



## **AU-ABC Human Services Agreement**

Air University Associate-to-Baccalaureate Cooperative (AU-ABC) establishes partnerships between the Air Force and civilian institutions to provide Community College of the Air Force (CCAF) graduates advanced education opportunities at the baccalaureate level.

Minot State University has developed the following Bachelor of Science in Human Services with a major in Intellectual and Developmental Disabilities program plan to apply as an AU-ABC Category I program. It will link to the following CCAF degrees:

- 9IMY Emergency Management
- 0CYY Computer Science Technology
- 9INZ Intelligence Studies and Technology
- 7GDP Personnel Recovery
- 1AUY Business Administration
- 9IKY Human Services
- 2BAC Education & Training Management
- 7GCY Health Care Management
- 7GAP Mental Health Services
- 7GAD Dietetics & Nutrition
- 7ECY Public Health Technology
- 7GAI Physical Therapist Assistant
- 7GAL Practical Nursing Technology
- 7GAH Pharmacy Technology
- 1CAM Paralegal
- 1FRS Hospitality and Fitness Management

This program plan includes the following degree requirements:

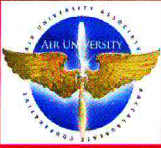
- 120 Total Credits
- General Education Core and Foundational Content
- Human Services Core
- Human Services Electives

### **Acronyms:**

I/DD - Intellectual and Developmental Disabilities



**Bachelor of Science in  
Human Services with a major in  
Intellectual and Developmental Disabilities  
Program Plan File (PPF) Category 1**

 <b>Degree Requirement</b>	<b>Required Semester Credits</b>	<b>CCAF Transfer Credits</b>	<b>Minot State Course Credits</b>
<b>Human Services Core</b>	<b>25</b>	<b>0</b>	<b>25</b>
SPED 101 Introduction to I/DD Services	3		3
SPED 120 Intro to Positive Behavior Supports	3		3
SPED 341 Assessment in Developmental Disabilities	4		4
SPED 440 Instructional Interventions for People with Developmental Disabilities	3		3
SPED 454 Models & Strategies in Employment for People with Developmental Disabilities	4		4
SPED 497 Externship in I/DD	8		8
<b>Human Services Elective Courses</b>	<b>23</b>	<b>8</b>	<b>15</b>
Eight credits will be transferred from CCAF Technical Core & Technical Elective courses.	8	8 <sup>1</sup>	
Fifteen credits need to be completed through any combination of the following Human Services Elective courses. Current online offerings include the following:	15		15
SPED 111 Health Care in I/DD I (3 cr)			
SPED 112 Health Care in Developmental Disabilities II (3 cr)			
SPED 140 Human Development (3 cr)			
SPED 220 Promoting Inclusive Opportunities (3 cr)			
SPED 223 Dual Diagnoses: Intellectual Disability & Mental Health Disorders (2 cr)			
SPED 225 Assisting People with Traumatic Brain Injury (2 cr)			
SPED 250 Developing Communicative Interactions (2 cr)			
SPED 255 Aging & I/DD (2 cr)			
SPED 296 Supervised Field Experience in I/DD (4 cr)			
SPED 311 Introduction to Autism Spectrum Disorder (3 cr)			



**Bachelor of Science in  
Human Services with a major in  
Intellectual and Developmental Disabilities  
Program Plan File (PPF) Category 1**

<b>Human Services Elective Courses Continued...</b>			
SPED 446 Interdisciplinary Teaming & Community Collaboration in Human Services (3 cr)			
SPED 491 Senior Seminar in I/DD (4 cr)			
<b>General Education: Foundational Content</b>	<b>19</b>	<b>6</b>	<b>13</b>
FC1 Humanities	3	3	
FC1 Humanities	3		3
FC2 Lab Science	4		4
FC3 Social Science	3	3	
FC3 Social Science	3		3
FC3 History	3		3
<b>General Education: Required Core</b>	<b>13</b>	<b>6</b>	<b>7</b>
ENGL 110	3	3	
ENGL 120	3		3
COMM 110	3	3	
Mathematics <sup>2</sup>	4		4
<b>Other Electives<sup>3</sup></b>	<b>40</b>	<b>40</b>	
<b>Total Credits Required<sup>4</sup></b>	<b>120</b>	<b>60</b>	<b>60</b>
<b>Bachelor of Science in Human Services Degree</b>			

**Special Notes:**

<sup>1</sup>The number of credits transferred as Human Services Electives from CCAF Technical Core and Technical Electives may vary depending on the courses taken.

