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Undergraduate

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, sexual orientation, gender identity, 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.

Notice of Registration with Minnesota Higher Education Office

The North Dakota University System is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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 the 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 sciences and disorders, education, management, management information systems, mathematics, music, science, and special education. The University offers one specialist degree in school psychology.

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.

Vision

Minot State University will:

- Deliver high-quality education where, when, and how it is needed to a diverse, multi-generational student population
- Prepare students and the institution for the evolving social and technological challenges of the world
- Inspire scholarship and creative activity among students, faculty, and staff
- Empower graduates with a distinctive combination of professional expertise and broad-based education to support varied careers and productive lives

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, stadium press box, Wellness Center, a concert hall, two theaters, and an art gallery.

The University is located in Minot, North Dakota, a city 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 theater 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, 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 Bakken energy region and the great Garrison Dam on the Missouri River, which offers world-class outdoor recreational opportunities in fishing, boating, sailing, hunting, and camping.

Land Acknowledgement Statement

Minot State University gratefully acknowledges the Native Peoples on whose ancestral lands we sit. We praise the Anishinaabe and Assiniboine Peoples, as well as the other sovereign nations of the northern plains whose lands encompass North Dakota today: the Turtle Mountain Band of Chippewa, the Mandan, Hidatsa, and Arikara Nation, the Spirit Lake Nation, the Standing Rock Sioux Tribe, and the Sisseton-Wahpeton Oyate.

Degree Offerings

Department	Degree Program	Undergraduate Minor	Concentration	Certificate	Non-degree Advising Program
Accounting	BS, AAS	Yes			
Addiction Studies	BS	Yes	Yes		
American Sign Language Studies		Yes			
Applied Artifical Intelligence		Yes		Yes	
Applied Statistics		Yes	Yes		
Art	BA, BFA, BSEd	Yes	Yes		
Behavior Specialist			Yes		
Behavioral Research			Yes		
Behavioral Science Research			Yes		
Bioinformatics and Computational Biology	BS	Yes			
Biology	BA	Yes	Yes		
Biomedical Sciences	BS				
Brass Performance			Yes		
Business Administration		Yes			
Business Education	BSEd	Yes			
Chemistry	BA	Yes	Yes		
Coaching		Yes			
Communication Sciences and Disorders	BS	Yes		Yes	
Communication Sciences and Disorders Support				Yes	
Composite Science	BSEd				
Composition			Yes		
Computer Programming				Yes	
Computer Science	BS	Yes	Yes		
Computer Science and Cybersecurity Education				Yes	
Computer Science Education				Yes	

Corporate Fitness and Wellness Management	BS				
Criminal Justice	BS	Yes			
Criminal Justice Research and Policy Evaluation			Yes		
Cyber Defense				Yes	
Cybersecurity and Operations	BS	Yes			
Cybersecurity Management				Yes	
Data Analytics				Yes	
Data Science	BS	Yes		Yes	
Deaf and Hard of Hearing Education		Yes			
Deaf/Hard of Hearing				Yes	
Deaf Studies				Yes	
Driver Traffic Safety			Yes		
Early Childhood Education	BSEd, BS		Yes		
Early Childhood Special Education				Yes	
Earth Science		Yes			
Economics		Yes	Yes		
Education	MEd				
Elementary Education	BSEd				
English	BA, BSEd	Yes	Yes		
Entrepreneurship	BS	Yes		Yes	
Environmental Science	BS				
Exercise Rehabilitation			Yes		
Exercise Science				Yes	
Exercise Science and Rehabilitation	BS				
Film Studies		Yes			
Finance	BS	Yes			
Fitness and Wellness Specialist		Yes			
Fraud Examination		Yes			
Gender/Women’s Studies		Yes	Yes		
General Studies	BGS				
Geographic Information System				Yes	
Geography		Yes	Yes		
Geology	BA, BS	Yes	Yes		
Health Education		Yes			
Health Management Science		Yes	Yes		
Health and Physical Education	BSEd				
Health and Wellness			Yes		
History	BA, BSEd	Yes	Yes		
Honors		Yes	Yes		

Human Services: Intellectual and Developmental Disabilities	AS, BS	Yes	Yes	Yes
Human Trafficking Awareness and Prevention			Yes	
Humanities		Yes	Yes	
Information Assurance				Yes
Information Processing				Yes
Information Systems	MS			
Interdisciplinary Game Design and Development				Yes
International Business	BS	Yes	Yes	
Introduction to Game Studies				Yes
Keyboard Performance			Yes	
Kindergarten			Yes	
Knowledge Management				Yes
Law and Legal Studies		Yes		
Leadership				
Management	BS, MS	Yes	Yes	
Management Concepts				Yes
Management Information Systems	BS	Yes		
Marketing	BS	Yes	Yes	
Math Elementary K-8			Yes	
Mathematics	BA, BSEd	Yes	Yes	
Mathematics Education				Yes
Media Literacy			Yes	
Medical Laboratory Science	BS			
Middle School			Yes	
Multimedia Communications	BS			
Museum Studies	BS			
Music	BA, BSEd	Yes	Yes	
Native American Studies		Yes	Yes	
Nursing	BSN			
Offenders, Risk Assessment, and Corrections		Yes		
Office Services			Yes	
Percussion			Yes	
Personal Finance			Yes	
Philosophy		Yes	Yes	
Physical Science			Yes	
Physics			Yes	
Police Management and Investigations		Yes		
Policing			Yes	
Political Science			Yes	

Pre-Dental Hygiene					Yes
Pre-Law					Yes
Pre-Mortuary					Yes
Pre-Seminary					Yes
Pre-Wildlife Studies					Yes
Print Communications		Yes	Yes		
Professional Chemistry	BS				
Professional Communication	BA	Yes	Yes		
Professional Studies	MS				
Professional Writing				Yes	
Project Management				Yes	
Psychology	BA	Yes	Yes		
Public History				Yes	
Radiologic Technology	BS				
Reading			Yes		
Reading Secondary Generalist 5-12			Yes		
School Psychology	Ed. Specialist				
Sign Language Interpreter Traiining		Yes			
Social and Data Science	BA				
Social Work	BSW				
Sociology	BA	Yes	Yes		
Special Education	BSEd, MS, MAT	Yes	Yes		
Special Education Strategist				Yes	
Speech-Language Pathology	MS				
Sports Administration				Yes	
Sports Management	MS				
Sports Medicine			Yes		
Strength and Conditioning				Yes	
String Performance			Yes		
Substitute Teaching				Yes	
Technology Management				Yes	
Theatre Arts		Yes	Yes		
Theatre Management		Yes			
Trauma Informed Teaching				Yes	
University Studies	AA				
Vocal Performance			Yes		
Woodwind Performance			Yes		
World Languages: French				Yes	
World Languages: German				Yes	
World Languages: Latin				Yes	
World Languages: Spanish		Yes	Yes	Yes	

Writing for Educators	Yes
Writing in the Disciplines	Yes

Calendar

Fall 2025 (2610)

Description	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Classes begin after 4 p.m.	Mon, Aug. 25		
Classes begin	Tue, Aug. 26	Mon, Aug. 25	Mon, Oct. 20
Last day for collaborative request	Fri, Aug. 29		
Last day to add	Wed, Sept. 3	Thu, Aug. 28	Thu, Oct. 23
Last day to drop a class or withdraw from all classes and receive a 100% refund	Wed, Sept. 3	Thu, Aug. 28	Thu, Oct. 23
Labor Day, University closed	Mon, Sept. 1	Mon, Sept. 1	Mon, Sept. 1
Last day to withdraw from all classes and receive a 75% refund	Fri, Oct. 3	Thu, Sept. 11	Thu, Nov. 6
Spring semester graduation application due to Registrar’s Office	Fri, Oct. 3	Fri, Oct. 3	Fri, Oct. 3
Midterm grades	Mon, Oct. 20		
Spring registration for currently enrolled students	Oct. 28-30	Oct. 28-30	Oct. 28-30
Last day to withdraw from all classes and receive a 50% refund	Sun, Nov. 2	Wed, Sept. 24	Wed, Nov. 19
Veterans Day Observed, University closed	Tue, Nov. 11	Tue, Nov. 11	Tue, Nov. 11
Last day to drop	Fri, Nov. 14	Fri, Oct. 3	Mon, Nov. 24
Thanksgiving vacation (University closed Thursday)	Nov. 26-28	Nov. 26-28	Nov. 26-28
Final exams	Dec. 15-19	Oct. 15-16	Dec. 10-11
Grades due from faculty to the Registrar's Office at NOON CST	Mon, Dec. 22	Tue, Oct. 21	Tue, Dec. 16
Official grades available	Mon, Dec. 29	Mon, Oct. 27	Mon, Dec. 22

Spring 2026 (2630)

Description	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Classes begin after 4 p.m.	Mon, Jan. 12		
Classes begin	Tue, Jan. 13	Mon, Jan. 12	Mon, March 16
Last day for collaborative request	Fri, Jan. 16		
Last day to add	Thu, Jan. 22	Thu, Jan. 15	Thu, March 19
Last day to drop a class or withdraw from all classes and receive a 100% refund	Thu, Jan. 22	Thu, Jan. 15	Thu, March 19
Martin Luther King Day Jr., University closed	Mon, Jan. 19	Mon, Jan. 19	Mon, Jan. 19
Last day to withdraw from all classes and receive a 75% refund	Mon, Feb. 23	Thu, Jan. 29	Thu, April 2
Presidents Day, University closed	Mon, Feb. 16	Mon, Feb. 16	Mon, Feb. 16
Midterm grades	Mon, March 2		
Summer and Fall semester graduation applications due to Registrar's Office	Fri, March 6	Fri, March 6	Fri, March 6
Spring Break	March 9-13	March 9-13	March 9-13

Last day to withdraw from all classes and receive a 50% refund	Thu, March 26	Wed, Feb. 11	Wed, April 15
Summer and Fall registration for currently enrolled students	March 24-26	March 24-26	March 24-26
Last day to drop	Fri, April 10	Thu, Feb. 19	Thu, April 23
Easter Break (University closed Friday only)	April 3-6	April 3-6	April 3-6
Final Exams	May 11-15	March 4-5	May 6-7
Commencement at MSU Dome at 10 a.m.	Fri, May 15	Fri, May 15	Fri, May 15
Grades due from faculty to the Registrar's Office at NOON CST	Mon, May 18	Tue, March 10	Tue, May 12
Official grades available	Mon, May 25	Mon, March 16	Mon, May 18

Summer 2026 (2640)

Description	Date
Standard 8-week term classes begin	Tue, May 26
Last day for collaborative request	Fri, May 29
Last day to drop a class or withdraw from all classes and receive a 100% refund	Sat, May 30
Last day to add	Sat, May 30
Last day to withdraw from all classes and receive a 75% refund	Sun, June 14
Last day to withdraw from all classes and receive a 50% refund	Mon, June 29
Independence Day Observed, University closed	Fri, July 3
Last day to drop	Mon, July 13
Last day of classes	Tues July 21
Final exams	July 22-23
Grades due from faculty to the Registrar's Office at NOON CST	Mon, July 27
Official grades available	Mon, Aug. 3

Academic Information

Details regarding academic advising, academic requirements, course equivalencies, and substitutions, as well as grading, transcripts, and registration, are located within 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. Effective advising helps students to maximize the educational benefits available to them. Advisors can help students make connections to appropriate University resources.

Although academic advisors are here to help, it is important for students to realize that they are responsible for meeting all graduation requirements.

Students can increase their academic planning effectiveness by fully utilizing the advising system, by thoroughly acquainting themselves with the academic requirements of their major and minor fields, as well as the University policies for registration and graduation. The Undergraduate Catalog is the official source of information on these matters.

Students are encouraged, and in some departments are required, to meet with their assigned advisor each term prior to completing registration. Students are assigned to an academic advisor upon admission or enrollment to the University based upon their declared major. Advisor assignments are typically adjusted when students officially change their major. Students are responsible for meeting with their advisor to plan for the upcoming term prior to enrolling in classes. Students may request a change of advisor assignment by contacting the department overseeing their major.

For more information regarding advising at Minot State University, please see the Academic Advising (p. 325) section of this document under Student Services.

APC - 3/1/16 & FS - 3/3/16

Academic Requirements

President’s Honor Roll

Undergraduate students who earn a minimum term grade point average of 3.80 while completing 12 or more MSU 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. Credits taken simultaneously via transfer, collaborative, or consortium registration are not included in the calculation and do not count toward the MSU minimum credit requirement. These courses are considered transfer credit.

VP Academic Affairs Honor Roll

Undergraduate students who earn a minimum term grade point average of 3.50 while completing 12 or more MSU credits during the fall or spring semester are recognized for their achievement by placement on the VP Academic Affairs Honor Roll. The honor will show on the student’s transcript for the semester it was earned. Credits taken simultaneously via transfer, collaborative, or consortium registration are not included in the calculation and do not count toward the MSU minimum credit requirement. These courses are considered transfer credit.

Engagement Honor Roll

Undergraduate students who complete a minimum of 50 hours, verified by supervisors, in any combination of engagement activities will be recognized on the Engagement Honor Roll. The honor will show on the student's transcript for the semester it was earned. For more information, please visit MinotStateU.edu/asc/engagement_honor_roll.shtml (http://catalog.minotstateu.edu/undergraduate/academicinformation/academicrequirements/MinotStateU.edu/asc/engagement_honor_roll.shtml/).

Academic Progress

University-wide minimum academic progress requirements (individual schools or departments may have higher requirements) are based on the minimum 2.00 cumulative grade point average.

Satisfactory Progress Requirements

All students must have a minimum of 2.00 cumulative grade point average to meet satisfactory progress requirements.

Retention

All student records are reviewed at the completion of each term throughout the year. Should the cumulative grade point average (GPA) fall below the 2.00, 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 their cumulative GPA below 2.00, the student will be placed on 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. The student is given another term of enrollment to bring their cumulative GPA up to at least 2.00. Failing that effort, the student is moved from a status of Academic Warning to one of Academic Probation.

Unofficial Withdrawal

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

Academic Probation

After two consecutive terms of enrollment with a cumulative GPA below 2.00, a 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 permanent record, which will not appear on the student’s official transcript. The student’s registration will be limited to 15 credits while on Academic Probation.

Continued Probation

A student who has earned a term GPA of at least 2.000 will be extended another Probationary term to raise their cumulative GPA to at least 2.00. 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 their cumulative GPA to 2.00.

Academic Suspension

If a student on Academic Probation or Continued Probation (cumulative GPA is below 2.00) earns a term GPA below 2.00, 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 term. The student may then be readmitted on Academic Probation to attempt again to bring their cumulative GPA to at least 2.00. If, at the end of this Academic Probation, the student earns a term GPA below 2.00 a subsequent Academic Suspension will be issued. The student is then required to sit out a full academic year (including summer).
- All subsequent Academic Suspensions require the student sit out a full academic year (including summer).

Suspension Reinstatement

A student who has sat out their required suspension period must submit an Application for Readmission. If the student had enrolled at another institution during their suspension period, the student must submit all official transcripts before readmission will be considered. If admissible, the student will be readmitted on Academic Probation and the student's registration will be limited to 15 credits. If, at the end of this Academic Probation, the student earns a term GPA below 2.00, a Subsequent Academic Suspension will be issued and the student will be required to sit out for a full academic year (including summer).

Summer Term

Students on their first Academic Suspension may choose to enroll in the summer term at MSU in an effort to bring their cumulative GPA up to 2.00. The student must be advised of two conditions for this summer term.

a. The student must achieve a minimum of a 2.00 term GPA for this summer term in order to avoid a subsequent Academic Suspension.
b. This minimum summer term GPA does not satisfy the first Academic Suspension period. The student will still have to submit a suspension appeal to be reinstated for their initial suspension period.

Any student with a subsequent Academic Suspension is not permitted to register for summer term.

Suspension Appeals Committee

Students suspended from Minot State University may petition for a one-term extension of Probationary status if they feel their case warrants special consideration. Appeals must be submitted to the Registrar's Office to be reviewed by the Suspension Appeals Committee. Circumstances beyond the student's control and a plan for improved academic 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 and official transcript. The student will be placed on Academic Probation and their registration will be limited to 15 credits each term until the student's end-of-term grades bring the cumulative GPA to 2.00. Other restrictions or credit limits may be imposed by the Suspension Appeals Committee.

APC - 3/20 & FS - 3/20

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 honesty and integrity. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- Misrepresenting work of others, including AI, as one's own.
- Using the product of generative or other forms of AI unless permitted in a course assignment or syllabus.
- Copying from another student during an exam.
- Altering one's exam after grading for the purpose of enhancing one's grade.
- Submitting the same work to more than one class without the prior approval of the instructors.
- Use of any material or device not approved by the faculty during an exam.
- Falsifying field collection or research data.
- Failing to maintain professional standards for ethical research and practice.
- Violating the confidentiality of clients or participants.

Incidents of academic dishonesty will be documented by the faculty member and the department chair notified. Students will be notified with an explanation and consequences in accordance with the faculty member's grading policy as outlined in the syllabus. The student may appeal the faculty member's decision to the department chair. Student disciplinary action may result in accordance with the Student Handbook.

Reporting Process:
Step 1: Student commits academic dishonesty.
Step 2: Instructor will enforce their academic honesty policy according to their syllabus.
Step 3: Instructor raises Academic Honesty flag in Starfish for the course and includes supporting details as well as the consequence. The Starfish flag and communications serve as notification to the Department Chair, the Vice President of Student Affairs (or designate), and the student.
Step 4: After three Academic Honesty flags have been raised on one student across their academic career, an investigation is opened by the Vice President of Student Affairs (or designate). Student disciplinary action may result in accordance with the Student Handbook. In exceptional cases, the

Department Chair may request the Vice President of Student Affairs (or designate) and Vice President for Academic Affairs to open an investigation, regardless of the number of raised flags.

Course Equivalency and Course Substitution

Students who transfer courses to Minot State that might meet program requirements of a particular major, minor, or concentration should have the courses evaluated by the appropriate program. Students should provide information on each course involved, such as a detailed course description or a course syllabus. When a transfer course is found to be equivalent to a particular Minot State course, the department chair for the Minot State course will need to submit the equivalency through the Transfer Evaluation System (TES). This allows any future transfers of the same course from the same institution to automatically be accepted as meeting the requirement of the particular Minot State course (valid for five years). In cases where the transfer course is not similar enough for equivalency, but is deemed appropriate as a substitution, a Course Substitution eForm should be submitted to the Registrar's Office by the department. This form only applies to that particular case for that student and does not meet prerequisite requirements.

There may be times when a student cannot take a particular Minot State course required for a program because of time conflicts or changes in a program's frequency of offering. In such cases, the program may allow another course to substitute for the required course. However, the course used to substitute for the required course cannot be another required course; in other words, one course in a program cannot be used to fulfill two required courses in that program. The substitute course must be one that is not already required by the program. The reason for the substitution must be a circumstance outside of the student's control (time conflicts or changes in frequency of offerings); poor planning on the part of the student does not constitute sufficient grounds for course substitutions.

APC - 2/14/14 & FS - 2/27/14

If a Course Substitution form is submitted, it does not override a prerequisite.

General Information

Credit

In accordance with federal guidelines and best academic practices, Minot State University considers a credit hour as representative of the amount of work necessary to realize intended learning outcomes demonstrated by student achievement.

MSU defines one undergraduate credit hour as a minimum of 750 minutes of direct instructional time combined with a minimum of 1,800 minutes of out-of-class student work per semester. This definition applies to all course lengths. For example, in a 16-week semester, one credit hour would equate to 50 minutes of direct instructional time combined with 120 minutes or two hours of out-of-class work per week. In a compressed 8-week session, one credit hour would equate to 100 minutes of direct instructional time combined with 240 minutes or four hours of out-of-class work per week. Similarly, in courses such as those offered online in which seat time does not apply, one credit hour may be measured by equivalent student learning outcomes and expectations for a face-to-face section as demonstrated by student achievement. For graduate courses, one credit hour is defined as a minimum of 50 minutes of direct instructional time combined with 120 minutes of out-of-class work per week, or a reasonable equivalent.

One credit hour assigned to an academic experience that involves guided instruction and explores concepts in an applied fashion (these may include clinicals, internships, labs, private lessons, and studio classes) should display an equivalent amount of work, even though these activities may occur in both University and non-university settings, as well as non-classroom environments.

APC - 9/24/19 & FS - 10/3/19

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 fall or spring semester or more than 12 credits in the summer must have at least a 3.00 cumulative GPA. Students may not register for more than 22 credits per fall or spring semester or 15 in the summer. Students must obtain approval to overload from their advisor and program department chair. Requests to overload are processed through the Registrar's Office.

APC - 10/23/18 & FS - 11/1/18

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

Regular Course Examinations

Examinations in University courses are of two kinds:

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

Credit for Non-Academic and Work Experience (PLA)

The Minot State University Prior Learning Assessment Program (PLA) is designed to offer students the opportunity to apply learning and proficiency received from life and work experience toward a Minot State degree. Departments approve PLA; it may not be available in all programs.

Successful completion establishes 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 PLA will not count toward a student's term load, nor are they considered credits earned in residence. PLA credits include a non-refundable fee of 50% of the regular per-credit tuition charge. Students may receive a maximum of 30 PLA credits. Such credits posted to the Minot State University transcript may not transfer to other institutions.

There are three options to earn this type of credit:

a. Credit by examination (nationally standardized or institutionally devised)
b. Certification evaluation
c. Portfolio development and review

Credit by Examination

Under certain circumstances, a currently registered student may receive credit by examination for a course in which they have not been regularly enrolled. Each department 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. MSU follows NDUS procedure, which details the minimum credit-granting score, number of semester credits, and course(s) or type of course(s) to be awarded.

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 Registrar's Office 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 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 eForm (PLA Credit Request) must then be completed as per instructions and submitted to the Registrar's Office. A nonrefundable special exam fee of 50% of the regular per credit charge for each course 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 transfer 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 non-degree institutions. Evidence of having satisfactorily completed the corresponding coursework must first be presented in the form of a transcript.

A Petition to Earn Credit-by-Examination eForm (PLA Credit Request) must then be completed as per instructions and submitted to the Registrar's Office. A nonrefundable special exam fee of 50% of the regular per credit charge for each course 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.

Certification Evaluation

A student who completes a non-credit bearing certification relevant to an MSU course may request to have the certification evaluated by the area offering the course by completing a Petition to Earn Credit-by-Examination eForm (PLA Credit Request) as per instructions. The department maintains a list of validated certifications and the corresponding courses.

Portfolio Development and Review

Students successfully complete the portfolio class then submit portfolio(s) for review by the department offering the course. If the portfolio is approved, the student completes a Petition to Earn Credit-by-Examination eForm (PLA Credit Request) as per instructions.

APC - 3/29/21 & FS - 4/15/21

Changes of Name/Address/Phone Number

Students are required to advise the University in writing of any changes of name, address, or phone number. Contact information (address and phone number) should be updated using Campus Connection under the Profile tile. Changes of name are processed in the Registrar's Office via a completed Name Change form with supporting documentation.

Students are required to update their mailing and home addresses within 30 days of moving. If a student's address is determined to no longer be valid, a hold will be placed on the student's account until they update their address.

Email Policy

Electronic mail (email), postal, and campus mail are official means by which the University may communicate with students. MSU exercises the right to send emails to students via the students' Minot State University email account and expects that the received emails be read at least weekly.

Please be advised that student email, Blackboard, and file storage services will remain active for 18 months following the end of your final enrollment. If you do not plan to return within this period, ensure you back up any necessary emails or files. For any inquiries, please contact the IT office at 701-858-4444.

Directory Information

The Family Educational Rights and Privacy Act (FERPA) designates certain information related to students 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 found on the Registrar's Office website. Failure to notify the Registrar's Office as outlined above indicates implied consent to release directory information. All or a portion of directory information may be released publicly in printed, electronic, or other forms at the discretion of Minot State University on a case-by-case basis. Concerns about release of directory information should be directed to the Registrar's Office. Directory information includes the following data elements:

- Student name (not to include preferred name)
- Hometown (city, state)
- Campus email address
- Major field of study (all declared majors)
- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status (withdrawn, half-time, or full-time)
- Names of previous institutions attended
- Participation in officially recognized activities and sports (released as part of a team roster)
- Height, weight, and photos of athletic team members (released as part of a team roster)

- Honors/awards received (academic honors/awards released at the end of the term and graduation released at the end of the term or as part of graduation/commencement events)
- Degree earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Directory photos, photographs, and video recordings of students in public or non-classroom settings (photographs from classrooms or class-related activities are NOT directory information)

If a student provides a preferred name, the college or University tries to use it when communicating directly with the student. Preferred name is a supported business practice unless there is a documented business or legal reason to use a student's legal name. When communicating with outside third parties, including parents, the college or University generally uses a student's legal name. A student's preferred name shall not be considered directory information in order to protect student privacy.

Student 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:

a. 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, 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.

b. 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 their 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.

c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. 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; other persons who manage student education record information including student employees or agents; and employees of the North Dakota Attorney General's Office providing support or representation to Minot State University. Examples of a school official may include:
    i. a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health services staff);
    ii. a person or company with whom the University has contracted, e.g., attorney, auditor, collection agency;
    iii. a person serving on an institutional governing board;
    iv. a person or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

    Other disclosures allowable without written consent are:
    i. to institutions in which the student seeks to enroll or is enrolled, so long as the disclosure is for purposes relating to the student's enrollment or transfer;
    ii. to authorized representatives of federal, state, or local educational authorities;
    iii. to accrediting agencies;
    iv. in connection with a health or safety emergency;
    v. to comply with a judicial order or lawfully issued subpoena;
    vi. concerning information considered "Directory Information."

d. The right to refuse the release of all of the aforementioned categories of personally identifiable information as "Directory Information." Institutions will honor student requests to withhold directory information until the student makes the request in writing to lift the restriction. Institutions shall inform students of any consequences of the decision to withhold directory information, including but not limited to inability to confirm attendance or provide references.

e. 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

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
Career Services	V.P. of Student Affairs
Academic School Offices	Student Government Association
Registrar's Office	Access Services

Transcripts

Unofficial Transcripts

Current students and students enrolled at MSU after Fall 2005 can acquire unofficial transcripts online, at **no charge**, using Campus Connection.

Official Transcripts

Students can request an official transcript online. Transcripts cannot be released without the student's written signature unless requested online through Campus Connection. Transcripts cannot be requested by email or telephone. A service charge applies per transcript copy, with additional charges for special ordering options. For additional information, please visit MinotStateU.edu/records/transcripts.shtml (http://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.

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" is equivalent to "A," "B," and "C" grades in the A-F grading scheme and grants credit toward graduation but does not affect a student's grade point average. A grade of "U" includes "D" and "F" grades in the A-F grading scheme, 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 Campus Connection 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 15 semester hours of elective S/U coursework 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 chair.

Satisfactory/Unsatisfactory grading is also used to record graduate level professional development activities numbered 2000 on the transcript, indicating workshop credit.

Other Symbols

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

Symbol	Description
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 eForm**, detailing the work to be completed and expected completion date, must be submitted by the student, approved by the instructor, and received by the Registrar's Office by the grade submission deadline.

To update the incomplete grade, instructors need to submit a Grade Change eForm within 14 days after agreed upon completion date listed in the Course Completion Agreement. If a Grade Change eForm is not received by the Registrar's Office within those 14 days, the incomplete grade will be rolled over to the official grade as agreed upon in the Course Completion 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. A grade of "X" (In Progress) is available for 595, 598, and 599 courses.

The instructor will submit the grade earned at the time of grade posting if they choose not to approve 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's communication attempts or actual communication with the student.

APC - 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. Transfer courses must be equated to MSU courses and must have been completed prior to enrolling at MSU to be eligible for the repeat policy.

- When repeating a course through MSU, the most recent grade will be included in GPA calculations.
- 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 department responsible for the original course.
DC - 8/27/14

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:

A x 3 credits = 4 x 3 = 12 honor points
B x 3 credits = 3 x 3 = 9 honor points
C x 3 credits = 2 x 3 = 6 honor points
D x 3 credits = 1 x 3 = 3 honor points
Total = 12 credits & 30 honor points = 30 honor points/12 credits = 2.50 GPA

GPAs 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 GPAs** account for those required and elective credits which are applied to the major or minor. The same procedure is used in computing the averages for the elementary competence and concentration areas.
- **Education Sequence GPAs** are computed based on the completed semester credits for courses in the education core.

Grade Reporting

Students may access their grades through Campus Connection 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.

Grade Change Policy

Faculty may submit a Grade Change eForm within one year of the original posting of a grade. After one year any grade change will need to be approved in sequence by the chair and the Vice President of Academic Affairs. These requests must be accompanied by a written explanation.
FS - 4/21/11

Midterm Grading

Faculty members are required to report a midterm grade for each student. Letters will be sent to students with deficient grades. Ds, Fs, and Us are considered deficient grades. Students access their midterm grades in Campus Connection. Students receiving midterm deficiencies 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 grades are not a part of the student's official record, and they will not appear on the student's transcript.

DC - 2/27/13

Policy on Grade Forgiveness

This policy pertains to pre-baccalaureate undergraduate Minot State University students. It provides those students an opportunity to have their academic record reflect the increased maturity and improved level of academic performance. It is designed to facilitate the return to good academic standing or academic record improvement 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:

a. The student must be one whose previous academic performance at Minot State University included a term grade point average (GPA) less than 2.00 for the term(s) the student is requesting grade forgiveness.
b. Three or more years have passed since the grades were originally awarded.
c. If the student stopped out and has now returned, they have demonstrated a renewed academic interest and effort upon returning to Minot State by earning a first semester term 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.
d. If the student remained continuously enrolled at MSU, they must have a minimum cumulative GPA of 2.00 and four consecutive terms of a minimum term GPA of 2.00 of full-time enrollment or a minimum term GPA of 2.00 for the prior 24 credits of part-time enrollment.
e. The student must be currently enrolled and in good standing at the time the request for grade forgiveness is submitted.
f. Grades eligible for forgiveness are those earned three or more years ago at Minot State University. This policy does not apply to transfer credit from other institutions.
g. Only “F” grades that are not already being excluded are eligible for grade forgiveness.

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 forgiveness 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 the Registrar. Students with more than one major need approval from each appropriate chair and the Registrar. 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. Grade forgiveness 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 forgiven by institutions to determine if a student meets the 2.5 minimum grade point average requirement for certification.

APC - 9/14/23 & FS - 12/7/23

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 subsequent term (fall or spring) following the date of the original posting of the grade, the student shall complete the Grade Appeal Form and confer with the instructor who issued the grade and outline the reasons why they believe the grade is incorrect. If the faculty member is unavailable or no longer with MSU, the student is expected to contact the chairperson 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 or document the decision on the Grade Appeal Form.

Step 2
If the student still considers the grade to be incorrect, the student may formally appeal the grade in writing to the department chair in which the faculty resides within fourteen (14) calendar days following the completion of Step 1. Following the student-department chair conference, the chair shall advise the student of the outcome of the course grade review within fourteen (14) calendar days and shall process a grade change if appropriate or document the decision on the Grade Appeal Form.

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 3 and show documentation of Steps 1 and 2. The Vice President of Academic Affairs will schedule a formal hearing. Following the hearing, the Student Rights Committee shall advise the student of the outcome of the hearing within fourteen (14) calendar days and if approved, the grade will be changed.

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.

APC - 2/6/19 & FS - 2/7/19

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.

Requests may be made up to one year following the completion of the impacted semester. Requests to the Student Rights Committee must be in writing, and it is the responsibility of the student to provide evidence supporting their request. The decision of the Student Rights Committee is considered final.

Contact the Registrar's Office for more information or review the Grade Appeals page (https://www.minotstateu.edu/records/pages/Grade-Appeals.shtml/). Requests are submitted Campus Connection eForms.

Registration

Registration for the next semester takes place in the middle of each semester. Students may not enroll earlier than the posted registration dates, but they may register later. Refer to the academic calendar (http://www.minotstateu.edu/records/index.shtml/) published each semester through the Registrar's Office for specific registration dates. The schedule of classes is available in Campus Connection one semester prior to registration.

Students register online via Campus Connection. Registration through Campus Connection enables the student to enroll in courses after the posted registration dates or anytime thereafter; however, students are encouraged to meet with their advisors prior to registering for courses. Video instructions for using Campus Connection registration are available at MinotStateU.edu/records/pages/how-to.shtml (https://www.minotstateu.edu/records/pages/how-to.shtml/). First-year students (freshmen) and transfer students will be introduced to registration processes during orientation activities.

Adding Courses or Changing Sections

Students may make routine enrollment adjustments to their courses via Campus Connection.

Requests for adding closed, restricted, or overload credits must be processed through the Registrar's Office. Students must obtain approval from the course instructor 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.

Waitlisting for Courses

A waitlist allows a student to indicate interest and wait for an opening 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 Campus Connection. 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. Students are responsible for monitoring their 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 Campus Connection.

The last day to add to a waitlist is the fourth calendar day of a regular (16-week) session in fall/spring semester and the first calendar day for a term one or term two session (8-week). A student may be moved from the waitlist to enrolled status through the 10th calendar day of a regular (16-week) session in fall/spring semester and the fourth calendar day of an 8-week term one or term two session.

A student will be dropped from multiple waitlists if they are on the waitlist for multiple sections of the same course and are successfully enrolled in one of the sections. A student will not be added to a course off a waitlist if they are already enrolled in an available section of the same course. A registration action form cannot be used to be added to a waitlist.

Dropping Courses

Students are able to drop courses online according to specific published deadlines. All but the last course can be dropped via Campus Connection. (See Withdrawal from the University (p. 24) 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. Students who drop after the no record drop period will receive a grade of W on their transcript.

SBHE Policy 406

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 and department chair's approval must be obtained and submitted

to the Registrar’s Office for processing. A late course drop must be processed by the Registrar's Office no later than 4:30 p.m. Central Standard Time on the last business day before finals.

Developmental Course Requirements

Developmental courses are required as prerequisites to help students build the knowledge and skills to succeed in higher-level English and mathematics courses. Developmental courses do not count as credit toward graduation and do not impact student GPAs. Students in developmental courses must earn a “C” or higher in order to take the next level course. Developmental courses qualify for financial aid.

NDUS Procedure 413.1.2 outlines the course placement requirements for English (ENGL 110) and entry-level, first-semester, degree-seeking Mathematics courses. If a student's placement test scores are below the level listed, they can choose take the Next Generation ACCUPLACER Placement exam. If a student does not have an ACT/SAT score, they are required to take this exam.

At MSU, students may need only to complete the supporting mathematics lab course or ASC 92, ASC 93, and ASC 93L, which are developmental courses. Placement for those courses are:

At MSU, students may need only to complete the supporting English lab course or ASC 87, which is a developmental course. Placement for those courses are:

Students may have the opportunity to take the Next Generation ACCUPLACER exam when they attend New Student Orientation. However, if a student would like to take the exam in advance, they may schedule an appointment by contacting the Minot State Testing Center at 701-858-3990. Contact the Registrar’s Office with any questions.

Class Attendance

Instructors are required to report course enrollment. After the seventh day of a regular (16-week) session in fall or 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 completed an academic-related activity in 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 their enrollment status. If the student would like to re-enroll in the course(s), they must obtain approval of the instructor and chair overseeing the course by submitting a registration action form.

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 10 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 in Campus Connection will assure the student that a class has been dropped from their 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 their 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, Assistant Vice President of Academic Affairs, 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 their 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 department chair of the course in which they are enrolled.

As a courtesy to students and faculty, the Vice President for Student Affairs 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 Vice President for Student Affairs or faculty members through the University Communications 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 Cancellation/Withdraw to Zero form in Campus Connection. The last day to withdraw is the last business day of the 12th week of instruction in a fall or spring semester and the end of the sixth week of instruction in a summer semester or eight-week session. The day the form is submitted is the date recorded on the transcript. More information is available on the withdrawal procedures page (https://www.minotstateu.edu/finaid/withdrawl.shtml/).

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, 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 by the Registrar's Office no later than 4:30 p.m. Central Standard Time on the last business day before finals. The day the form is submitted is the date recorded on the transcript.

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.

Degree Requirements

Catalog Governing Graduation

University and departmental requirements to graduate default to the catalog under which a student initially enrolls 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, up to six years immediately preceding graduation. In the event courses are eliminated from curriculum, an appropriate substitution must be determined by the department. University or departmental requirements may change to comply with accreditation, certification, and licensing requirements. Should programs be eliminated from the curriculum, the University reserves the right to determine an appropriate phase-out process. If there is a break in enrollment, summer term excluded, the student must follow the requirements of the catalog representing the term in which the student re-enrolls.

Degrees Offered

Associate of Applied Science (AAS) Degree

Students are required to earn a minimum of 15 credits from MSU, and a minimum total of 60 credits must be earned. A minimum cumulative GPA of 2.00 is required to graduate. Students have fewer, targeted general education requirements, which include a minimum of 15 credits. See program guidelines for specific requirements.

Associate of Arts (AA) Degree

Students are required to earn a minimum of 15 credits from MSU, and a minimum total of 60 credits must be earned. A minimum cumulative GPA of 2.00 is required to graduate. See program guidelines for specific requirements.

Associate of Science (AS) Degree

Students are required to earn a minimum of 15 credits from MSU, and a minimum total of 60 credits must be earned. A minimum cumulative 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:

a. One Major and two areas of Concentration and/or Certificate. One certificate or concentration must be outside the major content area.
b. One Major and one Minor. Minors may not be in the same content area as the major.
c. Two Majors.

Majors, minors, concentrations, and certificates cannot all be in the same content area. A minimum of 120 total credits must be earned and a 2.00 cumulative GPA is required to graduate.

Bachelor of Fine Arts (BFA) Degree

In addition to General Education requirements, students must complete a specific option within the art curriculum. Additional admission requirements exist for this degree, and students must be formally admitted to the BFA program after the completion of introductory courses. Refer to the Art (p. 48) program section of the catalog for additional admission guidelines. A minimum of 120 total credits must be earned, and a 2.00 cumulative GPA is required to graduate.

Bachelor of General Studies (BGS) Degree

This degree does not recognize the specializations of majors or concentrations. 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 120 semester hours. A minimum cumulative GPA of 2.00 is required to graduate. Students considering this degree must contact the Registrar's Office to declare BGS status.

Bachelor of Science (BS) Degree

In addition to General Education requirements, students must complete a specific program of study. A minimum of 120 total credits must be earned, and a 2.00 cumulative GPA is required to graduate.

Bachelor of Science in Education (BSEd) Degree

Teacher Education students must maintain cumulative grade point averages of at least 2.75 in all courses in the education core and a minimum 2.50 cumulative grade point average in the teaching major(s) or minor(s). 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 Teacher Education Policies and Procedures (p. 203) section of this catalog. A minimum of 120 total credits must be earned, and a 2.00 cumulative GPA is required to graduate.

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 (p. 164) 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. A minimum of 120 total credits must be earned, and a 2.00 cumulative GPA is required to graduate.

Bachelor of Social Work (BSW) Degree

Additional admissions requirements exist for this degree and students must be formally admitted into the Social Work Program after the completion of introductory courses. In addition, 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 (p. 177) section of the catalog for additional admission guidelines. A minimum of 120 total credits must be earned, and a 2.00 cumulative GPA is required to graduate.

APC - 10/14/15 & FS - 10/15/15

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.

Multiple Degrees

Students may elect to earn two or more bachelor's degrees. Each degree must be different (i.e., BA and BS). For example, students cannot complete a BS double degree in Accounting and a BS in Criminal Justice. This would be one degree with two majors. Neither could a student complete a BA in History and a BA in Psychology. In cases involving two majors with one degree, see the section of the catalog concerning double majors. Students deciding to earn two or more degrees must complete all the requirements 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.

Double or Multiple Majors

Students may elect to earn a single degree, (i.e., BA or BS) with more than one major. 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 (with the exception of the BGS degree) may elect to return to the University to complete an additional major, minor, and/or concentration. Refer to the department of your chosen major/minor/concentration for detailed information about specific requirements.

Associate Degree

A minimum of 60 credits is required for a associate degree at Minot State University. At least 15 of theses credits must be earned at Minot State. Students must complete the general education and other requirements prescribed in each curricular plan.

Certificate of Completion or Certificate Program

Both Certificates of Completion and Certificate Programs will be annotated on an academic transcript. For each certificate of completion and/or certificate program, a student must complete one quarter of the semester hours through Minot State University.

Grade Point Average Requirements

A minimum cumulative grade point average of 2.00 is required in all of the major, minor, concentration, competency areas, and cumulative averages for associate and baccalaureate degree candidates. Some programs of study have higher minimum grade point average requirements. 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	3.500
Magna Cum Laude	3.750
Summa Cum Laude	3.900

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.

APC - 10/14/15 & FS - 10/15/15

General Education Requirements

The general education program at Minot State University provides students with a broad base of knowledge and essential skills that facilitate the exploration of personal interests, potential career trajectories, and opportunities for professional growth. To navigate an increasingly complex life and work environment, students learn how to evaluate information and data, think critically and creatively, communicate effectively, and appreciate different perspectives.

General Education Program Purposes

General education programs are specified by the following objectives:

a. **Develop Core Competencies:** Enhance students' written, oral, and quantitative competencies.
b. **Broaden Intellectual Horizons**: Expose students to diverse ways of thinking and acquiring knowledge.
c. **Cultivate Broad Interests:** Empower students to explore their passions and interests.
d. **Foster Engagement:** Enable students to engage in a variety of social, academic, and community activities that foster personal growth, academic success, and civic responsibility.

These objectives will be developed by courses in the Core, Growth, Choice, and First-Year Experience content areas of the Minot State University general education program, totaling 38 credit hours.

Core Content

To enhance students' written, oral, and quantitative competencies, they must take core courses in oral and written communication (9 cr.) and quantitative reasoning (min 3 cr.).

Growth Content

To expose students to diverse ways of thinking and acquiring knowledge, students must take growth courses in academic areas distributed across the arts, humanities, and history (6 cr.), natural sciences and technology (min 6 cr.), and social sciences (6 cr.). The prefixes of each of the growth courses must be distinct from each other. At least one science laboratory course must be taken.

Choice Content

To empower students to explore their passions and interests beyond their major field of study, students are encouraged to take choice courses (6 cr.) from the core or growth content areas that are outside their major field of study.

Digital Literacy

In addition, students must demonstrate knowledge in digital literacy; defined as the ability to use technology to find information, evaluate sources, create content, and communicate with others effectively. It's a skill set used to navigate the new technological paradigm in which society operates. Students meet this requirement by successfully completing ENGL 120 College Composition II at Minot State or transferring an ENGL 120 College Composition II equivalent course from a nationally or regionally accredited institution. If a student completes a different course to meet their Foundational Content written communication requirement, they may complete ENGL 95 Digital Literacy to meet this requirement. If a student transfers to Minot State University with their general education requirements met, the student's digital literacy requirement will have been met as well.

Assessment

To ensure continuous improvement, general education courses will undergo regular assessment. Core Content courses will utilize discipline-appropriate rubrics for evaluation (eg: Written Communication, Oral Communication, Quantitative Reasoning). Other General Education courses will be assessed on their effectiveness in fostering Creative Thinking, Critical Thinking, Global Learning, and Information Literacy competencies in a discipline-specific context. Data collected from student work will be analyzed annually by faculty to inform possible program and rubric adjustments and enhance student learning.

Transfer Students

If a student transfers to MSU and is considered complete in their general education requirements under one of MSU's agreements, the student will be considered to have met the requirements for the core, growth, and choice areas.

First-Year Seminar Within the FYE

Students must take the general education course, UNIV 110 First Year Seminar (2 cr.), as part of the required First-Year Experience (FYE) to inspire students in their transition to university life and learning through unique learning communities, peer mentors, and opportunities to engage with the campus and larger student community.

Students transferring to Minot State University who have earned 24 or more credits toward graduation, excluding credits earned through early/dual prior to graduating from high school and credits earned through examination, are not required to take UNIV 110 First Year Seminar but need to complete any required courses not yet completed in all sections of the Minot State University General Education requirements.

General Education Communications

Communications (9 credits)

COMM 110	Fundamentals of Public Speaking	3
ENGL 110	College Composition I	3
or ENGL 111H	Honors Composition I	
ENGL 120	College Composition II	3
or ENGL 121H	Honors Composition II	
Courses marked with "H" are not part of GERTA; however, they will count as General Education requirements at MSU.		

General Education Quantitative Reasoning

Quantitative Reasoning (Minimum 3 credits)

DATA 211	Applied Statistics and Data Visualization	4
MATH 103	College Algebra	4
MATH 104	Finite Mathematics	4
MATH 105	College Trigonometry	2
MATH 107	Precalculus	4

MATH 110	Mathematics in Society	3
MATH 146	Applied Calculus	3
MATH 165	Calculus I	4
MATH 166	Calculus II	4
MATH 201H	Environmental Mathematics	3
MATH 210	Elementary Statistics	4
MATH 378	Mathematics for Elementary Teachers III	3
PSY 241	Introduction to Statistics	4
Courses marked with "H" are not part of GERTA; however, they will count as General Education requirements at MSU.		

General Education Fine Arts, Humanities, and History

Fine Arts, Humanities, and History (6 credits)

Must complete two different prefixes (eg: ART and HIST).

ART 110	Introduction to Visual Arts	3
ART 130	Drawing I	3
ART 210	Art History: Prehistoric through Middle Ages	3
ART 211	Art History: Renaissance to Contemporary	3
ENGL 220	Introduction to Literature	3
ENGL 225	Introduction to Film	3
ENGL 231	Bible as Literature	3
ENGL 232	World Mythology	3
ENGL 240	World Literature	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
ENGL 355	Age of Shakespeare	3
FREN 101	Beginning French I	3
FREN 102	Beginning French II	3
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
GERM 101	Beginning German I	3
GERM 102	Beginning German II	3
GERM 201	Intermediate German I	3
GERM 202	Intermediate German II	3
HIST 103	US History to 1877	3
HIST 104	US History from 1877	3
HIST 105	World Civilizations I	3
HIST 106	World Civilizations II	3
HIST 215H	Modern World Origins	3
HIST 220	North Dakota History	3
HIST 239	History of Vietnam	3
HIST 261	American Indian History	3
HIST 271	History of Latin America	3
HON 351H	Integrity and the Examined Life	3
HUM 251	Humanities	3
HUM 252	Humanities	3
HUM 253	Humanities	3
HUM 254	Non-Western Humanities	3
LANG 105	Writing Systems	3

LAT 101	Beginning Latin I	3
LAT 102	Beginning Latin II	3
LAT 201	Intermediate Latin I	3
LAT 202	Intermediate Latin II	3
MUSC 100	Music Appreciation	3
MUSC 201	World Music	3
MUSC 207	History of Pop and Rock Music	3
MUSC 208	Sex, Crimes, and the Sublime on the Musical Stage	3
MUSC 260	Introduction to Music History	3
MUSC 305	Musical Theatre History	3
PHIL 100	Critical Thinking	3
PHIL 101	Introduction to Philosophy	3
PHIL 102	Philosophy of Human Nature	3
PHIL 210	Ethics	3
SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 130	Spanish for Healthcare Professions	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
THEA 110	Introduction to Theatre Arts	3
THEA 161	Acting I	3
THEA 305	Musical Theatre History	3
Courses marked with "H" are not part of GERTA; however, they will count as General Education requirements at MSU.		

General Education Natural Sciences and Technology

Natural Sciences and Technology (6 credits)

One course must be a science with a lab and the second course must have a different prefix to complete this requirement (eg: BIOL and CSCI or BIOL and CHEM).

Lab Sciences

BIOL 111	Concepts of Biology	4
BIOL 115	Concepts of Anatomy and Physiology	4
BIOL 127	Environmental Biology	4
BIOL 150	General Biology I	4
BIOL 151	General Biology II	4
BIOL 154	Introduction to Botany	4
BIOL 202	Introductory Microbiology	4
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
CHEM 110	Survey of Chemistry	4
CHEM 118	General, Organic, and Biological Chemistry	4
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 127	Chemistry of the Environment	4
GEOL 100	Earth Science with Lab	4
GEOL 101	Environmental Geology with Lab	4
GEOL 105	Physical Geology with Lab	4
GEOL 123	Global Climate Change: Science and Society	4
GEOL 190	Introductory Geology in the Field	3
PHYS 110	Astronomy	4

PHYS 211	College Physics I	4
PHYS 212	College Physics II	4
PHYS 251	University Physics I	5
PHYS 252	University Physics II	5
SCI 110	Introduction to Meteorology	4
Technology		
AI 101	AI Everywhere & For Everyone	3
CSCI 101	Introduction to Computer Science	3
CSCI 111	Introductory Programming and Big Data	4
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4

General Education Social Science

Social Science (6 credits)

Must complete two different prefixes (eg: COMM and SOC).

CJ 201	Introduction to Criminal Justice	3
COMM 219	Mass Media and Society	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
GEOG 110	Introduction to Geography	3
GEOG 161	World Regional Geography	3
GEOG 289	Introduction to GIS	3
POLS 115	American Government	3
POLS 116	State and Local Government	3
POLS 220	International Politics	3
PSY 111	Introduction to Psychology	3
SOC 110	Introduction to Sociology	3
SOC 200H	Idea of Society	3
SWK 256	Development of Social Welfare	3

Courses marked with "H" are not part of GERTA; however, they will count as General Education requirements at MSU.

General Education Choice

Choice (6 credits)

Any general education course not already completed in the other categories (Communications; Quantitative Reasoning; Fine Arts, Humanities, and History; Natural Sciences and Technology; and Social Science) can be used for the choice section.

Please consult with your advisor to ensure you have met the general education requirements.

General Education First Year Seminar

UNIV 110	First Year Seminar	2

FIRST-YEAR EXPERIENCE (FYE)

MinotStateU.edu/fye/index.shtml (https://www.minotstateu.edu/fye/index.shtml/)

The First-Year Experience (FYE) at Minot State University is a requirement for first-year students and transfer students with less than 24 credit hours. Through FYE, students participate in powerful learning experiences to inspire their 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. Students enroll in a First-Year Experience Learning Community composed of two or three classes united by a common theme. One class in the Learning Community will be UNIV 110 First Year Seminar, which is a General Education requirement. In the 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. Students also receive the assistance of a peer mentor, an upper-level student trained to provide support and guidance to first-year students.

FYE Student Learning Goals:

a. Academic Engagement – Facilitate an understanding of the relevance of academic experiences, the variety of approaches to learning, and expectations of the academic experience.
b. Psychosocial Wellbeing – Develop each student's positive sense of identity.
c. Campus Engagement – Promote student engagement on campus.
d. Community Engagement – Engage students in meaningful ways with the larger community

PEER MENTORING PROGRAM

The Peer Mentoring Program is designed to assist in the personal, social, and academic acclimation of first-year Minot State students through cultivating relationships with outstanding upper-level mentors as part of the First-Year Experience. In addition to providing support, mentors can connect students to resources, clubs, organizations, and other academic and co-curricular activities.

The objectives of the Peer Mentoring Program are:

To develop and enhance a sense of student identity
To become effectively integrated into the school, faculty, and campus as a whole
To articulate a sense of purpose about being at MSU and about pursuing their particular program of study
To acquire the necessary skills to become independent and life-long learners.

What is a Peer Mentor?
A Peer Mentor is an exceptional student chosen to serve as a co-instructor in an FYE class. Peer Mentors are former students of the First-Year Experience who have been recommended by faculty and selected through an application and interview process based on their academic success, involvement in campus organizations, and knowledge of the Minot State campus. Peer Mentors are not simply teaching assistants; rather, they are co-instructors, taking responsibility for leading class discussions, planning activities, and working one-on-one with each student.

Major Requirements

Declaring or Changing a Major

Refer to the academic programs offered 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. Students completing a BGS do not declare majors or concentrations.

Students may declare or change their majors by submitting a Major-Minor Change eForm through their Campus Connection under the eforms tile.

Credits Required for a Major

In general, students in a bachelor's 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.

Students may declare or change their minors by submitting a Major-Minor Change eForm through their Campus Connection under the eforms tile.

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 interested in earning a minor must also earn or hold a Minot State University baccalaureate degree or hold a baccalaureate degree from another institution.

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.

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

Pursuing a Concentration

A student may elect to earn one or more concentrations. Bachelor of Arts degree students pursuing two concentrations must earn at least one concentration outside their major content area.

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 include a minimum of 12 credits per SBHE Policy 409 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.

Students may declare or change transcriptable concentrations by submitting a Major-Minor Change eform through their Campus Connection under the eforms tile.

Graduation Requirements

Applying for Degree Candidacy

To become a candidate for a degree, an application for graduation must be submitted by the student to the Registrar's Office according to published deadlines. The Registrar's Office certifies that all requirements will be met by the close of the expected graduation term. The candidate and advisor are informed of any requirements remaining to be completed to graduate. **It is the student's responsibility to comply with all deadline dates as specified in the calendar dates. Failure to comply with dates and deadlines may result in the delayed posting of a degree or postponement of graduation.** 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 will 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

Summer and 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 and submit an application for graduation 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 in writing. Diplomas 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 majors in Elementary Education and Special Education, only "Bachelor of Science in Education" will be printed on the diploma.

MSU issues one diploma for each degree (i.e. Bachelor of Arts or Bachelor of Science) earned. Students may purchase additional or replacement diplomas. Minot State's undergraduate diplomas are 6x8 inches.

Certificates

Minot State University offers options for Certificate and Certificate of Completion programs. Students who receive only a certificate do not walk in commencement unless they have earned a bachelor's degree at the same time.

Certificate of Completion Requirements

A Certificate of Completion is awarded for an undergraduate course of study with less than nine credit hours or a non-credit course of study. At least one quarter 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.

Certificate Requirements

Certificate programs consist of at least nine semester hours of coursework and typically include few General Education courses. At least one quarter 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.

Certificates

Certificates are issued following the close of the academic term in which certificate requirements have been completed. Students must notify the Registrar's Office of a forwarding address in writing. Certificates will not be released for students who have outstanding debts owed to the University.

Students may purchase additional or replacement certificates. Minot State's traditional sizing of certificates is 5x7.

Admissions

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

First-year applicants are defined as those who are applying to attend college for the first time after high school graduation.

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. Additional assessments will be used to identify specific individual needs. Advisors will work closely with students to define goals, establish appropriate support, and monitor progress.

Admission Checklist Requirements for First-Year Applicants

- A completed online undergraduate Application for Admission (http://www.minotstateu.edu/enroll/apply.shtml/)
- A $35 non-refundable application fee
- Official transcripts (all final high school, GED, or college/university transcripts)
- High School Core Admission Requirements
  - Required of first-year students who are less than 25 years of age on the first day of class
  - Required of U.S. students only
- Recommended: ACT or SAT test results
  - ACT and/or SAT scores are used for some scholarships, awards, and grants. See Financial Aid (p. 291) for more details.

- **Student Health Records:** ***(Not required for admission consideration)***
  i. Measles, mumps, and rubella (MMR). Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests.
  ii. Students ages 21 and younger must provide documentation of immunity against meningococcal disease given at or after age 16.
  iii. All students must complete the tuberculosis questionnaire.

  To submit the required documentation, go to M (https://www.minotstateu.edu/health/immunization.shtml/)inotStateU.edu/health/immunization.shtml (https://www.minotstateu.edu/health/immunization.shtml/). (https://www.minotstateu.edu/health/immunization.shtml/) ***No student will be permitted to enroll in a subsequent term until immunization or documentation of a waiver is complete.***

Minimum Academic Admission Requirements for First-Year Applicants

- Minimum of 17 Composite ACT (920 SAT Total) AND a 2.0 Cumulative High School GPA

Important Additional Information

Admission by Review

Minot State University encourages all students to apply even if they do not meet the above high school GPA requirements and high school core admission requirements. Applicants who do not meet the high school core requirements will be reviewed based on additional criteria by the Admissions Exemption Committee.

Application Process

Admission begins by submitting an online admission application and the corresponding $35 fee to the Enrollment Services Office. The $35 application fee is mandatory and nonrefundable. Other required items (official transcripts, test scores, etc.) may be submitted at later dates as they become available. Communication will then be sent to the applicant advising of their fully admitted status, file incomplete status, or denied admission status. Eligible students will receive subsequent electronic correspondence directing them to the date, place, and time for orientation/registration activities. All communication is done via email, with some mail correspondence.

All materials should be on file prior to the student's registration. Students must be fully admitted before financial aid will be distributed. Admission to Minot State University is contingent upon successful completion of any current studies, if applicable. Therefore, it is imperative to send all final, official transcripts to Minot State upon completion of any current studies.

Immunization Records

Proof of two immunizations as required by the State Board of Higher Education: ***(Not required for admission consideration)***

- Measles, mumps, and rubella (MMR). Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests.
- Students ages 21 and younger must provide documentation of immunity against meningococcal disease given at or after age 16.
- All students must complete the tuberculosis questionnaire.

To submit the required documentation, go to MinotStateU.edu/health/immunization.shtml (https://www.minotstateu.edu/health/immunization.shtml/). ***No student will be permitted to enroll in a subsequent term until immunization or documentation of a waiver is complete.***

ACT/SAT Test Results

ACT or SAT scores are not used to determine a student's acceptance to the University. 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 or logging into their account at http://www.act.org/. **Note: Minot State University's ACT code is 3214, 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 is required to complete your admissions file. This transcript must be sent directly from the high school to the Enrollment Services Office. Full admission status is contingent upon receipt of the final, official transcript sent when it becomes available.

GED

Students who hold a GED (General Education Development—high school equivalency certificate), rather than a high school diploma, must submit a photocopy 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. Any student who tested for the GED in 2014 or later must provide documentation of a GED with a minimum score equal to or greater than 145. Applicants with a GED are required to provide a high school transcript 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 are less than 25 years of age on the first day of class 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.

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

New Student Orientation

New Minot State University students (freshmen and transfer) are required to complete a new student orientation. To facilitate the completion of this requirement, the campus will hold orientation 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 with the student registering for classes. Information about orientation events is sent electronically to all students who have been admitted to the 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 the previous section.

To apply for admission, transfer students must submit:

- A completed undergraduate Application for Admission (http://www.minotstateu.edu/enroll/apply.shtml/)
- A $35 non-refundable application fee
- Official college/university transcripts from all previous institutions. Emailed copies from students or faxed copies are not considered official.
- **Student Health Records:** ***(Not required for admission consideration)***
    i. Measles, mumps, and rubella (MMR). Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests.

ii. Students ages 21 and younger must provide documentation of immunity against meningococcal disease given at or after age 16.
iii. All students must complete the tuberculosis questionnaire.

To submit the required documentation, go to MinotStateU.edu/health/immunization.shtml (https://www.minotstateu.edu/health/immunization.shtml/). ***No student will be permitted to enroll in a subsequent term until immunization or documentation of a waiver is complete.***

Transfer applicants must present a cumulative GPA of 2.0 or higher on a 4.0 scale with 24 or more completed, transferable semester credits. Transfer applicants transferring in less than 24 completed semester credits will be required to submit their official final high school transcript.

Failure to list all colleges, universities, and schools previously attended may result in denial of admission, dismissal, loss of credits, or other appropriate sanctions.

Upon receipt of all transcripts, the Registrar's Office and the corresponding chairs determine course equivalencies, as well as credits that may be applied to the University's General Education Requirements and the student's major. This evaluation occurs when the student registers for their first term at Minot State University.

For admitted students, MSU accepts and transcribes all courses from institutions recognized by the United States Department of Education from regionally accredited organizations or nationally recognized agencies. Minot State does not accept credits from non-accredited institutions. All credit hours are transcribed as semester hours, and all transcribed courses calculate as part of the student's cumulative grade point average. Plus or minus grades are not recorded.

Students who have attended other regionally accredited or nationally recognized institutions are 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.

Academic Warning and Probation

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

Academic Suspension

If a transfer GPA 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 completed their previous institutional suspension policy or Minot State's suspension policy (whichever is greater).

New Student Orientation and Registration

New Minot State University students (freshmen and transfer) are required to complete a new student orientation. To facilitate the completion of this requirement, the campus will hold orientation 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 with the student registering for classes. Information about orientation events is sent electronically to all students who have been admitted to the 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.

MSU accepts and transcribes all courses from institutions recognized by the United States Department of Education from regionally accredited organizations or nationally recognized agencies. Minot State does not accept credits from non-accredited institutions. Once a course is approved as equivalent, its equivalency is guaranteed for five years from when the course was approved and taken.

Courses are accepted in transfer in a combination of ways:

- Equal to a specific course at MSU
- Given general education credit
- Fulfilling a requirement towards the student's major, minor, or concentration
- As elective credit

Courses that have been equated to 100 with a general education letter code (i.e., 100HU = humanities) are considered to meet general education requirements but have no specific course equivalency. TRNSFR 100, 200, 300, and 400 courses are elective credits and coded as such because they either do not have an equivalency or it has not been evaluated. The corresponding department determines the course equivalent using the course description or syllabus. An evaluation of courses and MSU equivalents are available for students to review in their Transfer Credit Report through Campus Connection.

Student's general education requirements will be considered met if they meet one of the following:

- Successful completion of a four-year bachelor's degree from an accredited degree-granting institution or the equivalent of a four-year bachelor's degree as confirmed by a credential evaluator for international institutions.
- Successful completion of an Associate of Arts (AA) or Associate of Science (AS) degree from an accredited degree-granting institution or the equivalent of a two-year associate degree as confirmed by a credential evaluator for international institutions.
- Successful completion of general education requirements at any North Dakota University System institution or tribal college under the North Dakota General Education Transfer Agreement (GERTA).

North Dakota General Education Transfer Agreement (GERTA)

The North Dakota General Education Transfer Agreement was developed to assist students who transfer within the 11 NDUS campuses and tribal colleges in North Dakota. Students who have completed the General Education Requirements (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 course work 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:HUM, 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 components. Credits taken elsewhere and coded as indicated will help to complete the Minot State GER:

a. Communication (9 credits minimum: 6 credits of English and 3 credits of speech). Any NDUS course marked ND:ENGL may apply to the 6-credit English requirement, and any marked ND:COMM may apply to the speech requirement.
b. Fine Arts, Humanities, and History (6 credits). Any NDUS course marked ND:FA, ND:HUM, ND:HIST. Must complete two different prefixes.
c. Quantitative Reasoning: Mathematics (Minimum 3 credits). Any NDUS course marked ND:MATH, which is at the level of college algebra or higher.
d. Natural Sciences and Technology (6 credits). Any NDUS course marked ND: LABSC, ND:SCI, ND:COMPSC. One course must be a science with a lab, and the second course must have a different prefix to complete this requirement.
e. Social Science (6 credits). Any course marked ND:SS with two different prefixes. (eg: POLS 115, SOC 110).
f. Choice (6 credits). Any course marked ND: ENGL, ND: DGTL, NDCOMM, ND:MATH, ND:FA, ND:HUM, ND:HIST, ND:LABSC, ND:SCI, ND:COMPSC, ND:SS. Any general education course not already taken in the other categories. Please consult with your advisor to ensure you have met the general education requirements.
g. First-Year Experience (2 credits). UNIV 110 First Year Seminar is required for students transferring less than 24 credits, excluding credits earned by examination and early entry or dual credit coursework.

