll read selected materials.

ENGL 337 Frontier Literature of North America 3cr.

Students in this course will explore literature from the western margins of this continent as it is/was discussed and as the Frontier slowly moved west from Western Virginia to Western PA, to North Dakota and beyond. While locations and dates change, concepts of The West and The Frontier retain elements from locale to locale. Students will explore sources of the "rugged individualism" and independence in which we pride ourselves.

ENGL 338 Topics in Adolescent Literature 3 cr. Literature written for teenagers (ages fourteen through eighteen) is uniquely positioned because it addresses the emotional and social issues and fears unique to adolescence. In this course, students will read a variety of literature written for teens and through this literature explore topics such as race, family, technology, and coming of age. Specific topics will vary each time the course is offered, but students will explore how writers attempt to address the concerns and problems of adolescents in an increasingly complex society.

ENGL 339 Topics in African Literature 3cr. The enormous effects of cultural change upon the Dark Continent will be studied through post-colonial African writers ranging from Chinua Achebe to V.S. Naipul. The course will continue with a study of contemporary African authors and literature.

ENGL 342 Gendered Literature 3cr. This course will explore through literature how gender intersects with other identity categories such as sex, class, sexuality, and race in shaping authorship, reading, and representation. Course materials will span time periods, cultures, and countries to investigate an array of experiences that interrogate concepts of gender. Through the course of the semester, students will explore the gender continuum, covering hegemonic masculinity, exaggerated femininity, and all the shades in between.

ENGL 343 Graphic Novels as Literature 3cr. Graphic novels have been labeled as "comic" and "pop" culture, unworthy of study; however, graphic novels are rising in popularity and prestige. In this course, students will explore the evolution of the graphic novel, from its earliest forms through the present day, including stand alone novels and retellings of classical literature. Students will examine the ways in which artwork, narration, and dialogue interact to produce a hybrid piece of literature, and will have the opportunity to write their own graphic novel manuscripts.

ENGL 346 Women, Literature, Land, and Home 3cr. The notion that a woman's place is in the home has long been used in the attempt to subjugate women. In this course, students will explore how women writers use the notions of place and home to cultivate a sense of place and an ecocritical awareness that other types of writing might not be able to. Students will also explore how a sense of place amplified by a sense of home can lead to deep understanding of cultural values and political decisions.

ENGL 348 Language Arts for the Writer 3cr. The craft of writing with style is developed through the study of language arts and the close reading of a writer's (or writers') use of words, sentences, paragraphs, narration, characters, dialogue, details, and gestures. Personal selection of a writer by students.

ENGL 349 Letting a Thousand Flowers Bloom: The Literature and Art of China and Japan 3cr. This course will explore significant developments in Chinese and Japanese literature and art, as well as like developments amongst Asian minority groups, all discussed in their relationship to the literature of our own time and place. Includes works by the Chinese T'ang poets and the creators of Japanese Noh Theatre, among others.

ENGL 350 Literature of the Last Twenty Years 3cr. In this course, students will read a selection of texts written in the last twenty years in order to explore the place of recent texts and literary trends within the study of literature. The course will offer a global perspective by featuring texts from across the English-speaking world. Students will think critically about the types of literature they have seen being widely distributed, adapted, and read during their lifetimes.

ENGL 353 Science Fiction's Contributions to Society 3cr. This course will explore the numerous inventions that have been developed as a result of the imaginations of science fiction writers. The aim of this course is to explore the ways science fiction has opened up vistas and how these vistas have affected contemporary behavior. Students will explore the ways in which science fiction has changed our society, exploring whether the changes are for the better or for the worse.

ENGL 355 Age of Shakespeare 3 cr. Study of representative works of Shakespeare. Prerequisite(s): ENGL 110.

ENGL 358 Literature of the Upper Great Plains 3cr. Students will explore literature written in first-person about experiences of settling and of homesteading in the Upper Great Plains. Other accounts will be from children's perspectives or that was produced years after the fact. While much of the literature will be realism, some fiction will also be read for contrast. Students will compare accounts written by women and men, between Canada and Nebraska, between early nineteenth century and late twentieth century.

ENGL 359 Literature of the Wild 3cr. This course not only provides students with a focused way of examining how American nature writers have framed human interactions with the natural environment and how these writings are relevant to current ecological problems and issues, but it also asks that they inquire about how cultural values have shaped our definitions of nature, our perceptions of and relationships to the natural environment, and our political priorities relative to the kinds of environmental problems and solutions that we address in the United States.

ENGL 360 Love, Lust, and Loss in Western Literature:

The Pastoral, Elegiac, and Courtly Traditions 3cr. This course explores the development of literary traditions of love of Ancient Greece and Rome, Medieval, Renaissance, and Romantic English Literature, and its pertinence to love traditions of our own time. The course further considers two interesting corollaries of the literary love traditions: strange sex and weird spirituality.

ENGL 363 Magical Realism 3cr. Magical realism is a loosely defined and broadly descriptive genre in which natural laws are occasionally stretched or ignored. In this course students will explore the genre's range and variety. The reading and viewing lists will emphasize Mexican and Latin American novels and films. Students will explore the themes, characteristics, objectives, and attitudes of magical realism in order to better understand the genre's focus on the mysteriousness of the everyday real.

ENGL 364 Studies in American Poetry 3 cr. Advanced study of selected American poets. Prerequisite(s): ENGL 120 and for English majors/minors ENGL 270 is also a prerequisite(s).

ENGL 365 Media English 3cr. Methods for incorporating the production, editing, and publishing of computer-based media into the English classroom are developed by using computer graphics, video recorders, Google docs, pods, blogs, social networks, and other net tools.

ENGL 367 Media Literacy 3cr. In order to address the increasingly visual and digital demands of our culture and the citizens it produces, this course will explicitly deal with the dissemination of information and culture via different forms of popular media. Based on the idea that everything produced by our culture is readable text, students will read and produce both traditional and non-traditional texts in a variety of media. Students will also explore how different media changes how we process information and the impact they have on important concepts such as identity, self, culture, community, authority, and argument.

ENGL 368 Place in Detective Fiction 3cr. From Sam Spade's San Francisco to Spenser's Boston to V.I. Warshawski's Chicago, place plays a huge role in the detective novel, often becoming a character itself. This course will examine the role of place, both real and invented, in detective novels and films. Students will read detective fiction and watch several films, and through this, they will examine how the place in which a detective operates affects the unfolding of the mystery and the detective's attempts to find out "whodunit."

ENGL 371 Post World War I British Literature 3cr. This course includes works of literature from all over the British Empire, including Ireland, India, South Africa, Jamaica, Canada, and others, including, of course, Great Britain. The theme in many of the great works of literature we will study is the experience of empire both for the rulers and the ruled.

ENGL 374 Reading the Built Environment 3cr. With over

three-quarters of America's population now living in cities, the dynamic between humans and the environment has shifted away from the natural to the built. This course will explore the varied interactions between cities/towns and the people who live there. Students will read literary and spatial texts in order to challenge the definition and experience of community and how it changes and adapts depending on the built environment that surrounds it - the spaces where cities bleed into one another, where nature has reasserted itself within the city, or where previously - vibrant small towns and city center stagnate.

ENGL 376 The American Century: American Literature and Culture in the Twentieth Century 3cr. In this course students will read literature produced by twentieth-century American writers, and through it explore issues of race, class, gender, and region or place. Students will also study the critical theories and aesthetic movements associated with the terms modernism and postmodernism. Students will also investigate how literature and culture intersect and inform one another.

ENGL 378 The Modernists 3cr. This course examines that crazy experimental time in early twentieth century arts and letters when the idea of form explodes, creating all kinds of new literary and aesthetic models that changed our world. Includes works by T.S. Eliot, Gertrude Stein, William Butler Yeats, Virginia Woolf, Henry Green, Ezra Pound, and others, situated in the historic context of the two World Wars.

ENGL 383 Topics in American Black Literature 3cr. This course includes both fiction and non-fiction with readings from oral traditions and slavery to that of the nineteenth and twentieth centuries. Topics may focus on slavery, legal cases, migrations, language (dialect to rap) or other topics. We will explore the relationship between Black Americans and hegemonic groups, and the impact of African-Americans/Blacks upon the people and cultures of America.

ENGL 385 Tracking the Sword in the Stone: Arthurian Legend, Then and Now 3cr. This course examines the development of Arthurian Legend from its sixth century British origins through the European Middle Ages and unto the present day, for Arthur, they say, is still among us.

ENGL 386 Victorian Era British Literature 3cr. To many readers, this is the richest era of literature in the history of the British Empire. It is the time of Dickens and George Eliot, Tennyson and Browning, the Brontes and Rossetti, Wilde and Shaw, and many others. In all these upper level British Literature courses we go much deeper into the period than we are able to in the British Literature survey courses.

ENGL 389 Warriors, Marchers, and Martyrs 3cr. The literature of collisions are studied, whether those collisions are political, military, cultural, racial, economic, religious, environmental, gendered, or sexual oppressions or crises. Texts (including films) and topics may vary.

ENGL 390 Secondary Language Arts Methods 3 cr. Theory and practice in teaching literature, composition and language

in the secondary school. Includes practicum. Prerequisite(s): Admittance to Teacher Education.

ENGL 394 Independent Study 1-3 cr. Independent or directed study of special topics in the study of English (literature, linguistics, composition, and pedagogy). Repeatable for credit.

ENGL 396 Study Abroad 1-6 cr. MSU faculty-led study trips to appropriate locations. Requires academic work beyond travel itself, amount as per credit. Does not count toward English major/minor. Repeatable for credit.

ENGL 397 Internship 1-6 cr. Hands-on experience in the discipline. Placement determined at time of internship. Restricted to English and English Education majors or minors, or consent of instructor. Credits do not count towards major requirements. Repeatable for credit.

ENGL 410 Fiction Workshop 3 cr. Concentrated instruction and practice in writing fiction.

ENGL 411 Poetry Workshop 3 cr. Concentrated instruction and practice in writing poetry. Repeatable for credit.

ENGL 412 Creative Nonfiction Workshop 3 cr. Concentrated instruction and practice in writing creative nonfiction.

ENGL 435 Major Writers 3 cr. Intensive study of selected literary works by major authors. Authors and selections will vary from semester to semester. Prerequisite(s): ENGL 110 Repeatable for credit.

ENGL 491 Senior Seminar 3 cr. In-depth study of literary issues. Serves as capstone course for English degree. Prerequisite(s): ENGL 120 and senior status. Course restricted to majors.

ENGL 496 Study Abroad 1-6 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. Does not count towards English major/minor/BSE. Repeatable for credit.

ENGL 497 Internship 4-12 cr. Hands-on experience in the discipline. Placement determined at time of internship. Restricted to English and English Education majors or minor or consent of instructor. Credits do not count towards major requirements. Repeatable for credit

ENGL 499 Special Topics 1-3 cr. Varying areas of content, issues, or themes in the study of language and/or literature. Repeatable for credit as topics change.

FINANCE

FIN 251 Personal Finance 3 cr. (GE4)Introduces the consumer to 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 investment, and shelter planning. An excellent course for beginning business students and nonbusiness majors.

FIN 353 Corporation Finance 3 cr. Introduces the student to the essentials of financial management. Coverage includes financial analysis, working capital management, capital budgeting, cost of capital, dividend policy, and long term financing decisions. Co-Requisite/Prerequisite(s): MATH 240. Prerequisite(s): ACCT 201.

FIN 355 Investments 3 cr. Introduces the student to the principles of investment. Topics to be covered include: description of the investment environment and investment decisions; introduction to investment, security, and portfolio theories; financial statement analysis; the implications of the Efficient Markets Hypothesis for active and passive portfolio management; and analysis, valuation and management of equities, fixed income securities, indices and indexed funds, and derivative securities. Prerequisite(s): FIN 353 and ECON 201 and 202.

FIN 357 Advanced Corporate Finance 3 cr. An advanced course which examines issues related to financing the corporation including capital structure, valuation of various forms of debt and equity financing, capital budgeting decisions, dividend policy decisions, financial analysis, forecasting and managing risk with financial instruments. Prerequisite(s): FIN 353.

FIN 360 Entrepreneurial Finance 3 cr. Introduces the student to the theories, knowledge, and financial tools needed by the entrepreneur in starting, building, and harvesting a successful venture. Topics include financing a new venture, managing profit and cash flow, financing the growth of the firm, alternative financing methods, creation of value, valuation methods, financial distress, and harvesting a successful venture. A primary focus is on the financial aspect of the business plan. Prerequisite(s): FIN 353.

FIN 421 International Energy Mkts 3 cr. This course introduces students to International Energy Markets. It will examine energy industry market structure and how it relates to business decision-making. The course will examine both renewable and non-renewable energy industry market structures. The course will provide fundamental economic knowledge needed to implement decisions related to the energy industry. It will review supply and demand structures of the energy market as well as various energy forecasting methodologies. The course will use energy data analysis methodology as a tool for analyzing future energy requirements. Prerequisite(s): ECON 320, and ECON 312.

FIN 443 Real Estate Finance 3 cr. Introduces the students to the basic principles of real estate, real estate law, and real estate finance. Topics include the ownership and transfer of real estate property, legal instruments, analysis of real estate

markets, real estate appraisals, legal aspects of real estate, and financing residential, commercial, and income property. Prerequisite(s): FIN 353 and ACCT 300.

FIN 451 Insurance and Risk Management 3 cr. Examines the nature of risk and risk management from a social, individual, business and organizational perspective. Explores the available risk management tools and alternatives including insurance. Prerequisite(s): FIN 353 and ACCT 300.

FIN 454 Portfolio Theory 3 cr. Studies advanced concepts relating to investments to include financial statement analysis, stock market efficiency and anomalies, derivative securities, valuation of debt, equity securities and modern portfolio theory. Prerequisite(s): FIN 355.

FIN 455 Financial Institutions and Markets 3 cr. Focuses on the management of depository and non-depository financial institutions and the use of the money and capital markets in financial management strategy. Institutional emphasis includes banks, S & Ls, credit unions, investment companies, real estate investment trusts, finance companies, insurance companies, and pension funds. Prerequisite(s): FIN 353.

FIN 457 International Corporate Finance 3 cr. Examines financial management implications of exchange risk exposure, accounting conventions, international constraint on capital flows, international investment management, foreign taxation, and working capital management of international firms. Prerequisite(s): FIN 353.

FIN 458 Cases in Finance 3 cr. Emphasizes the application of financial decision making principles, tools, and techniques through case studies by synthesizing and applying knowledge gained from previous business coursework. Coverage includes financial analysis planning and control, working capital, capital budgeting, long-term financing policy, cost of capital, and financial rearrangements. Prerequisite(s): FIN 357, BADM 226 and senior standing or higher in Finance.

FIN 459 Advanced Project Evaluation 3 cr. This course addresses project evaluation and risk analysis for the energy industry and applies quantitative and statistical techniques to investment decisions. The course will emphasize modeling and forecasting methodologies. Software applications will include standard statistical and risk analysis software packages. Prerequisite(s): FIN 357

FIN 491 Seminar in Energy Topics 2 cr. This course introduces current practices and trends and reviews applications that are used in the energy industries. The topics presented will focus on both the short and long-term energy outlook for society. Both renewable and non-renewable energy topics will be presented by industry leaders and experts. Both North Dakota and global energy forecasting needs will be discussed.

FIN 497 Internships 2-9 cr. A cooperative occupational training program in the area of finance. Maximum of 3 credits

will count toward major. Prerequisite(s): restricted to major, junior or senior status and consent of the department. Grading Basis: S/U.

FIN 499 Special Topics. Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one time offerings of current topics. Repeatable for credit as topics change.

FRENCH

FREN 101 Beginning French I 4 cr. (GE3) For beginners or those entering with one or two years of high school French. Introduction to listening, speaking, reading, writing, and culture.

FREN 102 Beginning French II 4 cr. (GE3) A continuation of Beginning French I. Prerequisite(s): FREN 101.

FREN 194 Independent Study 1-3 cr. Independent or directed study of special topics in the study of French. French majors or minors only. Repeatable for credit.

FREN 201 Intermediate French I 4 cr. (GE3) Review of basic French with increased practice in conversation, reading and writing. Prerequisite(s): FREN 102, three years of high school French or consent of instructor.

FREN 202 Intermediate French II 4 cr. (GE3) Continuation of FREN 201. Prerequisite(s): FREN 201.

FREN 299 Special Topics 3 cr. Varying areas of content, issues, or themes in the study of French language, literature, culture, and civilization. Repeatable for credit as topics change.

FREN 340 Conversation and Composition I 3 cr. Advanced practice in oral and written skills using cultural reading and other media. Prerequisite(s): FREN 202 or consent of instructor.

FREN 341 Conversation & Composition II 3 cr. Advanced practice in oral skills using cultural readings and other media. Prerequisite(s): FREN 202 or consent of instructor

FREN 342 Introduction to French Literature 3 cr. Designed to improve language skills with an emphasis on reading and enhance the students ability to understand literature. Includes study of poetry, drama, and narrative from France. Prerequisite(s): FREN 202 or consent of instructor and French minor.

FREN 343 French Culture 3 cr. Readings in culture and society from the French-speaking world. Prerequisite(s): FREN 202 or consent of instructor.

FREN 394 Independent Study 1-3 cr. Independent or directed study of special topics in the study of French. French majors or minors only. Repeatable for credit.

FREN 395 Service Learning 3 cr. Students will utilize reflection and research (both primary and secondary) to integrate (a) personal community or global service experience(s). French minors only.

FREN 399 Special Topics 1-3 cr. Varying areas of content, issues, or themes in the study of French. Frenchminors only. Repeatable for credit as topics change.

FREN 496 Study Tour 1-6 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. Repeatable for credit.

GENDER/WOMEN'S STUDIES

GS 225 Introduction to Gender/Women's Studies 3 cr. (Diversity) The course provides a general introduction to the wide array of historical, social, economic, and philosophical topics usually included within the boundaries of gender studies, and the methods used to analyze society and culture. Considers the differences between sex and gender by examining the relationships among nature, the body, and theories of social construction and performativity. Under the general rubrics of femininity and masculinity, students will examine the patriarchal structure, feminisms, non-heteronormative sexualities, sexism, and various categories of gendered existence. An interdisciplinary collection of texts from literature and theory, social sciences, psychology, pop culture, and film will be utilized.

GS 294 Independent Study 1-3 cr. Directed topics of study. Repeatable for credit as topics change.

GS 299 Special Topics 1-3 cr. Special topics in Gender Studies. Repeatable for credit as topics change.

GS 397 Internship: Medieval Fem Forum 1-3 cr. Hands-on experience assisting with the production, editing, and distribution of an international feminist scholarly journal. Admission by application. Prerequisite(s): consent of instructor. Grading Basis: S/U. Repeatable for credit.

GS 494 Independent Study 1-3 cr. Directed topics of study. Repeatable for credit as topics change.

GS 499 Special Topics 1-3 cr. Special topics in Gender Studies. Repeatable for credit as topics change.

WS 294 Independent Study 1-3 cr. Directed topics of study. Repeatable for credit as topics change.

WS 299 Special Topics 1-3 cr. Special topics in Women's Studies. Repeatable for credit as topics change.

WS 494 Independent Study 1-3 cr. Directed topics of study.

WS 499 Special Topics 1-3 cr. Special topics in Women's Studies. Repeatable for credit as topics change.

GEOGRAPHY

GEOG 110 Principles 3 cr. (GE7) Study of geography in a modern context and its synthesizing role in relation to both physical and social sciences. Major emphasis is on the relationships between people and their environment, spatial interactions, and regional structures.

GEOG 161 World Regional Geography 3 cr. (GE7-Diversity) A survey of the world's geographic regions. Focus on the location of Earth's major physical features, human populations, cultures and their interaction.

GEOG 260 Human Geography 3 cr. The world will be viewed as a complex interaction between political, economic, social, and cultural systems, illustrative of the changes that occur on the landscape over time.

GEOG 261 Countries and Cultures 3 cr. (Diversity) The course presents countries of the world through the experiences of MSU faculty native to these countries. The principal objectives are: 1) to illustrate the immense diversity of world countries and cultures, 2) to facilitate the students' understanding and appreciation of the world cultures, 3) to motivate students to learn more about other countries and cultures, 4) to help students to become citizens of the world, 5) to increase marketability of MSU students on the global job market.

GEOG 262 North America 3 cr. A thematic and regional approach to the geography of North America that stresses human patterns and relationships with the physical environment. Prerequisite(s): GEOG 110 or 161.

GEOG 263 North Dakota 3 cr. Study of the interrelationships that exist between North Dakota's physical and cultural environments. Specific topics include physiography, climate, flora, prehistoric occupation, historic development, demography, and economic structures. Prerequisite(s): GEOG 110 or 161.

GEOG 289 Intro to GIS and Mapping 3 cr. This lecture/lab course will introduce students to the history and development of map making and the fundamentals of geographic information systems [GIS].

GEOG 334 Climatology 3 cr. Climatology will be treated as the scientific study of the Earth's climates. The major aspects of meteorology which involves the study of weather conditions will be addressed. The idea of global warming will be discussed in detail. There will be no prerequisites for this course.

GEOG 360 Perception of the Environment 3 cr. This seminar will examine attitudes and perceptions people hold of their environment and how landscapes become symbolic in cultural identity. Perceptions of a variety of environments will

be studied including plains, mountains, deserts, lakes, rivers, forests, deltas, rural towns, farmscapes, and urban settings. The thematic emphasis will be on how perceptions of landscapes are important to environmental ethics, community identity, and land management.

GEOG 364 Africa 3 cr. Study of the natural regions of Africa with emphasis on the climate, physical and human resources, trade, culture and their effects upon world affairs. Prerequisite(s): GEOG 110 or 161.

GEOG 365 Monsoon Asia 3 cr. A regional study of Monsoon Asia, with special emphasis on China, the Korean Peninsula, Japan, and India. Major countries of South East Asia will be discussed. Geographic and political problems of the area are renewed. Prerequisite(s): GEOG 110 or GEOG 161.

GEOG 366 Latin America and the Caribbean 3 cr. A general overview of an extremely diverse region that is the product of both physical and cultural factors which have interacted over time to produce a unique landscape. Prerequisite(s): GEOG 110 or 161.

GEOG 367 Europe and South Central Asia 3 cr. A study of the natural regions of Europe and South Central Asia [Countries of the "Middle East" as the cradle for three major world religions: Judaism, Christianity, Islam] including a consideration of climate, soil, fauna, flora, and human distribution and cultural landscapes. Prerequisite(s): GEOG 110 or 161.

GEOG 368 Geography of Russia and Central Asia 3 cr. The study will focus on the new democratic Russia and the new independent states of Central Asia. Discussion will center primarily on the region's natural resources, human ecology and cultural landscapes, political dynamics, and socio-economic circumstances, as well as the regional organization of what was the Soviet Union [USSR]. The relationship of this region with the United States of America will be entertained. Prerequisite(s): Geog 110 or Geog 161

GEOG 370 Geography of World Tourism 3 cr. A systematic description and analysis of the world's major tourism destination regions including coastal zones, alpine areas, interior lakes, and waterways, cities and cultural attractions. Geographic and economic factors affecting the development of tourism regions are considered.

GEOG 371 Spatial Analysis Techniques 3 cr. This course involves a study of cartography as the art and science of mapmaking. Students will be exposed to working concepts of geographic information systems (GIS) as a tool in the production of maps, and an introduction to global positioning systems [GPS].

GEOG 450 Cultural Geography 3 cr. As a sub-field within human geography, the seminar will address the human imprint on the physical landscape. The study will focus sharply on describing and analyzing the ways language, religion, economy,

government, and other cultural phenomena interact in space creating place; basically, how human kind functions spatially.

GEOG 452 Human Impact on the Environment 3cr. This seminar will explore selected concepts and issues associated with human impacts on the environment. In focus will be impacts on vegetation and landforms, transformations wrought by humans including dams and recreation parks and the dynamics involved in human/environment relations. Geography will be visualized as an integrative and bridging discipline of the social sciences, natural sciences and humanities. The seminar will observe a spatial perspective as it seeks to identify the patterns and processes involved in the relationships between humans and their environments. There are no prerequisites for this course.

GEOLOGY

GEOL 101 Environmental Geology with lab 4 cr. (GE6) Mankind's interaction with the earth. Major environmental problems facing citizens today including: water resources, energy and mineral resources, and geologic hazards. Local field trips. Lecture, 3 hours; laboratory, 2 hours.

GEOL 101H Honors Environmental Geology with lab 4 cr. (GE6) Mankind's interaction with the earth. Major environmental problems facing citizens today including: water resources, energy and mineral resources, and geological hazards. Laboratory time will focus on small-scale research projects, in-depth discussions of particular topics including current events, and local field trips. Lecture 3 hours; laboratory 3 hours. Honors Program admission or 3.30 cumulative GPA or permission of instructor.

GEOL 105 Physical Geology with lab 4 cr. (GE6) Earth as a physical body, its structure, composition, and the geologic processes acting on and within the earth. Designed especially for students with a specific interest in geology and for those students contemplating a major in the sciences. Lecture, 3 hours; laboratory, 2 hours.

GEOL 108 Earth and Planetary Science 4 cr. An introduction to the physical geology of Earth and astronomy, focusing on our solar system. Earth's materials and structure; internal and surficial processes that work to shape Earth; the history of the Earth. Introduction to astronomy, including the earth's moon, the planets and minor bodies of our solar system, the sun, and the universe beyond our solar system. Lecture, 3 hours; laboratory, 2 hours.

GEOL 110 Earth Science by Inquiry 4 cr. This course uses inquiry-based methods to explore observational astronomy and some of the physical principles that shape the earth. Students will explore heat and temperature, magnetism, and optics, as well as the paths of the sun, earth and moon through space.

GEOL 127 Environmental Earth Systems 4 cr. This course is an introduction to Earth Science with an emphasis on

people's connections to environmental issues. Earth science is covered within an Earth systems framework with an emphasis on interactions, now the various Earth systems interact with one another. It also deals with how Earth interacts with people, including how Earth affects people (resources, hazards), and how people affect Earth in both positive and negative ways. An underlying concept in this course is stewardship: how people can live with Earth responsibly, working toward a sustainable future. Lecture, 3 hours; laboratory, 2 hours.

GEOL 210 Minerals and Rocks 3 cr. Physical, chemical, structural, and optical properties of minerals; description and identification of common rock-forming and ore minerals; mineral associations and introduction to classification of common rock types. Field trip. Offered each spring. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 105 and CHEM 121/121L.

GEOL 220 Introduction to GIS 3 cr. Introduces students to theory and techniques of GIS including data capture, management and analysis, and cartographic output. This course is especially useful for geography, environmental science, economics and business majors. Lecture, 2 hours; laboratory, 2 hours.

GEOL 227 Earth Materials and Analysis 4cr. A study of earth materials, including minerals, rocks, soil, and water, and the basic processes that relate them. It can be considered essentially a course on the rock cycle (materials and processes), and to some extent the hydrologic cycle, with some emphasis on the methods used to characterize and identify earth materials. The laboratory portion of the course will focus on forensic geology, the use of a variety of laboratory/instrumental techniques to characterize and identify earth materials. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: GEOL 127 and CHEM 127.

GEOL 240 Geology of North Dakota 2 cr. Geology of North Dakota for students with an interest in the geologic history of the state. Coverage includes sedimentary rock units of the state and history of glaciation. Lecture, 1 hour; laboratory, 2 hours. Prerequisite: GEOL 105.

GEOL 260 Energy Resources 3 cr. A survey of energy resources, including fossil fuels, renewable, nuclear and unconventional sources. Emphasis on origin, use and implications of development. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 105. Offered alternate falls.

GEOL 290 Regional Geology 3 cr. A study of the geology of a particular region in the United States or abroad. Class time involves introduction to the geology and preparation for a field trip to the region. Field trip is typically 10-14 days long and may involve hiking and camping. Special fees required. May be repeated for credit. Lecture 2 hours, field trip required. Prerequisites: GEOL 101 or GEOL 105 or consent of instructor.

GEOL 300 Geologic Field Methods 3 cr. Geologic mapping and sampling techniques. Students use basic mapping instru-

ments, gather data, record it while in the field, and construct complete and accurate geologic maps. Offered alternate falls. Lecture, 1 hour; laboratory, 4 hours. Prerequisites: GEOL 106 and 210 or consent of instructor.

GEOL 305 Methods in Mineralogy and Petrology 2 cr. Application of modern laboratory methods to the study of minerals and rocks. Methods include optical and scanning electron microscopy, analysis of bulk materials by ICP-ACES and XRD, and EDX microanalysis of minerals. Offered alternate fall semesters. Laboratory: 6 hours. Prerequisites: GEOL 210

GEOL 310 Igneous and Metamorphic Petrology 3 cr. Description and classification of igneous and metamorphic rocks based on mineralogy, textures, and chemical compositions; study of the origins of rocks through laboratory investigations of suites of related rocks. Field trip. Offered alternate springs. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 305.

GEOL 311 Paleontology 4 cr. Fossilization, classification, evolution, and paleoecology. Geologic history and identification of major invertebrate phyla. Laboratory emphasizes fossil identification. Offered alternate falls. Field trip. Lecture, 2 hours; laboratory, 4 hours. Prerequisites: GEOL 106 or BIOL 151.

GEOL 320 Oceanography 3 cr. Nature, origin, and evolution of ocean basins and sea water. Sea water chemistry, movement, and ability to support life. Life forms. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 105.

GEOL 321 Hydrogeology 3 cr. Surface water hydrology; runoff and stream flow; groundwater hydrogeology; distribution of groundwater, aquifer properties, local and regional groundwater flow, geology of groundwater occurrence; groundwater resource development and management; water law. Offered alternate springs. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 210.

GEOL 322 Geomorphology 4 cr. Processes that shape the Earth's surface. Effects of rock type, geologic structure, and climate on the formation and evolution of land forms. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: GEOL 210.

GEOL 323 Global Climate Change 3 cr. Examination of physical, chemical and biological processes that cause environments to change naturally or under the influence of human activities. Consideration of small watersheds, large lake systems and global atmospheric-ocean systems including meteorological processes. Emphasis on positive and negative feedback in controlling environments and their susceptibility to change. Prerequisite: GEOL 101, or 105 or 108.

GEOL 331 Soils 3 cr. Principles of soils including formation, properties, and classification. This course includes the use of soils information in environmental applications. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 210.

GEOL 340 Aqueous Geochemistry 3 cr. Principles of aqueous chemistry and their application to various geologic environments; chemical weathering, carbonate systems, clay minerals, evaporates, ocean systems, acid deposition, kinetics, solubility and redox equilibria, ion-exchange. Offered alternate springs. Lecture, 2 hours; laboratory 3 hours. Prerequisite: GEOL 210.

GEOL 361 Structural Geology 4 cr. Stress, strain, mechanical behavior of rocks; description and interpretation of folds, faults, joints, and foliation; tectonic processes; interpretation of geologic maps and field data. Field trip. Offered alternate springs. Lecture, 2 hours; laboratory, 6 hours. Prerequisite: GEOL 210.

GEOL 410 Advanced Earth Science by Inquiry 4 cr. Course involving aiding instructors in Earth Science by Inquiry (GEOL 110). Students will conduct oral interviews with GEOL 110 students during GEOL 110 class to determine their progress. Students will be required to learn plate tectonics and observational astronomy in depth during class preparation periods. Course exposes future secondary science teachers to inquiry methods in earth science and teaches them alternate reasoning methods that can be used at a variety of instructional levels. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: consent of instructors.

GEOL 411 Field Geology 6 cr. The methods of geology, including the preparation of stratigraphic columns, cross sections and geologic maps integrated with paleoenvironmental interpretation and structural history. Students must write professional level reports. Offered in summer. Prerequisites: GEOL 361, 471, and consent of instructor.

GEOL 421 Applied Hydrogeology 3 cr. Mass transport in vadose and saturated zones; origin and behavior of inorganic and organic contaminants; investigative techniques; groundwater models; site remediation. Lecture, 2 hours; laboratory, 3 hours. Prerequisites: GEOL 321.

GEOL 471 Sedimentation and Stratigraphy 4 cr. Origins, characteristics, and classification of sedimentary rocks. Techniques of study, interpretation of data, lithostratigraphy, biostratigraphy, chronostratigraphy, and correlation. Offered alternate falls. Lecture, 3 hours; laboratory, 2 hours. Prerequisites: GEOL 106 and 210.

GEOL 494 Directed Research in Geology 1-2 cr. Students conduct research under direction of a faculty mentor. The topic and goals are agreed to by student and mentor. Repeatable for credit.

GERMAN

GERM 101 Beginning German I 4 cr. (GE3) For beginners or those entering with one or two years of high school German. Introduction to listening, speaking, reading, writing, and culture.

GERM 102 Beginning German II 4 cr. (GE3) A continuation of Beginning German I. Prerequisite(s): GERM 101.

GERM 194 Independent Study 1-3 cr. Independent or directed study of special topics in the study of German. German majors or minors only.

GERM 201 Intermediate German I 4 cr. (GE3) Review of basic German with increased practice in conversation and reading. Prerequisite(s): GERM 102, three years of high school German, or consent of instructor.

GERM 202 Intermediate German II 4 cr. (GE3) Continuation of GERM 201. Prerequisite(s): GERM 201.

GERM 220 German Film 3 cr. An exploration of socio-cultural, historical and political issues in non-mainstream German film. Supplementary readings on modern German art and literature in English translation. Includes a cross-cultural unit on censorship in the arts during the cold war. Taught in English

GERM 340 Conversation & Composition I 3 cr. Advanced practice in oral skills using cultural readings and other media. Prerequisite(s): GERM 202 or consent of instructor.

GERM 341 Conversation & Composition II 3 cr. Advanced practice in oral and written skills using cultural reading and other media. Prerequisite(s): GERM 202 or consent of instructor.

GERM 342 Introduction to German Literature 3 cr. Designed to improve language skills with an emphasis on reading and to enhance the student's ability to understand literature. Includes study of poetry, drama, and narrative from the German-speaking world. Prerequisite(s): GERM 202 or consent of instructor.

GERM 343 German Culture 3 cr. Readings in culture and society from the German-speaking world. Prerequisite(s): GERM 202 or consent of instructor.

GERM 394 Independent Study 1-3 cr. Independent or directed study of special topics in the study of German. German majors or minors only. Repeatable for credit.

GERM 395 Service Learning 3 cr. Students will utilize reflection and research (both primary and secondary) to integrate (a) personal community or global service experience(s). German majors or minors only.

GERM 399 Special Topics 1-3 cr. Varying areas of content, issues, or themes in the study of German. German majors or minors only. Repeatable for credit as topics change.

GERM 422 Genres or Periods in German Literature 3 cr. Study of a major genre or period in German literature. Topic varies from year to year.

GERM 450 Senior Capstone Project in German 3 cr. Individual research project on a cultural topic approved by the instructor one semester prior to enrollment in the course. Course restricted to majors. Repeatable for credit.

GERM 496 Study Tour 1-6 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. Does not count towards the German or German Education major or minor. Repeatable for credit.

GERM 499 Special Topics 1-4 cr. Topics will vary from year to year depending on student backgrounds and needs. Repeatable for credit as topics change.

HEALTH MANAGEMENT SCIENCE

HMS 151 Stress Management 2 cr. (GE4) Focuses on utilizing concepts related to stress and stress management strategies to achieve holistic high level wellness.

HMS 203 Health Care Through the Life Span 3 cr. Provides an overview of promotion of health and prevention of illness throughout the life span.

HMS 208 Medical Terminology 2 cr. Comprehensive examination of prefixes, stems, and suffixes as well as emphasis on pronunciation, spelling, and definitions of words used by health professionals including key pathology, diagnostic and treatment procedure terms.

HMS 213 Life Span Growth and Development 3 cr. Focuses on human growth and development throughout the life span. Prerequisite(s): PSY 111. Classroom Study = 45 hrs.

HMS 215 Principles of Pharmacology 3 cr. Provides a survey of all major drug groups as they apply to providing safe, therapeutic client care.

HMS 240 Nutrition 3 cr. Nutrition and application to human dietary needs of people at different ages.

HMS 243 Pathophysiology 3 cr. Provide fundamental knowledge of the structural and functional changes caused by disease and alterations in body function. Emphasis is placed on understanding changes and responses that produce signs and symptoms in common health problems. Prerequisite(s): BIOL 220 and BIOL 221.

HMS 260 Introduction to Public Health 3 cr. Examines the history, biomedical basis, disciplines (epidemiology, statistics, social and behavioral sciences), and techniques of public health, including education and policy development. Focuses on the health care system, medical care, and trends in public health. Prerequisite(s): sophomore standing or departmental approval.

HMS 279 Death and Dying 3 cr. Provides a holistic

approach to end-of-life issues, including death, dying, and bereavement.

HMS 322 Therapeutic Touch 2 cr. This elective course explores the scientific, theoretical, and clinical foundations of therapeutic touch. Contemporary research findings are discussed and critiqued. Blends both didactic and experiential learning into a balanced, grounded approach to this new version of an ancient, caring, healing art. Prerequisite(s): junior or senior year or faculty approval. CS = 30.*

HMS 333 Transcultural Health Care 3 cr. (Diversity) Presents framework for health care providers to learn concepts and characteristics of diverse populations to provide culturally competent care for individuals, families, and communities.

HMS 379 Health and Physiological Aspects of Aging 3 cr. Examines concepts of health, physiological changes, and health related practices of older adults. Required for Gerontology minor.

HMS 460 Quality and Risk Management in Health Care 3 cr. Examines the fundamentals of a health care quality and risk management program, including risk identification, loss prevention, loss reduction, claims management process, risk financing, legal-ethical factors, and clinical risk exposures. Provides experience in quality and risk management practices that are unique to the health care settings. Prerequisite(s): Senior standing, recommended for nursing majors & those with healthcare &/or management background.

HMS 463 Issues in Healthcare Regulation and Professional Practice 3 cr. Examines a variety of agencies that oversee and regulate healthcare in the United States. Focuses on a variety of professional standards and laws that affect quality of care delivery and managerial decision making. Prerequisite: Senior standing, recommended for nursing majors & those with healthcare &/or management background.

HEALTH, PHYSICAL EDUCATION AND RECREATION

HPER 100 Concepts of Fitness and Wellness 2 cr. (GE4) Provides information and skill training directed to assessing the health related components of physical fitness, proper nutritional needs for performing physical activities, laboratory activities (group fitness, calisthenics, walk/jog, and weight training), and the cognitive concepts of health related fitness.

HPER 101 Dance 1 cr. (GE4) Requires active participation and fundamental movement, including but not limited to social, folk and square dance.