<sup>2</sup>A Math course may be transferred if it is College Algebra or higher level.

<sup>3</sup>The total number of other electives can change depending on the transferability of the second social science and math course.

<sup>4</sup>Students must take 30 credits from Minot State University and 60 credits from a 4-year institution.

**Additional Notes:**

The General Education Developmental Content requirements are waived.

Students in this AU-ABC Bachelor of Science in Human Services program are required to complete 32 credits of the 36 credits of General Education Requirements.



## AU-ABC Application Requirements

1. **Confirm that your school has signed the Department of Defense (DoD) Memorandum of Understanding, agree to the DoD Instruction 1322.25 and will operate the AU-ABC program in accordance with both documents.**

Minot State University has signed the Department of Defense Memorandum of Understanding. We agree to the DoD Instruction 1322.25 and will operate the AU-ABC program in accordance with both documents.

2. **AU-ABC Partner schools must be regionally accredited or accredited by the Distance Education Accrediting Commission. State your school's accreditation status, accrediting body and academic mission.**

Minot State University is accredited by the Higher Learning Commission.

### **Mission**

Minot State University is a public university dedicated to excellence in education, scholarship, and community engagement achieved through rigorous academic experiences, active learning environments, commitment to public service, and a vibrant campus life.

3. **Confirm your school's residency requirement is no more than 25% of the degree requirement and that there is no final year or semester residency requirement.**  
Our program does not require an on-campus residency.
4. **Describe the course delivery methods used by your school that will be employed in the proposed AU-ABC program. List program related online services and other support that will be provided to students. Examples include student advisement, library and learning resources, delivery of course materials, online student services and technical support.**

Our online program delivers all of our courses asynchronously which means that students are not be required to be online at a certain day and time each week.

Once admitted as degree-seeking students, students will complete an online orientation which explains our policies and procedures and teaches them how to use our online learning management system, Blackboard. They will also meet with a department advisor to explain the degree requirements and complete a program plan.

All online course materials are available through an online course shell in Blackboard and all coursework will be submitted online. Academic assistance is available at a distance through our Writing Center and Smarthinking, an online tutoring service. The Gordon B. Olson Library provides off-campus access to library databases, reference services, and interlibrary loan. Our Information Technology Central (ITC) office provides remote technical support through a variety of tools.

5. **Indicate which AU-ABC Category (I, II, or III) the proposed AU-ABC program will participate:**

This will be a Category I program.

Category I - Programs designed for Airmen with a Community College of the Air Force (CCAF) associate in applied science (AAS) degree. These CCAF graduates are guaranteed that no more than 60 semester hours of additional credit will be required to complete a baccalaureate degree.

6. **Confirm that your school will create an AU-ABC landing page.**

We will create an AU-ABC landing page with the following required items:

- AU-ABC logo and heading (logo will be provided)
- Online academic services and support
- Application and enrollment information

- Cost of tuition and fees
- Course schedule (if available)
- Point-of-contact
- AU-ABC Program Plan File (PPF)

7. **Confirm that the AU-ABC program is an established program and is listed in the current school catalog. Provide a link to your current school catalog.**

Our Bachelor of Science in Human Services is an established program and is listed in our current catalog.

[Undergraduate Catalog - Bachelor of Science in Human Services](#)

8. **Agree to notify AU-ABC Program Manager in writing of intent to withdraw from the program, AU-ABC degree program discontinuation, change to school accreditation status and all changes to AU-ABC programs or degree requirements; and to resubmit new AU-ABC program applications for AU-ABC programs that undergo catalog changes and/or degree requirement changes.**

Minot State will notify the AU-ABC Program Management of any change in the program or our accreditation status. We will submit a new application if the program has any catalog changes or degree requirement changes.

9. **Describe the purpose and requirements of your school's baccalaureate degree program. Explain how the baccalaureate's coursework and the CCAF AAS coursework create a coherent course of study.**

Mission of the Department of Special Education: The Department of Special Education prepares high quality professionals, at both initial and advanced levels, who are equipped with the knowledge and skills to be leaders in their respective disciplines. Our mission is accomplished through current and innovative teaching and learning experiences, impactful community service, and practical research and assessment. Our daily practice focuses on engagement, collaboration, and problem-solving to advance this mission.