For students who have not completed the general education requirements in transfer, the Minot State Registrar's Office will determine those credits which may be applied to the University's General Education Requirements.

Limitations on Transfer Credit

Graduate Credit

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

Military Credit

All military credit is evaluated using the most recent Military GERTA Guide and 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. The Registrar's Office may work with department chairs to determine applicability of courses in transfer to the degree program and transferability of courses that fulfill General Education requirements. 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.

Institutional Credit

Credit is evaluated on the basis by which the credit was initially awarded by the sending institution. Minot State accepts credits earned via a nationally standardized examination as per NDUS policy. Credit by examination, credit awarded via placement, or life experience credit awarded by another institution is not accepted in transfer credits.

International Student Admission Requirements

Who is an International Student?

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

Admission Components

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 MinotStateU.edu/graduate (http://www.minotstateu.edu/graduate/) or 1-800-777-0750 (Ext. 3250).

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

- A $35 non-refundable application fee
- Official academic records demonstrating prior academic achievement
- Official Entrance Exam Score
- Completed application for the Form I-20 and Certification of Financial Responsibility
- Supporting financial documents
- International Transfer Student Form (if applicable)
- Biographic Page of Passport

Deadlines for Admission

Fall semester: June 15 for application and all supporting documentation. Spring semester: Oct.15 for application and all supporting documentation.

First-Year International Students (Freshmen)

International students who have not already completed more than 24 credit hours of university level coursework are considered first-year students. If you are transferring fewer than 24 semester hours of college or university credit, you MUST submit documents as a first-year student and official academic records of the credits earned at the university level (if those university level credits were earned outside of the United States, they must be evaluated with the same procedure outlined under transfer international students).

Current Academic Records – International high school credentials must be submitted to one of the three evaluating services that Minot State accepts as per the evaluator's request. The student will need to request a professional course-by-course evaluation and English translation to be completed by one of the following: World Education Services, Education Credential Evaluators, or American Education Research Corporation. Information about the evaluation services can be found at www.wes.org (http://www.wes.org/), www.ece.org (https://www.ece.org/), and www.aerc-eval.com (http://www.aerc-eval.com/).

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 coursework 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, or American Education Research Corporation. Information about the evaluation services can be found at www.wes.org (http://www.wes.org/), www.ece.org (https://www.ece.org/), and www.aerc-eval.com (http://www.aerc-eval.com/).

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 credits from foreign institutions 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 Minot State 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 coursework completed prior to attending Minot State 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 coursework to their academic adviser to facilitate the evaluation of transfer credits.

Entrance Exams

Academic success at Minot State University demands strong English language skills. Minot State requires all international students to provide an official Entrance Exam 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 two years:
  - IBT Minimum Score of 71 or
  - Paper-based minimum score of 525
- IELTS (International English Language Testing System) taken within two years:
  - Minimum score of 6.0 overall band
- SAT Exam
  - Subscores: Writing and Language of 25 AND SAT Total of 920
- ACT Exam
  - Composite score of 17 and English sub test score of 18
- ACCUPLACER Exam
  - WritePlacer of 5
  - NextGeneration Writing of 256 or higher
- Duolingo Exam
  - Minimum score of 95
- Pearson Test of Academic English (PTE-A)
  - Minimum score of 50
- Transferring from a regionally accredited or nationally recognized U.S. college or university after two years of study, in good standing, OR completion of Composition I and II with a grade of at least a B.

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 coursework (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 Minot State 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 allocating support for at least one full year must be provided before admission is offered. Additional information regarding this requirement can be found on the Minot State Office of International Programs website: www.MinotStateU.edu/international (http://www.minotstateu.edu/international/).

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 designated by the Chancellor of the North Dakota State University System.

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

*Under NDUS Policy/Procedure 505, students from Canada and Norway are exempt from this requirement. However, students from Canada and Norway may opt to enroll in the NDUS designated policy if interested in obtaining coverage from a U.S. based insurance provider. Canadian students and parents should refer to MinotStateU.edu/international (http://www.minotstateu.edu/international/) for information regarding private and provincial health insurance considerations.

Other students might also be eligible for a waiver of the NDUS designated insurance if they are able to provide proof of comparable coverage. Waivers are granted in only a few exceptional situations. Instructions and a waiver form are provided at MinotStateU.edu/international/ (http://www.minotstateu.edu/international/) for those who wish to learn more about the process and requirements.

Health Records

Proof of two immunizations as required by the State Board of Higher Education: ***(Not required for admission consideration)*** Appropriate proof may be a copy of your childhood immunization records, school immunization records, or 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.

- Measles, mumps, and rubella (MMR). Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests.
- Students ages 21 and younger must provide documentation of immunity against meningococcal disease given at or after age 16.

You can be immunized at a private health care provider or the Minot State Student Health Center. To submit your health records, please see MinotStateU.edu/health/immunization.shtml (http://www.minotstateu.edu/health/immunization.shtml/). A hold will be placed on the registration process of non-compliant students attempting to register for their next term at Minot State.

Tuberculosis

All students must complete the tuberculosis questionnaire at Minot State University. To submit your health records, please see MinotStateU.edu/health/immunization.shtml (http://www.minotstateu.edu/health/immunization.shtml/). A hold will be placed on the registration process of non-compliant students attempting to register for their next term at Minot State.

International Student Services

After you are fully admitted to Minot State University, visit the Office of International Programs webpages for information on visas, entry into the U.S., life in Minot, and more! MinotStateU.edu/international/services.shtml. (https://www.minotstateu.edu/international/services.shtml/)

Visa Status

International and Canadian students in F-1 visa status must abide by regulations specific to their F-1 student visa status. An F-1 Regulations Overview is available on the Office of International Programs webpage at: MinotStateU.edu/international/pages/international-current/f-1-regulations-overview.shtml (https://www.minotstateu.edu/international/pages/international-current/f-1-regulations-overview.shtml/).

Special Admissions

Special admissions may apply to any student who is classified as an auditing students, early entry/dual credit students, former students, home-educated students, military students, non-degree students, and University employees as students. Please visit the links on the left to find out more about our special admissions processes.

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 their status in a course from “credit” to “audit” or vice versa up through the final drop date of the term. This must be done by submitting a Registration Action eForm to the Registrar's Office.

An auditor must meet University entrance requirements, follow all standard application procedures, and submit the $35 application fee.

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.

Early Entry

Early Entry (Dual Credit) provides an opportunity for outstanding high school juniors and seniors to take courses for university credit through Minot State University before graduation from high school. Students must complete the application for admission, pay the $35 application fee, and submit required documents.

With approval from their high school counselor and parent/guardian, students may earn high school and college credit for the same course. Early Entry (Dual Credit) enrollment forms are available at 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.

For more information about early entry (dual credit), go to the CEL website (http://www.minotstateu.edu/cel/dual.shtml/).

Former Students

Students who have previously attended classes at Minot State University, who are not currently enrolled, are classified as former students.

If a student has not attended for one semester or more (excluding Summers terms), an Application for Readmission eForm (https://www.minotstateu.edu/enroll/returning-students/admissions-reqs.shtml/) must be completed and submitted to the Registrar’s Office for the student's account to be reactivated. It is not necessary to complete a brand new student application for admission or to pay the $35 application fee again.

Students who have attended other post-secondary institutions are required to submit final official transcripts before registering; this may include submitting military transcripts, and/or older transcripts that are not currently on file.

The Registrar’s Office should be contacted as early as possible so that former students may be invited to participate in early registration.

Former students whose GPA is below a 2.0 with all transcripts taken into account will be admitted on Academic Probation. Students who have submitted transcripts from other institutions that have a negative academic standing may need additional approval from their former institution. These students may also be readmitted on Academic Probation regardless of their GPA. If a transfer GPA has resulted in the student’s Academic Suspension from another institution, the student may be admitted on Academic Probation at Minot State but only if the student has completed their previous institutional suspension policy or Minot State's suspension policy (whichever is greater). The student must maintain satisfactory academic progress, or they will be suspended at the conclusion of the term.

Once a student has enrolled as Degree Seeking, they cannot return as a Non-Degree seeking student.

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 Admission Requirements

Home education applicants to Minot State University shall submit the following:

a. Online application for admission (http://www.minotstateu.edu/enroll/apply.shtml/)
b. Mandatory, nonrefundable $35 application fee
c. Curriculum description or transcript showing the following:
    i. Specific listing of classes completed by the student, identified and/or separated by class levels. Minot State may request a course syllabus or detailed description of course content.
    ii. Clear identification of those courses which meet the North Dakota University System College Preparatory Requirements.
    iii. Key explaining the grading system.
    iv. Date of student’s graduation/completion of plan of study.
    v. Signature of the parent/instructor.
    vi. Identification of any other private or public high school the student has attended.
d. Diploma/Certificate issued by the local school district in which the student resides, if the district provides such a document.
e. Recommended: ACT or SAT test results

i. The North Dakota State Board of Higher Education has waived this requirement through the summer of 2023. Please refer to the North Dakota University System policies 402.1.1 and 402.2 (https://ndus.edu/sbhe-overview/sbhe-policies/400-heading-policies/) for the current status of this requirement.

f. **Student Health Records:** ***(Not required for admission consideration)***
   i. Measles, mumps, and rubella (MMR). Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests.
   ii. Students ages 21 and younger must provide documentation of immunity against meningococcal disease given at or after age 16.
   iii. All students must complete the tuberculosis questionnaire.

To submit the required documentation, go to MinotStateU.edu/health/immunization.shtml (https://www.minotstateu.edu/health/immunization.shtml/). ***No student will be permitted to enroll in a subsequent term until immunization or documentation of a waiver is complete.***

See also: First Year Student Admissions Requirements (p. 34).

Military Students

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.

Admission and Registration—Active duty military personnel, spouses, and dependents follow the first-year application procedures (p. 34) or the transfer admission procedures (p. 35) as applicable.

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, 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:

a. 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).
b. 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 (p. 14)).

Points of Contact For Military Students at Minot State University

The Military Resource Center is your point of contact for the Department of Defense (DoD) and United States Department of Veterans Affairs (VA) educational benefits.
Military Resource Center - all service branches
Andy Heitkamp (701)858-4003
MRC@MinotStateU.edu (MRC@minotstateu.edu)

MAFB - US Air Force active duty
Brigitte Mikula (701)727-9044
MAFBcord@MinotStateU.edu (MAFBcord@minotstateu.edu)

GEM and AU-ABC - US Air Force active duty
Jolina Miller (701)858-3218
online@MinotStateU.edu (online@minotstateu.edu)

"PRIOR TO ENROLLMENT ELIGIBLE SERVICE MEMBERS MUST RECEIVE APPROVAL FROM YOUR ESO, MILITARY COUNSELOR, OR MILITARY SERVICE"

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 enrolling with this status are not eligible for federal financial aid and may not exceed a total of 12 semester hours of undergraduate credit. Non-degree seeking students who are active duty military can complete up to 24 semester hours of undergraduate credit.

To apply to be a non-degree seeking student, students must complete the Minot State Application for Admission (http://www.minotstateu.edu/enroll/apply.shtml/), pay the $35 application fee, and provide a record of immunization for measles, mumps, and rubella, provide documentation of immunity against meningococcal disease given at or after age 16 (students ages 21 and younger), complete the tuberculosis questionnaire, and complete the non-degree seeking form on the application.

Non-Degree students are not required to provide official transcripts from former post-secondary institutions in order to be admitted. However, 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.

Enrollment in courses at Minot State beyond 12 (24 for active duty military) semester hours will be contingent upon the completion of the application for readmission and submission of all entrance requirements for transfer students (p. 35). This form must be submitted, and all official transcripts received by the Registrar's Office prior to the first day of sixteen-week semester classes.

Once a student has enrolled as Degree Seeking, they cannot return as a Non-Degree seeking student.

APC - 11/1/16 & FS - 2/16/17

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. Employees must be admitted as non-degree or degree-seeking student by following applicable application procedures. The NDSA fee, Connect ND fee, special course fees, and application fee are not waived and must be paid by the employee.

The waiver is applicable for on-campus and distance education courses. The form to obtain the waiver is available from the Minot State University Business Office website (https://www.minotstateu.edu/busoffic/documents/faculty-staff/waiver_employee.docx) and must be completed each academic term the employee would like to take a course.

Academic Programs

School of Arts, Humanities, and Social Science
Department of Fine and Performing Arts
Department of Humanities, Social Sciences, and Interdisciplinary Studies

School of Business, Math, and Technology
Department of Business
Department of Math, Data, and Technology

School of Education and Behavioral Sciences
Department of Behavioral Sciences and Criminal Justice
Department of Education and Inclusive Services

School of Science and Health
Department of Communication Sciences and Disorders
Department of Nursing
Department of Science

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 workforce, 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 inter-relates 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

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will be able to demonstrate an understanding of the various functional areas of accounting.	SLO 1: Graduates will demonstrate a foundational knowledge of Financial Accounting.
	SLO 2: Graduates will demonstrate a foundational knowledge of Managerial Accounting
	SLO 3: Graduate will demonstrate a foundational knowledge of Auditing and Attestation.
	SLO 4: Graduates will demonstrate a foundational knowledge of Individual Federal Income Taxation.
	SLO 5: Graduates will demonstrate a foundational knowledge of Business Federal Income Taxation.
SLG 2: Graduate will be able to demonstrate an understanding of the legal aspects encountered in business.	SLO 1: Graduate will demonstrate a foundational knowledge of Business Law.
SLG 3: Graduates will be able to integrate skills related to technology, research, problem solving, and communication.	SLO 1: Graduates will be able to use accounting research resources.
	SLO 2: Demonstrate the integration of accounting and spreadsheets.
	SLO 3: Graduates will develop a written communication.
SLG 4: Graduates will be able to demonstrate the ability to use business knowledge, practices, and theories using effective communication and exhibiting teamwork and management skills.	SLO 1: Deliver a professional oral presentation using accounting knowledge, practices, and theories.
	SLO 2: Exhibit the ability to contribute with others to reach a goal.
	SLO 3: Exhibit the ability to motivate or influence others to reach a goal.

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 30 semester hours at the undergraduate or graduate levels to meet this requirement.

General Education		
General Education courses		38-40
College of Business Required General Education Courses		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
MATH 210	Elementary Statistics	
College of Business Core Requirements		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 315	Legal Environment of Business	3
BUS 269	Professional Ethics	3
MGMT 301	Fundamentals of Management	3
MRKT 321	Marketing	3
CIS 220	Management Information Systems	3
BUS 305	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Principles of Financial Management	3
Courses Required for Accounting Major		
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 Property Transactions and Business Entities	3
ACCT 430	Auditing/Assurance Concepts and Practices	3
ACCT 480	Controllership	3
Select at least 11 credits from the following:		**11**
ACCT 300	Payroll and Bookkeeping Services	
ACCT 325	Government/Not-For-Profit Accounting	
ACCT 332	Business Law II	
ACCT 351	Fraud Examination	
ACCT 360	Accounting Information Systems	
ACCT 415	Energy Law	
ACCT 431	Advanced Auditing and Assurance	
ACCT 499	Special Topics	
DATA 347	Data Analytics and Visualization	
BUS 497	Internship	
ECON 318	Money and Banking	
FIN 360	Entrepreneurial Finance	
FIN 458	Financial Analysis and Valuation	
Electives		**11**
(To meet the 120 SH graduation requirement)		
Total Hours		**120-122**

Associate of Applied Science in Accounting

General Education Courses		
ENGL 110	College Composition I	3
MATH 210	Elementary Statistics	4
ECON 201	Principles of Microeconomics	3
or ECON 202	Principles of Macroeconomics	
ENGL 120	College Composition II	3
COMM 110	Fundamentals of Public Speaking	3
UNIV 110	First Year Seminar	2
Required Business Core Courses (12)		
BUS 269	Professional Ethics	3
BOTE 247	Spreadsheet Applications	3
BUS 305	Business Communication	3
FIN 353	Principles of Financial Management	3
Required Accounting Track Courses (24)		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 300	Payroll and Bookkeeping Services	3
ACCT 315	Legal Environment of Business	3
ACCT 321	Managerial Accounting	3
ACCT 360	Accounting Information Systems	3
ACCT 411	Taxation of Individuals	3
DATA 347	Data Analytics and Visualization	3
Select 6 Credits to Complete Accounting Track		**6**
ACCT 351	Fraud Examination	
ACCT 412	Taxation of Property Transactions and Business Entities	

BUS 497	Internship	
Total Hours		**60**

Accounting Minor

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
Select two of the following:		6
ACCT 300	Payroll and Bookkeeping Services	
ACCT 303	Intermediate Accounting III	
ACCT 325	Government/Not-For-Profit Accounting	
ACCT 411	Taxation of Individuals	
ACCT 412	Taxation of Property Transactions and Business Entities	
Total Hours		**21**

Fraud Examination Minor

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 Investigation	3
CJ 229	Interviewing and Interrogation	3
CJ 450	White-Collar Crime	3
Select one of the following:		
LEGL 322	Criminal Law	3
LEGL 350	Criminal Procedure	3
Total		24

Accounting Concentration (Non-Accounting Majors)

ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
Select two of the following:		6
ACCT 300	Payroll and Bookkeeping Services	
ACCT 301	Intermediate Accounting I	
ACCT 321	Managerial Accounting	
ACCT 325	Government/Not-For-Profit Accounting	
ACCT 411	Taxation of Individuals	
Total Hours		**12**

Addiction Studies

The Minot State University Addiction Studies Program is accredited by the National Addiction Studies Accreditation Commission.

Addiction Studies Program Mission

To prepare students for licensure as an addiction counselor within the state of North Dakota.

Welcome to Addiction Studies!

Minot State University's Addiction Studies Program provides the academic requirements for the North Dakota addiction counseling license. The program requirements meet the national academic standards set forth by the National Addiction Studies Accreditation Commission. For those wanting to become a licensed addiction counselor in North Dakota, in addition to their degree, graduates will need to complete 960 hours of training and pass the required licensure test. Program faculty assist students in the application process for the training. Faculty also assist students in understanding other

states' and Canadian provinces' requirements for addiction counseling practice. For students interested in pursuing advanced degrees, the program provides students with a foundation to pursue graduate programs in clinical, counseling, or addiction psychology.

Program Policy:

A 3.0 grade point average classes required for the major and a 2.5 overall GPA

Addiction Studies Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
Demonstrate knowledge of the biological basis of substance use and mental health disorders and implications regarding addiction counseling	The student will demonstrate knowledge of the biology of substance use disorders and mental health disorders
	The student will demonstrate knowledge of human development and the implications for the treatment of substance use disorders.
Demonstrate knowledge of cultural diversity and its impact on the therapeutic alliance and techniques.	The student will demonstrate knowledge of cultural differences to substance use disorder treatment
	The student will demonstrate knowledge of and application of personality theories to behavior.
Demonstrate knowledge and skills necessary for effective individual and group counseling.	Students will demonstrate the knowledge of and ability to build rapport with clients.
	Students will demonstrate the knowledge of theories and methods of evidenced based addiction counseling.
	Students will demonstrate ability to create a comprehensive treatment plan.
Conceptualize client cases using DSM V substance use disorder criteria, the American Society of Addiction Medicine Criteria, and client history and current stressors.	Students will demonstrate knowledge and application of the DSM V substance use criteria.
	Students will demonstrate the ability to complete a comprehensive diagnostic/social history assessment.
	Students will demonstrate knowledge and application of the American Society of Addiction Medicine Criteria for client placement
	Students will demonstrate knowledge and application of family dynamics and environmental context to the conceptualization and treatment of client cases for client placement.
	Students will demonstrate the ability to effectively document client care.
Demonstrate knowledge of ethical codes and federal and state laws governing addiction practice and be able to analyze and resolve ethical dilemmas in accordance with codes and laws.	Students will demonstrate knowledge and application of NAADAC code of ethics, the CFR 42 Part 2, and the North Dakota Century Code.
	Students will demonstrate knowledge and application of a problem-solving model to resolve ethical dilemmas

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 38-40

Required Core (66 credits)

PSY 112	Foundations of Psychology	3
PSY 241	Introduction to Statistics	4
or MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
PSY 261	Psychology of Adjustment	3
PSY 270	Psychological Disorders and Treatments	3
PSY 379	Psychology of Adulthood and Aging	3
PSY 255	Child and Adolescent Psychology	3
PSY 411	Introduction to Personality Theories	3

PSY 465	Introduction to Behavioral Neuroscience	3
MHA 297	Addiction Studies Practicum	2
MHA 338	Professional Relations and Ethics	3
MHA 344	Dynamics of Addiction	3
MHA 349	Psychopharmacology	3
MHA 423	Introduction to Counseling	3
MHA 424	Advanced Counseling	3
MHA 476	Group Dynamics	3
SOC 201	Social Problems	3
SWK 340	Social Welfare Policy	3
SWK 331	Family Dynamics	3
HIST 283	Diversity in America	3
ENGL 315	Profes and Tech Writing	3
CJ 320	Community Corrections	3
CJ 388	Societal Reentry from Incarceration	3
Total Hours		**66**

A 960-hour clinical experience is required for North Dakota Licensure.

Addiction Studies Minor

Credits applied to the addiction studies minor may not be applied to the psychology major/minor/concentration.

MHA 338	Professional Relations and Ethics	3
MHA 344	Dynamics of Addiction	3
MHA 349	Psychopharmacology	3
PSY 411	Introduction to Personality Theories	3
SWK 331	Family Dynamics	3
MHA 423	Introduction to Counseling	3
MHA 424	Advanced Counseling	3
MHA 476	Group Dynamics	3
Total Hours		**24**

Addiction Studies Concentration

Credits applied to the addiction studies concentration may not be applied to the psychology major/minor/concentration.

MHA 338	Professional Relations and Ethics	3
MHA 476	Group Dynamics	3
SWK 331	Family Dynamics	3
MHA 344	Dynamics of Addiction	3
MHA 349	Psychopharmacology	3
MHA 424	Advanced Counseling	3
Total Hours		**18**

Art

Art Department

As a University, Minot State is small enough to foster strong student and teacher mentorships, but large enough to attract quality professors who are engaged in outstanding research. Minot State's Art Department has prepared hundreds of successful alumni for rewarding careers in art. Our graduates have made their way in the world as photographers, art teachers, graphic designers, museum directors, graduate school candidates, and professional artists.

Faculty

Professional artists and academics, the Art Department faculty exhibits at regional, national, and international levels, conducting personal research, and leading art organizations. Accessible and available, faculty members work with students engaging in individual consultation and critique.

Degree Programs

Minot State offers five art degrees with potential careers in advertising, illustration, graphic design, marketing, content development, art history, commercial photography, museum administration, exhibition design, art therapy, professional studio art, independent art instruction, arts organization management, and K-12 education. Art students select from these five degrees: BFA in Visual Art, BA in Visual Art, BS in Museum Studies, BS in Multimedia Communications, and BSEd in Art Education. BFA and the BA offer studio options in Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, Traditional Arts, Integrated Media, and Sculpture; and in addition, the BA degree offers an Art History option.

Popular alternatives to an art major are art minors and concentrations, which are valuable additions to any major. For instance, an art minor with a focus on graphic design could be an ideal complement to a major in marketing, advertising, business, or the sciences. With an art minor, students gain a range of creative and problem solving skills that are broadly applicable to career opportunities in many disciplines. As well, an art major with a minor or concentration in these areas creates a highly employable candidate.

Scholarships

Art scholarships are available for students. Awards are determined by academic success and portfolio presentation.

Our Home

Renovated Hartnett Hall provides well-equipped studio facilities for graphic design, drawing, painting, printmaking, photography, traditional arts, sculpture, and art education. Pioneer Hall provides space for ceramics. Art students at Minot State have access to student studios fostering creative growth. Our digital media lab is equipped with up-to-date computers and printers, and the printmaking studio accommodates etching and lithography, as well as, letterpress, relief, and screenprinting. Replete with three gas kilns, two electric kilns, and throwing wheels, our spacious ceramic studio provides for creativity in clay. Beyond our competitive digital photography set up, our photo students gain access to additional techniques with alternative techniques in our hands-on darkrooms.

The Art Department works closely with the campus' Northwest Arts Center, Flat Tail Press Gallery, and the student-managed Hartnett Hall Gallery provide hands-on experiences for all art majors, especially Museum Studies majors. A wide range of exhibitions, workshops, international competitions, traveling exhibitions, visiting artists, and student and faculty shows are available on and off campus. Area art museums and galleries work closely with the University, enhancing art experiences for the entire region.

Find out more about majoring in art at MSU by visiting: MinotStateU.edu/msuart/.

Bachelor of Arts with a Major in Art

The Bachelor of Arts degree is a professionally-oriented program, which offers the student a well-rounded, rich experience in the process and practice of studio art and design in preparation for a career as a professional artist, or for direct entry into various art careers. Enrollment in the BA program is recommended for those students willing to make a considerable commitment of time and energy, which is necessary to achieve professional competencies in their chosen option. Candidates accepted into the BA program are expected to adhere to a high standard of excellence and demonstrate significant artistic growth.

BA Art majors are expected to attend Northwest Art Center exhibitions and other public art receptions. BA Art majors are expected to enroll in art seminars each semester until graduation. BA Art majors are also required to participate in a sophomore review and complete a capstone experience in partial fulfillment of their degree.

Student Learning Goals	Student Learning Outcomes
Students will articulate knowledge of core design principles, concepts, media, and techniques.	• Students will demonstrate competency in analyzing artworks using relevant terminology (e.g., elements and principles of design) through written assignments. • Students will evidence command of the elements and principles of design their studio work.
Students will apply knowledge to critically interpret artworks.	• Students will interpret artworks by making conclusions regarding cause and effect, examining motives, making inferences, and finding evidence to support statements/ arguments. • Students will evaluate works of art and justify their position.
Students will demonstrate knowledge of art history and its contexts.	• Students will display understanding of art history, past and contemporary, through their writing. • Students will articulate their knowledge of current and past aesthetic movements in their own work.
Students will develop knowledge and professional skill-sets in art disciplines.	• Students will gain general competencies in foundational disciplines. • Students will demonstrate professional practices through hands-on research activities. • Students will produce a capstone experience that evidences an expertise in the discipline.

General Education	
General Education Courses	38-40

Required Foundation		**41**
ART 112	Print, Web, and Social Media Graphics	
ART 122	Two-Dimensional Design	
ART 124	Three-Dimensional Design	
ART 130	Drawing I	
ART 180	Digital Photography	
ART 188	Fall Visual Arts Seminar I	
ART 189	Spring Visual Arts Seminar I	
ART 197	Introduction to Art Careers	
ART 207	Digital Tools: Imaging and Print	
ART 210	Art History: Prehistoric through Middle Ages	
ART 211	Art History: Renaissance to Contemporary	
ART 288	Fall Visual Arts Seminar II	
ART 289	Spring Visual Arts Seminar II	
ART 297	Art Internship II	
ART 375	Professional Practices for Artists	
ART 388	Fall Visual Arts Seminar III	
ART 389	Spring Visual Arts Seminar III	
ART 397	Art Internship III	
ART 488	Fall Visual Arts Seminar IV	
ART 489	Spring Visual Arts Seminar IV	
ART 492	Capstone Experience	
ART 493	Capstone Experience	
ART 497	Art Internship IV	
Options		**18**
Select one of the following options:		
Art History		
ART 310	Art History: Modernism and Postmodernism	
ART 314	Art History Topics (Must take twice)	
ART 345	Introduction to Museum Studies	
Select two from the following:		
ART 420	Advanced Study in Art History	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Ceramics		
ART 250	Ceramics I	
ART 265	Sculpture I	
ART 350	Advanced Ceramics and Sculpture (Must be taken twice)	
Select two from the following:		
ART 140	Arts, Crafts, and Jewelry	
ART 274	Paper Works	
ART 310	Art History: Modernism and Postmodernism	
ART 314	Art History Topics	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Drawing		
ART 231	Figure Drawing I	
ART 320	Advanced Drawing and Painting (Must take twice)	
Select three from the following:		
ART 270	Printmaking I	
ART 274	Paper Works	
ART 310	Art History: Modernism and Postmodernism	

ART 314	Art History Topics
ART 360	Advanced Graphic Design and Illustration
ART 494	Independent Art Studio
ART 496	Study Tour
Graphic Design	
ART 213	Graphic Design I
ART 274	Paper Works
ART 360	Advanced Graphic Design and Illustration (Must take twice)
Select two from the following:	
ART 270	Printmaking I
ART 310	Art History: Modernism and Postmodernism
ART 314	Art History Topics
ART 370	Advanced Photography and Printmaking
ART 494	Independent Art Studio
ART 496	Study Tour
Integrated Media	
Select four from the following:	
ART 140	Arts, Crafts, and Jewelry
ART 213	Graphic Design I
ART 250	Ceramics I
ART 265	Sculpture I
ART 270	Printmaking I
ART 274	Paper Works
ART 310	Art History: Modernism and Postmodernism
ART 314	Art History Topics
ART 345	Introduction to Museum Studies
ART 494	Independent Art Studio
ART 496	Study Tour
Select two of the following:	
ART 320	Advanced Drawing and Painting
ART 350	Advanced Ceramics and Sculpture
ART 360	Advanced Graphic Design and Illustration
ART 370	Advanced Photography and Printmaking
Painting	
ART 213	Graphic Design I
ART 220	Painting I
ART 320	Advanced Drawing and Painting (Must take twice)
Select two from the following:	
ART 231	Figure Drawing I
ART 270	Printmaking I
ART 274	Paper Works
ART 310	Art History: Modernism and Postmodernism
ART 314	Art History Topics
ART 494	Independent Art Studio
ART 496	Study Tour
Photography	
ART 213	Graphic Design I
ART 270	Printmaking I
ART 370	Advanced Photography and Printmaking (Must be taken twice)
Select two of the following:	
ART 274	Paper Works
ART 310	Art History: Modernism and Postmodernism

ART 314	Art History Topics	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Printmaking		
ART 270	Printmaking I	
ART 274	Paper Works	
ART 370	Advanced Photography and Printmaking (Must be taken twice)	
Select two from the following:		
ART 220	Painting I	
ART 231	Figure Drawing I	
ART 320	Advanced Drawing and Painting	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Sculpture		
ART 250	Ceramics I	
ART 265	Sculpture I	
ART 350	Advanced Ceramics and Sculpture (Must be taken twice)	
Select two from the following:		
ART 140	Arts, Crafts, and Jewelry	
ART 274	Paper Works	
ART 310	Art History: Modernism and Postmodernism	
ART 314	Art History Topics	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Traditional Arts		
ART 140	Arts, Crafts, and Jewelry	
ART 250	Ceramics I	
ART 265	Sculpture I	
ART 345	Introduction to Museum Studies	
Select two from the following:		
ART 270	Printmaking I	
ART 274	Paper Works	
ART 350	Advanced Ceramics and Sculpture	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Minor and Concentration(s)		**18-24**
Must complete an additional minor, two concentrations, or a second major of choice.		
Total Hours		**115-123**

* Must complete 120 credits: if required program courses were used as fulfillment of General Education requirements, additional courses from the Studio Art or Advanced Study may be selected to meet the minimum required credits.

Bachelor of Fine Arts with a Major in Art

The Bachelor of Fine Arts degree is a professionally-oriented program designed to offer the candidate a well-rounded experience in 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 option. Candidates accepted into the BFA program through a secondary application 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.

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 seminars each semester until graduation. BFA Art majors are required to participate in a sophomore review, BFA portfolio reviews, and complete a capstone experience in partial fulfillment of their degree.

Student Learning Goals	Student Learning Outcomes
Students will articulate knowledge of core design principles, concepts, media, and techniques.	• Students will demonstrate competency in analyzing artworks using relevant terminology (e.g., elements and principles of design) through written assignments. • Students will evidence command of the elements and principles of design their studio work.
Students will apply knowledge to critically interpret artworks.	• Students will interpret artworks by making conclusions regarding cause and effect, examining motives, making inferences, and finding evidence to support statements/ arguments. • Students will evaluate works of art and justify their position.
Students will demonstrate knowledge of art history and its contexts.	• Students will display understanding of art history, past and contemporary, through their writing. • Students will articulate their knowledge of current and past aesthetic movements in their own work. • Students will synthesize prior art history and cultural knowledge with their own work and work of their peers through discussions, critiques, and an extended written artist statement.
Students will develop knowledge and professional skill sets in art disciplines.	• Students will gain substantive competencies in foundational disciplines. • Students will demonstrate professional practices through hands-on and research activities.#• Students will produce a capstone experience that evidences an expertise in their discipline. • Students will evidence growing skills and a cohesive body of work in yearly reviews. • Students will demonstrate professional practices through hands-on and research activities. • Students will produce a capstone experience that evidences an expertise in their discipline.

Bachelor of Fine Arts Admission Guidelines

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

a. Applicants must have second-year status and have completed 12 credits of art courses required for the BFA.
b. Applicants must have been an enrolled art major 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.)
c. Applicants must meet a minimum academic GPA of 2.50 in coursework and a 3.00 in art coursework.
d. It is expected that BFA applicants submit materials following Sophomore Review, and applications must be received at least two semesters before graduation.

Students seeking admission to the BFA program must submit an application packet to the BFA Program Advisor. The application will then be routed to faculty for review followed by a faculty vote. Applicants must submit the following:

a. A letter of intent stating objectives and qualifications. In this letter, students should indicate an awareness of their strengths, desired areas for growth and focus, the differences between the BA and BFA degree programs, and how this degree will assist them in their future career goals.
b. Current copies of all college transcripts. Unofficial copies are fine.
c. A list of all college art courses taken with the number of credits earned, grades received, and a tallied art GPA.
d. A USB flash drive with 10-15 images of recent work saved into a file. Images should be saved as .jpgs sized 1280 pixels in the longest direction. At least half of the examples should reflect your chosen specialization. Collate the images into a PowerPoint presentation and save that file as both a .pptx and .pdf file.
e. Include an annotated image list keyed to the order of the images. The annotations should include: title, size, medium, and date, and also include a brief statement as to the purpose of the work, such as why and for whom it was done. Explain why you made the design choices that you made.

If application or academic progress is insufficient, faculty may deny application or require additional benchmarks for progression and graduation.

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 director to extend their program. Admission into the BFA program, termination from it, and granting of the degree are done at the discretion of the BFA Director based on annual portfolio review and interview evaluations. Enrolled BFA students must present their work annually for the BFA Review throughout the duration of the program. Failure to do so will result in the termination from the BFA program.

General Education

General Education Course Requirements		38-40
Required Fine Arts Core		**62**
ART 112	Print, Web, and Social Media Graphics	
ART 122	Two-Dimensional Design	
ART 124	Three-Dimensional Design	
ART 130	Drawing I	

ART 180	Digital Photography	
ART 188	Fall Visual Arts Seminar I	
ART 189	Spring Visual Arts Seminar I	
ART 197	Introduction to Art Careers	
ART 207	Digital Tools: Imaging and Print	
ART 210	Art History: Prehistoric through Middle Ages	
ART 211	Art History: Renaissance to Contemporary	
ART 220	Painting I	
ART 231	Figure Drawing I	
ART 265	Sculpture I	
ART 270	Printmaking I	
ART 274	Paper Works	
ART 288	Fall Visual Arts Seminar II	
ART 289	Spring Visual Arts Seminar II	
ART 297	Art Internship II	
ART 310	Art History: Modernism and Postmodernism	
ART 345	Introduction to Museum Studies	
ART 375	Professional Practices for Artists	
ART 388	Fall Visual Arts Seminar III	
ART 389	Spring Visual Arts Seminar III	
ART 397	Art Internship III	
ART 488	Fall Visual Arts Seminar IV	
ART 489	Spring Visual Arts Seminar IV	
ART 492	Capstone Experience	
ART 493	Capstone Experience	
ART 497	Art Internship IV	
Options		**18**
Ceramics		
ART 140	Arts, Crafts, and Jewelry	
ART 250	Ceramics I	
ART 350	Advanced Ceramics and Sculpture (must be taken twice)	
Select two from the following:		
ART 314	Art History Topics	
ART 320	Advanced Drawing and Painting	
ART 370	Advanced Photography and Printmaking	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Drawing		
ART 213	Graphic Design I	
ART 320	Advanced Drawing and Painting (must be taken twice)	
ART 360	Advanced Graphic Design and Illustration	
Select two from the following:		
ART 314	Art History Topics	
ART 370	Advanced Photography and Printmaking	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Graphic Design		
ART 213	Graphic Design I	
ART 360	Advanced Graphic Design and Illustration (must be taken twice)	
ART 370	Advanced Photography and Printmaking	
Select two from the following:		
ART 314	Art History Topics	

ART 320	Advanced Drawing and Painting
ART 350	Advanced Ceramics and Sculpture
ART 370	Advanced Photography and Printmaking
ART 494	Independent Art Studio
ART 496	Study Tour
Integrated Media	
ART 140	Arts, Crafts, and Jewelry
ART 213	Graphic Design I
ART 250	Ceramics I
Select three from the following:	
ART 314	Art History Topics
ART 320	Advanced Drawing and Painting
ART 350	Advanced Ceramics and Sculpture
ART 360	Advanced Graphic Design and Illustration
ART 370	Advanced Photography and Printmaking
ART 494	Independent Art Studio
ART 496	Study Tour
Painting	
ART 320	Advanced Drawing and Painting (must be taken twice)
ART 360	Advanced Graphic Design and Illustration
Select three from the following:	
ART 314	Art History Topics
ART 350	Advanced Ceramics and Sculpture
ART 360	Advanced Graphic Design and Illustration
ART 370	Advanced Photography and Printmaking
ART 494	Independent Art Studio
ART 496	Study Tour
Photography	
ART 360	Advanced Graphic Design and Illustration
ART 370	Advanced Photography and Printmaking (must be taken twice)
select three from the following:	
ART 213	Graphic Design I
ART 314	Art History Topics
ART 320	Advanced Drawing and Painting
ART 350	Advanced Ceramics and Sculpture
ART 494	Independent Art Studio
ART 496	Study Tour
Printmaking	
ART 320	Advanced Drawing and Painting
ART 370	Advanced Photography and Printmaking (must be taken twice)
Select three from the following:	
ART 314	Art History Topics
ART 350	Advanced Ceramics and Sculpture
ART 360	Advanced Graphic Design and Illustration
ART 494	Independent Art Studio
ART 496	Study Tour
Traditional Arts	
ART 140	Arts, Crafts, and Jewelry
ART 250	Ceramics I
ART 350	Advanced Ceramics and Sculpture (must be taken twice)
Select two from the following:	
ART 314	Art History Topics

ART 320	Advanced Drawing and Painting
ART 360	Advanced Graphic Design and Illustration
ART 370	Advanced Photography and Printmaking
ART 494	Independent Art Studio
ART 496	Study Tour

Bachelor of Science in Education with a Major in Art

The Bachelor of Science in Education art degree is a professionally-oriented program designed to offer the candidate a rich experience in preparation for a career as a K -12 art teacher. Candidates accepted into the BSEd program are expected to adhere to a high standard of excellence and demonstrate significant artistic growth.

BSEd Art majors are required to enroll in art seminars each semester until graduation. BSEd Art majors are also required to participate in a sophomore review and complete Capstone Experience (ART 492, ART 493) in partial fulfillment of their degree. Please see the Teacher Education Policies and Procedures (https://catalog.minotstateu.edu/undergraduate/teachereducationpoliciesandprocedures/) page for more information concerning admission to the Teacher Education Unit.

Student Learning Goals	Student Learning Outcomes
Students will articulate knowledge of core design principles, concepts, media, and techniques.	• Students will demonstrate competency in analyzing artworks using relevant terminology (e.g., elements and principles of design) through written assignments. • Students will evidence command of the elements and principles of design their studio work.
Students will apply knowledge to critically interpret artworks.	• Students will interpret artworks by making conclusions regarding cause and effect, examining motives, making inferences, and finding evidence to support statements/ arguments. • Students will evaluate works of art and justify their position.
Students will demonstrate knowledge of art history and its contexts.	• Students will display understanding of art history, past and contemporary, through their writing. • Students will articulate their knowledge of current and past aesthetic movements in their own work.
Students will develop knowledge and professional skill sets in art disciplines.	• Students will develop an art lesson plan that includes cross-discipline learning. • Students will develop an art lesson plan that includes cross-discipline learning. • Students will produce a capstone experience that evidences an expertise in the discipline.
Students will establish basic teaching aptitudes and proficiencies in art education.	• Students will establish basic teaching aptitudes by taking and passing standardized exams in Reading, Writing, and Math. • Students will demonstrate teaching proficiency by successfully completing a 16-week student teaching experience.

General Education		
General Education Course Requirements		38-40
Required Core		**50**
ART 112	Print, Web, and Social Media Graphics	3
ART 122	Two-Dimensional Design	3
ART 124	Three-Dimensional Design	3
ART 130	Drawing I	3
ART 140	Arts, Crafts, and Jewelry	3
ART 180	Digital Photography	3
ART 188	Fall Visual Arts Seminar I	1
ART 189	Spring Visual Arts Seminar I	1
ART 201	Art Methods for Elementary Education	3
ART 210	Art History: Prehistoric through Middle Ages	3
ART 211	Art History: Renaissance to Contemporary	3
ART 220	Painting I	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 270	Printmaking I	3
ART 288	Fall Visual Arts Seminar II	1
ART 289	Spring Visual Arts Seminar II	1
ART 388	Fall Visual Arts Seminar III	1
ART 389	Spring Visual Arts Seminar III	1

ART 488	Fall Visual Arts Seminar IV	1
ART 489	Spring Visual Arts Seminar IV	1
ART 492	Capstone Experience	1.5
ART 493	Capstone Experience	1.5
Professional Education Sequence (admission to teacher education not required)		
K-12 Certification		**41**
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 407	Mid-Level Transition Point Conference	0
HIST 283	Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction [1]	2
ED 484	Student Teaching Seminar: K12	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 483	Student Teaching Seminar: Secondary	
Department Specific Sequence (admission to teacher education required)		
ART 390	Art Methods [1]	4
ED 494	Student Teaching K-12	14

[1] Required admission to Teacher Education.

An art minor is a good companion to several majors, notably business and any of the sciences. Employers are seeking more creative employees with the adaptive problem-solving skills that art courses provide.

Art Minor

ART 112	Print, Web, and Social Media Graphics	3
ART 122	Two-Dimensional Design	3
ART 124	Three-Dimensional Design	3
ART 130	Drawing I	3
Select two from the following:		6
ART 140	Arts, Crafts, and Jewelry	
ART 180	Digital Photography	
ART 207	Digital Tools: Imaging and Print	
ART 210	Art History: Prehistoric through Middle Ages	
ART 211	Art History: Renaissance to Contemporary	
ART 213	Graphic Design I	
ART 220	Painting I	
ART 231	Figure Drawing I	
ART 250	Ceramics I	
ART 270	Printmaking I	
ART 274	Paper Works	

ART 320	Advanced Drawing and Painting	
ART 350	Advanced Ceramics and Sculpture	
ART 360	Advanced Graphic Design and Illustration	
ART 370	Advanced Photography and Printmaking	
Total Hours		**18**

Art History Minor

ART 210	Art History: Prehistoric through Middle Ages	3
ART 211	Art History: Renaissance to Contemporary	3
ART 310	Art History: Modernism and Postmodernism	3
ART 314	Art History Topics	3
ART 345	Introduction to Museum Studies	3
Select one from the following		3
ART 314	Art History Topics	
ART 420	Advanced Study in Art History	
ART 496	Study Tour	
ART 499	Special Topics	
Total Hours		**18**

An art concentration is a good companion to several majors, notably business and any of the sciences. Employers are seeking more creative employees with the adaptive problem-solving skills that art courses provide.

Art Concentrations for Non-Art Majors:

Art History Concentration

ART 110	Introduction to Visual Arts	3
ART 210	Art History: Prehistoric through Middle Ages	3
ART 211	Art History: Renaissance to Contemporary	3
Choose one from the following:		3
ART 310	Art History: Modernism and Postmodernism	
ART 314	Art History Topics	
ART 345	Introduction to Museum Studies	
ART 496	Study Tour	
Total Hours		**12**

Ceramics Concentration

ART 124	Three-Dimensional Design	3
ART 250	Ceramics I	3
ART 350	Advanced Ceramics and Sculpture	3
Select one from the following:		3
ART 140	Arts, Crafts, and Jewelry	
ART 265	Sculpture I	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Total Hours		**12**

Drawing Concentration

ART 130	Drawing I	3
ART 231	Figure Drawing I	3
ART 320	Advanced Drawing and Painting	3
Select one from the following		3
ART 122	Two-Dimensional Design	

ART 270	Printmaking I	
ART 274	Paper Works	
ART 494	Independent Art Studio	
ART 496	Study Tour	
Total Hours		**12**

Graphic Design Concentration

ART 112	Print, Web, and Social Media Graphics	3
ART 122	Two-Dimensional Design	3
ART 213	Graphic Design I	3
Select one from the following		3
ART 130	Drawing I	
ART 360	Advanced Graphic Design and Illustration	
ART 496	Study Tour	
Total Hours		**12**

Painting Concentration

ART 122	Two-Dimensional Design	3
ART 220	Painting I	3
ART 320	Advanced Drawing and Painting	3
Select one from the following		3
ART 130	Drawing I	
ART 274	Paper Works	
ART 496	Study Tour	
Total Hours		**12**

Photography Concentration

ART 112	Print, Web, and Social Media Graphics	3
ART 122	Two-Dimensional Design	3
ART 180	Digital Photography	3
ART 370	Advanced Photography and Printmaking	3
Total:		**12**

Printmaking Concentration

ART 130	Drawing I	3
ART 270	Printmaking I	3
ART 274	Paper Works	3
ART 370	Advanced Photography and Printmaking	3
Total:		**12**

Sculpture Concentration

ART 124	Three-Dimensional Design	3
ART 140	Arts, Crafts, and Jewelry	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
Total:		**12**

Traditional Arts Concentration

ART 140	Arts, Crafts, and Jewelry	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3

ART 270	Printmaking I	3
Total Hours		**12**

Art Concentration for Art Majors:

An art concentration is a good companion to several majors, notably business and any of the sciences. Employers are seeking more creative employees with adaptive problem solving skills that art courses provide.

Art History Concentration

ART 310	Art History: Modernism and Postmodernism	3
ART 420	Advanced Study in Art History	3
The following course will be taken twice:		
ART 314	Art History Topics	3
ART 314	Art History Topics	3
Total Hours		**12**

Ceramics Concentration

ART 140	Arts, Crafts, and Jewelry	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 350	Advanced Ceramics and Sculpture	3
Total Hours		**12**

Drawing Concentration

ART 231	Figure Drawing I	3
ART 274	Paper Works	3
ART 320	Advanced Drawing and Painting	3
ART 360	Advanced Graphic Design and Illustration	3
Total Hours		**12**

Graphic Design Concentration

ART 213	Graphic Design I	3
ART 274	Paper Works	3
ART 360	Advanced Graphic Design and Illustration	3
ART 370	Advanced Photography and Printmaking	3
Total Hours		**12**

Painting Concentration

ART 220	Painting I	3
ART 320	Advanced Drawing and Painting	3
ART 360	Advanced Graphic Design and Illustration	3
ART 370	Advanced Photography and Printmaking	3
Total Hours		**12**

Photography Concentration

ART 274	Paper Works	3
ART 494	Independent Art Studio	3
ART 360	Advanced Graphic Design and Illustration	3
ART 370	Advanced Photography and Printmaking	3
Total:		**12**

Printmaking Concentration

ART 270	Printmaking I	3
ART 274	Paper Works	3
ART 370	Advanced Photography and Printmaking	3
ART 494	Independent Art Studio	3
Total:		**12**

Sculpture Concentration

ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 350	Advanced Ceramics and Sculpture	3
ART 494	Independent Art Studio	3
Total:		**12**

Traditional Arts Concentration

ART 140	Arts, Crafts, and Jewelry	3
ART 250	Ceramics I	3
ART 270	Printmaking I	3
ART 494	Independent Art Studio	3
Total Hours		**12**

Bioinformatics and Computational Biology

The Bachelor of Science (BS) in Bioinformatics and Computational Biology prepares students to enter the bioinformatics field in commercial or academic settings. 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 and continues to be one of the fastest growing fields in the country, and Minot State University is the only school with the surrounding five state region to offer an undergraduate bioinformatics and computational degree. Students in this major will be broadly trained in how to manage large datasets relating to biological data, such as genetic and population datasets. They will be trained in how to properly analyze and draw conclusions from these datasets using statistics and computer programming, along with learning some specialized bioinformatic skills that only biological data will use. Students are required to conduct research with the guidance of a faculty member so that they can apply the skills they have learned to actual real-life data and biological systems. Any student with interests in biological research, statistics, or data management would be a good fit for this program.

For all degrees in Biology, a minimum GPA of 2.50 is required for graduation.

BS Bioinformatics and Computational Student Learning Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
1. Bioinformatics and Computational Biology majors demonstrate a broad background in fundamental principles of biology.	1.1 Bioinformatics majors recall biological processes and concepts.
	1.2 Bioinformatics and Computational Biology majors explain biological processes and concepts.
	1.3 Bioinformatics and Computational Biology majors apply biological processes and concepts to specific biological topics.
2. Majors demonstrate knowledge and experience in the basic methods, instrumentation, and quantitative analytical skills used to conduct scientific research.	2.1 Bioinformatics and Computational Biology majors practice conducting experiements
	2.2 Bioinformatics and Computational Biology majors analyze results of experiments.
	2.3 Bioinformatics and Computational Biology majors draw conclusions from experimental results.
3. Bioinformatics and Computational Biology majors will develop critical reasoning and communication skills.	3.1 Bioinformatics majors engage in original research.
	3.2 Bioinformatics and Computational Biology majors discuss different ways to extract meaningful information from large datasets.

	3.3 Bioinformatics and Computational Biology majors present to local, regional, and national audiences.

Bachelor of Science with a Major in Bioinformatics and Computational Biology

Bioinformatics and 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.

GOALS: To prepare students for a career in biological data analysis and management. At the end of this program, students will:

- Have an understanding of different computer programming languages that can be applied to answer various biological questions with big datasets.
- Have the fundamental biological scaffolding for major principles in biology, including concepts in molecular and cellular biology, evolution, and general zoology, botany, or microbiology.
- Understand and apply biologically relevant statistical analyses.
- Be able to manage and work with “Big Data” management systems and datasets.
- Be comfortable with the hands-on, laboratory preparation methods that precede data analysis, and be able to take a biological system and prepare it for proper data analyses.

General Education		
General Education Requirements		38
Core Requirements Coursework		
Biology		
Students must take:		
BIOL 150	General Biology I	4
BIOL 215	Genetics	4
BIOL 301	Evolution	3
BIOL 480	Molecular Biology	4
BIOL 402	Bioinformatics	4
BIOL 492	Directed Research	1-5
One of the following:		4
BIOL 151	General Biology II	
or BIOL 202	Introductory Microbiology	
Chemistry		
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
Mathematics		
MATH 165	Calculus I	4
MATH 208	Discrete Mathematics I	4
MATH 345	Linear Models	4
One of the following:		
MATH 210	Elementary Statistics	4
or BIOL 240	Biometry	
Computer and Data Science		
(17 credits; which would qualify the student for a Certificate in Data Science)		
CSCI 111	Introductory Programming and Big Data	4
DATA 211	Applied Statistics and Data Visualization	4
DATA 240	Programming for Data Science	4
CSCI 260	UNIX and Linux Systems	4
CSCI 356	Database Management	4

Bioinformatics Minor

BIOL 402	Bioinformatics	4
Mathematics Courses:		
MATH 146	Applied Calculus	3

MATH 165	Calculus I	4
Computer Science		
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 260	UNIX and Linux Systems	4
CSCI 356	Database Management	4
Total Hours		**27**

Biology

The Department of Science offers multiple degrees and programs of study related to the biological sciences. Below are all of the degrees we offer.

The Bachelor of Arts (BA) 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 in Biology is also designed for those students who desire employment in the biomedical industry, environmental sciences, or wildlife management, though we also will be offering a Bachelor of Science (BS) in Environmental Science and a Bachelor of Science (BS) in Biomedical Sciences beginning the Fall of 2025, which will allow students to specialize further if desired.

We offer a Bachelor of Science (BS) in Bioinformatics and Computational Biology, which is designed for students interested in data science, data analytics, or statistics with direct relation to biological data (e.g., genetic sequencing, sports analytics, etc.). This degree is a balance of biology and computer science courses. For more information, please see here (p. 61).

We also offer a Bachelor of Science (BS) in Medical Lab Sciences. This degree is for students interested in medicine that do not wish to pursue an advanced degree. Students in this major spend three years at Minot State University and then do a professional year and internship through the University of North Dakota. At the end of the program, they can take an accreditation test to become a Medical Lab Technologist as soon as they graduate. For more information, please see here (p. 152).

For all degrees in Biology, a minimum GPA of 2.50 is required for graduation.

In addition to the degrees, biology also directs several pre-professional programs (pre-medical, pre-dental, pre-veterinary, pre-mortuary, etc.) and provides courses required for professional degrees in nursing, medical technology, radiologic technology, social work, criminal justice, physical education, elementary education, and special education. Biology also offers a number of general education courses that fulfill the natural science and technology for general education. We also offer multiple courses for those who wish to obtain a teaching degree in Composite Science (BSEd).

Biology's Mission:

The mission of the Biology program 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 newfound knowledge in a research setting and advance the frontiers of biology.

Biology Program Goals:

The goals of the Biology program 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.

BA Biology Student Learning Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
1. Biology majors demonstrate a broad background in fundamental principles of biology.	1.1 Biology majors recall biological processes and concepts.
	1.2 Biology majors explain biological processes and concepts.
	1.3 Biology majors apply biological processes and concepts to specific biological topics.
2. Biology majors demonstrate knowledge and experience in the basic methods, instrumentation, and quantitative analytical skills used to conduct scientific research.	2.1 Biology majors practice conducting experiments.

	2.2 Biology majors analyze results of experiments.
	2.3 Biology majors draw conclusions from experimental results.
3. Biology majors will develop critical reasoning and communication skills.	3.1 Biology majors engage in original research.
	3.2 Biology majors produce critical reviews of research.
	3.3 Biology majors present to local, regional, or national audiences

Bachelor of Arts with a Major in Biology

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

Students must take:		
BIOL 151	General Biology II	4
BIOL 150	General Biology I	4
200 level Required Courses		
BIOL 215	Genetics	4
BIOL 240	Biometry	4
300 and 400 level Courses		
Select 6 Biol prefix courses of 300-400 level. Excludes BIOL 492		18-24
Remaining Coursework		**8**
Students take elective Biol courses and/or directed research (BIOL 492) to equal 8 additional credits. BIOL 111, BIOL 115, BIOL 127, and BIOL 202 are NOT acceptable).		
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 240	Fundamentals of Organic Chemistry	5
or CHEM 341	Organic Chemistry I	
PHYS 211 & PHYS 212	College Physics I and College Physics II	8-10
or PHYS 251 & PHYS 252	University Physics I and University Physics II	
General Education Coursework		38
Minor/Concentration(s)--Students earn two minors (physical science and chemistry) with required coursework. A minor or 3rd concentration may be earned to reach 120 credits required for graduation.		
Total Hours		**103-111**

Biology Minor (Teaching and Non-Teaching)

Students must take:		
BIOL 150	General Biology I	4
BIOL 215	Genetics	4
Select two of the following:		8
BIOL 151	General Biology II	
BIOL 154	Introduction to Botany	
BIOL 202	Introductory Microbiology	
Choose three 300 or 400 level courses		12
Total Hours		**28**

Biology Concentration

Students must take:		
BIOL 150	General Biology I	4
Select two of the following:		**8**
BIOL 151	General Biology II	
BIOL 154	Introduction to Botany	
BIOL 202	Introductory Microbiology	

BIOL 215	Genetics	
Total Hours		**12**

Biomedical Science

Bachelor of Science with a Major in Biomedical Science

General Education		**30**
Biomedical Science majors are required to take the following specific courses which may also be used to help satisfy General Education requirements. Some courses in the Required Core also contribute to General Education requirements.		
COMM 110	Fundamentals of Public Speaking	
ENGL 110	College Composition I	
ENGL 120	College Composition II	
Required Core Courses		**60**
BIOL 150	General Biology I	4
BIOL 151	General Biology II	4
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 341	Organic Chemistry I	5
or CHEM 240	Fundamentals of Organic Chemistry	
CHEM 481	Biochemistry I	3
or CHEM 381	Fundamentals of Biochemistry	
HMS 100	Introduction to Healthcare Professions	2
KIN 431	Kinesiology	3
PHYS 211	College Physics I	4
PHYS 212	College Physics II	4
PSY 111	Introduction to Psychology	3
PSY 241	Introduction to Statistics	4
or BIOL 240	Biometry	
or DATA 211	Applied Statistics and Data Visualization	
or MATH 210	Elementary Statistics	
SCI 240	Research Methods	2
SCI 494	Directed Research in Science	1-6
SOC 110	Introduction to Sociology	3
Primary Healthcare Track (pre-medicine, pre-dental, pre-pharmacy, pre-vet, pre-optometry) - 124 credits total		**47**
ATR 207	Prevention and Care of Injuries	2
ATR 270	Upper/Low Extremity Evaluation	3
BIOL 215	Genetics	4
CHEM 342	Organic Chemistry II (Must take Chem 341 in the core)	5
CHEM 482	Biochemistry II (Must take Chem 481 in the core)	3
ESR 307	Head, Neck, and Spine Evaluation	3
KIN 334	Nutrition for Physical Performance	2
MATH 165	Calculus I	4
MHA 349	Psychopharmacology	3
PSY 261	Psychology of Adjustment	3
or PSY 270	Psychological Disorders and Treatments	
SCI 300	AI in Healthcare	3
SCI 480	Seminar	3
SOC 201	Social Problems	3
or SOC 279	Aging and Life Course	
Select 8 credits from the following Biology courses		8

BIOL 302	General Microbiology	
BIOL 346	Developmental Biology	
BIOL 465	Immunology	
BIOL 470	Histology	
BIOL 480	Molecular Biology	
BIOL 482	Neurobiology	
or PSY 465	Introduction to Behavioral Neuroscience	
Allied Healthcare Track (pre-chiropractic, pre-OT, pre-PT) - 121 credits total		**44**
ATR 207	Prevention and Care of Injuries	2
BIOL 202	Introductory Microbiology	4
ESR 303	Therapeutic Exercise I	3
ESR 304	Therapeutic Exercise II	3
ESR 305	Therapeutic Exercise III	3
ESR 308	Biomechanics	2
ESR 414	Pathomechanics	2
KIN 433	Physiology of Exercise	3
MATH 103	College Algebra	4
PSY 250	Developmental Psychology	3
PSY 261	Psychology of Adjustment	3
PSY 270	Psychological Disorders and Treatments	3
PSY 460	Sensation and Perception	3
PSY 465	Introduction to Behavioral Neuroscience	3
SOC 201	Social Problems	3
or SOC 279	Aging and Life Course	
Research Professional Track - 121 credits total		**44**
BIOL 215	Genetics	4
BIOL 302	General Microbiology	4
BIOL 480	Molecular Biology	4
BIOL 482	Neurobiology	4
or PSY 465	Introduction to Behavioral Neuroscience	
CHEM 342	Organic Chemistry II	5
CHEM 480L	Biochemistry Laboratory	2
MATH 165	Calculus I	4
SCI 300	AI in Healthcare	3
SCI 480	Seminar	3
Electives in BIOL or CHEM; must be 200+; recommended courses are below		12
BIOL 250	Cellular Biology	4
BIOL 346	Developmental Biology	4
BIOL 402	Bioinformatics	4
BIOL 445	Cancer Biology	3
BIOL 465	Immunology	4
BIOL 470	Histology	4
CHEM 230	Quantitative Analysis	5
CHEM 360	Principles of Physical Chemistry	4
CHEM 430	Instrumental Analysis	5
CHEM 442	Medicinal Chemistry	3
CHEM 461	Physical Chemistry I	4
CHEM 462	Physical Chemistry II	4
CHEM 482	Biochemistry II	3

Business Education

University Teacher Education Policies

Refer to Teacher Education Policies (p. 203) pages 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 5-12. The BSEd-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

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will be able to plan, organize, and manage a business education program.	SLO 1: Students will demonstrate knowledge of business subjects such as accounting, computer and information systems, general business, keyboarding, business communication, and current technology applications.
	SLO 2: Students will demonstrate knowledge of economic systems, business organizations, legal/ethical implications, and entrepreneurship, including global and technological aspects.
	SLO 3: Students will be able to design a comprehensive business education curriculum for the school setting.
	SLO 4: Students will be able to compile a Program of Work for a co-curricular business education classroom and a CTSO.
SLG 2: Graduates will be able to teach business education courses in grades 5-12.	SLO 1: Students will be able to teach a variety of business subject lessons in grades 5-12.
	SLO 2: Students will be able to use current and appropriate instructional technologies.
	SLO 3: Students will be able to develop and maintain year-long, unit, and lesson plans and assessments.
SLG 3: Graduates will be able to teach business education courses with an emphasis in computer technology/ keyboarding at the elementary and middle school levels	SLO 1: Students will construct and deliver computer technology/keyboarding lessons in grades P-12.
	SLO 2: Students will construct and deliver computer technology/keyboarding lessons in grades P-12.
SLG 4: Graduates will be able to teach business education courses with an emphasis on career and technical education.	SLO 1: Students will demonstrate knowledge of career and technical education concepts.
	SLO 2: Students will be able to develop strategies for implementing workplace opportunities for high school students.
	SLO 3: Students will be able to advise a Career and Technical Education Student Organization (CTSO).

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 Department of Career and Technical Education certification requirements are listed at nd.gov/cte/teacher-cert/ (http://www.nd.gov/cte/teacher-cert/).

The status of students admitted to Business Teacher Education is reviewed each semester.