HPER 102 Jogging and Conditioning 1 cr. Instruction, practice, and participation in the basic skills, body mechanics, and terminology associated with jogging and power walking. An emphasis is placed on developing a personal fitness program

to fit the individual's needs and current abilities.

HPER 103 Beginning Gymnastics 1 cr. Requires active participation in fundamental tumbling skills, movement fundamentals, and warm-up.

HPER 104 Team Sports 1 cr. Requires active participation in (but not limited to) speedball, flickerball, basketball, and softball.

HPER 105 Outdoor Activities I 1 cr. (GE4) Requires active participation in (but not limited to) snow skiing and other outdoor related activities. Fees apply to specific activities.

HPER 106 Varsity Soccer 1 cr. Requires active participation in varsity soccer. Repeatable for credit.

HPER 107 Introduction to Physical Education 2 cr. Provides prospective physical educators with an insight into the broad scope of physical education. The student will have the opportunity to obtain an understanding and appreciation of this multifaceted field. Opportunities to assess what physical education offers in terms of career potential. Pre- or corequisite: HPER 100.

HPER 108 Volleyball 1 cr. Requires active participation in the fundamental skills and sport of volleyball.

HPER 109 Racket Sports 1 cr. (GE4) Requires active participation in (but not limited to) tennis, badminton, racquetball, and pickleball. Additional Course Fee.

HPER 110 Beginning Swimming 1 cr. (GE4) Requires active participation in the fundamental skills of swimming. An emphasis will be placed on water survival skills based upon the American Red Cross water safety guidelines.

HPER 111 Varsity Football 1 cr. Requires active participation in varsity football. Repeatable for credit.

HPER 112 Varsity Basketball 1 cr. Requires active participation in varsity basketball. Repeatable for credit.

HPER 113 Varsity Track & Field 1 cr. Requires active participation in varsity track and field. Repeatable for credit.

HPER 114 Varsity Tennis 1 cr. Requires active participation in varsity tennis. Repeatable for credit.

HPER 115 Varsity Golf 1 cr. Requires active participation in varsity golf. Repeatable for credit.

HPER 116 Varsity Cross Country 1 cr. Requires active participation in varsity cross country. Repeatable for credit.

HPER 117 Varsity Volleyball 1 cr. Requires active participation in varsity volleyball. Repeatable for credit.

HPER 118 Varsity Cheerleading 1 cr. Requires active participation in cheerleading during the fall or winter sports. Repeatable for credit.

HPER 119 Varsity Softball 1 cr. Requires active participation in varsity softball. Repeatable for credit.

HPER 120 Weight Training 1 cr. (GE4) Instruction, practice and participation in the basic skills, body mechanics, and terminology associated with weight training. An emphasis is placed on developing a weight training program to fit the individual's needs and current abilities.

HPER 121 Varsity Baseball 1 cr. Requires active participation in varsity baseball. Repeatable for credit.

HPER 122 Varsity Dance Team 1 cr. Requires active participation in varsity dance. Repeatable for credit.

HPER 123 Outdoor Activities II 1 cr. Requires active participation in (but not limited to) canoeing and other associated outdoor activities. Fees apply to specific activities.

HPER 124 Individual Sports 1 cr. Requires active participation, terminology, knowledge and skills associated with (but not limited to) golf and archery. Additional Course Fee.

HPER 125 Intermediate Swimming 1 cr. (GE4) Requires active participation in the perfection of swimming skills.

HPER 126 Group Fitness 1 cr. (GE4) Requires active participation in fundamental movement skills and routines associated with group fitness, aqua or yoga. Repeatable for credit as topics change.

HPER 127 Advanced Hunter Education 1 cr. (GE4) Provides North Dakota Hunter Education certification, firearms history and nomenclature, marksmanship theory and practice, firearm handling and safety (which includes live firing with shotgun), basic first aid survival, hunting history, philosophy, and hunter ethics.

HPER 128 Introduction to Athletic Train 3 cr. The purpose of this course is to familiarize student with the profession of athletic training. Students will be introduced to the NATA, the NATA Code of Ethics, the certification process, continuing education, and the NATA Educational Proficiencies. Course topics include epidemiology of injuries, PPE, and program overview.

HPER 129 Athletic Training Clinical Experience I 1 cr. Students will be assigned to clinical rotation during this clinical course. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of acute care of injury and illness, clinical evaluation of basic injuries, prevention and health promotion which includes risk

management/prevention, basic health care administration, basic psychosocial skills/knowledge, professional development and responsibility, and to a limited extent, nutrition. Evidence based practice is embedded throughout the entire curriculum. Students in the HPER 129 clinical experience will have prior experience in HPER 208 Taping and Bracing, HPER 128 Intro to Athletic Training, BIOLOGY 220 Anatomy and Physiology, and HPER 210 First Aid and CPR to build on. Students will be enrolled in HPER 207 Prevention and Care of Injuries at the time of this clinical evaluation and will be adding to the knowledge base of their injury assessment skills. Prerequisites: HPER 128, CPR Certification, and admission to Athletic Training.

HPER 131 Varsity Wrestling 1 cr. Requires active participation in varsity wrestling. Repeatable for credit.

HPER 206 Medical Conditions 3 cr. The purpose of this course is to provide students with the knowledge and skills to recognize and treat common medical conditions. Prerequisite(s): HPER 207, BIOL 220, and BIOL 221.

HPER 207 Prevention and Care of Injuries 2 cr. Provides a basic understanding of common injuries. Focus will be on the evaluation and course of treatment of the injuries presented.

HPER 208 Taping and Bracing 2 cr. Application in the techniques of taping and bracing athletic injuries. Additional Course Fee

HPER 210 First Aid and CPR 2 cr. Provides instruction in first aid, emergency care procedures, and CPR, which leads to certification by the American Red Cross. Additional Course Fee.

HPER 215 Methods of Teaching Sports Activities 2 cr. Provides instruction, practice and teaching experience in sports activities. Fundamental rules, skills, terminology and teaching strategies will be emphasized in (but not limited to) the following sports: soccer, speedball, badminton, racquetball, archery, golf, tennis, team handball, pickleball and ultimate frisbee. This course is restricted to PE majors and minors, and corporate fitness majors and coaching minors.

HPER 220 Methods of Teaching Dance 2 cr. Provides practice, instruction, and teaching experience in (but not limited to) social, folk and square dance. Emphasis will be placed on methods and techniques of teaching the rhythms of dance steps and placement of dance. This course is restricted to PE majors and minors, and corporate fitness majors.

HPER 223 Athletic Training Clinical Experience II 1 cr. Students will be assigned to clinical rotations during this clinical course. Students in the HPER 223 Clinical Experience will have prior experience in HPER 431 Kinesiology, HPER 206 Medical Conditions, and HPER 410 Advanced Athletic Injuries and Modalities, in addition to the courses listed in the HPER 129 Clinical Experience. The competencies and clinical

integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of medical conditions and injuries, prevention and health promotion, which includes risk management/prevention, basic healthcare administration, therapeutic intervention including pharmacology and modalities. Evidence based practice is embedded through the entire curriculum. Prerequisite(s): HPER 129, 206, 410, and 431.

HPER 225 Fitness Leadership 2cr. Course provides prospective corporate fitness, physical education and coaching professionals with an understanding of the fitness industry.

HPER 226 Methods of Teaching Group Fitness and Weight Training 2 cr. Provides instruction, practice, and teaching experience in group fitness and weight training. Fundamental terminology, skills and teaching techniques of the two activities will be emphasized. Students will practice developing training routines tailored to fit ability, fitness level, and desired outcomes of their future students and clients. Prerequisite(s): HPER 120 and 126.

HPER 231 Methods of Aquatic Activities 2 cr. Provides certification instruction, practice, and teaching experiences in a wide variety of aquatic games, sports, and basic swimming strokes.

HPER 250 Officiating 2 cr. The study of rules, interpretations, and techniques of officiating following the guidelines of the National Federation of State High School Activities Associations.

HPER 260 First Aid Instructor Trainer 2 cr. Provides instructor certification for American Red Cross First Aid, CPR, and Basic Life Support. Requirements are established by the American Red Cross. Prerequisite(s): HPER 210.

HPER 270 Upper/Low Extremity Evaluation 3 cr. The purpose of this course is to provide students with the knowledge and skills to perform evaluation of upper and lower extremity (UE/LE) injuries or conditions. Student's will be able to perform an observation, history, palpate, perform MMT, perform a neurological evaluation, evaluate ROM, perform special and functional tests for the UE/LE. Prerequisite(s): HPER 207, and 431, BIOL 220 and 221.

HPER 301 Psychomotor Development 2 cr. Provides an understanding of the changes that occur in motor behavior over the entire life span. Participants will have opportunities to discuss issues relating to various motor development theories and to the different influences affecting an individual's motor development. Participants will have opportunities to observe and analyze fundamental motor patterns as they are performed in various settings. Emphasis is placed on the identification of components of correct form, the detection of incorrect form, and the appropriate use of skill cues to prompt participants toward correct form.

HPER 304 Therapeutic Exercise 3 cr. The purpose of this course is to provide a background rehabilitation, healing, physics, examination, and assessment. The course will discuss techniques of therapeutic exercise, performance enhancement, and application to regions and conditions of the body. Prerequisite(s): HPER 431.

HPER 307 Head, Neck, & Spine Evaluation 3 cr. The purpose of this course is to provide students with the knowledge and skills to perform evaluation of head, neck and spine injuries or conditions. Student's will be able to perform an observation, take a history, palpate, perform MMT, perform a neurological evaluation, evaluate ROM, perform special and functional tests for the head, neck, and spine. Prerequisite(s): HPER 207, and 431, BIOL 220, and 221.

HPER 308 Biomechanics 2 cr. The purpose of this course is to introduce students to biomechanics. Course topics include terminology, the quantitative and qualitative perspective of biomechanics. The study of biomechanics in this class will involve the study of the body's architecture with the body's abilities to function in motion. Prerequisite(s): HPER 207, and 431, BIOL 220, and 221

HPER 310 Organization and Administration of PE and Athletics 2 cr. Provides a study of administration and management concepts and management responsibilities relevant to teaching and non-teaching career fields. Prerequisite(s): HPER 107.

HPER 323 Athletic Training Clinical Experience III 2 cr. Students will be assigned to clinical rotations during this clinical course. Students in HPER 323 Clinical Experience will have taken HPER 270 Upper and Lower Extremity Evaluation in addition to the required courses for HPER 129 and HPER 223 Athletic Training clinical courses. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of medical conditions, injuries with experience in evaluation of upper and lower extremity injuries, prevention and health promotion, which includes risk management/prevention/nutrition, basic healthcare administration, and psychosocial intervention. Evidence based practice is embedded throughout the entire curriculum. Prerequisites: HPER 223 and 270.

HPER 324 Athletic Training Clinical Experience IV 2 cr. Students will be assigned to clinical rotations during this clinical course. Students in the HPER 324 clinical will have taken HPER 307 Head, Neck, and Spine Evaluation in addition to the required courses for HPER 129, 223, and HPER 323 Athletic Training clinical courses. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of medical conditions, injuries with experience in evaluation of injuries to upper ex-

tremity, lower extremity, head, neck, and spine, in addition to the evaluation of skills students need to remain active in their implementation of therapeutic modalities through the practice of treating the entire patient and with clinical integration of skills and knowledge. Evidence based practice is a focus in this clinical with evidence based practice performing a literature search on topics of prevention and health promotion (which includes risk management/prevention/nutrition) and psychosocial intervention. Prerequisites: HPER 307 and 323.

HPER 325 Personal Training Methods 2 cr. This course is designed to provide prospective physical educators, coaches, and corporate fitness majors with instruction, practice, and teaching experience in personal training and lifestyle management coaching. Fundamental terminology, personal training skills, strategies and techniques will be emphasized. Students will practice developing personal training programs tailored to fit the ability, fitness level, and desired outcomes of prospective clients. Prerequisite(s): HPER 226

HPER 334 Nutrition for Physical Performance 2 cr. Provides information on how nutritional habits affect physical performance. An emphasis will be placed on knowledge of the six basic nutrients, food groups, calories, and energy expenditure.

HPER 340 Elementary Methods and Activities 3 cr. Provides prospective teachers with an understanding of a contemporary and reflective approach to teaching elementary physical education grades K-6. This approach to teaching is based on “Dynamic Physical Education for Elementally School Children” by Robert P. Pangrazi Ph.D. and serves as the content for the recently published National Standards for Physical Education (Moving into the Future, 1995). Participants will learn and practice a set of specific teaching behaviors and curriculum development skills, which will be most useful as beginning teachers. Peer teaching and participation in up to six field experiences in surrounding elementary schools are also a part of this class. Activities in this class will result in materials meeting many of the INTASC standards. Prerequisite(s): HPER 301 and Admission to Teacher Education. In addition, this course is a Prerequisite(s) for HPER 341 and it is highly recommended that this it also be taken prior to HPER 391.

HPER 341 Practicum for Elementary Physical Education 2 cr. Provides prospective physical education teachers with active participation in the complete process of teaching developmentally appropriate physical education to children in grades K-6. This approach to teaching is based on “Dynamic Physical Education for Elementary School Children” by Robert P. Pangrazi Ph.D. and serves as the content for national standards for physical education (Moving into the Future, 1995). Participants will receive twenty-four contact hours with children during which time they will practice and refine instructional skills first taught in HPER 340. Prerequisite(s): HPER 340 and Admission to Teacher Education.

HPER 360 Administration of School Health Programs 3 cr.

The development and administration of the public school health program, with emphasis being placed on health services, healthful school living, and health instruction. Special emphasis placed on developing and administering health instruction material for the elementary through senior high school program based upon the guidelines and recommendations of the North Dakota Department of Public Instruction.

HPER 361 Vital Health Issues 3 cr. Provides participants with an understanding of various current health topics and issues including (but not limited to) stress, mental health, intimate relationships, weight management, and substance abuse.

HPER 362 Principles and Methods of Teaching School Health 3 cr. Provides prospective teachers with an understanding of a contemporary and reflective approach to teaching health in the public schools grades K-12. This approach to teaching is based on learner-centered instructional strategies. Participants will learn and practice skills that will be most useful to them as beginning teachers such as: (a) establishing the learning environment; (b) planning appropriate and meaningful learning experiences; and (c) using effective teaching behaviors to implement the lesson plans.

HPER 391: Secondary Physical Education Methods and Practicum 4 cr. This course has two major components. First, methods coursework done at MSU which provides teaching strategies for classroom management, planning, instruction, and assessment of teacher as well as student behavior. Application of current theories of motivation are explored and applied in this course. Second, forty-five contact hours with secondary students will provide extensive opportunity to apply current practices learned in the classroom. Prerequisite(s): HPER 301, Admission to Teacher Education, and it is highly recommended that students take HPER 340 prior to enrolling in this course. Course restricted to Physical Education majors.

HPER 401 Methods of Coaching Football 2 cr. Provides techniques, skills, strategies and coaching procedures developed through classroom presentations and skill sessions.

HPER 402 Methods of Coaching Basketball 2 cr. Provides fundamental and team concepts developed through classroom and skill sessions.

HPER 403 Methods of Coaching Track 2 cr. Provides responsibilities, rules, methods and techniques of coaching track and field. Laboratory work and skill sessions.

HPER 404 Methods of Coaching Baseball/Softball 2 cr. Provides fundamental and team concepts developed through classroom presentations and skill sessions.

HPER 405 Methods of Coaching Wrestling 2 cr. Provides the requirements, responsibilities, and methods of coaching wrestling on a secondary or junior high school level. Along with classroom lecture and discussion the students will be

required to observe practice sessions and matches at the local junior and senior high schools.

HPER 406 Methods of Coaching Volleyball 2 cr. Provides techniques, skills, strategies and coaching procedures developed through in-class analysis and on court skill sessions.

HPER 407 Psychology of Physical Education and Athletics 2 cr. Provides knowledge of the psychological aspects of participation in physical education fitness training and athletic events. Emphasis will be placed on the teacher/coach, student/athlete and trainer/client relationship in regard to developing communication, leadership, motivation, self-confidence, and goal setting skills. Prerequisite(s): PSY 111.

HPER 410 Advanced Athletic Injuries and Modalities 3 cr. Provides specific manual examinations involved in the evaluation of athletic injuries. Use of therapeutic modalities in the treatment of athletic injuries will also be studied. Students will take part in laboratory work in order to facilitate hands on experience. Prerequisite(s): HPER 207.

HPER 420 Athletic Training Management 2 cr. The purpose of this course is to familiarize students with the scope and practice of managing an athletic training environment. Topics include organization and administration of an athletic training room, the reimbursement, policies and procedures of athletic training rooms, and the legal concerns. Prerequisite(s): HPER 207, BIOL 220 and 221.

HPER 423 Athletic Training Clinical Experience V 2 cr. Students will be assigned to clinical rotations during this clinical course. Students in the HPER 423 clinical will have taken HPER 308 Biomechanics and HPER 304 Therapeutic Exercise in addition to the required courses of HPER 129, HPER 223, HPER 323, and HPER 324. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of injuries with experience in clinical evaluation and acute care of medical conditions and injuries to upper extremity, lower extremity, head, neck, and spine, in addition to the evaluation of skills students need to remain active in their implementation of therapeutic modalities as well as therapeutic exercise skills through the practice of treating the entire patient with clinical integration of skills and knowledge learned throughout the program. Prevention and health promotion continues to be a theme in HPER 423, which includes risk management, prevention of injuries, and nutrition. In addition to the courses listed, students will also have the courses listed in the HPER 129, 223, 323, and 324 Athletic Training clinical courses. Prerequisites: HPER 304, 308, and 324.

HPER 424 Athletic Training Clinical Experience VI 2 cr. Students will be assigned to clinical rotations during this clinical course. Students in the HPER 424 clinical will have taken HPER 420 Athletic Training Management in addition

to the required courses for HPER 129, HPER 223, HPER 323, HPER 324, and HPER 423. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The theme for this clinical course is embedded in the acute care of injuries and illness and the use of clinical integration proficiencies from student content throughout their program that ensure students have the skill set and knowledge to become successful entry-level athletic trainers. In addition to the courses listed students will also have the courses listed in the HPER 129, 223, 323, 324, and 424 Athletic Training clinical courses. Prerequisites: HPER 420 and HPER 423.

HPER 425 Capstone 1 cr. The capstone course is a course designated to allow students to showcase the knowledge and research skills that they have learned while in the program. The course format is a two part format with one portion of the course devoted to allowing students to be active in creating evidence based medicine through a research project or presentation of a comprehensive literature review and the other portion devoted to preparing the athletic training student for the certification exam. The semester will start out with an introduction of the expectations for research presentations. Students will select a research topic that provides an opportunity for scholarly work. The topics will be selected by the students at the onset of the semester to allow ample opportunities for obtaining information for a presentation. The capstone presentations will be presented in an open forum format or presented at the North Dakota Athletic Trainer's Association's annual meeting. The next portion of the course will provide students with study techniques and practice exams to prepare them for the BOC, Inc. certification exam. Instructors, prior students, and outside guests will be invited to speak to the students on athletic training topics. Prerequisites: HPER 423 and senior status.

HPER 431 Kinesiology 3 cr. Provides study of joint movements and muscle action as related to physical activities. Prerequisite(s): BIOL 115 or 220, and/or 221.

HPER 433 Physiology of Exercise 3 cr. Provides a comprehensive study of the physiological effect of muscular exercise and training upon the organs and systems of the body. Prerequisite(s): HPER 431.

HPER 441 Evaluation of Psychomotor Performance 3 cr. Designed to provide the corporate fitness and physical education major with an understanding of contemporary methods used to measure and evaluate psychomotor skills and performance. Emphasis will be placed on learning and practicing techniques necessary for proper evaluation of health and performance related to physical fitness and selected sports skills.

HPER 442 Methods of Teaching Physical Education to the Disabled 2 cr. Provides practical methods and teaching applications that can be used in a mainstreamed or adapted group games, dance, and individual and dual sports.

Prerequisite(s): HPER 215.

HPER 496 Coaching Activities Practicum 2 cr. Coaching minors work with experienced coaches in the field to gain practical experience in a field setting. All practicums arranged by the department.

HPER 497 Corporate Fitness Practicum 2-8 cr. 160 hours of practicum experience at two sites in a recreation, wellness, fitness, or athletic performance setting. Restricted to junior and senior corporate fitness majors. All HPER courses for the major must be completed.

HISTORY

The following category codes identify which courses may be taken to meet the chronological and distributed history requirements specified for program electives. Each individual course may be used to meet only one requirement.

- CI Course on period before 1900
- C2 Course on period since 1900
- T Course on topical/comparative/thematic issues
- US Course with U.S. focus
- EU Course with European focus
- NW Course with non-western focus

HIST 101 Western Civilization I 3 cr. (GE2) A survey of the political, intellectual, social and economic trends of Western Civilization from the Classical Age to the French Revolution. CI

HIST 102 Western Civilization II 3 cr. (GE2) A survey of the political, intellectual, social, and economic trends of western civilization from the French Revolution to the present. C2

HIST 103 U.S. History to 1877 3 cr. (GE2) Survey of U.S. history from Colonial period to end of Reconstruction. CI

HIST 104 U.S. History from 1877 3 cr. (GE2) Survey of U.S. history from end of Reconstruction to present. C2

HIST 203 Modernization of Early America 3 cr. This course will introduce students to the major developments in American social, intellectual, and cultural history from discovery through the Civil War. The focus of the course will be on the concept of modernization; why, when and how was life in America evolving toward those characteristics we consider part of modern life? Central topics will include cultural interaction, daily life, the development of a new society, American exceptionalism, the evolution of American intellectual thought, democratization, social movements, and the development of an American literature. US/T

HIST 206 Islam and the Muslim World 3 cr. (Diversity) This course introduces students to the history and culture of the wider Muslim world. In this course we will study three aspects of Islam and the Muslim World: Islam as a religion, the 1,400 year history of Muslim Civilizations in all its diversity,

and finally, Islam today. NW/T

HIST 211 World Civilizations To 1500 3 cr. (GE2-Diversity) 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.

HIST 212 World Civilizations since 1500 3 cr. (GE2-Diversity) This course surveys non-Western History between 1500 and the present. It focuses on the continents of Asia, Africa and Latin America, examining these continents' cultures and histories from their own perspectives. Special emphases will be placed on religion, organization of societies, continuity and discontinuity of cultures, interaction with Europe and North America, colonialism, and global exchange.

HIST 215H Modern World Origins 3 cr. (GE2-Diversity) A seminar in the origins of the modern world. Class time will emphasize student discussion of assigned relevant historical sources, both primary and secondary. In addition, there will be extensive and varied writing assignments. Honors Program admission of 3.30 cumulative GPA and permission of the instructor is required.

HIST 219 Environmental History 3 cr. This course is an introduction to the field of Environmental History. It will explore the relationship between people, communities, resources and the environment in the past and will study examples from the U.S., Europe, and other parts of the world. Students will use secondary literature and primary-source case studies to study major environmental themes related to conservation, resource management, land use, development, water, and pollution. Upon completion students will demonstrate understanding of the scope and depth of environmental issues in world history, of the methods historians have developed to approach such questions, and of major case studies related to rural and urban experiences. T

HIST 220 North Dakota History 3 cr. Survey of the trends and problems in the State of North Dakota and their relations to the upper Mississippi Valley area, from Indian heritage to the present. US/T

HIST 227 History of Vietnam 3 cr. This course surveys the history of Vietnam from its formation to the late twentieth century. Topics covered include Vietnam's cultural and historical origins, its place in South-East Asia, colonization under the French, the experience of WWII, the French and American Wars in Vietnam, and Vietnam since the 1970s. NW/CI/C2

HIST 230 Test Preparation 1 cr. This course is designed to help students across the Minot State University campus who plan to take exams needed in order to complete major/minor requirements and/or for students struggling with these types of exams. The class is aimed primarily at education majors who are required to take the Principles in Learning and Teaching and the Praxis exams. It is open to all students who have or will take these kinds of exams.

HIST 231 Latin American History Survey 3 cr. (Diversity) Survey of the countries below the Rio Grande from pre-Columbian times to the present. Special attention to continuity of Native American cultures, colonial legacies, identity, gender roles, revolutions, relations with the U.S., and land and income distribution. NW/T

HIST 240 African History Survey 3 cr. (Diversity) Africa has a wide variety of cultures and peoples. In this survey, we will study civilizations in as different areas as the Egyptian Nile, the Malian savanna, the Congolian rainforest, and East Coast Swahili traders. Topics include: ancient Egypt, Islam, European colonialism and its consequences, apartheid, women, and kinship. NW/T

HIST 241 Renaissance and Reformation 3 cr. An in-depth study of the important themes, both secular and religious, of the Renaissance and Reformation eras. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/C1

HIST 248 Medieval History 3 cr. The study of Europe, East and West, from the break-up of the Roman Empire to the Renaissance (1500) EU/C1

HIST 251 Introduction to Public History 3 cr. The purpose of this course is to introduce students to public history, which is often simply defined as the practice of history outside of the classroom, produced for a non-academic audience. This simple definition belies complicated fundamental issues, such as what role the public audience does and should play in the determination of what issues are of historical concern, and how they should be handled. Starting with consideration of what public history is, and what are its purposes and basic questions, the class will then work on developing some of the basic skills that public historians need. Students will speak with and, in some cases, shadow current professionals in the field. They will be introduced to sources of historical information available in the local community and organizations of value to public historians. Ultimately, students will utilize the ideas and skills that they develop during the semester as they undertake a local historical research project that will culminate in a public presentation. T/C2

HIST 261 American Indian History 3 cr. (Diversity) A survey of American Indian history from pre-contact to the present, providing an overview of major trends and developments. US/T

HIST 280 Practice and Method 3 cr. This colloquium introduces students to the tools, research and writing methods, resources and theoretical approaches required in upper level history courses. It includes a small student-initiated research project that will allow students to refine their skills. The course also features discussion of readings that illustrate a wide variety of historical approaches and methods. To be taken upon declaring a major in history or social science. Course restricted to History, History Education, Social Science, Social Science Education major or minor. (Offered spring semester only.)

HIST 299 Special Topics in History 1-8 cr. This is a flexible course that may be taught depending on student needs. The design of the course is to present the student an opportunity to concentrate on various topics. Prerequisite(s) may apply. Repeatable for credit as topics change.

HIST 315 History of American Women 3 cr. (Diversity) The experience of women in American history, with emphasis upon the continual change in woman's role and differences brought about by region, ethnicity, and economic class. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T

HIST 319 Colonial America 3 cr. Traces the development of the colonies from the time of European exploration and early English colonization to the confrontations between Britain and America in the 1760s and 1770s. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/C1

HIST 320 The Early Republic 3 cr. Study of the social, intellectual, political, and diplomatic forces, issues, and personalities in America's formative (1781-1824) years. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/C1

HIST 325 Sectionalism and the Civil War 3 cr. Traces the rise of sectionalism as a force in antebellum America leading to the Civil War. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/C1

HIST 328 The Transformation of America 3 cr. Study of industrialization, urbanization, and immigration in America from 1865 to 1901, focusing on the social, political, and international consequences of and reaction to economic change. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/C1

HIST 336 African American History 3 cr. (Diversity) Examines the history of African Americans in American society from 1619 to the present, including the West African cultural context, cultural retentions and changes in the American environment, and the emergence of cohesive African American culture. The course pays special attention to the ideas, contributions, and changing roles of African Americans with American society, economy, culture, and politics. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T

HIST 337 Imperialism in Asia 3 cr. (Diversity) Models of western imperialism will be contrasted with those developed by Japan and China to develop a comparative study of political, cultural, and social developments in Japan, Indochina, China, and other Asian countries. Recent trends and relationships with the West will be emphasized. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. NW/C2

HIST 338 History of South Africa 3 cr. South Africa is one of the most beautiful countries in the world, with fascinating historical developments. It is ethnically very diverse, combining African, European, and Asian populations. Today it is trying to forge a new identity as a recently democratic country. The course will examine cultural, political, social, and economic developments from pre-colonial times to the present. Some topics are: Zulu Wars, Cecil Rhodes' diamonds, the Great Trek, the Boer War, ANC, Apartheid, race relations, and the Truth and Reconciliation Committee. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. NW/T

HIST 342 The Age of The Vikings 3 cr. This course is designed to provide an intensive look at the Scandinavian peoples of Europe in the central Middle Ages. Although traditional medieval history courses consider the Viking, Magyar, and Muslim invasions of the eighth and ninth centuries (beginning c. 750 CE), conventional courses tend to overlook the Scandinavian countries themselves and their culture. Thus, in this course we will examine Scandinavian origins in addition to their political, religious, and cultural backgrounds. This will require a look at the history of Scandinavia long before and after the traditional period of invasions. The greatest percentage of the readings, however, will focus on the period of Scandinavian expansion and invasion. Finally, we will consider the conversion of the Scandinavian peoples to Christianity and the assimilation of these peoples into the political order of Europe during the later medieval period. For this examination we will rely on primary source documents, archaeology, literary studies, and insights from other fields of research. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/C1

HIST 343 The Medieval Church 3 cr. This course is designed to provide an intensive look at the church and Christendom during the Middle Ages. Although students typically learn about the medieval church, medieval church structure, and medieval church figures in classes on the Middle Ages, conventional courses tend to focus on the political, social, and cultural aspects of the period. This course is therefore designed to provide a deeper look at the medieval church, including its beginnings in Roman Empire, its maturation in the high medieval period, and its eventual decline on the eve of the Reformation. In addition to examining the church itself, this course considers the various components of Christendom, including but not limited to the Church Fathers, monasticism, the papacy, the laity, interactions with princes and rulers, and the crusades. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/C1

HIST 347 The Making of Modern Europe 3 cr. A thematic study of Europe during the age of the industrial and social revolution, 1815-1945. This course compares major social and cultural trends across a variety of European nations. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU

HIST 350 Europe in 20th Century 3 cr. A detailed consideration of the main political, intellectual, social and economic trends of 20th century Europe. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/C2

HIST 351 The Mediterranean World 3 cr. Survey of the major classical civilizations of Greece and Rome from their inception to their decline. In examining these larger civilizations, this course also takes into consideration smaller peripheral states (such as the Phoenicians) located along the shores of the Mediterranean Sea, as well as the Arabic states (the Persians and the Sassanids) that were often in conflict with both the Greeks and the Romans. Although this class focuses on the classical period, it will also examine the developments of late antiquity (such as Christianity and Islam), which occurred in the former empires of the Greeks and Romans. Prerequisite: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of the instructor.

HIST 352 Medieval & Early Modern Women 3 cr. Survey of early modern women. To conduct this survey it is first necessary to examine the ancestors of medieval women. This class thus begins by looking at Roman women and their "barbarian" counterparts, the women of the frontier. Focus is then turned to early medieval women, who were an amalgamation of Roman and "barbarian" traditions. In the second half of the class, the many opportunities for women in the high and later Middle Ages are examined. The course is finished by looking at the restrictions placed on women during the periods of the Renaissance and Reformation. Prerequisite: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of the instructor.

HIST 363 Atlantic History 3 cr. Globalization is not a recent phenomenon. As early as the 15th century, Africans, Americans, and Europeans exchanged ideas, goods, animals, plants, diseases, and people on an ever increasing scale. In this course we will study the various levels of interactions between Africans, Americans, and Europeans between about 1400 and 1800 on the four inhabited continents bordering the Atlantic Ocean. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. T/C1

HIST 365 Peoples and Cultures of Native North America 3 cr. This course surveys the major culture areas of North America prior to contact with Europeans. In each region particular attention is given to one group or nation to highlight cultural adaptations and developments. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T

HIST 380 History of Mexico 3 cr. Mexico and the U.S. are entering into an ever closer relationship, but their histories are quite different. This survey outlines the Mexican past from pre-Colombian to modern times. We will focus on one area (the Andes or Meso America) and study a wide variety of topics such as: conquest, colonialism, religion, gender, protests, and ecology. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211

211 or 212 or consent of instructor. NW/T

HIST 385 History of Brazil 3 cr. Brazil is more than carnival alone, but that is a fundamental aspect of the largest South American society. In this course, we will examine Brazilian history and society from a wide variety of angles. The country is very diverse: from the Amazon rainforest where native peoples still live in isolation, to the Sao Paulo metropolitan area that can compete with any Western country as to modernity and industrial development. Brazil is a country full of contrasts: optimistic but sad, dancing sambas but violent. In the course we will examine Brazil's past and how this contributed to the country's present social, economic, political, and cultural situation. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. NW/T

HIST 392 Experimental Course in History 3 cr. This is an experimental course that may be taught depending on department needs. The design of the course is to allow the instructor to test and assess content and methodology that may become a permanent part of a department's course listings. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor.

HIST 399 Readings in History 1-3 cr. Study and discussion of readings in history. Specific topic will be arranged with the instructor. Prerequisite(s): consent of instructor. Repeatable for credit.

HIST 401 Historiography 3 cr. A course to consider both the philosophy or theory of history as well as the mechanics of "doing" history. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. (Offered fall semester only.)

HIST 410 Trans-Mississippi West 3 cr. An in-depth look at the impact of this region on the development and growth of America. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T

HIST 415 20th Century America 3 cr. A seminar focusing on a particular theme or time period of 20th century American history. A specific focus will be selected each time the course is offered. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. T/C2

HIST 420 Indian Peoples of the Great Plains 3 cr. Study of the culture and history of the Indian Peoples of the Great Plains. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T

HIST 430 Native American Social History 3 cr. Seminar examining the different social experiences of Native peoples in North America. Topics include, among others, historical demography, gender, intercultural relations, migration, and urbanization. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T

HIST 434 History and Multimedia 1-3 cr. This course is designed to teach students to transform the content of a traditional seminar paper into a variety of multimedia formats. It introduces students to current digital tools, explores design issues and organizational strategies, and considers how to design presentations for varied audiences such as museums, children and schools, internet users, portable device users, and senior populations. No technical background is required, although students will need to have completed a 300 or 400 level history research paper to use as the raw material for this course, or they must co-enroll in a 300 or 400 level history class that requires such a paper. T

HIST 435 Latin American History Seminar 3 cr.

A seminar focusing on a particular aspect of the history of the Latin American societies. Topics for focus may vary from Amerindian societies, gender, environmental history, social-economic situation, and relations with the U.S. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. NW/T

HIST 440 Slavery in the Americas 3 cr. North and South America have different experiences with slavery. In this course we will compare and contrast the African impact on both continents, especially in Brazil and the United States. Some topics that we will study are: the slave trades, runaway slave societies, the Haitian revolution, African religions, race relations, gender roles, families, and the meanings of freedom. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. NW/US

HIST 442 The Crusades 3 cr. This course surveys the period of the "Crusades" from its inception in the late eleventh century, to its maturity in the twelfth and thirteenth century, and through its final demise in the later Middle Ages. The examination of the development of the idea of crusade throughout these periods proves crucial to understanding the Crusades themselves, as the idea of crusade changed dramatically during each period. In this course we will exam each of these periods carefully, taking into consideration the various developments in the idea of crusade. We will also consider the impact that the Crusades have had on modern events. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/C1

HIST 460 Modern France and Francophone Society 3 cr.

An in-depth seminar on the major themes of modern French history from 1750 to the present. Prerequisite(s): HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/C2

HIST 491 History Seminar 3 cr. An advanced seminar in history with a major paper requirement. Prerequisite(s): consent of instructor.

HIST 497 Internship 1-6 cr. Placement in applied public history setting for practical experience. Prerequisite(s): HIST 280 and consent of instructor. Repeatable for credit

HIST 499 Special Topics in History 1-8 cr. This is a flexible course that may be taught depending on student needs. The design of the course is to present the student an opportunity to concentrate on various topics. Prerequisite(s) may apply. Repeatable for credit as topics change.

HONORS

HON 191H The Honors Community 1 cr. This course introduces students to the MSU Honors Program. Informal conversations with MSU faculty, administrators, honors students, staff, and community leaders will familiarize students with the university, the community, the honors approach to learning, and the importance of critical thinking and global perspective. Practical orientation to campus resources included. Honors Program admission is required.

HON 251H Culinary Arts & Entertaining 1 cr. A hands-on cuisine from a particular geographical region of the world. Readings on historical, social, economic, and artistic aspects of the relevant culture that pertain to the culinary arts. Applied lessons in menu planning, table setting, and food preparation/presentation. Additional course fee covers food costs. Prerequisite(s): Honors Program admission or GPA of 3.30 and permission of instructor.

HON 252H Visionaries of the Past 2 cr. A thematically organized survey of "Great Works" by noted authors and artists. Literature, art, theatre, film, and music will be included. These works have demonstrated enduring relevance, significant historical or social impact, and/or recognized aesthetic value. Broad themes in any given semester might include, for example, utopia/dystopia, human justice, social conflict, etc. Prerequisite(s): Honors Program admission or permission of instructor.

HON 254H Information in the Digital Age 2 cr. This course cultivates the skills needed to define, find, evaluate, select, use, and communicate information responsibly in the 21st century. Emphasis on hands-on application of knowledge. Prerequisite(s): Honors Program Admission or a cumulative GPA of 3.30 and instructor consent.

HON 264H Thinking Outside the Box 3 cr. A seminar that emphasizes the practice of intellectual inquiry, innovative pedagogies, and/or interdisciplinary connections. The class will rotate between academic colleges and departments. Prerequisite(s): Honors Program Admission or 3.30 cumulative GPA and permission of instructor. Repeatable for credit.

HON 351H Integrity & the Examined Life 3 cr. Seminar exploration on the theme of introspection and reflection, based on selected "Great Works" which either address the theme or are autobiographical in nature. The course will explore elements of human identity and concepts of the "self." Emphasis on reflective writing. Prerequisite(s): Honors Program admission or permission of instructor.

HON 391H Community Problem-Solving 3 cr. A seminar in civic engagement. Students will work with a community leader or community agency to identify, understand, and formulate solutions to complex, real-life community challenges. Emphasis on political empowerment, collaborative work with diverse constituencies, research, data analysis, and problem-solving. Prerequisite(s): Honors Programs admission or 3.30 cumulative GPA and instructor consent.

HON 395H Global Citizenship and Service 3 cr. (Diversity) An interdisciplinary exploration of community-building, social justice, and human liberation which engages students directly in meaningful community service. Study of history, theory, and the local/global realities of community-building; reflection upon characteristics of a just society, individual responsibility, and potential leadership roles. Prerequisites: Honors Program admission or a cumulative GPA of 3.30 and instructor consent.

HON 450H Project & Portfolio Design 1 cr. A seminar for the development of the senior project. Students will preview the research literature, develop a comprehensive project proposal, and review how to evaluate and incorporate relevant scholarly source material. Students will also compile a comprehensive portfolio of honors work for graduation. Prerequisite(s): Honors Program admission.