The Department of Special Education offers a Bachelor of Science degree in Human Services with a major in Intellectual/Developmental Disabilities. The Bachelor of Science in Human Services provides a multifaceted education to students that prepares them to different professional roles in the field of Human Services. For the purposes of this degree completion program, associated CCAF AAS degrees are selected carefully to create a coherent course of study for the transferring students. Those students transferring from the CCAF will bring substantial relevant knowledge and experience into the baccalaureate's coursework at Minot State from their technical and scientific coursework. The transferring students' AAS coursework will be a significant contribution to their preparation to various career options along with the Human Services coursework that they will complete at Minot State.

10. **Explain and comment on the baccalaureate degree program's specific education outcomes. State the assessment process your school uses to measure the degree's educational outcomes.**

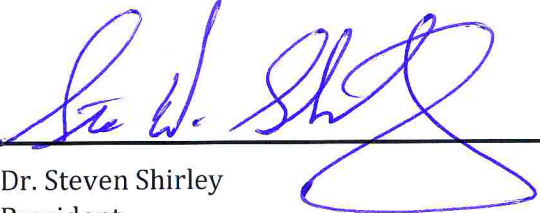
Please see [Appendix I](#) for the Department of Special Education Outcomes and Assessment

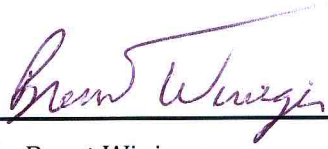
11. **Confirm that a degree contract will be offered to every student who enrolls in the AU-ABC program. Once completed, this document becomes the binding contract between your school and the student. Attach an example of the degree contract.**

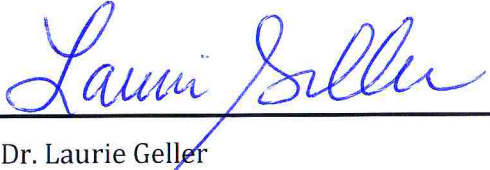
An academic advisor will complete the attached advising plan for each student who enrolls in the AU-ABC program. Once completed, this document will be a binding contract between Minot State and the student. Please see [Appendix II](#) for the AU-ABC Human Services Advising Plan.



**Signatures:**

 10-18-19  
\_\_\_\_\_  
Dr. Steven Shirley  
President  
Date

 10/18/19  
\_\_\_\_\_  
Mr. Brent Winiger  
Vice President for Administration and Finance  
Date

 10/18/2019  
\_\_\_\_\_  
Dr. Laurie Geller  
Vice President for Academic Affairs  
Date

## Appendix I

### Minot State University

### Department of Special Education



This Bachelor of Science degree prepares an individual for the responsibilities of a Qualified Intellectual Developmental Disabilities Professional (QIDDP). Student learning goals for the degree are aligned to the National Association of Direct Support Professionals (NADSP) skill areas:

#### Student Learning Goals

1. The Qualified Intellectual Disabilities Professional candidate enhances the ability of participants to lead a self-determined life by providing the support and information necessary to build self-esteem and assertiveness; and to make decisions.

2. The Qualified Intellectual Disabilities Professional candidate uses a range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant, team members, Direct Support Professionals, and agency leaders.

3. The Qualified Intellectual Disabilities Professional candidate coordinates formal and informal assessment practices in order to identify and respond to the needs, desires and interests of the participants.

#### Student Learning Outcomes

Assists and supports participants to develop strategies, make informed choices, follow through on responsibilities, and take risks.

Promotes participant partnership in the design of support services, consulting the person and involving him or her in the support process.

Demonstrate an understanding of the importance of equality and rights for individuals with intellectual and/or physical disabilities, advocacy, and promotion of self-determination.

Demonstrates an understanding of guardianship process and less restrictive alternatives including supported decision-making.

Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.

Identifies and selects assistive technology solutions including augmentative and alternative communication systems for adults with intellectual disabilities.

Demonstrates effective communication techniques and strategies with all team members including the participant, their family members, DSPs, and other agency and community leaders as required in the position of QIDP.

Coordinates the assessment process to determine the needs, preferences, and capabilities of the participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.