Bachelor of Science in Education with a Major in Business Education

General Education	
General Education Courses	38

Required Business Education Core		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 315	Legal Environment of Business	3
BUS 154	Word Processing and Presentation Software	3
MGMT 301	Fundamentals of Management	3
BUS 305	Business Communication	3
CIS 185	Fundamentals of IT and Security	3
CIS 220	Managing Computer Information Systems	3
CIS 244	IT Security and Information Assurance	3
ART 112	Print, Web, and Social Media Graphics	3
BOTE 247	Spreadsheet Applications	3
CTE 421	History and Philosophy of CTE	3
CTE 423	Leadership in CTSOs	3
FIN 251	Personal Finance	3
ECON 201	Principles of Microeconomics	3
or ECON 202	Principles of Macroeconomics	
Professional Education Sequence (teacher education not required)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
SPED 110	Introduction to Exceptional Children	3
HIST 283	Diversity in America	3
PSY 255	Child and Adolescent Psychology	3
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction [1]	2
ED 484	Student Teaching Seminar: K12	2
or ED 483	Student Teaching Seminar: Secondary	
or ED 482	Student Teaching Seminar: Elementary	
Department Specific Courses (admission to teacher education required)		
ED 493	Student Teaching, Secondary [1]	12
BUS 391	Methods of Teaching Business	3
Total Hours		**124**

Business Education Minor

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
CIS 244	IT Security and Information Assurance	3
MGMT 301	Fundamentals of Management	3
BUS 154	Word Processing and Presentation Software	3
CIS 185	Fundamentals of IT and Security	3
BUS 391	Methods of Teaching Business	3
BOTE 247	Spreadsheet Applications	3

ART 112	Print, Web, and Social Media Graphics	3
Total Hours		**24**

Marketing Education Concentration

Restricted to Business Education majors.

BADM 120	Fundamentals of Business	3
BADM 301		3
BADM 321		3
BADM 324		3
Total Hours		**12**

Chemistry

Chemistry Program Outcomes

Student Learning Goals	Student Learning Outcomes
SLG1: Explain and use central concepts in the chemistry subdisciplines of Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, and Physical Chemistry.	SLO 1: Students will identify and articulate central concepts of the various chemistry subdisciplines: Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, and Physical Chemistry
	SLO 2: Students will apply their knowledge of the various subdisciplines of chemistry by answering questions concerning a variety of chemistry-related scenarios that integrate the different subdisciplines on a diagnostic exam of undergraduate chemical knowledge
SLG 2: Demonstrate competent laboratory skills in chemistry	SLO1: Students will demonstrate laboratory skills by analyzing samples for the amount of a component within acceptable levels of accuracy and precision
	SLO 2: Students will correctly perform organic synthesis experiments by obtaining the desired compound with an acceptable yield
SLG 3: Locate chemical literature relevant to solving chemical problems	SLO 1: Students will identify relevant scholarly research literature and correctly cite the references, presenting them in an acceptable format as part of a research proposal
SLG 4: Effectively communicate the results of chemical studies	SLO 1: Students will present on a capstone project in which they interpret the results of a chemical research project in an effective manner in both a written report and an oral presentation

Bachelor of Arts with a Major in Chemistry

Option I: General Chemistry

General Education		
Chemistry majors are required to take the following courses that may be used to help satisfy General Education requirements:		38
MATH 165	Calculus I	
or MATH 146	Applied Calculus	
PHYS 211	College Physics I	
PHYS 212	College Physics II	
Required Chemistry Courses		
CHEM 121	General Chemistry I	5
CHEM 122	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
Select one of the following:		5
CHEM 430	Instrumental Analysis	
CHEM 481	Biochemistry I (and CHEM 480L)	
CHEM 480L	Biochemistry Laboratory	
Select one of the following:		3-5

CHEM 380	Environmental Chemistry	
CHEM 420	Inorganic Chemistry	
CHEM 430	Instrumental Analysis	
CHEM 440	Organic Spectroscopy	
CHEM 442	Medicinal Chemistry	
CHEM 481	Biochemistry I	
CHEM 482	Biochemistry II	
Required Support Courses		
MATH 210	Elementary Statistics	4
or DATA 211	Applied Statistics and Data Visualization	
SCI 240	Research Methods	2
SCI 480	Seminar	3
Minor/Concentration/Electives		
These should be chosen in consultation with your advisor to best prepare you for your career field.		34-36

Option II: Medicinal Plant Chemistry

General Education		
Chemistry majors are required to take the following courses which may be used to help satisfy General Education Requirements:		38-40
MATH 165	Calculus I	
or MATH 146	Applied Calculus	
PHYS 211	College Physics I	
or PHYS 251	University Physics I	
PHYS 212	College Physics II	
or PHYS 252	University Physics II	
Required Chemistry Courses		
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 230	Quantitative Analysis	5
CHEM 341	Organic Chemistry I	5
CHEM 342	Organic Chemistry II	5
CHEM 430	Instrumental Analysis	5
CHEM 436	Methods of Analysis and QC of Medicinal Plant Products	5
CHEM 442	Medicinal Chemistry	3
CHEM 481	Biochemistry I	3
Required Support Courses		
BIOL 150	General Biology I	4
BIOL 154	Introduction to Botany	4
MATH 210	Elementary Statistics	4
or DATA 211	Applied Statistics and Data Visualization	
SCI 120	Plant Products Seminar 1	1
SCI 220	Plant Products Seminar 2	1
SCI 240	Research Methods	2
SCI 480	Seminar	3
19-21 minimum remaining to complete minors and concentration		

Bachelor of Science with a Major in Professional Chemistry

General Education		
Chemistry majors are required to take the following courses which may be used to help satisfy General Education requirements:		38
MATH 165	Calculus I	
PHYS 251	University Physics I	
PHYS 252	University Physics II	
Required Chemistry Courses		

CHEM 121	General Chemistry I	5
CHEM 122	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 in Chemistry	1-6
Select one of the following:		**3**
CHEM 440	Organic Spectroscopy	
CHEM 442	Medicinal Chemistry	
CHEM 482	Biochemistry II	
Required Support Courses		
BIOL 150	General Biology I	4
MATH 166	Calculus II	4
MATH 265	Calculus III	4
MATH 305	Linear Algebra	4
SCI 240	Research Methods	2
SCI 480	Seminar	3
MATH 210	Elementary Statistics	4
or DATA 211	Applied Statistics and Data Visualization	
Electives		0-7
Total Hours		**113-125**

Chemistry Minor (Teaching or Non-Teaching)

Option I		
CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM 230	Quantitative Analysis	5
CHEM 240	Fundamentals of Organic Chemistry	5
CHEM 381	Fundamentals of Biochemistry	3
Select one of the following:		3-4
CHEM 360	Principles of Physical Chemistry	
CHEM 380	Environmental Chemistry	
CHEM 420	Inorganic Chemistry	
Total Hours		**26-27**

Option II		
CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM 230	Quantitative Analysis	5
CHEM 341	Organic Chemistry I	5
CHEM 342	Organic Chemistry II	5
Select one of the following:		3-4
CHEM 360	Principles of Physical Chemistry	
CHEM 380	Environmental Chemistry	
CHEM 381	Fundamentals of Biochemistry	

CHEM 420	Inorganic Chemistry	
Total Hours		**28-29**

Chemistry Concentration

CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM Electives at the 200 level or above		4
Total Hours		**14**

Communication Sciences and Disorders

Communication Sciences and Disorders Mission

The study of communication sciences and disorders (CSD) prepares students for the professions of speech-language pathology, audiology, speech and hearing science, or related occupations. The undergraduate degree prepares students for entrance into a master's level program in speech-language pathology or a clinical doctorate program in Audiology. An undergraduate degree in CSD can also lead to licensure as a speech-language assistant or employment/continued study in a related field.

The Department also offers a Post-Baccalaureate Program for individuals who have an undergraduate degree in a discipline other than Communication Sciences and Disorders and who desire to apply for admission to a graduate program in speech-language pathology.

The Mission of the Department of Communication Sciences and Disorders is to provide entry level Speech-Language professionals who meet the needs of the state and region by:

a. **Providing students with high quality educational and clinical experiences**
b. **Encouraging active engagement through a variety of community service and clinical experiences**
c. **Delivering integrated experiences that allow students the opportunity to connect theory with practice, work in teams, respect the diversity of today's world, and understand connections between research, evidence-based practice, and the therapeutic environment.**

Communication Sciences & Disorders Student Learning Goals and Outcomes:

The program provides prerequisite training consistent with ASHA standards preparing students to enter a graduate degree program in Communication Sciences & Disorders with emphasis in Audiology, Speech-Language-Pathology, or Speech & Hearing Science.

Student Learning Goals	Student Learning Outcomes
SLG 1: Explore subject areas related to the discipline of communication disorders.	SLO 1: Students will analyze the effects of aging on the individual.
	SLO 2: Students will identify key concepts related to the development of literacy.
	SLO 3: Students will make conceptual connections among disciplines relevant to communication disorders.
SLG 2: Integrate knowledge of basic human processes, development, and disorders across the lifespan.	SLO 1: Students will explain the process of speech-language development across the lifespan.
	SLO 2: Students will apply knowledge to differentiate typical vs. disordered communication (developmental and etiological).
	SLO 3: Students will describe the anatomy and physiology involved in speech, language, and hearing.
SLG 3: Cultivate an understanding of diversity as a human service provider.	SLO 1: Students will make conceptual connections relating the impacts of cultural variability on the interactions of individuals.
SLG 4: Apply basic knowledge and skill for assessment and intervention for people with communication disorders across the lifespan.	SLO 1: Students will review and interpret clinical information to accurately assess a client's current level of function.
	SLO 2: Students will integrate clinical and assessment information to develop appropriate intervention plans.
	SLO 3: Students will employ clinical intervention principles to provide effective treatment for speech/language/communication disorders.
	SLO 4: Students will solve clinically-based problems using effective critical thinking and problem solving skills.
	SLO 5: Students will adhere to the ASHA code of ethics and behave professionally.

Department Policies

Successful completion of the undergraduate program allows a student to obtain a Bachelor of Science degree with a major in Communication Sciences and Disorders.

The following policies apply:

a. Students earning a grade of 'D' or 'F' in a CSD course must retake the course and earn a grade of 'C' or higher.
b. After the term in which 10 semester hours of required CSD courses have been accumulated (typically after the end of the sophomore year), students must have a GPA of 2.75 in required CSD courses (CSD-GPA). If the CSD-GPA falls below 2.75, students will be placed on probation and will have only one semester to raise the CSD-GPA to a minimum of 2.75. Failure to raise the CSD-GPA to 2.75 will result in dismissal from the program. Students are allowed only one semester of academic probation.
c. Students must have a cumulative GPA of at least 2.75 to graduate with a degree in Communication Sciences & Disorders.
d. CSD majors must complete a departmental speech, language, hearing, and communication screen no later than the beginning of the first semester of junior year. Prior to enrollment in CSD 324 (http://catalog.minotstateu.edu/search/?P=CD%20324) **Techniques in Communication Disorders**, students must pass the screen or complete a more thorough evaluation. If a communication disorder is found to exist, students must seek treatment. If a communication difference is noted and English skills are considered to be different enough to inhibit accurate teaching of speech or language skills to clients, students will be required to seek ESL services.
e. Students must have adequate communication skills and hearing abilities to meet ASHA standards prior to graduation.
f. When there is supported evidence of academic dishonesty or unprofessional inappropriate conduct in clinic, the student may receive a failing grade for the course and will be subject to University and Departmental sanctions up to and including dismissal from the program.

Bachelor of Science with a Major in Communication Sciences and Disorders

A BS degree requires a minimum of 120 credits and satisfactory completion of the requirements listed below:

CSD majors are required to take the following courses which may be used to help satisfy General Education requirements. Choose 1 Chemistry or Physics course, 1 Biology course, 1 Statistics course, and PSY 111. Students interested in pursuing an Audiology degree are encouraged to take Physics rather than Chemistry as many AUD programs require physics.

MATH 210	Elementary Statistics
or PSY 241	Introduction to Statistics
or DATA 211	Applied Statistics and Data Visualization
PSY 111	Introduction to Psychology
CHEM 110	Survey of Chemistry
or CHEM 118	General, Organic, and Biological Chemistry
or CHEM 121	General Chemistry I
or CHEM 122	General Chemistry II
or PHYS 211	College Physics I
or PHYS 251	University Physics I
BIOL 111	Concepts of Biology
or BIOL 111H	Honors Concepts of Biology
or BIOL 115	Concepts of Anatomy and Physiology
or BIOL 150	General Biology I
or BIOL 220	Anatomy and Physiology I
or BIOL 221	Anatomy and Physiology II

II. Required CSD Courses (43 SH)

CSD 221	Language Science in CSD	2
CSD 310	Introduction to Communication Disorders	3
CSD 320	Introduction to Phonetics	3
CSD 321	Language Development	3
CSD 322	Speech Sound Disorders	3
CSD 324	Techniques in Communication Disorders	3
CSD 331	Language Disorders in Children	3
CSD 341	Speech and Hearing Science	2
CSD 342	Introduction to Audiology	4
CSD 408	Social and Pragmatic Communication Disorders	3

CSD 411	Clinical Practicum	3
CSD 412	Neurology for Communication Disorders	2
CSD 413	Anatomy and Physiology for Communication Disorders	3
CSD 420	Advanced Communication Disorders	3
CSD 427	Aural Rehabilitation	3

III. Required Interdisciplinary Component (15 SH)

PSY 255	Child and Adolescent Psychology
or PSY 250	Developmental Psychology
PSY 410	Cognitive Psychology
SPED 110	Introduction to Exceptional Children
SPED 113	American Sign Language I [1]
or SPED 117	Manually Coded English
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities

IV. Elective Interdisciplinary Component: 3 courses are required; you may take more if desired. REMINDER: you must have 120 credits to graduate, selecting multiple 2-credit courses will require additional courses to meet credit hour requirements.

ED 260	Educational Psychology
ENGL 315	Profes and Tech Writing
ENGL 317	Teaching Writing
HMS 215	Principles of Pharmacology
HMS 203	Health Care Through the Life Span
HMS 208	Medical Terminology
LEAD 101	Introduction to Leadership
MHA 423	Introduction to Counseling
PSY 261	Psychology of Adjustment
PSY 270	Psychological Disorders and Treatments
PSY 376	Social Psychology
PSY 435	Psychology of Learning
PSY 460	Sensation and Perception
PSY 465	Introduction to Behavioral Neuroscience
PSY 473	Behavior Modification
SPED 210	Intro to Ed of Children w/DHH
SPED 225	Assisting People with Traumatic Brain Injury
SPED 234	Disability and Society
SPED 311	Introduction to Autism Spectrum Disorder
SPED 330	Survey of Deaf Culture
SPED 445	Collaboration in Special Education
SPED 446	Interdisciplinary Teaming and Community Collaboration in Human Services
SWK 225	Self-Care for the Helping Professions

V. Aging Component: Choose 1 (3 SH)

PSY 379	Psychology of Adulthood and Aging
HMS 279	Death and Dying
SOC 379	

VI. Literacy Component: Choose 1 (2-3 SH)

ECE 313	Language Development and Emerging Literacy
ELED 352	Foundations of Reading
ENGL 238	Children's Literature
ENGL 338	Adolescent Literature

VII. Diversity Component: Choose 1 (2-3 SH). If you plan on working in the US, enrolling in HIST 283 to meet licensure/certification requirements is strongly recommended.

ED 284	Teaching Diverse Learners
HIST 283	Diversity in America
HMS 333	Transcultural Health Care
SOC 255	Diversity in Families
SOC 374	Cultural Studies
SOC 361	Comparative Ethnic Studies

Post-Baccalaureate Program

The Post-Baccalaureate Program (Post-Bac) is intended for individuals who have an undergraduate degree in a discipline other than Communication Sciences and Disorders. Typically, Post-Bac students have earned degrees in English, education, psychology, or linguistics although students who have completed a bachelor's degree with any major may apply for consideration to the post-bac program.

The Post-Bac Program is a two or three-semester plan in which the student takes all undergraduate classes in Communication Sciences and Disorders. To meet ASHA standards, the student is also required to have taken and earned a grade of "C" or better in the following classes: (1) statistics, (2) biology, (3) physics or chemistry, and (4) social/behavioral science (psychology, sociology, or anthropology). Students should also have a background in sign language, and coursework in diversity. If these courses are missing, classes should be taken prior to entering the program or immediately following the Post-Baccalaureate year.

PLEASE NOTE:

- Admission to the Post-Bac program is competitive.
- Application is completed through Enrollment Services.

Post-Baccalaureate Admission Procedures

a. **Post-Baccalaureate Admission Procedures**

1) Complete and Submit the MSU Undergrad Online Application to the Post-Baccalaureate Program with $35 (US) application fee.

a) Type of Application: Undergraduate Transfer

b) Major/Program: Communication Sciences and Disorders

c) Degree/Plan: Non-Degree Seeking

d) Answer Yes to Supplemental Question: Are you applying to the Post-Baccalaureate Communication Sciences and Disorders Program?

Priority Consideration March 1.

Applications accepted through May 1 for non-US residents. Applications accepted through June 15 for U.S. residents.

Please submit the following documents:

1) All non-academic documents can be emailed to msu.admissions@MinotStateU.edu, faxed to 701/858-3888 or mailed to: Minot State University, Enrollment Services, 500 University Ave W, Minot, ND 58707.

2) Original Official Transcripts—It is required that you submit official transcripts from ***all*** universities attended and those you are currently attending. Candidates must have an overall 3.25 GPA at the undergraduate level in order to apply.

3) Three Recommendations—The online application will direct you to electronically submit three names of persons who will complete your online recommendation forms. Choose persons who can attest to your ability to complete the intensive one-year Post-Baccalaureate Program and potential success at the
graduate level.

International and Canadian Applicants only:

9) I-20 and Financial Documents

a) International and Canadian Applicants need to submit the I-20 form and proof of financial support for an Undergraduate degree as part of their application package

b) Canadian

i) MinotStateU.edu/international/documents/app_can_i20_and_cfr.pdf (http://www.minotstateu.edu/international/documents/app_can_i20_and_cfr.pdf).

c) International:

i) MinotStateU.edu/international/documents/app_int_i20_and_cfr.pdf (http://www.minotstateu.edu/international/documents/app_int_i20_and_cfr.pdf)

Please Note: North Dakota state policy requires us to collect evidence of financial support before an International applicant's file can be reviewed. You are required to undergo a financial certification process prior to acceptance into the post baccalaureate program; however, this is not an indicator of the department's decision.

Retention Criteria for Post-Baccalaureate Program

a. Students may not continue enrollment with any grade lower than "C" in departmental coursework.
b. Students must attain at least a minimum 3.25 GPA for the first semester of study.
c. Students must pass a communication and hearing screening or provide evidence of a plan to address any communication or hearing issues.

Post-Baccalaureate Program Options (two or three semesters):

1. CLINICAL PRACTICUM Option- three semesters (Recommended)

Fall Semester: 17 semester hours

CSD 320	Introduction to Phonetics	3
CSD 321	Language Development	3
CSD 322	Speech Sound Disorders	3
CSD 324	Techniques in Communication Disorders	3
CSD 412	Neurology for Communication Disorders	2
CSD 427	Aural Rehabilitation	3

Spring Semester: 18 semester hours (+ any missing courses)

CSD 331	Language Disorders in Children	3
CSD 341	Speech and Hearing Science	2
CSD 342	Introduction to Audiology	4
CSD 408	Social and Pragmatic Communication Disorders	3
CSD 413	Anatomy and Physiology for Communication Disorders	3
CSD 420	Advanced Communication Disorders	3

Other undergraduate courses required to meet ASHA certification standards:
chemistry or physics, biological science, social sciences statistics, and diversity.

Summer Semester: three hours (+ any missing courses)

CSD 411	Clinical Practicum	3

Other undergraduate courses required to meet ASHA certification standards:
chemistry or physics, biological science, social sciences statistics, and diversity.

2. NO CLINICAL PRACTICUM Option- two semesters

Fall Semester: 17 hours

CSD 320	Introduction to Phonetics	3
CSD 321	Language Development	3

CSD 322	Speech Sound Disorders	3
CSD 324	Techniques in Communication Disorders	3
CSD 412	Neurology for Communication Disorders	2
CSD 427	Aural Rehabilitation	3

Spring Semester: 18 hours (+ any missing courses)

CSD 331	Language Disorders in Children	3
CSD 341	Speech and Hearing Science	2
CSD 342	Introduction to Audiology	4
CSD 408	Social and Pragmatic Communication Disorders	3
CSD 413	Anatomy and Physiology for Communication Disorders	3
CSD 420	Advanced Communication Disorders	3

Other undergraduate courses required to meet ASHA certification standards: chemistry or physics, biological science, social sciences statistics, and diversity should be taken prior to entry into the graduate program.

A minor in Communication Sciences and Disorders (CSD) provides a strong foundation in communication sciences and disorders and will partially meet the requirements for licensure and certification as a speech-language pathology assistant. The certificate in Communication Sciences and Disorders Support will expand student understanding of communication disorders and is excellent for individuals in education, nursing, and social work who wish to know how to better support individuals with communication difficulties. Individuals interested in becoming speech-language pathologists are encouraged to pursue a major in CSD.

Communication Sciences and Disorders Minor

CSD 310	Introduction to Communication Disorders	3
CSD 320	Introduction to Phonetics	3
CSD 321	Language Development	3
CSD 322	Speech Sound Disorders	3
CSD 331	Language Disorders in Children	3
CSD 413	Anatomy and Physiology for Communication Disorders	3
Total Hours		**18**

Composite Science Education

The Bachelor of Science Education in Composite Science Education at Minot State University will prepare you to teach Biology, Chemistry, Earth Science, and Physics/Astronomy, and then you will choose to focus on one of these science disciplines (Biology, Chemistry, or Geology) by taking degree-specific electives. With a composite science education degree, you are more likely to find a job in almost any school district in North Dakota, both Class A and B schools and school districts across the United States and Canada. The demand for science, technology, engineering, and mathematics (STEM) teachers is so great that many communities are demanding science teachers that can teach multiple science disciplines on the secondary level. After graduating, you will be licensed to teach science from grades 5-12.

Composite Science Education Program Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: 13047.1 Integrate knowledge from various science disciplines (Biology, Chemistry, Geosciences, and Physics) to address real-world issues and appreciate the interconnectedness of those disciplines.	SLO 1: Recall key content and apply essential concepts related to Biology, Chemistry, Geosciences, and Physics.
	SLO 2: Demonstrate, interpret, synthesize, and apply scientific processes and content to specific scientific topics.
SLG 2: 13047.1 Demonstrate knowledge of math and statistics.	SLO 1: Demonstrate proficiency in math and statistics when experimenting and examining scientific data.
SLG 3: 13047.2 Incorporate the nature of science from a broader perspective, including the history and philosophy of science and the interrelationships among the science disciplines.	SLO 1: Demonstrate the appropriate scientific methods used in each science discipline.
	SLO 2: Conduct experiments, analyze results, and draw appropriate conclusions based on the observed phenomena.

	SLO 3: Recognize and articulate critical scientific discoveries and the influence those events had on the development of science disciplines and technologies.
	SLO 4: Make connections among scientific concepts and phenomena related to real-world issues/problems, then make meaningful applications.
SLG 4: 13047.3 Demonstrate the ability to apply an inquiry approach common to all science disciplines.	SLO 1: Locate resources, design and conduct inquiry-based, open-ended investigations, interpret findings, communicate results, and make judgments based on evidence.
	SLO 2: Demonstrates knowledge of central concepts, tools of inquiry, and structures of the science discipline(s) they teach.
SLG 5: 13047.4 Relate science to students' daily lives and interests and to the larger framework of human endeavor and understanding.	SLO 1: Recall key facts and apply important scientific concepts related to the relationships between science and the larger framework of human endeavor and understanding, including various communities' industry, business, government, and multicultural aspects.
SLG 6: 13047.5 Demonstrate proficiency in the methods of teaching.	SLO 1: Engages learners in higher-order thinking skills when teaching about scientific concepts and phenomena (i.e., critical thinking, perspective-taking, creativity, collaborative work, and communication).
	SLO 2: Creates learning experiences that make the sciences accessible and meaningful for learners to ensure mastery of the content.
SLG 7: 13047.6 Identify and evaluate the appropriate science curriculum for each science discipline and grade level taught.	SLO 1: Creates, plans, and sequences varied instructional activities to support the growth of all students toward a rigorous curriculum goal(s).
SLG 8: 13047.7 Identify and implement various performance assessment strategies to evaluate the learner's intellectual, social, and personal development in all aspects of science.	SLO 1: Utilize various performance assessment strategies (formative and summative assessments) as appropriate to support, verify, and document learning in the classroom and lab.
	SLO 2: Take responsibility for evidence-based strengths and weaknesses in their own teaching practices and engage in ongoing professional learning.
SLG 9: 13047.8 Design and manage safe and supportive classroom, laboratory, and field learning environments.	SLO 1: Design and manage safe and supportive grade level and scientific learning environments in the classroom and lab settings.
	SLO 2: Manage the learning environment to engage learners as active participants in individual and cooperative learning opportunities.
SLG 10: 13047.9 Participate in the professional community, improving practice through personal actions, education, and development.	SLO 1: Collaborates and communicates with colleagues, specialists, community resources, families, and learners to meet individual learning needs.
	SLO 2: Collaborates and communicates with other educators, families, and communities to create a positive learning climate marked by respect, rigor, and responsibility.
SLG 11: 13047.10 Utilize current and appropriate instructional technologies.	SLO 1: Select and use a variety of instructional strategies, including current appropriate technologies to make learning accessible to all learners.

University Teacher Education Policies

Refer to the Teacher Education Policies and Procedure (p. 203) pages 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 Composite Science majors in Teacher Education.

Any students who wish to major or minor in Biology as they obtain their **BSEd Composite Science** degree should speak to their advisor.

Bachelor of Science in Education with a Major in Composite Science Education

Composite Science Education Majors must take all core courses and major in either biology, chemistry, or earth science

General Education		
Composite Science Education majors are required to take the following courses which may be used to help satisfy General Education requirements:		
MATH 103	College Algebra	4
or MATH 107	Precalculus	
MATH 105	College Trigonometry	4
or MATH 165	Calculus I	
PHYS 211	College Physics I	4
or PHYS 251	University Physics I	
PHYS 110	Astronomy	4
GEOG 330	Geography of Weather and Climate	3
or SCI 110	Introduction to Meteorology	

MATH 210	Elementary Statistics	4
or BIOL 240	Biometry	
or DATA 211	Applied Statistics and Data Visualization	
Required Core Science Courses		
BIOL 150	General Biology I	4
BIOL 151	General Biology II	4
BIOL 215	Genetics	4
BIOL 301	Evolution	3
CHEM 121	General Chemistry I (& Chem 121L)	5
CHEM 122	General Chemistry II (& Chem 122L)	5
CHEM 230	Quantitative Analysis	5
GEOL 105	Physical Geology with Lab	4
GEOL 106	Historical Geology with Lab	4
GEOL 307	Mineralogy	4
Biology Focus		
3 Additional 200+ Biology Electives, not including BIOL 240		9-12
Chemistry Focus		
CHEM 240	Fundamentals of Organic Chemistry	5
or CHEM 341	Organic Chemistry I	
4+ credits of Chemistry Electives CHEM 342 or above		4-5
Earth Science Focus		
GEOL 322	Geomorphology	4
GEOL 361	Structural Geology	4
GEOL 471	Sedimentation and Stratigraphy	4
Research Track Courses		
Biology		
BIOL 492	Directed Research ((Taken over 2 or more semesters))	1-5
Chemistry/Geology		
SCI 240	Research Methods	2
SCI 480	Seminar	3
Or		
Non-Research Track		
Two additional 300+ courses within major		6-8
Professional Education Sequence (admission to teacher education not required)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 407	Mid-Level Transition Point Conference	0
SPED 110	Introduction to Exceptional Children	3
HIST 283	Diversity in America	3
Select one of the following:		3
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction [1]	2

ED 483	Student Teaching Seminar: Secondary [1]	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 484	Student Teaching Seminar: K12	
Department Specific Courses (admission to teacher education required)		
SCI 391	Teaching Science in Secondary Schools [1]	3
ED 493	Student Teaching, Secondary [1]	10
Total Hours		**146-156**

[1] Requires admittance to Teacher Education. Refer to Teacher Education Policies and Procedures (p. 203).

Computer Information Systems

Computer Information Systems Program Mission

A Computer 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 Computer Information Systems graduate will be able to ...

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will be able to plan information systems with internal and external constituents.	SLO 1: Students will be able to lead, communicate, and collaborate in diverse teams.
	SLO 2: Students will be able to use productivity tools to plan information solutions.
SLG 2: Graduates will be able to analyze and evaluate information systems solutions.	SLO 1: Students will analyze the security, ethics, and legal requirements associated with information systems.
	SLO 2: Students will be able to solve complex problems using diverse decision criteria.
	SLO 3: Students will be able to ensure alignment between information systems strategy and organizational strategy.
SLG 3: Graduates will be able to identify and design information systems improvement.	SLO 1: Students will be able to identify comprehensive information systems solutions.
	SLO 2: Students will be able to understand and document information systems.
SLG 4: Graduates will be able to implement and manage information systems solutions.	SLO 1: Students will be able to deploy diverse information systems solutions.
	SLO 2: Students will be able to synthesize current and emerging trends in information systems.

Bachelor of Science with a Major in Computer Information Systems

General Education		
General Education Courses		36
CIS Required General Education Courses (10 credits)		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
DATA 211	Applied Statistics and Data Visualization	
or MATH 210	Elementary Statistics	
CIS Required Core (42 credits)		
CIS 185	Technology Management	3
CIS 220	Management Information Systems	3
CIS 244	IT Security and Information Assurance	3
CIS 258	IT Infrastructure	3
CIS 261	Windows Administration	3
CIS 310	Project Management	3
CIS 315	Documentation and Content Management	3
CIS 316	AI and Business	3
CIS 340	Enterprise Architecture	3
CIS 445	IT Audit Controls	3

CIS 453	Systems Analysis	3
CIS 454	Data and Information Management	3
CIS 467	Data Governance	3
CIS 470	Projects in MIS	3
or CIS 497	Internship	
Required Business Support Courses (9 credits)		**9**
BOTE 247	Spreadsheet Applications	
BUS 305	Business Communication	
MGMT 301	Fundamentals of Management	
Required CSCI / DATA Support Courses (27 credits)		**27**
CSCI 111	Introductory Programming and Big Data	
CSCI 260	UNIX and Linux Systems	
CSCI 276	Industrial Hardware Design and Security	
CSCI 331	Technology and Society	
CSCI 390	Ethical Hacking	
CSCI 410	Defensive Network Security	
DATA 347	Data Analytics and Visualization	
Suggested Supporting Courses	**Six additional credits needed to graduate**	**6**
To complete the Data Science Minor:		
DATA 240	Programming for Data Science	
To enhance communication skills:		
COMM 218	Public Relations Principles	
COMM 425	Crisis Communication	
Total Hours		**120**

COmputer Information Systems Minor (Non-CIS majors only)

Entire minor also offered online.

CIS 185	Fundamentals of IT and Security	3
CIS 220	Managing Computer Information Systems	3
CIS 258	Networking Essentials	3
CIS 310	Agile Project Management and Collaboration	3
BOTE 247	Spreadsheet Applications	3
DATA 347	Data Analytics and Visualization	3
Total Hours		**18**

Office Services Concentration

Entire concentration also offered online.

Select 10-12 credits from BOTE or CIS courses.	10-12
Total Hours	**10-12**

Information Processing Concentration

BOTE 152	Keyboarding II	3
BUS 154	Word Processing and Presentation Software	3
BOTE 247	Spreadsheet Applications	3
CIS 454	Data and Information Management	3
ART 112	Print, Web, and Social Media Graphics	3
Total Hours		**15**

Computer Science

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 and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Students will demonstrate competency in programming principles, including high-level language and the object-oriented paradigm	SLO 1.1 - Students can describe and utilize different datatypes, operators and common language features (conditionals, loops, functions, etc.) in at least one high level language
	SLO 1.2 - Students will design and implement an object hierarchy considering object-oriented encapsulation mechanisms (e.g. class hierarchies, interfaces, member data types, and functions of variable visibility)
SLG 2: Students will demonstrate knowledge of principles of computer data structures and algorithms	SLO 2.1 - Students will design and implement basic algorithmic methods for searching, sorting, and solving common industry problems utilizing an appropriate algorithm for the particular context.
	SLO 2.2 - Students will be able to develop and utilize common data structures (Linked Lists, Stacks/Queues, Trees)
SLG 3: Students will demonstrate knowledge of architecture and organization of computer systems	SLO 3.1 - Students will demonstrate knowledge of number systems, numerical operations, and the simplification of Boolean logic.
	SLO 3.2 - Students will understand how Boolean operations can be combined to create more complex digital circuits such as latches, shift registers, counters, and multiplexers
	SLO 3.3 - Students will understand how to develop programs using an assembly language
	SLO 3.4 - Students will understand how a computer functions at the machine level
SLG 4: Students will demonstrate knowledge of different network layers and protocols	SLO 4.1 - Students will explain how TCP, UDP, IP packets are structured and work in their corresponding layers
	SLO 4.2 - Students will describe concepts such as congestion and flow control, checksums, routing, and address resolution
SLG 5: Students will demonstrate knowledge pertaining to designing database systems for storage and management of data	SLO 5.1 - Students will structure SQL queries, represent them using relational algebra, and optimize them
	SLO 5.2 - Students will design a database representative of a real-world scenario and utilize normalization to reduce redundancy
SLG 6: Students will demonstrate knowledge of shared memory in a multitasking operating system	SLO 6.1 - Students will spawn processes and threads as well as understand the basics of inter-process communication.
	SLO 6.2 - Students will demonstrate how critical sections and semaphores can be utilized to ensure data integrity and manage system resources.
SLG 7: Students will demonstrate knowledge of computational grammar used to analyze a program	SLO 7.1 - Students will design a minimalistic deterministic finite state machine that accepts a specified language
	SLO 7.2 - Students will understand the design of a lexer and parser
	SLO 7.3 - Students will design a compiler and symbol table that can recognize more complex language functions including recognizing variable scope as well as leveraging procedures and functions
	SLO 7.4 - Students will utilize a parser to create assembly code for language features including basic instructions, conditionals, loops, and arrays
SLG 8: Students will demonstrate knowledge of computer science implications in modern society	SLO 8.1 - Students will describe to others the societal impact due to the development of a particular technology.
	SLO 8.2 - Students will critique a user interface for usability within context.
SLG 9: Students will demonstrate knowledge of mathematical structures, techniques, and reasoning as they apply to computer science	SLO 9.1 - Students will describe practical examples of an appropriate set, function, or relation model, and interpret the associated operations and terminology in context
	SLO 9.2 - Students will model real-world problems using appropriate graph strategies

Bachelor of Science with a Major in Computer Science Option 1

Option-1 Preparation for Graduate School		
General Education (38 cr.)		
General Education Courses [1]		36
Required Core		**48**
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms and Data Structures I	
CSCI 275	Computer and Digital Hardware	
CSCI 331	Technology and Society	
CSCI 335	Theoretical Computer Science	
CSCI 340	Networking	
CSCI 356	Database Management	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler and Interpreter Construction	
CSCI 460	Capstone Project	
Elect 2 or more credits from the following		**2**
CSCI 221	Web Application Development and Security	
CSCI 260	UNIX and Linux Systems	
CSCI 323	Robotics	
CSCI 456	Machine Learning, Data Mining, and Artificial Intelligence	
CSCI 497	Internship	
DATA 240	Programming for Data Science	
Graduate School Option		**16**
CSCI 243	Algorithms and Data Structures II	
CSCI 321	Windows Programming	
CSCI 330	Software Engineering and Testing	
CSCI 450	Operating Systems	
Required Support Math Courses (20 cr.)		**20**
MATH 165	Calculus I	
MATH 166	Calculus II	
MATH 208	Discrete Mathematics I	
MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
MATH 305	Linear Algebra	
Total Hours		**122**

[1] Math 165 is required for the math general education requirement

Bachelor of Science with a Major in Computer Science Option 2

Option 2 - Software Development/Engineering		
General Education (38 cr.)		
General Education Courses [1]		36
Required Core		**48**
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms and Data Structures I	
CSCI 275	Computer and Digital Hardware	
CSCI 331	Technology and Society	
CSCI 335	Theoretical Computer Science	

CSCI 340	Networking	
CSCI 356	Database Management	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler and Interpreter Construction	
CSCI 460	Capstone Project	
Software Development/Engineering Option		**20**
CSCI 221	Web Application Development and Security	
CSCI 243	Algorithms and Data Structures II	
CSCI 258	Software Security and Design	
CSCI 321	Windows Programming	
CSCI 330	Software Engineering and Testing	
Elect 2 or more credits from the following		**2**
CSCI 260	UNIX and Linux Systems	
CSCI 323	Robotics	
CSCI 450	Operating Systems	
CSCI 456	Machine Learning, Data Mining, and Artificial Intelligence	
CSCI 497	Internship	
DATA 240	Programming for Data Science	
Required Support Math Course (15-16 cr.)		**15-16**
MATH 146	Applied Calculus	
or MATH 165	Calculus I	
MATH 208	Discrete Mathematics I	
MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
MATH 305	Linear Algebra	
Total Hours		**121-122**

[1] Math 146 or 165 is required for the math general education requirement

Bachelor of Science with a Major in Computer Science Option 3

Option 3 - Computer/Network Security		
General Education (38 cr.)		
General Education Courses [1]		36
Required Core (48 cr.)		**48**
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms and Data Structures I	
CSCI 275	Computer and Digital Hardware	
CSCI 331	Technology and Society	
CSCI 335	Theoretical Computer Science	
CSCI 340	Networking	
CSCI 356	Database Management	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler and Interpreter Construction	
CSCI 460	Capstone Project	
Computer/Network Security Option		**20**
CSCI 221	Web Application Development and Security	
CSCI 258	Software Security and Design	
CSCI 260	UNIX and Linux Systems	
CSCI 410	Defensive Network Security	

CSCI 450	Operating Systems	
Elect 2 or more credits from the following		**2**
CSCI 321	Windows Programming	
CSCI 323	Robotics	
CSCI 390	Ethical Hacking	
CSCI 456	Machine Learning, Data Mining, and Artificial Intelligence	
CSCI 497	Internship	
DATA 240	Programming for Data Science	
Required Support Math Courses (15-16 cr.)		**15-16**
MATH 146	Applied Calculus	
or MATH 165	Calculus I	
MATH 208	Discrete Mathematics I	
MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
MATH 305	Linear Algebra	
Total Hours		**121-122**

[1] Math 146 or 165 is required for the math general education requirement

Bachelor of Science with a Major in Computer Science Option 4

Option 4 - Artificial Intelligence/Machine Learning		
General Education (38 cr.)		
General Education [1]		36
Required Core (48 cr.)		**48**
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms and Data Structures I	
CSCI 275	Computer and Digital Hardware	
CSCI 331	Technology and Society	
CSCI 335	Theoretical Computer Science	
CSCI 340	Networking	
CSCI 356	Database Management	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler and Interpreter Construction	
CSCI 460	Capstone Project	
Artificial Intelligence/Machine Learning Option		**20**
CSCI 221	Web Application Development and Security	
CSCI 258	Software Security and Design	
CSCI 260	UNIX and Linux Systems	
CSCI 456	Machine Learning, Data Mining, and Artificial Intelligence	
DATA 240	Programming for Data Science	
Elect 2 or more credits from the following		**2**
CSCI 243	Algorithms and Data Structures II	
CSCI 321	Windows Programming	
CSCI 323	Robotics	
CSCI 330	Software Engineering and Testing	
CSCI 450	Operating Systems	
CSCI 497	Internship	
Required Support Math Courses (15-16 cr.)		**15-16**
MATH 146	Applied Calculus	
or MATH 165	Calculus I	

MATH 208	Discrete Mathematics I	
MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
MATH 305	Linear Algebra	
Total Hours		**121-122**

[1] Math 146 or 165 is required for the math general education requirement.

Bachelor of Science with a Major in Computer Science Option 5

Option 5 - System Administration/Web Development		
General Education (38 cr.)		
General Education [1]		36
Required Core (48 cr.)		**48**
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms and Data Structures I	
CSCI 275	Computer and Digital Hardware	
CSCI 331	Technology and Society	
CSCI 335	Theoretical Computer Science	
CSCI 340	Networking	
CSCI 356	Database Management	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler and Interpreter Construction	
CSCI 460	Capstone Project	
System Administration/Web Development Option		**16**
CSCI 221	Web Application Development and Security	
CSCI 258	Software Security and Design	
CSCI 260	UNIX and Linux Systems	
CSCI 330	Software Engineering and Testing	
Elect 6 or more credits from the following		**6**
CSCI 243	Algorithms and Data Structures II	
CSCI 321	Windows Programming	
CSCI 323	Robotics	
CSCI 450	Operating Systems	
CSCI 456	Machine Learning, Data Mining, and Artificial Intelligence	
CSCI 497	Internship	
DATA 240	Programming for Data Science	
Required Support Math Courses (15-16 cr.)		**15-16**
MATH 146	Applied Calculus	
or MATH 165	Calculus I	
MATH 208	Discrete Mathematics I	
MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
MATH 305	Linear Algebra	
Total Hours		**121-122**

[1] Math 146 or 165 is required for the math general education requirement.

Computer Science Minor

Required Core		
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 242	Algorithms and Data Structures I	4
CSCI 275	Computer and Digital Hardware	4
CSCI 340	Networking	4
Select two of the following:		7-8
Any CSCI 300-400 Level Course	excluding CSCI 324, CSCI 390, CSCI 410, CSCI 420, CSCI 425, and CSCI 432	
Total Hours		**27-28**

Computer Science Concentration

Elect at least 12 credits from CSCI courses.	12
Total Hours	**12**

Corporate Fitness and Wellness Management

The B.S. in Corporate Fitness and Wellness Management offers a wide and diverse range of job opportunities within fitness, exercise, health, wellness, nutrition, and rehabilitation. MSU Corporate Fitness graduates and former students have or are currently employed in the following occupations:

- President of ANYTIME FITNESS, LLC – over 1,400 fitness center locations located in 10 different countries worldwide
- Exercise physiologist in a hospital cardiac rehab program
- University professor
- Exercise physiologist working with individuals with physical and mental disabilities
- Hospital wellness/fitness program director
- Sports performance enhancement program owner & director
- Strength & Conditioning Coach: major league baseball, universities (NCAA Div. I), sport kinetics centers, and high schools
- College graduate assistants in exercise science and nutrition research programs
- Personal trainers
- YMCA program directors
- Physical rehab and massage therapist
- Private business corporation fitness/wellness program director
- Health and Fitness clubs and Retirement Centers
- Professional sports team marketing and promotions director
- Dance studio and fitness center owner

Student Learning Goals	Student Learning Outcomes
SLG 1: Corporate Fitness and Wellness Management graduates will demonstrate knowledge of content and disciplinary concepts related to the development of physical and sport performance, fitness, health, and quality of life for individuals at different ages and stages of life.	SLO 1.1 - Corporate Fitness and Wellness Management candidates will demonstrate knowledge of biological sciences pertaining to principles of structure, function, and movement of the human body.
	SLO 1.2 - Corporate Fitness and Wellness Management candidates will demonstrate they can execute appropriate CPR and first aid procedures.
	SLO 1.3 - Corporate Fitness and Wellness Management candidates will describe basic healthy nutrition concepts.
SLG 2: Fitness and Wellness Leadership and Behavior Modification: Corporate Fitness and Wellness Management graduates will demonstrate leadership and strategies to motivate participation in safe and effective fitness and wellness programs.	SLO 2.1 - Corporate Fitness and Wellness Management candidates will develop individual and group programs using a variety of instructional strategies and techniques that foster self-motivation, engagement, retention, and learning.
	SLO 2.2 - Corporate Fitness and Wellness Management candidates will lead individual and group programs using a variety of instructional strategies and techniques that foster self-motivation, engagement, retention, and learning.

SLG 3: Exercise Prescription, Programming & Implementation: Corporate Fitness and Wellness Management graduates will demonstrate effective fitness and wellness program design that results in development of fitness and wellness skills in diverse populations and settings.	SLO 3.1 - Corporate Fitness and Wellness Management candidates will develop programs designed to promote optimal fitness and/or wellness related outcomes.
	SLO 3.2 - Corporate Fitness and Wellness Management candidates will administer programs designed to promote optimal fitness and/or wellness related outcomes.
SLG 4: Health & Fitness Assessment: Corporate Fitness and Wellness Management graduates demonstrate knowledge of assessments of health-related fitness and wellness.	SLO 4.1 - Corporate Fitness and Wellness Management candidates will conduct assessments for health and skill-related components of fitness, wellness, and sport performance.

Bachelor of Science with a Major in Corporate Fitness and Wellness Management

General Education		
General Education courses		38
KIN 100	Concepts of Fitness and Wellness	2
Required Corporate Fitness/Wellness Management Core [1]		
KIN 120	Strength Training	1
KIN 126	Group Exercise	1
ATR 207	Prevention and Care of Injuries	2
KIN 215	Methods of Teaching Sport Activities	2
KIN 220	Methods of Teaching Dance	2
KIN 225	Fitness Leadership	2
ESR 226	Methods of Teaching Group Exercise	2
ESR 227	Strength and Conditioning Programming Principles and Methods	2
KIN 310	Organization and Administration of PE and Athletics	2
KIN 325	Personal Training Methods	2
KIN 334	Nutrition for Physical Performance	2
ESR 342	Exercise Programming for Older Adults	2
KIN 431	Kinesiology	3
KIN 433	Physiology of Exercise	3
KIN 441	Evaluation of Psychomotor Performance	3
KIN 442	Adapted Physical Education	3
KIN 497	Practicum in CFWM and ESR	1-18
Choose 12 Credits from the Following:		12
MGMT 301	Fundamentals of Management	
MGMT 303	Human Resource Management	
MGMT 436	Organizational Behavior Principles and Practices	
MRKT 321	Marketing	
MRKT 324	Integrated Marketing Communications	
MRKT 422	Consumer Behavior	
MRKT 430	Professional Sales and Relationship Management	
ENTR 302	Introduction to Entrepreneurship	
ENTR 304	Entrepreneurship/Small Business Management	
ENTR 470	Projects in Entrepreneurship	
LEAD 101	Introduction to Leadership	
LEAD 201	Collaborative Leadership	
LEAD 301	Experiences in Leadership	
Second Major or Minors/Concentration(s)/or Electives		**28**
Total Hours		**115-132**

[1] A minimum of a 2.5 GPA within the Fitness and Wellness major is required for graduation.

[2] Minimum 160 contact hours

Fitness and Wellness Specialist Minor

ESR 226	Methods of Teaching Group Exercise	2
KIN 100	Concepts of Fitness and Wellness	2
KIN 120	Strength Training	1
KIN 126	Group Exercise	1
KIN 225	Fitness Leadership	2
KIN 325	Personal Training Methods	2
KIN 334	Nutrition for Physical Performance	2
KIN 431	Kinesiology	3
KIN 433	Physiology of Exercise	3
Any 2 credits from the following:		2
KIN 215	Methods of Teaching Sport Activities	
KIN 220	Methods of Teaching Dance	
KIN 441	Evaluation of Psychomotor Performance	
KIN 442	Adapted Physical Education	
Total Hours		**20**

Health and Wellness Concentration

KIN 100	Concepts of Fitness and Wellness	2
KIN 120	Strength Training	1
KIN 126	Group Exercise	1
KIN 215	Methods of Teaching Sport Activities	2
ESR 227	Strength and Conditioning Programming Principles and Methods	2
KIN 334	Nutrition for Physical Performance	2
Choose one of the following:		
KIN 220	Methods of Teaching Dance	2
or ESR 226	Methods of Teaching Group Exercise	
Total Hours		**12**

Criminal Justice

Criminal Justice Mission Statement

The Department of Behavioral Sciences and Criminal Justice intends to provide students a comprehensive and balanced education through varied curricular offerings, which will be delivered in traditional and non-traditional formats. This education prepares students to assume professional roles, and to pursue further academic studies in criminal justice and related fields. The educational programs offered by the Department of Behavioral Sciences and Criminal Justice foster local, national, and global perspectives while emphasizing ethical, critical, creative, innovative, and culturally sensitive thinking regarding crime as well as the criminal and juvenile justice systems. The students of the Department of Behavioral Sciences and Criminal Justice's programs not only gain knowledge about the etiology and the dynamics of crime, the structures and functions of agencies, and the general operation of the criminal justice system, but they also acquire practical skills to implement this knowledge for developing evidence-based approaches and solutions to the ever-changing issues facing contemporary society.

Program Goals

1. Maintain up-to-date and ample course offerings to prepare students for professional positions and further academic studies in Criminal Justice and related fields.

2. 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.

3. 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 criminal justice.

4. Deliver curricular offerings through on-campus, off-campus, online, and blended strategies to meet educational needs of traditional and nontraditional student populations.

5. Offer courses to increase students' awareness on local, state, national, and international level dynamics of the criminal justice system.

6. Emphasize and integrate an ethical, critical, creative, and diversity awareness in the courses offered through its programs.

7. Offer courses and opportunities to expose students to the daily operations, practices, and issues of the criminal justice system, in addition to provide them with necessary skills for solving problems by putting their knowledge into practice

8. Rigorously work to recruit potential students through individual and collaborative efforts

9. Regularly assess the retention and graduation rates in its programs

Student Learning Goals	Student Learning Outcomes
Students will be able to critique the theoretical perspectives regarding the etiology of criminal behavior and apply these theories to the operation of the criminal justice system.	Students will be able to articulate what a theory is and classify the criminological theories.
	Students will comprehend the premises of the theoretical perspectives of criminology.
	Students will be able to employ criminological theories in explaining a given criminal behavior.
	Students will be able to synthesize and implement the theoretical perspectives in developing new policies, programs, and solutions to the problems regarding crime and delinquency.
	Students will be able to recognize the strengths and weaknesses of the criminological theories in explaining different types of criminal behavior.
Students will be able to identify the historical, legal, and philosophical foundations as well as administrative and criminal procedural functions of modern law enforcement.	Comprehend the fundamentals of democratic policing from its historical roots to contemporary legal and strategic aspects.
	Understand the administrative issues, such as recruitment, training, management, and promotion, as they relate to contemporary police organizations.
	Learn the behavioral issues of police personnel and the role of organizations in handling these behavioral issues including brutality, misconduct, and etc.
	Articulate the contemporary issues of policing like diversity and organizational change.
	Develop a perspective on how policing should be conducted in a way that will be in the best interest of the community through an effective and mutual understanding of the needs and resources available thereof.
Students will be able to critically analyze and evaluate the fundamental principles of substantive and procedural criminal law.	Articulate, describe, and identify selected fundamental principles of substantive criminal law in the United States.
	Formulate and sustain sensitivity to distinguishing correctly between crucial and essential concepts of substantive criminal law like, for example: Actus reus v. mens rea Completed crimes v. attempted crimes, crimes against persons v. crimes against property.
	Recognize, comprehend, and conceptualize the significance of court cases in the overall substantive criminal law.
	Develop, relate, and integrate an ability to see substantive criminal law as a crucial method of formal social control in contemporary society.
Students will be able to identify and critique the historical and fundamental concepts of the juvenile justice system and be able to compare and contrast it to the criminal justice system.	Describe the history, evolution, and purpose of the juvenile justice system and associate it with the fundamental concepts of today's juvenile justice system.
	Compare and contrast philosophies and applications of the juvenile justice system to the criminal justice system.
	Comprehend and integrate the various theoretical explanations of juvenile status and delinquent behavior as well as child and youth victimization.
	Identify and articulate precise juvenile justice legal terminology, including juvenile rights, essential juvenile supreme court case law, and juvenile transfer policies.
	Explain the roles and influence of personnel in law enforcement, court (adult and juvenile), and correctional professions as it specifically applies to the juvenile justice system.

	Express the impact rehabilitation has on the entire juvenile justice system including adjudication and corrections, indicating the various strategies and programs designed to prevent, intervene and reduce youth crime.
Students will be able to identify the history and philosophies of correctional systems and be able to critique the different goals associated with the evolution of punishment and rehabilitation.	Critique and debate the correctional philosophies of deterrence, incapacitation, retribution, rehabilitation, and prevention.
	Discuss actuarial assessments, identify diagnostics, interpret risk prediction, and apply classification to the placement, supervision, and treatment of offenders.
	Investigate effective correctional practices and recommend programs or therapies that align with best practices in reducing recidivism for all typologies of offenders.
	Assess legal outcomes, policies, and practices of correctional settings and interpret the influence these items have on implementation, personnel operations, and offender experiences.
Students will be able to identify the components and processes of the court system and be able to critique the various types, functions, and theoretical aspects of law.	Articulate a comprehensive understanding of the U.S. Court system and along with the various types, functions, and theoretical aspects of law.
	Explore the organization of state, federal, and juvenile courts and demonstrate an understanding of the pretrial and trial process.
	Evaluate the roles and responsibilities of the primary courtroom actors including prosecutors, defense attorneys, judges, and juries.
	Be able to articulate and assess the influence of extra-legal factors and their differential impact on offender processing and sentencing.
	Recognize and appraise the influence and challenges of contemporary issues facing the court system including caseload, media, alternative dispute resolution, and specialty courts.

Air University Associate to Baccalaureate Cooperative (AU-ABC)

Minot State University is offering a Bachelor of Science (BS) in Criminal Justice program plan to meet the needs of Community College of the Air Force (CCAF) graduates looking for advanced education opportunities in criminal justice at the baccalaureate level. Students who earn a qualifying CCAF degree can receive their BS in Criminal Justice degree after completing 60 credits at Minot State. Visit MinotStateU.edu/online/pages/au-abc.shtml for program details and a list of qualifying CCAF degrees.

Bachelor of Science with a Major in Criminal Justice

General Education		
General Education Courses		38
Required Criminal Justice Core Courses		
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	3
CJ 330	Criminological Theory	3
CJ 340	Juvenile Justice System	3
CJ 380	Corrections	3
CJ 491	Senior Seminar	3
LEGL 322	Criminal Law	3
LEGL 370	Court Processing and Sentencing	3
Required Criminal Justice Elective Courses		
Choose from any combination of the following; no substitutions; equivalent courses from other universities may be counted with advisor and department chair approval.		
Select 36 credits from the following choices:		**36**
CJ 226	Introduction to Criminal Investigation	
CJ 227	Crimes Against Children	
CJ 229	Interviewing and Interrogation	
CJ 265	Statistical Literacy for Criminal Justice	
CJ 299	Special Topics	

CJ 302	Use of Force in Policing	
CJ 320	Community Corrections	
CJ 332	Restorative Justice	
CJ 344	Media, Internet, and Crime	
CJ 345	Policy Issues in Criminal Justice	
CJ 346	Crime and Intelligence Analysis	
CJ 347	Digital Forensics	
CJ 348	Legal and Ethical Issues in Criminal Justice	
CJ 361	Class and Race in Criminal Justice	
CJ 362	Gender Issues in Criminal Justice	
CJ 363	Human Trafficking	
CJ 364	Cybercrimes	
CJ 365	Mass Shootings	
CJ 366	International Crime	
CJ 367	Sex Crimes and Offenders	
CJ 368	Campus Crime	
CJ 375	Gangs	
CJ 381	Institutional Corrections	
CJ 382	Correctional Rehabilitation	
CJ 383	Offender Risk Assessment and Typology	
CJ 384	Special Correctional Populations	
CJ 385	Terrorism and Homeland Security	
CJ 387	Capital and Corporal Punishment	
CJ 388	Societal Reentry from Incarceration	
CJ 390	Criminal Justice in Indian Country	
CJ 394	Independent Study General CJ [1]	
CJ 395	Victims and Victimology	
CJ 401	Administration of Criminal Justice Systems	
CJ 402	Police Supervision	
CJ 420	Advanced Homeland Security	
CJ 450	White-Collar Crime	
CJ 480	Research Methods in Criminal Justice	
CJ 481	Data Analysis Strategies in Criminal Justice	
CJ 494	Directed Criminal Justice Research	
CJ 497	Field Experience	
CJ 499	Special Topics Criminal Justice	
LEGL 350	Criminal Procedure	
LEGL 365	Law and Society	
LEGL 372	Juries	
LEGL 374	Comparative Criminal Justice Systems	
Electives		
Elective Courses		22
Total Hours		**120**

[1] Prerequisite: consent of instructor.

Criminal Justice Minor

CJ 201	Introduction to Criminal Justice	3
CJ 300	Policing	3
CJ 330	Criminological Theory	3
CJ 340	Juvenile Justice System	3
CJ 380	Corrections	3

LEGL 322	Criminal Law	3
LEGL 370	Court Processing and Sentencing	3
Total Hours		**21**

Police Management and Investigations Minor

CJ 226	Introduction to Criminal Investigation	3
CJ 227	Crimes Against Children	3
CJ 229	Interviewing and Interrogation	3
CJ 300	Policing	3
CJ 302	Use of Force in Policing	3
CJ 401	Administration of Criminal Justice Systems	3
CJ 402	Police Supervision	3
Total Hours		**21**

Law and Legal Studies Minor

CJ 497	Field Experience (must be related to minor)	3
LEGL 322	Criminal Law	3
LEGL 350	Criminal Procedure	3
LEGL 365	Law and Society	3
LEGL 370	Court Processing and Sentencing	3
LEGL 372	Juries	3
LEGL 374	Comparative Criminal Justice Systems	3
Total Hours		**21**

Offenders, Risk Assessment and Corrections Minor

CJ 320	Community Corrections	3
CJ 380	Corrections	3
CJ 382	Correctional Rehabilitation	3
CJ 383	Offender Risk Assessment and Typology	3
CJ 387	Capital and Corporal Punishment	3
Choose 2 of the Following Classes		6
CJ 265	Statistical Literacy for Criminal Justice	
CJ 381	Institutional Corrections	
CJ 384	Special Correctional Populations	
CJ 388	Societal Reentry from Incarceration	
Total Hours		**21**

Criminal Justice Research and Policy Evaluation Concentration

CJ 345	Policy Issues in Criminal Justice	3
CJ 480	Research Methods in Criminal Justice	3
CJ 481	Data Analysis Strategies in Criminal Justice	3
CJ 494	Directed Criminal Justice Research	3
Total Hours		**12**

Human Trafficking Awareness and Prevention Concentration

CJ 227	Crimes Against Children	3
CJ 363	Human Trafficking	3
CJ 395	Victims and Victimology	3
SWK 428	Crisis Intervention	3
Total Hours		**12**

Policing Concentration

CJ 226	Introduction to Criminal Investigation	3
CJ 229	Interviewing and Interrogation	3
CJ 300	Policing	3
CJ 302	Use of Force in Policing	3
LEGL 322	Criminal Law	3
LEGL 350	Criminal Procedure	3
Total Hours		**18**

Cybersecurity and Operations

Our cybersecurity and operations major is intended to equip you with the knowledge and skills to defend computer operating systems, networks, and data from cyberattacks. You will be taught by faculty and experts using both theoretical and hands-on approaches to prepare you for high demand jobs.

Cybersecurity is important because it encompasses everything that pertains to protecting our sensitive data, personally identifiable information, protected health information, intellectual property, and governmental and industry information systems from theft and damage attempted by criminals and adversaries. Cybersecurity risk is increasing, driven by global connectivity and usage of cloud services to store sensitive data and personal information. Improperly configured cloud services and devices paired with increasingly sophisticated cybercriminals means the risk that organizations will suffer from a cyberattack or data breach is on the rise.

Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Students will demonstrate competency in programming principles, including high-level language and the object-oriented paradigm	SLO 1.1 - Students can describe and utilize different datatypes, operators and common language features (conditionals, loops, functions, etc.) in at least one high level language
	SLO 1.2 - Students will design and implement an object hierarchy considering object-oriented encapsulation mechanisms (e.g. class hierarchies, interfaces, member data types and functions of variable visibility)
SLG 2: Students will demonstrate knowledge of principles of computer data structures and algorithms	SLO 2.1 - Students will design and implement basic algorithmic methods for searching, sorting, and solving common industry problems utilizing an appropriate algorithm for the particular context.
	SLO 2.2 - Students will be able to develop and utilize common data structures (Linked Lists, Stacks/Queues, Trees)
SLG 3: Students will demonstrate knowledge of architecture and organization of computer systems	SLO 3.1 - Students will demonstrate knowledge of number systems, numerical operations, and the simplification of Boolean logic.
	SLO 3.2: Students will understand the amount of time it takes to sort for each sorting algorithm
	SLO 3.3 - Students will understand how to develop programs using an assembly language.
	SLO 3.4 - Students will understand how a computer functions at the machine level
SLG 4: Students will demonstrate knowledge of networking protocols and network-level security	SLO 4.1 - Students will explain how TCP, UDP, IP packets are structured and work in their corresponding layers
	SLO 4.2 - Students will describe concepts such as congestion and flow control, checksums, routing, and address resolution
	SLO 4.3 - Students will understand how to identify and defend against network-based attacks
	SLO 4.4 - Students will demonstrate knowledge of Wireless and Mobile Network Security
SLG 5: Students will demonstrate knowledge of system-level administration and security	SLO 5.1 - Students will demonstrate knowledge of Linux administration and security
	SLO 5.2 - Students will demonstrate how to assess threats to networks, servers, embedded systems, and desktops
SLG 6: Students will demonstrate knowledge of instruction-level security and operating system internals	SLO 6.1 - Students will demonstrate knowledge of static and dynamic malware analysis utilizing industry standard tools
	SLO 6.2 - Students will demonstrate knowledge of techniques to determine points of vulnerability in modern software
	SLO 6.3 - Students will demonstrate knowledge of how to operating systems are designed and implemented

SLG 7: Students will demonstrate knowledge of Internet-facing application development and security	SLO 7.1 - Students will develop secure web applications
	SLO 7.2 - Students will describe and evaluate common cryptographic algorithms
SLG 8: Students will demonstrate knowledge of computer science implications in modern society	SLO 8.1 - Students will describe to others the societal impact due to the development of a particular technology.
	SLO 8.2 - Students will critique a user interface for usability within context.
SLG 9: Students will demonstrate knowledge of mathematical structures, techniques, and reasoning as they apply to computer science	SLO 9.1 - Students will describe practical examples of an appropriate set, function, or relation model, and interpret the associated operations and terminology in context
	SLO 9.2 - Students will model real-world problems using appropriate graph strategies

Bachelor of Science with a Major in Cybersecurity and Operations

General Education		**38**
Required Cybersecurity Operations Core (72 cr.)		
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 221	Web Application Development and Security	4
CSCI 240	Assembly Language Programming	4
CSCI 242	Algorithms and Data Structures I	4
CSCI 258	Software Security and Design	4
CSCI 260	UNIX and Linux Systems	4
CSCI 276	Industrial Hardware Design and Security	4
CSCI 324	Reverse Engineering	4
CSCI 331	Technology and Society	4
CSCI 340	Networking	4
CSCI 390	Ethical Hacking	4
CSCI 410	Defensive Network Security	4
CSCI 420	Mobile and Wireless Security	4
CSCI 425	Applied Cryptography	4
CSCI 432	Malware Analysis	4
CSCI 450	Operating Systems	4
CSCI 460	Capstone Project (Security Related)	4
Required Support Math Courses (11-12 cr.)		
MATH 146	Applied Calculus	3-4
or MATH 165	Calculus I	
MATH 208	Discrete Mathematics I	4
MATH 210	Elementary Statistics	4
or DATA 211	Applied Statistics and Data Visualization	
Total Hours		**121-122**

Cybersecurity and Operations Minor

Required Core (16 cr.)		
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 242	Algorithms and Data Structures I	4
CSCI 340	Networking	4
CSCI 390	Ethical Hacking	4
Options		**12**
Select one of the following options:		
Option 1		
CSCI 240	Assembly Language Programming	
CSCI 324	Reverse Engineering	

CSCI 432	Malware Analysis	
Option 2		
CSCI 221	Web Application Development and Security	
CSCI 260	UNIX and Linux Systems	
CSCI 410	Defensive Network Security	
Option 3		
CSCI 258	Software Security and Design	
CSCI 420	Mobile and Wireless Security	
CSCI 425	Applied Cryptography	
Total Hours		**32**

Data Science

BS Data Science program mission

> "The ability to take data—to be able to understand it, to process it, to extract value from it, to visualize it, to communicate it—that's going to be a hugely important skill in the next decades."
>
> — Hal Varian, Chief Economist at Google

The mission of the program for a BS in Data Science is to equip our students with the necessary digital skills of gathering, analyzing, visualizing, and utilizing data for decision making by providing multidisciplinary, collaborative, active experiences to undergraduate students and professionals.

Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Students will describe problems that data can solve.	SLO 1.1: Students will identify knowledge gaps that analysis of data can fill.
	SLO 1.2 Students will formulate questions that data can answer.
SLG 2: Students will describe characteristics of data collection.	SLO 2.1: Students will describe settings where primary data are collected.
	SLO 2.2: Students will describe various types of data.
	SLO 2.3: Students describe tools utilized to collect data.
SLG 3: Students will process data.	SLO 3.1: Students will gather existing data from data sources.
	SLO 3.2: Students will prepare data for analysis.
	SLO 3.3: Students will apply statistical methods to support analysis of data.
	SLO 3.4: Students will create visualizations to foster analysis of data.
SLG 4: Students will solve problems using data.	SLO 4.1: Students will interpret answers to questions guiding a study based on data analysis results.
	SLO 4.2: Students will identify limitations of data analysis results.
SLG 5: Students will communicate data to stakeholders.	SLO 5.1: Students will develop materials for communicating data analysis results to others.
	SLO 5.2: Students will explain data analysis results to others.
SLG 6: Students will use data to make informed decisions based on data analysis results.	SLO 6.1: Students will identify decisions that may be informed by data analysis findings.
	SLO 6.2: Students will describe cautions for making decisions based on data analysis findings.

Bachelor of Science with a Major in Data Science

Required Core		
CSCI 111	Introductory Programming and Big Data	4
or CSCI 160	Computer Science I	
MATH 146	Applied Calculus	3
or MATH 165 & MATH 166	Calculus I and Calculus II	
MATH 208	Discrete Mathematics I	4
DATA 211	Applied Statistics and Data Visualization	4
or MATH 210	Elementary Statistics	

DATA 347	Data Analytics and Visualization	3
DATA 240	Programming for Data Science	4
MATH 305	Linear Algebra	4
CSCI 356	Database Management	4
or CIS 454	Data and Information Management	
CIS 453	Systems Analysis	3
or CSCI 497	Internship	
SOC 278	Social Research Methods	3
or DATA 350	Project Design and Techniques	
MATH 445	Probability and Statistics I	4
MATH 446	Probability and Statistics II	4
CSCI 456	Machine Learning, Data Mining, and Artificial Intelligence	4
DATA 491	Data Science Capstone I	2
DATA 494	Data Science Capstone II	2
General Education and Electives**		**68**
Complete your major with general education courses and combinations of minors, certificates, and/or concentrations. **Up to 69 hours may be needed to reach the 120 total hours required to earn a degree.		
Total Hours		**120**

Data science is its own integrated, multidisciplinary, professional field. The Data Science Major is an effort to equip our students with the necessary digital skills of gathering, analyzing, modeling, visualizing, and utilizing data that can enhance not only traditional students' careers, but careers of professionals who want to update or move into this vital and growing area of knowledge.Our program offers a cross-disciplined approach, meeting industry demand with program flexibility. By working with other departments to develop a complementary program, the Data Science Major provides opportunities to gain marketable skills in other areas of industry.

Data Science Minor

CSCI 111	Introductory Programming and Big Data	4
or CSCI 160	Computer Science I	
DATA 211	Applied Statistics and Data Visualization	4
or MATH 210	Elementary Statistics	
DATA 240	Programming for Data Science	4
DATA 347	Data Analytics and Visualization	3
CSCI 356	Database Management	4
or CIS 454	Data and Information Management	
Total Hours		**19**

Data science is its own integrated, multidisciplinary, professional field. The Data Science Minor program is an effort to equip our students with the necessary digital skills of gathering, analyzing, visualizing, and utilizing data that can enhance not only traditional students' careers, but careers of professionals who want to update or move into this vital and growing area of knowledge.

Applied Artificial Intelligence Minor

The undergraduate minor in Applied Artificial Intelligence provides students with the knowledge, tools and ethical awareness necessary to understand and responsibly apply AI in academic, professional, and personal context.

This minor is designed to be accessible to students of any major, with no prior AI or programming experience required. It will explore the fundamentals of AI, its diverse applications, and its implications across disciplines. Students will gain hands on experience with online tools, investigate its role in career and academic pathways, and develop a project tailored to their interests and career aspirations. Additionally, it augments student skills in programming and modeling in relation to artificial intelligence.

Required Course

AI 101	AI Everywhere & For Everyone	3
AI 201	AI for Personal and Professional Use	3
AI 301	Projects in AI	3
CSCI 111	Introductory Programming and Big Data	4

DATA 240	Programming for Data Science	4
Total Hours		**17**

Early Childhood Education

The Minot State University Early Childhood Education program provides candidates with an educational experience that 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. The program's objectives prepare educational professionals with:

- knowledge of content, and knowledge of cognitive and developmental sciences,
- performance skills, and
- professional dispositions toward the children, curriculum,
- and reasons they teach.

The mission of the Early Childhood Teacher Education program incorporates the University mission to advance knowledge, as well as critical and creative thinking skills of the Early Childhood Education majors, that will allow candidates to work successfully with:

- varied children,
- 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).

There are two degree programs available in early childhood. The BSEd degree is a licensure degree and prepares candidates to teach in programs serving children age Birth - 3rd grade. The BS degree is a non-licensure degree and prepares candidates to teach in settings in which licensure is not required (preschools and Headstart programs for example). The Student Learning Goals and Student Learning Outcomes are the same for both programs as both programs are focused on preparing educators.

Student Learning Goals and Student Learning Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: InTASC Standard 1: The teacher candidate applies professional knowledge of learner development.	SLO 1.1: The teacher candidate demonstrates knowledge of how learners grow and develop across domains (cognitive, linguistic, social, emotional, and physical areas.)
	SLO 1.2: The teacher candidate will respond respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences.
SLG 2: InTASC Standard 2 and 7: The teacher candidate will demonstrate knowledge of developmentally appropriate practices and the development and implementation of curriculum instruction based on the knowledge of individual children and the community.	SLO 2.1: The teacher candidate will describe developmentally appropriate practices.
	SLO2.2: The teacher candidate will relate the development and implementation of curriculum instruction based on knowledge of individual children and community to current ECE curriculum programs and practices.
SLG 3: InTASC Standard 3: The teacher candidate creates supportive, collaborative learning environments.	SLO 3.1: The teacher candidate collaborates and communicates with others to build a positive learning climate marked by respect, rigor, and responsibility.
	SLO 3.2: The teacher candidate manages the learning environment to engage learners actively in individual and collaborative learning.
SLG 4: InTASC Standard 4: The teacher candidate demonstrates mastery of content knowledge useful to student learning.	SLO 4.1: The teacher candidate demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) they teach.
	SLO 4.2: The teacher candidate creates learning experiences that make the discipline accessible and meaningful for learners, to assure mastery of the content.
SLG 5: InTASC Standard 5: The teacher candidate engages learners in meaningful application of content.	SLO 5.1: The teacher candidate makes connections among concepts and relates content to real world problems and meaningful applications.
	SLO 5.2: The teacher candidate engages learners with higher order thinking about content (i.e., critical thinking, perspective-taking, creativity, collaborative work, and communication).

SLG 6: InTASC Standard 6: The teacher candidate can articulate and use multiple methods of assessment.	SLO 6.1: The teacher candidate can articulate and use multiple methods of assessment, to fairly demonstrate the full extent of student learning.
	SLO 6.2: The teacher candidate uses, and engages learners in using, assessments aligned with learning expectations, in order to monitor, support, and document growth.
SLG 7: The teacher candidate will demonstrate knowledge of how the historical, philosophical, and social foundations of early childhood education influence current practice in early childhood education.	SLO 7.1: The teacher candidate will describe the historical, philosophical, and social foundations of early childhood education.
	SLO 7.2 The teacher candidate will relate historical, philosophical, and social foundations of early childhood education to current practice in early childhood education.
SLG 8: InTASC Standard 8: The teacher candidate uses varied instructional strategies, including technology, to develop useful learning.	SLO 8.1: The teacher candidate can reflectively select and use a variety of instructional strategies, including appropriate, current instructional technologies, to make learning accessible to all learners.
	SLO 8.2: The teacher candidate applies instructional strategies which encourage learners to develop deep comprehension and apply knowledge in meaningful ways (including students' own digital literacy).
SLG 9: InTASC Standard 9: The teacher candidate engages in ongoing professional learning and ethical practice.	SLO 9.1: The teacher candidate takes responsibility for evidence-based strengths and weaknesses in their own practices, engaging in ongoing professional learning.
	SLO 9.2: The teacher candidate practices the profession in an ethical manner, considering the effects of their decisions and actions on others.
SLG 10: InTASC Standard 10: Leadership & Collaboration. The teacher candidate seeks appropriate leadership & collaboration for student benefit.	SLO 10.1: The teacher candidate seeks appropriate leadership roles and opportunities to advance the profession.
	SLO 10.2: The teacher candidate takes responsibility to communicate and collaborate in positive ways that will benefit students and the learning community.
SLG 11: The teacher candidate will demonstrate knowledge of the basic principles of administration, organization, leadership, and operation of early childhood programs.	SLO 11.1: The teacher candidate will demonstrate knowledge of the standards of quality as they relate to licensing, accreditation, and credentialing.
	SLO 11.2: The teacher candidate will construct a comprehensive framework for effective personnel including creating job descriptions, hiring practices, performance review, employment policies, and professional development plans.

Bachelor of Science in Education with a Major in Early Childhood Education

General Education		**38**
Major Coursework not requiring admission to Teacher Education		
ECE 310	Introduction to Early Childhood Education	3
ECE 312	Methods: Arts Integration	2
ECE 313	Language Development and Emerging Literacy	3
ECE 320	Infant/Toddler Development	2
ECE 322	Leadership and Supervision in Early Childhood Education	2
ECE 333	Preschool Methods and Materials	3
ECE 338	Home School Community Relations	2
ECE 361	Observation, Planning, and Assessment	3
ECE 436	Kindergarten Methods and Materials	3
ED 221L	Diagnostic Teaching	1
ED 380	Technology in Teaching	2
MATH 277	Mathematics for Elementary Teachers I	2-3
or ECE 314	Mathematics and the Young Child	
Professional Education Sequence (admission to teacher education not required)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5

ED 287	Early-Level Transition Point Conference	0
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 407	Mid-Level Transition Point Conference	0
HIST 283	Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction	2
ED 483	Student Teaching Seminar: Secondary	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 484	Student Teaching Seminar: K12	
Department Specific Courses (admission to teacher education required)		
ED 440	Identification, Assessment and Intervention in Literacy Difficulties	3
ELED 352	Foundations of Reading	3
ELED 362	Applications of Literacy Instruction, Intervention, and Assessment	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
ELED 425	Elementary Education Practicum	0
SCI 426	Elementary Science Methods	4
Select from the following:		
ED 491	Student Teaching, Pre-K-Kindergarten	4-16
or ED 492	Student Teaching, Elementary	
or ED 494	Student Teaching K-12	
or ED 495	Student Teaching, Special Education	
Total Hours		**114-127**

Refer to Teacher Education Policies and Procedures (p. 203).

Bachelor of Science in Early Childhood Education

General Education		38
ECE 310	Introduction to Early Childhood Education	3
ECE 312	Methods: Arts Integration	2
ECE 313	Language Development and Emerging Literacy	3
ECE 314	Mathematics and the Young Child	2
ECE 316	The Emergent Reader	2
ECE 320	Infant/Toddler Development	2
ECE 322	Leadership and Supervision in Early Childhood Education	2
ECE 333	Preschool Methods and Materials	3
ECE 338	Home School Community Relations	2
ECE 361	Observation, Planning, and Assessment	3
ECE 362	Curriculum and Planning for Early Childhood	2
ECE 364	Planning and Assessment for Early Childhood	2
ECE 430L	Pre-School Practicum	1
Related Required Coursework:		
ED 260	Educational Psychology	3
ED 282	Managing the Learning Environment	2
ED 284	Teaching Diverse Learners	2
ED 380	Technology in Teaching	2
ELED 352	Foundations of Reading	3

ENGL 238	Children's Literature	3
PSY 255	Child and Adolescent Psychology	3
SOC 201	Social Problems	3
SPED 110	Introduction to Exceptional Children	3
Electives		21

Required Special Education Concentration

SPED 110	Introduction to Exceptional Children	3
SPED 420	Inclusive Practices	3
Select two of the following:		
SPED 120	Intro to Positive Behavior Supports	
SPED 202	Intro to Sensory Disabilities	
SPED 210	Intro to Ed of Children w/DHH	
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	

Early Childhood Education Concentration

The Early Childhood Education (ECE) Concentration provides students with a strong foundation in child development, effective teaching methods, and leadership in early learning environments. This concentration can be applied toward both the Associate of Arts (A.A.) and Bachelor of Science (B.S.) degrees, making it an excellent choice for students at various stages of their academic and professional journeys. Whether pursuing an entry-level position in early childhood settings or preparing for advanced roles in education and administration, students will gain the knowledge and skills necessary to support young children's development and learning.

By completing this concentration, students will be well-equipped for careers in early childhood education, including preschool teaching, childcare administration, and family support services. The flexible application of this concentration to both A.A. and B.S. degrees allows students to tailor their educational path to their professional goals, whether they are entering the workforce or continuing their studies.

ECE 310	Introduction to Early Childhood Education	3
ECE 312	Methods: Arts Integration	2
ECE 320	Infant/Toddler Development	2
ECE 322	Leadership and Supervision in Early Childhood Education	2
ECE 313	Language Development and Emerging Literacy	3
Total Hours		**12**

Elementary Education

The BSEd Program is aligned with the Education Standards and Practices Board of North Dakota grade 1-8 Elementary Education teaching license. Those who wish to teach Kindergarten should add the Kindergarten Concentration to become K-8.

Student Learning Goal (SLG): A *general statement* of what a student should know and/or be able to do ***upon graduation from a program of study.***

Student Learning Outcomes (SLO): A *specific statement* of what a student should know and/or be able to do as a result of what is **learned in a specific course or set of courses** in a program of study.

Student Learning Goals and Student Learning Outcomes

Student Learning Goals	Student Learning Outcomes
SLG1: The graduate applies professional knowledge of Learner Development.	SLO 1.1: The elementary education teacher candidate demonstrates knowledge of how learners grow and develop across domains (cognitive, linguistic, social, emotional, and physical areas.)
	SLO 1.2: The elementary education teacher candidate responds respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences that support individual students' development, acquisition of knowledge, and motivation.
	SLO 1.3: The teacher candidate applies research grounded knowledge to construct learning opportunities that support students' development, acquisition of knowledge, and motivation.

SLG 2: The graduate demonstrates a high level of competence in use of the English language arts and understands, and applies concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and helps students successfully apply their developing skills to many different situations, materials, and ideas.	SLO 2.1: The elementary education teacher candidate demonstrates a high level of competence in use of the English Language Arts.
	SLO 2.2: The elementary education teacher candidate designs lessons using concepts from reading, writing, language, and child development that explicitly teach reading, writing, speaking, viewing, listening, and thinking.
	SLO 2.3: The elementary education teacher candidate supports students in applying their developing skills in reading, writing, language, speaking, listening, viewing, and thinking to varied situations, materials, and ideas.
SLG 3: 50015.2b The graduate understands and applies fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	SLO 3.1: The elementary education teacher candidate demonstrates knowledge of the fundamental concepts in science.
	SLO 3.2 The elementary education teacher candidate designs lessons that apply scientific inquiry methods and technologies in science, to build a base for scientific and technological literacy for students.
SLG 4: The graduate understands and applies the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	SLO 4.1: The elementary education teacher candidate demonstrates foundational knowledge of mathematics.
	SLO 4.2: The elementary education teacher candidate designs lessons which use the major concepts, procedures, and reasoning processes of mathematics to support students in using patterns, quantities, and spatial relationships to represent phenomena, solve problems, and manage data.
SLG 5: The graduate understands and applies the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	SLO 5.1: The elementary education teacher candidate demonstrates foundational knowledge of the social sciences and the modes of inquiry used in the social sciences.
	SLO 5.2: The elementary education teacher candidate designs lessons that use the inquiry methods and content of the social sciences to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
SLG 6: 50015.2e The graduate understands and applies #as appropriate to their own knowledge and skills#the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	SLO 6.1: The elementary education teacher candidate demonstrates foundational knowledge in the arts (dance, music, theater, and the several visual arts).
	SLO 6.2: The elementary education teacher candidate designs lessons that use the arts as a primary media for communication, inquiry, and insight among elementary students.
SLG 7: The graduate understands and applies - as appropriate to their own understanding and skills - human movement and physical activity as central elements to foster active, healthy lifestyles, and enhanced quality of life for elementary students.	SLG 7.1: The elementary education teacher candidate demonstrates foundation knowledge of human movement and physical activity.

	SLG 7.2: The elementary education teacher candidate designs lessons that foster healthy lifestyles and enhanced quality of life for elementary students.

North Dakota Licensure: ESPB Standards for Elementary Education

50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

50015.2a The teacher candidate will study English language arts. Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

50015.2b The teacher candidate will study science. Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

50015.2c The teacher candidate will study mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

A50015.2d The teacher candidate will study social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

50015.2e The program requires the study of the arts. Candidates know, understand, and use#as appropriate to their own knowledge and skills#the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

50015.2f The teacher candidate will study physical education. Candidates know, understand, and use-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

Bachelor of Science in Education with a Major in Elementary Education

The BSEd Program is aligned with the Education Standards and Practices Board of North Dakota grade 1-8 Elementary Education teaching license. Those who wish to teach Kindergarten should add the Kindergarten Concentration to become certified K-8.

Refer to Teacher Education Policies and Procedures (p. 203) 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**
Students must take life, physical, and earth and planetary science. Two of the three science classes must be lab sciences. Requires GEOG 110 Intro, or GEOG 161 World Regional, or GEOG 289 Introduction to GIS.		
Coursework not requiring admission to Teacher Education		
ART 201	Art Methods for Elementary Education	3
MATH 277	Mathematics for Elementary Teachers I	3
MATH 377	Mathematics for Elementary Teachers II	3
ED 221L	Diagnostic Teaching	1
ENGL 238	Children's Literature	3
GEOL 100	Earth Science with Lab	4
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction	2
ED 482	Student Teaching Seminar: Elementary	2
or ED 483	Student Teaching Seminar: Secondary	
or ED 484	Student Teaching Seminar: K12	
Department Specific Courses (admission to teacher education required)		
ED 440	Identification, Assessment and Intervention in Literacy Difficulties	3
ELED 352	Foundations of Reading	3
ELED 362	Applications of Literacy Instruction, Intervention, and Assessment	3

ELED 421	Elementary Mathematics Methods [1]	3
ELED 422	Elementary Language Arts Methods [1]	3
ELED 423	Elementary Reading Methods [1]	3
ELED 424	Elementary Social Studies Methods [1]	3
ELED 425	Elementary Education Practicum	0
SCI 426	Elementary Science Methods [1]	4
ED 492	Student Teaching, Elementary	7-10
Professional Education Sequence (admission to teacher education not required)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 407	Mid-Level Transition Point Conference	0
HIST 283	Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
Electives		
Requires either a concentration or credits to total 120 credits.		4
Total Hours		**114-117**

[1] 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.

Instructional Science Concentration

Students may have 12 credits in any combination of the following courses:

ED 260	Educational Psychology	2
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 321L	Clinical IV	0.5
ED 322	Data Driven Integrated Instruction	2
ED 323L	Clinical V	0.5
ED 320	Curriculum, Planning, and Assessment I	2
ED 380	Technology in Teaching	2
PSY 255	Child and Adolescent Psychology	3
SPED 110	Introduction to Exceptional Children	3
SS 283	Diversity in America	3

Kindergarten Concentration

The kindergarten concentration requires a BSEd with a major in elementary education plus the following coursework:

ECE 310	Introduction to Early Childhood Education	3
ECE 313	Language Development and Emerging Literacy	3
ECE 361	Observation and Assessment ECE	3

ECE 436	Kindergarten Methods and Materials	3
ED 491	Student Teaching, Pre-K-Kindergarten	5
Total Hours		**17**

Math Elementary K-8 Concentration

MATH 277	Mathematics for Elementary Teachers I	3
MATH 377	Mathematics for Elementary Teachers II	3
MATH 378	Mathematics for Elementary Teachers III	3
MATH 103	College Algebra	4
or MATH 104	Finite Mathematics	
or MATH 210	Elementary Statistics	
Total Hours		**13**

This concentration will allow a student with a BSED degree to obtain Title I licensure for K-8 math.

Reading Concentration

The reading concentration requires a BSEd with a major in elementary education or BSEd in secondary education plus the following course work:

ED 402	Content Area and Develop Reading	3
ED 440	Identification, Assessment and Intervention in Literacy Difficulties	3
ED 441L	Clinical Practice in Remedial Reading	2
ELED 352	Foundations of Reading	3
SPED 110	Introduction to Exceptional Children	3
ECE 312	Methods: Arts Integration	2
or ECE 316	The Emergent Reader	
or ED 320	Curriculum, Planning, and Assessment I	
Total Hours		**16**

This course work provides eligibility for a Title I Reading Credential for grades K-8.

Reading Secondary Generalist 5-12 Concentration

ED 320	Curriculum, Planning, and Assessment I	2
ED 440	Identification, Assessment and Intervention in Literacy Difficulties	3
ED 441L	Clinical Practice in Remedial Reading	2
ED 402	Content Area and Develop Reading	3
or ENGL 390	Secondary Language Arts Methods	
SPED 110	Introduction to Exceptional Children	3
Total Hours		**13**

This concentration will allow a student with a BSED degree to obtain a Title I generalist licensure for 5-12.

English

English Programs 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 production and study of literary texts of various media and genres. Students become independent scholars through 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 program 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 their 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 the world.

Mission Statement

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

Department Values

Student Learning Goals	Student Learning Outcomes
In keeping with our mission, our program values seek 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, texts, and practices of the discipline/profession.

English Program Student Learning Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will demonstrate advanced critical thinking, reading, and writing skills.	SLO 1.1 - Students will write effective critical essays or projects in literature, rhetoric and composition, English Language Arts pedagogy, and/or creative writing.
	SLO 1.2 - Students will use close reading techniques to analyze and interpret primary and secondary source material.
SLG 2: Graduates will understand cultural diversity in relation to texts from different historical periods, cultural contexts, and literary genres in English language literature.	SLO 2.1 Students will demonstrate knowledge of the diversity of human experience as represented in texts.
	SLO 2.2 - Students will identify and apply key terms and concepts within the field, including formal literary elements, genres, and periods.
	SLO 2.3 - Students will recognize and apply various critical and theoretical approaches to texts.
SLG 3: Graduates will develop rhetorical strategies to aid them in writing effectively to a variety of audiences using multiple genres.	SLO 3.1 - Students will use the writing process to draft, revise, and edit their writing with the aid of peer and instructor feedback.
	SLO 3.2 - Students will read and discuss examples of writing from various genres with attention to understanding the expectations of readers of those genres.
	SLO 3.3 - Students will demonstrate awareness of writing to meet the needs of different audiences.
SLG 4: Graduates will reflect on and refine their writing process.	SLO 4.1 - Students will practice strategies for effective writing at each stage of the writing process and reflect on those that work for them.
Additional BSEd Goal	Additional BSEd Objectives
SLG 5: Graduates will meet North Dakota ESPB English Language Arts teaching standards.	SLO 5.1 - Candidates will demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of pre-adolescents and adolescents as readers.
	SLO 5.2 - Candidates will demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
	SLO 5.3 - Candidates will plan instruction and design assessments for reading and the study of literature to promote learning for all students.
	SLO 5.4 - Candidates will plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
	SLO 5.5 - Candidates will demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Bachelor of Arts with a Major in English

General Education	38
Required General Education Humanities Courses (6 cr.)	

ENGL 251	Foundations in Brit Lit I	
ENGL 261	Foundations in Am Lit I	
Core		**10**
ENGL 191	English Community Seminar	
ENGL 270	Foundations in Literary Analysis	
ENGL 355	Age of Shakespeare	
ENGL 391L	Junior Research Lab	
ENGL 491	Senior Seminar	
Foundations (12 cr.)		**12**
ENGL 211	Introduction to Creative Writing	
ENGL 240	World Literature	
ENGL 252	Foundations in Brit Lit II	
ENGL 262	Foundations in Am Lit II	
Literature and Language - Any 6 credits of 200 level		**6**
Literature and Writing - Any 21 Credits of 300-400 Level		**21**
World Language (12 cr.)*		**12**
Minor and/or Concentrations (21 cr.)		**21**
Total Hours		**120**

*Students will take a total of 12 credits of World Languages. Students may either complete (1) a concentration in one language or (2) 6 credits of Spanish AND 6 credits in additional language(s).

Bachelor of Science in Education with a Major in English

General Education		**38**
Required General Education Humanities Courses		
ENGL 251	Foundations in Brit Lit I	
ENGL 261	Foundations in Am Lit I	
BSE Major in English Education (52 cr.)		
Core (14 cr.)		**14**
ENGL 191	English Community Seminar	
ENGL 270	Foundations in Literary Analysis	
ENGL 355	Age of Shakespeare	
ENGL 338	Adolescent Literature	
ENGL 391L	Junior Research Lab	
ENGL 491	Senior Seminar	
Foundations (9 cr.)		**9**
ENGL 240	World Literature	
or ENGL 265	Introduction to Native American Literature	
ENGL 252	Foundations in Brit Lit II	
ENGL 262	Foundations in Am Lit II	
Literature and Language (3 credits)		**3**
Any 3 ENGL credits at 200 level		
Upper Level 300 +: 12 credits selected from all English courses 300 and above. Must have at least one composition/creative writing course and one literature course.		**12**
3 Credits in Linguistics		**3**
ENGL 209	Introduction to Linguistics	
ENGL 322	Am Dialects in Lit and Media	
Teaching: Writing (4 cr.)		**4**
ENGL 317	Teaching Writing	
ENGL 318	Writing Tutor Training	
ENGL 318L	Supervised Writing Tutoring	
Teaching: Reading: Choose one of the following classes		
ED 402	Content Area and Develop Reading	

ED 440	Identification, Assessment and Intervention in Literacy Difficulties	
Teaching: Media (3 cr.)		**3**
ENGL 365		
ENGL 367	Media Literacy	
Professional Education Sequence (38 cr.)		**38**
ED 260	Educational Psychology	
ED 260L	Clinical I	
ED 282	Managing the Learning Environment	
ED 282L	Clinical II	
ED 284	Teaching Diverse Learners	
ED 284L	Clinical III	
ED 287	Early-Level Transition Point Conference	
ED 320	Curriculum, Planning, and Assessment I	
ED 321L	Clinical IV	
ED 323L	Clinical V	
ED 324L	Fall Experience	
ED 380	Technology in Teaching	
ED 407	Mid-Level Transition Point Conference	
SPED 110	Introduction to Exceptional Children	
HIST 283	Diversity in America	
Psychology (3 cr.)		
PSY 255	Child and Adolescent Psychology	
PSY 352		
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction	
ED 483	Student Teaching Seminar: Secondary	
or ED 482	Student Teaching Seminar: Elementary	
or ED 484	Student Teaching Seminar: K12	
Department Specific Courses (admission to teacher education required)		
ED 493	Student Teaching, Secondary	
ENGL 390	Secondary Language Arts Methods	
Total Hours		**124**

[1] Note: A course can be used only once to fulfill requirements for a single category

Please refer to Teacher Education Policies and Procedures (p. 203) for more information.

English Minor

Core (6 cr.)		6
ENGL 270	Foundations in Literary Analysis	
ENGL 355	Age of Shakespeare	
Foundations (9 cr.)		9
ENGL 240	World Literature	
ENGL 251	Foundations in Brit Lit I	
ENGL 252	Foundations in Brit Lit II	
ENGL 261	Foundations in Am Lit I	
ENGL 262	Foundations in Am Lit II	
Additional Electives (6 cr.)		6
Any ENGL 200-400 courses, excluding ENGL 220 Introduction to Literature		
Total		21

[1] Note: A course can only be used once to fulfill requirements for a single category

English - Literature Concentration

Restricted to non-majors only		
Required Core		
ENGL 270	Foundations in Literary Analysis	3
Select any nine credits from the following:		9
ENGL 321	Topics in Creative Writing	
ENGL 324	Rhetoric of Everyday Life	
ENGL 334	Film Directors	
ENGL 335	Film Genres	
ENGL 338	Adolescent Literature	
ENGL 355	Age of Shakespeare	
ENGL 367	Media Literacy	
ENGL 373	World Drama	
ENGL 400	Studies in British Literature	
ENGL 401	Studies in American Literature	
ENGL 402	Studies in Literature and Culture	
ENGL 430	Advanced Seminar in Literature	
ENGL 435	Major Writers	
ENGL 470	Advanced Seminar in Literary Criticism	
Total Hours		**12**

English - Writing Concentration

Required Core		
ENGL 211	Introduction to Creative Writing	3
Select any nine credits from the following:		9
ENGL 315	Profes and Tech Writing	
ENGL 321	Topics in Creative Writing	
ENGL 322	Am Dialects in Lit and Media	
ENGL 324	Rhetoric of Everyday Life	
ENGL 410	Fiction Workshop	
ENGL 411	Poetry Workshop	
ENGL 412	Creative Nonfiction Workshop	
Total Hours		**12**

Entrepreneurship

The Entrepreneurship program prepares students to start, sustain, and grow organizations.

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will understand the processes necessary to make strategic contributions to organizations in start-ups and established firms.	SLO 1: Graduates will demonstrate a foundational knowledge of Business Ethics.
	SLO 2: Graduates will demonstrate a foundational knowledge of Business Integration and Strategic Management.
	SLO 3: Graduates will demonstrate a foundational knowledge of Global Dimensions of Business.
	SLO 4: Graduates will demonstrate a foundational knowledge of Business Finance.
	SLO 5: Graduates will demonstrate a foundational knowledge of Business Leadership.

	SLO 6: Graduates will demonstrate a foundational knowledge of Business Communications.

The program cultivates comprehensive knowledge of entrepreneurship theories and practices. Students learn how to launch, manage, and harvest a business. Students graduate with a strong understanding of various types of entrepreneurship: new venture creation entrepreneurship, small business entrepreneurship/management, and corporate entrepreneurship. This approach provides students a well-rounded perspective of entrepreneurship so they can pursue starting their own business (for profit, nonprofit, or social), manage an existing small business with entrepreneurial insights or lead entrepreneurial endeavors such as new product launches. Students will study creativity and how to manage innovations within the public and private sectors. Students will apply skills of opportunity recognition, resource leveraging, bootstrapping, and risk mitigation, through simulations, case studies, and real-world experiences. Students leave the program with a nurtured entrepreneurial mindset and the knowledge, skills, and abilities to engage in entrepreneurial endeavors in various settings.

Bachelor of Science with a Major in Entrepreneurship

General Education		
General Education Requirements Required		**38**
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
MATH 210	Elementary Statistics	
or PSY 241	Introduction to Statistics	
or DATA 211	Applied Statistics and Data Visualization	
Business Core Requirements		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 315	Legal Environment of Business	3
BUS 269	Professional Ethics	3
MGMT 301	Fundamentals of Management	3
MRKT 321	Marketing	3
BUS 305	Business Communication	3
CIS 220	Managing Computer Information Systems	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Principles of Financial Management	3
Courses Required for Entrepreneurship Major		
ACCT 321	Managerial Accounting	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
MRKT 430	Professional Sales and Relationship Management	3
ENTR 304	Entrepreneurship/Small Business Management	3
ENTR 470	Projects in Entrepreneurship	3
ENTR 489	Entrepreneurship and New Venture	3
FIN 360	Entrepreneurial Finance	3
Electives: Select any combination of 4 courses (12 SH) from 300-400 BADM/BUS/ENTR/INTB/MGMT/MRKT courses		**12**
Other Electives		**16**
Total Hours		**120**

Required: Entrepreneurship Portfolio

This program provides students with a robust set of entrepreneurship courses and experiential learning activities. The design provides exposure to entrepreneurship and develops an understanding of entrepreneurial concepts to various majors. Students learn how to finance, start, manage, grow, and harvest a successful business. The courses also demonstrate how to manage an existing business and how to work in a corporation that supports intrapreneurship. Students will learn that developing an entrepreneurial and innovative mindset is beneficial beyond starting or owning a business. Students completing the program develop insights on skills of opportunity recognition, innovation management, resourcefulness, and the use of creativity to gain and sustain competitive advantage.

Entrepreneurship Minor

MGMT 301	Fundamentals of Management	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
MRKT 321	Marketing	3
ENTR 304	Entrepreneurship/Small Business Management	3
ENTR 470	Projects in Entrepreneurship	3
Total Hours		**18**

Environmental Science

Bachelor of Science with a Major in Environmental Science

General Education Requirements.		**27**
Environmental Science majors are required to take the following specific courses which may also be used to help satisfy the General Education requirements. Core Science courses also contribute to General Education requirements.		
COMM 110	Fundamentals of Public Speaking	
ENGL 110	College Composition I	
ENGL 120	College Composition II	
SOC 110	Introduction to Sociology	
GEOG 289	Introduction to GIS	
MATH 103	College Algebra	
or MATH 107	Precalculus	
Core Requirements		**29**
BIOL 127	Environmental Biology	4
BIOL 240	Biometry	4
or DATA 211	Applied Statistics and Data Visualization	
BIOL 361	Environmental Health and Microbiology	4
CHEM 127	Chemistry of the Environment	4
GEOL 101	Environmental Geology with Lab	4
GEOL 123	Global Climate Change: Science and Society	4
SCI 240	Research Methods	2
SCI 480	Seminar	3
Conservation Track - 120 credits total		**64**
BIOL 151	General Biology II	4
BIOL 154	Introduction to Botany	4
BIOL 343	Natural Resource Policy	3
BIOL 347	General Ecology	4
BIOL 350	Freshwater Biology	4
BIOL 439	Conservation Biology	3
Electives from Elective Pool or other tracks		19
Electives of choice		19
Earth Systems Science Track - 120 credits total		**64**
GEOL 260	Energy Resources	3
GEOL 270	Introduction to UAS-Remote Sensing	4
GEOL 300	Geologic Field Methods	3
GEOL 321	Hydrogeology	3
GEOL 322	Geomorphology	4
GEOL 331	Soils	4
Upper level GEOL electives		4
Electives from Elective Pool or other tracks		20
Electives of choice		19

Environmental Health Track - 120 credits total		**64**
BIOL 150	General Biology I	4
BIOL 215	Genetics	4
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 230	Quantitative Analysis	5
CHEM 240	Fundamentals of Organic Chemistry	5
CHEM 381	Fundamentals of Biochemistry	3
CHEM 430	Instrumental Analysis	5
Electives from Elective Pool or other tracks		9
Electives of choice		19
Electives Pool		
BIOL 301	Evolution	
BIOL 338	Animal Behavior	
BIOL 340	Systematic Zoology	
BIOL 360	Morphology of Vascular Plants	
BIOL 448	Systematic Botany	
CHEM 380	Environmental Chemistry	
GEOL 105	Physical Geology with Lab	
GEOL 307	Mineralogy	
GEOL 471	Sedimentation and Stratigraphy	
GEOG 329	Applied GIS	
GEOG 360	Perception of the Environment	
GEOG 420	Environmental Hazards	
PHYS 211	College Physics I	
PHYS 212	College Physics II	
SCI 301	Biogeochemical Cycles	
SCI 494	Directed Research in Science	

Exercise Science and Rehabilitation

The Exercise Science and Rehabilitation degree is developed to promote thoughtful students who engage in the science, theory, and practice of enhancing quality of life for individuals. The Exercise Science and Rehabilitation Major is one of a kind bachelor's degree major with a rehabilitation focus. A component of Minot State University's vision is to inspire scholarship and creative activity among students, faculty, and staff. This vision provides faculty with the direction to enhance student's opportunity to become critical thinkers who can communicate effectively. The Minot State University Exercise Science and Rehabilitation Degree's mission is to provide students with an educational experience that will allow them to pursue exercise science as a field and obtain certification in various National Strength and Conditioning Association certifications and/or American College of Sports Medicine certifications that require a bachelor's degree. In addition, the degree is designed to provide students with a bachelor's degree that would provide the necessary course work in pre-professional degrees based on the route the student chooses. Examples of some of the pre-professional degree routes are: Athletic Training, Physical Therapy, and Medical School.

The Exercise Science and Rehabilitation BS utilizes shared faculty and courses within the Kinesiology Department, as well as the limited number of new courses. The Exercise Science and Rehabilitation BS degree contrasts with the current Corporate Fitness and Wellness Management BS degree in that it has additional science courses, therapeutic exercise courses, and graded exercise testing courses. The program requirements are listed below.

Students should evaluate the professional school they plan to attend for their degree and plan their pre-professional program based on the requirements of those schools.

- A minimum of a 2.5 GPA within the Exercise Science and Rehabilitation major with no support or required Exercise Science and Rehabilitation course grades below a "C" required for graduation.

Bachelor of Science with a Major in Exercise Science and Rehabilitation

Exercise Science and Rehabilitation BS Program Requirements	
General Education	**38**
Required Support Courses	
May be used to satisfy General Education Requirements	

KIN 120	Strength Training	1
KIN 126	Group Exercise	1
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
MATH 103	College Algebra	4
MATH 210	Elementary Statistics	4
PSY 111	Introduction to Psychology	3
Required ESR Courses		
ATR 207	Prevention and Care of Injuries	2
ESR 206	Medical Conditions	3
ESR 226	Methods of Teaching Group Exercise	2
ESR 227	Strength and Conditioning Programming Principles and Methods	2
ESR 303	Therapeutic Exercise I	3
ESR 304	Therapeutic Exercise II	3
ESR 308	Biomechanics	2
ESR 305	Therapeutic Exercise III	3
ESR 306	Health Risk Appraisal	2
ESR 316	Graded Exercise Testing and Prescription	2
ESR 323	Basic EKG for Exercise Science	2
ESR 342	Exercise Programming for Older Adults	2
ESR 414	Pathomechanics	2
KIN 225	Fitness Leadership	2
KIN 334	Nutrition for Physical Performance	2
KIN 301	Psychomotor Development and Learning	3
KIN 407	Psychology of Physical Education and Athletes	2
KIN 431	Kinesiology	3
KIN 433	Physiology of Exercise	3
KIN 441	Evaluation of Psychomotor Performance	3
KIN 497	Practicum in CFWM and ESR	1-18
HMS 215	Principles of Pharmacology	3
Electives as required to meet 120 credits		
Students seeking professional certification must follow internship requirements for that certification.		
Students must complete one of the options.		
Total Hours		**111-128**

Exercise Science and Rehabilitation Major Option A: Professional Certification Route		
ESR 317	Graded Exercise Testing Lab	1
ESR 425	Exercise Science and Rehabilitation Capstone	1
HMS 208	Medical Terminology	2

Exercise Science and Rehabilitation Major Option B: Pre-Athletic Training		
ESR 317	Graded Exercise Testing Lab	1
ESR 425	Exercise Science and Rehabilitation Capstone	1
CHEM 121	General Chemistry I	5
or CHEM 118	General, Organic, and Biological Chemistry	
BIOL 150	General Biology I	4
or BIOL 151	General Biology II	
PSY 250	Developmental Psychology	3
HMS 208	Medical Terminology	2
Elect from (4-5 cr):		
PHYS 211	College Physics I	4
or PHYS 251	University Physics I	

Exercise Science and Rehabilitation Major Option C: Pre-Physical Therapy

CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
BIOL 150	General Biology I	4
BIOL 151	General Biology II	4
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
MATH 103	College Algebra	4
MATH 210	Elementary Statistics	4
PHYS 211	College Physics I	4
PHYS 212	College Physics II	4
PSY 250	Developmental Psychology	3
PSY 270	Psychological Disorders and Treatments	3
SOC 110	Introduction to Sociology	3

Exercise Science and Rehabilitation Major Option D: Pre-Occupational Therapy

BIOL 150	General Biology I	4
or BIOL 151	General Biology II	
CHEM 121	General Chemistry I	5
or CHEM 118	General, Organic, and Biological Chemistry	
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
MATH 103	College Algebra	4
MATH 210	Elementary Statistics	4
PSY 111	Introduction to Psychology	3
PSY 250	Developmental Psychology	3
PSY 270	Psychological Disorders and Treatments	3
SOC 110	Introduction to Sociology	3
Gen Ed Humanities requirements 6 credits in at least 2 areas.		

Exercise Science and Rehabilitation Major Option E: Pre-Physician Assistant

CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
MATH 103	College Algebra	4
MATH 210	Elementary Statistics	4
PSY 250	Developmental Psychology	3
PSY 270	Psychological Disorders and Treatments	3
BIOL 215	Genetics	4
BIOL 202	Introductory Microbiology	4
BIOL 240	Biometry	4
Elect 6 credits from:		
CHEM 341	Organic Chemistry I	5
CHEM 342	Organic Chemistry II	5
CHEM 480L	Biochemistry Laboratory	2
CHEM 481	Biochemistry I	3
CHEM 482	Biochemistry II	3
BIOL 150	General Biology I	4
BIOL 151	General Biology II	4
BIOL 480	Molecular Biology	4

Exercise Science and Rehabilitation Major Option F: Pre-Chiropractic		
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 341	Organic Chemistry I	5
CHEM 342	Organic Chemistry II	5
BIOL 150	General Biology I	4
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
MATH 103	College Algebra	4
MATH 210	Elementary Statistics	4
PHYS 211	College Physics I	4
PHYS 212	College Physics II	4
HUM 251	Humanities	3
HUM 252	Humanities	3
HUM 253	Humanities	3

Exercise Science and Rehabilitation Major Option G: Pre-Med		
SOC 110	Introduction to Sociology	3
MATH 103	College Algebra	4
MATH 210	Elementary Statistics	4
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 341	Organic Chemistry I	5
CHEM 342	Organic Chemistry II	5
CHEM 481	Biochemistry I	3
CHEM 482	Biochemistry II	3
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
BIOL 150	General Biology I	4
BIOL 151	General Biology II	4
PHYS 211	College Physics I	4
PHYS 212	College Physics II	4
PSY 111	Introduction to Psychology	3
Electives Recommended coursework	Biochemistry, Genetics, Cell biology	

This concentration will provide a background for exercise professionals to assist individuals at varying stages throughout the lifespan to become or stay active. In addition, this concentration will provide education in the recognition of proper and improper movement patterns, as well as how to perform and instruct appropriate therapeutic exercises. BIOL 220 Anatomy and Physiology I or BIOL 115 Concepts of Anatomy and Physiology is a required support course for this concentration, both of these courses are science general education options

Exercise Rehabilitation Concentration

ESR 308	Biomechanics	2
ESR 414	Pathomechanics	2
KIN 431	Kinesiology	3
Choose 6 credits from below:		
ESR 303	Therapeutic Exercise I	3
ESR 304	Therapeutic Exercise II	3
ESR 305	Therapeutic Exercise III	3
KIN 441	Evaluation of Psychomotor Performance	3
Total Hours		**19**

Program Description: BIOL 220 Anatomy and Physiology I or BIOL 115 Concepts of Anatomy and Physiology is a required support course for this concentration, both of these courses are science general education options.

Exercise Science Concentration

KIN 431	Kinesiology	3
KIN 433	Physiology of Exercise	3
ESR 306	Health Risk Appraisal	2
ESR 323	Basic EKG for Exercise Science	2
ESR 316	Graded Exercise Testing and Prescription	2
ESR 317	Graded Exercise Testing Lab	1
Total Hours		**13**

The courses required for the Strength and Conditioning Concentration would provide students with the knowledge to become strength and conditioning coaches for individuals or teams. BIOL 220 Anatomy and Physiology I or BIOL 115 Concepts of Anatomy and Physiology is a required support course for this concentration, both of these courses are science general education options.

Strength and Conditioning Concentration

KIN 120	Strength Training	1
ESR 227	Strength and Conditioning Programming Principles and Methods	2
ESR 308	Biomechanics	2
KIN 334	Nutrition for Physical Performance	2
KIN 431	Kinesiology	3
KIN 433	Physiology of Exercise	3
Total Hours		**13**

Sports Medicine Concentration

ATR 207	Prevention and Care of Injuries	2
KIN 210	First Aid and CPR	1
KIN 431	Kinesiology	3
Select two of the following:		6
ESR 206	Medical Conditions	
ESR 304	Therapeutic Exercise II	
ESR 308	Biomechanics	
Total Hours		**12**

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

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will be able to demonstrate an understanding of various functional areas of finance.	SLO 1: Graduates will demonstrate a foundational knowledge of effective and efficient Financial management.
	SLO 2: Graduates will demonstrate a foundational knowledge of strategies and analysis of Investing.
	SLO 3: Graduates will demonstrate a foundational knowledge of management performance and the regulatory aspects of Financial Institutions and Markets.
	SLO 4: Graduates will demonstrate a foundational knowledge of Entrepreneurship finance.
	SLO 5: Graduates will demonstrate a foundational knowledge of International finance.

SLG 2: Graduates will be able to demonstrate the ability to use business knowledge, practices, and theories using effective communication and exhibiting teamwork and management skills.	SLO 1: Deliver a professional oral presentation and written paper using finance knowledge, practices, and theories.
	SLO 2: Exhibit the ability to contribute with others to reach a goal.
	SLO 3: Exhibit the ability to motivate or influence others to reach a goal.

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.

General Education		
General Education courses		38
Business Required General Education Courses		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
MATH 210	Elementary Statistics	
Business Core Requirements		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 315	Legal Environment of Business	3
BUS 269	Professional Ethics	3
MGMT 301	Fundamentals of Management	3
MRKT 321	Marketing	3
CIS 220	Managing Computer Information Systems	3
BUS 305	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Principles of Financial Management	3
Courses Required for Finance Major		
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	Financial Analysis and Valuation	3
Select at least 9 Credits from the following:		**9**
ACCT 301	Intermediate Accounting I	
ACCT 302	Intermediate Accounting II	
ACCT 303	Intermediate Accounting III	
BUS 496	Applied Research	
DATA 347	Data Analytics and Visualization	
BUS 497	Internship	
ECON 318	Money and Banking	
ECON 410	Managerial Economics	
FIN 443	Real Estate Finance	
FIN 451	Insurance and Risk Management	
FIN 499	Special Topics [2]	
Electives		

(To meet the 120 SH graduation requirement.)	19
Total Hours	**120**

1 These courses can be taken as a part of the General Education requirement.
2 Requires advisor approval for meeting program requirements.

Finance Minor

FIN 353	Principles of Financial Management	3
FIN 355	Investments	3
FIN 357	Advanced Corporate Finance	3
FIN 360	Entrepreneurial Finance	3
FIN 455	Financial Institutions and Markets	3
Select two of the following:		6
FIN 443	Real Estate Finance	
FIN 451	Insurance and Risk Management	
FIN 457	International Corporate Finance	
FIN 458	Financial Analysis and Valuation	
FIN 499	Special Topics	
ACCT 301	Intermediate Accounting I	
ACCT 302	Intermediate Accounting II	
ACCT 303	Intermediate Accounting III	
ECON 318	Money and Banking	
ECON 410	Managerial Economics	
Total Hours		**21**

Personal Finance Concentration (Non-Business Majors)

FIN 251	Personal Finance	3
FIN 355	Investments	3
FIN 443	Real Estate Finance	3
FIN 451	Insurance and Risk Management	3
Total Hours		**12**

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.

Student Learning Goals	Student Learning Outcomes
The graduate will possess a well-rounded and comprehensive knowledge base in one or more content areas.	The candidate will integrate knowledge across disciplines.
	The candidate will apply fundamental academic skills of their area(s) of study.
	The candidate will utilize professional written and oral communication skills.
	The candidate will describe how the knowledge and competencies gained through coursework will contribute to success in the workplace or graduate school.

Bachelor of General Studies

General Education courses:	**38**
Upper-level (300-400) courses:	**40**

Required Course:		
IDS 470	General Studies Capstone	1
Elective Courses:		**40-42**
Total Hours:		**120**

Program Policies

Students may not substitute 100-200 level courses for 300-400 level courses.

A transfer course taken at the 300-400 level counts towards the upper-level credit requirement.

Transfer courses taken as a lower-level course will only count toward the upper-level credit requirement if the transfer course is equivalent to an upper-level MiSU course. A course equivalency must be entered into the Transfer Evaluation System (TES) by the corresponding department.

A maximum of eight credits of Internship and/or Research coursework may be applied to the upper-level credit requirement.

The BGS degree may not be earned in combination with another degree/major.

Students may declare a minor (or minors), but not concentrations.

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, professional consulting, and for the continuation of studies in graduate school.

2. To prepare motivated, innovative, competent, and professional earth science teachers.

3. 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.

Geosciences is a small department focused on providing students with a strong fundamental background in the geosciences. In addition to the strong background provided through classroom and laboratory experiences, Geosciences curricula emphasize getting students out into the field during fall and spring break field trips. Another emphasis is engaging students in meaningful geoscience research under the guidance of a faculty research mentor. A wide range of research opportunities exist, supported by a variety of equipment and analytical instrumentation that are available for student use. Ultimately, all of our majors present the results of their research in a senior seminar.

The Geosciences program offers two degree programs (BA in Geology, BS in Geology), a minor, and a concentration.

Baccalaureate Degree Programs

Bachelor of Science (BS) with a major in Geology

The Geology BS program is designed for students who want to combine a solid background in geology with other science and mathematics coursework. This degree program prepares students for work in a variety of fields. Although the geology background is the same for the Geology BS as for the Geology BA, some employers and graduate schools may look more favorably on the BS degree because of the stronger background in "outside" science and mathematics.

Bachelor of Arts (BA) with a major in Geology

The Geology BA program is designed for students who want to combine a solid background in geology with more flexible options for additional coursework. Students completing a BA degree complete two concentrations or a minor or another major to go along with their major. The Geology BA program gives students greater flexibility in terms of the areas of focus they want to combine with geology.

Geoscience Minors

Geology Minor

The Geology minor provides non-geology majors with a solid background in geology. It can be a good option for students majoring in another science. There is also some flexibility in this minor in terms of upper-level coursework.

Concentration

The Geology concentration provides a basic background in geology. It can typically be completed by taking three Geology courses.

Geology Program Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Understand important facts and concepts in the sub-disciplines essential to geology.	SLO 1: Recall key facts and be able to apply important concepts related to historical geology.
	SLO 2: Recall key facts and be able to apply important concepts related to mineralogy.
	SLO 3: Recall key facts and be able to apply important concepts related to paleontology.
	SLO 4: Recall key facts and be able to apply important concepts related to sedimentation and stratigraphy.
	SLO 5: Recall key facts and be able to apply important concepts related to geomorphology.
	SLO 6: Recall key facts and be able to apply important concepts related to hydrogeology.
	SLO 7: Recall key facts and be able to apply important concepts related to igneous and metamorphic petrology.
	SLO 8: Recall key facts and be able to apply important concepts related to structural geology.
	SLO 9: Recall key facts and be able to apply important concepts related to plate tectonics.
SLG 2: Understand how to gather and apply the information needed to solve geologic problems.	SLO 1: Be able to collect field data and apply them to solving geologic problems.
	SLO 2: Be able to collect, properly manipulate, and present laboratory data, and apply them to solving geologic problems.
	SLO 3: Be able to locate geologic literature relevant to solving geologic problems.
SLG 3: Plan, carry out, and present the results of independent research that applies concepts, field and/or laboratory data, and relevant literature to solving a geologic problem.	SLO 1: Develop a proposal that details a sound approach to carrying out a geologic research project.
	SLO 2: Effectively carry out an independent research project that addresses a geologic problem.
	SLO 3: Effectively communicate the results of their independent research in writing.
	SLO 4: Effectively communicate the results of their independent research during an oral presentation.

Bachelor of Arts with a Major in Geology

General Education		
General Education courses		28
The required courses below satisfy 12 of the 38 credits needed for General Education.		
Required Geology Courses		
GEOL 105	Physical Geology with Lab	4
GEOL 300	Geologic Field Methods	3
GEOL 331	Soils	4
GEOL 307	Mineralogy	4
GEOL 310	Igneous and Metamorphic Petrology	4
GEOL 311	Paleontology	4
GEOL 321	Hydrogeology	3
GEOL 322	Geomorphology	4
GEOL 361	Structural Geology	4
GEOL 471	Sedimentation and Stratigraphy	4
GEOL 494	Directed Research in Geology	2
Elect 6 credits from:		6
GEOL 290 & GEOL 390	Regional Geology and Regional Field Geology	6

or GEOL 411	Field Geology	
Required Support Courses		
CHEM 121	General Chemistry I (& CHEM 121L)	5
MATH 107	Precalculus	4
SCI 240	Research Methods	2
SCI 480	Seminar	3
Second Major/Minor/Concentration(s)/Electives		**34**
Total Hours		**128**

Bachelor of Science with a Major in Geology

General Education courses - The required courses below satisfy 15 of the 38 credits needed for General Education		**23**
Required Geology Courses		
GEOL 105	Physical Geology with Lab	4
GEOL 300	Geologic Field Methods	3
GEOL 331	Soils	4
GEOL 307	Mineralogy	4
GEOL 310	Igneous and Metamorphic Petrology	4
GEOL 311	Paleontology	4
GEOL 321	Hydrogeology	3
GEOL 322	Geomorphology	4
GEOL 361	Structural Geology	4
GEOL 471	Sedimentation and Stratigraphy	4
GEOL 494	Directed Research in Geology	1-2
Elect 6 credits from:		
GEOL 290 & GEOL 390	Regional Geology and Regional Field Geology	6
or GEOL 411	Field Geology	
Required Support Courses		
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
GEOG 289	Introduction to GIS	3
MATH 165	Calculus I	4
MATH 166	Calculus II	4
MATH 210	Elementary Statistics	4
Elect from (8-10 credits):		
PHYS 211 & PHYS 212	College Physics I and College Physics II	
or PHYS 251 & PHYS 252	University Physics I and University Physics II	
SCI 240	Research Methods	2
SCI 480	Seminar	3
Electives		**17-15**
Total Hours		**115-114**

Geology Minor (Non-Teaching)

GEOL 105	Physical Geology with Lab	4
GEOL 106	Historical Geology with Lab	4
GEOL 300	Geologic Field Methods	3
GEOL 307	Mineralogy	4
GEOL 471	Sedimentation and Stratigraphy	4

GEOL Electives 200 or Above	6
Total Hours	**25**

Geology Concentration

Courses to equal 12 credits	12
At least 4 cr. must be at the 200-400 level	
Total Hours	**12**

Physical Science Concentration

Select three from both CHEM and PHYS courses	12
Total Hours	**12**

Physics Concentration

Option I		**12**
PHYS 110	Astronomy	4
PHYS 211	College Physics I	4
PHYS 212	College Physics II	4
Option II		**10**
PHYS 251	University Physics I	5
PHYS 252	University Physics II	5
Option III		**10-12**

Select two or three from any PHYS courses 300 level or above

Health and Physical Education

The BSEd program meets the requirements of the Education and Standards and Practices Board of North Dakota for a K-12 heath and physical education teaching license.

Student Learning Goals	Student Learning Outcomes
PHYSICAL EDUCATION	
PE SLG 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.	SLO 1.1 - Describe and apply common content knowledge for teaching PreK-12 physical education.
	SLO 1.2 - Describe and apply specialized content knowledge for teaching PreK-12 physical education.
	SLO 1.3 - Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.
	SLO 1.4 - Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.
	SLO 1.5 - Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students.
	SLO 1.6 - Describe historical, philosophical and social perspectives of physical education issues and legislation.
PE SLG 2: Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.	SLO 2.1 - Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
	SLO 2.2 - Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
	SLO 2.3 Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.

	SLO 2.4 Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
	SLO 2.5 Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.
PE SLG 3: Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.	SLO 3.1 - Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.
	SLO 3.2 - Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
	SLO 3.3 Plan for and manage resources to provide active, fair and equitable learning experiences.
	SLO 3.4 Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
	SLO 3.5 - Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). plan objective(s).
PE SLG 4: Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.	SLO 4.1 - Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
	SLO 4.2 - Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
	SLO 4.3 - Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
PE SLG 5: Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.	SLO 5.1 Engage in behavior that reflects professional ethics, practice and cultural competence.
	SLO 5.2 Engage in continued professional growth and collaboration in schools and/or professional organizations.
	SLO 5.3 Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities.
HEALTH EDUCATION	
HE SLG 1 Content Knowledge. Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.	SLO 1.1 Candidates demonstrate knowledge acquisition in multiple health content areas.
	SLO 1.2 Candidates describe theoretical foundations of human development, learning and health behavior.
	SLO 1.3 Candidates analyze local and/or state standards, as well as national health education standards to determine how the standards contribute to health behaviors in learners.
	SLO 1.4 Candidates demonstrate proficiency in health literacy skills and digital literacy skills.

HE SLG 2 Planning. Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate perK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, and physical ability.	SLO 2.1 Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.
	SLO 2.2 Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all students.
	SLO 2.3 Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the national health education standards.
	SLO 2.4 Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.
	SLO 2.5 Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.
	SLO 2.6 Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.
HE SLG 3 Implementation. Health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability. Candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.	SLO 3.1 Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.
	SLO 3.2 Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
	SLO 3.3 Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.
	SLO 3.4 Candidates apply communication skill, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
	SLO 3.5 Candidates reflect on student learning outcomes and instructional practices, and adjust lessons to meet the diverse needs of all learners.
HE SLG 4 Assessment. Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.	SLO 4.1 Candidates analyze and select assessment strategies, tool and technologies to determining their appropriateness for enhancing learning among all students.
	SLO 4.2 Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
	SLO 4.3 Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse needs of all students.

HE SLG 5 Professionalism. Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.	SLO 5.1 Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.
	SLO 5.2 Candidates demonstrate ethical behavior, as defined by health education and/or codes of ethics.
	SLO 5.3 Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
	SLO 5.4 Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
	SLO 5.5 Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.
	SLO 5.6 Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

Bachelor of Science in Education with a Major in Health and Physical Education

The BSEd program meets the requirements of the Education and Standards and Practices Board of North Dakota for a K-12 physical education and health education teaching license.

Refer to Teacher Education Policies and Procedures (p. 203) 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**
General Education courses required for the major		
BIOL 115	Concepts of Anatomy and Physiology	
or BIOL 220	Anatomy and Physiology I	
SOC 110	Introduction to Sociology	
PSY 111	Introduction to Psychology	
Coursework not requiring admission to Teacher Education		
ATR 207	Prevention and Care of Injuries	2
ESR 226	Methods of Teaching Group Exercise	2
ESR 227	Strength and Conditioning Programming Principles and Methods	2
KIN 100	Concepts of Fitness and Wellness	2
KIN 107	Introduction to Health and Physical Education	2
KIN 120	Strength Training	1
KIN 126	Group Exercise	1
KIN 215	Methods of Teaching Sport Activities	2
KIN 216	Methods of Teaching Lifetime Activities and Outdoor Pursuits	2
KIN 301	Psychomotor Development and Learning	3
KIN 315	Curriculum, Assessment, and Technology in Health and Physical Education	3
KIN 334	Nutrition for Physical Performance	2-3
or HMS 240	Nutrition	
KIN 365	Human Sexuality for School Education	3
KIN 431	Kinesiology	2-3
or KIN 433	Physiology of Exercise	
or ESR 308	Biomechanics	
KIN 442	Adapted Physical Education	3
HMS 151	Stress Management	2
MHA 344	Dynamics of Addiction	3

or SOC 420	Drugs and Society	
Professional Education Sequence (admission to teacher education not required)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 407	Mid-Level Transition Point Conference	0
HIST 283	Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction	2
ED 484	Student Teaching Seminar: K12	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 483	Student Teaching Seminar: Secondary	
ED 494	Student Teaching K-12	14
Department Specific Courses (admission to teacher education required)		
Students are also required to obtain and present proof of First Aid and CPR certification.		
KIN 340	Elementary Physical Education Methods and Activities	2
KIN 341	Practicum for Elementary Physical Education	3
KIN 391	Secondary Physical Education Methods and Practicum	4
KIN 362	Principles and Methods of Teaching School Health	3
Total Hours		**124-126**

[1] Refer to Teacher Education Policies and Procedures (p. 203).

Physical Education Minor

ESR 226	Methods of Teaching Group Exercise	2
KIN 107	Introduction to Health and Physical Education	2
KIN 210	First Aid and CPR	1
KIN 215	Methods of Teaching Sport Activities	2
KIN 220	Methods of Teaching Dance	2
KIN 301	Psychomotor Development	2
KIN 334	Nutrition for Physical Performance	2
Select one of the following:		3-4
KIN 340	Elementary Physical Education Methods and Activities	
KIN 391	Secondary Physical Education Methods and Practicum	
KIN 431	Kinesiology	
KIN 433	Physiology of Exercise	
KIN 441	Evaluation of Psychomotor Performance	
KIN 442	Adapted Physical Education	

NOTE: Those adding a Physical Education minor as a teaching minor must complete KIN 340 Elementary Physical Education Methods and Activities or KIN 391 Secondary Physical Education Methods and Practicum, whichever is commensurate with the licensing level of their major, and must earn a grade of C or better. Those not adding this to a teaching major may select any of the six choices available for selection.