HON 451H Senior Essay and Seminar 3 cr. Research and/or creative project undertaken during the senior year, under the direction of the Honors Director and a faculty advisor. Emphasis on the deliberate and scholarly process of independent research and writing. Students will produce a polished written thesis (bound and archived) and present the project in a public forum. Prerequisite(s): Honors Program admission.

HUMANITIES

HUM 194 Independent Study 1-3 cr. Independent or directed study of special topics in the study of humanities. Repeatable for credit.

HUM 210 Research Strategies 2 cr. Both practical and theoretical in scope, this class is designed to help students become full participants in our Information Society. This class uses a mixture of lecture, in class discussion, hands on assignments, and a written research project to give the student the technical skills and critical thinking abilities they need to use the printed and electronic information resources found in libraries and on the Internet.

HUM 251 Humanities 3 cr. (GE3) Integrated course in art, literature, and music from the Stone Ages through the Early Middle Ages.

HUM 252 Humanities 3 cr. (GE3) Integrated course in art, literature, and music from the Gothic Period through the Seventeenth Century.

HUM 253 Humanities 3 cr. (GE3) Integrated course in art, literature, and music from the Eighteenth Century to the

Modern Era.

HUM 254 Non-Western Humanities 3 cr. (GE3) An integrated survey of the art, literature, philosophy, and history of a particular non-western culture. The specific culture studied from year to year will vary but could rotate among Japanese, African, pre-Columbian American, Chinese, or Indian. May be repeated for credit.

HUM 296 Study Tour 1-3 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. Does not count towards the humanities minor. Repeatable for credit.

HUM 394 Independent Study 1-3 cr. Independent or directed study of special topics in the study of humanities. Repeatable for credit.

HUM 399 Special Topics 1-3 cr. Varying areas of content, issues, or themes in the study of humanities. Repeatable for credit as topics change.

HUM 496 Study Tour 1-6 cr. MSU faculty-led study trips to appropriate locations. The course requirements will include additional requirements beyond the travel itself and may be repeated for credit.

HUM 299/499 Special Topics 1-3 cr. Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one time offerings of current topics. Prerequisite(s): Consent of instructor. Repeatable for credit as topics change.

INTERDISCIPLINARY

INT 101 University 101 1 cr. An intensive orientation program offered to prepare incoming students for academic and social life at Minot State University. Students are introduced to the services and opportunities available through the University. Students also learn basic concepts behind higher education and engage in exercises that emphasize the use of writing and critical thinking.

INT 110 First-Year Seminar 2-3 cr. An academic course linked to two other courses to form a first-year experience learning community. The course should inspire and support the transition to university life and learning and provide opportunities to engage with the campus and larger community. Topics vary according to the theme of the learning community. Co-requisites: Two other courses required by the learning community.

INT 175 Transition to University Life 2 cr. This course is designed to ease the new student's transition into college and provide opportunities for the student to obtain knowledge and skills necessary to complete his/her educational goals. Some of the topics covered are: campus resources, stress management, assertive communication, conflict resolution, leadership, and

money management.

INT 190 Study Skills 2 cr. Study skills development (e.g. time management, note taking, and test taking) is to prepare incoming and/or returning students for academic life at Minot State University. This class uses a mixture of lecture, in class discussion, hands on assignments and online WebCT tools to give student motivation to acquire and develop the skills needed for success in college and throughout life.

INT 299/499 Special Topics variable cr. Topics variable. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Repeatable for credit as topics change.

INT 496 Study Abroad (Non-Reciprocal) 12 cr. Students registered will study abroad in programs not governed by reciprocal exchange agreements with Minot State University. The course is considered as a placeholder and required for students studying abroad in order to maintain full-time status. Course and grades earned abroad will be entered as transfer credits from the host institution for the related semester of study abroad. Repeatable for credit. Consent of instructor required.

INT 497 Study Abroad 1-18 cr. Students registered will study abroad in programs governed by reciprocal exchange agreements with Minot State University. Programs include reciprocating foreign partner universities as well as programs of an exchange nature. The course is considered as a placeholder and required for students studying abroad in order to maintain full-time status. Course and grades earned abroad will be entered as transfer credits from the host institution for the related semester of study abroad. Repeatable for credit. Consent of instructor required.

LANGUAGE

LANG 404 TA Foreign Language Seminar 3 cr. This course is designed to provide structure to the experience of teaching foreign languages as a Fulbright Language Teaching Assistant (FLTA).

LANG 105 Writing Systems 3 cr. A history of the principal writing systems of the world and a discussion of how they work. In addition to studying cuneiform, Egyptian hieroglyphs, Chinese characters, Japanese kana and kanji, Korean hangul, Mayan glyphs, Hindi's devanagari, Linear A and B, Cree's alphasyllabary, Russian's cyrillic, Cherokee's syllabary, Hebrew and Arabic's consonantal writing systems, ample time will be spent tracing the history and development of the Roman alphabet's individual letters.

LANG 390 Foreign Language Methods 4 cr. Practical Methods for teaching foreign languages. Examines theories of second language acquisition and research in effectiveness of various teaching strategies. Includes a 60 hour practicum in high school classes with some practice teaching. This course is limited to and required of foreign language majors and minors

in the BSE program. Does not count towards the residency requirements for the FL BSE major or minor. Prerequisite: Admission to Teacher Education or department consent.

LANG 451 Study Abroad 1-4 cr. Students complete a significant period of immersion in the target culture. The foreign language faculty assist students with making arrangements for study abroad. Course restricted to declared FL BA/BSE majors and minors. Does not count towards the residency requirements for the FL BA/BSE major or minor; exceptions by department consent. Grading Basis: S/U. Repeatable for credit. Refer to MSU International Programs website for more information.

LATIN

LAT 101 Beginning Latin I 4 cr. Introduction to the grammar and language of the Roman Empire with emphasis on Latin words surviving into English. Throughout, students will be exposed to snippets from real Latin authors, e.g. Caesar, Vergil, Cicero, Ovid.

LAT 102 Beginning Latin II 4 cr. A continuation of Latin 101 with an introduction to more advanced grammar topics such as the subjunctive, indirect discourse, conditional sentences, and the supine. Increasingly more advanced literary texts are also introduced.

LAT 201 Intermediate Latin I 4 cr. A continuation of Latin 102 with primary focus on reading prose. Reading selections will come from Caesar's "Gallic Wars", Cicero's "Pro Caelio", Augustus' "Res Gestae", Suetonius' "The Twelve Caesars", and portions of Jerome's Vulgate Bible. Prerequisite: Latin 102

LAT 202 Intermediate Latin II 4 cr. To continue in the reading of original Latin prose authors such as Cicero, Caesar, Tacitus, and Suetonius as well as to explore the works of various poets such as Vergil, Horace, and Catullus. A final portion of the class will offer an overview of the development of the Latin language into the Romance languages.

MATHEMATICS

MATH 102 Intermediate Algebra 4 cr. Topics of study include properties of the real number system, factoring, linear and quadratic equations, polynomial and rational expressions, inequalities, systems of equations, exponents, radicals, function notation, rational equations, and absolute value. Graduation credit is not given for this course. Prerequisite: Qualifying math placement test score or ACT math subtest score of 18 or higher.

MATH 103 College Algebra 4 cr. (GE5) This course explores fundamental college algebra topics, either as preparation for further study in mathematics or to meet the general education requirement. Topics of study include the following: relations, functions, and graphing; equations and inequalities; complex numbers; radical, polynomial, rational, exponential, and loga-

arithmic functions; systems of equations; matrices; sequences and series; and the binomial theorem. Prerequisite(s): MATH 102 with a C or better, qualifying math placement test score, or ACT math subtest score of 22 or higher.

MATH 104 Finite Mathematics 4 cr. (GE5) This course is for students whose majors do not require MATH 103 College Algebra, MATH 107 Precalculus, or courses in calculus. This course emphasizes the understanding and application of mathematics as they are used in everyday life. Topics of study include systems of linear equations and inequalities, matrices, linear programming, logic, mathematics of finance, elementary probability, and descriptive statistics. This course does not serve as the prerequisite for any other math course. Prerequisite(s): MATH 102 with a C or better, qualifying math placement test score, or have an ACT math subtest score of 22 or higher.

MATH 105 Trigonometry 2 cr. A study of angles, trigonometric function and their inverses, solving triangles, trigonometric identities and equations, polar coordinates and applications. Prerequisite: MATH 103 with a C or better or ACT of 25 or higher.

MATH 107 Precalculus 4 cr. (GE5) This course includes the study of equations and inequalities, polynomial, rational, exponential and logarithmic functions, conic sections, standard forms, polar-coordinates and introduction to parametric equations, graphing, trigonometric and inverse trigonometric functions, trigonometric identities and equations, and applications. Prerequisite(s): MATH 103 with a C or better, qualifying math placement test score, or an ACT math subtest score of 25 or higher.

MATH 146 Applied Calculus 3 cr. (GE5) Introduction to differential and integral calculus with applications from areas such as social science and business. Topics include limits, derivatives, integrals, exponential and logarithmic functions, and applications. Prerequisite(s): MATH 103 with a C or better, qualifying math placement test score, or an ACT math subtest score of 25 or higher.

MATH 165 Calculus I 4 cr. (GE5) Topics include limits, continuity, differentiation, Mean Value Theorem, integration (indefinite and definite integrals), Fundamental Theorem of Calculus, and applications. Prerequisite(s): Math 107 with a C or better, or MATH 103 and MATH 105 with a C or better, or qualifying math placement test score, or an ACT math subtest score or 29 or higher.

MATH 166 Calculus II 4 cr. Topics include applications and techniques of integration, methods of integration, polar equations, parametric equations, sequences, series, power series and applications. Prerequisite(s): MATH 165 with a C or better.

MATH 201H Environmental Mathematics 3 cr. (GE5) Exploration of environmental issues using mathematical models together with real world data. Topics may include

the following: ecology, health sciences, economics, genetics, and other environmental issues. Possible field experience. Prerequisite(s): Math 102 with a C or better, qualifying math placement test score, or Math ACT subtest score of 22 or higher. Honors Program admission or 3.30 cumulative GPA and permission of the instructor is required.

MATH 205 Mathematical Proof and Problem Solving 3 cr.

A course on mathematical proofs and axiomatic systems. Topics may include set theory, formal logic, combinatorics, graph theory. Prerequisite(s): MATH 165.

MATH 208 Discrete Mathematics 4 cr. Sets, relations and functions, combinatorics, logic, Boolean algebra, difference equations, graph theory, automata. Prerequisite(s): MATH 103.

MATH 240 Applied Statistics 4 cr. (GE5) An examination of introductory statistics concepts, including sampling, descriptive statistics, probability, correlation, regression, binomial and normal distributions, confidence intervals and hypothesis testing of one and two populations, ANOVA, and Chi-square tests. Technology will be used to enhance learning and mirror statistical applications and practices in the larger world. Prerequisite(s): MATH 102 with a C or better, qualifying math placement test score, or and ACT math subtest score of 22 or higher.

MATH 265 Calculus III 4 cr. Functions of more than one variable, multiple integrals, line integrals, Green's and Stoke's theorem. Prerequisite(s): MATH 166.

MATH 266 Introduction to Differential Equations 3 cr.

First order equations, linear equations, systems of equations, series methods. Prerequisite(s): MATH 265.

MATH 277 Mathematics for Elementary Teachers I 3 cr.

A course for elementary education majors. Topics include problem solving, number systems (natural numbers through the reals), number theory, and proportional reasoning. Technology and manipulatives are used throughout the course. Prerequisite(s) MATH 103 or MATH 104 or equivalent.

MATH 294 Intro to Research in Math 1-2 cr. Students explore topics, expand their mathematical knowledge, and begin to conduct introductory research under the direction of a faculty mentor. The number of credits is proportional to the time committed to the research (1 SH = 3 hours of student work per week on average.) Prerequisite: MATH 165 with a B or better; instructor permission required. Repeatable for up to 4 credits total.

MATH 299 Special Topics 1-4 cr. Repeatable for credit as topics change.

MATH 305 Linear Algebra 4 cr. Real vector spaces, subspaces, linear transformations, matrices, eigenvalues and eigenvectors, vector geometry. Prerequisite(s): MATH 107 or advanced placement.

MATH 315 Intro To Mathematical Modeling 3 cr. An introduction to mathematical modeling is the translation of a real world problem into a well formulated mathematical model. Students will develop the basic skills and techniques of formulation, simulation, analysis, and testing of mathematical models for describing and predicting a variety of phenomena. Understanding the fundamental principles in model formulation in physics, chemistry, biology, business, economics, medicine, and social and environmental sciences will be emphasized. Prerequisite(s): MATH 165.

MATH 320 Number Theory 3 cr. Unique factorization, residue theory, Diophantine equations, quadratic equations and reciprocity. Prerequisite(s): MATH 205.

MATH 330 College Geometry 4 cr. Geometry for secondary teachers. Euclidean geometry using both inductive and deductive approaches. Teaching tools include appropriate technology. Standard topics plus finite and transformational geometry. Prerequisite(s): Math 205.

MATH 345 Linear Models 4 cr. An introduction to statistical methods including topics from sampling, hypothesis testing, non-parametric statistics, resampling, simple and multiple regression, and the general linear model. Computer statistical packages will be integrated into the course. Prerequisite(s): Math 240 or equivalent.

MATH 346 Experimental Design 4 cr. Statistical methods including topics from analysis of variance; fixed and random factors; block, nested, and crossed designs; factorial, fractional factorial and confounded designs; split plot designs; and multivariate analysis. Computer statistical packages will be integrated into the course. Prerequisite(s): Math 240 or equivalent.

MATH 371 Early Practicum 1 cr. This course will require a minimum of 45 clock hours in a practicum experience. The experience can be any one of or combination of the following: secondary classroom, teaching assistant on campus, tutor on or off campus, tutor in the MSU Math Clinic, tutor at Job Corps, or some other experience approved by the Mathematics Department. Repeatable for credit. Prerequisite(s): Math 165.

MATH 377 Mathematics for Elementary Teachers II 2 cr.

A course for elementary education majors. Topics include probability, statistics, and geometry. Calculators, computer software, and manipulatives are used throughout the course. Prerequisite(s): MATH 103 or MATH 104 or equivalent.

MATH 380 History of Mathematics 3 cr. Development of mathematics from its early beginning through the present axiomatic approach. Problems from each era are included. Prerequisite(s): MATH 107 or advanced placement.

MATH 381 Secondary Math Practicum 1cr. This course will require a minimum of 45 clock hours in a practicum experience. The experience will take place in a grades 7-12 setting. Prerequisite(s): Admission to Teacher Education, MATH 371;

Prereq/Co-req: MATH 391.

MATH 391 Teaching Mathematics 3 cr. Intended for secondary mathematics teachers. Planning mathematics lessons, developing mathematics teaching skills. Prerequisite(s): Admission to Teacher Education, MATH 371

MATH 393 Math Education Seminar 2 cr. This is a support course for BSE math majors that provides students with opportunities to discuss curriculum and pedagogical issues that arise in their student teaching placements. Other topics addressed include preparation for job searching, reflections on INTASC standards and each student's level of competence. Prerequisite(s): Admission to Teacher Education. Co-requisite(s): ED 493.

MATH 394 Independent Study 1-4 cr. Repeatable for credit.

MATH 420 Abstract Algebra 4 cr. Introduction to abstract algebraic systems. Groups, rings, homomorphisms and isomorphisms. Prerequisite(s): MATH 205, MATH 320.

MATH 445 Probability and Statistics I 4 cr. Introduction to probability, discrete and continuous random variables, distribution functions, special probability distributions. Prerequisite(s): MATH 146 or MATH 166.

MATH 446 Probability and Statistics II 4 cr. Multivariate probability distributions. Functions of random variables, moment generating functions, sampling distributions, estimation methods, properties of point estimations, linear models, some special experimental designs. Prerequisite(s): MATH 445.

MATH 450 Real Analysis 4 cr. Limits of functions and sequences, continuity, topology of the reals, differentiation, Riemann Integration, convergence and uniform convergence. Prerequisite(s): Math 166, Math 205.

MATH 460 Complex Analysis 3 cr. Analytic functions, conformal maps, Cauchy integral formula, residue theorem. Prerequisite(s): MATH 265 and MATH 450.

MATH 470 Numerical Analysis 4 cr. Error analysis, numerical differentiation and integration, linear systems and numerical solutions to differential equations. The computer language of instruction will be FORTRAN. Prerequisite(s): MATH 265, 305.

MATH 494 Directed Research in Math 1-4 cr. Students conduct research under the direction of a faculty mentor. The general topic and specific goals and activities are agreed upon by the student and the mentor. While publication or presentation is not a requirement, all projects have a goal of producing publishable/presentable results. The number of credits is proportional to the time committed to the research (1 SH = 3 hours of student work per week on average.) Prerequisite: MATH 294 (2 SH); instructor permission required. Repeatable for up to 8 credits total.

MATH 499 Special Topics 1-4 cr. Repeatable for credit as topics change.

MUSIC

MUSC 099 Recitals/Concerts 0 cr. This is a non-credit course which will appear on each music major's semester program. It is designed to accumulate information as to the student's required attendance at predesignated recitals, concerts, and seminars. Grading Basis: S/U. Repeatable.

MUSC 100 Music Appreciation 3 cr. (GE3) Designed for the non-music major and may be used as partial fulfillment of Humanities requirement. Representative works from many cultures will be studied.

MUSC 101 Fundamentals of Music 2 cr. Introduction to fundamental elements of music and functional musicianship for non-music majors.

MUSC 102 Private Piano 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 103 Private Harpsichord 1 cr. (\$150 lesson fee.) Course restricted to majors. Repeatable for credit.

MUSC 105 Women's Chorus 1 cr. Open to female singers with interest in singing. Repeatable for credit.

MUSC 106 Private Organ 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 110 Audio/Video Technology 1 cr. This course is designed to provide basic knowledge and gain experience with recording live performances. Employing both on campus and online resources, the students will study basic practices for recording and production as they apply that knowledge to recording projects with the Division of Music.

MUSC 111 Private Voice 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 115 Opera-Musical Production 1 cr. Techniques of production and staging dramatic musical works, employing operas and scenes from operas. Prerequisite(s): consent of instructor. Repeatable for credit.

MUSC 116 Private Strings 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 117 Private Classical Guitar 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 119 Vocal Ensemble 1 cr. Membership subject to approval of director. (Rehearsals by arrangement.) Repeatable for credit.

MUSC 120 Concert Choir 1 cr. (GE4) Membership subject to approval of director. Repeatable for credit.

MUSC 121 Intro to Music Theory 2 cr. Foundations of music notation and basic music literacy. Course provides a background for MUSC 122 Music Theory and a foundation for successful pursuit of the Music Major. Co-requisite: MUSC 123.

MUSC 122 Music Theory I 3 cr. Study of music notation and basic structure of music, including key signatures, scales, chords, four-part writing and instrumental notation. Provides students with practical applications of music theory concepts.

MUSC 123 Aural Skills I 1 cr. A lab experience to develop abilities in sight-singing, ear training, rhythm reading and error detection, interval and chord identification.

MUSC 124 Music Theory II 3 cr. Further develops a student's understanding of music notation and basic structures of music, including voice-leading, figured bass, melodic forms, modulations and seventh chords. Prerequisite(s): MUSC 122.

MUSC 125 Aural Skills II 1 cr. A lab experience to develop abilities in sight-singing, ear training, rhythm reading and error detection, interval and chord identification. Prerequisite(s): MUSC 123.

MUSC 126 Private Brass 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 127 MSU Singers 1 cr. By audition. Repeatable for credit.

MUSC 128 Keyboard Theory 1 cr. Corequisite: MUSC 122

MUSC 130 Brass Ensemble 1 cr. Rehearsals are arranged and membership is subject to approval of director. Repeatable for credit.

MUSC 131 Private Percussion 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 133 Private Woodwinds 0.5-4 cr. (\$150 lesson fee.) Repeatable for credit.

MUSC 135 Woodwind Ensemble 1 cr. Rehearsals arranged and membership subject to approval of director. Repeatable for credit.

MUSC 140 String Ensemble 1 cr. Membership subject to approval of director. Repeatable for credit.

MUSC 145 Percussion Ensemble 1 cr. Rehearsals are arranged and membership subject to approval of director. Repeatable for credit.

MUSC 150 Orchestra 1 cr. (GE4) Rehearses Thursday

evening. The Minot Symphony Orchestra is a university-community organization. Open to qualified students upon approval of director. Repeatable for credit.

MUSC 153 Accompanying 3 cr. Open to music majors with declared piano or organ performing medium. This course helps the student develop skill at accompanying soloists, being a partner in a chamber music ensemble, and as a community music leader. Repeatable for credit.

MUSC 155 Wind Ensemble 1 cr. (GE4) Open to qualified students subject to approval of director. Repeatable for credit.

MUSC 160 Concert Band 1 cr. (GE4) Open to qualified students subject to approval of director. Repeatable for credit.

MUSC 163 Beaver Athletic Band 1cr. Brass & Percussion Ensemble which performs at athletic events, in concert and in recital, community events and tours regularly. Members are selected by audition. Repeatable for credit.

MUSC 165 Jazz Ensemble 1 cr. Open to qualified students subject to approval of director. Repeatable for credit.

MUSC 167 Jazz Combo 1 cr. Open to qualified students subject to approval of director. Repeatable for credit.

MUSC 177 Functional Piano 1 cr. A piano class designed for students who are beginners on the instrument, first year theory students, and elementary education majors. Course restricted to majors. (Class meets twice weekly.) Repeatable for credit.

MUSC 178 Functional Piano 1 cr. Continuation of MUSC 177. Prerequisite(s): MUSC 177. (Class meets twice weekly.) Repeatable for credit.

MUSC 180 Class Guitar I 1 cr. Beginning technique in chord and melody playing is developed in class ensemble. Courses in progressive order of advancement.

MUSC 181 Class Guitar II 1 cr. Continuation of MUSC 180. Prerequisite(s): 180.

MUSC 201 World Music 3 cr. (GE3-Diversity) Designed to introduce the world's major music's in order to encourage and enhance cultural diversity.

MUSC 205 History of the United States Through its Music 3 cr. (GE3-Diversity) Designed for the non-music major. American music which accompanied significant historical eras and development will be studied.

MUSC 206 Intro to Music History 3 cr. Survey of the history and traditions of western civilization through its music. Students will focus on the musical content and trace developmental trends through the common periods of music history.

MUSC 207 History of Pop and Rock Music 3 cr. (GE3-Diversity) Pop Music and American liberal capitalism helped to create a planetary culture. Twentieth Century events that brought the world to this pass were not so much a movement as a force of creativity and capitalism yoked by the first global communications network. This class brings liberal arts students into contact with tools and information on this subject.

MUSC 222 Music Theory III 3 cr. A continuing study of the underlying theoretical background of tonal music, begun in Theory I and II. Topics include a thorough study of chromatic harmony and the deterioration of functional harmony in the late 19th century to the demise of tonality in the 20th. Analytical techniques are stressed. Prerequisite(s): MUSC 123, 124 or 125.

MUSC 223 Aural Skills III 1 cr. A practical continuation of previous aural studies. Areas to be covered include advanced work in musical dictation, error detection, and sight singing. Prerequisite(s): MUSC 124 or 125.

MUSC 224 Form and Analysis 3 cr. This course will explore the analysis of compositional forms, phrase structure, and advanced harmonic analysis of works from the 18th century to modern music.

MUSC 225 Aural Skills IV 1 cr. A practical continuation of previous aural studies. Areas to be covered include highly advanced work in musical dictation, error detection, and sight singing. Prerequisite(s): MUSC 222 or 223.

MUSC 250 Basic Conducting 2 cr. A Foundation of knowledge and manual proficiency that allows the conductor to communicate with an ensemble. The focus of the course is on the conductor's individual skill.

MUSC 301 Music Methods for the Elementary Teacher 2 cr. Methods and materials for the classroom teacher in guiding young children in musical experiences K-6. Prerequisite(s): MUSC 101 or 122 and Admission to Teacher Education.

MUSC 306 Music History & Literature I 3 cr. This course will develop the students' knowledge of Western Civilization through its musical history and literature dating from ancient Greece to 1750. Students will focus on analytical and listening skills to further their understanding of musical styles.

MUSC 307 Music History & Literature II 3 cr. This course will develop the students' knowledge of Western Civilization through its musical history and literature dating from 1750 to the present. Students will focus on analytical and listening skills to further their understanding of musical styles.

MUSC 325 Vocal Pedagogy 3 cr. Techniques and materials for the voice teacher. Diction practices in English, Italian, German and French prepare the student to not only perform in those languages, but also to teach those song literatures.

This course benefits BA and BSE majors equally.

MUSC 340 Voice Methods 1 cr. This course investigates basic vocal pedagogy methods, introducing essential tools for teaching singing. Study of international phonetic alphabet will assist foreign language diction skill, and exploration of repertoire suited for the beginning singer. Prerequisite(s): restricted to majors or consent of instructor.

MUSC 341 String Methods 1 cr. A practical class involving the playing and techniques of teaching the bowed, orchestral string instruments (violin, viola, cello, and string bass) at an elementary level. Teaching materials and string pedagogy are also considered.

MUSC 342 Woodwind Methods 1 cr. The purpose of this course is to give the student an introduction to the techniques of playing and teaching woodwinds. Teaching methods, proper playing position, embouchure, common problems and errors made by students, equipment, maintenance and repair of the instruments, and both pedagogical and performance literature will be presented.

MUSC 343 Brass Methods 1 cr. Teaching techniques and performance proficiency on each of the brass family instruments.

MUSC 344 Percussion Methods 1 cr. Techniques and methods of playing and teaching percussion.

MUSC 345 Wind Band Literature 2 cr. Services the needs of large ensemble literature for the wind and symphonic band musician. Secondary education relies heavily on this body of literature for both quality performance and teaching material. Many contemporary composers and arrangers make this genre one that provides and prolific source of new works. Knowledge of this genre benefits the educator and performing musician, as well as opening the door for the developing composer.

MUSC 346 Symphonic Literature 2 cr. Services the need of large ensemble literature for the string and wind orchestral musician. It further represents one of the largest and most performed bodies of musical composition in all of classical literature. Knowledge of this genre benefits the educator and performing musician alike.

MUSC 347 Chamber Music Literature 2 cr. Services the needs of small ensemble literature for the string, wind and piano student. It further represents one of the largest bodies of musical composition and employs numerous combination of instrumentation.

MUSC 350 Adv. Conducting and Arranging 3 cr. Objectives of this course are to develop and refine gestures which convey musical meaning, to successfully arrange simple scores for a variety of ensembles using standard notational software, to refine interpretive skills, and to develop an ability to critique and improve one's own conducting.

MUSC 366 Instrumental Jazz Improvisation I 2 cr. Study of the utilization and translation of basic musical elements such as scales, mixolydian modes, dominant seventh chords, rhythm, form, and melody into an individually creative jazz performance. Open to all instruments including strings.

MUSC 367 Instrumental Jazz Improvisation II 2 cr. Continuation of MUSC 366 by studying the dorian modes, minor seventh chords, and integration rhythm and melody with actual playing to further the students progress. Prerequisite(s): MUSC 366.

MUSC 384 Orchestra Methods in Secondary Education 3 cr. Provides the parallel alternative for Band and Choral Methods classes. The string educator is often hired to teach only strings for a school system. This course includes methods and materials relative to a successful string program. Prerequisite: MUSC 124 and admission to teacher education.

MUS 390 Band Methods in Secondary Education 3 cr. Instrumental conducting, score reading and performance preparation, including examination of methods and materials used in the secondary band program. Prerequisite(s): MUSC 124 and admission to teacher education.

MUSC 391 Choral Methods in Secondary Education 3 cr. Choral conducting, score reading and performance preparation, including examination of methods and materials used in the secondary choir program. Prerequisite(s): MUSC 124 and admission to teacher education.

MUSC 392 Elementary Music Methods 3 cr. Methods and materials used in elementary classroom music curriculums grades K-8. Prerequisite(s): MUSC 124 and admission to teacher education.

MUSC 397 Elementary Music Field Experience 1 cr. Provides the opportunity for the music education students to achieve 25-30 of the required practicum hours for observation and visitation in the public school classroom. This "hands on" time in the classroom is invaluable in forming the expectations and realities of life in the teaching field. Prerequisite(s): MUSC 124 and Admission to Teacher Education.

MUSC 440 Instrument Repair 1 cr. Basic techniques in instrument maintenance and care.

MUSC 441 Piano Tuning 2 cr. Study of piano tuning, piano construction and repair in addition to organ tuning. Prerequisite(s): The ability to play all major chords and any two note interval. Repeatable for credit.

MUSC 442 Piano Pedagogy 3 cr. The examination of teaching methods and applied music instruction management for piano students.

MUSC 480 Senior Project 1 cr. Capstone project representing accomplishment in designated applied study area.

NURSING

NURS 221 Pre-Professional Development 1 cr. Facilitates the development of professional behaviors, roles, and responsibilities. Provides opportunity for professional development, community service, and continuing education. Nursing elective. Guidelines available through Department of Nursing. Grading Basis: S/U. Prerequisite(s): Pre-nursing or nursing major. CS = 15*

NURS 222 Math for Meds 1 cr. Enables the student to develop calculation skills, using the dimensional analysis technique, to safely calculate and administer medications. CS = 15*

NURS 253 Nursing Perspectives 3 cr. Focuses on introductory concepts of the discipline of professional nursing Open to the general university student. CS = 45*.

NURS 255 Nursing Foundations 5 cr. Applies basic theoretical concepts to professional nursing in appropriate practice settings. Prerequisite(s): Admission to nursing. CS = 45; C/L = 90*

NURS 264 Health Assessment 4 cr. Applies methods required for a nursing health assessment in classroom and laboratory setting. Prerequisite(s): Admission to Nursing program. CS = 45; C/L = 45*

NURS 325 Adult Health Nursing I 5 cr. Focuses on nursing care of adults experiencing common health problems with predictable outcomes in selected body systems, including concepts of absorption, elimination, regulation, mobility, perceptual dysfunction, cell injury and inflammation, altered immune responses, and perioperative principles. Concepts important in understanding health and illness in the elderly are included. Clinical experiences occur in laboratory simulation and perioperative settings. Prerequisite(s): Admission to nursing. CS = 45; C/L = 90*

NURS 335 Adult Health Nursing II 5 cr. Focuses on nursing care of adults, including the elderly, who experience chronic and/or progressive health problems in selected body systems. Concepts of sensation, oxygenation, digestion, regulation, movement/coordination, and abnormal cell growth are included. Principles and practices of intravenous therapy are applied to the adult client. Clinical experiences occur in the laboratory, medical, and rehabilitation settings of the hospital. Prerequisite(s): Admission to nursing. CS = 45; C/L = 90*

NURS 344 Child Health Nursing 4 cr. Applies theories, concepts, and competencies in providing nursing care for infants, children and adolescents within families. Clinical experiences will occur in a variety of settings. Prerequisite(s): Admission to nursing. CS = 30; C/L = 90*

NURS 354 Psychiatric-Mental Health Nursing 4 cr. Applies psychosocial concepts and theories in psychiatric-mental health nursing within a nursing process framework for care of persons with mental health conditions. Prerequisite(s): NURS 325,

NURS 335, PSY 270 and admission to nursing. CS = 30; C/L = 90*

NURS 361 Women's Health 1 cr. Applies current theories and concepts to Women's Health and Health practices within families. Prerequisite(s): Admission to nursing. CS = 15

NURS 363 Nursing Theory and Research 3 cr. Surveys contribution of theory and research to the development of the discipline of nursing. Focuses on nursing theories, conceptualizations, and research utilization for decision making within professional nursing. Prerequisite(s): Admission to nursing. CS = 45*

NURS 364 Maternal Newborn Nursing 4 cr. Applies current theories, concepts and competencies in evidence based Maternal-Newborn Nursing. Provides experiences in caring for women, childbearing families and newborns in the hospital, clinic, and community. Compares the nursing roles in Maternal-Newborn Nursing. Prerequisite: NURS 335. CS=30; C/L=90.

NURS 383 Professional Nursing I 3 cr. Introduces the student to the nature of baccalaureate nursing, including the Department of Nursing philosophy and curricular concepts. Students explore various nursing roles and theories in a variety of traditional and nontraditional settings. Prerequisite(s): Acceptance into RN to BSN program. CS = 45*

NURS 397 Nursing Internship 2-6 cr. Fosters development of clinical nursing skills and decision making in approved health care agencies. Guidelines available through Department of Nursing. Prerequisite(s): Admission to nursing and NURS 335. Two semester credit hour = minimum of 90 hours of clinical study.

NURS 399 Independent Study General Nursing 1-16 cr. Fosters development of clinical skills and decision making for students considering a health care profession.

NURS 421 Nursing Leadership Development 1 cr. Provides opportunities to implement leadership skills in professional roles and community service. Promotes activities in professionalism, continuing education, and networking. Guidelines available through Department of Nursing. Grading Basis: S/U. Prerequisite(s): NURS 255, and 264; and admission to nursing. CS = 15*

NURS 456 Public Health Nursing 6 cr. Demonstrates population-focused community-oriented nursing through the synthesis of nursing theory and public health theory applied to promoting, preserving and maintaining the health of populations and grounded in social justice. Provides experience in a variety of urban, rural, and frontier community settings. Prerequisite(s): Admission to nursing and NURS 344,354,361, and 364. CS = 45; C/L = 135*

NURS 457 Public Health for the Professional Nurse I 3 cr. Focuses on theory of population-focused community-orientated nursing through the synthesis of nursing theory and public health theory applied to promoting, preserving and maintaining the health of populations and grounded in social justice. Prerequisites: Admission to RN to BSN program, NURS 363 and 383.

NURS 458 Public Health for the Professional Nurse II 3 cr. Provides opportunities for clinical application of population-focused, community-orientated nursing theory through experiences in a variety of urban, rural and/or frontier community settings. Prerequisites: Admission to RN to BSN program, NURS 363 and 383 Corequisite: NURS 457.

NURS 464 Adult Health Nursing III 4 cr. Focuses on advanced nursing care of adults experiencing acute, complex, and potentially unstable illnesses and injuries. Concepts, principles, and theories relating to adaptation and life support management of regulatory systems are included. Clinical experiences include laboratory simulation and life system support settings, including critical care areas, dialysis, and emergency/trauma services. Prerequisite(s): Admission to nursing. CS = 30; C/L = 90*

NURS 471 Nursing Review 1 cr. Provides a systematic review of essential nursing content required for licensure. Grading Basis: S/U. Prerequisite(s): NURS 456 and NURS 484. CS = 15*

NURS 472 Trends and Issues 2 cr. Evaluates current issues and trends impacting upon professional nursing practice. Introduces strategies to empower nurses for professional nursing with emphasis on legal, ethical, and political economic frameworks, career management; and health care policy. Prerequisite(s): Admission to nursing. CS = 30*

NURS 473 Nursing Leadership & Management 3 cr. Analyzes theories and concepts of leadership and management for the professional nurse in dynamic nursing care delivery systems. Prerequisite(s): Admission to nursing. CS = 45*

NURS 483 Professional Nursing II 3 cr. Provides the student with an opportunity to examine professional nursing in a changing health care delivery system, including the current and future focus of nursing care. Prerequisite(s): acceptance into RN to BSN program. CS = 45*

NURS 493 Professional Nursing III 3 cr. This integrative capstone provides the student opportunity to design and implement a project in collaboration with faculty by integrating leadership and management concepts into nursing practice in a health care system. Prerequisite: acceptance into RN to BSN program. CS = 45*

NURS 496 Study Abroad 1-6 cr. Provides opportunities for MSU faculty-led study trips to appropriate locations. Focuses

on becoming more culturally knowledgeable about global health care by immersion in a nursing culture of a different country. Will include additional requirements beyond travel itself. May be repeated for up to 24 credits for different countries. Prerequisite(s): Sophomore status, minimum cumulative GPA of 2.5 and prior approval by the Office of International Programs.

NURS 497 Nursing Practicum 6 cr. Integrates management concepts in clinical nursing practice in selected health care systems with the collaborative guidance of faculty and clinical preceptors. Prerequisite(s): Admission to nursing. C/L = 270*

*CS = clock hours of classroom study; C/L = clock hours of clinical or laboratory study.

PHILOSOPHY

PHIL 100 Critical Thinking 3 cr. (GE3) The study of effective thinking, both logical and evaluative.

PHIL 101 Introduction to Philosophy 3 cr. (GE3) Basic problems, concepts, and methods of philosophy.

PHIL 102 Philosophy of Human Nature 3 cr. (GE3) Focuses on what it means to be a human being and the so-called "nature-nurture controversy."

PHIL 201 Philosophy of Religion 3 cr. A critical examination of the reasonability of religious belief. The existence of God, the problem of evil, and other topics will be discussed.

PHIL 210 Ethics 3 cr. A study of traditional concepts in ethical theory and moral reasoning.

PHIL 330 Political Philosophy 3 cr. This course examines the basic principles and features of the major political philosophies and systems of government.

PHIL 380 Existentialism 3 cr. A careful examination of major existentialist thinkers (Kierkegaard, Nietzsche, Sartre, etc.) and dominant existential themes: alienation, mortality, the meaning of life, and God.

PHIL 383 Asian Philosophy 3 cr. A critical examination of the leading eastern worldviews: Buddhism, Hinduism, Confucianism, Taoism, and other eastern views.

PHYSICS

PHYS 110 Astronomy 4 cr. (GE6) A study of the universe that begins with the earth as a planet, the planets and the satellites of our solar system, and moves out through stellar astronomy to galaxies and into the very fabric of the universe. It includes an evaluation of the methods and techniques of astronomy. Offered fall semester. Both day and night laboratories. Lecture, 3 hours; laboratory, 2 hours.

PHYS 203 Introduction to Physics I 4 cr. (GE6) Elementary laws and principles of mechanics and fluids. Lecture, 2 hours; laboratory, 2 hours; recitation, 2 hours. Prerequisite(s): MATH 103.

PHYS 204 Introduction to Physics II 4 cr. (GE6) Elementary laws of electricity and magnetism, optics, and modern physics. Lecture, 2 hours; laboratory, 2 hours; recitation, 2 hours. Prerequisite(s): PHYS 203.

PHYS 221 General Physics I 5 cr. (GE6) Newton's laws; work and energy; impulse and momentum; angular momentum; oscillations; gravity; wave motion; thermodynamics. Lecture, 3 hours; laboratory, 2 hours; recitation, 2 hours. Corequisite: MATH 165.