Effectively communicates summaries of assessments for multiple audiences (participant, family, and other team members) and multiple formats (verbal and written).

Proposes person-centered goals and intervention strategies to achieve them based on assessment results and in collaboration with the participant and the interdisciplinary team.

## **Student Learning Goals**

4. The Qualified Intellectual Disabilities Professional candidate facilitates formal and informal community supports and assists the participant to identify and access such supports.

5. The Qualified Intellectual Disabilities Professional candidate implements a range of participatory planning techniques in a collaborative and expeditious manner.

6. The Qualified Intellectual Disabilities Professional candidate matches specific supports and interventions to the unique needs of individual participants.

7. The Qualified Intellectual Disabilities Professional candidate identifies areas for self-improvement, pursues necessary educational/training resources, and shares knowledge with others.

## **Student Learning Outcomes**

Coordinates community and informal supports to meet the assessed needs of participants.

Researches, develops, and maintains information on community and other resources relevant to the needs of participants.

Ensures participant access to needed and available community resources coordinating supports across agencies.

Facilitates agency outreach to potential participants.

Maintains collaborative professional relationships with the participant and all support team members (including family/friends).

Uses effective problem solving strategies to resolve conflicts.

Encourages and assists the individual as needed in managing personal finances and communicating with social workers and financial workers.

Establishes effective relationships with DSPs and supervisors that enhances their ability to provide support including collaborative planning, training and mentoring.

Develops individualized goals, objectives and methods for achieving them in collaboration with the participant and his/her team.

Develops and implements instructional programs that incorporate effective systematic instruction strategies for learners with ID.

Embeds instruction across environments on targeted skills and behaviors into functional daily routines and activities.

Trains staff to deliver supports; provides on-site mentoring; responds to questions and challenges encountered during implementation in a timely and effective manner.

Uses learner performance data to evaluate the effects of instruction and make data-driven decisions for improving learner performance.

Completes required training education/certification and continues professional development; keeps abreast of relevant research.

Follows the guiding principles and ethical standards of practice.

Demonstrates an understanding of accreditation standards and processes; state and federal regulations and agency-specific procedures for implementation of accreditation standards and governmental rules.

Recognizes his or her own personal limitations and seeks appropriate support to meet the needs of participants.



## **Student Learning Goals**

8. The Qualified Intellectual Disabilities Professional candidate identifies and uses effective advocacy strategies to overcome human rights, legal, administrative, and financial challenges.

9. The Qualified Intellectual Disabilities Professional candidate identifies employment, education, and retirement goals of participants and mobilizes the resources and support necessary to assist the participant to reach goals.

10. The Qualified Intellectual Disabilities Professional candidate promotes crisis prevention, intervention and resolution techniques and matches techniques to circumstances and individuals.

11. The Qualified Intellectual Disabilities Professional candidate demonstrates understanding of the agency mission and participates in the life of the organization.

## **Student Learning Outcomes**

Identify advocacy issues with the participant by gathering information, reviewing and analyzing all aspects of the issue.

Has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.

Facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and lobbies decision-makers when appropriate to overcome barriers to services.

Interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.

Facilitates the Discovery process and integrates assessment information in the development of a profile for a job seeker.

Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.

Facilitates the creation of customized worksite supports, environmental adaptations, and employment retention supports.

Supports participants in benefits planning and making informed choices.

Assists with the development, implementation, monitoring, and revision of behavior support plans.

Supports participants in developing individualized transition plan for retirement and later life.

Collaborates effectively with behavioral support resources such as committees and behavior analysts.

Effectively trains and mentors DSPs in the implementation of behavior support plans and prevention of behavioral crisis.

Collaborates with the team to adjust supports and the environment to match participant support needs and prevent behavioral crisis.

Complies with regulations for reporting behavioral crisis.

Contributes to program evaluations; helps to set organizational priorities to ensure quality.

Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.

Provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees.

Provides input into budget priorities, identifying ways to provide services in a more cost-effective manner.

## **Student Learning Goals**

12. The Qualified Intellectual Disabilities Professional candidate manages documentation requirements efficiently.

13. The Qualified Intellectual Disabilities Professional candidate supports participants in the development of friendships and other relationships to allow a fully included life in the community.

14. The Qualified Intellectual Disabilities Professional candidate provides support to people using a person-centered approach.