Coaching Minor

ATR 207	Prevention and Care of Injuries	2
ATR 208	Taping and Bracing	2
KIN 210	First Aid and CPR	1
KIN 226		
KIN 300	Principles of Coaching Methods	2
KIN 407	Psychology of Physical Education and Athletes	2
KIN 431	Kinesiology	3
KIN 433	Physiology of Exercise	3
KIN 496	Coaching Activities Practicum	2
Select two of the following:		2
KIN 111	Varsity Football	
KIN 112	Varsity Basketball	
KIN 113	Varsity Track & Field	
KIN 114	Varsity Tennis	
KIN 115	Varsity Golf	
KIN 116	Varsity Cross Country	
KIN 117	Varsity Volleyball	
KIN 118	Varsity Cheerleading	
KIN 119	Varsity Softball	
KIN 121	Varsity Baseball	
KIN 215	Methods of Teaching Sport Activities	
Total Hours		**19**

Health Education Minor

Required Support Courses		
PSY 111	Introduction to Psychology	3
SOC 110	Introduction to Sociology	3
Required Core		
KIN 100	Concepts of Fitness and Wellness	2
BIOL 115	Concepts of Anatomy and Physiology	4
or BIOL 220	Anatomy and Physiology I	
HMS 203	Health Care Through the Life Span	3
KIN 334	Nutrition for Physical Performance	2-3
or HMS 240	Nutrition	
SOC 420	Drugs and Society	3
or MHA 344	Dynamics of Addiction	
HMS 151	Stress Management	2
Required Methods Course		
KIN 362	Principles and Methods of Teaching School Health	3
or ED 451	Middle School Teaching Strategies	
Electives (minimum 6 credits)		**6**
ATR 207	Prevention and Care of Injuries	
ESR 206	Medical Conditions	
ESR 306	Health Risk Appraisal	
HMS 243	Pathophysiology	
KIN 360	Administration of School Health Programs	
KIN 361	Vital Health Issues	
SOC 381	Sociology of Health and Illness	
MHA 349	Psychopharmacology	
SWK 225	Self-Care for the Helping Professions	

SWK 250	Interpersonal Skills
SOC 269	Culture and Sexuality
KIN 433	Physiology of Exercise
Additional Requirements	
CPR and First Aid Certification	
PRAXIS II: Health Education test #5551 required if teaching in schools	

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:

a. A valid teaching license or eligibility for one.
b. Completion of the following courses:

DTS 230	Driver and Traffic Safety Education	3
DTS 260	Teenage Driving Behavior Problems	2
DTS 350	Advanced Driving	3
DTS 450	Organization and Administration of Safety Education	2
Total Hours		**10**

These courses meet the North Dakota ESPB requirements for a minor equivalency.

History

History Program Mission

We prepare graduates to appreciate, craft, and practice history.

Welcome!

History at Minot State University prepares students for diverse careers in Education, Law, Public Service, Consulting, and many other areas. Whichever major a student chooses (the Bachelor of Arts / BA or the Bachelor of Science in Education / BSEd) the core history coursework is identical. The key difference is in the supplemental coursework outside the major: BA students select a minor and concentration, while BSEd students complete professional education coursework instead of a minor, and they select one or more support areas instead of a concentration.

Students also are encouraged to pursue history as a complement to other majors. Those interested in declaring a history minor or concentration should visit with any history faculty member.

The History Program maintains a web page with additional information about the program: MinotStateU.edu/history/ (https://www.minotstateu.edu/history/).

History Program Student Learning Goals and Outcomes (http://www.minotstateu.edu/history/)

Student Learning Goals	Student Learning Outcomes
BA and BSEd Goals	BA and BSEd Outcomes
1. Describe historical content and processes.	1.1. Engage with historical content for a variety of periods and places. 1.2 Explain chronology, change, and continuity as they pertain to history.
2. Identify relevant and high-quality historical information.	2.1 Select relevant historical material from both primary and secondary sources. 2.2 Demonstrate the ability to become informed on historiographical issues through the use of history journals, books, and reviews.
3. Craft analytical and persuasive historical writing.	3.1 Demonstrate command of the mechanics of historical writing 3.2. Analyze and interpret primary and secondary sources in the service of historical analysis. 3.3 Employ perspectives such as globalism, multiculturalism, gender, or ethnicity to perform historical analysis. 3.4. Demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.
Additional BSEd Goal	Additional BSEd Outcomes
4. Meet North Dakota ESPB History teaching standards.	4.1 Demonstrate knowledge of North Dakota history. 4.2 Explain the relationship of the past to the present, especially when addressing controversial issues.

Bachelor of Arts with a Major in History

General Education		**38**
General Education courses		
Introductory History Courses		**9**
Survey (HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, or HIST 215H)		
Survey or 200-level course		
Survey or 200-level course		
History Core		**9**
HIST 280	Practice and Method	
HIST 301	Junior Colloquium	
Capstone: 400-level seminar		
History Electives		**18**
Six history electives are required. One elective must focus on United States (US) history and one on European (EU) or non-Western (NW) history. Check course descriptions for category codes. No more than two electives can be at the 200 level and no elective can be a general education survey course (HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, or HIST 215H).		
Geographical (US/European/non-Western); see Regional Elective Lists for details.		
US		
EU or NW		
Distributed		
Elective		
Elective		
Elective		
Elective		
Portfolio		
HIST 97	History/Social Science Portfolio	
Additional Degree Requirements		
2.0 GPA required in the major for graduation.		
Second Major, Minor, Certificates or Concentrations, or Electives		**47**
Second Major or Minor or Two Certificates or Concentrations		
Elective courses to reach at least 120 credits for graduation.		
Total Hours		**121**

Bachelor of Science in Education with a Major in History

General Education		**38**
Required General Education course choices		
One of the Required Core history survey courses—HIST 103, HIST 104, HIST 105, HIST 106 (or HIST 215H), or HIST 220—must be taken as a general education course.		
One Social Science general education course must come from the general education courses in the student's selected Social Studies Support Area choices (see below).		
Required Core		**15**
HIST 103	US History to 1877	
HIST 104	US History from 1877	
HIST 105	World Civilizations I	
HIST 106	World Civilizations II	
or HIST 215H	Modern World Origins	
HIST 220	North Dakota History	
HIST 280	Practice and Method	
Portfolio		
HIST 97	History/Social Science Portfolio	
Choose either History Track or Social Studies Track (below)		**30**
Professional Education Sequence		**38**
Courses that may be taken before admission to Teacher Education		

ED 260	Educational Psychology	
ED 260L	Clinical I	
ED 282	Managing the Learning Environment	
ED 282L	Clinical II	
ED 284	Teaching Diverse Learners	
ED 284L	Clinical III	
ED 287	Early-Level Transition Point Conference	
ED 320	Curriculum, Planning, and Assessment I	
ED 321L	Clinical IV	
ED 324L	Fall Experience	
ED 380	Technology in Teaching	
ED 407	Mid-Level Transition Point Conference	
HIST 283	Diversity in America	
SPED 110	Introduction to Exceptional Children	
Courses requiring admission to Teacher Education		
ED 322	Data Driven Integrated Instruction	
ED 323L	Clinical V	
ED 483	Student Teaching Seminar: Secondary	
or ED 482	Student Teaching Seminar: Elementary	
or ED 484	Student Teaching Seminar: K12	
ED 493	Student Teaching, Secondary	
Department Specific Courses (admission to Teacher Education required)		
HIST 391	Secondary History/Social Science Teaching Methods	
HIST 396	Secondary Hist/Soc Sci Practicum	
Any additional courses to reach 120 credit hours.		
Total Hours		**121**

History Track		**30**
One course must study United States history (US) and one must study European or non-Western history (EU or NW)		
Any 200- or 300-level HIST course		
Any 300-level HIST course		
Any 300-level HIST course		
Any 300-level HIST course		
HIST 301	Junior Colloquium	
Any 400-level HIST seminar		
Social Studies Support Area (choose one)		
Select one Social Studies support area (Geography, Political Science, or Economics) and complete 12 credit hours		
Geography		
GEOG 110	Introduction to Geography	
GEOG 161	World Regional Geography	
Geography elective		
Geography elective		
Political Science		
POLS 115	American Government	
POLS 116	State and Local Government	
Political Science elective		
Political Science elective		
Economics		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
Economics elective		
Economics elective		

Social Studies Track		**30**
One of the following two HIST courses must study United States history (US), and the other must study European or non-Western history (EU or NW)		
Any 300-level HIST course		
Any 400-level HIST seminar		
Social Studies Support Areas (choose two)		
Select two Social Studies support areas (Geography, Political Science, Economics) and complete 12 credit hours in each area		
Geography		
GEOG 110	Introduction to Geography	
GEOG 161	World Regional Geography	
Geography elective		
Geography elective		
Political Science		
POLS 115	American Government	
POLS 116	State and Local Government	
Political Science elective		
Political Science elective		
Economics		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
Economics elective		
Economics elective		

Additional Program/Degree/Graduation Requirements

- Admission and Retention to Teacher Education has special requirements. Please see Teacher Education Policies and Procedures (p. 203) for further information.
- **History Portfolio**
  - Completion of history portfolio required for graduation. For more information on portfolio requirements go to MinotStateU.edu/history/ (http://www.minotstateu.edu/history/).
- **Graduation Requirements**
  - History BSEd 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 MinotStateU.edu/history/ (http://www.minotstateu.edu/history/).
  - 2.5 GPA required in major for graduation.
- Please see Teacher Education Policies and Procedures (p. 203) for additional information.

History Minor (Non-Teaching)

21 credit hours in history (HIST) courses. At least two courses need to be taken at the 300–400 level.

At least one course in United States (US) history that is not HIST 103 or HIST 104.	3
At least one course in European (EU) or non-Western (NW) history that is not HIST 101, HIST 102, HIST 105, HIST 106, or HIST 215H.	3
At least one course in European (EU) or non-Western (NW) history that is not HIST 101, HIST 102, HIST 105, HIST 106, or HIST 215H.	3
Total Hours	**9**

History Minor (Teaching)

Surveys		
Take four of the following General Education history survey courses.		12
HIST 101	-Western Civilization I	
HIST 102	-Western Civilization II	
HIST 103	US History to 1877	
HIST 104	US History from 1877	
HIST 105	World Civilizations I	
HIST 106	World Civilizations II	

HIST 215H	Modern World Origins	
Electives		
Take three elective history (HIST) courses that are not General Education history survey courses. At least two must be 300–400 level courses and the remaining one must be a 200–400 level course.		9
One US (US) history course		
One European (EU) or non-Western (NW) history course		
One elective history course		
Teaching Methods		
HIST 391	Secondary History/Social Science Teaching Methods	3
HIST 398		
Total Hours		**24**

History Concentration

Select 12 credits of any history (HIST) courses.	12
Total Hours	**12**

Honors Program in Engagement & Scholarship (HOPES)

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 or minor program that encourages motivated students to explore challenging and interdisciplinary curricula. Coursework emphasizes critical thinking, an interdisciplinary attitude, a broad worldview, and a commitment to serving others.

Honors Program Student Learning Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
Think critically, reflectively, and independently	Design self-created learning experiences that have clearly articulated goals
	Analyze problems/situations to formulate informed opinions, conclusions, or solutions
	Interpret texts (manuscripts, textbooks, original works, scholarly journals, etc.) from various disciplines
	Conduct independent and ethical research
Exhibit a commitment to community awareness, involvement, and service	Enact solutions to real-world problems for individuals and society
	Reflect on a civic effort which addresses civic responsibility and citizenship
Demonstrate excellence in verbal and written communication	Present ideas logically and effectively - verbally
	Present ideas logically and effectively - written
Engage with diverse perspectives in order to cultivate cultural competence and an appreciation of differences	Analyze current and historical international issues and aspects of global culture
	Demonstrate foreign language proficiency at an intermediate level (minor only)
	Collaborate actively with diverse local and global partners
	Appraise issues from multiple viewpoints

Admission and Retention

To be eligible for admission, it is suggested that first-year students have earned a high school GPA of 3.25 or higher (on a 4.00 scale) -or- a minimum composite ACT score of 25 -or- a total SAT score of 1200 or higher. Students seeking admission after at least one academic term at a college/university must have a cumulative GPA of 3.00 or higher. Potential participants should also be self-motivated, committed to community, and dedicated to learning. 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 3.00 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.

The Honors Program is an opportunity for students to earn an interdisciplinary minor or concentration. A minor in Honors requires the completion of 25-27 semester hours within the program. Course requirements for most majors permit enough “open” electives to accommodate the addition of Honors coursework.

Students participating in the Honors Minor engage in lively seminar discussions, conduct independent study and research, participate in community service projects, and earn public recognition for their achievements.

Honors Minor

Two honors (“H”) classes that satisfy general education or diversity requirements.[1]

Two semesters of foreign language, including the option of American Sign		6-8
HON 191H	The Honors Community	1
HON 250H	Foundations of Leadership	3
HON 252H	Visionaries of the Past	2
Select one of the following:		3
HON 264H	Thinking Outside the Box	
Study Abroad		
An Honors Elective		
HON 351H	Integrity and the Examined Life	3
HON 391H	Community Problem-Solving	3
HON 395H	Citizenship and Service	3
HON 491H	Honors Program Capstone	1
Total Hours		**25-27**

[1] 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.

The Honors Program is an opportunity for students to earn an interdisciplinary minor or concentration. A concentration in Honors requires the completion of 16-17 semester hours within the program. Course requirements for most majors permit enough “open” electives to accommodate the addition of Honors coursework.

Students participating in the Honors concentration engage in lively seminar discussions, conduct independent study and research, participate in community service projects, and earn public recognition for their achievements.

Honors Concentration

Required Core:		
HON 191H	The Honors Community	1
HON 351H	Integrity and the Examined Life	3
HON 391H	Community Problem-Solving	3
or HON 395H	Citizenship and Service	
HON 491H	Honors Program Capstone	1
Choose 8-9 credits from the following:		**8-9**
HON 250H	Foundations of Leadership	
HON 251H	Culinary Arts and Entertaining	
HON 252H	Visionaries of the Past	
HON 264H	Thinking Outside the Box	
HON 391H	Community Problem-Solving	
HON 395H	Citizenship and Service	
Total Hours		**16-17**

*A course can only be used once to fulfill requirements for a single category

Intellectual/Developmental Disabilities

The Human Services: Intellectual and Developmental Disabilities programs are non-teacher licensure programs that prepares professionals to support children, youth, and adults with disabilities in a variety of settings including educational, therapeutic, residential, community, and vocational. Through a partnership with the North Dakota Department of Human Services, the Community Staff Training Program allows students employed at ND Human Services agencies to use the credit by exam process to earn credits toward their degree; such credits will count toward the required 60 credits from a four-year institution.

Bachelor of Science in Human Services with a Major in Intellectual/Developmental Disabilities (non-teaching)

MSU's Bachelor of Science in Human Services with a major in I/DD can be a career ladder choice for graduates of our Associate of Science in Human Services with a major in I/DD degree. Students may also enroll 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, the Bachelor's degree is offered online and students may take advantage of many paid, hands-on experiences in the I/DD service industry while studying.

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

Student Learning Goals	Student Learning Outcomes
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.	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 them in the support process.
	Demonstrates 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.
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.	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.
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.	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.
4. The Qualified Intellectual Disabilities Professional candidate facilitates formal and informal community supports and assists the participant to identify and access such supports.	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.

5. The Qualified Intellectual Disabilities Professional candidate implements a range of participatory planning techniques in a collaborative and expeditious manner.	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.
6. The Qualified Intellectual Disabilities Professional candidate matches specific supports and interventions to the unique needs of individual participants.	Develops individualized goals, objectives, and methods for achieving them in collaboration with the participant and their 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.
7. The Qualified Intellectual Disabilities Professional candidate identifies areas for self-improvement, pursues necessary educational/training resources, and shares knowledge with others.	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 their own personal limitations and seeks appropriate support to meet the needs of participants.
8. The Qualified Intellectual Disabilities Professional candidate identifies and uses effective advocacy strategies to overcome human rights, legal, administrative, and financial challenges.	Identifies 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 their 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.
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.	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 their 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.
10. The Qualified Intellectual Disabilities Professional candidate promotes crisis prevention, intervention, and resolution techniques, and matches techniques to circumstances and individuals.	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.
11. The Qualified Intellectual Disabilities Professional candidate demonstrates understanding of the agency mission and participates in the life of the organization.	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.
12. The Qualified Intellectual Disabilities Professional candidate manages documentation requirements efficiently.	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.
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.	Facilitates the development of friendships and other community connections through participant skill development, fostering natural supports, and networking strategies.
	Demonstrates 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.
14. The Qualified Intellectual Disabilities Professional candidate provides support to people using a person-centered approach.	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.
15. The Qualified Intellectual Disabilities Professional candidate promotes the health and wellness of all participants.	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.

General Education		
General Education Courses		38
Required Core		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 111	Health Care in IDD I	3
SPED 112	Health Care in Developmental Disabilities II	3

SPED 120	Intro to Positive Behavior Supports	3
SPED 140	Human Development	3
SPED 220	Promoting Inclusive Opportunities	3
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	2
SPED 225	Assisting People with Traumatic Brain Injury	2
SPED 250	Developing Communicative Interactions	2
SPED 255	Aging and IDD	2
SPED 296	Field Experience in IDD	4
SPED 311	Introduction to Autism Spectrum Disorder	3
SPED 341	Assessment in Developmental Disabilities	4
SPED 440	Instructional Interventions for People with DD	3
SPED 446	Interdisciplinary Teaming and Community Collaboration in Human Services	3
SPED 454	Models and Strategies in Employment for People with Developmental Disabilities	4
SPED 491	Senior Seminar in IDD	4
SPED 497	Advanced Field Experience in IDD	8
SWK 225	Self-Care for the Helping Professions	2
Electives		**21**
Total Hours		**120**

NOTE: Most courses in the BS in Human Services with a major in I/DD are only offered once every two years. Students' schedules will vary. See advisor for assistance.

Associate of Science in Human Services with a Major in Intellectual and Developmental Disabilities

The Associate of Science degree prepares individuals to support people with intellectual and developmental disabilities as a Direct Support Professional (DSP).

Student Learning Goals	Student Learning Outcomes
1. The Direct Support 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.	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 them in the support process.
	Provides opportunities for the participant to be a self#advocate by increasing awareness of self#advocacy methods and techniques, encouraging and assisting the participant to speak on their own behalf, and providing information on peer support and self#advocacy groups.
	Provides information about human, legal, civil rights and other resources, facilitates access to such information and assists the participant to use information for self#advocacy and decision making about living, work, and social relationships.
2. The Direct Support Professional is knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.	Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.
	Has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.
	Learns and uses terminology appropriately, explaining as necessary to ensure participant understanding.
3. The Direct Support Professional is knowledgeable about formal and informal assessment practices in order to respond to the needs, desires, and interests of the participants.	Initiates or assists the assessment process by gathering information (e.g., participant's self#assessment and history, prior records, test results, additional evaluation) and informing the participant about what to expect throughout the assessment process.
	Assists with assessments 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.

	Discusses assessment findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.
4. The Direct Support Professional knows the formal and informal supports available in the community and assists the participant to identify and access such supports.	Helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.
	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.
	Participates in outreach to potential participants.
5. The Direct Support Professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.	Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes their own personal limitations.
	Assists and/or facilitates the development of an individualized plan based on participant preferences, needs, and interests.
	Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participants' preferences, needs, and interests.
	Assists and/or facilitates the review of the achievement of individual participant outcomes.
6. The Direct Support Professional matches specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family, and community relationships.	Assists the participant to meet their physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.
	Assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs to maximize their skills, abilities, and independence.
	Assists with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational, and communication).
	Supports the participant in the development of friendships and other relationships.
7. The Direct Support Professional identifies areas for self-improvement, pursues necessary educational/training resources, and shares knowledge with others.	Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.
	Educates participants, co#workers, and community members about issues by providing information and support and facilitating training.
8. The Direct Support Professional is knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and identifies and uses effective advocacy strategies to overcome such challenges.	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 their 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.
9. The Direct Support Professional is knowledgeable about the career and education related concerns of the participant and mobilizes the resources and support necessary to assist the participant to reach their goals.	Explores with the participant their vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.
	Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.
	Collaborates with employers and school personnel to support the participant, adapting the environment, and providing job retention supports.

10. The Direct Support Professional is knowledgeable about crisis prevention, intervention, and resolution techniques and matches such techniques to particular circumstances and individuals.	Identifies the crisis, defuses the situation, evaluates, and determines an intervention strategy and contacts necessary supports.
	Continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.
11. The Direct Support Professional is familiar with the mission and practices of the support organization and participates in the life of the organization.	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.
12. The Direct Support Professional is aware of the requirements for documentation in their organization and manages these requirements efficiently.	Maintains standards of confidentiality and ethical practice.
	Maintains accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely fashion.
	Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.
13. The Direct Support Professional supports participants in the development of friendships and other relationships.	Assists the individual as needed in planning for community activities and events (e.g., making reservation, staff needs, money, materials, accessibility).
	Assists the individual as needed in arranging transportation for community events.
	Documents community activities and events.
	Encourages and assists the individual as needed in facilitating friendships and peer interactions.
	Encourages and assists the individual as needed in communication with parents/family (e.g., phone calls, visits, letters).
	Implements individual supports regarding community activities.
	Provides incentive or motivation for consumer involvement in community outings.
	Assists the individual as needed in getting to know and interacting with their neighbors on a day-to-day basis.
	Encourages and assists the individual as needed in dating.
	Encourages and assists the individual as needed in communicating with social workers and financial workers.
14. The Direct Support Professional provides person-centered supports.	Provides support to people using a person-centered approach.
	Modifies support programs and interventions to ensure they are person centered.
	Challenges co#workers and supervisors to use person centered practices.
	Is knowledgeable about person centered planning techniques.
	Assists individuals in developing person-centered plans.
15. The Direct Support Professional promotes the health and wellness of all consumers.	Administers medications accurately and in accordance with agency policy and procedures.
	Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents.
	Uses appropriate first aid/safety procedures when responding to emergencies.
	Assists individuals in scheduling, keeping, and following through on all health appointments.
	Assists individuals in completing personal care (e.g., hygiene and grooming) activities.
	Assists with identifying, securing, and using needed adaptive equipment (i.e., adaptive equipment) and therapies (e.g., physical, occupational, speech, respiratory, psychological).

	Assists individuals in implementing health and medical treatments.
	Assists individuals to take an active role in their health care decisions.

Associate of Science Degree in Human Services with a Major in Intellectual/ Developmental Disabilities

General Education		
General Education Courses		38
Required Core		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 111	Health Care in IDD I	3
SPED 112	Health Care in Developmental Disabilities II	3
SPED 120	Intro to Positive Behavior Supports	3
SPED 140	Human Development	3
SPED 220	Promoting Inclusive Opportunities	3
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	2
SPED 225	Assisting People with Traumatic Brain Injury	2
SPED 250	Developing Communicative Interactions	2
SPED 255	Aging and IDD	2
SPED 296	Field Experience in IDD	4
Total Hours		**68**

NOTE: Most courses in AS in Human Services with a major in I/DD are only offered once every two years. Students' schedules will vary. See advisor for assistance.

A minor in Human Services: Intellectual/Developmental Disabilities (IDD) offers students in related majors such as Psychology, Social Work, and other support professions additional focus on the issues related to supporting individuals with IDD in community settings.

Human Services: IDD Minor

Students must complete 6 credits:		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 120	Intro to Positive Behavior Supports	3
12 credits from the following classes:		**12**
SPED 111	Health Care in IDD I	
SPED 112	Health Care in Developmental Disabilities II	
SPED 140	Human Development	
SPED 220	Promoting Inclusive Opportunities	
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	
SPED 225	Assisting People with Traumatic Brain Injury	
SPED 250	Developing Communicative Interactions	
SPED 255	Aging and IDD	
SPED 311	Introduction to Autism Spectrum Disorder	
SPED 440	Instructional Interventions for People with DD	
Total Hours		**18**

Intellectual/Developmental Disabilities Concentration

Required		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 120	Intro to Positive Behavior Supports	3
Select two or three of the following:		6
SPED 220	Promoting Inclusive Opportunities	
SPED 111	Health Care in IDD I	
SPED 112	Health Care in Developmental Disabilities II	
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	

SPED 250	Developing Communicative Interactions	
SPED 255	Aging and IDD	
SPED 296	Field Experience in IDD	
Total Hours		**12**

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.

International Business Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates#will be prepared for entry into and advancement in organizations.	SLO 1: Graduates will demonstrate a foundational knowledge of Business Ethics.
	SLO 2: Graduates will demonstrate a foundational knowledge of Business Integration and Strategic Management.
	SLO 3: Graduates will demonstrate a foundational knowledge of Global Dimensions of Business.
	SLO 4: Graduates will demonstrate a foundational knowledge of Business Finance.
	SLO 5: Graduates will demonstrate a foundational knowledge of Business Leadership.
	SLO 6: Graduates will demonstrate a foundational knowledge of Business Communications.

Bachelor of Science with a Major in International Business

General Education		
General Education Courses		38
Business Required General Education Courses		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
MATH 210	Elementary Statistics	
or PSY 241	Introduction to Statistics	
or DATA 211	Applied Statistics and Data Visualization	
Business Core Requirements		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 315	Legal Environment of Business	3
BUS 269	Professional Ethics	3
MGMT 301	Fundamentals of Management	3
MRKT 321	Marketing	3
CIS 220	Managing Computer Information Systems	3
BUS 305	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Principles of Financial Management	3
Courses Required for International Business Major		
ACCT 321	Managerial Accounting	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
INTB 427	International Marketing	3
INTB 437	International Culture & Management	3
INTB 462	International Business Strategy	3
FIN 457	International Corporate Finance	3

Electives: Select any combination of 12 SH from 300-400 BADM/BUS/ENTR/INTB/MGMT/MRKT courses	**12**
Other Electives	**19**
Total Hours	**120**

International Business Minor

MGMT 301	Fundamentals of Management	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
MRKT 321	Marketing	3
INTB 427	International Marketing	3
INTB 437	International Culture & Management	3
Total Hours		**18**

International Business Concentration

MGMT 301	Fundamentals of Management	3
INTB 307	International Business	3
MRKT 321	Marketing	3
INTB 437	International Culture & Management	3
or INTB 427	International Marketing	
Total Hours		**12**

Leadership Studies

Leadership Studies is an academic, interdisciplinary program focused on personal leadership development as well as leadership processes within group, organizational, and community contexts.

Student Learning Goals	Student Learning Outcomes
1. Prepare participants for leadership roles and processes in 21st century society	
	i. Describe leadership theory and traditional approaches.
	ii. Articulate a leadership philosophy.
	iii. Gain knowledge of diverse cultures, intercultural communication, the dynamics of marginality and mattering, and the uses of power between groups.
	iv. Develop an understanding of change processes and why people and organizations may resist change
	v. Engage with the greater Minot State and Minot community as a means to practice leadership knowledge and skills.
2. Develop cognitive and interpersonal leadership skills	
	i. Gain a greater understanding of your own personal identities in order to examine how they impact your leadership and followership.
	ii. Understand how ethics, morals, and values relate to leadership.
	iii. Critique theories for analyzing organizations and institutions and their relationship to society
	iv. Understand and use a process for decision-making and problem-solving.
	v. Demonstrate proficiency in written and oral communication.

The Minot State University Leadership Studies Minor is an interdisciplinary program which prepares students for leadership roles within their professions and their communities. The learning goals of the program are to: 1) prepare participants for leadership roles and processes in 21st century society; and 2) develop cognitive and interpersonal leadership skills.

Leadership Minor

Complete each of the following (9 credits):

LEAD 101	Introduction to Leadership	3
or HON 250H	Foundations of Leadership	

LEAD 201	Collaborative Leadership	3
LEAD 301	Experiences in Leadership	3
or BUS 495	Seminars in Leadership Development	
Complete 9 credits in at least 2 departments from the following:		9
COMM 212	Interpersonal Communication	
COMM 316	Group Dynamics	
COMM 318	Organizational Communication	
PHIL 210	Ethics	
SOC 201	Social Problems	
SOC 275	Contemporary Community Issues	
LEAD 199	Special Topics in Leadership	
LEAD 211	Leadership in the Movies	
Total Hours		**18**

Leadership Concentration

LEAD 101	Introduction to Leadership	3
or HON 250H	Foundations of Leadership	
LEAD 201	Collaborative Leadership	3
LEAD 301	Experiences in Leadership	3
or BUS 495	Seminars in Leadership Development	
Choose one course from the following options:		**3**
COMM 212	Interpersonal Communication	
COMM 316	Group Dynamics	
COMM 318	Organizational Communication	
PHIL 210	Ethics	
SOC 201	Social Problems	
SOC 275	Contemporary Community Issues	
LEAD 199	Special Topics in Leadership	
LEAD 211	Leadership in the Movies	
Total Hours		**12**

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

Student Learning Goals	Student Learning Outcomes
SLG 1: Management graduates will be prepared for entry into and advancement in management roles within organizations.	SLO 1: Graduates will demonstrate a foundational knowledge of Business Ethics.
	SLO 2: Graduates will demonstrate a foundational knowledge of Business Integration and Strategic Management.
	SLO 3: Graduates will demonstrate a foundational knowledge of Global Dimensions of Business.
	SLO 4: Graduates will demonstrate a foundational knowledge of Human Resource Management.
	SLO 5: Graduates will demonstrate a foundational knowledge of Operations / Production Management.
	SLO 6: Graduates will demonstrate a foundational knowledge of Organizational Behavior.
	SLO 7: Graduates will demonstrate a foundational knowledge of Business Leadership.

	SLO 8: Graduates will demonstrate a foundational knowledge of Business Communications.

Bachelor of Science with a Major in Management

General Education		
General Education Courses		38
Business Required General Education Courses		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
MATH 210	Elementary Statistics	
or PSY 241	Introduction to Statistics	
or DATA 211	Applied Statistics and Data Visualization	
Business Core Requirements		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 315	Legal Environment of Business	3
BUS 269	Professional Ethics	3
MGMT 301	Fundamentals of Management	3
MRKT 321	Marketing	3
CIS 220	Managing Computer Information Systems	3
BUS 305	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Principles of Financial Management	3
Courses Requirement for Management Majors		
ACCT 321	Managerial Accounting	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
BUS 420	Supply Chain and Operations Management	3
MGMT 303	Human Resource Management	3
MGMT 436	Organizational Behavior Principles and Practices	3
MGMT 438	Talent Management and People Analytics	3
MGMT 465	Strategic Management	3
Electives: Select any combination of 12 SH from 300-400 BADM/BUS/ENTR/INTB/MGMT/MKRT courses		**12**
Other Electives		**16**
Total Hours		**120**

Business Administration Minor (Non-business Majors)

Select any 18 SH from BADM, BUS, ENTR, INTB, MGMT, MRKT		18
Total Hours		**18**

Management Minor

MGMT 301	Fundamentals of Management	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
MRKT 321	Marketing	3
MGMT 303	Human Resource Management	3
MGMT 436	Organizational Behavior Principles and Practices	3
Total Hours		**18**

Management Concentration (Non-Business Majors)

MGMT 301	Fundamentals of Management	3
MGMT 303	Human Resource Management	3
MGMT 436	Organizational Behavior Principles and Practices	3
ENTR 302	Introduction to Entrepreneurship	3
Total Hours		**12**

Human Resources Management Concentration

The Human Resources Management concentration is for students who wish to explore human resource management functions of an organization. These functions include workforce staffing (recruitment and selection), talent management, performance management, total rewards (compensation and benefits), employee and labor relations, organizational behavior, industrial and organizational psychology, and strategic human resource planning.

MGMT 301	Fundamentals of Management	3
or PSY 111	Introduction to Psychology	
MGMT 303	Human Resource Management	3
MGMT 436	Organizational Behavior Principles and Practices	3
or PSY 313	Industrial Organizational Psychology	
MGMT 438	Talent Management and People Analytics	3
Total Hours		**12**

Marketing

Marketing Program Mission

The Marketing graduate is capable of filling marketing positions in organizations and communities.

Marketing Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will be prepared for entry into and advancement in marketing roles within organizations.	SLO 1: Graduates will demonstrate a foundational knowledge of Business Ethics.
	SLO 2: Graduates will demonstrate a foundational knowledge of Business Integration and Strategic Management.
	SLO 3: Graduates will demonstrate a foundational knowledge of Global Dimensions of Business.
	SLO 4: Graduates will demonstrate a foundational knowledge of Marketing principles.
	SLO 5: Graduates will demonstrate a foundational knowledge of Business Leadership.
	SLO 6: Graduates will demonstrate a foundational knowledge of Business Communications.

Bachelor of Science with a Major in Marketing

General Education		
General Education Courses		38
Business Required General Education Courses		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
MATH 210	Elementary Statistics	
or PSY 241	Introduction to Statistics	
or DATA 211	Applied Statistics and Data Visualization	
Business Core Requirements		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 315	Legal Environment of Business	3
BUS 269	Professional Ethics	3

MGMT 301	Fundamentals of Management	3
MRKT 321	Marketing	3
CIS 220	Managing Computer Information Systems	3
BUS 305	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Principles of Financial Management	3
Courses Required for Marketing Major		
ACCT 321	Managerial Accounting	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
BUS 420	Supply Chain and Operations Management	3
MRKT 430	Professional Sales and Relationship Management	3
MRKT 324	Integrated Marketing Communications	3
MRKT 421	Applied Research	3
MRKT 422	Consumer Behavior	3
MRKT 488	Marketing Strategy	3
Electives: Select any combination of 12 SH from 300-400 BADM/BUS/ENTR/INTB/MGMT/MRKT courses		**12**
Other Electives		**13**
Total Hours		**120**

Marketing Minor

MGMT 301	Fundamentals of Management	3
ENTR 302	Introduction to Entrepreneurship	3
INTB 307	International Business	3
MRKT 321	Marketing	3
MRKT 422	Consumer Behavior	3
BUS 420	Supply Chain and Operations Management	3
Total Hours		**18**

Marketing Concentration (Non-Business Majors)

MRKT 321	Marketing	3
MRKT 324	Integrated Marketing Communications	3
MRKT 422	Consumer Behavior	3
MRKT 430	Professional Sales and Relationship Management	3
Total Hours		**12**

Marketing Education Concentration

Restricted to Business Education majors.

BADM 120	Fundamentals of Business	3
BADM 301		3
BADM 321		3
BADM 324		3
Total Hours		**12**

Mathematics

BA 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.

BA Mathematics Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Students will learn a foundation in principles of mathematics.	SLO 1: Students will demonstrate competence in differential and integral calculus.
	SLO 2: Students will demonstrate competence in vector and matrix algebra.
	SLO 3: Students will understand vector spaces and linear transformations.
	SLO 4: Students will solve differential equations and apply them to problems in natural and social science.
	SLO 5: Students will demonstrate competence in set theory, logic, functions, and other foundations of mathematics.
	SLO 6: Students will do advanced study in at least two of the core areas of analysis, algebra, differential equations, and probability and statistics.
SLG 2: Students will learn to communicate mathematical ideas, so the student can read, write, listen, and speak effectively about mathematics.	SLO 1: Students will write proofs of theorems.
	SLO 2: Students will write papers about mathematics and its applications.
	SLO 3: Students will give oral presentations to classes and professional organizations.
	SLO 4: Students will read research and expository articles on current developments in mathematics.
	SLO 5: Students will qualify to be CETL math tutors.
SLG 3: Students will use calculators and other technologies in appropriate mathematical contexts.	SLO 1: Students demonstrate competence in TI-83/84 and TI-89 calculators for graphic, numeric, and symbolic calculation.
	SLO 2: Students demonstrate competence in Minitab or other statistical software for data analysis.
	SLO 3: Students demonstrate competence in mathematical software such as Matlab and Mathematica for graphic, numeric, and symbolic calculation.
	SLO 4: Students demonstrate competence in basic Computer Science and programming.
	SLO 5: Students demonstrate competence in writing programs to solve mathematical problems.
SLG 4: Students will develop higher order and critical thinking skills through the mathematical reasoning process.	SLO 1: Students can formulate mathematical theorems and write rigorous proofs.
	SLO 2: Students will use statistics to analyze data and draw conclusions.
	SLO 3: Students use technology to solve mathematical and real-world problems.
SLG 5: Students will relate mathematics to the real world through problem solving situations.	SLO 1: Students will apply mathematics to solve problems in the natural and social sciences.
	SLO 2: Students will build mathematical models to describe real world phenomena.
	SLO 3: Students will use statistics to analyze data and draw conclusions.
SLG 6: Students will appreciate the beauty, elegance, utility, and power of mathematics.	SLO 1: Students will study the history of mathematics from ancient to modern times.
	SLO 2: Students can articulate the value of mathematics in their lives and in society.
SLG 7: Students will be prepared to successfully pursue further study in mathematics or other disciplines.	SLO 1: Students apply to graduate schools and get accepted.
	SLO 2: Students engage in undergraduate research.
	SLO 3: Students apply to summer REU programs.
SLG 8: Students will be prepared for employment in government, business, and industry where a strong mathematics foundation is needed	SLO 1: Students apply for jobs and get hired.
	SLO 2: Students apply for internships.

BSEd Mathematics Education Program Mission

The mission of the program is to graduate prepared pre-service secondary mathematics teachers. Prepared pre-service teachers demonstrate high-tech skills, appropriate dispositions, content knowledge, and instructional practices to teach all their students.

BSEd Mathematics Education Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
TEU SLG 1: The teacher candidate demonstrates knowledge of how learners grow and develop; and designs and implements developmentally appropriate and challenging learning experiences.	TEU SLO 1.1: The teacher candidate demonstrates knowledge of how learners grow and develop.
	TEU SLO 1.2: The teacher candidate responds respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences.
TEU SLG 2: The teacher candidate uses professional knowledge of individual differences and diversity to ensure inclusive, successful learning environments.	TEU SLO 2.1: The teacher candidate demonstrates respectful, professional knowledge of individual differences and diversity.
	TEU SLO 2.2: The teacher candidate uses understanding of learners' commonalities and individual differences to design inclusive learning experiences that empower success.
TEU SLG 3: The teacher candidate works with others to create environments that support individual and collaborative learning.	TEU SLO 3.1: The teacher candidate collaborates and communicates with others to build a positive learning climate marked by respect, rigor, and responsibility.
	TEU SLO 3.2: The teacher candidate manages the learning environment to engage learners actively in individual and collaborative learning.
SLG 4: The secondary mathematics candidate demonstrates and applies core mathematics content knowledge applicable to its instruction.	SLO 4.1: The secondary mathematics candidate solves problems that require applying their knowledge of algebra, geometry, probability and statistics, mathematical systems, and calculus.
	SLO 4.2: The secondary mathematics candidate articulates mathematical concepts and effectively communicates them to students using appropriate mathematical vocabulary and terminology.
SLG 5: The secondary mathematics candidate demonstrates the interconnectedness of mathematical ideas and how they build on one another.	SLO 5.1: The teacher candidate demonstrates connections between mathematical ideas and connections across content areas, including how ideas build on one another and apply to authentic contexts.
	TEU SLO 5.2: The teacher candidate engages learners with higher-order thinking about the content (i.e. critical thinking, perspective-taking, creativity, collaborative work, and communication).
	SLO 5.3: The teacher candidate demonstrates how contributions of historically significant figures and contributions of diverse cultures were involved in shaping the perspective and development of mathematics.
TEU SLG 6: The teacher candidate can articulate and use multiple methods of assessment.	TEU SLO 6.1: The teacher candidate can articulate and use multiple methods of assessment to fairly demonstrate the full extent of student learning.
	TEU SLO 6.2: The teacher candidate uses, and engages learners in using, assessments aligned with learning expectations to monitor, support, and document growth.
TEU SLG 7: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.	TEU SLO 7.1: The teacher candidate selects, creates, plans, and sequences varied instructional activities to support the growth of all students toward rigorous curriculum goals.
	TEU SLO 7.2: The teacher candidate uses formative and summative assessment information to systematically adjust instruction to assist varied students' learning needs.
	TEU SLO 7.3: The teacher candidate collaborates and communicates (i.e. with colleagues, specialists, community resources, families, and learners) to meet individual learning needs.
TEU SLG 8: The teacher candidate plans and uses a variety of instructional strategies to encourage learners to develop deep comprehension and apply knowledge in meaningful ways.	TEU SLO 8.1: The teacher candidate can reflectively select and use a variety of instructional strategies, including appropriate, current instructional technologies, to make learning accessible to all learners.
	TEU SLO 8.2: The teacher candidate applies instructional strategies which encourage learners to develop deep comprehension and apply knowledge in meaningful ways (including students' digital literacy).
TEU SLG 9: The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice.	TEU SLO 9.1: The teacher candidate takes responsibility for evidence-based strengths and weaknesses in their practices, engaging in ongoing professional learning.
	TEU SLO 9.2: The teacher candidate practices the profession in an ethical manner, considering the effects of their decisions and actions on others.

TEU SLG 10: The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning.	TEU SLO 10.1: The teacher candidate seeks appropriate leadership roles and opportunities to advance the profession.
	TEU SLO 10.2: The teacher candidate takes responsibility to communicate and collaborate in positive ways that will benefit students and the learning community.

Bachelor of Arts with a Major in Mathematics

General Education		
General Education Courses		38
Required Core		**27**
MATH 165	Calculus I	
MATH 166	Calculus II	
MATH 205	Math Proof and Problem Solving	
MATH 265	Calculus III	
MATH 266	Differential Equations	
MATH 305	Linear Algebra	
MATH 315	Mathematical Programming and Modeling	
Elect from the following (Including at least 12 credits of 400 level coursework)		**14**
MATH 294	Intro to Research in Math	
MATH 320	Number Theory	
MATH 380	History of Mathematics	
MATH 420	Abstract Algebra	
MATH 445	Probability and Statistics I	
MATH 446	Probability and Statistics II	
MATH 450	Real Analysis	
MATH 460	Complex Analysis	
MATH 466	Partial Differential Equations	
MATH 470	Numerical Analysis	
MATH 494	Directed Research in Math **	
*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**
CSCI 112	Introduction to Visual Programming	
CSCI 160	Computer Science I	
Electives		**35**
Including a second major, or a minor, or two areas of concentration.		
Total Hours		**118**

Bachelor of Science in Education with a Major in Mathematics

General Education		
General Education Courses *1		36
Required Core		**41**
MATH 165	Calculus I	
MATH 166	Calculus II	
MATH 205	Math Proof and Problem Solving	
MATH 305	Linear Algebra	
MATH 315	Mathematical Programming and Modeling	
MATH 320	Number Theory	
MATH 325	Algebra for Secondary Teachers	
MATH 330	College Geometry	
MATH 380	History of Mathematics	
MATH 385	Directed Project in Mathematics Education	

MATH 445	Probability and Statistics I	
MATH 446	Probability and Statistics II	
Required Support Course		**4**
Select one of the following:		
CSCI 111	Introductory Programming and Big Data	
CSCI 112	Introduction to Visual Programming	
CSCI 160	Computer Science I	
Professional Education Sequence		**39**
May be taken prior to admission to Teacher Education		
ED 260	Educational Psychology	
ED 260L	Clinical I	
ED 282	Managing the Learning Environment	
ED 282L	Clinical II	
ED 284	Teaching Diverse Learners	
ED 284L	Clinical III	
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	
ED 321L	Clinical IV	
ED 323L	Clinical V	
ED 324L	Fall Experience	
ED 380	Technology in Teaching	
ED 407	Mid-Level Transition Point Conference	0
SPED 110	Introduction to Exceptional Children	
HIST 283	Diversity in America	
May be taken only after admission to Teacher Education		
ED 322	Data Driven Integrated Instruction	
The following courses are taken at the same time within a semester:		
Group 1		
MATH 381	Secondary Math Practicum	
MATH 391	Secondary Mathematics Teaching Methods	
MATH 392	Praxis Subject Area Exam Preparation	
Group 2		
ED 483	Student Teaching Seminar: Secondary	
or ED 484	Student Teaching Seminar: K12	
or ED 482	Student Teaching Seminar: Elementary	
ED 493	Student Teaching, Secondary	
Total Hours		**120**

[1] Math 165 is required for the math general education requirement

Additional Program Requirement: take the PRAXIS II Subject Area exam and the PRAXIS II Principles of Learning and Teaching: Grades 7-12 exam before completing the program

Mathematics Minor (Non-Teaching)

Required Core		
MATH 165	Calculus I	4
MATH 166	Calculus II	4
MATH 205	Math Proof and Problem Solving	3
or MATH 208	Discrete Mathematics I	
MATH 305	Linear Algebra	4
Select two Math Electives from 200, 300, or 400 level courses or DATA 211 [1]		**6-8**
Total Hours		**21-23**

[1] **Excluding:** MATH 277 Mathematics for Elementary Teachers I, MATH 377 Mathematics for Elementary Teachers II, MATH 378 Mathematics for Elementary Teachers III, MATH 381 Secondary Math Practicum, MATH 385 Directed Project in Mathematics Education, MATH 391 Secondary Mathematics Teaching Methods, and MATH 392 Praxis Subject Area Exam Preparation

Mathematics Minor (Teaching)

Required Core		
MATH 165	Calculus I	4
MATH 166	Calculus II	4
MATH 205	Math Proof and Problem Solving	3
MATH 210	Elementary Statistics	4
or DATA 211	Applied Statistics and Data Visualization	
MATH 305	Linear Algebra	4
MATH 320	Number Theory	3
MATH 330	College Geometry	4
MATH 381	Secondary Math Practicum	1
MATH 391	Secondary Mathematics Teaching Methods	3
Required Support Course		
Select one of the following:		4
CSCI 111	Introductory Programming and Big Data	
CSCI 112	Introduction to Visual Programming	
CSCI 160	Computer Science I	
Optional Support Courses		
MATH 385	Directed Project in Mathematics Education	*0.5
MATH 392	Praxis Subject Area Exam Preparation	*0.5
Total Hours		**34**

* credits excluded from Total Hours

Additional Program Requirement: take the PRAXIS II Subject Area exam and the PRAXIS II Principles of Learning and Teaching: Grades 7-12 exam before completing the program

Applied Statistics Minor

Required Core		
MATH 146	Applied Calculus	3
or MATH 147	Applied Calculus II	
or MATH 166	Calculus II	
MATH 210	Elementary Statistics	4
or DATA 211	Applied Statistics and Data Visualization	
MATH 305	Linear Algebra	4
Select three of the following courses:		**12**
MATH 345	Linear Models	
MATH 346	Experimental Design	
MATH 445	Probability and Statistics I	
MATH 446	Probability and Statistics II	
Total Hours		**23**

Mathematics Concentration

Select 12 credits from the following: [1]		**12**
DATA 211	Applied Statistics and Data Visualization	
MATH 105	College Trigonometry	

or higher-numbered MATH courses	
Total Hours	**12**

[1] **Excluding: MATH 201H Environmental Mathematics, MATH 277 Mathematics for Elementary Teachers I, MATH 377 Mathematics for Elementary Teachers II, MATH 378 Mathematics for Elementary Teachers III, MATH 381 Secondary Math Practicum, MATH 391 Secondary Mathematics Teaching Methods, and MATH 392 Praxis Subject Area Exam Preparation**

Applied Statistics Concentration

Select three of the following courses:		**12**
MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
MATH 345	Linear Models	
MATH 346	Experimental Design	
MATH 445	Probability and Statistics I	
MATH 446	Probability and Statistics II	
Total Hours		**12**

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 Medical 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 then spend 12 months in a clinical internship at one of the many participating accredited hospitals while finishing their credits through UND, 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. During their professional/clinical year, students will be enrolled in a Co-Op course at Minot State to maintain financial aid eligibility and enrollment status.

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.

Acceptance to clinical year requires:

- Cumulative GPA of at least 2.80.
- No more than one D in any math or science prerequisite course.
- No standing letter grade of D or F in any MLS major/core course.
- A recommendation from the applicant's college/university advisor.
- Completion of required prerequisite coursework.

BS Medical Lab Science Student Learning Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
1. First-year MLS majors demonstrate a comprehensive understanding of the curricular requirements, timelines, and career expectations for the MLS professional.	1.1 First-year students summarize MLS degree requirements.
	1.2 First-year students shadow professionals in the field.
2. Second and third-year MLS majors demonstrate proficiency in concepts of biology and chemistry related to human health.	2.1 MLS majors recall biological processes and concepts.

	2.2 MLS majors practice laboratory techniques applicable to clinical testing for human disease.
3. Fourth-year students demonstrate experience in specific clinical testing for human disease.	3.1 MLS majors practice laboratory tests in the areas of blood banking, microbiology, clinical chemistry, hematology, and immunology.
	3.2 MLS majors interpret results of laboratory tests in the areas of blood banking, microbiology, clinical chemistry, hematology, and immunology.
	3.3 MLS majors pass national board exams to earn licensure for Medical Lab Science.

Bachelor of Science with a Major in Medical Laboratory Science

General Education		**38**
Required Courses		
BIOL 150	General Biology I	4
BIOL 103	Intro to Medical Lab Science	1
BIOL 202	Introductory 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	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM 230	Quantitative Analysis	5
CHEM 240	Fundamentals of Organic Chemistry	5
CHEM 481	Biochemistry I	3
or CHEM 381	Fundamentals of Biochemistry	
MGMT 301	Fundamentals of Management	3
MATH 103	College Algebra	4
BIOL 420	Co-Op Practicum [2]	1

[2] Co-Op Practicum (Students will take 1 credit hour each semester they are at UND to maintain financial aid status at MiSU.)

The summer, fall and spring of their final year in the program, students will be at the University of North Dakota for their Professional Year lab rotations and internship. The following are the additional required courses students will take during their Professional Year at the University of North Dakota.

Multimedia Communications

The Bachelor of Science in Multimedia Communications degree is a professionally-oriented program designed to offer the candidate a comprehensive and interdisciplinary understanding of business, design, communication, and technology in preparation for a career as a professional in the communications industry. Many of our recent graduates work as digital content creators within the social media industry. MMC majors are expected to adhere to a high standard of excellence and demonstrate significant growth.

Bachelor of Science with a Major in Multimedia Communications

General Education		
General Education Courses		38
Required Foundation - Art		**30**
ART 112	Print, Web, and Social Media Graphics	3
ART 122	Two-Dimensional Design	3
ART 180	Digital Photography	3
ART 181	Smartphone Photography	3
ART 207	Digital Tools: Imaging and Print	3
ART 213	Graphic Design I	3
ART 494	Independent Art Studio	3
ART 497	Art Internship IV	3
The following course will be taken twice:		

ART 360	Advanced Graphic Design and Illustration	3
ART 360	Advanced Graphic Design and Illustration	3
Required Foundation - Business Administration		**12**
ENTR 302	Introduction to Entrepreneurship	3
MRKT 321	Marketing	3
MRKT 324	Integrated Marketing Communications	3
MRKT 422	Consumer Behavior	3
Required Foundation - Communication Arts		**38-42**
COMM 100	Professional Communication Colloquium [1]	0.5
COMM 120	Introduction to Broadcasting	3
COMM 210	Advanced Public Speaking	3
COMM 218	Public Relations Principles	3
COMM 219	Mass Media and Society	3
COMM 220	Broadcast Advertising and Applications	3
COMM 224	Social Media, Writing, and Design	3
COMM 225	Audio Production	3
COMM 285	Broadcasting and Professional Communication Activities	2
COMM 310	Social Media Strategy and Measurement	3
COMM 325	Campaigns and Strategies	3
COMM 360	Video Production	3
COMM 460	Advanced TV and Social Media Production	3
COMM 492	Senior Portfolio	1-3
Required Foundation - English		**3**
ENGL 315	Profes and Tech Writing	3
Total:		**120-128**

[1] COMM 100 is required every semester as a Multimedia Communications major with a minimum of 2 years or 2 credits. 0.5 per semester - minimum of 4 semesters or 2 credits

Museum Studies

Bachelor of Science in Museum Studies is a professionally oriented program designed to offer the candidate a well-rounded, rich experience in preparation for a professional career in museums and galleries.

The Arts express the life of their community, and Minot is no exception with excellent opportunities for students to engage professionals in a variety of arts fields. Museum Studies can be an exciting, fulfilling career for someone who likes to be close to the arts and work behind the scenes to enhance cultural experiences. Museum professionals bring art, artists, and audiences together.

The Museum Studies program has three specialization tracks: Leadership/Director, Curatorial/Interpretive, and Conservation/Collections Care.

- Careers on the Leadership/Director track may be responsible for curating exhibitions, gallery promotion, developing programming, managing facilities, writing grants, and supervising personnel to support artists and arts agencies. With this major, you will explore the interrelationship of the arts, communication skills, and business constraints that apply to the financing, producing, promoting, and marketing of the arts.
- The Curatorial/Interpretive track develops expertise in a historical or geographic area as well as the art of narrative composition to tell stories through objects and art. This track leads to careers as a curator, collections manager, cultural interpreter, exhibition designer, or juror for competitive shows.
- The Conservation/Collections Care track focuses on the science of objects and collections care with practical experience with the collections at the Northwest Arts Center. Conservators work in laboratories behind the scenes at museums to analyze objects, repair or restore damaged objects, and maintain the collections for exhibition and research.

Internships are available for the Museum Studies major and can be arranged individually according to student needs, career goals, and skills. There are opportunities on campus, in the region, or anywhere around the country or the world. In addition to artistic and cultural values, you will learn the practical skills of organizational development, public relations, marketing, and leadership in the arts.

Museum Studies majors are expected to: attend Northwest Art Center exhibitions and other public art receptions, enroll in art seminars each semester until graduation, participate in a sophomore review, and complete a capstone experience in partial fulfillment of their degree.

Bachelor of Science with a Major in Museum Studies

General Education		
General Education Course Requirements		38
Required Art Foundation		**55**
ART 122	Two-Dimensional Design	
ART 124	Three-Dimensional Design	
ART 130	Drawing I	
ART 188	Fall Visual Arts Seminar I	
ART 189	Spring Visual Arts Seminar I	
ART 197	Introduction to Art Careers	
ART 210	Art History: Prehistoric through Middle Ages	
ART 211	Art History: Renaissance to Contemporary	
ART 220	Painting I	
ART 231	Figure Drawing I	
ART 288	Fall Visual Arts Seminar II	
ART 289	Spring Visual Arts Seminar II	
ART 297	Art Internship II	
ART 310	Art History: Modernism and Postmodernism	
ART 314	Art History Topics	
ART 345	Introduction to Museum Studies	
ART 388	Fall Visual Arts Seminar III	
ART 389	Spring Visual Arts Seminar III	
ART 397	Art Internship III	
ART 488	Fall Visual Arts Seminar IV	
ART 489	Spring Visual Arts Seminar IV	
ART 492	Capstone Experience	
ART 493	Capstone Experience	
ART 497	Art Internship IV	
ENGL 315	Profes and Tech Writing	
ENGL 434	Grant Writing	
HUM 325	Cultural Objects and Material Research	
Studio Art		**6**
Select two of the following:		
ART 112	Print, Web, and Social Media Graphics	
ART 140	Arts, Crafts, and Jewelry	
ART 180	Digital Photography	
ART 207	Digital Tools: Imaging and Print	
ART 213	Graphic Design I	
ART 250	Ceramics I	
ART 265	Sculpture I	
ART 270	Printmaking I	
ART 274	Paper Works	
ART 320	Advanced Drawing and Painting	
ART 350	Advanced Ceramics and Sculpture	
ART 360	Advanced Graphic Design and Illustration	
ART 370	Advanced Photography and Printmaking	
ART 420	Advanced Study in Art History	
ART 494	Independent Art Studio	
ART 496	Study Tour	
ART 499	Special Topics	
Track Specialization - Select One Track		**20-21**
Conservation/Collections Care Track		

BIOL 220	Anatomy and Physiology I
or CHEM 127	Chemistry of the Environment
CHEM 341	Organic Chemistry I
CHEM 342	Organic Chemistry II
ART 130	Drawing I
Select 6 credits of any 200 level or higher Studio Art course	
Leadership/Director Track	
Select 7 of the following courses	
COMM 218	Public Relations Principles
COMM 219	Mass Media and Society
COMM 221	Strategic Communication Writing
COMM 254	Special Events Planning I
COMM 325	Campaigns and Strategies
COMM 310	Social Media Strategy and Measurement
COMM 318	Organizational Communication
COMM 316	Group Dynamics
ACCT 200	Elements of Accounting I
ENTR 304	Entrepreneurship/Small Business Management
MGMT 301	Fundamentals of Management
MRKT 321	Marketing
Curatorial/Interpretive Track	
HUM 251	Humanities
or HUM 252	Humanities
or HUM 253	Humanities
or HUM 254	Non-Western Humanities
HIST 251	Introduction to Public History
HIST - 3 Course in same region (NW, EU, or US) at least 200 or higher	
COMM 324	Community Relations
or COMM 388	Communication for Educators
ENGL 324	Rhetoric of Everyday Life
or ENGL 412	Creative Nonfiction Workshop
Total Hours	**119-120**

*Must complete 120 credits: if required program courses were used as the fulfillment of General Education requirements, additional courses from the Studio Art of Advanced Study may be selected to meet the minimum required credits.

Music

The mission of the MSU Music Program is to provide courses of study and performance opportunities in music that foster aesthetic, technical, and intellectual development for the performer and teacher.

Music program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
1. Performance: Music students will perform in a variety of mediums and circumstances.	a. Students will present a solo public recital, demonstrating appropriate technical and expressive skills in their primary performance medium.
	b. Students will study and perform from the standard repertory of their primary performance medium.
	c. Students will sight-read standard musical notation with fluency.
	d. Students will lead and collaborate in musical interpretation, demonstrating effective rehearsal and conducting skills.
	e. Students will develop functional keyboard competency.
2. Musicianship and analysis: Music students will develop analytical techniques and musicianship skills.	a. Students will define and recognize the elements of music (melody, harmony, rhythm, timbre, texture, and form).

	b. Students will analyze music aurally and in notation, communicating observations verbally and in writing.
	c. Students will transcribe aural music into standard notation.
	d. Students will use analysis to support composing, arranging, performing, researching, and teaching music.
3. Creativity: Music students will produce creative work.	a. Students will compose and arrange music.
	b. Students will improvise original music and/or embellishments on existing music in real time.
4. History and repertory: Music students will study musicians and repertoire in their historical and cultural contexts.	a. Students will discuss the historical origins and evolution of Western art music.
	b. Students will explore a broad range of music from non-Western cultures, popular music, and folk music.
	c. Students will recognize music of various historical, cultural, and stylistic contexts.
5. Technology: Music students will explore and apply technology appropriate to their profession.	a. Students will capture and edit audio and video
	b. Students will use notation programs
	c. Students will explore resources for entrepreneurship in music
Option for BSEd:	
6. Education: Music students will develop practical and pedagogical skills pertaining to their chosen emphasis (choral, band, orchestral, or composite).	a. Students will demonstrate effective large ensemble rehearsal and conducting techniques.
	b. Students will plan lessons, teach fundamental concepts of music, and demonstrate effective teaching techniques appropriate to a K-12 curriculum.
	c. Students will develop functional skills in voice and all standard band and orchestral instruments.

Music program Objectives

a. To provide a comprehensive study of music through music literature, theory, performance, history, technology, and education.
b. To provide opportunities for the acquisition of knowledge, skill and pedagogical tools, and toward the development of musicianship.

Proficiencies

a. All music majors (BSEd & BA) are required to pass a proficiency exam in piano. The proficiency exam will be administered each term.
b. In addition, all students pursuing the Bachelor of Science in Education (BSEd) degree with a major in music are required to have proficiencies in woodwinds, brass, percussion, strings, and voice.

Private Instruction

a. A minimum of one-hour (1 cr.) per week, in the performing specialty is required of all music majors each semester.
b. A special fee is charged for private study.
c. All music majors are required to perform at Performance Lab once per academic year.
d. Music minors are required to perform at two performance labs during their four semesters of applied study.
e. All music majors are required to present a full Senior Recital or complete an approved final project.
f. Composite BSEd majors must complete four credits of a secondary applied specialty.

Ensemble Participation

a. Large ensemble participation can be selected from Concert Choir, Concert Band/Marching Band, or Orchestra.
b. Participation in a large ensemble corresponding to the student's applied specialty is required each semester up to and including seven semesters.
c. Vocal BSEd composite emphasis majors must also participate in a large instrumental ensemble for four consecutive semesters.
d. Instrumental BSEd majors composite emphasis must also participate in a large vocal ensemble for four consecutive semesters.
e. Music minors are required to participate in a large ensemble corresponding to their applied specialty for four consecutive semesters.
f. BSEd students may be required to enroll in applied study to facilitate successful participation in their chosen secondary ensemble.
g. Piano BSEd 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 the Teacher Education and Policies (p. 203) 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.

Teacher Education Requirements

University requirements for teacher education are described above. Additional requirements of the Music Program include:

a. Maintaining a minimum grade point average of 2.5 in the major, minor, and professional education sequence;
b. Maintaining a minimum grade of “C” in all music courses;
c. Being accepted into teacher education in order to enroll in music courses numbered , MUSC 390 Instrumental Methods in Secondary Education, MUSC 391 Choral Methods in Secondary Education, MUSC 392 Elementary Music Methods, and MUSC 397 Elementary Music Field Experience;
d. Successful passage of the Sophomore Screening process.
e. Successfully completing all proficiency requirements.

Performance Attendance

All music majors are required to enroll in MUSC 099 Recitals/Concerts each semester as a music student. MUSC 099 Recitals/Concerts is a zero (0) credit course for recording student attendance at concerts, recitals, and/or seminars.

Bachelor of Arts in Music

General Education		**38**
Required General Education Courses:		
MUSC 201	World Music	
MUSC 260	Introduction to Music History	
Piano Requirement		**1**
In consultation with the piano faculty, enroll in one of the following courses:		
MUSC 102	Private Piano	
MUSC 108	Elective Private Study (Elective study is in piano)	
MUSC 177	Functional Piano	
MUSC 178	Functional Piano	
After the successful completion of MUSC 123 and MUSC 125, all music majors must enroll in Functional Piano or Private Piano until they have passed the Piano Proficiency Exam, typically at the end of the Sophomore year.		
Required Core Courses		**46**
MUSC 099	Recitals/Concerts (8 semesters with an 'S' grade are required for graduation)	
MUSC 110	Audio/Video Technology	
MUSC 122	Musicianship I	
MUSC 123	Musicianship Lab I	
MUSC 124	Musicianship II	
MUSC 125	Musicianship Lab II	
MUSC 222	Musicianship III	
MUSC 223	Musicianship III Lab	
MUSC 224	Musicianship IV	
MUSC 225	Musicianship IV Lab	
MUSC 250	Basic Conducting	
MUSC 306	Music History and Literature I	
MUSC 307	Music History and Literature II	
MUSC 315	Entrepreneurship and Music	
MUSC 480	Senior Project	
Private Lessons-4 semesters at the 100 level, followed by a minimum of 3 semesters at the 200 level, culminating in the Senior Project.		
Large Ensemble courses-7 semesters required in the large ensemble associated with a student's primary area of study. Large Ensembles include MUSC 120, MUSC 150, and MUSC 160		
Small Ensembles-4 taken from all Department music ensembles other than MUSC 120, MUSC 150, and MUSC 160		

Minor(s) and/or concentrations(s) and remaining electives to total 120 credits.