PHYS 222 General Physics II 5 cr. (GE6) Electricity; Gauss' laws and potential difference; magnetism; Maxwell's equations; optics; introduction to Modern Physics. Lecture, 3 hours; laboratory, 2 hours; recitation, 2 hours. Prerequisite(s): PHYS 221. Corequisite: MATH 166.

POLITICAL SCIENCE

POLS 115 American Government 3 cr. (GE7) Principles of American government, political behavior, institutions.

POLS 116 State and Local Government 3 cr. Structures, politics, and behavior in state and local governments.

POLS 220 International Politics 3 cr. Students learn about how the different governments of the world interact through this introductory course. By the end of the semester, students are expected to know the different theories and models that relate to international conflict and consensus. In addition, students learn about the different world organizations and how they are involved in politics on a global scale.

POLS 275 Contemporary Community Issues 3 cr. This course is designed to develop your understanding of the different communities you are a member of and the issues facing them in the 21st century. Drawing on theories and concepts from various disciplines, we will expand on how communities and the issues associated with them are defined, constructed and addressed at multiple levels of society. Specifically, we will examine various political and social issues facing our communities including but not limited to: crime, ecology, inequalities, health care and the family. We will also set those issues in their larger state, national and global context, address the impact of that context and the proposed possible outcomes for the future.

POLS 299 Special Topics 1-6 cr. Topics will cover, but are not limited to, recent issues and in-depth investigation into areas of interest to students. Repeatable for credit as topics change.

POLS 306 Constitutional Law 3 cr. Analyze U.S. Supreme Court decisions and interpretations focusing on civil liberties,

equal protections, due process, and First Amendment rights.
Prerequisite(s): POLS 115.

POLS 375 Contemporary Political Issues 3 cr. This course is designed to develop your understanding of the larger political world and the issues facing it in the 21st century. Drawing on theories and concepts from various disciplines, we will expand on how political issues are defined, constructed and addressed at multiple levels of society. Specifically, we will look at various political issues and policies facing the United States, including but not limited to: crime, ecology, inequalities, health care and the family. We will also set those issues in their larger global context, address the impact of that context and the proposed possible outcomes for the future.

POLS 451 Political Sociology 3 cr. Political sociology broadly conceived is the study of power and domination in social relationships to include the relationship between state and society. The course draws upon comparative history to analyze socio-political trends and thereby includes the analysis of the family, the mass media, universities, trade unions, etc. a typical research question might, for example, be: what factors explain why so few American citizens choose to vote.

POLS 499 Special Topics 1-6 cr. Topics will cover, but are not limited to, recent issues and in-depth investigation into areas of interest to students. Repeatable for credit as topics change.

PSYCHOLOGY

PSY 111 Introduction to Psychology 3 cr. (GE7) A survey of the scientific study of behavior and mental processes. Topics studied include development of normal and abnormal behavior, learning, biopsychology, development, memory, personality, cognition, therapy, and social psychology. This course is a Prerequisite(s) to most other psychology courses.

PSY 112 Foundations of Psychology 3 cr. Designed for psychology and addiction studies majors, this course will emphasize the tools necessary to advance in these fields.
Prerequisite(s): PSY 111.

PSY 201 Dynamics of Adjustive Behavior and Mental Health 3 cr. Presents the principles of behavior adjustment. It is concerned with how socially relevant behavior is learned, what the motivating functions are, and how they operate in life. Prerequisite(s): PSY 111.

PSY 241 Introduction to Statistics 3 cr. Examination of basic concepts in measurement, scaling, binomial and normal distribution, and descriptive statistics. Introduction to inferential statistics and hypothesis testing for research, with emphasis on z-scores as a test statistic. Prerequisite(s): MATH 103 (or higher) or departmental approval and PSY 111.

PSY 242 Research Methods in Psychology 4 cr. A study of the scientific method as it is used in the investigation of

problems in psychology. A variety of types of research methodologies, as well as the advantages and disadvantages of their use. Ethical implications of the use of various methodologies will also be discussed. Prerequisite(s): PSY 241 or department approval.

PSY 252 Child Psychology 3 cr. Overview of theories of human development from conception through childhood including physical, cognitive, language, social, and self-help skills in family, school, and community settings.
Prerequisite(s): PSY 111.

PSY 255 Child and Adolescent Psychology 3 cr. Overview of theories of human development from conception through adolescence including the physical, cognitive, language, social, and educational aspects of the individual development. Special emphasis will be given to the individuals learning capabilities. This course cannot be applied towards the Psychology or Addiction Studies majors, minors or concentrations.
Prerequisite(s): PSY 111.

PSY 270 Abnormal Psychology 3 cr. A survey of the classification, symptoms, and etiology of psychological disorders. Prerequisite(s): PSY 111.

PSY 297 Practicum 2 cr. Participation in individual, group, and family counseling in an agency or hospital involved in addiction counseling. Grading Basis: S/U. Prerequisite(s): PSY 111.

PSY 313 Industrial Organizational Psychology 3 cr. This course will examine human behavior in industrial and organizational settings. Psychological principles are applied to selection, placement, and training. The effectiveness of individuals and groups within organizations, including leadership and control, conflict and cooperation, motivation, and organizational structure and design, is examined.
Prerequisite(s): PSY 111.

PSY 338 Professional Relations and Ethics 3 cr. Study of Federal Confidentiality Laws and ND Commitment Law and process in order to protect the rights of the client.
Prerequisite(s): PSY 111.

PSY 344 Dynamics of Addiction 3 cr. Emphasizes the history of drugs of abuse, theories and controversies regarding chemical dependency, and multidisciplinary approaches to treatment. Prerequisite(s): PSY 111.

PSY 349 Psychopharmacology 3 cr. An introduction to behavioral pharmacology, including the basics of pharmacology, psychology, and neuroscience needed to understand drugs of abuse. Prerequisite(s): PSY 111.

PSY 352 Adolescent Psychology 3 cr. Study of physical, cognitive, emotional, social, and behavioral parameters of adolescence from preteen to young adulthood. Prerequisite(s): PSY 111.

PSY 365 Evolutionary Psychology 3 cr. Examines the important aspects of human behavior as it is explained as a result of natural selection. The course will focus on a number of topics including sex differences, mate selection, selfishness and altruism, homicide and violence. Prerequisite(s): PSY 111.

PSY 375 History and Systems of Psychology 3 cr. Examines the historical development of the science of psychology. Special emphasis is placed upon cultural context and its influences on the developing systems of psychology. Prerequisite(s): PSY 111.

PSY 376 Social Psychology 3 cr. An interdisciplinary approach to the study of behavior of individuals in relation to social stimulus situation. Prerequisite(s): PSY 111 and SOC 110.

PSY 379 Psychology of Adult and Aging 3 cr. Overview of theories of human development from young adulthood through old age focusing on demands of personal adjustment, family, work, retirement, and community life. Prerequisite(s): PSY 111; recommended: PSY 252 or 352.

PSY 394 Independent Study 1-4 cr. Election of a topic and a course of study. Must be approved by a psychology staff member and the psychology chair. Student must be a psychology major and have 12 semester credits.

PSY 410 Cognitive Psychology 3 cr. Examines the research dealing with the processing of sensory information, attention, short term and long term memory, decision making and problem solving, as well as related topics. Prerequisite(s): PSY 111.

PSY 411 Introduction to Personality Theories 3 cr. Examines the basic concepts of personality development as viewed by the psychoanalytic, learning, humanistic, and trait-type theorists. Special emphasis is placed on the comparison of various perspectives. Prerequisite(s): PSY 111.

PSY 413 Theories and Practice of Psychotherapy 3 cr. Aimed at the development of a balanced view of the major concepts of various therapies and an awareness of practical applications and implementation of techniques used by the various therapists. Prerequisite(s): PSY 111.

PSY 423 Introduction to Counseling 3 cr. Study of the theories of counseling and application of these principles for dealing with behavioral problems in agencies, schools, or hospitals. Prerequisite(s): PSY 111.

PSY 424 Advanced Counseling 3 cr. Further study of counseling theory with students being required to develop a workable methodology of their own. Prerequisite(s): PSY 111, and 423

PSY 435 Theories of Learning 3 cr. Examines the basic concepts of learning theory as viewed by the more prominent theorists in the area. Emphasis is placed on the comparison of the various perspectives within historical contexts. Prerequisite(s): PSY 111.

PSY 460 Sensation and Perception 3 cr. Focus on the principles of our sensory systems and the laws which govern the sensory processes. The course includes research and theories on the visual system, auditory system, chemical senses, and the skin senses. Prerequisite(s): PSY 111.

PSY 465 Physiological Psychology 3 cr. An introduction to the neuroanatomical and neurophysiological bases of behavior, including learning, reinforcement, eating and drinking, sleep, sexual behavior, and mental disorders. Prerequisite(s): PSY 111.

PSY 473 Behavior Modification 3 cr. Description of behavioral principles and procedures for assessment and treatment that can be used by helping professionals to enhance behavioral development. Class projects are required. Prerequisite(s): PSY 111.

PSY 476 Group Dynamics 3 cr. Actual group experience in a lecture/lab format. Readings and written assignments focus on organizing groups and skills required of group facilitators. A problem solving/personal growth group meets each week. Prerequisite(s): PSY 111.

PSY 485 Practicum 15 cr. Participation in one of the North Dakota consortia to provide experience in the addiction field. This is a 4.5 month, full time experience, where the student actively participates as an addiction counselor in training. Course restricted to psychology or addiction studies majors. Grading Basis: S/U.

PSY 486 Practicum 15 cr. Participation in one of the North Dakota consortia to provide experience in the addiction field. This is the second part of the nine month practicum experience required for licensure as an addiction counselor. The course involves a 4.5 month, full time experience, where the student actively participates as an addiction counselor in training. Course restricted to psychology or addiction studies majors. Grading Basis: S/U.

PSY 491 Senior Seminar in Psychology 3 cr. Overview of psychology as a discipline and a synthesis of biological and psychological factors in human behavior. Prerequisite(s): PSY 111, PSY 241, senior status and psychology major.

PSY 494 Directed Behavioral Research 1-4 cr. This course provides students with the practical applications of research designs. Although a resulting publication is not required for the course, it is a desired outcome. Students will need to work with a faculty sponsor on a specific research project. Prerequisite(s): PSY 241 and PSY 242 or consent of instructor.

PSY 495 Service Learning 3 cr. This course provides students with the ability to work in meaningful community service coupled with instruction about the service and reflection on their service.

PSY 496 Senior Research Paper 3 cr. Students will formulate an original research topic and write a paper ON that topic.

Restricted to psychology majors and senior status.

PSY 497 Psychology Practicum 3 cr. Placement in an applied setting for practical experience.

STUDIES IN COMMUNITY AND ENVIRONMENT

SCE 101 Environments and Societies 3 cr. Explores the intertwined relationships between communities and their environments at the local and global level from a social science perspective. Topics will include human impact on the environment and vice versa, the role of geography in human relations, historical perspectives on the role environmental plays, resource use versus conservation, public and urban space issues, economic and ethical implications of environmental policy, and social problems related to environmental impacts that are unequally distributed among demographic groups in society.

SCE 102 Environments and Humanities 3cr. An introduction to the basic underpinnings of environmental literature, ecocriticism, and place studies (with a focus on the US West), and will consider how place or nature intersect with race, class, and gender. Student will also explore the basic underpinnings of environmental art, land art, eco-art, and public art. In addition, student will be introduced to environmental ethics, such as the duties to and rights of non-human species and responsibilities of humans to each other and the environment.

SCE 103 Environments and Sciences 4 cr. Introduction to environmental science, including environmental policies and the roles of science in policy development. Topics addressed include environmental systems, biodiversity, conservation and preservation, food and agriculture, environmental health, water and air pollution, global climate change, earth resources, energy, solid and hazardous wastes, and sustainability. Lecture 3 hours; laboratory 2 hours.

SCE 301 Environmental Values & Ethics 3cr. Introduction to the field of inquiry that addresses values of nature and the ethical responsibilities of humans to each other and to the environment with respect to community and environment issues. Different types of ethics will be studied and applied to concrete examples of community and environment problems. Examples of the different ethics include utilitarian ethics, deontic ethics, and concepts of justice. Also to be studied include whether duties or obligations exist to individuals-including non-humans, other species as a group, ecosystems, or the biosphere. Prerequisites: SCE 101, 102, 103.

SCE 360 Collaborative Study 1-4 cr. Collaborative investigation of a particular local community and environmental issue by a group of students using an interdisciplinary approach. Topic is set prior to the course. Prerequisites: SCE 101, 102, 103.

SCE 394 Directed Research 1-4 cr. Investigation of a particular local community and environmental issue using an interdisciplinary approach. Topic is set prior to the course based on student interests and community needs. Prerequisite(s): SCE 260

SCE 397 Internship 3 cr. An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field or profession, or provide valuable service to a community and its citizens. Prerequisite(s): SCE 101, 102, 103

SCE 494 Senior Capstone 3 cr. Students, having completed their research or creative project on a particular community and environmental issue in SCE 394, write a thesis, give a public presentation, and defend their work to their thesis committee. Prerequisite(s): SCE 394 and senior status.

SCIENCE

SCI 102 Introduction to Radiologic Technology 1 cr. Designed to acquaint first-year student (freshman) radiologic technology students with the depth and breadth of this field. Students visit the radiology department of a local hospital. The course is presented by the education coordinator of a local school of radiologic technology. Lecture, 1 hour. Grading Basis: S/U.

SCI 240 Research Methods 2 cr. This course will introduce students to library skills, computer skills, and communication skills used to plan and carry out research projects. Students will search for, read, and discuss journal articles; write and edit project proposals; and learn basic data management and analysis skills. Pre-requisite: sophomore, junior or senior status.

SCI 301 Biogeochemical Cycles 3cr. A broad overview of global biogeochemical processes, including the origin of elements; Earth evolution, evolution of biogeochemical cycles, biogeochemical cycles of major elements such as carbon, nitrogen, phosphorous, and sulfur, cycles of select trace elements, interactions of biogeochemical cycles, biogeochemistry of various ecosystems, and environmental biogeochemistry. Lecture, 3 hours. Prerequisites: BIOL 127, CHEM 127, GEOL 127.

SCI 391 Teaching Science in the Secondary School 3 cr. Study of science teaching in middle school and high school grades with emphasis on clinical experience. Basic techniques for all disciplines are individualized in practice. Emphasis on teaching an investigative approach to science. Prerequisite(s): Admission to Teacher Education.

SCI 405 Radiologic Technology Clinical 60 cr. Students spend 24 months in a hospital environment. Education includes both didactic and clinical studies. Restricted to students who have been admitted to the Radiologic Technology degree program. Credit may be repeated for a total of # credits. Grading Basis: S/U

SCI 426 Elementary Science Methods 4 cr. Study of basic concepts of science within a framework of elementary school teaching methodology. Interpretation of science content, learning theory, curriculum approaches, instructional strategies, and lesson planning are emphasized. Includes extensive clinical experience. Lecture, 4 hours. Prerequisite(s): Admission to Teacher Education and Ed 320. Corequisites: ED 320, 421, 422, 423, 424.

SCI 480 Seminar 2 cr. Students present and discuss original student research projects in science. Prerequisite(s): SCI 240, senior status, permission of instructors.

SOCIAL SCIENCE

SS 283 Ethnic and Cultural Diversity in America 3 cr. (Diversity) This course examines the historical development of American ethnic and cultural diversity, including Native American, and places that diversity in global perspective. This course meets the Education Standards and Practices Board (ESPB) Native American Studies requirement for teacher certification.

SS 391 Secondary History/Social Science Teaching Methods 3 cr. A methods course designed for those intending to teach history and social studies at the secondary level. The course includes a study of classroom techniques, a microteaching experience, and a practicum in a secondary level social classroom. Prerequisite(s): Admission to Teacher Education. (Offered fall semester only.)

SS 398 Secondary History/Social Science Practicum 1 cr. This course is designed to give History and Social Science education majors an opportunity to have thirty hours of practical experience. Placements in school settings are arranged by the Teacher Advisement and Field Placement Office. Co-requisites: SS 391. Prerequisite(s): Admission to Teacher Education, SS 391 or departmental approval, and History Education and Social Science Education majors.

SS 399 Readings in Social Science 1-3 cr. Study and discussion of readings in social science, particularly those which cross disciplinary lines. Repeatable for credit.

SOCIAL WORK

SWK 250 Interpersonal Skills 3 cr. Verbal and nonverbal interpersonal skills relating to common interaction as well as those interactions generic to planned changed processes of generalist social work practice. This course requires 50 hours of concurrent interpersonal skills building. Experience in the community in which social workers will be employed.

SWK 256 Development of Social Welfare 3 cr. (GE7-Diversity) Overview and history of social welfare and social work, including fields of practice and populations served, social work philosophy, and socio-political-economic conditions which influence social welfare services.

SWK 285 Child Welfare In Rural Comm 3 cr. This course will examine the basic core of child welfare services: Services to protect children from neglect and abuse, family preservation services, foster care, adoption, and child advocacy. Additionally, it will examine the legal framework that governs the affairs of children.

SWK 330 Behavior in Pluralistic Society 3 cr. The underlying theoretical perspectives of sociological, psychological, biological, and spiritual systems relative to human growth and development from birth to death with emphasis on ethnic, racial, and cultural diversity characteristic of American pluralism. Prerequisite(s): SWK 250, SOC 110, and PSY 111.

SWK 331 Systems Theory and Family Dynamics 3 cr. The underlying theoretical perspectives of the systems model, with application to individuals, families, groups, and communities within the larger context. Assessment and problem solving techniques with families of all types in the context of generalist practices.

SWK 335 Social Work Methods I 3 cr. Problem solving, assessment, and application of interventive techniques with individuals in the context of generalist practice. Admittance to the social work program.

SWK 340 Social Welfare Policy 3 cr. A generalist practice framework is used for the analysis of social welfare policies and current policy structures and policy practice, advocacy, and evaluation used in agency, community, and legislative settings.

SWK 350 Rural Social Work Practice 3 cr. Study and evaluation of rural, regional social services and delivery systems, characteristics of rural populations and community analysis, function and roles of social worker in a nonmetropolitan environment. Prerequisite: SWK 250, 255 and 256.

SWK 379 Aging Practice and Policies 3 cr. Study of social welfare policies which sanction and direct services and welfare for the elderly.

SWK 401 Contemporary Issues with Native American Families 3 cr. This course will survey contemporary issues that Native American families face in today's society and how these influences effect the context of family life and the helping process.

SWK 402 N.A. Children & Adolescents 3 cr. This course will survey contemporary issues that Native American children and adolescents experience in today's society and how these issues affect their family life and issues related to delivery of services.

SWK 426 Social Work Methods II 3 cr. Problem solving, assessment, and application of interventive techniques with small groups in the context of generalist practice. Prerequisite(s): SWK 335, 340 and admission to Social Work program.

SWK 427 Social Work Methods III 3 cr. Problem solving, assessment, and application of interventive techniques with communities, disciplinary boards, and organizations in the context of generalist practice. Prerequisite(s): SWK 335, 340, and admission to Social Work program.

SWK 428 Crisis Intervention 3 cr. This course introduces students to the theory and practice of crisis intervention with emphasis on the use of short-term intervention and problem-solving techniques. This course emphasizes crisis theory and crisis intervention models applied to various crisis problems and populations at risk.

SWK 432 Field Education 11 cr. Structured and educationally directed learning experiences in public and private human service agencies. Grading Basis: S/U. Prerequisite(s): SWK 426, 427 and admission to Social Work program. Corequisites: SWK 433, 434, 491.

SWK 442 Research Methods in Social Work 3 cr. This course introduces students to the concepts and principles of social work research methodology. This course includes conceptualizing a social work problem, designing research strategy, making use of relevant literature, and organizing and evaluating relevant data. Prerequisite(s): MATH 240, or PSY 241

SWK 491 Senior Seminar 3 cr. Seminar during field education that integrates social work knowledge, values, skills, and ethics. Corequisite: SWK 432.

SOCIOLOGY

SOC 110 Introduction to Sociology 3 cr. (GE7–Diversity) An introduction to the basic insights, concepts, theories and methods of the discipline. The course encourages students to think critically, to apply sociological knowledge, and to develop a global perspective. Topics for discussion include culture, social interaction, deviance, sexuality, stratification, race relations, gender, family, economics, politics, technology and social change. SOC 110 is a Prerequisite(s) for all 300 and 400 level SOC courses.

SOC 200H Idea of Society 3 cr. (GE7–Diversity) The idea of society is perhaps one of the most difficult abstractions in our repertoire. This course introduces the student to various perspectives that seek to explain both the historical and contemporary meaning of society. Honors Program admission or 3.30 cumulative GPA and permission of the instructor is required.

SOC 201 Social Problems 3 cr. (Diversity) A sociological analysis of major social problems.

SOC 210 Introduction to Anthropology 3 cr. (GE7–Diversity) Examination of customs, institutions, and social organization of preliterate societies. Brief consideration of physical and biological aspects of human development.

SOC 252 Criminology 3 cr. Study of criminal behavior, including the nature and causes of crime, and of official responses to criminal law violations. Prerequisite(s): SOC 110.

SOC 255 Changing American Family 3 cr. An introduction to diverse family issues and concerns in American society. The course examines the changing functions, patterns and structures of the family as a major social institution. Topics include changing patterns of dating, mate selection, cohabitation, marriage, dual career families, adoption, divorce and remarriage.

SOC 269 Culture and Sexuality 3 cr. This course will examine ethical, cultural, psychological, social, and political issues related to sexual relationships and sexual behavior. Specific issues covered include sexual consent and sexual responsibility; harassment and freedom of speech; privacy; censorship and pornography; impact of media on sexual relationships; and university and governmental regulation of intimate relationships, such as interracial relationships and student-professor relationship. Prerequisite(s): SOC 110 or SOC 200H

SOC 275 Contemporary Community Issues 3 cr. This course is designed to develop your understanding of the different communities you are a member of and the issues facing them in the 21st century. Drawing on theories and concepts from various disciplines, we will expand on how communities and the issues associated with them are defined, constructed and addressed at multiple levels of society. Specifically, we will examine various political and social issues facing our communities including but not limited to: crime, ecology, inequalities, health care and the family. We will also set those issues in their larger state, national and global context, address the impact of that context and the proposed possible outcomes for the future.

SOC 278 Social Research Methods 3 cr. Study of the basic methods of empirical social science research. Topics include techniques and theory of research design, formulating and testing hypotheses, measurements, sampling, modes of observation, data management, and elementary data analysis.

SOC 280 Social Movements & Human Right 3 cr. (Diversity) This course examines the complex relationship between social movements and human rights. Primary emphasis will be given to how grassroot movements/mobilizations have both shaped and contested our modern conceptions and practices of human rights in the US and globally. Prerequisite(s): SOC 110 or SOC 200H

SOC 299 Special Topics in Sociology 1-8 cr. These are flexible courses that may be taught depending on student needs. The design of the course is to present the student an opportunity to concentrate on various topics. Repeatable for credit as topics change.

SOC 325 Environmental Sociology 3 cr. This course examines the interrelationship between our community, culture, society and the global environment. Students will become engaged in diverse environmental projects, discussions and de-

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bates on eco-feminism, bio-diversity, bio-piracy, environmental degradation and future sustainability. Students will complete a final project that provides suggestions, recommendations and solutions to environmental preservation in the future.

SOC 357 Sociology of Religion 3 cr. A sociological analysis of religious belief, behavior, organization, and the relation between religion as an institution and the larger society of which it is a part. Prerequisite(s): SOC 110.

SOC 361 Comparative Ethnic Studies 3 cr. Examination of the social, political, legal, and economic development of ethnic inequality in our American society. Topics include prejudice and discrimination, majority and minority relations, institutionalized racism, intergroup contacts, migration, immigration, affirmative action, and equal opportunity programs. Prerequisite(s): SOC 110.

SOC 363 Sociology of Gender 3 cr. (Diversity) This course focuses on the social, political, legal, and economic dimensions of contemporary women's issues. Topics include the feminization of poverty, reproductive technology, single parenthood, childcare policies, aggression against women, and institutionalized sexism. Prerequisite(s): SOC 110.

SOC 369 Studies in Deviance 3 cr. This course examines how so-called deviant identities, communities, desires, and practices are socially, historically, and culturally constructed. Particular emphasis is placed on non-traditional forms of deviancy. Discussion topics include transgender issues, queer theory, body modification, religious fanaticism, and militia groups. Prerequisite(s): SOC 110.

SOC 374 Cultural Studies 3 cr. (Diversity) This course provides students with a basic understanding of the dynamics of culture and its impact on global change. Areas covered include: institutional structures of culture, cultural history and legacies, production and distribution of culture, effects of culture on meaning and social action. Prerequisite(s): SOC 110.

SOC 375 Social Change and Development 3 cr. Designed to familiarize students with the theories, methods, and analytical frameworks for understanding social change and development in a global context. Topics covered include gender and race/ethnicity issues, social movements, and collective behavior, economic development, and globalization. Prerequisite(s): SOC 110 and three credits of Sociology.

SOC 376 Social Psychology 3 cr. Study of the social sources and patterns of perception, attribution, socialization, and interpersonal interaction. Prerequisite(s): SOC 110.

SOC 399 Senior Readings 1-6 cr. Intended for students close to completing their major/minor sociology requirements. This course provides a forum for students to test the knowledge and skills they have acquired throughout their course of study by re-examining specific issues pertinent to sociology. Topics to be discussed range from civic, political, and religious participation

through race, ethnicity, and gender issues. Prerequisite(s): SOC 110 or SOC 200H.

SOC 401 Research/Practicum/Internship 1-6 cr. The course allows students the option of developing a major paper involving a literature review or empirical research or placement in the applied setting for practical experience. Community and/or campus settings are available. Prerequisite(s): SOC 110 or Soc 200h.

SOC 420 Drugs & Society 3 cr. An examination of public policy and the social construction of drugs and drug use. Includes the history of drug legislation, the interactional experiences of drug users, harm reduction and rehabilitation vs. criminalization, social effects, drug culture, and legalization debates. Prerequisite(s): SOC 110 or SOC 200H

SOC 451 Political Sociology 3 cr. Examines the relationship between society and politics through an analysis of the intersection of economic development, social relations, and the political sphere. Employing an international perspective, the course examines how race, ethnicity, and gender interact with political culture, ideology, and the state. Prerequisite(s): SOC 110 and three credits of Sociology.

SOC 476 Theory Construction & App 3 cr. Course is based on a basic understanding of the properties, limitations, and applications of theory is important not only to producers of sociological knowledge but also as consumers of that knowledge. The goal of the class is develop an understanding of sociological theory by exploring some of the basic theoretical orientations sociologists use in studying social phenomena and some of the specific theories based on these orientations. By considering criteria appropriate for evaluating these orientations and the theories developed from them. And exploring the different ways that a sociological theory may and may not be used in resolving social problems. Prerequisite(s): SOC 110 or SOC 200H.

SOC 477 Sociological Theory 3 cr. This course introduces students to the major nineteenth and twentieth century thinkers who shaped the development of sociological thought. In exploring the theoretical heritage of sociology, the course seeks to develop an appreciation of what theory is and how necessary and useful it is for examining and understanding the social world. A major assumption of the course is that sociological theory has an eminently practical function for understanding ourselves and the world we live in. Prerequisite(s): SOC 110 or SOC 200H and SOC 476.

SOC 499 Special Topics in Sociology 1-8 cr. These are flexible courses that may be taught depending on student needs. The design of the course is to present the student an opportunity to concentrate on various topics. Repeatable for credit as topics change.

SPANISH

SPAN 101 Beginning Spanish I 4 cr. (GE3) For beginners or those entering with one or two years of high school Spanish. Introduction to listening, speaking, reading, writing, and culture.

SPAN 102 Beginning Spanish II 4 cr. (GE3) A continuation of Beginning Spanish I. Prerequisite(s): SPAN 101.

SPAN 194 Independent Study 1-3 cr. Independent or directed study of special topics in the study of Spanish. Spanish majors or minors only.

SPAN 201 Intermediate Spanish I 4 cr. (GE3) Review of basic Spanish with increased practice in conversation, reading, and writing. Prerequisite(s): SPAN 102, three years of high school Spanish, or consent of instructor.

SPAN 202 Intermediate Spanish II 4 cr. (GE3) Continuation of SPAN 201. Prerequisite(s): SPAN 201.

SPAN 220 Hispanic Cinema 3 cr. An exploration of socio-cultural, historical, and political issues in non-mainstream Hispanic cinema. Supplementary readings in English translation. Films projected in Spanish, with English subtitles. Taught in English.

SPAN 299 Special Topics 3 cr. Varying areas of content, issues, or themes in the study of Hispanic language, literature, culture, and civilization. Repeatable for credit as topics change.

SPAN 340 Conversation & Composition I 3 cr. Advanced practice in oral and written skills using cultural readings and other media. Prerequisite(s): SPAN 202 or consent of instructor.

SPAN 341 Conversation & Composition II 3 cr. Advanced practice in oral skills using cultural readings and other media. Prerequisite(s): SPAN 202 or consent of instructor.

SPAN 342 Introduction to Hispanic Literature 3 cr. Designed to improve language skills with an emphasis on reading and to enhance the student's ability to understand literature. Includes study of poetry, drama, and narrative from the Spanish speaking world. Prerequisite(s): SPAN 341 or consent of instructor.

SPAN 343 Hispanic Culture 3 cr. Readings in culture and society of the Spanish speaking world. Prerequisite: SPAN 341 or consent of instructor.

SPAN 394 Independent Study 1-3 cr. Independent or directed study of special topics in the study of Spanish. Spanish majors or minors only.

SPAN 395 Service Learning 3 cr. Students will utilize reflection and research (both primary and secondary) to integrate (a) personal community or global service experience(s). Spanish

majors or minors only.

SPAN 399 Special Topics 1-3 cr. Varying areas of content, issues, or themes in the study of Spanish. Spanish majors or minors only. Repeatable for credit as topics change.

SPAN 441 Hispanic Literature 3 cr. Survey of the literature of the Spanish speaking world. Prerequisite(s): SPAN 342 or consent of instructor

SPAN 450 Senior Capstone Project in Spanish 3 cr. Individual research project on a cultural topic approved by the instructor one semester prior to enrollment in the course. Course restricted to majors.

SPAN 496 Study Tour 1-6 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. May count towards the Spanish or Spanish Education major or minor.

SPECIAL EDUCATION

SPED 101 Introduction to IDD 3 cr. (Diversity) A survey of the various types of developmental disabilities, the philosophy of service, team planning, individual program planning, and legal and ethical considerations for persons with developmental disabilities.

SPED 110 Introduction to Exceptional Children 3 cr. (Diversity) A survey course examining exceptionalities of learning with a focus on understanding current social and educational responsibilities.

SPED 111 Health Care in IDD I 3 cr. This course concentrates on basic medication concepts and procedures, First Aid, CPR, staff responsibilities for medications and health issues, nutrition information, and issues in sexuality.

SPED 112 Health Care in IDD II 2 cr. This course focuses on the most common types of seizures and provides information on how to observe, report, and assist persons during seizures. Included also are techniques of positioning, turning, and transferring persons with physical disabilities.

SPED 113 American Sign Language I 3 cr. (GE3) This course is designed to introduce students to American Sign Language and its community of users. Students will develop basic vocabulary and conversational skills.

SPED 115 American Sign Language II 3 cr. (GE3) This course is designed to continue where ASL I ended. Students will expand vocabulary and conversational skills. Deaf culture will be further emphasized in this course through expanded contact with the deaf community. Prerequisite(s): SPED 113.

SPED 117 Manually Coded English I 3 cr. An introduction to Signing Exact English and finger spelling. A basic sign vocabulary is presented.

SPED 120 Intro to Positive Beh Supports 3 cr.

This course focuses on principles of behavior; basic behavior management procedures; defining, recording, and charting behavior; and ways to design and implement behavior management programs. It also teaches skills on how to write behavioral objectives.

SPED 130 Expanding Leisure Opts IDD I 1 cr. This course focuses on basic concepts and ways to assess recreation and leisure competencies. It provides information on leisure time activities and associated community resources for persons with developmental disabilities.

SPED 140 Human Development 2 cr. A study of the sequence of human development from conception to late childhood, adolescence through adulthood, with emphasis on motor, language, cognitive, emotional, and social characteristics.

SPED 210 Intro to Ed of Children w/DHH 3 cr. A foundations course which surveys the history of the education of children who are deaf or hard of hearing. An introduction to present techniques as well as historical philosophies is presented. Prerequisite(s) SPED 110.

SPED 213 American Sign Language III 3 cr. Continued study of American Sign Language. Additional language functions, grammar structure, cultural behaviors and conversational strategies. Prerequisite(s) SPED 115.

SPED 217 Manually Coded English II 2 cr.**SPED 221 Promoting Personal Outcomes 2 cr.**

This course introduces a value-based process for developing and evaluating major program goals for clients, the relationship of assessment to goal setting, and strategies for achieving goals and objectives.

SPED 223 I/DD and Mental Health Disorders 1 cr. An overview of issues related to supporting people who experience both intellectual disabilities and mental health disorders including common psychopathological disorders, identification of the need for services, treatment options, and standards for service provision.

SPED 225 Assisting People with TBI 2 cr. This course provides a comprehensive overview of Traumatic Brain Injuries (TBI) and how to assist people with TBI and their families. It discusses community resources, assessment issues and strategies, as well as the role of employment consultants in working with people with TBI.

SPED 234H Disability and Society 3 cr. (GE4-Diversity) This course prepares future leaders to understand new perspectives on viewing disability as a part of a diverse society. Learning experiences are designed to eliminate myths and preconceptions and prepare students to successfully encounter diversity as expressed by people with disabilities who may be colleagues, employees, neighbors, or members of the commu-

nity. Honors Program admission or 3.30 cumulative GPA and permission of the instructor is required.

SPED 250 Dev Communicative Interactions 2 cr. This course is designed to provide training to personnel who work with persons who exhibit severe disorders and deficiencies. It is a multimedia training program in the area of social interaction, communication and language skills development, and intervention.

SPED 255 Aging and IDD 2 cr. This course is designed to address training needs of direct service delivery and case management personnel working with aging/aged persons with developmental disabilities in community programs. It covers demographic and philosophical considerations, health, social and legal issues, and coordination of services.

SPED 296 Field Experience in IDD 4 cr. Practical experience in the development of individual program plans; administration, documentation, and storage of medications; positioning, turning, and transferring techniques; and observation, assistance and documentation of seizure activities.

SPED 298 Experience in the Classroom 1 cr. Classroom experience designed to acquaint the student with exceptional children.

SPED 301 Language Analysis of the DHH 3 cr. Strategies for teaching grammatical structures and the rules of language usage to children with hearing impairments. Prerequisite(s): SPED 210.

SPED 310 Introduction to IDDA 3 cr. A survey course in the education of persons with developmental disabilities including handicapping conditions, legal aspects, history, parental perspectives, educational programming, service delivery systems, and current research. Prerequisite(s): SPED 110.

SPED 340 Classroom Assessment for IDDA 3 cr. The use of various tests for educational programming, instructional objectives, class structure, task analysis, behavior modification, and contingency management. Prerequisite(s): SPED 310

SPED 379 Leadership in SPED 1-2 cr. Individualized class designed to provide instruction in leadership processes for professional organizations in special education. Prerequisite(s): Instructor approval.

SPED 402 Language Methods for DHH 5 cr. Language development, language delay resulting from hearing loss, and language for preschool and school age children with hearing loss. Strategies for oral and written language to preschool and school age children with hearing loss.

SPED 404 Speech Methods in DHH 5 cr. Speech development, speech production deficits resulting from hearing loss, and models for teaching speech to preschool and school age children with hearing loss. Strategies for teaching

speech to preschool and school age children with hearing loss.

SPED 406 Working with Families in DHH 2 cr. Awareness and understanding of various influences that a hearing loss has on a person's social, vocational, emotional, and psychological development. An overview of the literature along with various implementation and techniques as models.

SPED 408 Reading/Academic Methods DHH 4 cr. Methods of teaching reading, mathematics, social studies, and science to children with hearing loss with an emphasis on the development of cognition and language. Curricula and strategies for preschool and school age will be addressed.

SPED 409 Aural Rehabilitation 2 cr. Personal and classroom amplification systems for preschool and school age children with hearing impairments. Prerequisite(s): CD 342.

SPED 410 Intro to Learning Disabilities 3 cr. An overview of the field of learning disabilities including various concepts, strategies, practices, and trends. Prerequisite(s): SPED 110.

SPED 420 Adaptations in Regular Education 2 cr. This course outlines a variety of curriculum adaptations for elementary and secondary teachers. These adaptations can be used in many regular education settings. Prerequisite(s): SPED 110, and 210, 310 or 410.

SPED 441 Methods for Mild IDDA 3 cr. Focuses on programming the developmental sequences in reading, writing, arithmetic, and language in a life experience curriculum for persons with mild IDDA. Public Law 101-476 (IDEA) and writing IEP's are stressed. Prerequisite(s): Admission to Teacher Education or declared IDD major.

SPED 442 Methods for Moderate IDDA 3 cr. Study of the organization of programs and curricula in behavior management, task analysis, methods, and materials for educating persons with moderate IDDA. Prerequisite(s): Admission to Teacher Education or declared IDD major.

SPED 444 Vocational Planning for IDDA 3 cr. Methods and materials for vocational training of students including vocational evaluation, job analysis, work skills, job placement, on-the-job training, and follow-up services. Prerequisite(s): Admission to Teacher Education or declared IDD major.

SPED 445 Collaborations in SPED 3 cr. Basic principles of individual and group guidance necessary for successful integration of persons with IDDA into society; includes techniques of parental interviewing and reporting designed to provide home-school communication.

SPED 450 Interdisciplinary Issues in Intellectual Developmental Disabilities 1 cr. A seminar course on intellectual developmental disabilities and interdisciplinary service strategies.

SPED 491 Senior Seminar in IDD 4 cr. Seminars on various topics for seniors in the IDD and education of the deaf.

SPED 496 Field Experience in Intellectual Developmental Disabilities 4 cr. Practical experience in the development of individual program plans; administration, documentation, and storage of medications; positioning, turning, and transferring techniques; and observation, assistance and documentation of seizure activities.

SPED 497 Externship in IDD 8 cr. Senior practicum for nonteaching IDD majors in community programs or agencies serving persons with IDD or other developmental disabilities.

SPED 498 Advanced Field Experience 1-12 cr. A supervised practicum in the habilitation of preschool and school age children. Prerequisite(s): Admission to Teacher Education and instructor approval.

SPED 499 Special Topics in SPED 1-8 cr. Special Topics. Repeatable for credit as topics change.

THEATRE

THEA 110 Introduction to Theatre Arts 3 cr. (GE3) Basic introduction to the theory and principles of theatrical presentation including dramatic literature, acting, stagecraft and dramatic analysis, with emphasis on practical application.