15. The Qualified Intellectual Disabilities Professional candidate promotes the health and wellness of all participants.

## **Student Learning Outcomes**

Completes documentation and record keeping required of QIDP including record retention and confidentiality requirements.

Demonstrates effective time management, prioritization, and meets deadlines in performance of QIDP roles and responsibilities.

Facilitates the development of friendships and other community connections through participant skill development, fostering natural supports, and networking strategies.

Demonstrate strategies for increasing social capital and assists participants to become valued neighbors, coworkers, and community members.

Facilitates participant involvement in their community based on personal preferences and interests.

Supports the social-sexual development of participants through individualized assessments and support strategies.

Effectively facilitates Person Centered Planning as an ongoing dynamic process involving assessment, planning, implementation, and monitoring.

Promotes person-centered practices throughout the agency and among team members.

Assists individuals to be active participants in all phases of person centered plan development, implementation, and monitoring.

Documents participant risk and develops remediation plans using the state and agency assessment processes.

Assists participants in taking an active role in their health care decisions and the adoption of healthy lifestyle choices.

Develops collaborative relationships with health professionals to support optimal health and wellness outcomes for individuals supported.

Assists with identifying and securing needed equipment and therapies to enhance independence and increase/maintain optimal health.

Supports participants in scheduling, keeping, and following through on all health appointments.

Ensures the participant receives necessary support to manage dietary restrictions and related diet plans.

Demonstrates understanding of risk factors and treatment options for major health issues through the development and monitoring of individualized health supports including medication management.



The Department of Special Education's goals, success indicators and evaluation tools are as follows:

<b>GOAL STATEMENT</b>	<b>SUCCESS INDICATORS</b>	<b>EVALUATION TOOLS</b>
1. <i>Maintain up-to-date and ample course offerings to prepare students for professional positions and further academic studies in Human Services and related fields.</i>	<ul style="list-style-type: none"> <li>- New programs offered, maintained</li> <li>- Course variety, rotation</li> <li>- Learning outcome measures</li> <li>- The number (rate) of graduates employed in HS or related fields</li> <li>- The number (rate) of graduates accepted into graduate programs in HS or related fields</li> </ul>	<ul style="list-style-type: none"> <li>- Department self-evaluation</li> <li>- Learning outcome measures (ACAT etc.)</li> <li>- Longitudinal survey of alumni</li> <li>- Interview / survey of graduates (<i>College Senior Survey</i> is an existing instrument, for instance)</li> </ul>
2. <i>Continuously assess the quality of learning with rigorous and multi-faceted methods, and update the course offerings, contents, learning strategies, academic and non-academic activities, and materials.</i>	<ul style="list-style-type: none"> <li>- Learning outcomes are measured appropriately</li> <li>- Revisions made in the course content</li> <li>- The number/nature of changes in the course materials</li> </ul>	<ul style="list-style-type: none"> <li>- Learning outcome measures</li> <li>- Faculty surveys</li> </ul>
3. <i>Develop and maintain various degree offerings, minors, concentrations, certificate programs, and articulations with other institutional training / education programs, considering the contemporary needs and demands in the field of human services.</i>	<ul style="list-style-type: none"> <li>- The number, type and the nature / content of program offerings</li> </ul>	<ul style="list-style-type: none"> <li>- Department self-evaluation</li> </ul>
4. <i>Deliver curricular offerings through on-campus, off-campus, online, and blended strategies to meet educational needs of traditional and nontraditional student populations.</i>	<ul style="list-style-type: none"> <li>- The rate of courses offered on-line and/or through hybrid methods</li> <li>- The number of students taking courses in non-traditional formats</li> <li>- Student and faculty feedbacks on non-traditional course offerings</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment reports</li> <li>- Student surveys/interviews</li> <li>- Faculty surveys</li> <li>- Department self-evaluation</li> </ul>