For Music Majors (typically BA-Music students) Performance Concentrations* are offered in: Brass, Composition, Keyboard, Percussion, String, Voice, and Woodwind areas, found under the Music Concentration tab.

*Students admitted into a performance concentration option (through passage of the Sophomore Screening process) should register for 2 credits of private study for three semesters at the 200-level leading up to the semester of their Senior Project, at which point they will register for 2 credits of MUSC 480.

Bachelor of Science in Education with a Major in Music

General Education		**38**
Required General Education courses:		
MUSC 201	World Music	
MUSC 260	Introduction to Music History	
Elect from the following-2 (May be repeated)		
MUSC 120	Concert Choir	
MUSC 150	Orchestra	
MUSC 160	Concert Band	
Required Core Courses		**45**
MUSC 099	Recitals/Concerts	
MUSC 110	Audio/Video Technology	
MUSC 122	Musicianship I	
MUSC 123	Musicianship Lab I	
MUSC 124	Musicianship II	
MUSC 125	Musicianship Lab II	
MUSC 222	Musicianship III	
MUSC 223	Musicianship III Lab	
MUSC 224	Musicianship IV	
MUSC 225	Musicianship IV Lab	
MUSC 250	Basic Conducting	
MUSC 306	Music History and Literature I	
MUSC 307	Music History and Literature II	
MUSC 350	Advanced Conducting	
MUSC 480	Senior Project	
MUSC 099: 8 semesters with an 'S' grade are required for graduation		
Private Lessons-4 semesters at the 100 level, followed by a minimum of 2 semesters at the 200 level, culminating in the Senior Project.		
Major Ensembles-6 (two from Gen Ed)		
Small Ensembles-2 taken from all Division of Music ensembles other than MUSC 120, MUSC 150, and MUSC 160		
Total Hours		**45**

Methods Classes		5
MUSC 340	Voice Methods	
MUSC 341	String Methods	
MUSC 342	Woodwind Methods	
MUSC 343	Brass Methods	
MUSC 344	Percussion Methods	
Total Hours		**5**

Must choose one option		
Option I-K-12 Choral Emphasis		7
MUSC 391	Choral Methods in Secondary Education	
MUSC 392	Elementary Music Methods	
MUSC 397	Elementary Music Field Experience	
Option II-K-12 Band Emphasis		7

MUSC 390	Instrumental Methods in Secondary Education	
MUSC 392	Elementary Music Methods	
MUSC 397	Elementary Music Field Experience	
Option III-K-12 Orchestral Emphasis		7
MUSC 390	Instrumental Methods in Secondary Education	
MUSC 392	Elementary Music Methods	
MUSC 397	Elementary Music Field Experience	
Option IV-K-12 Composite Emphasis		20
MUSC 392	Elementary Music Methods	
MUSC 397	Elementary Music Field Experience	
For Option IV, Complete each of the following		6
MUSC 390	Instrumental Methods in Secondary Education	
MUSC 391	Choral Methods in Secondary Education	
*Secondary Area of Study		4
The four credits in the secondary area may be achieved through any combination of 1.0 and 0.5 credit lessons, but must be from a single area of study and in consecutive semesters.		
*Secondary Large Ensemble		4
Must be taken in the same semesters as secondary private study.		
Total Hours		**55**

Professional Education-37		
SPED 110	Introduction to Exceptional Children	3
Professional Education Sequence (admission to teacher education not required)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	2
or MUSC 292	Music Curriculum, Planning, and Assessment K-12	
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 407	Mid-Level Transition Point Conference	0
HIST 283	Diversity in America	3
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction	2
ED 484	Student Teaching Seminar: K12	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 483	Student Teaching Seminar: Secondary	
ED 494	Student Teaching K-12	14
Total Hours		**37**

*Recommended. Refer to Teacher Education Policies and Procedure (p. 203).

*Student should register for one credit multiple semesters to total number required.

Minimum total credits for graduation:

K12 Choral Emphasis 128 cr.

K-12 Band Emphasis 128 cr.

K-12 Orchestra Emphasis 128 cr.

K-12 Composite Experience 139 cr.

Music Minor (Non-Teaching)

MUSC 099	Recitals/Concerts	0
MUSC 122	Musicianship I	3
MUSC 123	Musicianship Lab I	1
MUSC 124	Musicianship II	3
MUSC 125	Musicianship Lab II	1
MUSC 250	Basic Conducting	2
MUSC 260	Introduction to Music History	3
Select one of the following:		4
MUSC 102	Private Piano	
MUSC 106	Private Organ	
MUSC 111	Private Voice	
MUSC 116	Private Strings	
MUSC 117	Private Guitar	
MUSC 126	Private Brass	
MUSC 129	Private Composition	
MUSC 131	Private Percussion	
MUSC 133	Private Woodwinds	
Select one of the following:		4
MUSC 120	Concert Choir	
MUSC 150	Orchestra	
MUSC 160	Concert Band	
If Composition is the area of private study, replace (2) semesters of large ensembles with:		
MUSC 321	Orchestration and Arranging	2
MUSC 099: this is a companion course to Private Lessons, and should be taken in each of the 4 semesters where the degree-required lessons are being taken. Four semesters with an 'S' grade are required for graduation.		

Music Concentration

MUSC 099	Recitals/Concerts	0
MUSC 122	Musicianship I	3
MUSC 123	Musicianship Lab I	1
Select one of the following:		
MUSC 201	World Music	3
MUSC 207	History of Pop and Rock Music	3
MUSC 260	Introduction to Music History	3
Select five of the following, at least two of which must be private lessons in a single area:		5
MUSC Applied Lessons:		
MUSC 102	Private Piano	
MUSC 106	Private Organ	
MUSC 111	Private Voice	
MUSC 116	Private Strings	
MUSC 126	Private Brass	
MUSC 129	Private Composition	
MUSC 131	Private Percussion	
MUSC 133	Private Woodwinds	
MUSC Major Ensemble:		
MUSC 120	Concert Choir	
MUSC 150	Orchestra	
MUSC 160	Concert Band	

MUSC 099: this is a companion course to Private Lessons, and should be taken in each of the 2 semesters where the degree-required lessons are being taken. Two semesters with an 'S' grade are required for graduation.		

For Music Majors only.

Brass Performance Concentration

For both MUSC 480 and MUSC 226, students should add an additional credit per semester to the requirement for the regular BA-Music degree. Typically, this will mean 2-credit enrollment for the final four semesters.		
MUSC 226	Private Brass	3
MUSC 347	Chamber Music Literature	2
MUSC 480	Senior Project	1
Choose any combination of the following:		4
MUSC 144	Chamber Ensembles	1
MUSC 165	Jazz Ensemble	1
Choose one:		
ART 112	Print, Web, and Social Media Graphics	3
MUSC 321	Orchestration and Arranging	2
MUSC 350	Advanced Conducting	2

For Music Majors only.

Composition Concentration

MUSC 129	Private Composition	6
MUSC 321	Orchestration and Arranging	2
MUSC 480	Senior Project	1
ART 112	Print, Web, and Social Media Graphics	3
Total Hours		**12**

For Music Majors only.

Keyboard Performance Concentration

For both MUSC 480 and MUSC 202, students should add an additional credit per semester to the requirement for the regular BA-Music degree. Typically, this will mean 2-credit enrollment for the final four semesters.		
MUSC 480	Senior Project	1
MUSC 202	Private Piano	3
MUSC 106	Private Organ	1
MUSC 153 may be taken in any combination of credits:		3
MUSC 153	Collaborative Piano	
MUSC 442	Piano Pedagogy	3
Independent study, piano-related topic of student's choice:		1-3
Pedagogy practicum		
Piano literature		
Jazz keyboarding		
Research project		
Collaborative piano recital		
Performance practices for keyboard		

For Music Majors only.

Percussion Performance Concentration

For both MUSC 480 and MUSC 231 students should add an additional credit per semester to the requirement for the regular BA-Music degree. Typically, this will mean 2-credit enrollment for the final four semesters.		
MUSC 231	Private Percussion	3
MUSC 347	Chamber Music Literature	2

MUSC 480	Senior Project	1
Choose any combination of the following:		4
MUSC 144	Chamber Ensembles	1
MUSC 145	Percussion Ensemble	1
Choose one:		
MUSC 321	Orchestration and Arranging	2
MUSC 350	Advanced Conducting	2
ART 112	Print, Web, and Social Media Graphics	3

For Music Majors only.

String Performance Concentration

For both MUSC 480 and MUSC 216, students should add an additional credit per semester to the requirement for the regular BA-Music degree. Typically, this will mean 2-credit enrollment for the final four semesters.		
MUSC 144	Chamber Ensembles	4
MUSC 216	Private Strings	3
MUSC 347	Chamber Music Literature	2
MUSC 480	Senior Project	1
Choose one:		
MUSC 321	Orchestration and Arranging	2
MUSC 350	Advanced Conducting	2
ART 112	Print, Web, and Social Media Graphics	3

For Music Majors only.

Vocal Performance Concentration

For both MUSC 211 and MUSC 480, students should add an additional credit per semester to the requirement for the regular BA-Music degree. Typically, this will require 2-credit enrollment during the last four semesters of the study.

For both MUSC 211 and MUSC 480, students should add an additional credit per semester to the requirement for the regular BA-Music degree. Typically, this will require 2-credit enrollment during the last four semesters of the study.		
MUSC 112	Diction for Singers I	2
MUSC 113	Diction for Singers II	2
MUSC 115	Opera-Musical Production	1
MUSC 211	Private Voice	3
MUSC 340	Voice Methods	1
MUSC 348	Song Literature	2
MUSC 480	Senior Project	1
Total Hours		**12**

For Music Majors only.

Woodwind Performance Concentration

For both MUSC 480 and MUSC 233, students should add an additional credit per semester to the requirement for the regular BA-Music degree. Typically, this will mean 2-credit enrollment for the final four semesters.		
MUSC 233	Private Woodwinds	3
MUSC 347	Chamber Music Literature	2
MUSC 480	Senior Project	1
Any combination of the following:		4
MUSC 144	Chamber Ensembles	
MUSC 165	Jazz Ensemble	
Choose one:		2-3
MUSC 321	Orchestration and Arranging	
MUSC 350	Advanced Conducting	

ART 112	Print, Web, and Social Media Graphics	
Total Hours		**12-13**

Nursing

Nursing Program Mission

The Minot State University Department of Nursing, as an integral part of the parent institution, is dedicated to excellence in nursing education, scholarship, and community engagement. The mission of the Department of Nursing is to educate individuals for professional roles in nursing and for graduate education through rigorous academic experiences, active learning environments, commitment to public service, and contributions to a vibrant campus life.

The philosophy of the Department of Nursing faculty 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.

The key curricular components emphasized within the curriculum are derived from the Department of Nursing's mission and philosophy and include **professionalism, research, holistic health, and globalization.** 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 vital to nursing and baccalaureate education.

Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
Provide a positive learning and workplace environment that supports student success and promotes sensitivity to diverse populations.	1. Communicate effectively – orally, in writing, with technology.
Deliver high-quality nursing education by providing an accredited baccalaureate nursing program supported by the liberal arts and sciences.	2. Integrate knowledge for safe, effective, quality care environments, health promotion and maintenance, psychosocial integrity, and physiological integrity.
Provide for the acquisition of knowledge, values, and skills to enable nursing graduates to meet competencies for entry level roles. Foster collaborative partnerships to enhance nursing education learning opportunities.	3. Practice professional nursing in a variety of settings responding to the needs of diverse individuals, families, groups, and communities.
Support and value teaching, scholarship, and service. Support meaningful student service, community engagement, and scholarly activities.	4. Employ critical thinking/reasoning in problem solving and decision making.
Promote health and well-being to individuals and groups with varied and complex health needs across generations. Encourage ongoing personal and professional development and life-long learning.	5. Incorporate research for evidence-based nursing practice.

Advisory Information

First-year students (freshmen) 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 adviser.

Assessment

The purpose of assessment is to measure the extent of attainment of Student Learning 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

Minot State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Department of Nursing is fully approved by the ND Board of Nursing. The baccalaureate degree program in nursing at Minot State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Bachelor of Science in Nursing (122 credits)

The Bachelor of Science in Nursing degree is a four-year course of study and delivers a high-quality nursing education by providing an accredited baccalaureate nursing program supported by the liberal arts and sciences. A graduate is prepared as a generalist nurse 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.

Clinicians with Bachelor of Science in Nursing (BSN) degrees are well-prepared to meet the demands placed on today's nurse. BSN nurses are prized for their skills in critical thinking, leadership, case management, and health promotion, and for their ability to practice across a variety of inpatient and outpatient settings. Nurse executives, federal agencies, the military, leading nursing organizations, health care foundations, magnet hospitals, and minority nurse advocacy groups all recognize the unique value that baccalaureate-prepared nurses bring to the practice setting (AACN, 2014).

Expenses

There are additional expenses for all students admitted to the program related to program fees, uniforms, supplies, travel, health protection requirements, 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 Nursing Foundations 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 Sept. 15 for Spring admission and by Feb. 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:

a. 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 bachelor's 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. Achieved a minimum grade of "C" in each required support course.
d. Achieved a GPA of 2.80 in required support courses.
e. Completed or enrolled in a minimum of 47 SH plus UNIV/FYE if required.
f. Completed a minimum of 8 required support courses of which two are Sciences (BIOL 202 Introductory Microbiology, BIOL 220 Anatomy and Physiology I, BIOL 221 Anatomy and Physiology II, CHEM 118 General, Organic, and Biological Chemistry).
g. If English is not your native language, an English proficiency test may be required. Please follow the TOEFL decision tree in the Nursing Student Handbook (https://www.minotstateu.edu/nursing/_documents/dept_handbook.pdf) to determine the requirements for admission.
h. All applicants must take the current Test of Essential Academic Skills (TEAS®) test and achieve a "proficient" level score to be eligible for admission. The TEAS® test can be taken no more than two times for each application period (www.atitesting.com). Note: Students transferring from an accredited nursing program into the MSU nursing program, S2-S5, are not required to complete the TEAS.
i. Contact information for two references must be included on the application form.
j. Connecting with your advisor is required before submitting an admission application. It is expected that you communicate through email, phone, or in person with your advisor during the application process.
k. Students without a nursing license, but having transferable nursing major credits comparable to NURS 255 Nursing Foundations and higher numbered coursework: A letter of recommendation which documents the student leaving the program in good standing must be received from the prior nursing program administrator.
l. A student who has been accepted into the program two times, but has not been successful; or has withdrawn from nursing; or has been dismissed from the program; or has not met Admission and Progression requirements; or otherwise has not been successful, will not be eligible for readmission.

Completed or Enrolled in All Required Support Courses for the Nursing Major 40 SH

BIOL 202	Introductory Microbiology	4
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
CHEM 118	General, Organic, and Biological Chemistry	4
SOC 110	Introduction to Sociology	3
PSY 111	Introduction to Psychology	3
ENGL 110	College Composition I	3

or ENGL 120	College Composition II	
HMS 213	Life Span Growth and Development	3
NURS 253	Nursing Perspectives	3
COMM 110	Fundamentals of Public Speaking	3
HMS 240	Nutrition	3
Cultural Course		
HMS 333	Transcultural Health Care	3
Support Courses for the Nursing Major Not Required for Admission		
PSY 270	Psychological Disorders and Treatments	3
Philosophy Course		
PHIL 100	Critical Thinking	3
or PHIL 102	Philosophy of Human Nature	
or PHIL 101	Introduction to Philosophy	
or PHIL 201	Philosophy of Religion	
or PHIL 210	Ethics	

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 I	5
NURS 335	Adult Health II	5
NURS 344	Child Health Nursing	4
NURS 354	Psychiatric Mental Health Nursing	4
NURS 361	Women's Health	1
NURS 363	Nursing Theory and Research	3
NURS 364	Maternal Newborn Nursing	4
NURS 456	Public Health Nursing	5
NURS 464	Adult Health III	5
NURS 471	Nursing Review	1
NURS 472	Trends and Issues	2
NURS 473	Nursing Leadership and Management	3
NURS 497	Nursing Practicum	6

A criminal background check is required of all students admitted into the MSU Nursing Program. CPR, health protection requirements (immunizations), and alcohol/drug testing is required upon acceptance and before class participation can begin.

The stated admission requirements are the minimum qualifications. Fulfilling these requirements does not guarantee admission when the number of applicants exceeds available program positions. The Department of Nursing complies with the MSU policy that prohibits discrimination in the recruitment and admission of students.

- Fulfilling the stated admission requirements does not guarantee admission into the nursing program.
- Established assessment benchmarks must be met by students for progression and graduation.
- Successful completion of the nursing program does not guarantee professional registered nurse licensure.
- The number of admissions can be altered based on available resources

Nursing Department Selection Policy and Procedure

Policy

By Nov. 15, available positions will be filled for the following Spring semester. By March 15, the available positions will be filled for the following Fall semester. The positions will be filled from eligible applicants based upon the following "Procedure." These selected students will be deemed "admitted" pending satisfactory review of transcripts.

Procedure

1. Positions will be filled through guaranteed admission (https://www.minotstateu.edu/nursing/guaranteed-admission.shtml/) and/or ranking.
2. Ranking will be accomplished through a point system: (Total possible 27)

- Required support courses GPA will be calculated as 5x the GPA of completed support courses at the time of application for a maximum of 20 points.
- TEAS - points will be given for the following scores: Proficient (1) Advanced (3) Exemplary (5)
- Eligible applicants will be ranked using the GPA from the completed required support courses and results of the TEAS.
- MSU credits 12-24 cr. (1) 25 or more (2)

3. Tie Breaker: Cumulative GPA will be used to break a tie.
4. Selection: The qualified applicants are selected for admission assignment in the following semester. Remaining qualified applicants will remain ranked as "alternates" for that semester.

- Upon the disqualification or withdrawal of a selected student, the open positions will be offered to the highest ranked student from the list of alternates.

5. Continuing Requirements for Admission after Selection: The admission status is subject to a review of the transcript after posting of grades for the semester during which application was made. A satisfactory review includes:

- Completion of all required support courses, with a minimum grade of "C." Achieve an overall GPA of 2.8 in the Required Support Courses. An "I" in a course will be judged as an incomplete if the faculty member for the course or courses does not provide written documentation that all requirements have been satisfactorily completed at a minimum grade of "C" by the first day of classes of the semester of admission; therefore, an "I" without the above required written documentation means a student would be ineligible for admission.
- Completion of 47 SH (Semester Hours) plus UNIV/FYE if required.

6. English language proficiency requirement. (See MSU Undergraduate Catalog for policy under Requirements for Admission to the Nursing Major.)
7. Criminal Background Check, CPR, Health Protection, and Alcohol/Drug Testing Requirements is required upon acceptance.
8. A student not meeting required criteria may reapply during the next application period.

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 Psychological Disorders and Treatments must be completed with a minimum grade of “C” prior to NURS 354 Psychiatric Mental Health Nursing. HMS 215 Principles of Pharmacology and HMS 243 Pathophysiology must be completed prior to or concurrent withNURS 255 Nursing Foundations and NURS 264 Health Assessment. A statistics course or college algebra must be completed with a grade of ‘C’ or better prior to or concurrent with NURS 363 Nursing 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, proof of health insurance, and Health Protection Requirements.

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.

BSN Completion

The Bachelor of Science in Nursing for Registered Nurses is available in an online format with one designated clinical course. The program offers indirect and direct clinical experiences through a variety of assignments in the nursing program courses.

Requirements for Admission for BSN Completion Program:

a. Make application to Minot State University.
b. Request an appointment with the BSN Completion Program Director in the Department of Nursing. An informal credit review of prior coursework will be conducted to plan a program of study.
c. Students who have graduated from a board approved nursing education program and have passed NCLEX-RN® need to:
    i. Make application to the Department of Nursing.
    ii. Submit nursing license documentation to the Department of Nursing.

d. Students who have graduated from or are in the final semester of a board approved nursing education program, but have not yet passed NCLEX-RN ® may be given conditional admission to the program and take the following courses before acceptance into the program:
   i. General education courses
   ii. Required support courses
   iii. NURS 363 Nursing Theory and Research
   iv. NURS 383 Professional Nursing I
   v. Special Topics courses (6 semester hours) approved by the Department of Nursing

Curriculum:

General Education Courses (38)	
Nursing Courses (26)	
NURS 363	Nursing Theory and Research
NURS 383	Professional Nursing I
NURS 410	Nursing Informatics
NURS 483	Professional Nursing II
NURS 457	Public Health for the Professional Nurse
NURS 493	Professional Nursing III
Special topics courses (6 semester hours) approved by the Nursing Department	
NCLEX-RN Examination Credits (35)	
Electives or Transfer Courses (26)	
A minimum of 30 credits need to be taken at Minot State University	

Progress in the Major

BSN Completion nursing majors must achieve a minimum grade of “C” in nursing courses and required supplemental courses for continuous progress in the program. NURS 383 Professional Nursing I must be completed prior to NURS 483 Professional Nursing II. NURS 363 Nursing Theory and Research, NURS 383 Professional Nursing I, and NURS 483 Professional Nursing II must be completed prior to taking NURS 457 Public Health for the Professional Nurse andNURS 493 Professional Nursing III. NURS 410 Nursing Informatics and special topics courses may be taken any time before, during, or after nursing courses. General education courses can be taken before, during, or after nursing courses.

Special student requests, such as for readmission, should be directed to the BSN Completion Program Director in the Department of Nursing.

Adherence to policies in the Department of Nursing Handbook is required and includes the maintenance of CPR certification, proof of health insurance, and NCLEX-RN licensure.

Health Management Science Minor (24 CR) (Non-Nursing Majors only)

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		
HMS 151	Stress Management	2
Cultural Diversity		
Select one of the following:		3
HMS 333	Transcultural Health Care	
SS 283	Diversity in America	
SOC 361	Comparative Ethnic Studies	
SOC 374	Cultural Studies	
Developmental Courses		
Select at least one of the following:		3
HMS 203	Health Care Through the Life Span	
HMS 213	Life Span Growth and Development	

HMS 279	Death and Dying	
HMS 379		
Health Science		
Select at least one of the following:		3
HMS 215	Principles of Pharmacology	
HMS 240	Nutrition	
HMS 243	Pathophysiology	
Elective Courses		
Select courses to reach 24 credits:		13
HMS 208	Medical Terminology	
HMS 460	Quality and Risk Management in Health Care	
HMS 463	Issues Health Care Regs and Prac	
NURS 253	Nursing Perspectives	
FIN 251	Personal Finance	
KIN 210	First Aid and CPR	
KIN 361	Vital Health Issues	
BIOL 220	Anatomy and Physiology I	
BIOL 221	Anatomy and Physiology II	
Total Hours		**24**

Health Management Science Concentration (12)

(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 NURS 253 Nursing Perspectives.

Professional Communication

Professional Communication Program Mission

The Professional Communication degree program at Minot State provides students with a strong foundation of knowledge about the work and workings of human communication. The program applies this knowledge to experiential learning across three tracks: strategic communication, sports media production and social media management. Combining theoretical knowledge and practical skills makes for uniquely prepared graduates - ready to serve the myriad communication demands presented in professional settings - large and small.

Professional Communication Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
Students will demonstrate comprehensive knowledge of the discipline of Communication Studies and be prepared to apply this to industry standards across Strategic Communication and Media Production.	1. Students will recognize elements and concepts of communication theory.
	2. Students will recall and discuss the history, growth, and current efforts by professional communicators.
	3. Students will evaluate ethical situations professional communicators face in gathering, producing, and distributing content.
	4. Students will demonstrate competency in media content production.
Students will create communication outputs informed by ethical and academic best practice.	1. Students will present an evidence-based portfolio of work as a capstone marking the conclusion of their undergraduate academic work.
	2. Students will demonstrate ethical practices relevant to producing media content.
Students will evaluate best practice in both the Communication industry and Communication Discipline to create content which engages audiences across a variety of media.	1. Students will employ critical thinking skills as they research, organize, and produce a variety of media content.
	2. Students will apply critical thinking skills demonstrating an understanding of how communication theory relates to the function of message creation and exchange.
	3. Students will present a portfolio of work, containing media content produced during their degree program, that is representative of their professional brand identity.

	4. Students will compose and evaluate strategic communication materials using industry-based knowledge and standards.
	5. Students will evaluate the varied industry standards for vocal delivery and understand their application to varied media tasks.
Students will examine the social uses to which varied forms of Communication are applied.	1. Students will evaluate an element of media for understanding its role in society.
	2. Students will evaluate persuasive messages used in media.
Students will develop professional quality work for local, regional, and national audiences, conferences, and competitions.	1. Students will create an output suitable for review in professional or academic environments.
	2. Students will plan and create a special event inclusive of communications strategy, event delivery, and evaluation.
	3. Students will demonstrate best practice in stakeholder engagement and communication.

Professional Communication majors are encouraged to attend all student and faculty shows, presentations, and events. Professional Communication majors are required to complete COMM 492 Senior Portfolio as their capstone learning experience.

Bachelor of Arts with a Major in Professional Communication

General Education		**38**
Required Core		**31**
COMM 100	Professional Communication Colloquium [1]	
COMM 101	Introduction to Communication	
COMM 212	Interpersonal Communication	
COMM 219	Mass Media and Society	
COMM 224	Social Media, Writing, and Design	
COMM 225	Audio Production	
COMM 254	Special Events Planning I	
COMM 318	Organizational Communication	
COMM 360	Video Production	
COMM 454	Special Events Planning II	
COMM 492	Senior Portfolio	
Options:		
Select one of the following options:		**21-27**
Strategic Communication		
COMM 218	Public Relations Principles	
COMM 221	Strategic Communication Writing	
COMM 281	Reporting and Editing	
COMM 310	Social Media Strategy and Measurement	
COMM 425	Crisis Communication	
Choose four of the following courses:		
COMM 285	Broadcasting and Professional Communication Activities	
COMM 315	Persuasion and Argumentation	
COMM 325	Campaigns and Strategies	
COMM 361	Broadcast News Writing	
COMM 474	Social Media Management Practicum	
COMM 497	Communication Internship	
Sports Media		
COMM 328	Play-by-Play Communication	
COMM 329	Sports Television Production	
COMM 362	Broadcast News Gathering	
COMM 475	Broadcast Production	
Choose four of the following courses:		
COMM 218	Public Relations Principles	
COMM 221	Strategic Communication Writing	

COMM 281	Reporting and Editing	
COMM 285	Broadcasting and Professional Communication Activities	
COMM 310	Social Media Strategy and Measurement	
COMM 325	Campaigns and Strategies	
COMM 361	Broadcast News Writing	
COMM 497	Communication Internship	
Media Production		
COMM 285	Broadcasting and Professional Communication Activities	
COMM 362	Broadcast News Gathering	
COMM 460	Advanced TV and Social Media Production	
COMM 475	Broadcast Production [2]	
Choose four of the following courses:		**3**
COMM 218	Public Relations Principles	
COMM 221	Strategic Communication Writing	
COMM 281	Reporting and Editing	
COMM 325	Campaigns and Strategies	
COMM 361	Broadcast News Writing	
COMM 474	Social Media Management Practicum	
COMM 497	Communication Internship	
Minor and/or Concentrations should fulfill remaining credits needed to reach the 120 (or more) required to earn B.A.		

[1] *COMM 100 Required Every Semester
[2] 6 credits of Broadcast Production are needed. Students should enroll twice

Professional Communication Minor (Non-Major)

Minor Requirements		
COMM 101	Introduction to Communication	3
COMM 212	Interpersonal Communication	3
COMM 219	Mass Media and Society	3
COMM 224	Social Media, Writing, and Design	3
COMM 318	Organizational Communication	3
Choose one of the following courses:		3
COMM 225	Audio Production	
COMM 360	Video Production	
Total Hours		**18**

Professional Communication Concentration

Requirements		**12**
COMM 101	Introduction to Communication	3
COMM 219	Mass Media and Society	3
Select one of the following courses		
COMM 212	Interpersonal Communication	3
COMM 318	Organizational Communication	3
Select one of the following courses		
COMM 225	Audio Production I	3
COMM 360	Video Production I	3

Psychology

Psychology Program Mission

To develop a scientific foundation of psychological knowledge.

Welcome to Psychology!

Minot State University's Psychology Program offers students a broad-based understanding of the major areas of psychology. Graduates of our program will gain an understanding of scientific principles and methods, human development, cognitive and learning processes, the biological basis of behavior, the impact of the social context on behavior, affect, and cognition, and psychopathology. Psychological principles and research findings are used by many different types of careers including counseling, management, marketing, human resources, behavioral analysis, sales, and case management to name a few. For those wishing to pursue an advanced degree, the psychology program provides students with the foundation to pursue graduate programs in clinical, counseling, cognitive, human development, and psychological neuroscience.

Psychology Program Policies

1. Students majoring in psychology earning a grade of "D" or "F" in a psychology course or required course for the psychology major must retake the course and earn a grade of "C" or higher.

2. To graduate with a major in psychology, students must take the Psychology Major Field Exam when enrolled in Senior Seminar and earn a score that falls within the percentile rank of no lower than a half of a standard deviation below the national mean. The standard is meant to ensure students' working knowledge of psychological concepts is consistent with undergraduate psychology students nationally.

3. To help foster success in our program, students majoring in psychology will take the Psychology Major Field Exam when taking Foundations of Psychology. These exam results give the students and the program faculty a baseline measure of psychological knowledge. Foundations of Psychology should be taken within the first year of declaring psychology as a major and prior to completing nine psychology credit hours. Students should review their results with their faculty advisor.

Psychology Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
The student will have the ability to use knowledge gained from their psychology course of study to situations encountered in life.	The student will demonstrate knowledge of clinical/abnormal theories of human behavior.
	The student will demonstrate knowledge of the biological basis of behavior.
	The student will demonstrate knowledge of the developmental processes in human behavior
	The student will demonstrate knowledge of memory, learning, and cognition components in behavior.
	The student will demonstrate knowledge of the social psychology principles and theories of human behavior.
	The student will demonstrate knowledge of the statistical analysis and research methodologies of research methods used in psychology.
	The student will demonstrate integrated knowledge and application of the principles and theories in the above psychological areas.
The student will be able to use of APA formatting and to critically analyze information in written and oral format.	The student will demonstrate knowledge and application of APA formatting.
	The students will demonstrate the ability to critically evaluate information sources.
	The student will demonstrate the ability to integrate information from scientific resources into a cohesive argument.

Bachelor of Arts with a Major in Psychology (120 CR)

Students completing a psychology major with a double-major, minor, or concentration in Addiction Studies may not count a single course for *both* psychology and addiction studies. Course requirements that overlap (e.g., Psychopharmacology) will count towards the addiction studies major/minor/concentration and students must take an additional elective (any extra PSY or MHA course not counting for the addiction studies major/minor/concentration) to 'substitute' the course requirement for the psychology major.

General Education		
PSY 111	Introduction to Psychology	3
PSY 241	Introduction to Statistics	4
or MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
BIOL 115	Concepts of Anatomy and Physiology	4
or BIOL 220	Anatomy and Physiology I	

All other General Education requirements

Required Psychology Core		
PSY 112	Foundations of Psychology	3
PSY 242	Research Methods in Psychology	4
PSY 255	Child and Adolescent Psychology	3
PSY 270	Psychological Disorders and Treatments	3
PSY 376	Social Psychology	3
PSY 379	Psychology of Adulthood and Aging	3
PSY 411	Introduction to Personality Theories	3
PSY 465	Introduction to Behavioral Neuroscience	3
PSY 491	Senior Seminar in Psychology	3
PSY 95	Senior Psychology Major Field Test	0
Area 2 - Biological Component		
Select one of the following:		3
MHA 349	Psychopharmacology	
PSY 460	Sensation and Perception	
Area 3 - Learning Component		
Select one of the following:		3
PSY 410	Cognitive Psychology	
PSY 435	Psychology of Learning	
Area 4 - Applied Component		
Select one of the following:		3
PSY 313	Industrial Organizational Psychology	
MHA 423	Introduction to Counseling	
MHA 424	Advanced Counseling	
PSY 473	Behavior Modification	
PSY 314	Cognition and Games	
Area 5 - Preprofessional Experience		
Select one of the following:		3
PSY 496	Senior Research Thesis	
PSY 497	Psychology Practicum	
Satisfy all other BA requirements		
Electives		
PSY 204	Introduction to Cyberpsychology	
PSY 261	Psychology of Adjustment	
PSY 315	Careers in Psychology	
PSY 493	Thesis Proposal	
MHA 476	Group Dynamics	
Total Hours		**51**

Psychology Minor

Credits applied to the psychology minor may not be applied to the addiction studies major/minor/concentration. MHA 297 Addiction Studies Practicum and MHA 485 Addiction Studies Practicum may not be applied to the psychology minor.

PSY 255	Child and Adolescent Psychology	3
PSY 270	Abnormal Psychology	3
PSY 376	Social Psychology	3
PSY 411	Introduction to Personality Theories	3
PSY 465	Introduction to Behavioral Neuroscience	3
Select one of the following:		3
PSY 410	Cognitive Psychology	
PSY 435	Psychology of Learning	
Additional PSY electives		6

Any 200-400 level PSY courses are acceptable.	
Total Hours	**24**

Psychology Concentration

Credits applied to the psychology concentration may not be applied to the addiction studies major/minor/concentration. MHA 297 Addiction Studies Practicum, MHA 485 Addiction Studies Practicum, and MHA 486 Addiction Studies Practicum may not be applied to the psychology minor.

Select courses to total twelve semester hours all of which must be at the 200-400 level.

Behavioral Research Concentration for Psychology Majors (14 credits)

PSY 342	Research Methods II	4
PSY 494	Directed Behavioral Research	1-4
PSY 493	Thesis Proposal	3
PSY 496	Senior Research Thesis	3

Behavioral Science Research Concentration for Non-Psychology Majors (15 Credits)

PSY 241	Introduction to Statistics	4
or MATH 210	Elementary Statistics	
or DATA 211	Applied Statistics and Data Visualization	
PSY 342	Research Methods II	4
PSY 494	Directed Behavioral Research	1-4
PSY 493	Thesis Proposal	3

Radiologic Technology

Radiologic Technology Program Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Demonstrate knowledge of basic concepts in the sciences related to Radiologic Technology	SLO 1: Students will identify and explain central concepts in anatomy, physiology, chemistry, and physics.
SLG 2: Possess effective verbal and written communication skills	SLO 1: Students will use effective oral communication
	SLO 2: Students will exhibit effective written communication skills
SLG 3: Be clinically competent entry level radiologic technologists	SLO 1: Students will apply positioning skills
	SLO 2: Students will be mindful of radiation skills and use radiation protection for patients, self, and others
	SLO 3: Students will demonstrate clinical competence in the workplace
SLG 4: Exhibit ethical and professional behaviors	SLO 1: Students will demonstrate professional and ethical behavior in the clinical setting

Bachelor of Science with a Major in Radiologic Technology (124-126 cr.)

There are two options under the Bachelor of Science degree in Radiologic Technology. **Option I** is the **Radiologic Technology** Option while **Option II** is the **Diagnostic Sonography** Option. The primary difference is in the nature of the clinical experience (RAD 405). Once students have completed all of the necessary on-campus coursework they then enroll for clinical training (18 to 24 months) at an accredited school of radiologic technology or diagnostic sonography with which Minot State has an agreement. 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 clinical program. Admission to Minot State University does not guarantee acceptance into clinical training. Students pursuing the BS degree must enroll in RAD 405 Radiologic Technology Clinical as a full-time students at Minot State during the 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.

RAD 405 Radiologic Technology Clinical carries the prerequisite of acceptance into the Radiologic Technology program. Students pursuing this program would, upon successful completion of the program (both the on-campus portion and the clinical portion), be granted a BS degree from Minot State. They would also be eligible to take the appropriate certification exam to become certified as a registered radiologic technologist/radiographer or diagnostic sonographer. MSU maintains, where feasible, tuition agreements with radiologic technology schools or diagnostic sonography 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 RAD 405 Radiologic Technology Clinical.

General Education		
General Education courses		38
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	
PHYS 211	College Physics I	
PHYS 212	College Physics II	
PSY 111	Introduction to Psychology	
SOC 110	Introduction to Sociology	
Required Courses		
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
CHEM 118	General, Organic, and Biological Chemistry	4
CIS 220	Managing Computer Information Systems	3
HMS 208	Medical Terminology	2
BIOL 202	Introductory Microbiology	4
HMS 215	Principles of Pharmacology	3
KIN 431	Kinesiology	3
MATH 210	Elementary Statistics	4
PHIL 210	Ethics	3
PSY 270	Psychological Disorders and Treatments	3
RAD 102	Introduction to Radiologic Technology	1
RAD 405	Radiologic Technology Clinical	1-15
Clinical Experience		
4 Semesters at 13 Credits per Semester		52
Total Hours		**129-143**

Social and Data Science

Social and Data Science Composite Degree Options:

Students have a choice of two composite degrees in Social Science. The Social and Data Science BA is a Bachelor of Arts with a focus on two areas in the social sciences. The Social Science BSEd prepares candidates for secondary (7-12) teaching in social studies (History, Economics, Geography, Political Science). Education Candidates should also consider the History BSEd options. Both History and Social Science BSEd degrees are advised by the History faculty.

Social and Data Science BA Program Mission

Professionally train students in a modern and dynamic environment with the net aim of enhancing their capabilities to be successful.

Social and Data Science Program Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates apply the areas of knowledge and the unique methods and approaches of history, political science, sociology, economics, philosophy, and geography.	SLO 1: Students will model their understandings of these disciplines in writing and projects unique to the social science major.
SLG 2: Graduates possess an expansive knowledge base of the social scientific theorization on culture and its relevance at local, national, and global levels.	SLO 2: Students will integrate cultural understandings into their papers and projects
SLG 3: Graduates use historical methods to answer research questions about both the past and present.	SLO 3: Students will complete a history research project requiring the use of archival research or other historical methods.
SLG 4: Graduates understand political power and the main theoretical approaches used by political scientists.	SLO 4: Students will demonstrate content recall and modification through tests, assignments, and research projects in the political science curriculum.

SLG 5: Graduates appraise individual development and identity as well as the interactions of individuals, groups, and institutions.	SLO 5: Students will compare and contrast critical and analytical frameworks regarding identity formation and organizations in political science and sociology.
SLG 6: Graduates effectively use tools of economic analysis, in particular how people organize for production, distribution, and consumption of goods and services.	SLO 6: Students will apply appropriate economic methods in their economics coursework, and specifically be able to model market behavior at micro- and macro-levels.
SLG 7: Graduates will apply the approaches of geographic concepts and tools, physical and human landscapes, and the interaction of people, places, and environments.	SLO 7: Students will use tools of geographic analysis in their geography coursework.
SLG 8: Graduates employ advanced critical and analytical thinking and writing skills, including the ability to present and support and argumentative thesis.	SLO 8: Students will complete a senior capstone project incorporating multiple perspectives in the social sciences to answering a research question and arguing their position.

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

Student Learning Goals	Student Learning Outcomes
SLG 1: Meet North Dakota ESPB Social Studies teaching standards.	SLO 1: Demonstrate a broad base of coursework and knowledge in social studies including history and at least two of the following three core areas: political science and civics, economics, and geography. SLO 2: Demonstrate study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P#12 education. SLO 3: Demonstrate the study of multi#cultural, cross#cultural, diversity, global issues, and multiple perspectives. SLO 4: Demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues. SLO 5: Demonstrate an understanding of current trends in social studies with an examination of various teaching methods and techniques. SLO 6: Demonstrate the use of current, appropriate instructional technology.
SLG 2: Craft analytical and persuasive writing.	SLO 7: Demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.

Additional Program/Degree/Graduation Requirements

Admission to Teacher Education

- Social Science BSEd 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 MinotStateU.edu/history/ (http://www.minotstateu.edu/history/).
- 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 MinotStateU.edu/sse/ (http://www.minotstateu.edu/sse/).

Graduation Requirements

- Social Science BSEd 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 MinotStateU.edu/history/teacher_ed.shtml (http://www.minotstateu.edu/history/teacher_ed.shtml/))
- 2.5 GPA required in major for graduation.

Bachelor of Arts with a Major in Social and Data Science

General Education	
General Education courses	38
Foundational Courses	

Analytical/Quantitative Literacy		
MATH 210	Elementary Statistics	4
or PSY 241	Introduction to Statistics	
PHIL 100	Critical Thinking	3
or ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
Research Literacy		
SOC 278	Social Research Methods	3
HIST 251	Introduction to Public History	3
Writing Literacy		
ENGL 315	Profes and Tech Writing	3
HIST 280	Practice and Method	3
Technical Literacy		
GEOG 289	Introduction to GIS	3
or GEOL 220	-Introduction to GIS	
BOTE 247	Spreadsheet Applications	3
or ART 112	Print, Web, and Social Media Graphics	
Capstone Research Project Preparatory Courses		
SS 399	Readings in Social Science	1
In consultation with an advisor, choose at least four courses from below that will contribute to your capstone research project.		12
ECON 320	Environ and Nat Resource Econ	
ECON 410	Managerial Economics	
ECON 414	International Economics	
GEOG 340	Human Geography	
GEOG 380	Cultural Geography	
POLS 220	International Politics	
POLS 275	Contemporary Community Issues	
POLS 375	Contemporary Political Issues	
SOC 275	Contemporary Community Issues	
Capstone Project		
SOC 401	Research/Practicum/Internship	3
Minor		**21**
Concentration		**12**
Electives		**6-8**
Total Hours		**118-120**

[1] In this SS 399 course the student will develop a capstone research project in consultation with an advisor.

Social Work

The Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education and leads to the Bachelor of Social Work (BSW) degree. The program is organized and implemented without discrimination on the basis of race, color, gender, age, creed, caste, ethnic or national origin, disability, sexual orientation, or political affiliation. The program engages in specific and continuous efforts within the curriculum to address anti-racism, diversity, equity, and inclusion.

The Social Work Program does not give academic credit for life or work experience; or allow such experience to be substituted for the field practicum or the required core courses. Students must receive a grade of “C” or better in all courses with an SWK prefix and maintain a Social Work program GPA of at least 3.0 in order to receive the BSW degree.

Social Work Program Mission

The Minot State University Social Work Program, using a person-in-environment framework and a strengths-based approach, integrates essential social work values, knowledge, and skills to prepare compassionate and competent generalist social workers. Our mission is to empower baccalaureate

students to promote human and community well-being, including human rights and advocacy for social, racial, economic, and environmental justice on both local and global scales.

Throughout its four program options in rural North Dakota, Minot State University Social Work students actively engage with the values of the profession. Our implicit and explicit curriculum fosters scientific inquiry, service, social justice, the dignity and worth of each person, and the importance of human relationships. Emphasizing diversity, equity, and inclusion, faculty and students are committed to anti-racist, anti-oppressive practices that address poverty, uphold human rights, and celebrate diversity. Prepared to lead with integrity and competence, our graduates facilitate conditions that enhance life for all people, while advancing human well-being and justice in any community they serve.

Student Learning Goals	Student Learning Outcomes
SLG 1: Demonstrate Ethical and Professional Behavior	• SLO 1: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	• SLO 2: Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
	• SLO 3: Use technology ethically and appropriately to facilitate practice outcomes.
	• SLO: 4 Use supervision and consultation to guide professional judgment and behavior.
SLG 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	• SLO 1: Advocate for human rights at the individual, family, group, organizational, and community system levels.
	• SLO 2: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
SLG 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	• SLO 1: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research and policy levels.
	• SLO 2: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
SLG 4: Engage in Practice-Informed Research and Research-Informed Practice	• SLO 1: Apply research findings to inform and improve practice, policy, and programs.
	• SLO 2: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
SLG 5: Engage in Policy Practice	• SLO 1: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
	• SLO 2: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
SLG 6: Engage with Individuals, Families, Groups, Organizations and Communities	• SLO 1: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
	• SLO 2: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
SLG 7: Assess Individuals, Families, Groups, Organizations, and Communities	• SLO 1: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
	• SLO 2: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
SLG 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• SLO 1: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
	• SLO 2: Incorporate culturally responsive methods to negotiate, mediate, and advocate with an on behalf of clients and constituencies.
SLG 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SLO 1: Select and use culturally responsive methods for evaluation of outcomes.
	SLO 2: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Admission Requirements

Students are required to submit an application for admission to the Social Work program that is separate from the University admissions application. Program admission criteria includes the following:

a. Successful completion of two Social Work courses or their transfer equivalent: SWK 256 Development of Social Welfare and SWK 250 Interpersonal Skills. The combined GPA for these two courses must be 3.00 or higher for admission into the program.
b. A cumulative GPA of 2.50 or higher.
c. Successful completion of the following prerequisite courses or their transfer equivalent: ENGL 110 College Composition I, ENGL 120 College Composition II, COMM 110 Fundamentals of Public Speaking, SOC 110 Introduction to Sociology, PSY 111 Introduction to Psychology, POLS 115 American Government, PHIL 210 Ethics, and MATH 210 Elementary Statistics or PSY 241 Introduction to Statistics.
d. Documentation of a 25-hour volunteer human service experience concurrent with SWK 250 Interpersonal Skills. Documentation includes the following: Volunteer Hour Time Sheet reflecting all 25 hours, Student Self-Evaluation, and positive Supervisor Evaluation. Students who do not submit the volunteer paperwork will be required to take a one credit course to complete a supervised volunteer experience.
e. Second semester sophomore standing or higher with a minimum of 32 successfully completed credits.
f. Submission of the Non-Criminal Justice Request for Criminal History Record Information through BCI (ND Residents) or a Castlebranch background check for out of state applicants.
g. Successful set-up and registration with IPT Software used to process admission documents. Instructions on how to establish an IPT account will be emailed to students upon receipt and evaluation of the required background check.
h. Social Work students must agree to read and abide by the NASW Code of Ethics, the MSU Student Code of Conduct, and complete the following documents: Statement of Understanding and Student Admissions Contract and Code of Conduct.
i. Typed Personal statement.
j. Unofficial transcripts from all Colleges/Universities attended.
k. Students may be asked to submit references and/or interview with program option faculty if clarification is needed on admission criteria.
l. All application requirements are due to program option faculty during the SWK 250 Interpersonal Skills course or prior to taking any SWK methods course.

Students may not take SWK 335 Social Work Methods I, SWK 426 Social Work Methods II, SWK 427 Social Work Methods III, SWK 490 Field Education, or SWK 491 Senior Seminar until they have been formally accepted into the Social Work program.

Students must submit a Field Education Admissions application prior to enrollment in SWK 490 Field Education Field Education and the application must be approved by the Field Director. The Field Application requires a Castlebranch background check and a Child Abuse/Neglect screen. Arrests, charges, convictions, or other criminal offenses may limit field opportunities and the ability to achieve professional licensure.

Social Work majors must maintain a cumulative GPA of 2.00 and a Social Work GPA of 3.0. in order to graduate with the BSW degree. Any Social Work course (SWK) graded below a C needs to be repeated. A course with an SWK prefix can only be repeated one time to achieve the C grade.

Almost all Social Work program requirements need to be completed prior to enrollment in SWK 490 Field Education and any courses taken concurrently with SWK 490 Field Education other than SWK 491 Senior Seminar and SWK 492 Field Supervision, need to be approved by the Social Work Program Director.

The baccalaureate Social Work program is accredited by the Council on Social Work Education (CSWE). Graduates of this program are eligible to take the ASWB licensure exam and may be eligible for advanced standing status in MSW programs.

Bachelor of Social Work

General Education		
General Education courses		38
Social Work majors are required to take the following specific courses as general education requirements:		
COMM 110	Fundamentals of Public Speaking	
ENGL 110	College Composition I	
ENGL 120	College Composition II	
PSY 111	Introduction to Psychology	
SOC 110	Introduction to Sociology	
Required Core		
SWK 250	Interpersonal Skills	3
SWK 256	Development of Social Welfare	3
SWK 330	Human Behavior and the Social Environment	3
SWK 331	Family Dynamics	3

SWK 335	Social Work Methods I	3
SWK 340	Social Welfare Policy	3
SWK 426	Social Work Methods II	3
SWK 427	Social Work Methods III	3
SWK 430	Diversity, Oppression, and Social Change	3
SWK 490	Field Education	12
SWK 491	Senior Seminar	3
Required Support Courses		
ECON 201	Principles of Microeconomics	3
or ECON 202	Principles of Macroeconomics	
HMS 203	Health Care Through the Life Span	3
or HMS 213	Life Span Growth and Development	
or PSY 255	Child and Adolescent Psychology	
or PSY 379	Psychology of Adulthood and Aging	
PHIL 210	Ethics	3
POLS 115	American Government	3
PSY 241	Introduction to Statistics	4
or MATH 210	Elementary Statistics	
PSY 270	Psychological Disorders and Treatments	3
MHA 344	Dynamics of Addiction	3
Social Work or Other Approved Electives		3
SWK 428	Crisis Intervention	
or SWK 402	N.A. Children and Adolescents	
or HMS 279	Death and Dying	
Select one of the following research methods courses:		3
PSY 242	Research Methods in Psychology	
SOC 278	Social Research Methods	
SWK 442	Research Methods in Social Work	
Select two of the following diversity electives:		6
SPED 330	Survey of Deaf Culture	
HMS 333	Transcultural Health Care	
COMM 413	Gender Communication	
GS 225	Intro to Gender/Women's Studies	
GEOG 161	World Regional Geography	
GEOG 261	Countries and Cultures	
GEOG 360	Perception of the Environment	
GEOG 380	Cultural Geography	
HIST 261	American Indian History	
HIST 283	Diversity in America	
SOC 255	Diversity in Families	
SOC 269	Culture and Sexuality	
SOC 275	Contemporary Community Issues	
SOC 361	Comparative Ethnic Studies	
SOC 374	Cultural Studies	
SOC 379		
SOC 381	Sociology of Health and Illness	
SPED 101	Introduction to Intellectual and Developmental Disability Services	
SPED 110	Introduction to Exceptional Children	
Electives		**6**
Total Hours		**120**

Sociology

Program Mission

The mission of the Sociology Program at Minot State is to prepare our students with the knowledge and critical perspectives to navigate a rapidly changing world and shape it into a more just, equal, and inclusive place. We seek to do this by providing a personalized approach in research, theory, data analysis, and writing tailored to each student's interests and career goals. Our mission is also to serve our regional and local community through sharing knowledge and informed action on pressing social problems.

Student Learning Goals	Student Learning Outcomes
SLG 1: Demonstrate advanced sociological knowledge including theories, methods, perspectives, and other content.	SLO 1.1: Articulate major research methods, sociological theories, and approaches to inquiry and/or schools of practice. SLO 1.2: Illustrate both their application and their relationship to allied fields.
SLG 2: Demonstrate a comprehensive understanding of the sociology's profession contributions and the challenges facing the discipline.	SLO 2.1: Assess the contribution of major sociologists. SLO 2.2: Describe major methodologies and/or practices in sociology. SLO 2.3: Articulate a full range of challenges involved in practicing sociology as a profession.
SLG 3: Communicate effectively both in writing and orally about any topics from a sociological perspective.	SLO 3.1: Use clear and consistent organizational pattern to present content cohesively (Organization). SLO 3.2: Choose memorable and appropriate language to enhance the effectiveness of the presentation (Language). SLO 3.3: Select different and effective types of delivery techniques to make presentation of work compelling, polished, and confident (Delivery). SLO 3.4: Use different types of materials to significantly support the presentation and establish the presenter's credibility/authority on the topic (Supporting Materials). SLO 3.5: Deliver a compelling central message (Central Message).
SLG 4: Demonstrate critical thinking by systematically exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	SLO 4.1: Clearly state the issues/problem that needs to be considered critically (Explanation of Issues). SLO 4.2: Thoroughly interpret and evaluate the information taken from sources(s) to develop a comprehensive analysis or synthesis (Evidence). SLO 4.3: Thoroughly analyze their own and others' assumptions that takes into account the complexities of and issue (Influence of Context and Assumptions). SLO 4.4: Conclusions, consequences, and implications are logical and reflect informed evaluation and ability to place evidence and perspectives discussed in priority order (Conclusions and Related Outcomes).
SLG 5: Demonstrate cultural company through appropriate interaction in a variety of cultural contexts	SLO 5.1: Employ ethnocentrism and cultural relativism to articulate their own cultural rules and biases, as well as demonstrate sophisticated understanding of the complexity of their own and other culture's social structure. SLO 5.2: Interpret intercultural experience from their own perspectives as well as more than one worldview while acting in a supportive manner that acknowledges the perspective of another cultural group.
SLG 6: Apply sociological knowledge and skills to systematically understand the world based on the collection and analysis of data driven evidence.	SLO 6.1: Identify a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of an issue. SLO 6.2: Synthesize in-depth information from relevant sources representing various points of view/approaches. SLO 6.3: Demonstrate fluency in the tools of the development, implication and decimation of an original research project.

Bachelor of Arts with a Major in Sociology

General Education		
General Education courses		38
Required Core		**19**
SOC 110	Introduction to Sociology	3
or SOC 201	Social Problems	
or SOC 200H	Idea of Society	
SOC 111	Sociology as a Vocation	1
PSY 241	Introduction to Statistics	4
or DATA 211	Applied Statistics and Data Visualization	
or MATH 210	Elementary Statistics	
SOC 278	Social Research Methods	3
SOC 178	Introduction to Applied Research	2
SOC 477	Sociological Theory	3
Required Sociology Elective Courses		**18**

Students must select a minimum of 2 courses at 300 level and 1 course at the 400 level. 400 level course CAN NOT include 401. Students may focus on a specific area, however it is not required.

Areas of Focus		
APPLIED SOCIOLOGY		
SOC 201	Social Problems	
SOC 210	Introduction to Anthropology	
SOC 236	Sociology of Sport	
SOC 255	Diversity in Families	
SOC 279	Aging and Life Course	
SOC 298	Sociology of Education	
SOC 345	Critical Media Analysis	
SOC 369	Studies in Deviance	
SOC 381	Sociology of Health and Illness	
SOC 463	Sociology of Gender	
CULTURE & MEDIA		
SOC 202	Popular Culture and Society	
SOC 236	Sociology of Sport	
SOC 255	Diversity in Families	
SOC 269	Culture and Sexuality	
SOC 275	Contemporary Community Issues	
or POLS 275	Contemporary Community Issues	
SOC 345	Critical Media Analysis	
SOC 357	Sociology of Religion	
SOC 374	Cultural Studies	
SOC 425	Society and the Graphic Novel	
Additional Electives		**6**
CJ 330	Criminological Theory	
CJ 332	Restorative Justice	
CJ 362	Gender Issues in Criminal Justice	
CJ 395	Victims and Victimology	
COMM 219	Mass Media and Society	
COMM 315	Persuasion and Argumentation	
COMM 413	Gender Communication	
COMM 425	Crisis Communication	
CSCI 111	Introductory Programming and Big Data	
CSCI 331	Technology and Society	
DATA 211	Applied Statistics and Data Visualization	
DATA 240	Programming for Data Science	
GEOG 340	Human Geography	
GEOG 380	Cultural Geography	
GS 225	Intro to Gender/Women's Studies	
HIST 261	American Indian History	
HIST 315	History of American Women	
HIST 365	Peoples and Cultures of Native North America	
PHIL 100	Critical Thinking	
PHIL 101	Introduction to Philosophy	
PHIL 102	Philosophy of Human Nature	
POLS 115	American Government	
SWK 428	Crisis Intervention	
Required Senior Capstone		**3**
SOC 401	Research/Practicum/Internship	

or SOC 399	Senior Readings	
Second Major or Minor and/or Concentration(s)		34-36

Sociology Minor (Non-Teaching)

Required Core (10 cr.)		
SOC 110	Introduction to Sociology	3
or SOC 200H	Idea of Society	
or SOC 201	Social Problems	
SOC 111	Sociology as a Vocation	1
SOC 278	Social Research Methods	3
SOC 477	Sociological Theory	3
Required Sociology Elective Courses		**12**
Any 4 Sociology Courses		
Total Hours		**22**

Sociology Minor (Teaching)

Required Core:		
SOC 110	Introduction to Sociology	3
or SOC 200H	Idea of Society	
or SOC 201	Social Problems	
SOC 278	Social Research Methods	3
SOC 298	Sociology of Education	3
SOC 477	Sociological Theory	3
HIST 391	Secondary History/Social Science Teaching Methods	3
Required Sociology Elective Courses		**6**
Any 2 Sociology Elective Courses		
Total Hours		**21**

Sociology Concentration

SOC 110	Introduction to Sociology	3
SOC electives (200-400 level)		9
Total Hours		**12**

Media Literacy Concentration

Required Courses:		
COMM 219	Mass Media and Society	3
SOC 345	Critical Media Analysis	3
Choose 2 of the following:		
BADM 321		3
BADM 422		3
COMM 220	Broadcast Advertising and Applications	3
COMM 315	Persuasion and Argumentation	3
ENGL 367	Media Literacy	3
GS 225	Intro to Gender/Women's Studies	3
SOC 325	Environmental Sociology	3
SOC 374	Cultural Studies	3
Total		12

Special Education

The undergraduate programs in Special Education prepare entry level educators for preK through 12th grade to teach children and youth with disabilities. These programs are approved by the North Dakota Education Standards and Practices Board (ESPB) and the Council for the Accreditation

of Educator Preparation (CAEP). Students may choose to major in Special Education through a traditional or para-to-teacher pathway. Students majoring in other fields of education may add on a special education teachable minor. A minor in deaf/hard of hearing education is also offered for students wishing to gain more knowledge about supporting the educational needs of this unique population. A concentration in special education is available to students of any major who want to enhance their professional preparation for interacting with individuals with disabilities.

Bachelor of Science in Education with a Major in Special Education

The purpose of the Bachelor of Science in Education with a Major in Special Education is to prepare beginning special education teachers.

The BSEd in Special Education is a practice-based program with an emphasis on clinical practice and apprenticeship. The paraprofessional to teacher track (PTP) allows candidates currently employed as special education paraprofessionals to complete their degree while maintaining their position. Candidates not employed as paraprofessionals will complete their degree on campus through a combination of traditional and online coursework with enhanced clinical practicum opportunities.

The seven student learning goals of the program align with the teacher preparation standards of the Council for Exceptional Children (CEC):

Student Learning Goals	Student Learning Outcomes
1. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.	SLO 1: Candidates practice within ethical guidelines and legal policies and procedures. SLO 2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. SLO 3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
2. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.	SLO 1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. SLO 2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.	SLO 1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. SLO 2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.	SLO 1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities SLO 2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services. SLO 3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-cognitive strategies to support and self-regulate learning.	SLO 1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual. SLO 2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self#regulation of student learning. SLO 3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. SLO 4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group. SLO 5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. SLO 6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.	SLO 1: Candidates use effective routines and procedures to#create safe, caring, respectful, and productive learning environments#for individuals with exceptionalities. SLO 2: Candidates#use a range of preventive and responsive practices#documented as effective to support individuals' social, emotional, and educational well-being. SLO 3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
7. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.	SLO 1: Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs. SLO 2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. SLO 3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. SLO 4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Bachelor of Science in Education with a Major in Special Education

General Education		
General Education Courses		38
Required Special Education Core		
SPED 110	Introduction to Exceptional Children	3
SPED 141	Foundations of Early Childhood Special Education	2
SPED 201	Applied Behavior Analysis for Teachers	3
SPED 202	Intro to Sensory Disabilities	3
SPED 233	Experience in SPED	1
SPED 302	Language and Communication Interventions	3
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	3
SPED 340	Assessment in SPED	4
SPED 379	Leadership in SPED	3
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	3
SPED 420	Inclusive Practices	3
SPED 441	Methods for High Incidence Disabilities [1]	3
SPED 442	Methods for Low Incidence Disabilities [1]	3
SPED 444	Transition to Adult Life [1]	3
SPED 445	Collaboration in Special Education	3
SPED 494	Practicum in Special Education [1]	4
Professional Education Sequence		

PSY 255	Child and Adolescent Psychology	3
or SPED 140	Human Development	
HIST 283	Diversity in America	3
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction [1]	2
ED 484	Student Teaching Seminar: K12 [1]	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 483	Student Teaching Seminar: Secondary	
Department Specific Courses (admission to teacher education required)		
ED 495	Student Teaching, Special Education [1]	10
ELED 352	Foundations of Reading [1]	3
ELED 362	Applications of Literacy Instruction, Intervention, and Assessment	3
Total Hours		**124**

[1] Requires Admission to Teacher Education.

Students wishing to enroll in a double major in conjunction with the BSEd in SPED will complete all requirements of both majors as identified in the MSU undergraduate catalog.

Minors can be pursued by any student in progress of a Bachelor's degree at MSU or any other institution of higher education. Students who have completed a Bachelor's degree from MSU or another institution may also choose to pursue a minor and have it transcripted. The non-teaching special education and deaf and hard of hearing education minor is appropriate for students not in teacher education who wish to complement their major with additional content in special education. The special education teaching minor is appropriate for students in a teacher education program who wish to add a special education endorsement to their teaching license.

American Sign Language Studies Minor

SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
SPED 213	American Sign Language III	3
SPED 312	Intermediate Sign Language	3
SPED 330	Survey of Deaf Culture	3
SPED 412	Advanced Sign Language	3
Total Hours		**18**

The American Sign Language Studies minor offers a solid foundation in American Sign Language (ASL) as well as exposure to the richness of Deaf culture in North America. All coursework is offered via distance formats and accessible to students in any location. SPED 113 and 115 are approved for general education coursework in the ND University System. Students enrolled in baccalaureate degrees at institutions of higher education other than Minot State University may also pursue this minor and have it added to their transcript.

Deaf and Hard of Hearing Education Minor

SPED 110	Introduction to Exceptional Children	3
SPED 113	American Sign Language I	3
SPED 117	Manually Coded English	3

SPED 210	Intro to Ed of Children w/DHH	3
SPED 302	Language and Communication Interventions	3
or CSD 331	Language Disorders in Children	
CSD 342	Introduction to Audiology	4
Total Hours		**19**

Sign Language Interpreter Training Minor

The Sign Language Interpreter Training minor provides students who possess strong skills in American Sign Language with a foundation in methods of professional sign language interpretation. Completion of the minor is intended to prepare students wishing to pursue a career as a professional sign language interpreter in both educational and community settings.