THEA 120 Intro to Drama Lit & Analysis 3 cr. Introductory course in the literature of drama. Plays representative of important periods of theatre history are discussed and analyzed in their cultural context as well as for possible performance. Students work to understand the plays' potential meanings for modern audiences. The play list will carry over to the THEA 161 Acting 1 and be the basis for the students drama lit study for the remainder of their theatre education.

THEA 121 The One-Act Play 2 cr. The course revolves around the study of the one-act play, how it differs from the full length play, as well as the reading of several one-acts and evaluating them as per their availability and appropriateness for competition.

THEA 161 Acting I 3 cr. A basic introduction to acting styles and techniques with emphasis on mime, improvisation, characterization, voice, movement, and script analysis.

THEA 162 Audition Techniques 1 cr. The selection, rehearsal, and performance of theatrical scenes and monologues as well as musical theatre material for the purpose of auditions.

THEA 194 Independent Study 1-3 cr. Independent or directed study of special topics in the study of theatre. Theatre majors or minors only.

THEA 199 Special Topics 1-3 cr. Varying areas of content,

issues, or themes in the study of theatre. Repeatable for credit as topics change.

THEA 201 Theatre Practicum 1 cr. Participation in a significant capacity in any communication arts sponsored theatrical production above and beyond the requirements of a specific course. Repeatable up to eight credits.

THEA 202 Ryan Audition 1 cr. Credit offered to those students selected to audition for the Irene Ryan Regional Scholarships. The course will be the selection, rehearsal, and presentation of various theatrical pieces.

THEA 222 Make-up 2 cr. Theory and practical laboratory work in stage make-up applications, including mask building.

THEA 250 Creative Drama 3 cr. The study of creativity, and the relationship of drama and creative play culminating with activities centering around storytelling and children's theatre.

THEA 270 Stagecraft 3 cr. The course will begin with the stage managers approach to script analysis for a play in production and will conclude with the fundamental approach to the implementation of the scenic artist's designs for the stage through the study of set construction, painting techniques, and technical coordination.

THEA 275 Production Design 5 cr. The focus of the course will be design process, as applied to the creation of the theatrical environment, including analysis, research, communication, and implementation. Students will complete design project in costuming, scenery, and lighting. Prerequisite(s): THEA 270

THEA 296 Study Tour 1-3 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. Does not count towards the theatre major or minor.

THEA 297 Internship 1-2 cr. Hands-on experience in the discipline.

THEA 350 Theatre History, Criticism, and Literature I 3 cr. A survey of the development of the theatre and dramatic literature from Greeks to 1642.

THEA 351 Theatre History, Criticism, and Literature II 3 cr. A complete and critical study of the theatre from 1642 to 1900. Dramatic analysis, performance theory and style, architecture, advancements, and individual contributors are included in the study.

THEA 352 Theatre in the Classroom 3 cr. This course will allow the student to build on the foundation learned in THEA 250 Creative Drama. Students will continue to explore various approaches to the delivery of creative drama activities. A project design and in-classroom work will be a final project. Prerequisite(s): THEA 250.

THEA 353 Plays for the Young 3 cr. The main thrust of this course is to read and study the history, range, progression, and variety of dramatic materials for and with the young. The student will develop a critical attitude towards such works and develop an insight and expertise in the selection of materials appropriate to different ages and situations.

THEA 361 Acting II 3 cr. In-depth study of modern trends in acting technique with special emphasis placed upon the creation of character through various acting styles. Prerequisite(s): THEA 161 or consent of instructor.

THEA 385 Directing 3 cr. Fundamentals of composition, stage movement, stage business, and rehearsal as applied to the directing of plays. Prerequisite(s): THEA 161 or consent of instructor.

THEA 386 Playwriting 3 cr. A study of the basic principles of writing for the stage. Emphasis will be on developing short forms for production – the ten-minute play, one-page play, and the monologue.

THEA 387 Playwrights Lab 1 cr. Development of original student-written plays. Focus will be on revision of ten-minute scripts for production. Prerequisite: THEA 386 or consent of instructor.

THEA 394 Independent Study 1-3 cr. Independent or directed study of special topics in the study of theatre. Theatre majors or minors only.

THEA 395 Service Learning 3 cr. Students will utilize reflection and research (both primary and secondary) to integrate (a) personal community or global service experience(s). Theatre majors or minors only.

THEA 399 Special Topics 1-3 cr. Varying areas of content, issues, or themes in the study of theatre. Theatre majors or minors only. Repeatable for credit as topics change.

THEA. 401 Tour Show 3 cr This course is designed for the both the Theater and non-Theater major/minor to acquaint the student with the basic principles of acting, stage work, and touring. These principles include, but are not limited to: script reading and analysis; a technical production process that would accommodate a limited budget and specifics to be performed in various spaces and conditions; the research and preparation of materials that would allow a non-traditional audience member and teacher to view the production and be able to incorporate performance materials back into a regular classroom activity.

THEA 414 Theatre Management 3 cr. This course will emphasize the business of theatre: Production Procedures from beginning to end; grant writing, box office procedures, publicity policies, and audience development. Prerequisite(s): BADM 301.

THEA 450 Contemporary Drama 3 cr. A study of dramatic

literature from 1952 to the present. Plays from England, Europe, and the Americas will be represented. Course may be repeated as the content changes.

THEA 480 Advanced Theatre Performance 5 cr. The focus of the course will be twofold: script analysis/dramaturgy, and advanced theories and practice in acting and stage direction. Students will do a variety of script analysis projects leading to production concepts as discussed by the dramaturge, actor, and director. The final project will be a finished full length theatrical performance directed and acted by members of the course. Prerequisite(s): THEA 161, 361 and 385

THEA 486 Playwriting II 3 cr. Advanced study in playwriting, emphasizing the one-act play and experimental forms.

THEA 496 Study Tour 1-3 cr. MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. Does not count towards the theatre major or minor.

THEA 497 Internship 1-2 cr. Hands-on experience in the discipline.

Center for Extended Learning (CEL)

The mission of the Center for Extended Learning (CEL) is to provide flexible, accessible, and quality lifelong learning opportunities. To serve this mission, CEL offers courses in a variety of locations and in a range of formats that meet the needs of today's learners.

Courses for university credit can be taken online, by video conferencing/IVN, at the Minot Air Force Base, in Bismarck, in Dickinson, or in Fargo. In addition, CEL provides College for Kids camps, community and professional seminars, and education workshops for teachers throughout North Dakota and surrounding states. Non-credit activities may also be offered in a wide variety of interest areas to meet the needs of the local community.

Programs and Courses for the Military

CEL classes and degree programs are available to military personnel, their dependents, and civilians, both at the Minot Air Force Base (MAFB) in the Francis X. Deignan Building and on the Minot State University campus. The University provides a coordinator at the MAFB to assist Air Force personnel with advising, selecting courses, tuition assistance, and registration. Students may register for MAFB classes via CampusConnection which is available through Minot State University's homepage at www.minotstateu.edu. Military members using tuition assistance must complete the required forms through the base education office and submit them to the MSU Business Office.

Computer Literacy Requirement

According to the Department of Defense directive 1322.8, all students completing a degree on the Minot Air Force Base must do one of the following: 1) successfully complete an introduction to computer science course as one of their program electives, or 2) present evidence (credential, transcript, etc.) that computer literacy has been obtained.

Withdrawals—Military

All military members using tuition assistance who wish to withdraw from courses or the university must complete the required form through the base education office and complete MSU's withdrawal procedures. Failure to follow the withdrawal procedures will result in a failing grade for each course for which the student has enrolled.

MSU Online

Minot State University is dedicated to the development of quality, flexible, web-based education. Internet courses allow students to receive undergraduate, graduate, or continuing education in the convenience of their home, office, or school. These courses reflect the same rigorous academic and faculty standards that apply to the University's traditional programs and fulfill certain degree requirements.

Registration for CEL Credit Activities

Registration for CEL credit activities must be completed via CampusConnection which is available through Minot State University's homepage at www.minotstateu.edu. CampusConnection allows you to choose courses offered by several delivery methods. When registering for a course, review the Mode of Instruction list of delivery options. Courses not listed as Traditional Campus are distance education courses offered by CEL and include a distance education access fee. Tuition and fees are separate from, and in addition to, any coursework taken in the Traditional Campus mode. Any student interested in enrolling in a distance education course must be fully admitted to Minot State University, either as a degree-seeking or non-degree seeking student.

MSU correspondence, IVN, and online courses apply toward degrees or certificates at Minot State University. Non-credit courses may offer the option of Continuing Education Units (CEUs) or select professional association continuing education units.

Tuition and Fees

Please see http://www.minotstateu.edu/busoffic/student_info.shtml for a schedule of tuition and fees. Distance education courses are charged per credit and are not covered under the tuition cap.

Financial Aid

Financial aid is available for qualifying students who enroll in courses for university credit. Students must make application to Minot State University, meet all admission standards listed in this catalog, and be eligible for financial aid.

Immunization Waiver

A student who enrolls in an online, correspondence, or independent study course, may be exempt from submitting proof of Measles, Mumps, and Rubella (MMR) immunization for admission to Minot State University. A student immunization waiver request must be completed to grant exemption. Students who choose to attend the campus at a later time will be required to submit proof of MMR immunization.

Refunds—All Students

If a student must withdraw/drop a CEL credit course, refunds will be determined according to university policies and refund procedures. Contact the Business Office at 858-3330 or toll free 1-800-777-0750 for specific information.

Financial Information, Services, Organizations

Financial Information

Tuition and Fees

The academic year is divided into two semesters (fall and spring) of sixteen weeks each. In addition, there is an annual summer semester of eight weeks. The cost of tuition and fees is as follows (amounts listed are actual for 2012-2013; amounts subject to change without notice):

Cost of Tuition and Fees

(per semester, full time on-campus, 12-18 credit cap)

Undergraduate (full-time, per semester)

Resident	\$2960.88
Contiguous States and Provinces	\$2960.88
*Minnesota Reciprocity	\$2960.88
WUE/MHEC	\$2960.88
Non-Resident	\$2960.88

Graduate (full-time, per semester)

Resident	\$3719.40
Contiguous States and Provinces	\$3719.40
Minnesota Reciprocity	\$3719.40
MHEC	\$3719.40
Non-Resident	\$3719.40

Under its new tuition plan, MSU will charge all students the resident rate.

The tuition and fees listed above are for MSU on-campus courses. The tuition and fees charged for most on-campus courses are capped at 12 credits up to 18 credits per academic career. Any credits above 18 will have an additional per credit charge. The tuition and fees for the graduate and undergraduate careers are calculated separately. Distance Education courses do not cap at 12 credits, charges are calculated on all credits. Also, in addition to tuition and fees, all distance education courses will be charged an access fee. An access fee is a per credit tuition charge to a student to cover the added costs associated with delivery of a course.

Tuition and fees are due in full at the beginning of each semester by the payment deadlines. Deadlines are available on the university calendar.

All students are encouraged to complete an institutional scholarship and awards program application.

Cancellation Policy

Registrations will be cancelled for those students who have not paid tuition and fees or requested a deferment by the payment

deadline. A fee of \$150 will be assessed to be reinstated in classes. If you need to request a payment deferment, please contact the Business Office.

Refunds of Tuition and Fees

Refunds on Class Changes

Any student who drops a class during the first 8.999% of the class days of a term will receive a 100% refund of tuition and fees for the credit hours attributable to the class or classes dropped. After the first 8.999% of the class days of a term, there will be no refund for a class which is dropped. However, classes of the same or fewer credits may be substituted when added prior to the 8.999% deadline for the dropped class at no additional tuition and fee charge. If added classes result in an increase in credit hours, or if an added class requires special course fees, the institution will charge the student for the additional credits and any special course fee.

Refunds for Officially Withdrawing Students

Any student who withdraws from MSU will receive a refund of tuition and fees according to the schedule below. Tuition and fees will be refunded based on the percentage which coincides with the exact day of the term in which the student formally withdraws.

Percentage of Completed Class Days	Refund Percentage
0–8.999%	100%
9.0–34.999%	75%
35.0–59.999%	50%
60.0–100.0%	0%

Refunds are calculated from the day classes commence to the date of application in writing and not from the date of last attendance at classes.

Fees

The tuition and fees listed on the previous page include the student activity fee, technology fee and the ConnectND fee. The tuition and fees listed exclude additional fees such as distance education access fee, special course fees to cover added and unique costs of the course, program fees for nursing and clinical lab science, parking permits, etc.

Financial Aid

Financial aid is available to students, who without such help would be unable to attend Minot State University. The primary responsibility for financing a college education rests with the student and his/her family. Financial aid should be used as a supplement to family support.

The Financial Aid Office reserves the right to the final deter-

mination regarding the type(s) and amount of aid awarded to students. Awards are based upon an evaluation of the student's eligibility as determined by the Free Application for Federal Student Aid form and the availability of funds.

Who May Apply

Students applying for financial aid must:

- (1) Be a U.S. Citizen or an eligible noncitizen.
- (2) Be enrolled and fully accepted for enrollment in a degree granting program.
- (3) Maintain satisfactory academic progress toward completion of a course of study.
- (4) Not be in default on any Federal Student Loan Program.
- (5) Not owe a repayment of any grant funds previously received.

How to Apply

Students applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA). When completing the FAFSA, applicants must list Minot State University as a university they plan to attend. (Code number 002994.)

All students (including first-year students, returning and transfer students) are encouraged to complete the FAFSA online at www.fafsa.gov. Students applying for financial aid for the summer term will also be required to complete an institutional financial aid application. Summer financial aid applications are available online at www.minotstateu.edu/finaid.

When to Apply

To receive priority funding for financial aid, MSU must receive the results of the student's FAFSA and the student's application for admission by April 15. Students should file the FAFSA online by April 1 to meet the priority deadline. Students who meet the priority deadline will receive consideration for the campus based aid programs (Federal Supplement Educational Opportunity Grants, Federal Perkins Loans, and Federal Work Study) as well as the Federal Pell Grant and Federal Direct Loan Programs. Applications for financial aid will be accepted after April 15, but funding may be limited to the Federal Pell Grant and Federal loan programs.

CAUTION: Students completing the FAFSA incorrectly or omitting necessary information may be required to resubmit the FAFSA. This will cause a delay in determining a student's eligibility and may cause students to miss the priority funding date.

Verification

If selected for verification by the Department of Education or Minot State University, students must provide documentation to prove the accuracy of the information provided on the FAFSA. As a part of this process, students and/or parents must provide a signed copy of his/her Federal Income Tax Returns and other requested documentation. Financial aid may be canceled for failure to provide requested documentation within

a reasonable length of time (30-45 days). If you purposely give false or misleading information, you may be fined up to \$20,000, sent to prison, or both.

How Financial Aid is Awarded

Financial aid awards are based on need and the availability of funds. Need is defined as the difference between the estimated cost of education as determined by the University, and the expected family contribution as determined by the FAFSA. A need exists if the expected family contribution is less than the estimated cost of education.

The estimated cost of education includes costs recognized by the federal government as necessary for a student to pursue an education. The estimated cost of education includes: tuition, fees, books, board, room, transportation, and other miscellaneous personal expenses. The expected family contribution formula considers:

- (1) Income of the student, spouse, and/or parent.
- (2) Assets of the student, spouse, and/or parent.
- (3) Family size.
- (4) Number of family members enrolled in college.
- (5) Age of the student, spouse, or parents.

Every effort is made to provide adequate funding to meet the student's educational costs. To view our actual cost of attendance visit our web site at www.minotstateu.edu/finaid.

How Financial Aid is Disbursed

Financial aid funds will be disbursed on or after the tenth calendar day of each term via direct crediting.

Direct crediting is the process of electronically applying financial aid funds directly to student charges. Charges may include tuition, fees, books, and room and board. All loans, grants, and scholarships processed by the institution will be electronically credited.

Students whose charges are less than the financial aid received are encouraged to have the excess financial aid direct deposited into his/her bank account. If a student does not complete a direct deposit request, an excess aid check will be issued by the Business Office.

Policies and Procedures

Financial Aid Satisfactory Progress

Federal regulations require institutions participating in federal financial aid programs to measure a student's progress toward earning a degree. To be eligible to receive financial aid, students must meet all of the institution admissions requirements, be admitted into a degree granting program and must meet the following minimum standards:

- (1) Academic standard (qualitative). By the end of the second academic year (4 semesters) students must have a 2.0 cumulative grade point average. All other students must meet the University's minimum academic standards.

- (2) Rate of progress standards (quantitative). Students must complete two-thirds or more (66%) of the cumulative credit hours attempted.

In addition, students must meet the “Sunset Provision” which states that the maximum number of credits a student may attempt and still continue to maintain financial aid eligibility is equal to 150% of the number of credits needed to complete a bachelor’s degree. Most degrees require 128 credits to graduate; therefore, the maximum credits a student may attempt and continue to maintain financial aid eligibility is $(128 \times 150\%)$ 192 credits. Failure to meet these minimum satisfactory progress standards disqualifies a student from receiving federal student aid. Visit www.minotstateu.edu/finaid for more information.

Return of Title IV Funds Policy

Students who withdraw from school and who have received federal funds may have to repay a portion of those funds back to the federal aid programs. The portion of funds that must be returned is calculated by dividing the number of calendar days attended by the number of calendar days in the term. The return of funds will be calculated through 60% of the term, which is approximately the first 70 calendar days of a fall or spring semester.

Example: The term is 116 calendar days in length and the student decides to withdraw on the 21st calendar day of the term. The student has earned 18.1% of the funds received and must repay 81.9% of the funds. If the student received \$2,600 the student would have to repay \$2,129.40.

The impact this federal regulation will have on students who withdraw from school is that they will have to repay, at the time of withdrawal, a portion of the funds they received for the term of attendance. Students who owe a repayment of funds: (1) will not be entitled to enroll in subsequent terms, (2) will not be eligible to receive additional federal funds, and (3) will have a hold put on his/her grade transcripts until his/her account is paid in full. In addition, these students may have his/her account reported to the U.S. Department of Education for further action.

Students who receive institutional scholarships may have to repay a portion of those funds based upon the return of funds formula.

Unofficial Withdrawal

Students who fail to withdraw from school and receive all failing grades for a semester will be considered to have unofficially withdrawn. These students will be placed on financial aid disqualification in accordance with the Satisfactory Progress Policy and they will be required to repay a portion of the Title IV financial aid funds they received for that semester, in accordance with the Return of Title IV Funds Policy.

Appeal Process

A student with special circumstances may appeal his/her

financial aid status by submitting documentation explaining and verifying the special circumstance to the Financial Aid Office.

Access to Records

Files containing information regarding individual students are not open to the general public under the provisions of the Family Educational Rights and Privacy Act of 1974.

Types of Financial Aid

Minot State University provides four types of financial aid:

- (1) Grants
- (2) Loans
- (3) Work Study
- (4) Scholarships

Grants are gifts of money that do not have to be repaid. Loans MUST be repaid. Work Study allows a student to work and earn money to offset educational expenses. Scholarships are gifts awarded to students on the basis of academic achievement, need, or other criteria. The financial aid programs listed below represent the major programs offered at Minot State University. Many students qualify each year for scholarships offered by private and public agencies, groups, and organizations. Students are encouraged to research other possible scholarship sources with his/her high school counselors, principals, library, and college deans.

Grants

Federal Pell Grant

The Federal Pell Grant is the largest federal aid grant program. The Federal Pell Grant is available to undergraduate students pursuing his/her first bachelor’s degree. Students must meet the general eligibility requirements. The amount of the grant depends upon the student’s need and the money appropriated by the Federal Government. The amount of the award is based on the expected family contribution (determined by the FAFSA), the estimated cost of attendance, and the student’s enrollment status. A student may apply for the Federal Pell Grant by completing the FAFSA.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG awards are available to undergraduate students who are eligible for a Federal Pell Grant. The deadline for priority funding is April 15. The FSEOG is a campus-based program and is administered by the Financial Aid Office. A student may apply for the FSEOG by completing the FAFSA.

North Dakota State Student Incentive Grant (SSIG)

North Dakota State Student Incentive Grant provides grants to undergraduate resident students who are enrolled as a full-time student at a North Dakota College or University and in need of financial assistance. A student may apply for the State Grant by completing the FAFSA. Priority consideration given to students who complete the FAFSA by April 15. Additional information may be obtained from the State Board of Higher Education, Student Financial Assistance Program, Tenth Floor,

State Capitol, Bismarck, ND 58505.

Federal TEACH Grant

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4000 a year in grant assistance to undergraduate and graduate students who are completing course work needed to begin working in a high-need teaching field. Students must score above the 75th percentile on one part of an admissions test (such as the SAT, ACT, GRE, etc.) or achieve and maintain at least a 3.25 cumulative GPA for each semester in order to be eligible to receive a TEACH grant. Students receiving a TEACH Grant must sign an Agreement to Serve (ATS) each year that explains that each recipient must teach for four years within eight years of completing or ceasing enrollment in a TEACH Grant eligible program as a full-time highly-qualified teacher in a low-income elementary or secondary school in a high-need field such as Math, Science, Foreign Language, Special Education, Reading Specialists or other high-need fields listed on the US Department of Education's Nationwide Listing of Teacher Shortage Areas. A TEACH Grant recipient who fails to complete the required teaching service requirement must repay the grant as an Unsubsidized Federal Direct Loan with interest accruing from the date of disbursement.

Tribal Scholarship Programs

Individual Native American tribes administer their own Higher Education Scholarship Programs. Native American students should apply directly to his/her Tribal Higher Education Office on his/her respective tribal agencies. Early application is recommended as tribal funds are limited and deadlines apply.

Vocational Rehabilitation

Students with disabilities may be entitled to assistance for tuition, fees, and books. Students who wish to apply must contact his/her local Vocational Rehabilitation Office for eligibility information and applications.

North Dakota National Guard

Students serving in either the National Guard or Air National Guard may be eligible for tuition assistance. For information or eligibility requirements, contact your local National Guard unit or the Adjutant General, P.O. Box 5511, Bismarck, ND 58506-5511.

Loans

Nursing Student Loan (NSL)

The Federal Nursing Student Loan is a low interest loan program administered by the Financial Aid Office and is available to students enrolled and accepted into the nursing program. Students may apply for NSL by completing the FAFSA. The deadline for priority consideration is April 15. The federal government pays the interest on the loan during periods of enrollment of half-time or greater. Repayment of the loan begins nine months after the student graduates, drops to less than half-time status, or withdraws from school. Students receiving a NSL are required to complete NSL loan entrance counseling

prior to the initial disbursement and each year annually as further disbursements are made. An exit interview is required at the time a student graduates or terminates enrollment at MSU.

North Dakota Nursing Scholarship Loan Program

The North Dakota Nursing Scholarship Loan Program provides funds for qualified residents of North Dakota who express an interest in preparing for a career in nursing. If the student fails to complete the nursing program or fails to meet the employment requirements, the loan then becomes due and payable with accrued interest. The scholarship loan will be canceled if the student is subsequently employed as a registered nurse in North Dakota for an equivalent of two years. Students may apply for this scholarship loan by contacting the North Dakota Nursing Scholarship Loan, Kirkwood Office Towers, Suite 504, 919 So 7th St, Bismarck, ND 58504.

Gabriel J. Brown Trust Loan Fund

The Gabriel J. Brown Trust Fund is available to North Dakota residents who have at least a 2.5 grade point average, have attended a college or university for two years, or have earned at least 48 credit hours. Applications for this loan program are available at the Financial Aid Office or by writing to Gabriel J. Brown Trust, 112 Ave E, Bismarck, ND 58501.

Federal Perkins Loan

The Federal Perkins Loan is a low interest loan program administered by the Financial Aid Office. Students may apply for the Federal Perkins Loan by completing the FAFSA. The deadline for priority consideration is April 15. The federal government pays the interest on the loan during periods of enrollment of half-time or greater. Repayment of the loan begins nine months after the student graduates, drops to less than half-time status, or withdraws from school. Students receiving a Perkins Loan are required to complete Perkins Loan Entrance Counseling prior to the initial disbursement and each year annually as further disbursements are made. An exit interview is required at the time a student graduates or terminates enrollment at MSU.

Federal Direct Subsidized Loan

The Federal Direct Subsidized Loan is a long-term, low-interest rate loan that must be repaid. Students may apply for a Federal Direct Subsidized Loan by completing the FAFSA. The Federal government pays the interest on the loan during periods of enrollment half-time or greater.

Repayment of the loan begins six months after the student graduates, drops to less than half time status, or withdraws from school. Students receiving a Federal Direct Subsidized First time borrowers of a Federal Direct Subsidized Loan must complete a loan counseling session before funds will be released. An exit interview is required at the time a student graduates or terminates enrollment at MSU.

Federal Direct Unsubsidized Loan

The same terms and conditions as the Federal Direct Subsidized Loan apply to this loan program with the exception

that the student is responsible for the payment of interest. Interest payments may be made quarterly or as determined by the lender.

Federal Direct Parents Loan for Undergraduate Students (PLUS)

Federal PLUS loans enable parents to borrow money to help pay for their children's education. Parents may borrow on behalf of a dependent student. The maximum amount of the loan is the difference between the cost of education less other financial assistance received. Repayment begins 60 days after final disbursement.

Work Study

Federal Work Study Program (FWS)

The Federal Work Study Program provides eligible students an opportunity to earn money which helps pay their educational costs. Minot State University offers FWS as part of a student's total financial aid package. Students apply for FWS by completing the FAFSA and by meeting the priority funding deadline of March 15th. Awards are based on the availability of funds.

Scholarships and Award Programs

To apply for scholarships available through Minot State University, complete the scholarship and awards program application. Applications are available at the Financial Aid Office, Admissions Office or may be completed online at www.minotstateu.edu/finaid. Application deadline is February 15.

Students interested in scholarships based on performance, such as music, theatre or athletic awards, are requested to contact the individual departments. Individual departments may request additional information.

Undergraduate Award Program

In addition to the large variety of scholarships, Minot State University offers a variety of Award Programs. Application is made by submitting the MSU Undergraduate Scholarship Application.

Disclaimer: Award programs are subject to change without notice and subject to the affordability and the availability of funds.

The Financial Aid Office has the right to adjust any and all awards based on information received after the initial awards were made, the availability of funds, or changes to federal, state, or institutional policies and regulations.

Great Plains Exceptional Scholar Award

This award is designed for new freshmen students who have demonstrated high academic achievement and community leadership.

Eligibility requirements:

3.65 HS GPA and 30+ ACT Comp Score

Live on campus for the 1st year
Enrolled in Honors Program
Enrolled in 15 or more credits of on campus courses
Be actively engaged in one or more of the 60 clubs or organizations on campus
U.S. or Canadian Residency

Great Plains Transfer Scholar Awards

Eligibility requirements:

3.5 Transfer GPA

Completion of minimum of 24 and no more than 70 transferable semester hours of earned credit.

Enrollment in a minimum of 15 credits of on campus courses.

Distinctive & Engaged Scholars Award

This award is designed to recognize exemplary student performance in the classroom and in the community.

Eligibility requirements:

3.5 GPA for United States citizens/

85% for Canadian residents

18+ ACT

Enrollment in a minimum of 12 credits of on campus courses.

Service for the Common Good Award

This award is designed to recognize exemplary student performance in the classroom and in the community.

Eligibility requirement:

3.0 GPA for United States citizens

75% for Canadian citizens

18+ ACT

Enrollment in a minimum of 12 credits of on campus courses.

Diversity Tuition Waiver

Undergraduate new freshmen with a high school GPA of 2.25 and first-time transfer students with less than 70 credits and a transfer GPA of 2.25 are eligible for this award.

Resident	50% of actual tuition charged
Contiguous	25% of actual tuition charged
Non-Resident	10% of actual tuition charged
WUE	10% of actual tuition charged

Students must be enrolled full-time. Waiver applies only to the on-campus credits and off campus face-to-face credits.

Students must complete 24 or more credits per academic year (fall/spring terms). Students must maintain at least a 2.25

GPA. Students must enroll in 12 or more credits each term and complete 24 credits per academic year.

ATHLETIC

Aufforth/Marean/Coleman Athletic Scholarship—

Established in honor of Allan R. Aufforth, Ora "Bud" Marean, and James W. Coleman. Student must be enrolled full time, maintain a GPA of 2.0 or higher, and participate in MSU's intercollegiate athletic programs. Financial need is considered, with preference given to students from the Glenburn and

Kenmare, ND areas.

Beaver Booster Athletic Scholarship—Established to support the athletic program at MSU. Scholarships are awarded by coaches and Athletic Department to athletes based on athletic ability.

Bert Leidholt Athletic Scholarship—Established in honor of Bert Leidholt, who was a Minot State University faculty member and coach. Student must be an MSU student-athlete with preference given to a football offensive lineman.

Clyde A. “Stretch” Nelson Scholarship—Established by family members and friends in memory of Clyde A. “Stretch” Nelson. This scholarship is awarded by the Athletic Department Scholarship Committee to a full-time MSU student playing basketball on the MSU team.

Cole Altringer Scholarship—Established in 2010 by Jay and Dyanne Altringer in memory of their son, Cole Altringer. Awarded to a regularly enrolled full-time student-athlete participating in the MSU varsity soccer program. Preference will be given to student-athletes from Minot. Recipients must possess a 2.5 cumulative GPA or higher. Entering freshman are eligible if they meet the athletic eligibility requirements for their ACT score, high school GPA, or class rank.

Douglas G. Lockrem Memorial Scholarship—Established by the Lockrem Family in memory of Doug G. Lockrem. Scholarship is awarded to student athletes from North Dakota or surrounding states or provinces, who are good citizens and are involved in community activities.

George Kaczor Athletic Scholarship—Given to one or more athletes competing on the football team. It is based on need and athletic ability. George Kaczor was a former student and member of the Beaver football squad and member of the Board of Regents.

George Mellem Athletic Scholarship—Awarded annually in memory of George Mellem, long time supporter of athletics at MSU.

Hank Hettwer Scholarship—Established in 2011 by friends, former athletes, and students of Hank Hettwer. Hettwer was an MSU football and wrestling coach. This scholarship is awarded to an MSU wrestling student-athlete.

Herb Parker-Parker Men Scholarship—Established to support an athletic student.

Jerome “Wheaties” Peterson Memorial Scholarship—Established by friends of “Wheaties” Peterson in his memory.

Jim Thorpe Memorial Scholarship—Available to any race, color or creed, with preference given to a Native American student-athlete. Student-athlete must maintain a minimum GPA of 2.50 or higher. Character, morals, and leadership

ability are considered. Preference is given to track and field or cross-country athletes, but is open to all sports. The recipient must write a letter of acceptance upon notification of the award. Recipient must have an understanding of life and contributions of Jim Thorpe. In the event a student-athlete meeting the criteria is unavailable, the funds will be held until such a student-athlete is identified.

Ken Becker Athletic Scholarship—Established by former student athletes, colleagues and friends in memory of Ken Becker. Scholarships will be awarded based on athletic ability.

Kevin and Leisa Harmon Scholarship—Established in 2009 by Kevin and Leisa Harmon. Scholarships will be awarded through the MSU Athletic Department with preference given to student-athletes participating in the wrestling program.

L.M. “Bud” Funk Memorial Scholarship—Established by Archie Funk in memory of L.M. “Bud” Funk.

Larry Fiedler Scholarship—Established in 1998 by family and friends in his memory. Recipient must be regularly enrolled as a full-time MSU undergraduate sophomore, junior or senior student who is playing MSU women’s volleyball. Recipient must possess a minimum GPA of 3.0 or higher.

M&S Concessions Athletic Scholarship—Award is open to all MSU student-athletes.

Maynard & Jeanne Sandberg Scholarship—Awarded to a full-time undergraduate with a minimum cumulative GPA of 2.5 or higher. Preference given to a Bishop Ryan High School graduate who is also an athlete. Recipient may be eligible to continue to receive the scholarship throughout the senior year.

McNally Family Scholarship—In 2011 Pat and Arlene McNally established the McNally Family Scholarship for the benefit of MSU student-athletes with a minimum GPA of 2.5.

Merle “Willie” Becker Memorial Scholarship—Established by friends of “Willie” Becker in his memory.

MSU Athletic Hall of Fame Scholarship—Established to support the athletic program at MSU.

Robert Deardurff Scholarship—In August of 1999, the Robert Deardurff family established a scholarship in his memory. Recipient must be regularly enrolled as a full-time MSU undergraduate junior or senior who has some involvement with a varsity athletic program, i.e., athletic trainer, statistician, or student manager. Recipient must maintain a minimum GPA of 3.0 or higher and be a North Dakota resident. In the event a student meeting the criteria is unavailable, the funds will be held until such a student is identified.

Rotary Club of Minot Scholarship—Established by the Minot Rotary Club for the benefit of Minot State University

student-athletes. The scholarship is awarded to full-time students who are not freshman or graduate students. Preference will be given to student-athletes who may have participated in Interact in high school, but who are actively involved in the MSU Rotary Club.

Vence Elgie Athletic Scholarship—Established by the family of Vence Elgie, an MSU football coach. Award is open to all MSU student-athletes with a minimum GPA of 2.5. Scholarship is open to all academic majors with preference given to a football student-athlete.

Wes Luther Athletic Scholarship—Established to support a student involved in athletics.

Wiley Wilson Athletic Scholarship—Established by friends of Wiley Wilson, an MSU track and field and cross country coach. Award is based on athletic ability with an emphasis in track and field and cross country.

Zach Anderson Wrestling Scholarship—Established by Rory and Toni Anderson in memory of their son, Zach. Scholarship is awarded to a student-athlete participating in the MSU wrestling program with preference given to residents of western North Dakota or eastern Montana.

BUSINESS

Accounting Scholarship—Awarded to a junior or senior accounting major with a minimum 3.0 GPA.

Adelaide & Eleanor Johnson Scholarship—Established by the Johnson Family to honor Adelaide Johnson and Eleanor Johnson, both spending most of their careers in education. Adelaide spent most of her professional career at Minot State University retiring in 1987. Awarded bi-annually to business students enrolled full-time in the College of Business as an undergraduate sophomore, junior or senior. Preference given to business education majors. Recipients including transfer students must possess a 3.0 cumulative GPA or higher. Recipients names are placed on a plaque recognizing past recipients and prominently displayed in the College of Business.

Ben and Theresa Wald Scholarship—Established by Theresa Wald for the benefit of full-time College of Business undergraduate freshman, sophomore, junior, or senior students. Recipients must be residents of North Dakota and possess a 2.5 GPA. Entering freshman are eligible if they meet the athletic eligibility requirements for their ACT score, high school GPA, or class rank. A position paper on business ethics, not to exceed three pages, must be provided for review.

Brady, Martz, and Associates Scholarship—Awarded annually to an outstanding accounting major at the junior or senior level planning to pursue an accounting career and CPA certification. The award is based on merit. Preference is given to a native of North Dakota.

College of Business Scholarship—Awarded to a business major with a minimum 2.0 GPA.

Dale Atwood Scholarship—Established to honor Dale Atwood who served as Dean of the College of Business from 1962 until 1991. Recipient must be a full-time undergraduate student in the College of Business, with preference given to an athlete in one of MSU's NAIA programs or the sports affiliation at that point in time.

David and Dolly Gowan Scholarship—Established by the Gowans in 2007. Awarded annually to a full-time College of Business undergraduate student. Preference given to an athlete in one of MSU's NAIA programs. Recipient must possess a 2.5 cumulative GPA or higher. Awarded by the College of Business scholarship committee.

Don L. Barber Memorial Scholarship—Awarded to a junior or senior student majoring in business or a graduate student in the Masters of Science in Management program.

Doris A. Slaaten Trust Scholarship—Provides awards based on academic performance and financial need and is open to all College of Business majors.

Dr. Richard Schlapman Scholarship—Established in 2005 in memory of Dr. Richard Schlapman, a long-time faculty member in the finance area. Recipient must be regularly enrolled as a full-time College of Business undergraduate sophomore, junior, or senior student. Preference given to a finance major. Recipient, including transfer students, must possess a 2.5 cumulative GPA or higher. Recipient name is placed on a plaque recognizing past recipients and prominently displayed in the College of Business.

Dr. Richard Walker Scholarship—Awarded to a full-time student majoring in accounting.

E. James McIntyre Scholarship—Awarded to a full-time student in the College of Business who has a minimum cumulative GPA of 3.0. Preference may be given to a student who is participating in MSU athletics.

Eide, Bailly, LLP Scholarship—Awarded annually to an outstanding accounting major planning to pursue certification as a CPA and to enter the public accounting profession.

Integrity Viking Funds Business Scholarship—Established by Integrity Viking Funds for the benefit of College of Business students. Award is based on financial need with partial consideration given to GPA. Preference is given to students with an interest in accounting or finance.

J. Bernard Busse Memorial Scholarship—Established in memory of J. Bernard Busse, a long-time faculty member. His service exemplified the highest quality in every respect. Awarded to a full-time College of Business undergraduate freshman, sophomore, junior or senior student. Preference given to an athlete. Recipient must possess a 2.5 cumulative GPA or higher.

Janis Ann Dislevy Trust Scholarship—Established in 2004. Recipient must be regularly enrolled as a full-time MSU junior or senior student majoring in Finance or a graduate student in the Masters of Science in Management program with a 3.0 or greater cumulative GPA (emphasis on financial planning). Priority given to a Butte area resident, McLean County resident, or North Dakota native. Recipient may receive scholarship for more than one semester.

John and Leslie Coughlin Scholarship—Established by John and Leslie Coughlin. John is president of Coughlin Construction and Development, and Leslie is a 2001 MSU graduate. Awarded to full-time College of Business undergraduate freshman, sophomore, junior, or senior students. Recipients must possess a 2.5 GPA or higher.

Lee Badertscher Memorial Scholarship—Awarded annually and requires a 3.5 cumulative GPA, major in a four-year business program, and classification as a full-time junior or senior.

Ove Jorgensen Scholarship—Awarded to outstanding business students on the basis of academic performance and leadership. The requirements include a 3.5 GPA, full time status, pursuit of a four-year business program, 24 credits in residence, and classification as a sophomore or above.

Pat & Mary Kay Jones Scholarship—Established in 2008 by Pat & Mary Kay Jones. Awarded annually through the College of Business scholarship committee to a full-time College of Business undergraduate student. Preference given to a resident of Ward County, North Dakota. Recipient must possess a 2.5 GPA with financial aid determined by FAFSA or like determination.

Pearl Stusrud Memorial Scholarship—Awarded annually to students pursuing the B.S. degree in accounting. Additional requirements include a 3.0 cumulative GPA, a 3.5 GPA in the major, and classification as a sophomore or above. Selection is based on academic performance, leadership, and extracurricular activities.