<b>GOAL STATEMENT</b>	<b>SUCCESS INDICATORS</b>	<b>EVALUATION TOOLS</b>
5. Offer courses to increase students' awareness on local, state, national and international level dynamics of human services system.	<ul style="list-style-type: none"> <li>- Courses offered regarding local/regional issues/needs (rural service delivery, dual diagnosis, traumatic brain injury, etc.) and global issues (definition of Intellectual disability and classification of supports, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Department self-assessment</li> <li>- Interview / survey of graduates (or active students)</li> <li>- Placement numbers or trends of students in field experience</li> </ul>
6. Emphasize and integrate an ethical, critical, creative, and diversity awareness in the courses offered through its programs.	<ul style="list-style-type: none"> <li>- The students' ethical perceptions on behavioral interventions</li> <li>- The students' level of critical thinking skills on human service provision</li> <li>- The students' level of understanding about the diversity and their perceptions on the needs of people with intellectual and developmental disabilities in their relation to the HS system.</li> </ul>	<ul style="list-style-type: none"> <li>- Interview / survey of graduates (or active students)</li> <li>- Faculty surveys</li> <li>- Student surveys (after each course – with an emphasis on the goals).</li> </ul>
7. Offer courses and opportunities to expose students to the daily operations, practices, and issues of the human services system, in addition to provide them with necessary skills for solving problems by putting their knowledge into practice	<ul style="list-style-type: none"> <li>- The number / type of curricular activities/courses with practical content offered in an academic year</li> <li>- The number of students attending field experience and internship programs.</li> <li>- The internship / field experience feedbacks</li> <li>- Feedback about the graduates</li> <li>- The students' level of creative / innovative problem solving skills on behavioral interventions and related matters</li> </ul>	<ul style="list-style-type: none"> <li>- Department self-assessment</li> <li>- Surveys / interviews with internship supervisors</li> <li>- Surveys / interviews with early employers' of the graduates</li> <li>- Interview / survey of graduates (or active students)</li> </ul>
8. Rigorously work to recruit potential students through individual and collaborative efforts	<ul style="list-style-type: none"> <li>- The number of new enrollment and transfer students</li> <li>- Maintain presence at Major Fair and Fall Preview Day</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment reports</li> <li>- First-year student surveys (to assess the impact of publicity efforts)</li> </ul>
9. Regularly assess the retention and graduation rates in its programs	<ul style="list-style-type: none"> <li>- Completion rates</li> <li>- Efforts to increase the completion rates</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment (or graduation) reports</li> <li>- Department self-evaluation</li> </ul>



## Appendix II - AU-ABC MSU Human Services Degree Completion Plan\*

Student:		
CCAF Degree:	Completion Date:	
	Semester @ MSU	Course Credits
<b>Human Services Core Courses (25 credits)</b>		
SPED 101 Introduction to I/DD Services		
SPED 120 Intro to Positive Behavior Supports		
SPED 341 Assessment in Developmental Disabilities		
SPED 440 Instructional Interventions for People with DD		
SPED 454 Models & Strategies in Employment for People with DD		
SPED 497 Externship in I/DD		
<b>Human Services Elective Courses (23 credits)</b>		
CCAF Transfer Credits		
Fifteen credits need to be completed through any combination of the following Human Services Elective courses. Current online offerings include the following:		
SPED 111 Health Care in I/DD I		
SPED 112 Health Care in Developmental Disabilities II		
SPED 140 Human Development		
SPED 220 Promoting Inclusive Opportunities		
SPED 223 Dual Diagnoses: Intellectual Disability & Mental Health Disorders		
SPED 225 Assisting People with Traumatic Brain Injury		
SPED 250 Developing Communicative Interactions		
SPED 255 Aging & I/DD		
SPED 296 Supervised Field Experience in I/DD		
SPED 311 Introduction to Autism Spectrum Disorder		
SPED 446 Interdisciplinary Teaming & Community Collaboration in Human Services		
SPED 491 Senior Seminar in I/DD		
<b>General Education: Foundational Content (19 Credits)</b>		
FC1 Transfer Humanities		
FC3 Transfer Social Science		
FC1 Humanities		
FC2 Lab Science		
FC3 Social Science		
FC3 History		
<b>General Education: Required Core (13 Credits)</b>		
ENGL 110 (Transfer Communications from CCAF)		
COMM 110 (Transfer Communications from CCAF)		
ENGL 120		
Mathematics		
<b>Other Electives (40 Credits)</b>		
CCAF Transfer Credits		
<b>Total Credits Required (120 credits)</b>		

\*This plan is designed to be used along with the agreed degree plan. For each student, the number of transfer credits for Human Services electives as well as the transferability of the math course may be different. Thus, the exact number of credits and the names of the courses that will be taken at Minot State will be determined at the beginning of the program.