Required:		
SPED 116	Intro to Sign Lang Interpreting	3
SPED 215	Interpreting I	3
SPED 216	Interpreting II	3
SPED 303	American Sign Language Fingerspelling, Numbers, and Specialized Vocabulary	3
SPED 318	Interpreting III	3
SPED 433	Field Experience	2
Recommended Electives:		
SPED 117	Manually Coded English	
SPED 210	Intro to Ed of Children w/DHH	
SPED 320	Interpreter Certification Preparation	
Total Hours		**17**

Special Education Minor

SPED 110	Introduction to Exceptional Children	3
SPED 120	Intro to Positive Behavior Supports	3
or SPED 201	Applied Behavior Analysis for Teachers	
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	3
SPED 420	Inclusive Practices	3
SPED 441	Methods for High Incidence Disabilities [1]	3
SPED 494	Practicum in Special Education (A minimum of 2 credits of Sped 494 are required.) [1]	1-4
1 Requires admission to teacher education.		
Total Hours		**16-19**

Special Education Minor (Non-Teaching)

Required:		
SPED 110	Introduction to Exceptional Children	3
SPED 120	Intro to Positive Behavior Supports	3
or SPED 201	Applied Behavior Analysis for Teachers	
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	3
SPED 420	Inclusive Practices	3
Select at least 5 credits from the following:		**5**
SPED 141	Foundations of Early Childhood Special Education	
SPED 202	Intro to Sensory Disabilities	
SPED 210	Intro to Ed of Children w/DHH	
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	
SPED 311	Introduction to Autism Spectrum Disorder	
SPED 234	Disability and Society	
SPED 302	Language and Communication Interventions	

SPED 445	Collaboration in Special Education	
Total Hours		**17**

Deaf Studies Concentration

SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
SPED 213	American Sign Language III	3
SPED 330	Survey of Deaf Culture	3
Total Hours		**12**

Special Education Concentration

SPED 110	Introduction to Exceptional Children	3
SPED 420	Inclusive Practices	3
Select two of the following:		6
SPED 120	Intro to Positive Behavior Supports	
SPED 202	Intro to Sensory Disabilities	
SPED 210	Intro to Ed of Children w/DHH	
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	
Total Hours		**12**

University Studies

Associate of Arts in University Studies

The Associate in Arts program will include required general education coursework (38 credits) and additional academic coursework (at least 22 credits) selected in consultation with an advisor and dependent on the student's career focus or transfer plan. The degree program requires completion of 60 credit hours.

General Edcuation		
Communication (9 credits)		**9**
ENGL 110	College Composition I	
ENGL 120	College Composition II	
COMM 110	Fundamentals of Public Speaking	
Quantitative Reasoning/Math (minimum of 3 credits)		**3**
Fine Arts, Humanities and History (6 credits)		**6**
At least two courses with different prefixes.		
Natural Sciences and Technology (minimum 6 credits)		**6**
At least two courses with different prefixes. All students must complete at least one lab science course.		
Social Science (6 credits)		**6**
At least two courses with different prefixes.		
Choice (6 credits)		**6**
Any general education course not already taken in the other categories.		
First-Year Experience (2 credits)		**2**
UNIV 110	First Year Seminar	
Additional Academic Courses		**22**
Total Hours		**60**

- Select courses in consultation with advisor, depending on student's career interests and transfer plan.
- Minot State will consider packaging concentrations or certificates in disciplines where students frequently stop out or transfer to make the student more employable and to support ease of transfer.

ENGL 120 College Composition II satisfies digital literacy requirement.

Minors/Concentrations

Economics Minor (Non-Teaching)

Required Core (6)		
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
Elective 300-400 level Econ Courses (12-15) or:		15
SS 399	Readings in Social Science	
Total Hours		**21**

Economics Minor (Teaching)

Required Core (6)		
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
Teaching Methods (4)		
HIST 391	Secondary History/Social Science Teaching Methods	3
HIST 396	Secondary Hist/Soc Sci Practicum	1
Electives from 300-400 Econ courses (11-14) or:		14
SS 399	Readings in Social Science	
Total Hours		**24**

Film Studies Minor

Required Course:		3
ENGL 225	Introduction to Film	
Select 5 of the Following:		15
ART 180	Digital Photography	
FREN 220	French Film	
GERM 220	German Film	
SPAN 320	Hispanic Cinema	
COMM 317	Rhetorical Theory	
ENGL 270	Foundations in Literary Analysis	
ENGL 322	Am Dialects in Lit and Media	
ENGL 324	Rhetoric of Everyday Life	
ENGL 333	Shakespeare in Film	
ENGL 334	Film Directors	
ENGL 335	Film Genres	
ENGL 355	Age of Shakespeare	
FREN 343	Contemporary Culture of the French-Speaking World	
LEAD 211	Leadership in the Movies	
SPAN 343	Contemporary Hispanic Culture	
THEA 161	Acting I	
THEA 385	Directing	
THEA 450	Contemporary Drama	
Total Hours		**18**

Gender/Women's Studies Minor

Required Core		
GS 225	Intro to Gender/Women's Studies	3
COMM 212	Interpersonal Communication	3
SOC 463	Sociology of Gender	3
HIST 315	History of American Women	3

or HIST 352	Medieval and Early Modern Women	
Select three of the following: [1]		9
COMM 219	Mass Media and Society	
CJ 362	Gender Issues in Criminal Justice	
CJ 368	Campus Crime	
CJ 395	Victims and Victimology	
ENGL 270	Foundations in Literary Analysis	
HIST 315	History of American Women (If not taken in core.)	
HIST 352	Medieval and Early Modern Women (If not taken in core.)	
SOC 255	Diversity in Families	
SOC 269	Culture and Sexuality	
SWK 256	Development of Social Welfare	
Additional Electives (must meet prior approval)		
ART 314	Art History Topics	
ENGL 334	Film Directors	
ENGL 435	Major Writers	
THEA 450	Contemporary Drama	
Total Hours		**21**

[1] Students must take nine credits and only six may be from the same disciplinary area.

Geography Minor (Non-Teaching)

Required Courses (6 cr)

GEOG 110	Introduction to Geography	3
GEOG 161	World Regional Geography	3
Elect five 200-400 level GEOG courses		15
Total Hours		**21**

Earth Science Minor (Teaching)

GEOL 105	Physical Geology with Lab	4
GEOL 106	Historical Geology with Lab	4
GEOL 307	Mineralogy	4
GEOL Electives 200 or Above		6
GEOG 330	Geography of Weather and Climate	3
PHYS 110	Astronomy	4
Total Hours		**25**

Humanities Minor

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

Select one of the following:		3
ART 210	Art History: Prehistoric through Middle Ages	
ART 211	Art History: Renaissance to Contemporary	
Select one of the following:		3
THEA 110	Introduction to Theatre Arts	
THEA 350	Theatre History, Criticism, and Literature I	
ENGL 355	Age of Shakespeare	
Select one of the following:		3
HIST 105	World Civilizations I	
HIST 106	World Civilizations II	
HIST 103	US History to 1877	

HIST 104	US History from 1877	
PHIL 330	Modern Philosophy	
PHIL 380	Existentialism	
Select one of the following:		3
ENGL 220	Introduction to Literature	
ENGL 251	Foundations in Brit Lit I	
ENGL 252	Foundations in Brit Lit II	
ENGL 261	Foundations in Am Lit I	
ENGL 262	Foundations in Am Lit II	
Select one of the following:		3
MUSC 100	Music Appreciation	
MUSC 306	Music History and Literature I	
MUSC 307	Music History and Literature II	
Approved electives from ART, ENGL, HIST, HUM, MUSC, PHIL, or THEA (6). Electives must be approved by the humanities coordinator, and may include the following Humanities courses:		6
HUM 303	The World of Ancient Greece	
HUM 304	The World of Ancient Rome	
Total Hours		**21**

Native American Studies Minor

Select from the following:		21
ART 345	Introduction to Museum Studies	
BIOL 310	Ethnobotany	
ENGL 265	Introduction to Native American Literature	
GEOG 262	North America	
HIST 261	American Indian History	
HIST 283	Diversity in America	
HIST 353	Great Plains Indian History	
HIST 365	Peoples and Cultures of Native North America	
HIST 410	Trans-Mississippi West	
HIST 430	Native American Social History	
SOC 361	Comparative Ethnic Studies	
SWK 402	N.A. Children and Adolescents	
SWK 430	Diversity, Oppression, and Social Change	
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	
HIST 497	Internship	
SOC 399	Senior Readings	
SOC 401	Research/Practicum/Internship	
SS 399	Readings in Social Science	
Total Hours		**21**

Philosophy Minor

Select six courses from the following		**18**
PHIL 100	Critical Thinking	
PHIL 101	Introduction to Philosophy	
PHIL 102	Philosophy of Human Nature	
PHIL 201	Philosophy of Religion	
PHIL 210	Ethics	
PHIL 330	Modern Philosophy	

PHIL 380	Existentialism	
PHIL 383	Asian Philosophy	
SS 399	Readings in Social Science	
HON 351H	Integrity and the Examined Life	
Total Hours		**18**

Spanish Minor (Non-Teaching)

Students must complete six 3-4 credit courses to earn a minor. LANG 451 (Study Abroad Recap) may count as one of these six courses.

Spanish Minor (Teaching)

Students must complete six 3-4 credit courses in the language. LANG 451 (Study Abroad Recap) may count as one of these six courses. Additionally, students must complete LANG 390 Foreign Language Methods (4) to earn a minor.

Theatre Arts Minor

THEA 110	Introduction to Theatre Arts	3
THEA 161	Acting I	3
THEA 270	Stagecraft	3
THEA 301	Movement I	3
THEA 385	Directing	3
THEA 386	Playwriting	3
Total Hours		**18**

Economics Concentration

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
Two ECON electives		6
Total Hours		**12**

Gender/Women's Studies Concentration

Required Core		
GS 225	Intro to Gender/Women's Studies	3
Select one of the following:		3
COMM 212	Interpersonal Communication	
SOC 463	Sociology of Gender	
Select two of the following:		6
COMM 219	Mass Media and Society	
CJ 362	Gender Issues in Criminal Justice	
CJ 368	Campus Crime	
CJ 395	Victims and Victimology	
ENGL 270	Foundations in Literary Analysis	
HIST 315	History of American Women	
HIST 352	Medieval and Early Modern Women	
SOC 255	Diversity in Families	
SOC 269	Culture and Sexuality	
SWK 256	Development of Social Welfare	
Total Hours		**12**

Geography Concentration

Required Courses		6
GEOG 110	Introduction to Geography	
GEOG 161	World Regional Geography	

Elect two 200-400 level GEOG courses		6
Total Hours		**12**

Humanities Concentration

ART 210	Art History: Prehistoric through Middle Ages	3
or ART 211	Art History: Renaissance to Contemporary	
MUSC 100	Music Appreciation	3
HUM 251	Humanities	3
or HUM 252	Humanities	
or HUM 253	Humanities	
THEA 350	Theatre History, Criticism, and Literature I	3
Total Hours		**12**

Linguistics Concentration

Any 2 World Language Courses and 2 of the following:

ENGL 209	Introduction to Linguistics	3
ENGL 322	Am Dialects in Lit and Media	3
LANG 102	The Structure of Language	3
LANG 104	Native Languages of America	3
LANG 105	Writing Systems	3
LANG 107	Language and the Brain	3

Native American Studies Concentration

Foundation Courses		
HIST 283	Diversity in America	3
Any three courses from the NAS course list (except the foundation course)		9
ART 345	Introduction to Museum Studies	
BIOL 310	Ethnobotany	
ENGL 265	Introduction to Native American Literature	
GEOG 262	North America	
HIST 261	American Indian History	
HIST 353	Great Plains Indian History	
HIST 365	Peoples and Cultures of Native North America	
HIST 410	Trans-Mississippi West	
HIST 430	Native American Social History	
SOC 361	Comparative Ethnic Studies	
SWK 402	N.A. Children and Adolescents	
SWK 430	Diversity, Oppression, and Social Change	
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	
HIST 497	Internship	
SOC 399	Senior Readings	
SOC 401	Research/Practicum/Internship	
SS 399	Readings in Social Science	
Total Hours		**12**

Philosophy Concentration

Select four courses from the following		**12**
PHIL 100	Critical Thinking	

PHIL 101	Introduction to Philosophy
PHIL 102	Philosophy of Human Nature
PHIL 201	Philosophy of Religion
PHIL 210	Ethics
PHIL 330	Modern Philosophy
PHIL 380	Existentialism
PHIL 383	Asian Philosophy
SS 399	Readings in Social Science
HON 351H	Integrity and the Examined Life
Total Hours	**12**

Political Science Concentration

Total of 12 credits in Political Science.

Required		**12**
POLS 115	American Government	3
Additional Credits in Political Science		9

Theatre Concentration

Students may choose 4 classes from the Course List to complete the Concentration.		**12**
THEA 110	Introduction to Theatre Arts	
THEA 161	Acting I	
THEA 270	Stagecraft	
THEA 301	Movement I	
THEA 385	Directing	
THEA 386	Playwriting	
Total Hours		**12**

For a Theatre Arts Minor, only two additional courses are required beyond those listed for the Theatre Arts Concentration. See the Theatre Minor catalog listing for details.

World Languages Concentration - Spanish

SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3

The requirement for 101 and 102 can be met by scoring 6 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 world 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 world language concentration as a two-year progressive sequence of college level language study.

Pre-Professional Guides

Pre-Dental Hygiene

Advisor: Dr. Rachel Schomaker

Although a dental hygiene program will be offered through Dakota College in Minot, ND, in the near future, the only dental hygiene program currently operating 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 program:		
ENGL 110	College Composition I	3

BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
CHEM 118	General, Organic, and Biological Chemistry	4
Also recommended:		
A second semester of chemistry covering principles of organic chemistry and biochemistry is desirable and can be fulfilled with the following courses:		
CHEM 240	Fundamentals of Organic Chemistry	
CHEM 481	Biochemistry I	
MATH 210	Elementary Statistics	4
Optional:		
BIOL 202	Introductory Microbiology	4
General Education courses:		
ENGL 120	College Composition II	3
COMM 110	Fundamentals of Public Speaking	3
PSY 111	Introduction to Psychology	3
SOC 110	Introduction to Sociology	3
Total Hours		**35**

Pre-Mortuary Science

Programs in Mortuary Science lead to careers such as funeral director, embalmer, crematorium, and mortuary science practitioner. There are a variety of 2-year and 4-year mortuary science programs around the United States. Some programs are entirely face-to-face but many at least partially online. At Minot State University, students interested in mortuary science may take a number of preparatory courses prior to enrolling in a professional mortuary or funeral science program. Two local funeral homes, Thomas Family Funeral Home and Thompson-Larson Funeral Home may provide hands-on, practical experience for students selecting pre-mortuary science. Students from Minot State pre-mortuary science track have entered programs at The University of Central Oklahoma, Arapahoe Community College, Des Moines Area Community College, and the Dallas Institute of Funeral Services. The students will work with an advisor at MSU and local funeral homes to choose a professional program, allowing a specific set of Minot State University courses may be selected that best fits their needs. Courses listed below are commonly taken before or during the mortuary science training. Credits are shown at far right.

ENGL 110	College Composition I	3
ENGL 120	College Composition II	3
COMM 110	Fundamentals of Public Speaking	3
PSY 111	Introduction to Psychology	3
PSY 261	Psychology of Adjustment	3
MHA 423	Introduction to Counseling	3
Courses in Accounting and Business Ed		12
Courses in Health and Physical Education		5
BIOL 220	Anatomy and Physiology I	4
BIOL 221	Anatomy and Physiology II	4
BIOL 202	Introductory Microbiology	4
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
For licensure in North Dakota, the North Dakota Century Code requires:		
Communications		12
Social Science		15
Natural Science		18

Pre-Wildlife Studies

The pre-wildlife studies program is designed to satisfy the basic requirements recommended by most universities offering degree programs in fields such as ecology, wildlife management, and fisheries management. The course requirements also fulfill the requirements for the first two years in biology. The program is sufficiently broad to enable the student to transfer at the end of two years to a college or 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 Introductory Biology:		
BIOL 150	General Biology I	4
BIOL 151	General Biology II	4
BIOL 154	Introduction to Botany	4
BIOL 340	Systematic Zoology	4
BIOL 347	General Ecology	4
BIOL 448	Systematic Botany	4
In addition to biology, the other recommended science courses are:		
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
PHYS 211	College Physics I	4
PHYS 212	College Physics II	4
Total Hours		**42**

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: (l) 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 their 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 pre-law 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

Freshman				
Fall	**Hours**		**Spring**	**Hours**
ENGL 110	3		COMM 110	3
History	3		Humanities	3
Lab Science	4		Social Science	3
Electives	6		Electives	6
	16			**15**
Sophomore				
Fall	**Hours**		**Spring**	**Hours**
ENGL 120	3		Math	4
Humanities	3		Social Science	3
Lab Science	4		Electives	9
Electives	6			
	16			**16**
Junior				
Fall	**Hours**		**Spring**	**Hours**
Electives[1]	16		Electives[1]	16
	16			**16**
Senior				
Fall	**Hours**		**Spring**	**Hours**
Electives[1]	16		Electives[1]	16
	16			**16**

Total Hours: 127

1 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 the student to discover what he or she finds interesting and does well in. Then the student should choose a major, minor, and a area of concentration which can be completed in the junior or 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:

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 background 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.

Students 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

Freshman				
Fall	**Hours**		**Spring**	**Hours**
ENGL 110	3		ENGL 120	3
History	3		PHIL 101	3
Math	4		Social Science	3
Lab Science	4		History Elective	3
			Social Science	3
	14			**15**
Sophomore				
Fall	**Hours**		**Spring**	**Hours**
COMM 110	3		ENGL 231	3
Humanities	3		Lab Science	4
SPAN 101, GERM 101, or FREN 101	3		PHIL 201	3
PHIL 102	3		SPAN 102, GERM 201, or FREN 201	3
			ENGL 220	3
	12			**16**
Junior				
Fall	**Hours**		**Spring**	**Hours**
HIST 244	3		HIST 401	3
PHIL 210	3		SPAN 202, GERM 202, or FREN 202	3
SPAN 201, GERM 201, or FREN 201	3		PSY 411	3
HIST 243	3		Electives	3
Electives	3		Electives	3
			Electives	2
	15			**17**
Senior				
Fall	**Hours**			
Electives	34			
	34			

Total Hours: 123

These four-year matrices are possible with commitment, focus, and optimal conditions.

Certificate Programs

Minot State University offers options for Certificate and Certificate of Completion programs. Certificate of Completion must be less than nine credits and a Certificate is nine or more credits. Students who receive only a certificate do not walk in commencement unless they have earned a bachelor's degree at the same time. Once a student completes the required courses, a student must submit the certificate application for the certificate to be posted on the transcript.

Certificate in American Sign Language

SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
SPED 213	American Sign Language III	3
SPED 312	Intermediate Sign Language	3

SPED 330	Survey of Deaf Culture	3
SPED 412	Advanced Sign Language	3
Total Hours		**18**

Certificate in Applied Artificial Intelligence

The undergraduate certificate in Applied Artificial Intelligence provides students with the knowledge, tools and ethical awareness necessary to understand and responsibly apply AI in academic, professional, and personal context.

This certificate is designed to be accessible to students of any major, with no prior AI or programming experience required. It will explore the fundamentals of AI, its diverse applications, and its implications across disciplines. Students will gain hands on experience with online tools, investigate its role in career and academic pathways, and develop a project tailored to their interests and career aspirations.

Required Course		
AI 101	AI Everywhere & For Everyone	3
AI 201	AI for Personal and Professional Use	3
AI 301	Projects in AI	3
Total Hours		**9**

Certificate in Communication Sciences and Disorders

CSD 320	Introduction to Phonetics	3
CSD 321	Language Development	3
CSD 322	Speech Sound Disorders	3
CSD 324	Techniques in Communication Disorders	3
CSD 331	Language Disorders in Children	3
CSD 341	Speech and Hearing Science	2
CSD 342	Introduction to Audiology	4
CSD 408	Social and Pragmatic Communication Disorders	3
CSD 412	Neurology for Communication Disorders	2
CSD 413	Anatomy and Physiology for Communication Disorders	3
CSD 420	Advanced Communication Disorders	3
CSD 427	Aural Rehabilitation	3
Total Hours		**35**

Certificate in Communication Sciences and Disorders Support

Required Courses		6
CSD 310	Introduction to Communication Disorders	
CSD 321	Language Development	
Elective Course: Choose two of the following:		6
CSD 331	Language Disorders in Children	
CSD 413	Anatomy and Physiology for Communication Disorders	
CSD 420	Advanced Communication Disorders	
CSD 427	Aural Rehabilitation	
Total Hours		**12**

Certificate in Computer Programming

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 Course		
CSCI 112	Introduction to Visual Programming	4
CSCI 160	Computer Science I	4
CSCI 221	Web Application Development and Security	4

CSCI 260	UNIX and Linux Systems	4
CSCI 340	Networking	4
Total Hours		**20**

Certificate in Computer Science and Cybersecurity Education

The Computer Science and Cybersecurity Education certificate is designed to supply educators with knowledge of Technology Systems, Computational Thinking, Information Literacy, Computing in Society, and Digital Citizenship. These five topics are key to North Dakota's Computer Science and Cybersecurity Standards for K12 education.

CIS 185	Technology Management	3
CIS 244	IT Security and Information Assurance	3
CIS 258	IT Infrastructure	3
CSCI 111	Introductory Programming and Big Data	4
CSCI 331	Technology and Society	4
Total Hours		**17**

Certificate in Cyber Defense

CIS 185	Fundamentals of IT and Security	3
CIS 258	Networking Essentials	3
CIS 244	IT Security and Information Assurance	3
CIS 445	IT Audit Controls	3
CSCI 260	UNIX and Linux Systems	4
Total Hours		**16**

Certificate in Data Analytics

CSCI 111	Introductory Programming and Big Data	4
or CSCI 160	Computer Science I	
DATA 211	Applied Statistics and Data Visualization	4
or MATH 210	Elementary Statistics	
DATA 347	Data Analytics and Visualization	3
Total Hours		**11**

The Data Analytics Program Certificate is an effort to equip our students with the necessary digital skills of gathering, analyzing, and utilizing data that can enhance not only traditional students' careers, but careers of professionals who want to update or move into this vital and growing area of knowledge.

Certificate in Data Science

CSCI 111	Introductory Programming and Big Data	4
or CSCI 160	Computer Science I	
DATA 211	Applied Statistics and Data Visualization	4
or MATH 210	Elementary Statistics	
DATA 240	Programming for Data Science	4
CSCI 356	Database Management	4
or CIS 454	Data and Information Management	
Total Hours		**16**

The Data Science Program Certificate is an effort to equip our students with the necessary digital skills of gathering, analyzing, and utilizing data that can enhance not only traditional students' careers, but careers of professionals who want to update or move into this vital and growing area of knowledge.

Certificate in Entrepreneurship

The Certificate of Entrepreneurship is a series of highly interactive classes designed to instill entrepreneurial thinking in students. The certificate will provide students with the knowledge of the entrepreneurial process and how to start, finance, plan, and launch a business. The certificate is focused on

the entrepreneurial mindset and emphasizes an understanding of how to recognize business opportunities; attract, valuate, and manage resources; and transform business opportunities into value. The certificate program culminates with an experiential application of the skills acquired in the courses.

ENTR 302	Introduction to Entrepreneurship	3
ENTR 304	Entrepreneurship/Small Business Management	3
ENTR 470	Projects in Entrepreneurship	3
Total Hours		**9**

Certificate in Geographic Information System

The Geographic Information System (GIS) certificate focuses on spatial analysis, spatial data management, and cartographic design. Students are also introduced to spatial statistics and programming using Python. This certificate prepares students for a career using GIS and typically can be completed within two to four semesters.

Required Courses		
GEOG 289	Introduction to GIS	3
GEOG 329	Applied GIS	3
Elective Courses (choose 2)		
DATA 211	Applied Statistics and Data Visualization	4
DATA 240	Programming for Data Science	4
GIS elective approved by Geography Coordinator		3-4

Certificate in Interdisciplinary Game Design and Development

The *Interdisciplinary Game Design & Development* Certificate will provide students with the opportunity to explore varied elements of game/software development, including core computer science courses, digital art design, rhetorical structures in game systems, and games as tools for cognition and learning. This advanced certificate will provide students with expertise in software development, including the languages for two of the most popular game development engines: Unity and Unreal. At the end of the *Interdisciplinary Game Design & Development* certificate, students will complete a capstone project in which they design, develop, and publish (in some form) a digital game. This certificate program will include coursework from Computer Science, English, Art, and Psychology, and will tie together basic and advanced programming coursework, an in-development rhetoric course focused on game systems, coursework providing experience with creating digital art, a new course focused on cognitive processes in gaming, and a capstone project. Together, this set of courses will help students develop a foundational set of skills and knowledge surrounding digital games, including critical analysis of narrative and rhetorical structures, effective use of empirical research in the design of games, familiarity with mixed reality applications, advanced skills with common programming language and structures, exposure to digital art creation, and experience developing and publishing a digital game.

ART 112	Print, Web, and Social Media Graphics	3
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 242	Algorithms and Data Structures I	4
CSCI 321	Windows Programming	4
ENGL 341	Theories and Rhetorics of Game Studies	3
PSY 314	Cognition and Games	3
GAME 461	Game Design Capstone	1
Total Hours		**26**

Certificate in Introduction to Game Studies

The *Introduction to Game Studies* Certificate will provide students with the opportunity to explore varied elements of game/software development, including core computer science courses, rhetorical structures in game systems, and games as tools for cognition and learning. By the end of the *Introduction to Game Studies* certificate, students will be prepared to critically analyze existing game structures and design their own digital game. Together, the four certificate courses will help students develop a foundational set of skills and knowledge surrounding digital games, including critical analysis of narrative and rhetorical structures, effective use of empirical research in the design of games, familiarity with mixed reality applications, and skill with common programming language and structures.

CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
ENGL 341	Theories and Rhetorics of Game Studies	3

PSY 314	Cognition and Games	3
Total Hours		**14**

Certificate in Leadership

LEAD 101	Introduction to Leadership	3
or HON 250H	Foundations of Leadership	
LEAD 201	Collaborative Leadership	3
LEAD 301	Experiences in Leadership	3
or BUS 495	Seminars in Leadership Development	
Total Hours		**9**

Certificate in Public History

The Certificate in Public History furnishes students with the skills and knowledge necessary to play an active role in researching and interpreting history in the public sphere. Most courses in the certificate program also may be applied to the History BA or BSE programs as core courses or electives.

The certificate includes HIST 251 Introduction to Public History as a required course, plus additional courses from the following list to reach a minimum of 12 credits.

HIST 251	Introduction to Public History	3
Select from the following:		9
HIST 280	Practice and Method	
HIST 220	North Dakota History	
HIST 354	Digital History	
HIST 497	Internship	
GEOG 289	Introduction to GIS	
ART 345	Introduction to Museum Studies	
Total Hours		**12**

Certificate in Sign Language Interpreter Training

The Sign Language Interpreter Training certificate provides students who possess strong skills in American Sign Language with a foundation in methods of professional sign language interpretation. Completion of the certificate is intended to prepare students wishing to pursue a career as a professional sign language interpreter in both educational and community settings.

SPED 116	Intro to Sign Lang Interpreting	3
SPED 215	Interpreting I	3
SPED 216	Interpreting II	3
SPED 303	American Sign Language Fingerspelling, Numbers, and Specialized Vocabulary	3
SPED 318	Interpreting III	3
SPED 433	Field Experience	2
Total Hours		**17**

Certificate in Substitute Teaching

Select 9 credits from the following courses:		9
ED 282	Managing the Learning Environment	
ED 260	Educational Psychology	
ED 284	Teaching Diverse Learners	
PSY 255	Child and Adolescent Psychology	
SPED 110	Introduction to Exceptional Children	
SS 283	Diversity in America	
Total Hours		**9**

Certificate in Writing in the Disciplines

In addition to English 110,120, and 315, students must choose one writing intensive (WI) course from their discipline as listed below:

ENGL 110	College Composition I	3
ENGL 120	College Composition II	3
ENGL 315	Profes and Tech Writing	3
Select one of the following:		3
NURS 363	Nursing Theory and Research	
CSCI 331	Technology and Society	
ENGL 238	Children's Literature	
SPAN 320	Hispanic Cinema	
KIN 301	Psychomotor Development	
Total Hours		**12**

The Writing in the Discipline Certificate (WID) housed within the English department intends to strengthen writing throughout the University. The WID includes dialogue among instructors and students about writing and how writing operates among the University disciplines. The primary audience of the WID is non-majors and non-minors in English who desire a transcriptable certificate when applying for employment or further educational opportunities. The WID includes 9 hours of English courses (English 110, English 120, and English 315) and an additional course designated as writing-intensive (WI) from within each discipline participating in the Certificate.

Certificate of Completion in French

FREN 101	Beginning French I	3
FREN 102	Beginning French II	3

Certificate of Completion in German

GERM 101	Beginning German I	3
GERM 102	Beginning German II	3

Certificate of Completion in Latin

LAT 101	Beginning Latin I	3
LAT 102	Beginning Latin II	3

Certificate of Completion in Spanish

SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3

Certificate of Completion in Intellectual/Developmental Disabilities

The certificate of completion can be transcripted as stand alone recognition of completing a package of coursework in the field of IDD prior to entering a degree program in this field. Students may also choose to add this certificate of completion onto another field of study.

SPED 101	Introduction to Intellectual and Developmental Disability Services	3
Select three or four of the following:		12
SPED 111	Health Care in IDD I	
SPED 112	Health Care in Developmental Disabilities II	
SPED 120	Intro to Positive Behavior Supports	
SPED 140	Human Development	
SPED 220	Promoting Inclusive Opportunities	
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	
SPED 225	Assisting People with Traumatic Brain Injury	
SPED 250	Developing Communicative Interactions	
SPED 255	Aging and IDD	
SPED 296	Field Experience in IDD	
Total Hours		**15**

Teacher Licensure Programs Policies and Procedures

Teacher Education Mission

The Teacher Education Unit (TEU) at Minot State University focuses on preparing 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.

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 multicultural 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 Student Learning Goals (SLG) and Student Learning Outcomes (SLO)

Student Learning Goals	Student Learning Outcomes
Goal One: InTASC Standard 1: Learner Development. The teacher candidate demonstrates knowledge of how learners grow and develop; and designs and implements developmentally appropriate and challenging learning experiences.	SLO 1.1: The teacher candidate demonstrates knowledge of how learners grow and develop across domains (cognitive, linguistic, social, emotional, and physical areas.)
	SLO 1.2: The teacher candidate responds respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences.
Goal Two: InTASC Standard 2: Learning Differences. The teacher candidate uses professional knowledge of individual differences and diversity to ensure inclusive, successful learning environments.	SLO 2.1: The teacher candidate demonstrates respectful, professional knowledge of individual differences and diversity.

	SLO 2.2: The teacher candidate uses an understanding of learners' commonalities and individual differences to design inclusive learning experiences that empower success.
Goal Three: InTASC Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning.	SLO 3.1: The teacher candidate collaborates and communicates with others to build a positive learning climate marked by respect, rigor, and responsibility.
	SLO 3.2: The teacher candidate manages the learning environment to engage learners actively in individual and collaborative learning.
Goal Four: InTASC Standard 4: Content Knowledge. The teacher candidate demonstrates knowledge and application of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches to assure mastery of the content.	SLO 4.1: The teacher candidate demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) they teach.
	SLO 4.2: The teacher candidate creates learning experiences that make the discipline accessible and meaningful for learners, to assure mastery of the content.
Goal Five: InTASC Standard 5: Application of Content. The teacher candidate makes connections among concepts and uses differing perspectives to engage learners.	SLO 5.1: The teacher candidate makes connections among concepts and relates content to real world problems and meaningful applications.
	SLO 5.2: The teacher candidate engages learners with higher order thinking about content (i.e., critical thinking, perspective-taking, creativity, collaborative work, and communication).
Goal Six: InTASC Standard 6: Assessment. The teacher candidate can articulate and use multiple methods of assessment.	SLO 6.1: The teacher candidate can articulate and use multiple methods of assessment, to fairly demonstrate the full extent of student learning.
	SLO 6.2: The teacher candidate uses, and engages learners in using, assessments aligned with learning expectations, to monitor, support and document growth.
Goal Seven: InTASC Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.	SLO 7.1: The teacher candidate selects, creates, plans, and sequences varied instructional activities to support the growth of all students toward rigorous curriculum goals.
	SLO 7.2: The teacher candidate uses formative and summative assessment information to systematically adjust instruction to assist varied students' learning needs.
	SLO 7.3: The teacher candidate collaborates and communicates (i.e., with colleagues, specialists, community resources, families and learners) to meet individual learning needs.
Goal Eight: InTASC Standard 8: Instructional Strategies. The teacher candidate plans and uses a variety of instructional strategies to encourage learners to develop deep comprehension and apply knowledge in meaningful ways.	SLO 8.1: The teacher candidate can reflectively select and use a variety of instructional strategies, including appropriate, current instructional technologies, to make learning accessible to all learners.
	SLO 8.2: The teacher candidate applies instructional strategies which encourage learners to develop deep comprehension and apply knowledge in meaningful ways (including students' own digital literacy).
Goal Nine: InTASC Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice.	SLO 9.1: The teacher candidate takes responsibility for evidence-based strengths and weaknesses in his/her own practices, engaging in ongoing professional learning.
	SLO 9.2: The teacher candidate practices the profession in an ethical manner, considering the effects of his/her decisions and actions on others.
Goal Ten: InTASC Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning.	SLO 10.1: The teacher candidate seeks appropriate leadership roles and opportunities to advance the profession.
	SLO 10.2: The teacher candidate takes responsibility to communicate and collaborate in positive ways that will benefit students and the learning community.

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 six 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:

a. **The teacher candidate demonstrates respect: **Actively observes, recognizes, respects, and responds to all learners and their families (the diversity present in a classroom).**
b. **The teacher candidate demonstrates communication: "Uses effective written and oral communication to develop positive interactions with others through a variety of venues (face-to-face, digital, etc.) to achieve a common goal.**
c. **The teacher candidate demonstrates collaboration: **Recognizes, values, and seeks out the voices of various stakeholders for the ultimate purpose of cooperation and collaboration inside and outside of the classroom."**
d. **The teacher candidate demonstrates a commitment to complexity of content: **Actively seeks to understand content at a deeper, fuller level and seeks the same for students**
e. **The teacher candidate demonstrates a commitment to student learning: **Actively engages learners in their own learning and uses data as an impetus to make decisions, both instructional and otherwise, short-term and long-term.**
f. **The teacher candidate demonstrates reflection: **Engages in thinking about teaching and learning, evaluating what is working and what is not working, and actively seeking to improve practice and student learning**
g. **The teacher candidate demonstrates responsibility: **Takes responsibility for teaching strengths and weaknesses, as well as student learning and non-learning.**

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 (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

All candidates seeking a BSEd degree from Minot State University (including alternative access candidates) must be admitted to teacher education. Alternative access candidates who are only seeking licensure with MSU coursework are advised of the requirements for licensure in relation to basic skills tests, GPA, and exit tests but are not required to be admitted to teacher education, (updated 9/15/2023 TEAC & P&P 9/19/2023).

The candidate must submit a completed admissions application in SLL. Candidates who meet all criteria are admitted on a weekly basis and then those admissions are ratified by TEAC. Candidates who do not meet requirements may appeal for permission to enroll in restricted courses by completing an appeal form but will not be fully admitted until all requirements are met. TEAC meets approximately two times per month.

The admission process involves the following:

- A completed NDBCI or ESPB background check or a valid substitute teaching license
- A cumulative GPA of 2.50 or higher (or recalculated GPA based on one of the two recalculation methods -- please talk to your advisor or to the TAFP Office about these methods if you are unsure). Students who have met all other requirements for Admission to Teacher Education and do not hold an overall GPA of 2.5, 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 2.5 prior to Student

Teaching. Students who do not meet the cumulative GPA are also allowed to file an appeal to TEAC and submit a GPA calculation that counts only courses required for the full four-year degree (including general education courses).

- A major GPA of 2.5 or higher
- Satisfactory completion of ED 260L Clinical I
- Basic skill competency in reading, writing, and math. Here are the ways to demonstrate these competencies:
  - Reading: Grade of "A" or "B" in Engl 110, or any English literature course; OR ACT Reading score of 20; OR PRAXIS I CASE test score in reading of 156; OR SAT score of 540
  - Writing: Grade of "A" or "B" in Engl 120; OR ACT ELA score of 20; OR ACT Writing score of 6.5; OR PRAXIS I CASE test score in writing of 160; OR SAT score of 5 or more.
  - Math: Grade of "A" or "B" in Math 103, 104, 107, 165, 210, 277, 377, 378; ACT math score of 21; PRAXIS I CASE test score in math of 150; SAT score of 530
  - Or submit an admission application based on a disability waiver
- Advisors recommend candidate admission to TEAC following a review of all requirements for admission in the application
- The TEU administrative assistant will provisionally admit teacher candidates who meet all criteria for admission and that status is then ratified to full admission at a meeting of TEAC. TEAC will grant or deny admittance to Teacher Education at each meeting throughout the year on a rolling basis. After admittance to Teacher Education, the candidate may register for restricted education courses provided all other prerequisites are met.
- The advisor(s), upon verifying all of the required information in SLL, sign the verification form, and the student can upload the verification form into SLL.

The Teacher Education Administrative Council will grant or deny admission to Teacher Education at the scheduled meeting following the submission of an application. After admission to Teacher Education, the candidate may register for restricted education courses provided all other prerequisites are met.

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 (Swain Hall 218) and in SLL. Candidates should check the TAFP website (https://www.minotstateu.edu/teu/current_students.shtml/) for relevant published deadlines and announcements regarding student teaching. Only completed applications, submitted in SLL by the published deadline, will be processed and considered for approval for student teaching.

Retention in Teacher Education Criteria for Retention in Teacher Education:

a. Teacher Education candidates must maintain cumulative grade point averages of at least 2.50 in all courses in the Teacher Education core, and overall 2.5. 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 the section on “Effect of Probationary Status.”**

b. The candidate must meet any additional departmental requirements. Students are requested to check with their advisors concerning any additional departmental requirements.

c. The candidate is expected to demonstrate the dispositions of a good teacher throughout the program by demonstrating commitment to: respect, communication and collaboration, complexity of content, student learning, reflection, and responsibility. 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 disposition report is filed. Both the candidate and the reporting person should sign the report. If the candidate is unavailable (e.g., due to excessive absences) the report may be filed without the candidate’s signature. The written report is filed with the Teacher Education Unit office (Swain 218), who will forward copies to the candidate’s advisor and 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.

d. The candidate must maintain continuous enrollment. Candidates who are not enrolled at the University for more than one semester (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

a. The candidate on probation must work to remedy the causes of probation and may not take any further coursework requiring admission to Teacher Education other than courses that need to be retaken. This should involve consultations with the faculty advisor.

b. Following the probationary semester, the Teacher Education Administrative Council (TEAC) will review the candidate's 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.
c. Candidates on probation may not apply for student teaching.

Procedure for Readmission to Teacher Education

If a candidate was dropped from Teacher Education for failure to enroll for a semester, the candidate must meet with their advisor and be recommended for reinstatement by their advisor and the department chair.

If a candidate was dropped from the program for other reasons, they 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

a. Successful completion of all coursework outlined by the Teacher Education Unit and the major department.
b. Successful completion of student teaching including all required documentation.
c. Completion of required Praxis II and PLT tests.
d. Make a formal application for graduation.

Praxis II

All candidates must complete the Praxis II content and PLT exams relative to their major to be eligible for graduation. Individual departments may use their discretion in determining the most effective placement of the testing within their sequence of courses for the major.

To be eligible for licensure in ND, all candidates must demonstrate satisfactory basic content knowledge in their major as indicated by their Praxis II test(s) scores. Candidates must take the appropriate PRAXIS II test for each major they have. SPED majors are not required to take the PLT. Early Childhood majors must successfully complete the ECE PLT, Elementary Education majors must successfully complete the K-6 PLT, Secondary majors must successfully complete the 7-12 PLT, and K-12 majors must successfully complete the 7-12 PLT.

Candidates who take but 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 and PLT exams, they will not be provided with a letter of support indicating that they have met ND standards for licensure.

Praxis II and Teaching Minors

A documented teaching minor will allow candidates to add that area to their licenses. Candidates may also, under current ESPB rules, add an area to their teaching licenses by successfully completing the Praxis II examination in that area, even if that area is at a different grade level, provided that they obtain initial licensure in their major area.

Licensure

The Head of the Teacher Education Unit recommends licensure based on the candidate meeting the guidelines established by the Education Standards and Practices Board of North Dakota and the requirements of the teacher education program at Minot State University.

Teacher Education Coursework

General Education		
General Education Courses		38-40
Core Requirements for all Bachelor of Science in Education Majors		
BSEd courses		28-38
Professional Education Sequence		
(May be taken prior to admission to Teacher Licensure Programs)		
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0

ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 407	Mid-Level Transition Point Conference	0
ED 380	Technology in Teaching	2
SPED 110	Introduction to Exceptional Children	3
HIST 283	Diversity in America	3
Admittance to Teacher Education Required:		
ED 322	Data Driven Integrated Instruction	2
Methods class(es) required by major		4
Select one of the following:		6-16
ED 482	Student Teaching Seminar: Elementary	2
ED 483	Student Teaching Seminar: Secondary	2
ED 484	Student Teaching Seminar: K12	2
Select one (or more) of the following:		
ED 491	Student Teaching, Pre-K-Kindergarten (Course number dependent upon student teaching grade level)	
ED 492	Student Teaching, Elementary	
ED 493	Student Teaching, Secondary	
ED 494	Student Teaching K-12	
ED 495	Student Teaching, Special Education	
Total Hours		**103-125**

Course Descriptions

ACCT 200. Elements of Accounting I. 3 Hours.
Basic principles of the complete accounting cycle with emphasis on current assets; property, plant, and equipment; and current liabilities.

ACCT 201. Elements of Accounting II. 3 Hours.
A continuation course of acct 200 with emphasis on partnerships, corporations, and management accounting. Prerequisite: Student must complete ACCT 200 before enrolling in this class.

ACCT 299. Special Topics in Accounting. 1-8 Hour.

ACCT 300. Payroll and Bookkeeping Services. 3 Hours.
Study on payroll taxes and sales tax with an emphasis on compliance and application. Prerequisite: Acct 200.

ACCT 301. Intermediate Accounting I. 3 Hours.
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 Hours.
Continues the intermediate sequence with in-depth coverage of operational assets (tangible and intangible), liabilities (current and long-term), stockholders' equity, and investments. Prerequisite: Acct 301.

ACCT 303. Intermediate Accounting III. 3 Hours.
ACCT 303 Intermediate Accounting III 3cr. 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. Legal Environment of Business. 3 Hours.
Includes the nature and function of law; contracts and private property as basic concepts in free enterprise; and the legal system and evolution of attitudes and law regarding marketing functions and governmental regulation imposed on business activities. Prerequisite: Restricted to students with sophomore, junior, or senior status.

ACCT 321. Managerial Accounting. 3 Hours.
Emphasizes structuring and analyzing accounting data for management decisions related to manufacturing, merchandising, and service entities. Prerequisite: Student must complete ACCT 201 before enrolling in this class. Corequisite: Student must complete MGMT 301 before or at the same time as this course.

ACCT 325. Government/Not-For-Profit Accounting. 3 Hours.
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: Student must complete ACCT 301 before enrolling in this class.

ACCT 331. Business Law I. 3 Hours.
Topics include contracts (formation, performance, rights, and remedies), negotiable instruments, and legal matters relating to the financial/banking community. Prerequisite: Restricted to students with junior or senior status.

ACCT 332. Business Law II. 3 Hours.
Topics includes Uniform Commercial Code (Art. 2, sales contracts), Uniform Commercial Code (Art. 9, secured transactions), and employment/agency law. Prerequisite: ACCT 331.

ACCT 351. Fraud Examination. 3 Hours.
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 200.

ACCT 360. Accounting Information Systems. 3 Hours.
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: Students must complete ACCT 201 and BOTE 247 before enrolling in this class.

ACCT 394. Independent Study General Acct. 1-4 Hour.

ACCT 401. Advanced Accounting I. 3 Hours.
Advanced Accounting I addresses issues related to business combinations and consolidated financial statements as well as partnership accounting. Prerequisite: ACCT 302.

ACCT 411. Taxation of Individuals. 3 Hours.
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 will be examined and taxation of property transactions is studied thoroughly. Students apply these principles by preparing federal income tax returns and by performing tax research. Prerequisite: Student must complete ACCT 201 before enrolling in this class.

ACCT 412. Taxation of Property Transactions and Business Entities. 3 Hours.
Provides a study of federal taxation principles and theories relating to corporations, partnerships, LLCs, and S Corporations from formation through dissolution. Students will apply these principles by preparing various types of federal income tax returns and tax planning. Prerequisite: Student must complete ACCT 411 before enrolling in this class.

ACCT 415. Energy Law. 3 Hours.
Energy Law is an ever-changing discipline that emphasizes 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 landowner or service provider as well as the relationships between environmental laws and production. Prerequisite: Student must complete ACCT 300 before enrolling in this class.

ACCT 430. Auditing/Assurance Concepts and Practices. 3 Hours.
Introduces audit theory, standards, responsibilities, and processes. Study of audit principles and practices including evidence gathering, internal controls, sampling and testing, report writing, ethics, and legal liabilities. Prerequisite: Student must complete ACCT 302 before enrolling in this class.

ACCT 431. Advanced Auditing and Assurance. 3 Hours.
Discusses compilations, reviews, examinations, and other assurance services. Explores contemporary auditing and assurance issues including researching these issues. Expands on audit sampling and testing. Prerequisite: Student must complete ACCT 430 and MATH 210 before enrolling in this class.

ACCT 480. Controllership. 3 Hours.
Examines the role of a 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. The focus will be placed on cost management, budgeting, organizational behavior, ethics, cash management, policymaking, internal control, performance measurement, compensation and benefits, accounting information systems, and tax compliance. Prerequisites: Students must complete ACCT 321, have senior status, and complete the College of Business core courses before enrolling in this class.

ACCT 494. Independent Study Honors Acct. 1-8 Hour.

ACCT 499. Special Topics. 1-8 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one-time offering and current topics.

AI 101. AI Everywhere & For Everyone. 3 Hours.
This course provides an overview of artificial intelligence for students of any major. It surveys types of artificial intelligence, techniques, tools, history, trends, and ethical considerations. The course includes the practical and responsible use of AI tools relevant to your future.

AI 201. AI for Personal and Professional Use. 3 Hours.
Students will explore and use AI tools relevant to their personal, academic, and professional interests.

AI 301. Projects in AI. 3 Hours.
Students will select and apply an AI approach to a project of their choice. Prerequisite: AI 101 or AI 201.

ART 101. Introduction to Studio Art. 3 Hours.
An introductory studio art course to familiarize the non-art major with basic art processes. Six studio hours per week.

ART 110. Introduction to Visual Arts. 3 Hours.
Study and appreciation of visual arts. Three-hour lecture.

ART 112. Print, Web, and Social Media Graphics. 3 Hours.
This course introduces students to forms and techniques of social media graphics. Students will explore stylistic elements that are documented in current trends and established methods of design. Students will learn to craft and analyze a variety of inventive texts for traditional and non-traditional forms of print, web, and social media.

ART 122. Two-Dimensional Design. 3 Hours.
A basic course in the study of two-dimensional design for the studio artist. Six studio hours per week.

ART 124. Three-Dimensional Design. 3 Hours.
A basic course in the study of three-dimensional design for the studio artist. Six studio hours per week.

ART 130. Drawing I. 3 Hours.
Introduction to basic drawing techniques through a variety of materials. Six studio hours per week.

ART 140. Arts, Crafts, and Jewelry. 3 Hours.
Instruction including, but not limited to, introductory techniques in fibers, glass, and metal processes. Six studio hours per week.

ART 180. Digital Photography. 3 Hours.
Introduction to digital photography. Digital SLR camera and tripod required. Six studio hours per week.

ART 181. Smartphone Photography. 3 Hours.
An exploration of the smartphone as a photographic tool. Photographic technique, software, apps, and social media applications will be coupled with a critical look at the smartphones' creative potential and cultural impact.

ART 188. Fall Visual Arts Seminar I. 1 Hour.
Introduction of departmental requirements, procedures, and opportunities. This fall semester offering is required for all art majors and minors or consent of instructor.

ART 189. Spring Visual Arts Seminar I. 1 Hour.
Introduction of departmental requirements, procedures, and opportunities. This spring semester offering is required for all art program majors or consent of instructor.

ART 197. Introduction to Art Careers. 1 Hour.
Course introduces career opportunities for artists and requires investigation of the creative workforce.

ART 201. Art Methods for Elementary Education. 3 Hours.
Methods of teaching art in elementary education. Six studio hours per week.

ART 207. Digital Tools: Imaging and Print. 3 Hours.
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.

ART 210. Art History: Prehistoric through Middle Ages. 3 Hours.
A survey of western art from Prehistoric through Middle Ages.

ART 211. Art History: Renaissance to Contemporary. 3 Hours.
A survey of western art from Renaissance to present.

ART 213. Graphic Design I. 3 Hours.
Introduction to the elements and practice of typography with emphasis on typefaces and letterforms in graphic design. Six studio hours per week. Prerequisite: ART 112 or consent of the instructor.

ART 220. Painting I. 3 Hours.
Introduction to basic painting through a variety of materials. Six studio hours per week. Prerequisite: ART 122 and ART 130 or consent of instructor.

ART 231. Figure Drawing I. 3 Hours.
Introduction to basic figure drawing with a live model. Six studio hours per week. Prerequisite: ART 130 or consent of instructor.

ART 250. Ceramics I. 3 Hours.
Introduction to basic ceramic techniques. Six studio hours per week.

ART 265. Sculpture I. 3 Hours.
Introduction to basic sculpture materials and techniques. Six studio hours per week. Prerequisite: ART 122 and ART 124 or consent of instructor.

ART 270. Printmaking I. 3 Hours.
Introduction to basic printmaking techniques and materials. Six studio hours per week. Prerequisites: ART 122 and ART 130 or consent of instructor.

ART 274. Paper Works. 3 Hours.
Introduction to works on or of paper including book arts, papermaking, and letterpress printing. Six studio credits per week.

ART 288. Fall Visual Arts Seminar II. 1 Hour.
A continuation of VA Seminar, including preparation for portfolio reviews. This fall semester offering is required for all art majors. Prerequisite: Art 189 or consent of instructor.

ART 289. Spring Visual Arts Seminar II. 1 Hour.
A continuation of VA Seminar, including presentation of Second Year Portfolio Review. This spring semester offering is required for all art majors. Prerequisite: ART 288 or consent of instructor.

ART 296. Study Tour. 1-3 Hour.
MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit.

ART 297. Art Internship II. 0.5 Hours.
This internship is intended to introduce the student to career responsibilities in art through discussion, exposure, and placement with a host.

ART 299. Special Topics. 1-8 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

ART 310. Art History: Modernism and Postmodernism. 3 Hours.
A survey of Modernism and Postmodernism in Art.

ART 314. Art History Topics. 3 Hours.
A survey of art history with variable topics. Course topics could include but are not limited to: History of Architecture, Women in the Visual Arts, Native American Art, or Non-Western Art History.

ART 320. Advanced Drawing and Painting. 3 Hours.
This advanced art course will require common student assignments to demonstrate experience and expertise in drawing and painting. It will also facilitate continued growth by requiring advanced problem-solving assignments in either medium. Prerequisites: ART 130 and ART 220 or consent of instructor. Repeatable for credit.

ART 345. Introduction to Museum Studies. 3 Hours.
This course introduces students to the history, key debates, and contemporary practices of museums and galleries with a focus on exhibit design, education, conservation, and collection management.

ART 350. Advanced Ceramics and Sculpture. 3 Hours.
This advanced art course will require common student assignments to demonstrate experience and expertise in ceramics and sculpture. It will also facilitate continued growth by requiring advanced problem-solving assignments in either medium. Prerequisites: ART 250 and ART 265 or consent of instructor. Repeatable for credit.

ART 360. Advanced Graphic Design and Illustration. 3 Hours.
This advanced art course will require common student assignments to demonstrate experience and expertise in graphic design and illustration. It will also facilitate continued growth by requiring advanced problem-solving assignments in either medium. ART 112 and ART 213 or consent of instructor. Repeatable for credit.

ART 370. Advanced Photography and Printmaking. 3 Hours.
This advanced art course will require common student assignments to demonstrate experience and expertise in photography and printmaking. It will also facilitate continued growth by requiring advanced problem-solving assignments in either medium. Prerequisite: ART 180 and ART 270 or consent of instructor. Repeatable for credit.

ART 375. Professional Practices for Artists. 3 Hours.
Course will present professional practices for artists including freelance, small business, and studio management. Curriculum includes studio skills and an entrepreneurship project.

ART 388. Fall Visual Arts Seminar III. 1 Hour.
A continuation of VA seminar, including exhibition preparation. This fall semester offering is required for all art majors.

ART 389. Spring Visual Arts Seminar III. 1 Hour.
A continuation of VA Seminar, including exhibition preparation. This spring semester offering is required for all art majors.

ART 390. Art Methods. 4 Hours.
Discussion and interactive experiences developing a K-12 art curriculum. Peer teaching and classroom management, organizational techniques, and practicum. Prerequisites: ART 122, ART 130, ART 140, ART 201, and admittance to teacher education.

ART 397. Art Internship III. 0.5 Hours.
This intermediate level internship is intended to further expose students to career opportunities in art through placement with a host.

ART 420. Advanced Study in Art History. 1-6 Hour.
Open to advanced students for independent research in art history. A preliminary outline of proposed research is required. Prerequisite: Consent of instructor.

ART 488. Fall Visual Arts Seminar IV. 1 Hour.
A continuation of VA seminar with emphasis on professional practice. This fall semester offering is required for all art majors.

ART 489. Spring Visual Arts Seminar IV. 1 Hour.
A continuation of VA Seminar with continued emphasis on professional practice. This spring semester offering is required for all art majors.

ART 492. Capstone Experience. 1.5 Hour.
Provides for individual research culminating in a capstone exhibition, portfolio, paper, or project with guidance from a capstone committee. Prerequisite: ART 391 or consent of instructor. Corequisite: ART 491 or consent of instructor. Student must be at junior or senior status before enrolling. This course gathers a student cohort in the fall semester (1.5 credits) and continues in the spring semester in ART 493 (1.5 credits) with a culminating experience. The Capstone Experience requirement is ART 492 and ART 493 combining for 3 credit hours.

ART 493. Capstone Experience. 1.5 Hour.
Provides for individual research culminating in a capstone exhibition, portfolio, paper, or project with guidance from a capstone committee. Prerequisite: ART 391 or consent of instructor. Corequisite: ART 491 or consent of instructor. Student must be at junior or senior status before enrolling. This course advances a student cohort from the fall semester (ART 492, 1.5 credits) and finishes in the spring semester (ART 493,1.5 credits) with a culminating experience. The Capstone Experience requirement is ART 492 and ART 493 combining for 3 credit hours.

ART 494. Independent Art Studio. 1-4 Hour.
This course provides flexible instruction in a variety of studio disciplines. Art majors and minors only or with consent of instructor. Variable credit 1-4.

ART 496. Study Tour. 0-6 Hour.
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 IV. 1-6 Hour.
This internship is for advanced placement with a host. Prerequisite: Restricted to Art Majors or Art Minors.

ART 499. Special Topics. 1-8 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

ART 88. Fall Visual Arts Seminar V. 0 Hours.
A continuation of VA seminar. Restricted to art majors and minors. Mandatory for Art Education, Bachelor of Arts, Bachelor of Fine Arts, and Arts Administration majors after completion of ART 489 or with consent of instructor.

ART 89. Spring Visual Arts Seminar V. 0 Hours.
A continuation of VA Seminar. Restricted to art majors and minors. Mandatory for all Art Education, Bachelor of Arts, Bachelor of Fine Arts, and Arts Administration majors after completion of ART 88 or with consent of instructor.

ART 95. Art Experience. 0 Hours.
Students will assist and contribute to an art experience. The course experience will require students to facilitate and support the production of art by working with guest artists and/or contributing art to an event.

ASC 87. College Writing Prep. 3 Hours.
A precollege writing course that prepares students for ENGL 110. Provides instruction in writing error-free sentences, solid paragraphs, and well-organized essays. No college credit is obtained for this course.

ASC 88. Composition Lab. 1 Hour.
This course provides supplemental and developmental instruction for students taking ENGL 110 and is taken during the same semester as ENGL 110. No college credit is obtained for this course. Prerequisite: ACT score of 14-17 or qualifying Accuplacer WritePlacer score.

ASC 92. Beginning Algebra. 3 Hours.
This course is a beginning-level algebra course offered online. Topics covered include fundamental operations with fractions, absolute value, factoring, radicals and exponents, and an introduction to linear equations and inequalities. This class does not satisfy college graduation requirements for math.

ASC 93. Intermediate Algebra. 4 Hours.
Topics include properties of the real number system, polynomial factoring, linear equations and inequalities, polynomial and rational expressions, exponents, radicals, and radical expressions. This class does not satisfy college graduation requirements for math. Prerequisite: Qualifying math placement score. Corequisite: ASC 93L if a placement score qualifies for Elementary Algebra.

ASC 93L. Intermediate Algebra Lab. 2 Hours.
Intermediate-level lab provides students in ASC 93 with an extended experience in a lab setting working on algebra skills. Lab meets four hours per week. This class uses S/U grading. Required Corequisite: ASC 93L if a placement score qualifies for Elementary Algebra. Withdrawing from this class will also withdraw you from ASC 93.

ATR 207. Prevention and Care of Injuries. 2 Hours.
Provides a basic understanding of common injuries. Focus will be on the evaluation and course of treatment of the injuries presented.

ATR 208. Taping and Bracing. 2 Hours.
Application in the techniques of taping and bracing athletic injuries.

ATR 270. Upper/Low Extremity Evaluation. 3 Hours.
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. Students will be able to perform an observation, history, palpate, perform MMT, perform a neurological evaluation, evaluate ROM, and perform special and functional tests for the UE/LE. Prerequisites: ATR 207, KIN 431, and BIOL 220.

ATR 410. Advanced Athletic Injuries and Modalities. 3 Hours.
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 or Corequisite: ATR 207.

BADM 299. Special Topics in Bus Admin. 1-8 Hour.

BADM 424. Logistics & Channel Management. 3 Hours.
Explores channels of distribution considering behavioral, social, and economic aspects of the distribution system to include transportation, inventory management, order processing, purchasing, warehousing, material handling, packaging, customer service, and product scheduling. Prerequisite: MRKT 321.

BADM 496. Study Abroad. 3 Hours.
MSU faculty-led trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit for different countries.

BADM 499. Special Topics in Business Administration. 1-8 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

BIOL 103. Intro to Medical Lab Science. 1 Hour.
Designed to acquaint first-year (freshmen) medical technology students the depth and breadth of this field. Students visit medical technology departments at local hospitals and clinics. Students are introduced to the details of the entire program/major and opportunities in the profession.

BIOL 111. Concepts of Biology. 4 Hours.
This course is an overview of the science of biology designed for non-majors. 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. Lecture, 3 hours; laboratory, 2 hours.

BIOL 111H. Honors Concepts of Biology. 4 Hours.
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 are not limited to: cell biology, genetics, evolution by nature 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. Prerequisite: Admission to the Honors Program.

BIOL 115. Concepts of Anatomy and Physiology. 4 Hours.
This is an introductory level course in the basic principles of anatomy and physiology as they relate to the structure and function of the human body. It is designed for physical education and corporate fitness majors. This course does not count toward any biology major. Lecture, 3 hours; laboratory, 2 hours.

BIOL 127. Environmental Biology. 4 Hours.
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 150. General Biology I. 4 Hours.
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 151. General Biology II. 4 Hours.
This introductory biology course is intended for biology majors. An introduction to the biology of living organisms, exploring plant and animal evolution, diversity, structure, function, and ecology. Lecture, 3 hours; laboratory, 2 hours.

BIOL 151H. Honors General Biology II. 4 Hours.
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 a mammalian system. Laboratory time will focus on small-scale research projects and in-depth discussion. Prerequisite: Admission to the Honors Program.

BIOL 154. Introduction to Botany. 4 Hours.
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 Hours.
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. Prerequisite: Admission to the Honors Program.

BIOL 202. Introductory Microbiology. 4 Hours.
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 215. Genetics. 4 Hours.
Introduction to principles of genetics including: inheritance, DNA and chromosomes, gene regulation, evolution, and genetic engineering. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BIOL 150.

BIOL 220. Anatomy and Physiology I. 4 Hours.
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, 3 hours.

BIOL 221. Anatomy and Physiology II. 4 Hours.
Structure and function of the human body dealing with the digestive, cardiovascular, respiratory, lymphatic, endocrine, reproductive, and urinary systems; special senses, metabolism, fluid and electrolyte, and acid-base balance. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BIOL 220.

BIOL 240. Biometry. 4 Hours.
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. Prerequisites: Students must complete Math 103 or higher and either BIOL 150 OR BIOL 151.

BIOL 250. Cellular Biology. 4 Hours.
An advanced cell biology designed for biology majors with an emphasis on biological chemistry, membrane 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 299. Special Topics. 1-8 Hour.

BIOL 301. Evolution. 3 Hours.
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. Prerequisites: BIOL 150, and BIOL 215.

BIOL 302. General Microbiology. 4 Hours.
Students will develop a working understanding of the structure, growth, nutrition, metabolism, genetics, diversity, and ecology of Bacteria, Archaea, and viruses. Prerequisite: Students must complete BIOL 215 before enrolling in this course.

BIOL 310. Ethnobotany. 4 Hours.
This course will focus on the diversity of plant uses, covering approaches of diverse cultures, including introduction to medicinal plants, plant uses specific to North Dakota, and Native American plant use. Lecture, 3 hours, Lab 3 hours.

BIOL 325. Entomology. 4 Hours.
Classification, taxonomy, morphology, identification, life histories, interrelationships, and economic importance of insects. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: Student must complete BIOL 151 before enrolling in this class.

BIOL 330. Biogeography. 3 Hours.
This course will describe the spatial patterns in the distribution of plants and animals and will examine how different factors influence these patterns. Lecture, 3 hours.

BIOL 330L. Biogeography Lab. 1 Hour.
This course is a corequisite for BIOL 330. The course exposes students to experiential field-based surveys of various ecosystems throughout North America and various international destinations. Travel to the field areas associated with this course will be required.

BIOL 335. Comparative Vertebrate Anatomy. 4 Hours.
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; Lab, 3 hours. Prerequisites: BIOL 151 or 151H.