Richard L. Muus Business Scholarship—Awarded annually to a full-time MSU College of Business student who is a resident of North Dakota.

Robert and Ilze Sando Scholarship—Established by Dr. and Mrs. Robert Sando, retired Dean of the MSU College of Business. Recipient must be a full-time undergraduate student in the College of Business with preference given to a business education major who is an athlete in one of MSU's NAIA programs or sports affiliation at that point in time.

Roger Mergenthal Scholarship—Established by Roger Mergenthal to support the education of a full time undergraduate sophomore, junior, or senior business education major in the College of Business.

COMMUNICATION DISORDERS

Edna Gilbert Scholarship—Scholarship available for any major in communication disorders.

Hazall D. Johnson Memorial Scholarship—Established in memory of Hazall D. Johnson by her family. The scholarship is awarded to a junior or senior majoring in speech-language pathology, music education, or history education. Financial need and academic achievement are considered.

Hearing and Training Center—Scholarship available to graduate students in the communication disorders program. A minimum 3.5 GPA is required.

Lunday Scholarship—Named after Audrey Lunday, professor emeritus, who taught speech-language pathology for 39 years at MSU. Recipient must be a first-year graduate student in the Department of Communication Disorders and a single parent, male or female, or from a country other than the U.S., Canada, or Mexico.

Minot Sertoma Club Scholarship—Established by the Minot Sertoma Club to aid students in hearing and speech given on the basis of scholarship and need.

North Dakota Speech, Language, and Hearing Association Scholarship—Established by the North Dakota Speech, Language, and Hearing Association for the benefit of graduate and undergraduate students of at least junior-level status majoring in communication disorders. Selection shall be based on academic performance, clinical promise, and participation and personal involvement in the advancement of the profession.

Susan Haanstra Elsom Scholarship—Established by friends and family of Susan Haanstra Elsom in her memory. Recipient must be enrolled as a full-time student majoring in Communication Disorders or Speech Language Pathology

Contact the department chair for other possible financial assistance.

EDUCATION

Adelaine & Eleanor Johnson Scholarship—Established by the Johnson family to honor Adelaine Johnson and Eleanor Johnson, both spending most of their careers in education. Eleanor was an elementary teacher until her retirement in 1983. Awarded bi-annually to an elementary education student. Recipient must be enrolled as a declared/approved full-time elementary education undergraduate, sophomore, junior or senior student. Recipient must possess a 3.0 cumulative GPA or higher.

Bernadine H. Kunkel Endowed Scholarship—Established by Bernadine H. Kunkel in memory of Marie and Sarah J. Wick, Pretoria Ogg and Mae and Norman Swearingen, all of whom were instrumental in helping Bernadine finish high school in Minot. This scholarship is also in memory of Miss Huldah Winsted and Miss Florence Perket, who provided

their assistance and guidance to Bernadine during her college years at MSU. This is awarded to a full-time student studying to be a teacher. Recipient must possess a cumulative GPA of 3.0.

Edith Carpenter Rose Scholarship—Awarded to a student of Education with junior or senior status who plans to teach in North Dakota. Student must maintain a GPA of 3.0 and possess good interpersonal skills. The applicant must submit a letter of recommendation on fitness for teaching from a member of the faculty, and prepare a typewritten article entitled “Why I Want to Teach.”

Elementary Education Scholarship—Awarded to an undergraduate elementary education major with a minimum 2.0 GPA.

Glenn Bonness Scholarship—The Glenn Bonness Scholarship was established in May 1999. No less than 50% of available monies will be directed to students enrolled in the university teacher education program. Recipient must be an enrolled full-time MSU undergraduate first-year student (freshman), sophomore, junior or senior. The scholarship may be renewed dependent on the student’s continuance in the university curriculum and maintenance of satisfactory academic progress. Priority will be given to students eligible to receive financial aid.

Hazall D. Johnson Scholarship—Established in memory of Hazall D. Johnson by her family. The scholarship is awarded to a junior or senior student in education majoring in speech-language pathology, music education, or history education. Financial need and academic achievement are considered.

Helen Gaheen Myhra Scholarship—Initiated by Thomas J. Myhra and established by family members in memory of Helen Gaheen Myhra, one of 99 students in the first class (1913) of Minot Normal School (now Minot State University).

John F. and Veronica Grimes Scholarship—Established by Veronica Grimes for the benefit of students attending Minot State University. Recipient must be enrolled as a full-time elementary education major; must have achieved a rank of junior or senior, have a cumulative grade point average of 3.0 or higher, and be a resident of North Dakota.

John and Josephine Huesers Memorial Scholarship—Established by Howard Huesers in memory of his parents, John and Josephine Huesers. Awarded to students from Ward County, North Dakota, with an interest in teaching. Financial aid is considered.

Margaret Ann Brooks Memorial Scholarship—Established by Dr. Fred O. Brooks in 2007. Awarded annually through the Financial Aid office to a female student admitted to the Teacher Education program preparing to teach secondary education. Preference given to a natural science major and a graduate of Bishop Ryan High School.

Naomi E. Adams Scholarship—Established in August 1995

in memory of Naomi E. Adams whose personal commitment to education and fond memories of her years here at the State Normal School in 1929 prompted her endowment. Recipients of this scholarship must be students of education and plan to teach after graduation.

Nels T. and Oline Blikre Scholarship—Awarded to a student who is a resident of Mountrail County, North Dakota, possesses an interest in nursing or teaching and demonstrates financial need.

Ole and Sarah Joraanstad Scholarship—This scholarship was established by Harold O. and Loretta Joraanstad for the benefit of a junior or senior education major with a GPA of 3.5. The recipient must be enrolled as a full-time student. Financial need is also considered.

Physical Education Academic Scholarship Endowment—Awarded to a physical education major with a minimum 2.0 GPA.

SNDEA Scholarship—Awarded by the North Dakota Education Association to a member of the Student North Dakota Education Association who has been active in the organization for at least one year and has a grade point average of 3.0.

Wihelmina Thompson Scholarship—Awarded to an education student demonstrating academic achievement.

HONORS

Philip and Barbara Fallis Scholarship—Established by family members and friends in memory of Philip and Barbara Fallis. This scholarship is awarded by the Honors Society program student advisory board in conjunction with the Director of the Honors Society Program to a junior or senior student who is an active member of the Honors Society Program working towards a full four year honor degree.

HUMANITIES

Division of Humanities Scholarship—Scholarship fund is raised from contributions of the division’s faculty members. Applicants must be majoring in the Division of Humanities and must have an outstanding academic record. The award is applied to the student’s tuition over two semesters during the academic year.

Frank Hornstein Memorial Scholarship—Established by Catharine B. Hornstein in memory of Frank Hornstein, a long time editor. The scholarship is offered first to the editor of the Red and Green, secondly to someone enrolled in journalism.

First-year student (freshman) Theatre Arts Award—Scholarship awarded to incoming Freshmen who are declared Communication Arts majors and who actively participate in forensics or theatre activities.

Harold and Verna Aleshire Drama Scholarship—Awarded to an upperclass MSU student majoring in drama. Must maintain a 3.0 GPA.

Harvey & Arlone Twyman Scholarship (Art)—Scholarship awarded to incoming freshman who intend to major in art, transfers or already enrolled majors. The scholarship will be determined by a spring competition to which the student will be invited to submit portfolios. Awarded to students who have completed 8 credits of art coursework and have a 3.25 GPA in their major.

Harvey & Arlone Twyman Scholarship (Theatre)—Scholarships are awarded to theatre majors who have completed their first year and are actively involved in theatre activities. Recipients must have at least a 3.50 GPA in their major.

Harvey & Arlone Twyman Scholarship (Literature)—Scholarships are awarded to English majors who have completed at least 12 credits of English coursework and have at least a 3.50 GPA.

Helen Hoar Memorial French Award—Established in memory of Helen Hoar by her sisters Marianne Howard and Kay McNeil and her friend Margaret Dixon. This award is given annually to an outstanding student in French.

Myrtle Nordwick Canata Endowed Scholarship—Established in 1993 through the estate of Myrtle Nordwick Canata, a 1930 MSU graduate. The scholarship is awarded to English students demonstrating financial need.

MATH AND COMPUTER SCIENCE

Agnes & Ray Ladendorf Scholarship—Established by Thomas Ladendorf in memory of his parents Agnes & Ray Ladendorf. Agnes was a long time member of the MSU mathematics faculty. This scholarship is awarded to a full-time student pursuing a degree in math, computer science, science, and/or education. Recipient must have a cumulative GPA of 2.5 and be a graduate of Des Lacs-Burlington, Berthold or Bowbells High School.

Blaine B. Kuist Memorial Scholarship—Established by family and friends in memory of Blaine B. Kuist, for a sophomore, junior or senior who shows outstanding academic achievement in science or mathematics. Financial need is considered.

Frank and Olga Bauman Scholarship—Awarded to a full-time education major in math or science who is a junior or senior.

Math and Computer Science Scholarship—Awarded to a student who plans to major in mathematics or computer science, has strength of course background in mathematics and/or computer science. The scholarship is also based on information received from references and the quality of the GPA in mathematics/computer science.

Robert L. Holmen Scholarship—Established by colleagues and former students of Dr. Holmen in recognition of his significant contributions to mathematics education.

Xcel Energy Scholarship Endowment—Awarded to a math, science, or energy economics student. Recipient must be a sophomore, junior, or senior with a minimum 2.0 GPA.

MUSIC

Bert Skakoon String Scholarship—Awarded to the outstanding orchestral string students who attend MSU. Recipients must perform with the Minot Symphony Orchestra at all rehearsals and concerts.

Dr. Ira Paul Schwarz Scholarship—Established in 2008. Awarded by the MSU Music scholarship committee.

Dr. Joseph M. and Jackie Hegstad Scholarship—Established in 2008 by the Minot Heritage Singers, Voices of Note, and Dr. Joseph and Jackie Hegstad. Preference is given to full-time MSU music students that are full-time participants in an MSU choral/vocal ensemble. A major or minor in music is not required. Selection is by the MSU Music scholarship committee.

Evelyn Sampson Music Scholarship—Awarded to piano students demonstrating exceptional performance accomplishments as determined by the recital committee.

Francis Leach-Blanche Lynch Memorial Scholarship—Established through contributions by the late Mrs. Thomas W. Leach of Towner, North Dakota, and Tulsa, Oklahoma. One scholarship is available each year to an outstanding junior for the senior year in vocal or instrumental music. Recipients of this scholarship must be music majors.

Gary Stenehjem Organ Scholarship—Dedicated to the memory of Gary Stenehjem an MSU alumnus, whose entire life revolved around music as an educator and professional performer. Scholarship is awarded to a student who is studying with an MSU organ faculty member and has a minimum 2.5 GPA.

Gay Gidley King Scholarship—Established in January 1994 in memory of Gay Gidley King. Student must be a piano student. This scholarship is based on the students ability and financial need.

Harvey & Arlone Twyman Scholarship—Awarded to music majors.

John and Patricia Strohm Music Scholarship—Established in January 1995 in memory of John Strohm, professor emeritus of music. John Strohm was at Minot State University for 35 years in various capacities which include voice teacher, performer, conductor, classroom teacher, and administrator. He directed the MSU Concert Choir from 1951-1974 and the MSU Women's Chorus from 1962 until 1974. He directed the annual Christmas performance of Handel's Messiah for 24 years. An associate professor of music, he became the chairman of the Division of Music in 1961 and retired in 1986. Student must be enrolled full time as a music major, possess a cumula-

tive GPA of 3.0 or higher, and preferably be a student of vocal music. Students studying a musical instrument may also be considered.

Lyle C. Hanson Scholarship—Established through the estate of Lyle C. Hanson to provide scholarships to students in music education.

Mike Berg Memorial Scholarship—The recipient must participate in Band and Jazz Ensembles for the entire year. The recipient is determined by the judge at the MSU Jazz Festival.

Minot Symphony Association and Symphony League Scholarship—Presented to outstanding woodwind, brass, percussion, or orchestral string students at MSU. Awards are based on performance ability and recipients must perform with the Minot Symphony Orchestra at all rehearsals and concerts.

Music Division Scholarship—Awarded annually, this scholarship requires participation in choral and instrumental activities.

Northwest International Music Festival Scholarship—Awarded annually, this scholarship requires participation in choral and instrumental activities.

Petrucci Kiwanis String Scholarship—Scholarship for an MSU student who plays violin, viola or cello, or acoustic string bass. Awarded by the Minot Kiwanis Club in memory of Arturo Petrucci. The award is based on ability and requires performance with the Minot Symphony Orchestra at all rehearsals and concerts.

Ralph Wallin Keyboard Scholarship—Scholarship for a qualified student in piano or organ. The recipient must be a keyboard major and study with a member of the keyboard faculty.

Robert O. “Red” Wuttke Scholarship—Established from the estate of “Red” Wuttke to be awarded to music majors. Mr. Wuttke bequeathed his entire estate in December 1996, to Minot State University for music scholarships.

Ruth Schell Overholser Fellowship—Established for the benefit of graduate students pursuing the study of music. Student must be enrolled as a graduate student in the Division of Music at MSU, demonstrate financial need, and academic achievement and maintain a GPA of 3.0.

Ruth Schell Overholser Scholarship—Established by J. Spencer and Ruth Schell Overholser, this scholarship is awarded to a student who is at least a sophomore, is a resident of North Dakota and is enrolled as a full-time bachelor’s degree candidate in the Division of Music at MSU. A cumulative GPA of 3.0 is required and financial need and musical talent will be considered.

Sally Thomas Violin Scholarship—Awarded to a violin student who is majoring or minoring in music, preferably a freshman who performs with the Minot Symphony Orchestra.

Sigma Alpha Iota Scholarship—Offered by the Minot Alumnae Chapter of Sigma Alpha Iota International Fraternity for Women. Presented to a Music Major who is a member of SAI on the basis of solo performance, academic achievement and leadership. Determined by vote of the music faculty.

NURSING

Betsy Nokleby Scholarship—Established by the Student Association in honor of Betsy Nokleby who served as College Nurse for 26 years. Two nursing students are selected for scholarships each spring semester.

Dean’s Award-Fabricius-Steinle Scholarship—Available to one or more students who have benefited nursing or made a lasting, positive effect on nursing by: 1. displaying innovation, creativity, or leadership; 2. communicating an idea or raising a question; or 3. implementing a project. Students are recommended by the faculty.

Department of Nursing Alumni Scholarship—Scholarships awarded to benefit students in the nursing program. An essay is required.

Dr. Elizabeth Ann Pross Scholarship—Established by Nicole and Kathryn Keen in memory of Elizabeth Pross, a nurse and nurse educator for over 30 years. Awarded to a female nursing student who has displayed evidence of community service during a previous semester (minimum of 10 hours). An essay explaining how they have or plan to implement the caring theory or nursing to improve the quality of nursing is required.

Dr. Richard E. Dormont, MD, Nursing Scholarship—Established in memory of Dr. Richard E. Dormont, a legendary Minot Pediatrician for 57 years. Students must be from northwestern North Dakota, enrolled in the nursing program, and have an interest in pediatrics. Financial need is considered along with an excellent scholastic record and a history of involvement and achievement that benefits the community.

Emma L. Misner Nursing Endowment Scholarship—Established by Don and Deb Wahus and Elisabeth D. Wahus Davison in honor of Emma Misner who grew up near Grassy Butte, ND. Awarded to two junior year nursing majors who are ND residents and chosen by Ms. Davison from submitted one page essays answering the question, “What is the most important quality of a nurse and why?”

Evelyn R. Nielsen Scholarship—Established by family and friends in memory of Evelyn Nielsen. It is awarded to a full-time undergraduate nursing major who demonstrates active leadership to the nursing organization, nursing professionals or the community. Recipient must possess a

cumulative GPA of 3.0 and may be awarded the scholarship more than one time.

Francis Svec Scholarship—Established by Harvey Svec of Lansford, and awarded by the Department of Nursing to a junior student excelling in psycho-social aspects of nursing.

Gunnar Solberg Scholarship—A trust fund established by Gunnar Solberg, a long time farmer/rancher. Nursing students must be at least a junior and must demonstrate financial need. The number of scholarships depends on trust fund income.

Halvor & Orma Nesheim Nursing Scholarship—Established in 2008 by the family of Halvor & Orma Nesheim. Awarded annually by the MSU Department of Nursing to a student maintaining a 3.0 or higher GPA, and a resident of Mountrail or Ward County, North Dakota. Preference given to a student intending to stay in North Dakota following graduation.

Hazel B. Berve Trust—This scholarship was established by Hazel B. Berve because her husband had expressed a great appreciation for the male nurses who attended to him during his illness prior to his death. It is awarded to male students from North Dakota or Minnesota to help defray the last two years of educational expenses.

Helen Chatfield Shurr Scholarship—Scholarship honoring a pioneer registered nurse who was a member of the first graduation class of St. Joseph's Hospital School of Nursing in 1911. Preference is given to a RN or LPN pursuing a BSN degree. Requirements include being a ND resident, GPA of 3.0, planned enrollment in 4-6 credits of nursing courses, eligibility for 400 level nursing courses, and completion of at least 38 credits in nursing courses.

Joan Love Christianson Memorial Nursing Scholarship—This scholarship was established by the family of Joan Love Christianson. It is awarded to a student enrolled full-time in the nursing program. Recipient must maintain at least the minimum academic standards.

Keith and Elema Cunningham Scholarship—Established by Elsie Cunningham in memory of her husband, Keith, and his first wife, Elema. Scholarship is awarded to nursing students with consideration given to financial need.

Leona R. Rubbelke Memorial Scholarship—The Leona R. Rubbelke scholarship fund was established as outlined in her last will and testament. Scholarships are awarded in the health services area at Minot State University.

Lois Bellet Williams Nursing Scholarship—Established by Dennis and Diane Bellet, brother and sister-in-law of Lois Bellet Williams, and Kenneth Williams, son of Lois Bellet Williams, to honor Lois Bellet Williams. Preference is given to applicants who are from Williams, McKenzie, Burke, or Divide counties in North Dakota.

Loretta F. Holub Scholarship—Established by Loren Holub in honor of his mother Loretta, a "Heritage Nurse," one that has worked in nursing more than 40 years. Students must be enrolled in the nursing program. Financial need is considered.

Maloney Educational Trust Scholarship—Established from the estate of Mable and Ethel Maloney and awarded to North Dakota residents on the basis of financial need, academic excellence, character, and citizenship. At least one-half of the awards are made to students enrolled in the nursing, medical technology, and radiologic technology curriculums at Minot State University.

Margaret Bruce Nursing Scholarship—Established to provide scholarships for students enrolled in the MSU nursing program who have shown good character, citizenships, and academic promise, and who are from northwestern North Dakota. Awarded to those who have demonstrated financial need.

Mark Ronde Memorial Scholarship—Established by relatives and friends of Mark Ronde. Preference is given to an RN returning to school for a BSN degree. A cumulative GPA of at least 3.0 is required and financial need will be considered.

Minot Moose Lodge Scholarship—Established by the Loyal Order of Moose Lodge No. 822, Minot, from interest generated from the Moose Lodge No. 822 Educational Trust Fund. These scholarships are awarded to MSU students pursuing nursing, radiologic technology, medical technology, pre-medicine, pre-dentistry, or pre-pharmacy who are North Dakota residents. Criteria for the award are financial need, academic performance, character, and citizenship.

Nels T. and Oline Blikre Scholarship—Awarded to a student who is a resident of Mountrail County, North Dakota, possesses an interest in nursing or teaching and demonstrates financial need.

Otto R. and Irene E. Johnson Scholarship—Scholarships honoring Irene Ella Johnson who dedicated her life to her family. Preference is given to an older than average (over age 24), "caring" nursing student who has successfully completed the first clinical course (NURS 256). A cumulative GPA of 3.0 is required.

Patrick Kelly Muus Scholarship—Established by Richard and Bernie Muus in memory of their son, a certified registered nurse anesthetist. Recipient must be a full-time MSU student enrolled in the College of Education and Health Sciences, be a North Dakota resident, and planning to advance to a career as a CRNA.

Patty Lou Pietsch Trzruc Memorial Scholarship—This scholarship was established for the benefit of the top nursing student attending Minot State University. The scholarship will be awarded to a fourth year nursing major during the junior

year of the nursing program to be used during the senior year. The recipient must be enrolled as a full-time student.

Roger Drobash Nursing Education Scholarship—Awarded to a relative of a current or former member of either Trench Rat Dugout No. 436 or Disabled American Veterans Chapter No. 4.

St. Joseph's Community Foundation-Mable Meng Scholarship—Established by St. Joseph's Community Foundation in honor of Sister Mabel Meng, a dedicated nursing professional. The student must be enrolled in MSU's nursing program and be from the counties of Bottineau, Burke, McHenry, McLean, Mountrail, Pierce, Renville, Rolette, Sheridan, Ward, or Wells; or evidence an interest to work in one of the 11 counties. Academic performance, financial need (not based on federal guidelines), family status, and other factors determined by MSU to affect the ability of a student to attain a nursing degree will be considered.

Tracy Petersen Snyder Scholarship—This fund was established by the parents and husband of Tracy Petersen Snyder in her memory to benefit a junior or senior nursing student. The award will be given to the student who demonstrates scholastic excellence and displays the attributes of being a dedicated student of professional nursing.

Yvonne Falstad Hoover Nursing Scholarship—Established by Mel and Yvonne Hoover for the benefit of nursing students. Financial need will be considered.

PSYCHOLOGY

Dr. Richard Sheldon Psychology and Addiction Counseling Scholarship—Awarded to students majoring in either psychology or addiction studies.

SCIENCE

Agnes and Ray Ladendorf Scholarship—Recipient must be regularly enrolled as a full-time MSU freshman, sophomore, junior, or senior student pursuing a degree in math, computer science, science, or education with a GPA of 2.5 or greater. The student must also be a graduate of Des Lacs-Burlington, Berthold, or Bowbells High School.

Blaine B. Kuist Memorial Scholarship—Established by family and friends in memory of Blaine B. Kuist, for a sophomore, junior, or senior who shows outstanding academic achievement in science or mathematics. Financial need is considered.

Clinton and Adlyn Morgan Scholarship—Established by Dr. Rose Morgan in memory of her parents. Applicants must be majoring in medical technology or biology with the intent of entering a health related profession.

Computer Science & Math Scholarship Endowment—Awarded to Math/Computer Science or Science Majors who have had a minimum grade average of a B in high school.

Special application is required.

Cyril Moore Scholarship—Awarded to a student pursuing a major in the division of science. This scholarship was named in honor of Cyril Moore who was a professor of chemistry from 1943–1964 and served as chair of the Division of Science and Math from 1958–1964.

Division of Science Scholarship—Awarded to a science major with a minimum 2.0 GPA.

Frank and Olgar Bauman Scholarship—Awarded to a full-time education major in math or science who is a junior or senior.

Glenn Bonness Scholarship—Recipient must be a full-time MSU undergraduate freshman, sophomore, junior or senior enrolled in the science program.

J. Spencer Overholser Scholarship—Awarded to sophomore or higher student of the natural sciences, preference in chemistry.

Ruth and Charles Hoffman Botanical Scholarship—Established by the Northwest Association of Horticulture for a full-time student who is majoring in biology and/or who demonstrates an interest in botany/horticulture. Recipient must possess a cumulative GPA of 2.5. The recipient may receive the award for multiple consecutive years providing that all eligibility criteria are maintained. The recipient will also receive an honorary membership in the Northwest Association of Horticulture and will be encouraged to participate in the association's activities.

Xcel Energy Scholarship Endowment—Awarded to a math, science, or energy economics student. Recipient must be a sophomore, junior, or senior with a minimum 2.0 GPA.

SOCIAL SCIENCE

Dr. N.M. Lillehaugen History Scholarship—Funds raised through endowment earnings. Academic performance and promise; 3.0 GPA; junior or senior standing; history major.

Frances Bane Crockett Scholarship—Established by H. Paul Crockett in memory of his wife, Frances Bane Crockett. This annual scholarship is available to an older than average (over 24 years) MSU student with at least a 2.0 GPA and majoring in social science or general college studies. Financial need is also a consideration.

Paul Morrison Scholarship—Awarded to a junior or senior who is majoring in economics, history, social science or sociology and has a minimum 3.0 GPA.

Social Science Division Scholarship Endowment—Awarded to a social science student with a minimum 2.0 GPA.

Virginia P. George Scholarship—Established through the estate of Virginia P. George, a life-long social studies educator.

Awarded to a social science student with a GPA no greater than 3.0.

SOCIAL WORK

Jim Wahlberg Social Work Scholarship—Established in memory of longtime faculty member and social work chair, James Wahlberg. Awarded to a student who has been admitted to the social work program and has a minimum 3.0 GPA in completed core social work classes.

Kay Erickson Memorial Scholarship—Established by the family of Kay Erickson, a life-long western North Dakota resident, for the benefit of female junior or senior social work students with a minimum 2.75 GPA. Recipients proving financial need will be given preference.

Sarah Martinsen Student Social Work Organization Scholarship—Awarded to any on-campus or distance education student with a GPA of 2.0 or greater. A full-time or part-time student enrolled in at least six credits is eligible. Preference given to members of the Student Social Work Organization.

SPECIAL EDUCATION

Bane-Sather Scholarship—Established by H. Paul Crockett and Frances Bane Crockett in memory of his wife's father, Walter James Bane, and his mother, Mary Elva Sather. Applicants must be a full time, older than average student maintaining a 2.0 GPA and demonstrate financial need. This annual scholarship is awarded to a student in Education of the Deaf.

Dr. Ronald E. Archer Memorial Scholarship—Established by Hazel Archer in memory of her husband who was a major influence in the well-being of mentally retarded citizens of North Dakota. Applicants must be a junior or senior majoring in the education of mentally retarded.

Elsie May Deeter Hearing Impaired Scholarship—Established by Elsie May Deeter, who spent her entire teaching career working with the hearing impaired. It is for the benefit of hearing impaired students or those students studying to be a teacher for the hearing impaired. Awarded to graduate students in Deaf Education requiring approval from the Dean of the College of Education and Health Sciences.

Florence Lake Scholarship—Established by Florence Lake, a leader in the education of the hearing-impaired children who was instrumental in establishing the program at Minot State University. This annual scholarship is awarded to students in Education of the Deaf on the basis of academic achievement and financial need.

Frances V. Leach Scholarship—Established by the late Mrs. Thomas W. Leach of Towner, North Dakota, and Tulsa, Oklahoma, to encourage and support special education. Priority is given to a graduate student from Towner or McHenry County majoring in Learning Disabilities. If no

graduate student applies, the scholarship will be awarded to an undergraduate student from Towner or McHenry County majoring in Special Education.

Hooterville F Lions Edwin R. Hovrud Memorial Scholarship—Established by the Hooterville Flion Lions in memory of Lion Edwin Hovrud. Awarded annually to a junior or senior in the Special Education program.

Minot Sertoma Club Scholarship—Established by the Sertoma Club of Minot for the education of the deaf and speech and hearing students. Scholarships will be based on academic achievement and financial need with one award to a deaf education major and one award to audiology or speech-language pathology major. The students must be either junior, senior, or graduate students, and preference will be given to North Dakota residents or U.S. citizens.

Ruth E. Loucks Special Education Scholarship—Established by the late Ruth E. Loucks. Awarded annually to students in the Special Education program.

Special Education Scholarship—Awarded to a graduate student with a minimum 3.0 GPA.

GENERAL SCHOLARSHIPS

Alumni Association Scholarship—Emphasis is given to children/grandchildren of MSU alumni, faculty, and/or staff (former or present) with consideration of academic performance. Scholarship awarded by Alumni Association committee. Separate application required.

American Association of University Women Scholarship (AAUW)—Available to all disciplines, the scholarship is awarded to a senior demonstrating academic achievement, with the required completion of a need analysis.

Beverly G. and Ruth Blowers Scholarship—Established in memory of Beverly G. and Ruth Blowers and awarded to entering freshmen from the Makoti area who are graduates of North Shore High School. Relatives of Mr. and Mrs. Blowers will be given priority. The recipient must maintain at least a 2.0 GPA. Financial need, character, desire to obtain a degree, and citizenship will be considered.

Bobbie Williams Scholarship—This scholarship was established in memory of Bobbie Williams who attended Minot State Teachers College. Scholarship is open to all areas of study.

Burger King Scholarship—Awarded to an employee or family member of an employee at a Minot Burger King. Recipient must have a 3.0 or higher GPA or ACT score over 24.

Charles A. Wiley Memorial Scholarship—Established in memory of Charles A. Wiley. The award is open to all majors and is based on academic achievement.

Dell M. Clarke Memorial Scholarship—This scholarship in memory of Dell M. Clarke was established by a bequest from her estate. Recipient must be enrolled as a full-time undergraduate or graduate student who has lived in Ward County (N.D.) for at least five years preceding date of application. The scholarship may be renewed dependent on the student's maintenance of satisfactory academic progress. Priority will be given based on financial need.

Delta Epsilon Phi-Lucille Whitt Scholarship—Established to perpetuate the name and memory of Lucille Whitt and the Delta Epsilon Phi Sorority. This scholarship is awarded to a full or part-time student who graduated from an accredited high school or equivalent. Recipient must have a cumulative GPA of 2.5. Preference will be given to an applicant who is a former member or a direct descendent of a Delta Epsilon Phi alumna.

Diversity Tuition Waiver—Beginning in the fall of 1993 the State Board of Higher Education adopted a tuition waiver program to recruit, assist, and retain minority students.

Dr. and Mrs. C.P. Lura Scholarship—Established by Dr. and Mrs. C.P. Lura to provide one or two annual scholarships. Junior and senior students maintaining academic progress are eligible to apply. One scholarship is awarded to a male student and one is awarded to a female student. The award is open to all majors. Dr. Lura was President of Minot State University from 1956 to 1967.

Dr. Joel A. Davy Memorial Scholarship—This scholarship was established by the family of Dr. Joel A. Davy in his memory. Dr. Davy was a long time administrator at MSU. Recipient must be enrolled full-time and may receive this scholarship for more than one semester.

E.R. Manning Scholarship—Available to all students who have demonstrated academic excellence. The award is open to all majors.

Edith L. Barrett Memorial Scholarship—Established in memory of Edith Barrett by son and daughter-in-law, John W. & Marilyn J. Barrett. This scholarship is awarded to full-time students, with a priority given to students who graduated from Ellendale or Divide County High Schools, both in North Dakota. The scholarship may be renewed dependent on the student's maintenance of satisfactory academic progress.

Emma S. Brynjolfson and Grace W. Brynjolfson Scholarship—This scholarship was established by a bequest from the estate of Grace W. Brynjolfson. This is awarded to a full-time undergraduate. The scholarship may be renewed dependent on the student's maintenance of satisfactory academic progress. Priority will be given based on financial need.

Frank and Peggy Linha Scholarship—Established by Frank and Peggy Linha, who found merit in learning and considered it a life-long endeavor. Scholarship will be awarded to students with a minimum 2.0 GPA.

Gail E. Cranston Scholarship—Awarded to students demonstrating academic achievement and financial need. The award is open to all majors.

Galen Brown Scholarship—Established in memory of Galen Brown, former MSU faculty member, for general scholarships.

General David C. and Lois M. Jones Scholarship Endowment—Established by General David C. and Lois M. Jones. Scholarships will be awarded to students with a minimum 2.0 GPA.

Gertrude M. "Tillie" Eck Scholarship—Awarded to MSU undergraduate students who show serious financial need, good character, and academic promise. Awards are restricted to students whose principal place of residence is one of the following North Dakota counties: Bottineau, Burke, Divide, McHenry, McKenzie, McLean, Mountrail, Pierce, Renville, Rolette, Sheridan, Ward, Wells, and Williams.

Gordon B. Olson Scholarship—Established in 1992 by many private contributors and the MSU Development Foundation in honor of Dr. Gordon B. Olson for his 25 years of service as President of Minot State University. Awarded to full-time MSU students demonstrating academic achievement. Scholarships are available to students from all academic disciplines. No more than one scholarship may be awarded annually on the basis of athletics achievement or performance.

Grant and Ruth Norem Scholarship—Established by family members in memory of Grant M. (a long time MSU educator) and Ruth Norem. Awarded annually, this scholarship is open to all junior or senior students who have achieved high academic excellence and demonstrate financial need.

Hazel McCulloch Scholarship—Established through the estate of Hazel McCulloch and donations by family and friends in her memory and awarded primarily on the basis of financial need to students with sound scholastic standing. Preference is given to a Washburn, North Dakota student. Miss McCulloch is remembered as an outstanding professor of history at MSU.

Howard Randall Scholarship—Established by family members in memory of Howard Randall, a former employee of Minot State University. This scholarship is awarded by the MSU Scholarship Committee with a preference given to students who are family members of faculty and staff employed by Minot State University.

Hugh Family Scholarship—Established by the late Thelma A. and Theodore Edward Hugh through the Hugh Family Trust with scholarship preference given to undergraduate students on the basis of financial need.

James A. Sjol Memorial Scholarship—Established through the estate of James A. Sjol for the benefit of MSU students.

Students must be residents of Mountrail County and of sophomore, junior, or senior status. A 2.75 GPA or above is required.

Jerome Wrahlstad Scholarship—Application is made through the Financial Aid Office and is open to all regularly enrolled full-time MSU students. Recipient may receive this scholarship for more than one semester by continuing to make satisfactory progress.

The Brigadier General Jerome T. Hagen Retired Military Member Scholarship—Available to any active duty military, National Guard or Reserve members and their dependents. Priority given to full-time students with financial need. Recipients may receive scholarships more than once.

John and Ethel Score Scholarship—Awarded annually, this scholarship is available to North Dakota residents who are juniors or seniors at MSU. Eligibility is based on academic achievement without regard to subject area.

John and Lucille Decker Scholarship—Established in 2007 by the Deckers. Is awarded annually through the the Financial Aid office. Preference given to older than average students and members of the Key Club.

June E. (Steinke) Votaw Scholarship—This scholarship in memory of June E. (Steinke) Votaw was established by a bequest from her estate. This is awarded to an enrolled full-time undergraduate student. This scholarship may be renewed dependent on the student's academic progress. Priority will be given based on financial need.

Kenneth G. and Francis L. Huso Scholarship—One half of annual awards shall go to students who have graduated from Anamoose, Drake, Karlsruhe or Velva, North Dakota schools. Based on financial need.

Kevin Michael Hill Scholarship—Established by Michael Hill in memory of his son, a former MSU student. Awarded to a full-time MSU student of sophomore status, maintaining a GPA of 3.0.

Louise Reishus Scholarship—Established by Louise Reishus, a former instructor and Dean of Women at the University, for students demonstrating academic achievement. The award is open to all majors.

Lt. Col. Charles Drake Poole Scholarship—Established by Charles and Marilyn Wald in honor of her father, Lt. Col. Charles Drake Poole. Minot Bishop Ryan High School graduates are eligible for this award.

Marie Torgerson Scholarship—Established by a bequest from the estate of Fernando G. Torgerson in memory of his mother, Marie Torgerson. Recipient must clearly demonstrate competence notably and significantly beyond that of peers. Academic excellence, leadership qualities and financial need are considered.

Mary Ann Walizer Scholarship—Established by Ottis Walizer in memory of his wife, Mary Ann Walizer. The student must be enrolled as a full time, female MSU student with a cumulative 3.5 GPA. Undergraduate juniors or seniors, graduate or transfer students are eligible. Preference is given to a student involved in university activities with consideration given to financial need as determined by the FAFSA. Priority is given to students with demonstrated honesty, integrity, and charitable involvement in their community with consideration given to demonstrated leadership, progress towards the applicant's degree, outside responsibilities, and communication skills.

Minot Model Alumni Association Scholarship—Established to perpetuate the name and memory of Minot Model High School. Applicants must be direct descendents of students who attended the high school on the MSU campus prior to its closing in 1968. The application deadline is April 15 with a separate application required.

Minot Quota Club Scholarship—Awarded to female students with sophomore through senior standing who are North Dakota residents. Awards are based on academic excellence first and financial need as a secondary qualification. Preference is given to older than average students.

Minot State University Staff Senate Scholarship—Established to assist MSU staff members or their dependents in their educational pursuits at the university. Dependents would include spouses or unmarried children under the age of 24.

Montana Dakota Utilities Scholarship—Awarded to a student from a community served by Montana Dakota Utilities who is a sophomore majoring in engineering, business, or computer science. Selection criteria includes academic achievement, leadership and character, and financial need.

NDCPD Access Scholarship—Established to help students with significant disabilities attending Minot State University finance their college experience. Applications are available from the NDCPD and are awarded by the NDCPD Consumer Advisory Council scholarship committee.

Neil E. Boonzenny Sander Scholarship—Established by Nell Sander for the benefit of a female MSU student who is a North Dakota resident and has financial need. A one-page essay describing what receiving the scholarship would mean along with a description of involvement with community service activities or volunteerism is required.

Nels and Edna Solheim Scholarship—Established through the Edna Soheim Estate. Scholarships will be awarded to students demonstrating character, citizenship, and academic promise.

North Dakota Fire Chiefs' Scholarship—Available to a student whose parent is an active (volunteer or full-time) or a

deceased firefighter of North Dakota. The primary consideration is a student who shows academic promise with a 2.5 GPA. Awards are made every third year, (09-10, then 12-13).

Orvald J. Bjerken Scholarship—Non-athletic scholarship awarded to a student demonstrating academic achievement and financial need.

Oscar Quam Scholarship—Awarded annually to sophomores, juniors, and seniors based on academic achievement. Open to all courses of study.

Plum Valley Women's Scholarship—Established by the Minot Commission on the Status of Women, this scholarship will be awarded annually to a female MSU student of at least sophomore standing, maintaining a GPA of 2.5 or higher. Financial need is also a consideration.

R.J. Doebler Family Memorial Scholarship—Established in 1993 through the Marian E. Kiehn Estate in honor of R.J. Doebler family. The scholarship is awarded to a full-time student at MSU. Financial need and academic ability may be considered but are not the sole criteria.

Ralph Hubbard Scholarship—Established through the estate of Ralph Hubbard, who taught biology at Minot State for 10 years. Preference is given to Native American science education majors with financial need and a 3.0 GPA. Recipient is required to become familiar with Ralph Hubbard's biography, "A Man as Big as the West."

Ray and Alice M. (Cooper) Hovey Memorial Scholarship—Established in 1992 by Dr. Richard Hovey in memory of his parents Ray and Alice M. (Cooper) Hovey. Alice graduated from MSU in 1930 with a B.A. in Social Science. The awards are based on academic achievement.

Ray and Ingeborg Atwood Memorial Scholarship—Established in 1983 through donations from the sons and daughters of Ray and Ingeborg Atwood. They were early pioneers in Renville County. Awarded to a sophomore, junior, or senior on the basis of financial need and academic achievement, and is open to all majors. A recipient may be awarded this scholarship two times. Maintenance of 2.0 cumulative GPA is required to be considered for a second scholarship.

Robert and June Marsh Scholarship—The Robert and June Marsh Scholarship was established after Mrs. Marsh's death in 1999. The university was able to establish the scholarship through the generosity of Mrs. Marsh's estate, the proceeds of which were gifted to the university. Robert Marsh served for many years in the Air Force including World War II and finished his career there. A portion of his military memorabilia is on display in the Westlie Room. Mrs. Marsh was a former member of the Board of Regents and felt a close relationship with the university since she lived most of her life within blocks of the campus.

Roger and Jeanette Christ Scholarship—Scholarship is awarded to a regularly enrolled full-time MSU student. This

scholarship may be renewed dependent on the student's maintenance of satisfactory academic progress.

Sue Cree Memorial Scholarship—Established by the Minot Center for Family Medicine employees for the benefit of Cree family members attending MSU. Recipients must be full-time MSU undergraduate or graduate students. Preference will be given to any of Sue Cree's children and their descendants and her nieces and nephews and their descendants.

Theodore and Nan Monson Scholarship—Established in February 1995 in memory of Theodore and Nan Monson who left no surviving children and chose to help higher education benefit many youth through their gift. Recipients are selected based on financial need.

Tom and Mary Probst Family Scholarship—Awarded by the Financial Aid Office to students studying in one of the following colleges: College of Business, College of Education and Health Sciences, or the Department of Nursing.

Verendrye Electric Cooperative Scholarship—Awarded to a student from the Verendrye Electric service area of North Dakota, who demonstrates academic achievement. Award is open to all majors.

Westlie Scholarship—Student must demonstrate financial need, and possess a record of satisfactory academic progress. The award is open to all majors. Applicant must be a resident of the Northwest quadrant of North Dakota, which includes the counties of Bottineau, Burke, Divide, McHenry, McKenzie, McLean, Mountrail, Pierce, Renville, Sheridan, Ward, and Williams.

William Joseph Coming Hay Scholarship—Established by Eric Clausen in memory of Billy Joe Coming Hay. Awarded to an outstanding Native American student from the Fort Berthold Reservation. Student must be a full-time student, maintaining a GPA of 3.0.

Services to Students

Residence Life

Housing

Residence hall housing is available for students desiring to reside on campus.

Required Housing Policy

University housing can provide both educational and social opportunities important to the success of students. Studies show that students who live on campus are more likely to complete their degrees, are more involved with university activities, and graduate at higher rates than students living off campus.

To promote student success, Minot State University requires undergraduate students who have earned fewer than 24 semester hours and are under 20 years of age prior to the first day of the current semester, to live on campus and purchase a meal plan. Our residence hall programs will help you meet people, grow as a person, enjoy residential life, and to have the experience of a lifetime on campus.

Requests for exemption to the Required University Housing Policy should be directed to the Office of Residence Life. Requests must be received by July 1 for Fall Semester and November 1 for Spring Semester. Exceptions may include students who are:

- 20 years or older at the start of semester
- Married
- Commuting from the permanent home of your parents or legal guardian (within 25 miles of campus)
- A veteran of military service or active duty personnel
- A single parent
- Transferring more than 24 credits to MSU

Exceptions may require verification involving the following documentation for each respective category: copy of marriage license; signed statement from parent or guardian; copy of DD Form 214 or Military ID; copy of child/children's birth certificate(s).

The University Housing Committee will review each request for exemption and will notify the student of approval or denial within 10 business days of the request and submission of all required supporting documents.

The residence hall program, just as all programs at Minot State University, is administered, without discrimination on the basis of race, color, religion, national origin, sex, marital status, disability, veteran status, age or sexual orientation.

Residence Halls

Each residence hall has lounge areas for recreation and entertaining, coin operated laundry facilities, a small kitchen

area for personal cooking, and landline service that is offered for \$7.77 per month. Cable TV and computer access are available in each room. Unless otherwise noted, each room has two beds, a desk and shelving unit, a closet, and dresser drawers. Cook Hall is primarily for freshmen women. Dakota Hall is for sophomore–graduate women. McCulloch Hall is a freshman men's residence. Lura Manor's rooms are arranged in suites (two double rooms and a private bath per suite). Lura Manor is a co-ed residence. Crane Hall, newly remodeled, coed residence, houses sophomore–graduate students.

No soliciting is permitted in the residence halls without the approval of the administration. Pets are not permitted in campus housing facilities.

Room Rates

Residence halls are contracted by the semester or by the full academic year, depending on the contract that was signed. Room fees are subject to change by action of the State Board of Higher Education. Board and room rates do not include semester breaks.

Women's Residence Halls

Dakota Hall	Average Rate
Double Occupancy	\$800.00
Single room, if available	\$1400.00
Cook Hall	
Double Occupancy	\$800.00
Single room, if available	\$1400.00

Men's Residence Halls

McCulloch Hall	
Double Occupancy	\$800.00
Single room, if available	\$1400.00

Co-ed Residence Hall

Lura Manor	
Double Occupancy	\$968.00
Single room, if available	\$1694.00
Crane Hall	
Double Occupancy	\$968.00
Single room, if available	\$1694.00

In case of damage to a room or if the room is left in unsatisfactory condition, the student will be held liable for repairs and cleaning. Housing for male and female students is also available during summer sessions. Housing may not be available during semester breaks.

Reservation Fees

A reservation fee of \$100.00 is required to confirm a room assignment. This fee is payable in the form of a check, money order, or bank draft to Minot State University, should be attached to the housing form, and sent to the Business Office.

Students may apply online for housing using credit card or check through their Campus Connection. Applications will be processed on a first come first serve basis. If a room is not available, the student will be placed on a housing waiting list or the fee will be returned upon request by the student.

Refund of Room Fees

Fees sent to the University for a room reservation will be refunded providing a written request is received by July 15 for fall semester and full year contracts and December 15 for spring semester only contracts .

Occasionally, a student will have to leave the residence hall during the semester. The unused portion of the room rental will be refunded on a weekly basis when the student leaves school during the semester because of illness, or due to an emergency in the immediate family of the student or complete withdraw from the university. No refunds are available for students who choose to move out of the residence hall. A room occupied any part of a week will count as one full week.

Campus Apartment Housing

There are 70 student apartment units on campus, six of which are designed for accessibility by persons with disabilities. Two-bedroom, one-bedroom, and efficiency units are available.

Apartments are unfurnished but each contains a stove and a freezer-refrigerator. A laundry room with coin-operated machines is provided.

Rents range from \$346.00 to \$509.00 per month. Students desiring apartment housing should contact the Residence Life Office.

Photo ID

Eligibility and Procedures

Following are the eligibility requirements and the procedural steps necessary to obtain a Student or Faculty/Staff ID Card. Please refer to this information as your guide to helping individuals better understand who is eligible to receive an ID card and how, when and where it can be obtained. ID Cards can be obtained in the Photo ID office located on the second floor of the Student Center.

An individual must meet one of the following criteria prior to obtaining an ID card:

- Students (undergraduate, graduate and professional) must be admitted or registered with the University. Note: University entitlements are based on current status, not future status.
- Faculty, academic staff, staff, and graduate students must be entered into PeopleSoft.

A good indication that an individual is in PeopleSoft and is ready to receive a card is when they have received an official University e-mail address.

Terms and Conditions

Your ID card is the official identification card of Minot State University and, as such, may be required for admission to University functions and certain contracted services. Your card is valuable and should be treated like cash or a credit card. Violations of the following terms and conditions may result in confiscation of the card. The card must be returned upon request. ID card information and photos may be used for various official campus uses. A government issued photo ID must be presented at the time of card issuance.

Minot State University issues an ID card to all registered students, and employed faculty and staff subject to the following:

- A. The ID card is the property of the Minot State University. The University reserves the right to revoke use of the card or any of its accounts at any time. The card is non-transferable and may be used only by the individual to whom it is registered.
- B. The ID card, transactions related to the use of the card, and any account balances are the sole responsibility of the individual Cardholder until the University is notified in writing that the card is lost or stolen. For all on-line accounts, the Cardholder will not be held liable for any unauthorized transaction which occurs after the University has been notified of a loss, theft, or possible unauthorized use of the card.
- C. Money deposited into the debit account (Beaver Bucks Account) is subject to the terms and conditions of the debit account. Any money left in your individual Beaver Bucks Account will revert to the ID card Office two (2) years after becoming inactive. An application for deposit and a complete copy of these terms and conditions can be obtained at the ID Card Office.
- D. The Cardholder will not damage or alter the card in any manner. This includes, but is not limited to, punching holes in or affixing stickers to the card.
- E. The Cardholder is solely responsible for all fees associated with the card including the cost of replacing a physically damaged, lost or stolen card. A non-refundable fee of \$15 is charged to replace a lost or stolen card.

Student Center

Dining Services

Students have a variety of options to accommodate their schedules; meals served in the Beaver Creek Café are all-you-care-to-eat. We offer three(3) entrees at lunch and dinner, including vegetarian options, and two(2) soups daily. A changing choice of side items is offered along with the main entrees daily. A rotating grill option and deli bar provide additional choices at lunch and dinner. Our daily entrees for lunch and dinner have included; pastas, tacos, wrapped sandwiches, baked potatoes, pancakes, omelets and pizza. A full salad bar is offered at lunch and dinner. You'll also find fresh fruits and vegetables, whole grain breads and cereals, dairy products, fish, poultry, lean meats, soft-serve ice cream

with assorted toppings. Our own bakery on campus provides daily deliveries of scrumptious pastries and desserts. An endless variety of beverages from Coke, Pepsi and Sunkist are also available. The food service area is an integral part of the residence hall community. We offer a variety of options at affordable prices. By letting us do the menu planning, shopping, preparation and clean-up, you will have more time for studying, campus activities, work or relaxation! All residence hall students are required to participate in a meal plan. The food service is managed by Sodexo. Additional information on various plans can be obtained from the Student Center Directors Office in the Student Center, 2nd floor between the hours of 8 a.m. and 4:30 p.m.

Dining Service Meal Plans, 2008–2010

7 day/10 meals

Monday–Sunday, any 10 meals; breakfast, lunch or dinner

7 day/15 meals

Monday–Sunday, any 15 meals; breakfast, lunch or dinner

7 day/19 meals

Monday–Sunday, any 19 meals; breakfast, lunch or dinner

Monday–Friday; breakfast lunch and dinner are available

Saturday and Sunday; brunch and dinner are available

All meal plans include \$100 of DINING DOLLARS per semester

All residence hall students **MUST** be on one of the meal plans described above

All meals are served in the Beaver Creek Café, located on the 2nd floor of the Student Center.

Breakfast: 7–9 a.m.

Lunch: 11 a.m. –1:15 p.m.

Continental Lunch: 1:15–4 p.m.

Dinner: 4–7 p.m.

Transfer Meal Options

Our transfer meal option allows students to transfer their meal availability to the other locations on campus. Currently transfer meal options are available at Buckshots and Sandellas.

Dining Dollars

Dining Dollars (\$100) are included with every meal plan. This is a declining balance program that allows you to make purchases at ALL foodservice locations across campus. Dining dollars are not re-loadable. Meal plans and Dining Dollars accounts are activated at the Student Center Director's Office located on the second floor of the Student Center. All Dining Dollars accounts balances expire at the end of each semester.

Beaver Bucks

Beaver Bucks is a debit service, which is linked to the MSU ID card, available to students, faculty and staff. Beaver Bucks can be used at Buckshots, The Beaver Creek Café, Symbols C-Store, Copies for U, Sandellas and Barnes & Noble Bookstore at MSU. A statement of all transactions can be

provided for all cardholders upon request. Meal plans and Beaver Bucks are activated in the Student Center Directors office. Your account will remain active until you graduate or terminate employment with the University. Beaver Bucks deposits to all accounts can be made through the Student Center Directors Office, Monday–Friday during regular business hours.

Parking

All vehicles parked on the campus must have a parking permit. Permits are available in the Parking Office in Facilities Management. The cost is \$25 for unreserved parking space and \$35 for reserved parking space for the academic year. Refunds are available by the semester, if one no longer wishes to park on campus. Campus parking is supervised; tickets will be issued and cars improperly parked will be towed at the owner's expense. Further information may be obtained by contacting the Parking Office in the Facilities Management at 701-858-3318.

Student Services

Richard Jenkins, Vice President for Student Affairs & Dean of Students

Student affairs staff are involved in student counseling and development. Areas of involvement pertaining to students are: housing (on-campus, off-campus, married student, apartment, and summer workshops), career planning and placement, university policy and procedures pertaining to students, Student Government Association, student health, part-time and full-time employment, and general student policies. The staff serve on several committees on behalf of students and because of their varied responsibilities, can help students with almost any type of problem. Questions should be directed to the Vice President for Student Affairs & Dean of Students on the lower level of the Administration Building or to the specific office providing the service.

Bookstore

The University Bookstore, located on the lower level of the Student Center, is operated by Barnes and Noble. The Bookstore is an integral part of the University and functions as a link between students, faculty, and staff by providing high quality educational products and service to enhance the educational experiences at Minot State University.

Center for Engaged Teaching and Learning

CETL is committed to providing MSU students with an engaging and successful student experience at Minot State University. CETL provides a number of programs to assist with the success of MSU students, including first-year experience learning communities, engaged teaching and advising support for faculty and staff, campus and community engagement opportunities for students, and peer mentoring and peer tutoring services.

TRANSITIONS

TRANSITIONS is Part II of the orientation experience at Minot State University. This mandatory experience introduces first-year students to campus and community resources that are vital to their success. TRANSITIONS will start on the MSU campus: students will discover student success services and will be introduced to campus culture by a current MSU student (Transitions Leader). After exploring the MSU campus, students will then participate in an off-campus activity, where each student will make a difference in our regional community through service. New Minot State University students will be able to engage with the community, meet fellow students, and learn essential student success information all while participating in this fun half-day program.

First-Year Experience

The First-Year Experience at Minot State University is an opportunity for first-year students to participate in a powerful learning experience that will inspire the transition to university life and learning through participation in unique learning communities, peer mentor interactions, and opportunities to engage with the campus and larger community.

As part of an FYE, students work with talented, engaging faculty and staff members who care about students, are focused on student success, and provide learning experiences that are unique, challenging, and relevant.

The Peer Tutoring Program

The Peer Tutoring Program is aimed at providing students with the essential learning tools and resources integral to their academic success. Through the use of highly qualified and trained tutors, the CETL Peer Tutoring Program seeks to empower the students being served in their pursuit of becoming independent learners. All peer tutors hired by CETL have been highly successful in the courses they tutor. Currently, CETL offers two kinds of tutoring: Drop-in Tutoring and Weekly-Assigned Tutoring.

The Peer Tutoring Program at Minot State University is certified by the College Reading and Learning Association's International Tutor Training Program. This allows MSU to train and certify tutors at Level I of the ITTPC program. Level I requires 25 hours of actual compensated tutoring and participation in 10 hours of training experiences.

Internship Program

CETL offers on-campus internship opportunities for Minot State University undergraduate students. The internship program is designed to provide students with an opportunity to learn and work with MSU faculty and staff on projects that directly relate to students' majors or fields of study.

Internship opportunities are available in most areas of study. MSU faculty and students must work together to develop relevant learning opportunities that will directly give students a working experience and will enhance skills that students will

utilize in occupations directly related to their fields of study.

Campus Compact at MSU

The Compact Service Corps AmeriCorps Program, hosted by Campus Compact offices in Colorado and Montana, is a national service program that connects students with communities through meaningful service-learning, civic engagement, and community service experiences. MSU students can participate in three areas: Healthy Futures (open to Communication Disorders and Nursing students), Education, or Capacity Building (open to all majors). Only a certain number of slots are available per academic year and are given out on a first come, first awarded basis. Students must complete all required paperwork to be admitted into this program and also must complete the agreed upon service hours prior to obtaining the Educational Award given by AmeriCorps.

Advising

The focus of advising is to assist students in developing meaningful education plans which are compatible with their academic, career, and personal goals. Academic advisors are responsible for helping students make connections to appropriate university resources, facilitating the course selection process, assisting with setting both short and long term goals, and guiding students in making career and academic decisions.

For more information on any of these programs, visit the CETL website at <http://www.minotstateu.edu/cetl/index/shtml>, visit us at our office located in Old Main 101, or call us at 701-858-4040.

Enhanced Success Program (ESP)

The Enhanced Success Program is a collaborative program with services provided by the Student success Center, the POWER Center, and the Center for Engaged Teaching and Learning (CETL). The key foundational components of the ESP program include: individualized academic advising, enrolling in a First Year Learning Community, and participation in student success programs/workshops. First year students are also required to consult with advisors on resources and support services necessary for academic success.

Student Success Center

The Student Success Center (SSC) provides programs and services to students to aid in the development and implementation of their educational plans and goals. Through the Center's programs and services, students are assisted from the beginning to the end - beginning with new student orientation and ending with the final stages of the job search process. New and current students are provided with the support they need to be successful.

The Student Success Center is responsible for the following areas - General Studies advising, career services, CONNECT (Orientation/Registration), Early Alert, and student workshops.

Career Services

Services and programs are provided to help students explore career options, clarify their career goals, and link those goals to appropriate academic paths. A variety of career assessment and decision-making resources are available with detailed descriptions of different occupations, labor market information and the certification and education requirements necessary to enter the world-of work for specific careers.

SSC staff provides assistance to students and alumni in defining career and employment goals and assists in their search for employment opportunities. In addition, the SSC staff offers guidance on job search strategies, including resume preparation, cover letter writing, and interviewing techniques.

The office also coordinates activities such as on campus interviews, specialized career workshops, annual job fair, and an etiquette dinner.

CONNECT (Orientation and Registration)

The Student Success Center hosts orientation and registration programs for new freshmen and transfer students each semester. The emphasis is on acquainting students with faculty, staff, current and new students, programs and resources at MSU.

Early Alert

The Early Alert Program provides assistance to students experiencing difficulties. The program is designed to aid in the early detection of students who are doing poorly in class, chronically absent from class, or having other kinds of problems that affect academic performance. An additional goal of the program is to improve communication among faculty, students, and advisors.

Programming/Workshops

The Student Success Center, along with the POWER Center, provides a variety of programs designed to enhance student success from entrance to the university and throughout the university experience. Topics include: time management, career exploration, study skills, money management, writing for college coursework, and stress techniques.

POWER Center (Providing Opportunity With Enhanced Resources)

The POWER Center serves students that are the first in their family to earn a four year degree and/or students who fall within specified income guidelines. Opportunities and enhanced resources are provided to these 200 participants to assist them in achieving success while completing their postsecondary education. POWER provides a variety of services including free tutoring, academic advising, career planning, financial aid counseling, study skill tips, workshops, and extra resources to help students make the most of their MSU experience.

- Location – Student Center, 2nd Floor
- Days and Hours – Monday - Friday, 8:00am-5:00pm
- Contact Person: Keryl Lesmann
- Phone: 701/858-4047
- Website: www.minotstateu.edu/power/
- Email: keryl.lesmann@minotstateu.edu

POWER is funded by a TRiO Student Support Services grant from the U.S. Department of Education serves U.S. citizens working on their first Bachelor's degree.

Multicultural Support Services

The Native American Cultural Center is located on the third floor of the Student Center, and the Multicultural Center is located on the first floor of the Student Center. Both centers provide supportive services to diverse student populations and international students at MSU.

Office of International Programs

International Student Services

The Office of International Programs provides F-1 and J-1 non-immigrant documentation and advising to international students, scholars and their families. International Student services include pre-arrival information, on-campus orientation, cross-cultural adjustment and advising information. The Office of International Programs also serves as a liaison to academic departments, other campus offices, and embassies.

For additional information regarding international student services, admission requirements, or immigration regulations, please refer to the International Student Admissions section in the front of the catalog, or visit our website at: <http://www.minotstateu.edu/international>.

Student Health and Development Center

The Student Health & Development Center (SHDC) is located on the lower level of Lura Manor. Elevator access is available at the northwest door.

Student Health Center

The goal of the Student Health Center is to improve the status of health and ultimately the quality of life of MSU students while they are on campus and as they plan for the future. Focus is on health promotion, risk reduction through surveillance and control of health hazards, health education, and referral to other campus or community services as needs are identified.

The Student Health Center is staffed by a nurse practitioner, registered nurse, and a licensed practical nurse, with a referral service to Minot Center for Family Medicine as needed. These providers diagnose and treat a variety of acute health problems in an ambulatory clinic setting and make referrals as indicated by the health care needs of students. Student health care is

intended to supplement private health care. It is **not** intended to provide comprehensive medical care.

At the discretion of the Student Health Center staff, assistance provided may include, but is not limited to:

- Immunizations
- Allergy injections
- Women's healthcare
- STD education and testing
- Preparation and maintenance of medical records
- Blood pressure monitoring
- Routine urinalysis
- General health needs
- Health education/promotion programs
- General sick care
- Prescriptions as necessary
- Tuberculosis testing
- Reporting required illness to public safety agencies
- Reporting required injuries/crimes to public safety agencies
- Sports and employment physicals

It is the responsibility of each student to maintain his/her own immunization record and to provide copies to employers and to schools to which they may transfer. Do **NOT** turn in your original immunization record, but submit a copy.

Student Development Center

The Student Development Center offers a variety of services including: individual counseling, disability services, learning services, and testing services (for entrance into college and graduate school, and professional exams).

Individual Counseling

Individualized, short term confidential counseling is offered to students with personal, social, and academic needs. Referrals to university and community resources will be made as appropriate. Educational prevention programming and activities are provided throughout the year for the general student body. For more information, please contact the Student Development Center at 701-858-3371. While walk-ins are welcome, appointments are preferred.

Disability Services

In accordance with the Americans with Disabilities Act (ADA), any MSU student with a disability is eligible for services. Written documentation of the disability, usually in the form of a diagnostic report, should be provided by the student to the Disability Services (DS) coordinator prior to receiving any accommodations. Also, students who suspect they have a disability should meet with the DS coordinator to discuss his/her concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability. For more information on DS, please call 701-858-3371 or go to www.minotstateu.edu/disability_services.

Learning Services

Study skills development (e.g., time management, note taking, and test taking) is provided through a class offered by the name of INT 190: Study Skills. This class can be found under the "Interdisciplinary" section in the schedule of classes. INT 190 is offered fall and spring semester.

Testing Services (Paper-based)

The Student Development Center serves as a test center for ACT (American College Testing), Praxis testing for teachers, LSAT (Law School Admissions Test), GRE Subject (Graduate Record Exam-Subject), MAT (Miller Analogies Test), TEAS (Tests of Essential Academic Skills) for Nursing, SSAT (Secondary School Aptitude Test), and other tests upon request. There are fees for these tests, and most have registration deadlines.

Veteran Educational Benefits

The Veteran's Center certifies eligible student veterans and dependents for Veterans Affairs (VA) educational benefits and acts as a liaison between the student and the VA. Services also include providing eligible students with information regarding VA policies and procedures.

Student veterans and dependents attending Minot State University and receiving assistance from the Department of Veterans Affairs are required to maintain the academic standards of progress as outlined in the "Academic Requirements" section of this catalog. Benefit recipients who fail to maintain the required cumulative grade point average and make progress toward the completion of his/her educational objectives will be reported to the VA for unsatisfactory progress. Students who receive all failing grades for a semester will be reported to the VA as having unofficially withdrawn. Drop dates for those classes will be determined by contacting the instructor for each of the failed classes and students will owe an overpayment to the VA. In order to avoid this consequence, students should formally withdraw from the semester if they stop attending classes. Contact the VA certifying officer for questions about withdrawing from all classes.

Benefit recipients must request certification from the Veteran's Center for each term of enrollment. Returning students who have previously been certified by Minot State University must complete a VA worksheet at the beginning of each term. The VA worksheet is available online at www.minotstateu.edu/veterans. Student veterans and dependents using VA benefits for the first time must submit an application for benefits or a certificate of eligibility and supporting documentation including a copy of his or her discharge papers or a notice of basic eligibility. Transfer students must complete a request for change of place of training at the beginning of his or her first term at MSU. Benefit recipients wishing to receive advance payment should contact the Veteran's Center approximately 45-days in advance of the term for which they plan to register. A separate form is required for advance payment. Students who elect to repeat a course for which a passing grade

(A, B, C, D, P) has been earned will not be permitted to include the repeated course in his or her VA certification for the term, unless a better grade is required for graduation. Students who repeat a course for which a failing (F) grade has been assigned may be able to include the course for certification, if the course is required for graduation.

All course work undertaken must be applicable to the student's chosen degree program. Courses may include elective courses and prerequisite courses as well as required courses.

Transfer veterans will not be certified until official transcripts from all attended colleges and universities are recorded in the Registrar's Office. It is the veteran student's responsibility to ensure that transcripts have been evaluated to determine the number of transfer credits accepted by Minot State University for VA purposes.

All student veterans and dependents receiving subsistence allowances under the Montgomery GI Bill, the Post 9/11 GI Bill, or the Survivors' and Dependents' Education Assistance program are required by law to report promptly to the VA any changes in their enrollment which may affect the amount of money they receive. If a student drops below full-time attendance or withdraws from the university, he or she must inform the VA certifying official in the Veteran's Center. In order to be considered full time, benefit recipients generally must be enrolled in at least 12 credits per semester. Exceptions to this guideline occur when a student is certified for condensed courses that meet for less than the regular 16-week semester. Students may contact the VA certifying official with questions about full-time status.

Questions concerning VA policies may be addressed directly to the VA Regional Office, PO Box 66830, St. Louis, Mo 63166-6830 (toll-free regional number 1-888-GIBILL-1) or to the GI Bill web site www.gibill.va.gov.

Vocational Rehabilitation

The student must obtain approval from Vocational Rehabilitation which specifies in detail the funds that will be provided for tuition, fees, and other expenses. This approval should be obtained well in advance of the beginning of classes. Vocational Rehabilitation will provide written authorization to the MSU Business Office.

Campus Buildings Administration

Offices of the President, Vice President for Academic Affairs, Vice President for Administration and Finance, Vice President for Student Affairs, Center for Extended Learning, Business Office, Registrar's Office, Academic and Institutional Projects, Financial Aid, Public Information, Enrollment Services, and, Human Resources are housed here. Also included is the computer center and three Interactive Video Network (IVN) studios.

Amphitheater

This outdoor facility was built by students, alumni, and other university supporters. Located in the hills in the northern part of the campus, it provides a beautiful setting for summer theatre, musicals, and other productions.

Astronomical Observatory

Established in 1967 and relocated to north of the Amphitheater in 1988, the observatory houses a 16-inch diameter Schmidt-Cassegrain telescope used primarily by astronomy students. It is viewed on specified evenings.

Campus Apartments

Campus Heights Apartments

Completed in 1984, it houses 18 efficiency and 12 two-bedroom apartments. Open to all students. Families have preference for the two-bedroom units.

Pioneer Hall

This is a family/student housing facility. It contains 40 one-bedroom apartments.

Cyril Moore Science Center

This building houses administrative offices for the life and physical sciences. A lecture-demonstration auditorium seating 233, and classrooms, laboratories, and research facilities for biology, chemistry, geoscience, physics, and science education are located here.

Dome

The administrative office of the Department of Athletics is housed in this building. This structure also provides facilities for a wide variety of activities such as handball, racquetball, basketball, volleyball, tennis, wrestling, and indoor track with seating for over 10,000 people. The building also has lockers, showers, classrooms, and offices, plus other use areas.

Hartnett Hall

The administrative offices of the College of Arts and Sciences and the Division of Humanities are located in this building. There are classrooms and studios for art, broadcasting, communication arts, English, and foreign languages. A 200-seat theater for lectures, recitals, and theatre productions and an art gallery displaying works of nationally recognized, contemporary American artists are also housed there. A computer lab is in this building.

Library

The Gordon B. Olson Library houses basic library facilities and two computer-lab centers. Containing over 420,000 volumes in books, bound periodicals, and government documents, it also houses special collections of North Dakota materials, a children's collection, media materials (over 14,000 video recordings, filmstrips, slides, and other nonprint material) and

microfilms. The library currently subscribes to over 600 periodicals and is a depository for United States Government and State of North Dakota publications. The library building provides study accommodations for 800 students.

Memorial Hall

In 1996, Memorial Hall was remodeled and expanded. It houses the Rural Crime and Justice Center, four academic departments, the Graduate School, and the North Dakota Center for Persons with Disabilities. The four departments located in Memorial Hall are communication disorders; special education; criminal justice; nursing; and addiction studies, psychology and social work. A computer lab is in this building.

Model Hall

Completely renovated in 1990, this building houses administrative offices for mathematics and computer science. There are two instructional computer labs, four tiered multimedia classrooms, and numerous classrooms for lecture.

Old Main

This first building on campus underwent a \$8.6 million remodel between 2001-2003. It provides classroom and office space for the College of Business, the Department of Teacher Education and Human Performance, and the Division of Music. The building has four computer labs and a student lounge with computer access. Ann Nicole Nelson Hall provides facilities for the performing arts with seating capacity for 950.

Physical Plant

This building houses the offices for physical plant, motor pool operations, central receiving, and parking.

Residence Halls

Cook Hall

A five-story residence for 188 women, it was completed in 1965.

Crane Hall

A \$4.4 million remodel of Crane Hall was completed in 2006. It is now an ultramodern residence hall with two-room suites for four students with private bathrooms. The hall accommodates 88 students.

Dakota Hall

This is a conveniently located residence for upper-class women. It also houses the ESL program and the Residence Life/Housing Office.

Lura Manor

A five-story building completed in 1986. It houses 143 students in four-person suites, and the Student Health and Development Center.

McCulloch Hall

This is a men's residence for 145 students completed in 1960.

Pioneer Hall

A 40 unit apartment building. They are one bedroom apartments. 4 are handicap accessible, 6 are designated as single student apartments and the remaining 30 apartments are considered family apartments for married couples are single students/couples with a child.

Student Center (SC)

The Student Center is located at the heart of the Minot State University campus. A new information center and post office was established at the east end of the Student Center to greet visitors to campus beginning spring 2008.

In 2007, a \$1.1 million facelift of an antiquated ballroom in the Student Center created the new student activity center, called the Beaver Dam. The sumptuous lounge contains pool tables, an electronic shuffleboard, a digital jukebox, a 20-foot big-screen TV, plasma TVs, soft furniture and a fireplace. Sandella's eatery is housed inside the Beaver Dam.

New offices for the Student Government Association were also located near the Beaver Dam during the reconstruction.

Other amenities in the Student Center include laptop computer stations, a convenience store, a swimming pool and the MSU Bookstore, which is affiliated with Barnes & Noble. The residence dining center, Beaver Creek Cafe, is located nearby.

Offices of the Student Center director, student activities coordinator, and career counseling are also adjacent to the Beaver Dam.

The lower level of the Student Center contains Buckshot's, a snack bar open to the public and Java Lodge featuring Starbucks products.

The Student Center also houses the Multicultural Center, Native American Cultural Center, and the offices of International Programs, Red & Green (student newspaper), Advancement, Alumni and Sodexo, the contracted food service provider.

While the Student Center has been designed to serve students, it also houses a functional conference center on the third floor that is used for numerous campus and community events.

Swain Hall

Renovated and re-opened in 2010, it will houses the Department of Teacher Education and Human Performance.

Services to Region Centers of Excellence

The University has three established Centers of Excellence—the North Dakota Center for Persons with Disabilities, the Center for Extended Learning, and the Rural Crime and Justice Center. The centers have developed from University areas of expertise and complement its research and service components.

North Dakota Center for Persons with Disabilities

The North Dakota Center for Persons with Disabilities (NDCPD) is a University Center of Excellence on Developmental Disabilities, Education, Research, and Services. We are part of a national network of 67 similar programs at universities throughout the United States called University Centers for Excellence on Developmental Disabilities (UCEDDS). NDCPD's mission is to provide service, education, and research which empower communities to welcome, value, and support the well-being and quality of life for people of all ages and abilities. NDCPD serves a diverse population of people with disabilities and their families, service providers and educators, and people in the public and private sector through the following activities:

- providing interdisciplinary training to students in multiple disciplines
- providing evidence-based in-service training for practicing professionals and others serving people with disabilities and their families
- providing education to individuals with disabilities, families, and support providers that will allow them to practice greater self-determination and exert greater choice and control
- disseminating information and research findings through publications, presentations, and the internet
- providing direct services and supports to people with disabilities to minimize disparities in health care, enhance educational opportunities, develop work skills, and other services that will ensure that communities are accessible and responsive to the needs of individuals with developmental disabilities and their families
- providing technical assistance to public policy makers and entities serving the disability community, and
- conducting research, evaluation, and analysis in areas of importance to the field of disabilities.

NDCPD provides many opportunities for students to participate in its projects and activities. NDCPD offers an interdisciplinary training experience for MSU students. Working with traditional academic departments such as Communication Disorders, Psychology, Social Work, and Special Education, NDCPD faculty provide students with leadership experiences that supplement their discipline-specific coursework. NDCPD also provides training and educational programs for professionals and paraprofessionals in the disability community. Working with academic depart-

ments, NDCPD makes a variety of workshops, courses, and professional development programs available in communities throughout North Dakota. Students from all disciplines are invited to become involved in the NDCPDs varied research, service, training, and dissemination activities. For more information call JoLynn Webster, NDCPDs Pre-Service Interdisciplinary coordinator at 800-233-1737 or 701-858-3206, or stop at the NDCPD offices located in Memorial Hall 203.

Center for Extended Learning

The mission of the Center for Extended Learning (CEL) is to provide flexible, accessible and quality lifelong learning opportunities. To serve this mission, the center offers courses online, in Bismarck and Fargo, in the evenings at Minot Air Force Base, and in a range of formats that meet the needs of busy students.

Because of its commitment to flexible scheduling, the CEL offers classes and workshops at locations across North Dakota. Delivery formats include IVN, online, web conferencing, and face-to-face.

The CEL also offers a variety of non-credit activities designed to meet community needs and interests. Non-credit activities can cover a variety of interest areas and can also be offered in formats to meet student need.

Rural Crime and Justice Center

The Rural Crime and Justice Center (RCJC) is a self-contained research organization located at Minot State University in Minot, ND. The center was initially established in 1999 to explore the unique characteristics of rural crime and deviance. Over the years, RCJC's role has expanded to include research and evaluation of various aspects related to criminal justice. In February 2002, RCJC became a Center of Excellence on the campus of Minot State University. The North Dakota State Board of Higher Education (SBHE) defines "Centers of Excellence" as "...public/private partnership research /economic development efforts that will have a positive, long-term, measurable impact on the state's economy and gross state product and may include the following components: creates private sector jobs; includes public/private sector partnerships; leverages other funding; stimulates new wealth; fosters and practices entrepreneurship; links to the New Economy Initiative clusters; grows North Dakota's economy; addresses depopulation; supports bold aggressive initiatives; and represents major efforts intended to fund projects in the range of \$1 million dollars each."

The RCJC consists of three divisions including research, training, and business administration. Each division has a unique role and provides an organizational framework that allows RCJC to successfully manage and complete multiple projects, staff, and financial transactions.

Rural Methamphetamine Education Project (RMEP)

The main goal of the project is to develop and deliver a public

awareness and education campaign to children, schools, teachers, parents, and communities. The public awareness campaign is a multi-faceted approach involving the printing and dissemination of materials regarding methamphetamine to the direct delivery of schools, victims, former users, and treatment counselors.

Presentations are also available for community stakeholders (i.e. public officials, teachers, business leaders, and parents) and the general public to learn about how methamphetamine is affecting the state, their community, and how they can respond to it.

VICTIM ASSISTANCE ACADEMY FOR NORTH DAKOTA (VAAND)

The Victim Assistance Academy for North Dakota (VAAND) is an intensive week long training focused on victim services, victims' rights, and a number of other victim-centered topics for professionals from around the state to attend.

The VAAND fulfills the need of a centralized training center for professionals in the field of victim services and addresses the obstacles facing professionals pertaining to training. As modeled from other state victim academies, the VAAND is in partnership with MSU as the central training location for North Dakota.

Grants to Encourage Arrest (GTEA)

This project allows RCJC and NDDoH along with the North Dakota Council on Abused Women's Services (NDCAWS) and the University of North Dakota's Tribal Judicial Institute (TJI) to establish best practices for responding to domestic violence, provide statewide training and technical assistance on sexual assault investigation, and improve the standards for domestic violence and sexual assault data collection.

During the project, much of the focus will be on the Northwest portion of North Dakota. This funding will enable project staff to develop community teams in the Northwest region, including law enforcement, domestic violence advocacy programs, and state's attorneys, to develop strategies for improving the collaborative response to domestic violence incidents. At a statewide level, the project will look to build on past efforts regarding sexual assault investigative policies for law enforcement by providing training and technical assistance on the adaptation of the state's model policy.

Institute for Rural Human Services

The Institute for Rural Human Services (IRHS) is a unique project in which various human service entities collaborate. The Institute draws together various professional disciplines and service providers to address human problems of rural families and to seek solutions through a team approach. Its three-fold mission is to provide direct clinical and outreach services, technical assistance, and conduct educational activities that assist rural families in understanding and meeting their human service needs.

Interactive Video Network

The Interactive Video Network (IVN) offers statewide video conferencing providing distance education opportunities throughout North Dakota.

IVN utilizes Internet-based videoconferencing technology (H. 323) over the state network (STAGEnet) to significantly enhance communication and learning opportunities. Videoconferencing services extend beyond higher education and tribal colleges to include K-12 schools, NDSU Extension and Research Centers, and state government agencies.

Of all distance education technologies IVN most closely replicates traditional classroom instruction. Two or more sites can be connected for each IVN event. There are over 400 sites in the state with over 65 sites in the higher education environment.

Minot State University has several video classrooms. Three large classrooms are located in the Administration Building. Criminal Justice has one dedicated room located in their department. NDCPD has a room in Memorial Hall, with another located on the third floor in the Nursing Department.

Minot State University has the capability of both sending and receiving courses, workshops and meetings. Students from this area can enroll in a wide range of degree programs offered by a number of North Dakota University System institutions. A variety of programs are available in either two year, four year, masters or doctoral degrees.

For a complete list of classes and degree programs being offered, or for general information about IVN videoconferencing contact the Center for Extended Learning office at 1-800-777-0750 or the Minot State University IVN office at 701-858-3984. Information about classes and meetings can be found on the IVN website at www.alt.ndus.edu.

Learn more about classes and meetings at Minot State University by accessing <http://www.minotstateu.edu/cel/ivn.shtml>.

Minot Symphony Orchestra

The Minot Symphony Orchestra is a joint university/community/professional orchestra which presents 3 classical concerts, a family concert, a pops concert, and children's concerts each season. Membership is dependent upon the needs of the ensemble and is open to university students and community/regional members through audition. More information can be found at www.minotsymphony.com.

North Dakota Geographic Alliance

The North Dakota Geographic Alliance is a statewide organization of teachers, professional geographers, and other persons interested in promoting geography education within the state of North Dakota. The Alliance administrative office is located in the Mount Vernon Building, 900 N. Broadway, Minot. The Alliance publishes a quarterly newsletter, holds an annual

meeting and professional development programs, and offers other types of geography-related resources. Students are invited to join the Alliance, to submit articles for publication in the Alliance newsletter, and to participate in Alliance-sponsored programs.

Communication Disorders Clinic

Each year over a thousand children and adults with disabilities come to the clinic for assessment and treatment services and to take advantage of sophisticated equipment and expert faculty. A unique team of professionals provides assessment and designs individual habilitative programs which are carried out at home, in the public schools through cooperative planning with teachers and parents, or in the clinic itself. Undergraduate and graduate students, under the close supervision of faculty members nationally certified, work with clients. Services are free of charge to full-time MSU students and their immediate family and are reduced for part-time students. Call 701-858-3030 for additional information.

Western Plains Opera Company

The Western Plains Opera Company is a joint University/community opera which presents a major production each year. The Opera Company performs a variety of representative works. It is open to university students and community members through audition.

Great Plains Center of Community Research & Service

The mission of the Great Plains Center for Community Research & Service (GPCCRS) is to strengthen the quality of life in rural communities through community/university research and service partnerships that will identify, research, and take steps toward solving rural community quality of life issues and problems.

GPCCRS utilizes research activities to assist communities in identifying priority issues, engaging students and faculty in researching those issues, and collectively developing an action plan to address the issues. The development activities include disseminating information, grant writing support, and engagement of students in local communities with real purpose.

Faculty and students should use GPCCRS as a resource to enhance classroom activities by reaching out to local communities and addressing real life issues.

Student Life and Activities

Student Government

All registered university students automatically belong to the Student Government Association. Governmental matters which pertain to student affairs are regularly handled by the Student Senate, which elects its officers and senators in the

spring. An election is held in the fall to elect two first-year student (freshman) senators. Participating students have the opportunity to view democracy in action. Student Government Association meetings are open to the public.

MSU Life Committee

The MSU: Life Committee exists to provide a fun and engaging social atmosphere here at Minot State University. Led by the Directors of Entertainment and comprised of a group of enthusiastic student volunteers, the MSU: Life Committee plans, coordinates, and directs campus activities for the benefit of all MSU students. Events vary from comedians, hypnotists, dances, movies, MSU After Dark events, and musicians. These events are free with your MSU ID unless otherwise specified. This committee is open to any interested MSU student and interviews for the Co-Directors of Entertainment are held each spring.

Athletics

Minot State University men's and women's athletic programs are members of the National Association of Intercollegiate Athletics and the Dakota Athletic Conference (DAC). The men's competition includes football, basketball, track and field, golf, baseball, and cross-country. The women's competition includes basketball, cross-country, track and field, volleyball, softball, and golf.

Intramural Programs

A variety of sport activities are offered for both men and women throughout the school year. This program is sponsored by the Student Government Association. Interviews are held for the Intramural Directors in the spring.

Homecoming

The annual homecoming has become a tradition in Minot. Each year, in the fall, the University sets aside a week for the entertainment of graduates, current, and former students. The celebration includes a parade, a football game, and many other features conducive to the renewal of old acquaintances.

Music

The University's Division of Music is an accredited member of the National Association of Schools of Music and provides exciting opportunities for the study and performance of all disciplines within music. Concert and lecture offerings are listed on the Music Division website. Performance opportunities available to all university students include choir, women's chorus, band, orchestra, and jazz ensemble.

Publications

There are two student publications on campus. The Red & Green, the student newspaper, is published weekly during the regular school year. The Coup, the student literary magazine, is published annually. Student editors receive salaries paid from student activity fees. Students may earn one hour of

journalism credit for working on the Red & Green. The publications are advised by faculty members and governed by policy developed by the Board of Student Media.

Radio Station (KMSU)

KMSU, the campus radio station, operates over the local access television channel. Students who live in the dorms may listen by tuning their television to channel 19. The signal is also broadcast over the local cable access channel (KMSU TV) to over 15,000 homes in the local area.

Students who wish may work with KMSU as a disc jockey doing on air shows or working in one or more of the behind the scenes jobs connected with the radio station by registering for radio activities. This one-credit class is available to all MSU students.

The Media Ink Club is open to all students interested in the media, be it electronic print, advertising, or public relations.

Native American Cultural Center

The Native American Cultural Center provides counseling, advising, and academic student transitional assistance to Native American/American Indian students at Minot State University. Student personal, social, financial, and career concerns are also addressed at this “home away from home” rest and relaxation student center. Coordination and correspondence with area tribal councils, offices and colleges is also maintained to benefit and support our students.

Campus and community events are developed and presented to promote public awareness, understanding and appreciation of Native American people and their culture. A portion of the MSU Native American Collection of cultural artifacts is also on display for public viewing.

The Native American Cultural Center is open Mon.–Fri., 8 a.m. to 4:30 p.m.

Multicultural Center

The Multicultural Center is designed to provide a safe and comfortable location for all diverse student populations and international students. The Multicultural Center also exists to provide a campus location for the appreciation of diverse populations and cultures. Throughout the year, the center hosts a number of events that celebrate ethnic and cultural diversity. Events include ethnic food sampling, speakers, films, and other cultural presentations. The Multicultural Center is located on the 1st floor of the Student Center. Hours are 8 a.m. to 4:30 p.m. Mon.–Fri.

Theatre Arts

The Campus Players is the student organization open to all university students. It sponsors several major productions each year. Theatre facilities include the Harold G. Aleshire Theatre, the Black Box for less formal and locally-written shows, and the Amphitheatre located on the north side of the campus. The

Theatre Arts Program also hosts workshops, guest lectures, and touring professional companies.

Student Safety

Sexual Violence

This section will describe the different policies and procedures related to sexual offenses, how they are reported, privacy policies, programs for victims of sexual violence, investigation requirements, special arrangements for the complainant and the accused, University disciplinary measures and other procedures.

I. Policy on Sexual Assault

Minot State University’s commitment to students and employees is to provide a campus free from all forms of sexual assault and sexual harassment. This behavior will not be tolerated.

Definition:

In accordance with the ND Century Code 12.1-20-07/03 and MSU, sexual assault and gross sexual imposition is any sexual act or sexual contact performed upon one person by another to which one person does not or cannot consent. Consent is defined as speech or conduct indicating freely given agreement to participate in sexual activity. Silence or the use of alcohol/drugs are NOT an indication of consent.

Minot State University prohibits any behavior (sexual acts/contacts) in which:

1. The victim is compelled to submit to force or by threat of force.
2. The victims power to appraise or control his/her conduct is impaired by administering the use of intoxicants.
3. The victim is unaware that a sexual act/contact is being committed upon him or her. For example: a state of intoxication due to alcohol or drug use; loss of consciousness; lack of knowledge that the act in question is sexual assault.
4. Knows or has reasonable cause to believe that the other person suffers from a mental disease or defect which renders him or her incapable of understanding the nature of his/her conduct.

Reporting:

Sexual assault victims may contact various individuals, departments and agencies for assistance. Information will be confidential unless consent is given.

Minot City Police Department911 or 852-0111
24 hours a day

Campus Security

7:30 a.m. to 4:30 p.m 858-3210
24 hours a day833-9118 or 721-2361

Vice President for Student Affairs 858-3329
8 a.m. - 4:30 p.m. M-F, Administration

226 Student Safety

Student Health and Development Center 858-3371
8 a.m. - 4:30 p.m. M-F, Lura Manor

Director of Residence Life..... 858-3363
8 a.m. - 4:30 p.m. M-F, Dakota Hall

*Residence Hall DirectorSee Hall Directory
24 hours a day

*Residence AssistantSee Hall Directory
24 hours a day

North Central Human Service Center..... 857-8500
24 hours a day

Domestic Violence Crisis Center 852-2258
Crisis Line 857-2000
24 hours a day

Rape Crisis 857-8500
24 hours a day

Legal Assistance of ND..... 852-3870
24 hours a day

Trinity Medical Center 857-5000
24 hours a day

*Residence Hall staff report to the Director of Residence Life.

Procedure:

1. Obtain medical care and help as soon as possible after the sexual assault whether or not you choose to report to the police.
2. North Dakota's mandatory reporting law requires hospitals to report crimes of sexual assault to the police.

Key Points:

1. Take a change of clothing to the hospital if possible.
 - Do not bathe, douche, brush teeth, use mouthwash, or change clothes before getting medical attention in order to avoid elimination of evidence.
 - Medical treatment will assist in dealing with any concerns about pregnancy and sexually transmitted diseases.
2. It is the victim's decision as to whether he/she wants to talk to the police. He/she is not required to press charges.
 - Victims are encouraged to file a report with the police and preserve all evidence should they decide at a later date to exercise their legal rights.
 - Filing a report with the police may also help others from becoming victims.
 - Victims may file a Blind Report -no names.
3. North Dakota Crime Victims Reparation Act
 - May cover emergency room costs if you do not have

public or private medical insurance. If approved, may also be reimbursed for out of pocket medical expenses, loss of earnings, and psychological counseling.

4. Seek professional counseling either on campus or through an off-campus agency.

5. For information about the Crime Victims Compensation Program (Division of Adult Services, ND Dept. of Corrections), call 701-328-6195, toll free to 1-800-445-2322, or in Ward County to 701-857-6480, or visit their website at www.ndcrimevictims.org.

- To be eligible you must report the crime within 72 hours, cooperate with the investigation, and fill out an application within 1 year of the crime. You MUST NOT have consented to, provoked, or incited the crime, or been assisting in or committing a criminal act causing your injuries.

6. Refer to departments, agencies listed under Reporting Section.

Response:

The Vice President of Student Affairs or his/her designate will promote informational material and programs to aid in the prevention of sexual assault. Following a sexual assault on campus and the filing of a complaint, the Vice President of Student Affairs or his/her designate will:

1. Assist the victim in securing medical treatment.
2. Take steps to promote confidentiality in working with victims.
3. Assist the victim in arranging for professional counseling.
4. Assist the victim in pursuing a criminal complaint if so desired.
5. Initiate an investigation and take appropriate disciplinary action in accordance with the MSU Student Conduct Policy.
6. Institutional Disciplinary Action may be taken regardless of any decision or penalty by civil authorities.
7. Disciplinary proceedings will afford the accuser and the accused equal rights as stated in the Student Conduct Policy, section IV, letter L. Student Rights.
8. Offer the victim the following services if appropriate:
 - a. Withdrawal from a class/University.
 - b. Assistance in securing a restraining order.
 - c. Change in housing, phone, parking assignment.
 - d. Request increase in security coverage.
9. Promote educational programs and information in the residence halls for the campus community.

10. Request ongoing reviews and updating of campus lighting and security enhancements. (Assistant VP for Facilities Management.)

Student Conduct

See the Student Handbook.

II. Policy on Sexual Harassment

Minot State University’s commitment to equal opportunity includes an assurance to its employees and students that they will not be subjected to sexual harassment; as such conduct is prohibited at the university. Minot State University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education requirement; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions, educational decisions (grades, etc.) affecting such individual; (3) such conduct has the purpose or effect of substantially interfering with an individual’s work or learning performance or creating an intimidating or demeaning, or hostile, offensive working/classroom environment.

This definition is in compliance with Title VII of the Civil Rights Act of 1964.

Employees or students concerned about violations of this policy may request assistance from the university’s Human Resource Officer, in the Administration building, the Student Health and Development Center, located in Lura Manor, or an appropriate administrator. In addition, the university’s affirmative action plan and equal opportunity grievance procedure shall be available for any person who wishes to file a complaint alleging a violation of this policy.

Approved by Minot State University, March 9, 1981.
Revised on January 21, 1994.

III. Prevention, Awareness, and Victim Services

The Domestic Violence Crisis Center (DVCC) in Minot provides comprehensive services in a four county area, including Ward, Pierce, McHenry, and Renville counties. Their website (www.courage4change.org) has valuable information for victims of abuse (sexual or otherwise), and for those who know someone who is a victim. They also provide prevention and awareness information, as well as holding events throughout the year for the purposes of prevention, awareness, and fundraising to continue their services in the area.

DVCC Contact Information

Office.....701-852-2258
 Crisis Line701-857-2200 or 800-398-1098
 Rape Crisis Line.....701-857-2500

Student Organizations

Campus-Based Organizations

Minot State University offers a full range of organizations which students may participate during their University years.

Club/Organization.....	Contact Information.....	Phone
American Chemical Society.....	Mikhail Bobylev-CM 329	3066
Arabic Club	Scott Sigel-HH 319W	4265
Archery Club	Tiffany Fyelling-SC 2nd Floor.....	4044
Art Club.....	TBD—HH 226W.....	3297
Augite (Geology)	Dr. John Webster—CM 121	3873
Beaver Athletic Band.....	Mark Boren—Main 111	3191
Beavers on Business	JoAnn Linrud —Main 304	3110
Accounting Club.....	Carla Cabarle—Main 302G.....	3824
DECA.....	Kristi Berg-Main 302E.....	4337
Delta Epsilon Chi (Marketing)	Kristi Berg—Main 302E.....	4337
Phi Beta Lambda (Business).....	Sharon Reynolds—Main 301E.....	3088
Students in Free Enterprise.....	TBD	3294
Beta Gamma Phi (Science)	Dr. Robert Crackel—CM 333B	3852
Beta Theta Sorority	Kim Nielsen - Alumnae Advisor.....	838-0092
Biology Club.....	Dr. Heidi Super—CM 217	3079
Black Student Association	Rick Watson—HHall 302E	3014
Campus Crusade for Christ (CRU)	Jay Wahlund—Main 301C	3207
Campus Players (Drama).....	Kevin Neuharth—HH 145W	3878
Chi Alpha	Gary Ross—Main 307A	3291
Computer Science Club	Larry Atwood-Model 307	3863
Criminal Justice Club.....	Richard Seklecki—Mem. 409	3465
Dance/Cheer Team	Rick Hedberg-Dome 236	3042
Delta Theta Cast (Drama)	Kevin Neuharth—HH145W	3878
English Club/Sigma Tau Delta.....	Margaret Sherve - HH 142W	4266
Entrepreneurship Club	Chuck Barney-Main 310C.....	3019
French Club.....	Amina Escalera—HH 331W	4335
Gaming Club	Rick Heit-SC 309	4156
German Club.....	Dr. Jean-Francois Mondon—HH 324W.....	3093
History Club.....	Dr. Tiffany Ziegler—Main 202F	3134
Honors Program & Society.....	TBD	3014
International Student Organization	Virginie Vournas—SC 2nd Fl.....	3348
Intramural Sports	TBD—SC 2nd Fl.....	3987
Korean Culture Club	Young Son—Main 315A	4336
Lesbian, Gay, Bisexual, Transgender, Supporters, and Questioning	Lisa Borden-King—Swain 218M.....	3158/4037
Lutheran Campus Ministry	Kari Williamson.....	839-3949
Media Ink (Broadcast, Journalism, PR)	Audra Myerchin—HH 144W	4238
Men's Club Hockey.....	Lisa Eriksmoen - Dak Hall, So. Door	3993
Music Educators National Conference	Joe Alme—Main 113	3189
Minot State Club Hockey	Wade Regier—Admin 165.....	3690
MSCOPE (Phys. Ed., Corp. Fit.)	Dr. Terry Eckmann—Main 201C.....	3155
MSU Dance/Cheer Team	Rick Hedberg—Dome 236.....	3042
MSU Concert Band.....	Joe Alme—Main 113	3189
MSU Concert Choir	Dr. Kenneth Bowles—Main 128.....	3190
MSU Drumline	Avis Veikley—HH 234W	3264
MSU Jazz Ensemble	Adam Estes—Main 128	3193
MSU Women's Hockey Club	Neil Sharpe—Mem 203C.....	3596
National Student Speech Language & Hearing	Lesley Magnus—Mem 104K.....	3092
(NSSLHA) Speech Path		
Mu Sigma Tau.....	Tom Froelich—Mem 104F.....	3059
Native American Cultural Awareness Club	Annette Mennem—SC 305.....	3365
Nursing Students Assn	Dawn Frederich-Mem 314.....	3470
Nursing Honors Society.....	Department of Nursing—Mem 302	3101
Organization of Athletic Trainers (OATS).....	Heather Golly-Swain 108E.....	3276

Pacesetters (Christian)	Wes Matthews-Admin. 3rd Fl.....	3352
Pi Omega Pi (Bus. InfoTech.)	Jan Repnow—Main 301K.....	3086
PRSSA.....	Audra Myerchin.....	3325
Psychology and Addiction Studies Club.....	Vicki Michels—Mem 230P	3594
	Deborah Olson—Mem 230K.....	4258
Red & Green (Student newspaper).....	Frank McCahill—SC 303	3397
Residence Hall Association	Camila Van Dyke—Dak Hall, S. Entrance	3584
Rotoract	Kevin Harmon—Admin. 165	3140
Student Council for Exceptional Children.....	Johnna Westby—Mem 210J	4245
(SCEC) Special Ed		
Sociology Club	Dr. Jynette Larshus—Main 201E	4324
Spanish Club	Paul Cristofaro-HH 204E.....	4048
Student Activities Committee(MSU Life)	Aaron Hughes—SC 2nd Fl.....	3987
Student Ambassadors	Derek Van Dyke—Admin. 165	3351
Student Government Assn.	Aaron Hughes—SC 2nd Fl.....	3987
	Leon Perzinski—SC 2nd Fl	3364
	Dick Jenkins—Sr. Advisor, Admin. 164.....	3299
Student N.D. Education Association.....	Pat Jorgenson—Swain 218J	4239
Student Social Work Org.....	Dionne Spooner—Mem 230L	3142
Student Veterans of America	Mark Timbrook-Admin. 3rd Fl.....	3832
Students in Free Enterprise.....	TBD	
Young Democrats	Dr. Tom Seymour—Main 302F.....	3307

See MSU website at www.minotstateu.edu/sc/student_organizations.shtml for most up-to-date list.

Non-campus Organizations

All non-campus organizations must get the approval of the Student Welfare and University Affairs committee before they are permitted to function on campus. Any campaigning or soliciting by non-campus organizations must have the approval of the Vice President for Student Affairs.

Administration and Faculty

North Dakota State Board of Higher Education

The North Dakota State Board of Higher Education is a constitutional body created by a vote of the people of North Dakota in 1938 and is charged with the governance of the North Dakota Higher Education System, of which Minot State University is a part.

Officers of The University

Dr. David Fuller, President
 Dr. Lenore Koczon, Vice President for Academic Affairs
 Mr. Marv Semrau, Vice President for Advancement
 Mr. Brian Foisy, Vice President for Administration & Finance
 Dr. Richard R. Jenkins, Vice President for Student Affairs
 Mr. Kevin Harmon, Assistant Vice President, Enrollment Management
 Ms. Jonelle Watson, Assistant Vice President, Business Services/Controllor

Members of the Board

Don Morton, '16, Fargo
 Kathleen Neset, '13 Tioga
 Kirsten Diederich, '14 Fargo
 Terry Hjelmstad, '15 Minot
 Duaine Espegard, '14 Grand Forks
 Grant Shaft, '15 Grand Forks
 Sydney Hull, '13 Fargo, Student Member
 Kari Reichert, '16, Bismarck
 Doug Munski, '13 Grand Forks, Faculty Advisor
 Janic Hoffarth, '12 Grand Forks, Staff Advisor

Minot State University Board of Regents

The Board of Regents is an advisory board which is designed to facilitate the positive growth and development of Minot State University. This select group of influential individuals provides valuable input and guidance by participation in the University's ongoing strategic planning process. The Board of Regents also works with university administrators to accomplish specifically identified projects and activities.

Executive Committee

Valerie Bruels, Executive Chair
 David Reiten, Past Executive Chair
 Leslie Coughlin, Executive Chair Elect
 Dr. David Fuller, MSU President
 Brian Foisy, Treasurer
 Marv Semrau, Secretary
 Randy Burckhard, Member at Large

Minot State University Development Foundation

The MSU Development Foundation is an independent, nonprofit, 501 (c)(3) I.R.C., organization which has been established for the purpose of soliciting, receiving and managing resources for the benefit of Minot State University. The foundation seeks funding from all appropriate external sources to supplement state appropriations, strengthen endowments, enhance scholarship opportunities, and insure the highest level of educational programming for Minot State University. The three standing committees of the foundation are:

1. Investment Advisory Committee
2. Special Gifts Committee
3. Development Strategies Committee
4. Nominating Committee

Executive Committee

Maynard Sandberg '55, President
 Tom Probst '67, Vice President
 Dr. David Fuller, MSU President
 Brian Foisy, Treasurer
 Marv Semrau, Executive Director
 Tom Probst '67, Investment Advisory Committee
 Robert Sando, Vice President Special Gifts Committee
 Karen Krebsbach '62, Development Strategies Committee
 Doris Slaaten '49, Nominating Committee

Minot State University Alumni Association

The MSU Alumni Association is a nonprofit, 501(c)(3) I.R.C. organization whose mission is to "promote positive relationships that encourage alumni, students, community, and friends to be actively and emotionally identified with Minot State University." The Alumni Association Board of Directors works closely with the MSU Director of Alumni Relations to accomplish this by sponsoring various special programs and events, such as regional gatherings, reunions, the annual MSU GALA Dinner and Auction, Golden Awards Banquet, travel programs, and the publication of the magazine "Connections." There are no membership dues. Each graduating class is entered in the Alumni database and current addresses are maintained. The Alumni Office is part of the University Advancement team.

Executive Committee

Ryan Hertz '00, President
 Linda Christianson '72, & Deb Schultz '73/'89 Past Presidents
 Kelsey Holt '97 President Elect
 Kelsey Holt '97, Vice President for Promotions
 Larry Eidsness '76, Vice President for Events
 Linda Christianson '72, Vice President of Outreach

Minot State University

Office of University Advancement

The Office of University Advancement has been established on the campus of Minot State University to oversee and coordinate all alumni, development efforts. The Vice President for Advancement serves as the chief advancement officer, reports directly to the President of the University, and supervises the activities of the Director of Alumni Relations and Annual Giving, Donor Relations Officer, Director of Marketing, Major Gifts Officer, and Office of Publications and Design. The advancement office is responsible for creating and maintaining a positive public image for the University, cultivating meaningful relationships with the institution's various constituencies, and developing external resources from all available sources.

Accreditation

Minot State University is accredited by:

1. The Higher Learning Commission A Commission of the North Central Association of Colleges and Schools
30 North LaSalle St, Suite 2400
Chicago, IL 60602-2504
2. National Council for Accreditation of Teacher Education
2010 Massachusetts Ave. NW, Suite 500
Washington, DC 20036-1023
3. National Association of Schools of Music
11250 Roger Bacon Dr, Suite 21
Reston, VA 20190
4. Council for Education of the Deaf
Kent State University
Kent, OH 44242-001
5. Council on Academic Accreditation of the American Speech-Language Hearing Association
10801 Rockville Pike
Rockville, MD 20852-3279
6. Council on Social Work Education
Baccalaureate level
1600 Duke St.
Alexandria, VA 22314-3421
7. National League for Nursing Accrediting Commission
350 Hudson Street, New York, NY 10014;
1-800-669-1656
8. National Association of School Psychologists
PO Box 791089
Baltimore, MD 21279-1089
9. International Assembly for Collegiate Business Education
11403 Strang Line Road
Lenexa, KS 66215
10. Commission on Accreditation of Athletic Training Education
2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664

Administrative Staff

Note: Figure in parenthesis represents first year of service at MSU.

- Barnett, Caren Director, Student Health
B.S.N., Southern Illinois University; M.A., Central
Michigan University. (2001)
- Bertsch, Lynda Director of Student Success Center
B.A., B.S., Minot State University. (1983)
- Claerbout, Libby Director of International Programs
B.A., University of Northern Colorado; M.A., American
University School of International Service. (2006)
- Davidson, Conrad Dean, College of Arts
and Sciences; Professor of Communications Arts
B.A., Dickinson State University; M.A., North Dakota
State University; Ph.D., University of North Dakota. (1986)
- Eriksmoen, Lisa Director of Student Wellness and
Development
B.S.S.W., M.A., University of North Dakota. (1991)
- Foisy, Brian Vice President for Administration & Finance
B.S., MAcc., Southern Utah University; C.P.A. (2010)
- Harmon, Kevin Assistant Vice President for Enrollment
Management
B.S., Minot State University; M.S., University of North
Dakota. (2008)
- Hedberg, Rick Athletic Director
B.S.E., Minot State University; M.E., University of North
Dakota. (2001)
- Horvath, Cathy Director of Information Technology
B.S., M.S., Minot State University. (1988)
- Jenkins, Richard R. Vice President for Student Affairs
and Dean of Students
B.A., M.S., North Dakota State University; Ed.D.,
Mississippi State University. (1983)
- Kinzell, Deborah Associate Registrar
B.A., Minot State University. (2007)
- Klimpel, Evelyn Disabled Student Services Counselor
B.S., M.S., Minot State University. (1989)
- Koczon, Lenore Vice President of Academic Affairs
B.S., University of Notre Dame; Ph.D., University of
Nebraska-Lincoln. (2011)
- Krebsbach, Sue MAFB Program Coordinator
and Student Services Officer
B.S., Minot State University. (1985)
- Linrud, JoAnn Dean, College of Business
B.A., Concordia College; B.S., University of Minnesota;
M.B.A, Ph.D., University of Arkansas. (2006)
- Loftesnes, Teresa Director of Marketing
B.G.S., Minot State University (1979)
- Matthews, Wesley Director of Human Resources
B.S., University of Nebraska; M.H.R., University of
Oklahoma. (2000)
- Ness, Susan Director of Public Information
B.A., University of North Dakota; M.B.A., Capella
University. (2011)
- Nordquist, Neil Dean, College of Education and
Health Sciences and Graduate School
B.A., University of Lethbridge; M.Ed., University of
Calgary; Ed.D., Brigham Young University. (1997)

Odahlen, Elizabeth..... Director of the Center for Engaged Teaching and Learning
B.S., University of North Dakota; M.S. University of Utah (2009)

Perzinski, LeonStudent Center Director
B.A., Minot State University. (1990)

Porter, RebeccaRegistrar
B.A, M.S., Minot State University. (2005)

Wald, Doreen Director, Publications and Design Services (1987)

Warmoth, Kris.....Dean, Center for Extended Learning
A.A., Palomar College; B.A., M.A., San Diego State University; Ed.D., University of San Diego. (1999)

Watson, Jonelle . Assistant Vice President for Business Services/
.....Controller
B.S., M.S., Minot State University (1992); C.P.A., North Dakota. (1999)

Weber, Laurie..... Director of Student Financial Aid
B.S., M.S., Minot State University. (1997)

Tenure Track Faculty

Note: Figure in parenthesis represents first year of service at MSU.

Anderson, Erik.....Associate Professor of Music
B.M., M.M, University of Idaho; D.M.A., University of Cincinnati. (2003)

Andreasen, Bethany Associate Professor of History
B.A., University of Wisconsin-Eau Claire; M.A., Ph.D., Cornell University. (1991)

Anhorn, Rebecca Associate Professor of Education
B.S., M.S., Minot State University; Ph.D., University of North Dakota. (1993)

Annan, KodowAssistant Professor Mathematics
B.S. Kwame Nkrumah University of Science and Technology-Ghana, M.S., University of Bergen, Norway; M.Ed. University of Vermont; Ph.D., University of Vermont. (2009)

Archambeault, William.....Chairperson,
Department of Criminal Justice; Professor of Criminal Justice
B.S., M.A., Indiana State University; Ph.D., Florida State University. (2007)

Askvig, Brent Executive Director of NDCPD;
Professor of Special Education
B.S., M.S., Minot State University; Ph.D., University of Idaho. (1984)

Atwood, LarryAssociate Professor of Computer Science
B.S., Minot State University; M.S., Moorhead State University. (1984)

Beachy, Christopher.....Professor of Biology
B.A., The College of Wooster; M.S., Western Carolina University; Ph.D., The University of Louisiana, Lafayette. (1998)

Benavides, Heidi..... Instructor of Nursing;
A.S., Trident Technical College; M.S., Medical University of South Carolina. (2011)

Berg, Kristi-Ann Assistant Professor of Business

Information Technology
B.S.E., M.S.M., Minot State University; Ph.D., Capella University. (2001)

Bertsch, AndrewAssociate Professor of Management
B.S., M.S., Minot State University; Ph.D. Henley Business School, United Kingdom. (2002)

Beste-Guldborg, Ann..... Assistant Professor of Communication Disorders; B.S., M.A., Ph.D., University of Minnesota-Duluth. (2011)

Bloom, Micah..... Assistant Professor of Art;
B.S., Southwest Minnesota State University, M.A., M.F.A., University of Iowa. (2011)

Bobylev, MikhailAssociate Professor of Chemistry
M.S., Moscow State University; Ph.D., Institute of Plant Protection Chemicals. (2002)

Borden-King, Lisa..... Associate Professor of Education
B.A., M.S, University of North Dakota; Ph.D., Indiana University. (1997)

Boren, Mark.....Instructor of Music
B.S., Wichita State University; M.S., DePaul University. (2007)

Bowles, DeVera Assistant Professor of Music
B.A., Pfeiffer College; M.M., East Carolina University; Ph.D., Texas Tech University. (1994)

Bowles, Kenneth Professor of Music
B.M.E., Texas Christian University; M.M.E., D.M.A., University of Oklahoma. (1993)

Buettner-Schmidt, KellyAssistant Professor of Nursing
B.S.N., M.S., University of North Dakota. (1997)

Burke, Donald M..... Professor of Psychology
B.A., Gonzaga University; M.A., California State University at Los Angeles; Ph.D., Washington State University. (1980)

Cabarle, Carla.....Assistant Professor of Accounting
M.S. Colorado State University; C.P.A., North Dakota. (2004)

Cebulak, Wojciech.....Associate Professor of Criminal Justice
Master's in Law, Copernicus University-Poland; Ph.D., Rutgers, The State University of New Jersey. (1999)

Chu, Larry Professor of Mathematics
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- Gerard, Cheryl.....Professor of Communication Disorders
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- Iversen, David..... Cataloging Librarian

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1992-2004 H. Erik Shaar

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2010-11 Marita Hoffart
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2004-05 Gary Leslie
Audrey Lunday
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Patricia Swanson
Robert Thompson
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Om Madhok
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DeWayne Martin
1994-95 Fred Brooks
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Joseph Hegstad
Julianne Wallin
Joseph Wax
1993-94 James Brandt
Harold Stolt
1992-93 Floyd Fairweather
Wayne Nelson
P.V. Reddi

238 Faculty Emeriti

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1991-92	Larry Treider
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1988-89	Harold Aleshire
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1986-87	Adelaide Johnson
1985-86	Virginia Geesaman
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	DeWayne Domer
	Vence C. Elgie
	John A. Strohm
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	Margaret S. Dixon
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Addiction Studies, Psychology and Social Work Department.....	Memorial Hall 230C	858-3145
Biology Department	Moore Hall 140	858-3161
Business Administration Department.....	Old Main 315.....	858-3204
Business Information Technology Department.....	Old Main 301	858-3308
Communication Disorders.....	Memorial Hall 116.....	858-3031
Speech and Hearing Clinic	Memorial Hall 109	858-3030
Criminal Justice Department.....	Memorial Hall 400	858-3303
Graduate School	Memorial Hall 200	858-3250
Humanities Division.....	Harnett Hall 148W.....	858-3170
Math and Computer Science Department	Memorial Hall 108	858-3072
Music Division.....	Old Main 220	858-3185
Nursing Department	Memorial Hall 302	858-3101
Science Division.....	Moore 140.....	858-3161
Social Science Division	Main 202A.....	858-3130
Special Education Department	Memorial Hall 116.....	858-3050
Media Center.....	Memorial Hall 126A.....	858-3033
Teacher Education and Human Performance Department ...	Old Main 202A	858-3028
Field Placement/Advisement Office.....	Old Main 202	858-3838
Admissions.....	Administration 1st floor	858-3361
Advancement Office	Student Center 302.....	858-3399
Alumni Office.....	Student Center 308.....	858-3234
Art Galleries	Hartnett Hall 234W.....	858-3264
Athletic Director.....	Dome 236.....	858-3041
Beaver Boosters Office	Dome 243	858-4451
Bookstore.....	Student Center 1st floor	858-3390
Business Office.....	Administration 2nd floor	858-3333
Accounting and Budget		858-3224
Accounts Payable and Travel.....		858-3320
Accounts Receivable.....		858-3233
Cashier.....		858-3333
Controller		858-3368
Grants and Accounting.....		858-4145
Payroll.....		858-3225
Student Accounts.....		858-3328
Center for Extended Learning	Administration 3rd floor	858-3822
Bismarck Coordinator.....	Bismarck State College.....	224-5496
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For Further Information

If you do not find the answers to your particular problems or questions in the Contents or in the Index, please contact one of the persons or offices indicated below:

1. Questions on University policy and other general affairs should be addressed to the President (858-3301).
2. Inquiries concerning admission or catalogs should be addressed to the Admissions Office (858-3350).
3. Inquiries concerning transfer credits and courses, and requests for transcripts should be addressed to the Registrar's Office (858-3340).
4. Inquiries concerning graduation requirements, majors and minor requirements, and substitution of courses should be addressed to the academic department.
5. Inquiries concerning fees should be directed to the Vice President for Administration and Finance (858-3331).
6. Inquiries concerning scholarships, loans, and financial affairs should be addressed to the Director of Financial Aid (858-3375).
7. Inquiries concerning extension, online, and correspondence courses and workshops should be addressed to the Center for Extended Learning (858-3822).
8. Questions concerning rooms and apartment housing should be addressed to the Director of Residence Life (858-3993).
9. Questions concerning on-campus and student employment should be directed to the Student Success Center in the Student Center (858-3362).
10. Inquiries regarding veteran-related concerns should be directed to the Veterans' Center or to the Veterans Administration Office in Fargo, N.D. (858-4003)
11. Inquiries concerning graduate information should be directed to the Graduate School Office (858-3250).
12. Questions concerning grade appeals, students' rights, etc., should be directed to the Registrar's Office (858-3340).
13. Communications concerning gifts and bequests to the University should be directed to the Vice President for Advancement (858-3399).

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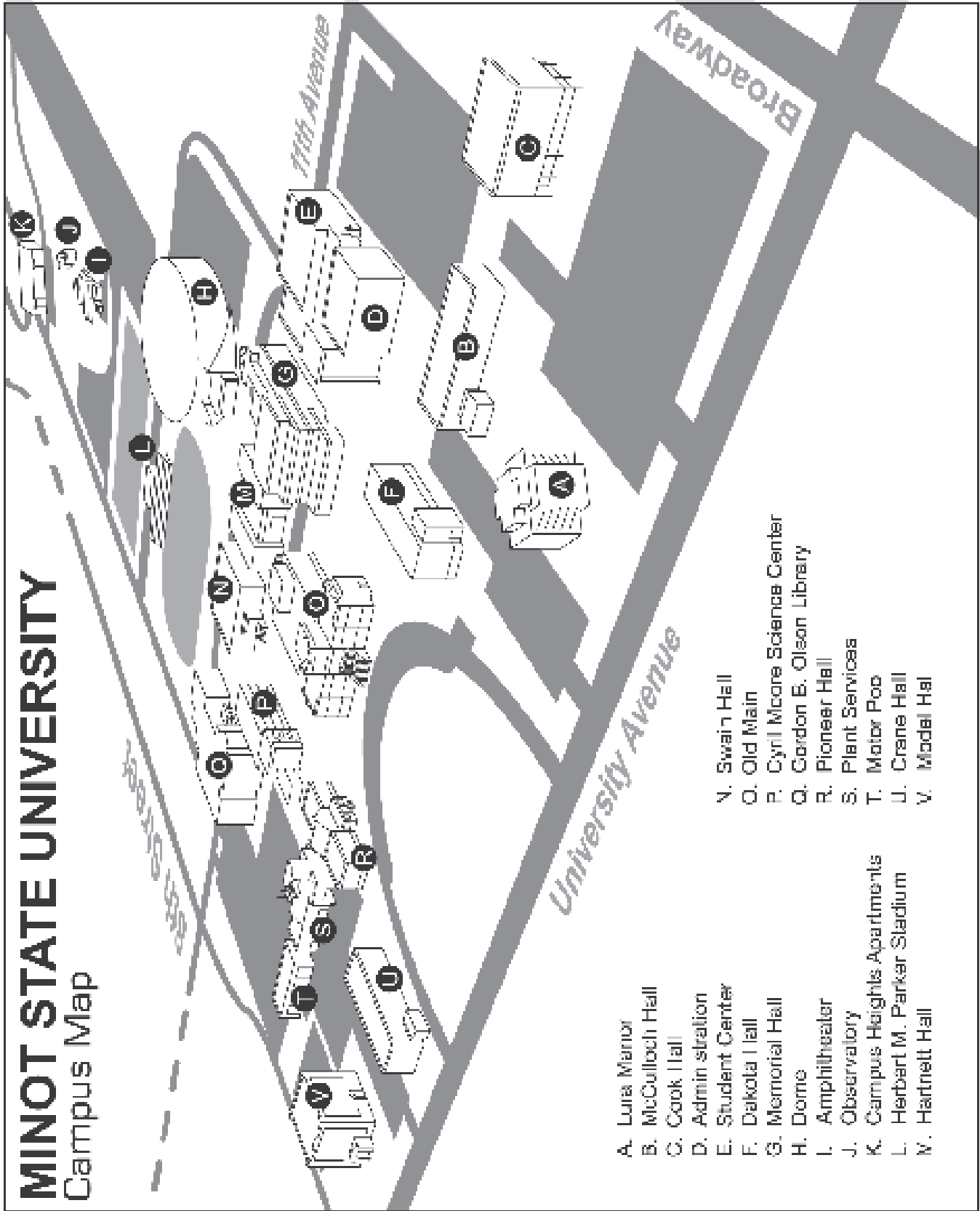
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- O. Old Main
- P. Caryl Moore Science Center
- Q. Gordon E. Olson Library
- R. Pioneer Hall
- S. Plant Services
- T. Motor Pool
- U. Crane Hall
- V. Model Hall

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