BIOL 338. Animal Behavior. 4 Hours.
This course focuses on evolutionary, ecological, and mechanistic approaches to provide a framework for understanding the science of animal behavior. Course topics include methods for studying animal behavior, behavioral genetics, communication, learning and cognition, antipredator behavior, dispersal and migration, habitat selection, mating behavior, parental care, and others.

BIOL 340. Systematic Zoology. 4 Hours.
Evolution, classification, taxonomy, and identification of invertebrates and vertebrates. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: Students must complete BIOL 151 before enrolling in this class.

BIOL 343. Natural Resource Policy. 3 Hours.
This course examines the historic evolution, current trajectory, and future trends of wildlife, fisheries, as well as natural resources policy, laws, and mandates. Special emphasis will be placed on current laws and administrative agencies from a global, national, regional, and statewide standpoint. In addition, the course will survey various natural resources agencies in North Dakota and address the growing importance of non-governmental organizations in policy formation.

BIOL 346. Developmental Biology. 4 Hours.
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. Prerequisite: Student must complete BIOL 215 before enrolling in this class.

BIOL 347. General Ecology. 4 Hours.
Plants and animals in their environment. An ecosystem approach is used. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: Student must complete BIOL 150 and either BIOL 151, BIOL 142, or BIOL 154 before enrolling in this class.

BIOL 349. Plant Physiology. 4 Hours.
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 Hours.
Biological, chemical, and physical characteristics of inland waters including origins, interrelationships, and the effect of civilization. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: Students must complete BIOL 142 or BIOL 150 or BIOL 151 or BIOL 154 before enrolling in this class.

BIOL 355. Ecology of Fishes. 3 Hours.
This course examines worldwide fish populations in relation to various ecosystems, microhabitats, environmental degradation, connectivity, and physical forcing factors that drive both marine and aquatic systems. There will be a special emphasis on the behavioral evolution, reproductive strategies, and early-life history dynamics of fishes. Various aquatic and marine fish assemblages and their population structures will also be covered.

BIOL 360. Morphology of Vascular Plants. 4 Hours.
Structure and development of vascular plants with special emphasis on evolutionary trends. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: Students must complete BIOL 154 before enrolling in this class.

BIOL 361. Environmental Health and Microbiology. 4 Hours.
This course explores major concepts regarding how the environment affects human health, with an emphasis on microbiology. The course will include a survey of environmental toxicology, aquatic microbiology, food, drug, and agricultural microbiology and safety, and animal health and zoonotic diseases. For each of these major concepts, students will learn techniques for testing for microbial contamination, as well as the federal and local regulations put in place to aid in maintaining healthy environments for human interaction. Lecture, 3 hours; Laboratory, 3 hours.

BIOL 394. Independent Study General Biol. 1-4 Hour.

BIOL 401. Population Genetics. 4 Hours.
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 multi-focus 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; recitation, 1 hour. Prerequisites: BIOL 215.

BIOL 402. Bioinformatics. 4 Hours.
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.

BIOL 405. Prokaryotic Physiology. 4 Hours.
In-depth examination of the physiology, metabolism, and genetics of bacteria and archaea. Lecture, 3 hours; Laboratory, 3 hours. Prerequisites: BIOL 215 and BIOL 151 or BIOL 202 or BIOL 154.

BIOL 420. Co-Op Practicum. 1 Hour.
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. Prerequisites: 2 years of biology or consent of biology coordinator.

BIOL 430. Pre-Veterinary Practicum. 3 Hours.
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 431. Wildlife Management and Conservation. 4 Hours.
This course examines the principles and practices of wildlife management and conservation. Course topics will focus on human management of wildlife and their habitats and explore theory and methods for managing wildlife resources. Prerequisite: Students must complete BIOL 151 before enrolling in this class. Corequisite: Students must complete or be simultaneously enrolled in BIOL 347 before enrolling in this class.

BIOL 439. Conservation Biology. 3 Hours.
A course that integrates information from the disciplines of ecology, genetics, biogeography, economics, environmental policy, and ethics towards understanding how to maintain and restore biological diversity. Prerequisite: Students must complete BIOL 151 before enrolling in this class.

BIOL 440. Pre-Med Practicum. 3 Hours.
This program is designed to give MSU students a broad exposure to the workings of medical facilities and of the work of medical professionals. Students spend 70-80 hours per semester in the various departments of the local hospital and surrounding clinics. Students are given the opportunity to shadow physicians and other health care professionals. Opportunities vary each semester, but can include rotations in the ER/ED, OR, and laboratory. Students can request concentration in areas of interest. The course is co-coordinated by a biology professor on campus and at Trinity Hospital. Prerequisite: Consent of instructor. Restricted to Biology or Chemistry Majors and senior status.

BIOL 445. Cancer Biology. 3 Hours.
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. Prerequisites: BIOL 215.

BIOL 448. Systematic Botany. 4 Hours.
Classification and taxonomy of plants with emphasis on local flora. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BIOL 360.

BIOL 450. Parasitology. 4 Hours.
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. Prerequisite: Restricted to students who are Medical Laboratory Science majors.

BIOL 452. Ichthyology. 4 Hours.
This course addresses the biology, evolution, and ecology of freshwater and marine fishes. Special emphasis will be on the anatomy and physiological adaptations, as well as the conservation of taxa in both freshwater and marine systems. In lab, students will learn to archive and identify regional fishes collected during field trips. Special emphasis will be placed on the biodiversity and taxonomy of regional fishes. Students will also be expected to present a detailed description of a particular fish species of their choosing during the semester.

BIOL 455. Hematology. 4 Hours.
Study of the blood and hematologic disorders including anemia, leukemia, and other blood dyscrasias. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: Restricted to students who Medical Laboratory Science majors.

BIOL 458. Anatomy of Seed Plants. 4 Hours.
Development of cells, tissues, and organs in seed plants. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150.

BIOL 460. Herpetology. 4 Hours.
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 462. Ornithology. 4 Hours.
The evolutionary origin, characteristics, ecology, and distribution of recent birds. Course topics will include origin and diversity, form and function, behavior, reproduction, and ecology and conservation. Field work in addition to regular laboratory periods may be required. Prerequisite: Students must complete BIOL 151 before enrolling in this class.

BIOL 464. Mammalogy. 4 Hours.
The evolutionary origin, characteristics, ecology, and distribution of recent mammals. Course topics will include mammalian phylogeny and diversification, structure and function, adaptive radiation and diversity, behavior and ecology, and special topics. Labs will focus on the identification, collection, and preservation of specimens. Field work in addition to regular laboratory periods may be required. Prerequisite: Students must complete BIOL 151 before enrolling in this class.

BIOL 465. Immunology. 4 Hours.
Principles and techniques of immunology, including innate and adaptive immune responses. Special topics include immunology-based research techniques, tumor immunology, and immune dysfunction. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150.

BIOL 470. Histology. 4 Hours.
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: BIOL 150 or BIOL 220.

BIOL 475. Clinical Microbiology. 4 Hours.
Isolation, identification, and clinical application of pathogenic microorganisms. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BIOL 202.

BIOL 480. Molecular Biology. 4 Hours.
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: Student must complete BIOL 215 before enrolling in this class.

BIOL 482. Neurobiology. 4 Hours.
This course covers the organization and function of the nervous system. Students will learn about the nervous system at the anatomical, neurophysiological, and molecular level. The course starts with the study of neuron at the cellular level and how they communicate chemically as individual cells and as a group. We then cover topics in sensation and how the nervous system commands the body. In the later part of the semester, we will examine the neurobiology of human behavior, such as motivation, attention, etc., and mental illnesses. Lecture, 3 hours. Laboratory, 3 hours. Prerequisites: Students must complete BIOL 150, CHEM 121, and CHEM 122 before enrolling in this course. Student must also have sophomore status or higher.

BIOL 492. Directed Research. 1-5 Hour.
The faculty of the Department of Biology considers 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. Prerequisites: BIOL 150 and BIOL 151 or BIOL 202 or BIOL 154.

BIOL 499. Special Topics. 1-8 Hour.

BOTE 152. Keyboarding II. 3 Hours.
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 unorganized material. Student must complete at least one semester of high school keyboarding before enrolling in this class. Offered online only.

BOTE 247. Spreadsheet Applications. 3 Hours.
Intermediate and advanced use of application software for creation of spreadsheets, graphs, databases, and macros. Integration with other software applications is also reviewed.

BUS 120. Fundamentals of Business. 3 Hours.
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.

BUS 154. Word Processing and Presentation Software. 3 Hours.
Focuses on an intermediate level of Microsoft Word and Microsoft PowerPoint. The focus of the Word portion is business correspondence, reports, tables, mail merge, templates, and styles; the focus of PowerPoint is slide creation and delivery of business presentations utilizing appropriate text, graphics, objects, and pictures. Microsoft Office Specialist (MOS) certification is encouraged after completion of this course. Prerequisites: Previous computer experience.

BUS 269. Professional Ethics. 3 Hours.
This course will examine ethical issues faced by businesses broadly defined as compliance-based ethics and value-based ethics including topics such as distributive justice, capitalism, decision-making, corporate responsibility, social responsibility, governance, whistle-blowing, hiring policies, codes of ethics, advertising, safety, environmental impacts, and foreign business practices.

BUS 300. Prior Learning Assessment. 1 Hour.
Prior Learning Assessment Portfolio Development is a one-credit experience where students develop one or more Prior Learning Portfolios. A Prior Learning Portfolio is a collection of materials, reflections, and artifacts compiled to demonstrate previous non-academic experience and knowledge relevant to a specific course in your academic degree plan. A portfolio consists of multiple required components. Each portfolio component plays a role in demonstrating mastery of course objectives. Portfolio components will illustrate knowledge, comprehension, application, analysis, synthesis, and evaluation of prior learning.

BUS 305. Business Communication. 3 Hours.
Focuses on professional communication in written, oral, and nonverbal channels. Emphasis on message planning in the digital age and with diverse populations, workplace communication, business report writing and presenting, and employment communication. Prerequisite: ENGL 110.

BUS 391. Methods of Teaching Business. 3 Hours.
Emphasizes the competencies needed for preservice teachers that may apply to the teaching of any business course. Special emphasis placed on classroom management strategies, unit development, lesson planning, evaluation, and assessment option, along with other activities pertaining to the actual teaching experience. Offered on campus fall odd years.

BUS 420. Supply Chain and Operations Management. 3 Hours.
Introduces the concepts, issues, and problems of supply chain and operations management. Processes are analyzed and solutions are recommended. Prerequisites: BOTE 247, MGMT 301 and MRKT 321.

BUS 495. Seminars in Leadership Development. 3 Hours.
This is an applied leadership course that emphasizes effective, compassionate, and ethical leadership within the leader/follower dynamic. Students shall apply techniques relevant to authentic leadership including self-awareness, self-management, environmental situations, social awareness and responsibility, and relationship management. A service-learning project is integrated into this applied experience. Prerequisites: Instructor consent is required.

BUS 496. Applied Research. 3 Hours.
Under the supervision of a College of Business faculty member, students shall conduct a research project using the steps in the scientific method including design, execution, analysis, and communication of findings. The project must be aligned with their College of Business program. Based on a topic mutually agreed upon between student and a supervising faculty, students will demonstrate that they (i) know the literature; (ii) have chosen and applied an appropriate methodology; and (iii) have made an appropriate contribution for the benefit of the identified audience. This course is intended to substitute for a senior-level course in the student's academic discipline. Department consent is required and senior status.

BUS 497. Internship. 1-12 Hour.
Internship allows the student to combine an on-the-job learning experience with related academic coursework. Restricted to any College of Business major or minor and consent of Internship Coordinator.

CHEM 110. Survey of Chemistry. 4 Hours.
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 culture, social, and economic context. Lecture, 3 hours; laboratory, 2 hours.

CHEM 115H. Honors Introductory Chemistry. 4 Hours.
This course introduces concepts in general, organic, and biochemistry. Topics likely to be covered include: measurement, atoms, molecules, elements, the periodic table, nuclear chemistry, compounds, bonds, molecular geometry, classes of organic compounds, gases, liquids, solutions, chemical reactions, solutions, acids, bases, and biochemical compounds. Assignments will include investigation of specific topics and written descriptions of the findings. Lecture, 3 hours; laboratory, 3 hours. Corequisite: Math 102 or 103. Prerequisite: Honors program admission or 3.30 cumulative GPA and permission of the instructor.

CHEM 118. General, Organic, and Biological Chemistry. 4 Hours.
Presents knowledge of concepts of chemical principles in general inorganic chemistry, organic chemistry, and biochemistry. A basic introduction to measurements, ionic and covalent compounds, chemical calculations, states of mater, energy, solutions, reactions, chemical bonding, equilibrium, kinetics, thermodynamics, acid-base reactions, nuclear reactions, structures and simple reactions of common organic functional groups, carbohydrates, lipids, amino acids, and proteins. Designed for those in allied health fields. Lecture, 3 hours; laboratory, 2 hours.

CHEM 121. General Chemistry I. 5 Hours.
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 or MATH 107 or MATH 146 or MATH 165.

CHEM 121H. Honors General Chemistry I. 5 Hours.
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. Note: Chem 121 and 121L must be taken concurrently. Assignments will include investigations of specific topics and written descriptions of the findings. Lecture, 3 hours; recitation, 1 hour; laboratory, 3 hours. Corequisite: Math 103. Prerequisite: Honors program admission or 3.30 cumulative GPA and permission of the instructor.

CHEM 122. General Chemistry II. 5 Hours.
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. Prerequisite: CHEM 121.

CHEM 122H. Honors General Chemistry II. 5 Hours.
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, solutions chemistry, precipitation, thermodynamics, and electrochemistry. Assignments will include investigation of specific topics and written descriptions of the findings. Lecture, 3 hours; recitation, 1 hour; laboratory, 3 hours. Corequisite: Math 103. Prerequisites: CHEM 121H/121HL, Honors program admission or 3.30 cumulative GPA and permission of the instructor.

CHEM 127. Chemistry of the Environment. 4 Hours.
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).

CHEM 227. Principles of Environmental Chemistry. 4 Hours.
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 processes in the environment, including those in air, soil, and water. Depending on time, the students may also be introduced to the management of hazardous chemicals. Prerequisite: Student must complete CHEM 127 before enrolling in this course.

CHEM 230. Quantitative Analysis. 5 Hours.
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. Prerequisites: CHEM 122 and BIOL 240 or DATA 211 or MATH 210.

CHEM 240. Fundamentals of Organic Chemistry. 5 Hours.
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 480. Offered in the spring. Lecture, 4 hours; laboratory, 2 hours. Prerequisite: CHEM 122.

CHEM 299. Special Topics. 1-8 Hour.

CHEM 341. Organic Chemistry I. 5 Hours.
A study of 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: CHEM 122.

CHEM 342. Organic Chemistry II. 5 Hours.
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: CHEM 341.

CHEM 360. Principles of Physical Chemistry. 4 Hours.
This course is designed for students interested in chemical education at the secondary level. Topics include gas laws, thermodynamics, equilibria, kinetics, quantum mechanism, and spectroscopy. Offered alternate years. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: CHEM 230 and MATH 107.

CHEM 380. Environmental Chemistry. 4 Hours.
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 381. Fundamentals of Biochemistry. 3 Hours.
Introductory exploration of the major concepts in biochemistry. Topics covered include: protein structure and function; DNA, RNA and protein translation; enzyme reactions and regulation strategies; carbohydrates structure and metabolism; lipids structure and metabolism; the principles of cellular metabolism.

CHEM 420. Inorganic Chemistry. 3 Hours.
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. Prerequisite: CHEM 230.

CHEM 422. Inorganic Synthesis. 1 Hour.
Applied techniques in inorganic synthesis and compound characterization. Offered on demand. Laboratory, 3 hours. Prerequisite: Consent of instructor. Corequisite: CHEM 420.

CHEM 430. Instrumental Analysis. 5 Hours.
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: CHEM 341.

CHEM 436. Methods of Analysis and QC of Medicinal Plant Products. 5 Hours.
A study of methods for chemical analysis and quality assurance/quality control of medicinal botanical products and their extracts. Methods studied will include spectroscopy, gas and liquid chromatography, and gravimetric analysis. Aspects of quality assurance, calibration, and method validation will also be discussed and applied. Lecture, 3 hours; laboratory, 6 hours. Prerequisites: CHEM 230. CHEM 430 recommended.

CHEM 440. Organic Spectroscopy. 3 Hours.
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: CHEM 342.

CHEM 442. Medicinal Chemistry. 3 Hours.
This course is designed for students interested in medicinal applications of organic chemistry and for students interested in continuing their education in medicine, pharmacy, and other health-related fields. The course offers the study of major classes of medicinal compounds presented in a broad historic and cultural perspective of the development of medicinal chemistry from the first attempt to synthesize quinine in the early XIX century to modern days' antibiotics. Offered alternate years. Lecture, 3 hours. Prerequisite: CHEM 342.

CHEM 461. Physical Chemistry I. 4 Hours.
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. Prerequisites: CHEM 122, MATH 166, and PHYS 252.

CHEM 462. Physical Chemistry II. 4 Hours.
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: CHEM 461.

CHEM 480L. Biochemistry Laboratory. 2 Hours.
A course covering theory and laboratory experience with a variety of techniques used in biochemistry. Laboratory, 6 hours. Prerequisite: CHEM 230. Corequisite: CHEM 481.

CHEM 481. Biochemistry I. 3 Hours.
A rigorous study of the major concepts of biochemistry, including detailed description of: DNA/RNA structure and function; protein structure, purification and function; enzyme mechanisms, kinetics and regulation; carbohydrate structures and basic functions; lipid structures and basic functions; mechanisms of cellular signaling. Lecture, 3 hours. Prerequisite: BIOL 150 and CHEM 240 or CHEM 342.

CHEM 482. Biochemistry II. 3 Hours.
An detailed study of biochemical metabolism, with a particular focus on human metabolism. Principles of metabolism, as well as carbohydrate, lipid and protein metabolic pathways with a special emphasis on metabolic regulation and integration. Lecture 3 hours; Prerequisite CHEM 481.

CHEM 494. Directed Research in Chemistry. 1-6 Hour.
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. The number of credits is proportional to the time committed to the research.

CHEM 497. Internship in Chemistry. 1-4 Hour.
A cooperative occupational training program in the field of chemistry or a related area. The course may be repeated in the same or different position. Prerequisite(s): Departmental approval and student must be a Chemistry or Chemistry Education major. Student must be at Junior or Senior status.

CHEM 499. Special Topics. 1-8 Hour.

CIS 123. Technology-Personal Development. 3 Hours.
Introduction to technology for personal development. Emphasis placed on how to leverage technology to achieve goals and improve quality of life.

CIS 185. Fundamentals of IT and Security. 3 Hours.
This course provides a foundational understanding of IT and cybersecurity, equipping students with essential skills to manage and secure computing environments. Through hands-on labs and simulations, students will learn about hardware, network setup, operating systems (Linux, MacOS, and Windows), and cybersecurity practices. Emphasis is placed on configuring devices, implementing security measures, managing user accounts, authentication, and system maintenance, thus preparing students for entry-level IT roles and further study.

CIS 220. Managing Computer Information Systems. 3 Hours.
This course offers an engaging introduction to information systems and development concepts and explores how technology is shaping modern organizations and society. Students will learn the essentials of how technology supports business strategy. Centered around the key elements of information systems-people, software, hardware, data, and processes-this course demonstrates how these components come together to create innovation, efficiency, and a competitive edge.

CIS 244. IT Security and Information Assurance. 3 Hours.
Designed to explore hardware, software, processes, communications, applications, policies, and procedures with respect to organizational IT Security and Risk Management. This course will increase students' understanding of the broad areas of cybersecurity along with the best practices for personal, professional, corporate, financial, and government protection strategies.

CIS 258. Networking Essentials. 3 Hours.
This course offers a comprehensive introduction to the principles of networking, providing students with essential knowledge and practical skills needed for entry-level IT roles. Topics include network architectures, devices, protocols, addressing, configuration, troubleshooting, and basic network security practices. Through hands-on labs and exercises, students will gain experience in setting up and managing networks across various platforms. The course culminates in a capstone project where students demonstrate their proficiency with the concepts and skills covered throughout the course. Students will have the opportunity to earn the Cisco Certified Support Technician (CCST) certification in networking at the conclusion of the course.

CIS 261. Windows Administration. 3 Hours.
Provides the knowledge and skills needed to administer Windows Operating Systems, including installing, configuring, and managing both client and server computers. Learn planning and installation of the appropriate operating systems, configuration of system components and peripherals, and computer virtualization platforms in a variety of Windows environments.

CIS 299. Special Topics. 1-3 Hour.

CIS 310. Agile Project Management and Collaboration. 3 Hours.
The course is 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. This course also focuses on collaboration within an organization, including culture, virtual team development and member roles, collaborative communication, and collaborative tools and technology.

CIS 315. Documentation and Content Management. 3 Hours.
The Technical Documentation and Content Management course provides a comprehensive understanding of creating, organizing, and maintaining technical documentation using content management systems (CMS). It covers the principles of writing clear, concise, and user-friendly documentation, focusing on different formats such as manuals, help guides, and online knowledge bases. Students learn to structure content for various audiences, implement version control, and collaborate within teams using CMS platforms. The course also explores best practices for formatting, accessibility, and localization, ensuring documents are accessible to diverse users. Emphasis is placed on understanding user needs. By the end of the course, students gain the skills to manage large-scale content projects, improve workflow efficiency, and deliver high-quality documentation that enhances user experience and supports organizational goals.

CIS 316. AI and Business. 3 Hours.
The purpose of this course is to provide the students with a comprehensive introduction to the recent developments in AI through the coverage of fundamental AI concepts and practical applications of these concepts in business.

CIS 340. Enterprise Architecture. 3 Hours.
Designed to explore the design, selection, implementation, and management of enterprise resource planning (ERP) solutions for information systems. The focus is on applications and infrastructures as applied within the business. The course will also address outsourcing and use of a cloud environment. Prerequisite: CIS 220.

CIS 399. Special Topics. 1-3 Hour.

CIS 445. IT Audit Controls. 3 Hours.
Designed to explore the fundamental concepts of the information technology audit and control functions. The focus of this course is to gain an understanding of information controls, the types of controls and their impact on the organization, and how to manage and audit the technology in an organization. Offered online fall semesters, and on campus spring semesters. Prerequisite: Students must complete CIS 244 before enrolling in this course.

CIS 452. Client/Server Database. 3 Hours.
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.

CIS 453. Systems Analysis. 3 Hours.
This course focuses on systematic methods for analyzing business problems or opportunities and determining how computer-based technologies can address them. Students will learn to identify and articulate business requirements for technology solutions, evaluate alternative approaches to acquiring the necessary technological capabilities, and define the requirements for effective information systems solutions.

CIS 454. Data and Information Management. 3 Hours.
Provides the students with an introduction to the core concepts in data and information management. It is centered around the core skills of identifying organization information requirements, modeling them using conceptual data modeling techniques, converting the conceptual data modes into relational data models, and verifying its structural characteristics with normalization techniques, and implementing and utilizing a relational database.

CIS 467. Data Governance. 3 Hours.
This course emphasizes the importance of understanding policy and governance concerns with regards to data creation, access, ownership, and use. Students will gain an understanding of crucial data policy and governance principles, as well as emergent issues. Students will consider data governance and policy from a social, political, ethical, and legal perspective. Students will explore how socio-technical systems and data flows impact data policy and governance practices. Additionally, students will explore data policy and governance from various perspectives and context.

CIS 470. Projects in CIS. 3 Hours.
This is the culminating experience for all CIS majors. The application of concepts learned from courses taken in the Information Systems core and related courses are applied to real world projects. Students may substitute CIS 497 Internship, by completing at least 3 credits. Restricted to students with senior status.

CIS 497. Internship. 1-9 Hour.
Internship allows the student to combine an on-the-job learning experience with related academic coursework. Prerequisite: Restricted to CIS majors.

CIS 499. Special Topics. 1-3 Hour.
Topics will vary from year to year.

CJ 201. Introduction to Criminal Justice. 3 Hours.
Survey of U.S. Criminal Justice system, including law, law-making and court decisions, law enforcement, courts and prosecution, corrections, juvenile justice, and selected challenges in the field of criminal justice. In this course students will learn all the basics to comprehend in fundamental terms the entire Criminal Justice System. Knowledge of this basic information is essential for studying particular segments of Criminal Justice in other courses in the department's curriculum.

CJ 226. Introduction to Criminal Investigation. 3 Hours.
This course provides a broad examination of the basic principles involved in conducting a criminal investigation. Specifically, the students in this course learn about the general modus operandi of different types of criminals in committing; violent crimes, property crimes, organized crimes, sex crimes, cybercrimes, and several others in addition to gaining knowledge and skills to carry out basic processes of investigating these crimes. Furthermore, the course explores issues like reporting and documenting crimes and crime scenes, forensic examinations, interviews, and interrogations, intelligence gathering and security, as well the search warrant and search process. Prerequisite: CJ 201.

CJ 227. Crimes Against Children. 3 Hours.
This course explores child abuse and neglect as major types of crimes committed against children. Considering the fact that processing these types of crimes requires a set of specific knowledge and skills, this course primarily intends to teach students about the methods of identifying victims, mandatory reporting requirements, specialized techniques of investigation, and interviewing children. In addition, this course intends to provide students a broader perspective on understanding the social and individual dynamics of these types of crimes as well as potential policies, strategies, and programs to prevent them.

CJ 229. Interviewing and Interrogation. 3 Hours.
This course aims to help students to gain a set of essential knowledge and practical skills to carry out interviews and interrogation for investigative and legal purposes as used in law enforcement, probation, corrections, juvenile justice, homeland security, and in other areas of application. Specifically, it covers crucial interpersonal communication skills as well as methods and techniques for understanding the psychological, ethical, and legal aspects of obtaining information from subjects. Prerequisite: CJ 201.

CJ 265. Statistical Literacy for Criminal Justice. 3 Hours.
The field of criminal justice has in recent decades shifted to an evidence-based approach to policing, sentencing, and corrections. This course will teach a practical understanding of statistics and probabilities used in Criminal Justice to better understand best practice. Students will learn how to read and understand criminal justice program analysis, crime statistics, criminal probabilities, and statistical significance. Prerequisite: CJ 201.

CJ 299. Special Topics. 1-8 Hour.
Independent investigations of topics of special interest related to criminal justice. Topics may vary to reflect contemporary criminal justice issues. Prerequisite: CJ 201.

CJ 300. Policing. 3 Hours.
The broader objective of this course is to help students to gain knowledge and develop an intellectual perspective on the structure, role, and organization of policing in a democratic and multi-cultural society. Specifically, the course examines the historical, philosophical, social, legal, and political aspects of law enforcement as well as current and future trends, research, and practices that are developed for its overall functions. Prerequisite: CJ 201.

CJ 302. Use of Force in Policing. 3 Hours.
This course will examine the origins of police use of force to include a review of case law and department policy involving the various use of force levels by law enforcement. Students will research and review specific instances where the use of force by law enforcement have occurred. The course will include an examination of the subculture of policing and the situational factors affecting an officer's use of force and as a victim of violence. The course will review of the investigatory and judicial process after a law enforcement use of force incident and the statistical information involving the use of force by law enforcement. Prerequisite: CJ 201.

CJ 320. Community Corrections. 3 Hours.
This course analyzes community corrections with a comprehensive study of probation, parole, and intermediate sanctions. The history of community corrections as well as the modern state of community corrections are examined. Students will critically analyze community-based corrections through an evidence-based practice approach. Students will identify challenges as well as examine the effectiveness of management techniques and implementation of community corrections. This course will include in-depth discussion of community corrections from the view point of individuals sentenced to community corrections, practitioners in the field of community corrections, as well as society. Prerequisite: CJ 201.

CJ 330. Criminological Theory. 3 Hours.
This course intends to help students to gain an intellectual perspective on the nature of criminal behavior through which a comprehensive understanding regarding the existing and potential practices of the criminal justice system can be developed. This course examines positivist and classical perspectives of criminological theory regarding why people are committing crimes. More specifically, it explores legal, biological, social, and psychological correlates of criminal behavior. Prerequisite: CJ 201.

CJ 332. Restorative Justice. 3 Hours.
This course examines the philosophy, ideals, and practice of Restorative Justice. Students will have in-depth discussions examining what restorative means, what justice means, and how restorative justice programs fulfill or don't fulfill these concepts. This course will analyze restorative justice programs for both juveniles and adults and students will evaluate the effectiveness of these programs. Students will critically evaluate how society responds to crime and whether restorative justice programs can provide an alternative to punishment-based sanctions. Prerequisite: CJ 201.

CJ 340. Juvenile Justice System. 3 Hours.
This course will cover the breadth of the Juvenile Justice System in the United States of America. Students will examine the juvenile justice system from its inception in the United States to the modern era of juvenile justice. Students will engage in a critical examination of all aspects of juvenile justice, including policing juveniles, juvenile courts, juvenile sanctions, and the rights of juveniles. We will explore the philosophy of parens patriae and examine how well the juvenile justice system has maintained its goal of rehabilitation. Prerequisite: CJ 201.

CJ 344. Media, Internet, and Crime. 3 Hours.
Media, Internet, and Crime enables students to understand how mass media presents crime, criminals, and the U.S. criminal justice system - policing, prosecution, courts, and corrections. The focus of this course is the historical evolution of media (sound, print, visual, comic books, film, television, video games, recorders) and the impact of the computer and the Internet as it applies to dissemination of crime-related information. This course will also attempt to dispel common misconceptions about the mass media's effects on crime and justice. Prerequisite: CJ 201.

CJ 345. Policy Issues in Criminal Justice. 3 Hours.
Assessment of the development, process, efficiency, and politics of criminal justice policy. Emphasis on analyzing the formulation, implementation, and evaluation of criminal justice policy, including, for example, contemporary urban policing, problem-solving courts, corrections and reentry, juvenile justice policy, immigration policy, and others. Prerequisite: CJ 201.

CJ 346. Crime and Intelligence Analysis. 3 Hours.
In this course, students will examine the crime analysis function within the law enforcement organization. Students will learn how to develop, implement, and manage a dynamic crime analysis program. Study will relate to the differences between crime patterns, series, trends, and monitoring criminal actions to forecast future crimes. Prerequisite: CJ 201.

CJ 347. Digital Forensics. 3 Hours.
In this course, students will learn the fundamental process of analyzing data collected from electronic devices (including computers, media, and other digital evidence). Students will become familiar with proper techniques and tools utilized for securing, handling, and preserving digital and multimedia evidence. Students will utilize examination and chain of custody forms, as well as prepare crime scene and digital acquisition reports related to administrative, civil, and criminal investigations. Prerequisite: CJ 201.

CJ 348. Legal and Ethical Issues in Criminal Justice. 3 Hours.
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. Prerequisite: CJ 201.

CJ 361. Class and Race in Criminal Justice. 3 Hours.
In this course students will evaluate whether the criminal justice system works the same for all individuals. Class differences in policing practices, court decisions, sentencing, and the way laws are written will be discussed as well as how society responds to harm when the perpetrator is an individual versus a large corporation. Racial differences in how the criminal justice system affects populations disproportionately to other racial groups will be discussed as well as the historical use of the criminal justice system as a way to control racial populations. Prerequisite: CJ 201.

CJ 362. Gender Issues in Criminal Justice. 3 Hours.
This course is a comprehensive examinations of gender differences in all aspects of Criminal Justice. Students will critically analyze gender differences in victimization, offending, theories of offending, international crimes, policing, courts and sentencing, corrections, and being a criminal justice practitioner. Prerequisite: CJ 201.

CJ 363. Human Trafficking. 3 Hours.
Human trafficking, a form of modern-day slavery, is examined to give students a global and local perspective on this growing epidemic. Primary forms of human trafficking, sex trafficking, and forced labor will be examined. This course will address the specific needs (medical, psychological, social) and vulnerabilities of human trafficking victims. Identification of human trafficking crimes, traffickers, and the impact of this crime on the global economy will be examined. Topics discussed consist of national and international anti-trafficking policies; prevention and intervention strategies; promising practices to combat human trafficking; responses of law enforcement, courts, and service providers; organizational challenges; and the cost of trafficking to human wellbeing. Current events will help depict the evolution of human trafficking and teach of the impact of this crime. Political and policy issues related to trafficking will be discussed.

CJ 364. Cybercrimes. 3 Hours.
The major objective of this course is to prepare students for their future careers in the field of criminal justice or related areas by providing essential knowledge with the major concepts, trends, and issues regarding crimes perpetrated with computers. This course will be a general survey of cybercrime where the following areas will be covered during the course; - Strategies utilized by criminals to access computers as targets (access offenses, interception of data, etc.) - Fraud and related issues on cyberworld - Content-related offenses (pornography, gambling, etc.) - Offenses against the person (harassment, etc.) - Major principles and procedures in the investigation of cybercrimes - Legal and jurisdictional matters. Prerequisite: CJ 201.

CJ 365. Mass Shootings. 3 Hours.
When a mass shooting happens, the news media is flooded with headlines and information about the shooters, victims, and acts themselves. What is absent in the news reporting are any concrete details that serve to inform how prevalent these mass shootings really are (or are not), what legitimate causes for concern are, and how likely an individual is to be involved in such an incident. This course tackles common misconceptions about mass shootings by researching the realities of such events in empirical evidence. Exploration of the history of mass shootings will be involved to fully understand the progression of these incidents. Consideration will be given to international reach, the potential warning signs, characteristics of the shooter, and how evidence associated with the events can provide clues into why they occurred. Local and national responses (law enforcement, politicians, media, etc.) will be examined in consideration with gun control legislation and mental health care. Prerequisite: CJ 201.

CJ 366. International Crime. 3 Hours.
This course is an introduction to international crime and international criminal justice. Issues discussed include topics like globalization and globalized crime, international criminal law, international and transnational crimes, contemporary slavery, human smuggling, and human trafficking. The course should be viewed in the context of the phenomenon of globalization and the need for knowledge of other cultures - including cultures of law and legal systems - as crucial in order to be able to meaningfully and respectfully interact with other nations of the world. Prerequisite: CJ 201.

CJ 367. Sex Crimes and Offenders. 3 Hours.
This course explores the topics of defining sexual deviancy, dysfunction, typology, and disorders. Evaluation of how the Criminal Justice System responds to sex crimes and sex offenders will be discussed for policing and prosecuting sexual harm; correctional management and civil commitment; assessing and treating sex offenders; and community supervision and reentry issues. The course will provide an overview of laws, public policy, and sex offender legislative action as well as public awareness, victim advocacy, and prevention. Prerequisite: CJ 201.

CJ 368. Campus Crime. 3 Hours.
This course will give students a comprehensive understanding of campus crime and victimization. Special attention will be given to understanding the scope of the crime problem nationally and within North Dakota with a focus on victims of sexual assault. The course will also actively research intervention strategies, prevention policies, and the role of the Clery Act, Title IX investigation and adjudication, student and campuses responses. Prerequisite: CJ 201.

CJ 375. Gangs. 3 Hours.
Explores gang phenomena in U.S.; concentrates in research about 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: CJ 201.

CJ 380. Corrections. 3 Hours.
The course begins with an examination of the history of corrections, correctional philosophies, and sentencing practices that affect institutional release. A deeper examination is conducted of probation and intermediate sanctions, jails, prisons, parole, and reentry. Additional topics include special-category offenders, classification systems, and the death penalty. Principles of effective intervention, along with the risk, need, and responsivity model, are discussed to help understand the overall function of corrections. Prerequisite: CJ 201.

CJ 381. Institutional Corrections. 3 Hours.
This course will examine the various issues in prisons and jails in the U.S. Past and current literature will be discussed regarding institutional corrections and participants in prisons and jails, including inmates, officers, and administrators. The explored issues include the purposes of incarceration, differences between jails and prisons, adaptation to life in prison for inmates, differences between male and female inmate experiences, correctional officers, prison violence, relationships in prison, and prisoners' rights. Prerequisite: CJ 201.

CJ 382. Correctional Rehabilitation. 3 Hours.
Various issues related to the implementation and effectiveness of correctional treatment approaches and programs will be presented in this course. This course will cover specific correctional programs and therapeutic interventions, the risk/needs/responsivity model for effective correctional programming, and correctional assessment and classification. Most common targets for correctional interventions and the application of those interventions to special populations (e.g., mentally ill, juvenile offenders) will be explored. Prerequisite: CJ 201.

CJ 383. Offender Risk Assessment and Typology. 3 Hours.
Almost all correctional settings, institutional or community-based, rely on offender assessment to guide practices with offenders. This class will provide a hands-on approach to conducting numerous actuarial risk assessments commonly used in correctional practice, such as the Level of Service Inventory-Revised (LSI-R). Students will learn what actuarial risk assessments are, how validation of assessments are completed, and the barriers of offender typology in actuarial risk assessments (i.e., sexual offenders, female offenders, violent offenders). Prerequisite: CJ 201.

CJ 384. Special Correctional Populations. 3 Hours.
This course provides an introduction to special correctional populations including: sexual offenders, drug offenders, female offenders, those with mental illness, those with learning disabilities, and others. Various definitions of these offenders will be examined as well as the theories behind their criminal behavior. Appropriate assessment, placement, and treatment of special correctional populations will guide the course. Prerequisite: CJ 201.

CJ 385. Terrorism and Homeland Security. 3 Hours.
This course has two major components: First, it explores terrorism from an international and national perspective, and it examines the social, political, and cultural reasons for terrorism. In addition, students learn about different types of terror and terrorist organizations existing in different countries and regions around the world. The second part of this course is dedicated to an introduction to homeland security. Students learn about what constitutes homeland security as a concept as well as the practical operations and the history and legal foundations of the agencies responsible for maintaining homeland security. Prerequisite: CJ 201. This course is a prerequisite for Advanced Homeland Security.

CJ 387. Capital and Corporal Punishment. 3 Hours.
In this course, students will examine the moral and ethical arguments around the history and use of corporal and capital punishment. Students will review and discuss the major United States Supreme Court rulings involving the death penalty, including method of execution, who is eligible for execution, due process, and who is exempt from execution. Prerequisite: CJ 201.

CJ 388. Societal Reentry from Incarceration. 3 Hours.
Almost every individual sentenced to prison is released back into society at some point, this course will examine that process from the perspective of the individual leaving prison, parole officers, and society to better understand this process. Students will critically analyze parole, prison reentry programs, recidivism rates, and the concept of never-ending punishment. Prerequisite: CJ 201.

CJ 390. Criminal Justice in Indian Country. 3 Hours.
Course examines historical and contemporary issues of crime, delinquency, justice, and public safety on American Indian Reservations in the US. Specific focus will be given to 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. The Major Crimes Act, the Violence Against Women Act, tribal law, and order reforms under PL 111-211 are examined along with reform policies for dealing with domestic violence, sexual assault, substance abuse, gang violence, and missing and murdered indigenous women. Prerequisite: CJ 201.

CJ 394. Independent Study General CJ. 1-6 Hour.
Intensive study of substantive interest areas of students; major literature review leading to analytical paper; topics chosen collaboratively by student and instructor/advisor. Prerequisite: Consent of instructor.

CJ 395. Victims and Victimology. 3 Hours.
The course provides students with a comprehensive understanding of the history and role of the victim within the criminal justice system, a critique of the data source of crime types, rates, trends, and patterns and victim characteristics, special emphasis with be given to intimate partner violence and sexual assault. The evolution of victims' rights and the criminal justice system are also examined.

CJ 401. Administration of Criminal Justice Systems. 3 Hours.
This course is an overview of organizational theory as it applies to the administration of Criminal Justice agencies. It explores the nature of criminal justice organizations, individual, and group behavior in these organizations as well as managerial processes carried out in these organizations. The topics included in this course covers, but not limited with, leadership, motivation, communication, evaluation, socialization, culture, conflict, decision making, organizational change, and effectiveness. Prerequisite: CJ 201.

CJ 402. Police Supervision. 3 Hours.
This course examines the supervisor's purpose and the key components of the supervisor's role in law enforcement. These areas include the communication, deployment, development, discipline, evaluation, supervision, and training of law enforcement personnel. Prerequisite: CJ 201.

CJ 420. Advanced Homeland Security. 3 Hours.
This course builds on a student's knowledge about the American Criminal Justice System and its relation to Homeland Security. The course examines Homeland Security's history, legal foundation, national infrastructure, and interface with criminal justice. Specific focus is given to intelligence and counterintelligence, weapons of mass destruction, cyber-crime, organized crime, domestic and border security, and immigration issues. Incident command and control systems, utilized by law enforcement, firefighters, and emergency managers are discussed. Students completing the course satisfactorily may wish to obtain nationally recognized FEMA training certificates. Prerequisites: CJ 201 and CJ 385.

CJ 450. White-Collar Crime. 3 Hours.
Categories of job offending are analyzed through criminological theory, law, and the criminal and regulatory justice systems, including corporate crime, professional crime, individual crime, occupational crime, organizational crime, and crime by state workers. Traditional and novel strategies for the social control of these offenses are also presented. The course also dispels misconceptions among society regarding different aspects of white-collar crime versus conventional crime. Prerequisite: CJ 201.

CJ 480. Research Methods in Criminal Justice. 3 Hours.
This course will explore social research methods and their application in Criminal Justice. Students will be introduced to both qualitative and quantitative methodologies. Students will create hypotheses and analyze them using the methodological approaches discussed in this course. Prerequisites: CJ 201.

CJ 481. Data Analysis Strategies in Criminal Justice. 3 Hours.
Data analysis is a very sought-after skill in the field of Criminal Justice. Crime data analytic ability is a skill that is needed for both Criminal Justice practitioners as well as Criminological researchers. Students will learn to use and understand output from the most commonly used statistical analysis software packages, to test hypothesis, analyze the results, and interpret their findings. Students will present their original research to the class. Prerequisites: CJ 201 and CJ 480.

CJ 491. Senior Seminar. 3 Hours.
A capstone course for the integration of knowledge of the core classes in the criminal justice curriculum: criminological theory, criminal law, policing, court processing and sentencing, juvenile justice, and corrections. The application of core classes will prepare students for the ACAT exam. Course assignments will help students demonstrate mastery of their criminal justice education and the development and implementation of future career objectives and skills. Prerequisites: CJ 201; criminal justice major; completion of all CJ core courses, or one remaining CJ core course may be taken concurrently. Restricted to junior or senior status.

CJ 494. Directed Criminal Justice Research. 1-8 Hour.
This course provides an opportunity for students to carry out an independent research project in their area of interest within the field of criminology and criminal justice. The students will practically design their own research project in consultation with the instructor and implement appropriate research method under the guidance and supervision of the instructor. The overall purpose of the course is to help students to gain practical experience of identifying a research problem, designing a research project accordingly, and carrying out this project. The students will, eventually, be expected to report the results of this project as a publication and an oral presentation to a group of audience.

CJ 497. Field Experience. 1-6 Hour.
Students' practicum in a criminal justice or related agency. The course may be repeated for up to a total of six credit hours with the same or different agencies. Hours of placement with a hosting agency is dependent upon the number of credit hours enrolled. Supplementary readings, assignments and formal class meetings designed to enhance these experiences are required. Prerequisites: CJ 201, completion of the CJ Core classes in the placement area of the agency, junior or senior academic year, and department approval.

CJ 499. Special Topics Criminal Justice. 1-8 Hour.
Specialized topics offered as regular classes; topics vary depending upon student and faculty interest. Prerequisite: CJ 201.

COMM 100. Professional Communication Colloquium. 0.5 Hours.
This course is required for all Professional Communication majors and offers a variety of professional development and networking opportunities.

COMM 101. Introduction to Communication. 3 Hours.
Introduces students to the discipline of Communication. Surveys a broad range of sub-disciplines, including social media, strategic communication, human interactions, newswriting, communication technology, media and communication policies, and digital media production.

COMM 110. Fundamentals of Public Speaking. 3 Hours.
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 Hours.
This course introduces students to the history of television and radio broadcasting. Students will explore how the broadcasting industry is undergirded and shaped by a variety of factors, including economics, operations, and emerging media technologies. The course also examines current laws and regulations of the Federal Communications Commission (FCC) and other governing organizations.

COMM 191. Freshman Seminar. 1 Hour.
Introduction to departmental requirements and opportunities. Prerequisite: Communication major or minor.

COMM 210. Advanced Public Speaking. 3 Hours.
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: COMM 110 or consent of instructor.

COMM 211. Communication and Popular Culture. 3 Hours.
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 Hours.
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 218. Public Relations Principles. 3 Hours.
This course provides an introduction to the theory and practice of public relations. Students learn about the history and growth of PR, as well as the role of PR as a management function. Topics of study include research and planning, campaign implementation, new and social media, professional ethics, and more. Course projects and assignments allow students to build experience in professional speaking and writing as it applies to the field of public relations.

COMM 219. Mass Media and Society. 3 Hours.
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 Hours.
This course introduces students to chief principles and theories of advertising, with emphasis on published examples of print and electronic advertisements. Students learn documented factors that increase the power of advertising through mass media, and they apply this knowledge to a variety of assignments to ultimately understand, critique, and create advertisements for both products and services. Restricted to sophomore, junior, and senior status.

COMM 221. Strategic Communication Writing. 3 Hours.
Introduction to basic writing skills in the field of public relations and the media. This is a writing intensive course that teaches students how to prepare professional public relations messages for print and electronic media. Specifically, students will learn to compose news releases, fact sheets, media advisories, internal communications information, and more.

COMM 224. Social Media, Writing, and Design. 3 Hours.
Learn techniques used to capture readers' attention in online and print media while combining images and text to tell the story.

COMM 225. Audio Production. 3 Hours.
Laboratory and lecture course with emphasis on the principles and techniques of radio production and programming.

COMM 244. Reporting and Feature Writing. 3 Hours.
Introduction to news gathering, judgment, writing, history, conventions, and style of the news story, the newspaper feature story, and the magazine article.

COMM 254. Special Events Planning I. 2 Hours.
The course will introduce students to special events processes and techniques. Students will become knowledgeable about model workplace skills, leadership development, promotions, media relations, and production associated with an event. Additional topics of study include site selection, program planning, and material development.

COMM 281. Reporting and Editing. 1 Hour.
Laboratory course in which class members work on the campus paper and attend staff meetings. Repeatable up to eight credits.

COMM 283. TV Activities. 1 Hour.
An opportunity for students to work on various projects that they will produce for on and off campus. Repeatable up to eight credits.

COMM 284. Radio Activities. 1 Hour.
An opportunity for students to work on various audio projects that they will produce for on and off campus groups. Repeatable up to eight credits.

COMM 285. Broadcasting and Professional Communication Activities. 2 Hours.
This course provides hands-on training for technological tools of broadcasting and professional communication, including TV and radio production, public relations, social media, and communication.

COMM 286. Promotions Activities. 1 Hour.
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 alongside promotions. This course specifically directs students to have hands on experience within the Professional Communication. More directly, writing newsletters, promotions of channel 19, alumni relations, website writing and creation, and advertising.

COMM 291. Sophomore Seminar. 1 Hour.
Study of communication (people, events, activities) as determined by student/professor consultation. Prerequisite: Communication major or minor.

COMM 297. Internship. 1-2 Hour.
Hands-on experience in the discipline. Restricted to Communication majors or minor or consent of instructor.

COMM 299. Special Topics. 1-8 Hour.

COMM 310. Social Media Strategy and Measurement. 3 Hours.
Students will learn how to strategically plan and implement social media communication for different organizations (for-profit, non-profit) with different audiences and goals, and these efforts will be guided by established research and industry trends. The class will complete a variety of projects that use different forms of communication (videography, photography, graphic design, writing) that span multiple platforms. Students will learn how to measure social media communication using quantitative and qualitative research methods, and they will explore how this data can be used to guide current and future efforts.

COMM 311. Oral Interpretation. 3 Hours.
The study of literature for performance with emphasis on written and verbal analysis. The technique of performance applied to oral reading of literature.

COMM 312. Travel Writing. 3 Hours.
Travel writing comes in many forms and styles. This course combines a survey of travel writing with instruction and practice in travel writing. Students will seek out their own travel experience during the semester the course is taken and return to the classroom to write about that experience.

COMM 315. Persuasion and Argumentation. 3 Hours.
An investigation of the structure, types, and tests of persuasive arguments with practical application through rhetorical analysis and speeches. Prerequisite: COMM 110 or consent of instructor.

COMM 316. Group Dynamics. 3 Hours.
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 Hours.
A study of the development of rhetorical standards and practices from ancient time to the present.

COMM 318. Organizational Communication. 3 Hours.
The course is a study of communication practices in organizations by examining organizational structure, leadership, teambuilding, and ethics. The course will include communication areas such as diversity, conflict, stress, and technology.

COMM 322. Media Sales and Analysis. 3 Hours.
This course explores media sales and analysis within a variety of mediums, including television, radio, newspapers, magazines, online and social media, interactive, and outdoor communication channels. Students will use theory and research to guide their course projects and assignments. Cumulatively, these efforts allow students to build both knowledge and skills that are critical to successful media sales and analysis.

COMM 323. Journalism History. 3 Hours.
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 Hours.
This course examines current communication strategies used by public relations practitioners to establish and maintain relationships with different communities. Students apply their knowledge from course readings to complete a variety of applied assignments and at least one community-based project. Topics of study include resource management, social networking, traditional and new media, problem-solving, and more.

COMM 325. Campaigns and Strategies. 3 Hours.
This course explores the integral relationship between public relations, marketing, and advertising in today's market. The textbook, classroom lectures, guest speakers, and assignments help students build a solid foundation in the fundamentals needed to plan, implement, and evaluate public relations campaigns. Prerequisites: COMM 218 and junior or senior status.

COMM 326. Media Announcing. 3 Hours.
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 newscaster, interviewers, program hosts, commercial, and public service announcers. Prerequisite: COMM 120 or consent of instructor.

COMM 328. Play-by-Play Communication. 3 Hours.
Focuses on the theory and practice of electronic media sports coverage, with an emphasis on the role, skills, and practice of radio and TV sports announcers and electronic sports media journalism. The class includes play-by-play broadcasts and a class project.

COMM 329. Sports Television Production. 3 Hours.
Professional sports media at an advanced level. Special topics in areas such as sports media production, announcing, performance, and sports feature. The course will emphasize other performance situations, such as producing and anchoring radio and television sportscasts. After completing this course, students will be able to develop, write, pre-produce, produce, perform as talent, and post-produce programming for broadcast sports media.

COMM 344. Investigative Reporting. 3 Hours.
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 360. Video Production. 3 Hours.
Emphasis on the operation of video, audio, and editing equipment.

COMM 361. Broadcast News Writing. 3 Hours.
Intensive survey and application of gathering, writing, and presenting.

COMM 362. Broadcast News Gathering. 3 Hours.
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: COMM 360.

COMM 388. Communication for Educators. 3 Hours.
This course is designed for students pursuing an education or related degree. It will include the study of various communication opportunities faced by person in a professional educational setting.

COMM 389. Directing Forensics. 2 Hours.
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. 4 Hours.
Methods and materials for creative teaching of speaking, listening, and theater and broadcast activities, in today's secondary school environment. Prerequisite: Admittance to Teacher Education.

COMM 394. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of communication. Prerequisite: Communication major or minor.

COMM 395. Service Learning. 3 Hours.
Students will utilize reflection and research (both primary and secondary) to integrate (a) personal community or global service experience(s). Prerequisite: Communication major or minor.

COMM 397. Communication Arts Practicum. 1-3 Hour.
Student Internship with application of specialized speech techniques in broadcasting, theater, or other areas of communication arts.

COMM 410. Advanced Problems. 3 Hours.
Courses beyond the present offerings on broadcasting, speech communication, and theater arts. No more than three courses may be accrued.

COMM 412. Communication Law and Ethics. 3 Hours.
A study of the regulatory policies (federal, state, and municipal), history of free speech, the responsibility of the media, the responsibility of the individual as sender and receiver of messages, and ethical decision making in modern electronic and print media. The course will focus on current communications issues in social and workplace settings.

COMM 413. Gender Communication. 3 Hours.
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 context including families, organizations, institutions, peer groups, the media, and interpersonal relationships. Prerequisites: COMM 110 and junior or senior status.

COMM 425. Crisis Communication. 3 Hours.
This course provides both a theoretical and applied approach to proactive crisis communication. Students learn how to engage in effective communication before, during, and after a crisis in a manner that benefits both the public and the organization at hand. Students also explore how management decisions impact crisis communication and how PR practitioners can support managerial decisions. Throughout the course students complete case studies, participate in mock crisis situations, and learn how to compose, utilize, and evaluate crisis management plans. Prerequisite(s): COMM 218.

COMM 454. Special Events Planning II. 2 Hours.
The course is a capstone experience in special event processes and techniques. Students will demonstrate enhanced leadership development, and mentor underclasspersons in the end-to-end process of planning and executing special event site selection, promotions, media relations, content and event production.

COMM 460. Advanced TV and Social Media Production. 3 Hours.
Use of TV video, audio, and editing equipment in various news and commercial applications. Prerequisite: COMM 360.

COMM 474. Social Media Management Practicum. 1-3 Hour.
The operations, techniques, and practices of social media management for the KMSU television program. Activities include optimizing content for search engines and social media platforms, engaging with audience members, and marketing the program. Can be repeated for up to 12 credits. Prerequisite: COMM 221 or COMM 224.

COMM 475. Broadcast Production. 1-3 Hour.
The operations, techniques, and practices of broadcast production. Activities include originating, acquiring, organizing, and assembling news segments into a complete television program. Can be repeated for up to 12 credits. Prerequisite: COMM 360.

COMM 492. Senior Portfolio. 1-3 Hour.
In this course, students will present their final portfolios prior to graduation. The portfolio will be compiled throughout the student's academic career and include professional quality elements for the student to market him-/herself to potential employers. Portfolios may include coursework and/or work from an internship. Prerequisite: COMM 100.

COMM 497. Communication Internship. 2-4 Hour.
Student internship with application of specialized communication techniques in strategic communication, sports communication, or other areas of communication arts.

COMM 499. Special Topics. 1-8 Hour.

CSCI 101. Introduction to Computer Science. 3 Hours.
General hardware and software issues such as: terminology, environments. Applications such as: word processing, spreadsheets, databases, Internet usage.

CSCI 111. Introductory Programming and Big Data. 4 Hours.
Introduction to programming and Big Data through the accessible and powerful language of Python. Emphasis on problem solving and logical thinking. Design, implementation, and testing of programs for small scale problems using elementary data types, control structures, and data acquisition.

CSCI 112. Introduction to Visual Programming. 4 Hours.
An introductory programming course featuring user interface-oriented applications and the event-driven programming paradigm.

CSCI 160. Computer Science I. 4 Hours.
An introduction to computer science, with problem-solving algorithm development and structured programming in a high-level language. Emphasis is on code design, code debugging, and code documentation, using techniques of good programming style.

CSCI 161. Computer Science II. 4 Hours.
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. Prerequisites: CSCI 160 with a C or higher.

CSCI 221. Web Application Development and Security. 4 Hours.
Covers the essentials of designing, testing, and deploying web applications using modern frameworks and technologies, with a special focus on RESTful applications. Aspects such as security, scalability, user experience, and accessibility are addressed. Security threats specific to web-based software are discussed, including common attack vectors and their mitigation strategies. Prerequisite: CSCI 161 with a C or higher.

CSCI 240. Assembly Language Programming. 4 Hours.
An introduction to the principles and techniques of low-level programming and how they are influenced by processor architecture. Students learn how to develop stand-alone programs in assembly as well as the significance of assembly language in forensics, malware analysis, and exploit development. Prerequisite: CSCI 161 with a C or higher.

CSCI 242. Algorithms and Data Structures I. 4 Hours.
Advanced programming techniques including recursion, divide-and-conquer, and backtracking will be considered. Dynamic and static data structures including lists, stacks, and queues. Modular programming, program specification and verification, and analysis of algorithms. Prerequisites: CSCI 161 with a C or higher.

CSCI 243. Algorithms and Data Structures II. 4 Hours.
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: CSCI 242 with a C or higher.

CSCI 258. Software Security and Design. 4 Hours.
This course illustrates good coding design and security principles through hands-on projects. Developing software that is robust and secure, students will employ programming techniques that maintain confidentiality, integrity, and availability. Correspondingly, vulnerabilities, attacks, and mitigation strategies are explored through topics such as password weakness, code injection, buffer overflows, input validation, race conditions, filter evasion, session management, and the use of artificial intelligence tools for secure design and vulnerability analysis. Best security practices are emphasized for software development and deployment. Prerequisite: CSCI 161 with a C or better.

CSCI 260. UNIX and Linux Systems. 4 Hours.
This course examines both UNIX and Linux environments, focusing on their similarities and transferable skills. Students will explore key areas such as system architecture, the intricacies of installation and package management, and the Filesystem Hierarchy Standard. The course covers essential GNU and Unix commands, alongside practical shell scripting. Administrative tasks, system services, and aspects of network and system level security are also addressed. Prerequisite: CSCI 111, CSCI 160 or BIT 185 with a C or higher.

CSCI 275. Computer and Digital Hardware. 4 Hours.
Fundamentals of digital systems, data representations, mathematics digital systems, microprocessor design and instruction sets, introduction to laboratory equipment. Prerequisite: CSCI 160 or CSCI 111 with a C or higher.

CSCI 276. Industrial Hardware Design and Security. 4 Hours.
Through hands-on projects, the use, programming, and security of digital hardware devices found in industry are explored. These devices include programmable logic, microcontrollers, and embedded systems. Working with programmable logic, coding languages such as VHDL or Verilog are used to design basic circuits. Microcontroller architecture, instruction sets and applications introduce security issues and real-time requirements, which are extended with more complex embedded systems. Throughout the course, these devices are related to the integration and security issues of large-scale industrial control systems affecting U.S. infrastructures such as energy, water, and transportation. Prerequisite: CSCI 160 or CSCI 111 with a C or higher.

CSCI 297. Internship. 1-8 Hour.
Supervised professional work experience in a cyber-technology environment at the 100 and 200 course level. May not be counted towards earned credits for major or minor. Student must have departmental approval before enrolling.

CSCI 299. Special Topics. 1-4 Hour.
Prerequisite: CSCI 160.

CSCI 321. Windows Programming. 4 Hours.
Development of applications for the Windows environment and use of a standard library and its classes. Prerequisite: CSCI 161 with a C or higher.

CSCI 323. Robotics. 4 Hours.
Introduction to robotics, emphasis is on 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, designing hardware, and software solutions. Students write basic control programs for different robot platforms and apply state-of-art artificial intelligence techniques to the control of robotic mechanisms. Prerequisite: CSCI 161 with a C or higher.

CSCI 324. Reverse Engineering. 4 Hours.
Reverse engineering focuses on how to understand software without access to its source code. Topics include understanding the design and functionality of software components, recovering software specifications, examining program data, and analyzing software through methods like disassembly and decompilation. Code obfuscation and an exploration of common tools and analysis techniques used in the reverse engineering process will be covered. Prerequisite: CSCI 240 with a C or higher.

CSCI 330. Software Engineering and Testing. 4 Hours.
The principles, methods, and models used to develop and manage software projects, including test implementation of a large-scale project. Prerequisite: CSCI 161, CSCI 275, and CSCI 340 with a C or higher.

CSCI 331. Technology and Society. 4 Hours.
This course offers a comprehensive exploration of the impact of computer technology on society and individuals. Course topics include ethical challenges faced by computing professionals, examining human-computer interactions, the legal aspects of working with cyber technology, risk management when dealing with information systems, and highlighting the importance of security principles in operational environments. This course is essential for those seeking to understand and responsibly influence the evolving landscape of cyber technology and its societal implications. Prerequisite: CSCI 160, CSCI 112, or CSCI 111 with a C or higher.

CSCI 335. Theoretical Computer Science. 4 Hours.
Models of computation, regular expressions, finite automata, Kleene's Theorem, lexical analysis, context-free grammars, pushdown automata, introduction to parsing. Prerequisites: CSCI 242, CSCI 275, and MATH 208, with a C or higher in all courses.

CSCI 340. Networking. 4 Hours.
An introduction to network design and management. Topics include the OSI and TCP/IP models, protocol design (Ethernet, etc.), network programming, signals and modulation, ad hoc networks, flow control, error handling, routing, and an introduction to wireless and cellular communication. Prerequisites: CSCI 161 and MATH 208 with a C or higher in both courses.

CSCI 356. Database Management. 4 Hours.
Introduction to database management systems, database theory and schema design, and programming, including data modeling, set theory, relational calculus, functional and multivalued data dependencies, and normalization. Various database models are discussed including relational, NoSQL, network, hierarchical, and inverted files, and database management and security. Prerequisite: CSCI 161 or DATA 240 with a C or higher.

CSCI 360. Systems Programming. 4 Hours.
Programming using interrupts and operating systems services. Device driver implementation. Brief comparison of different hardware systems. Prerequisites: CSCI 242, CSCI 275, and MATH 208, with a C or higher in all courses.

CSCI 370. Computer Organization. 4 Hours.
The structure and organization of computer hardware. Register implementation and usage. Memory management. Comparison of architectures. Prerequisites: CSCI 161, MATH 208, and one of CSCI 275 or CSCI 276 with a C or higher in all courses.

CSCI 390. Ethical Hacking. 4 Hours.
This course focuses on the development of skills necessary for identifying and mitigating vulnerabilities within network systems. Real-world scenarios and theoretical learning will be combined to enable students to understand the mindset and tactics of potential attackers, enabling them to design and implement comprehensive security strategies. The course covers a spectrum of topics including but not limited to penetration testing, network scanning, system exploitation, web application security, and wireless network defense. In addition to technical skills, the course integrates the ethical considerations and legal frameworks guiding the cybersecurity domain, ensuring students understand the responsibilities and boundaries of an ethical hacker. Prerequisite: CSCI 340 or BIT 244 with a C or higher.

CSCI 410. Defensive Network Security. 4 Hours.
This course explores the methodologies used in the development and deployment of firewalls, anomaly, and signature-based detection systems and virtual honeypots. Secure software development techniques will be covered as will practical exercises in how to analyze and defend against network-based attacks. Prerequisite: CSCI 340 or BIT 244 with a C or higher.

CSCI 415. Vulnerability Analysis. 4 Hours.
This course introduces students to software vulnerability discovery and how to overcome identified issues from both a design and implementation perspective. Reverse engineering methodologies such as black, grey, and white box testing and techniques such as fuzzing will be covered. Historical vulnerabilities, corresponding exploits, and techniques to minimize exposure and mitigate risk will be covered. Prerequisites: CSCI 370 and CSCI 340 and CSCI 242 with a C or higher in all courses.

CSCI 420. Mobile and Wireless Security. 4 Hours.
This course explores concepts related to various generations of mobile networks such as 2G, 3G, 4G and discusses their security frameworks. Security models related to common mobile platforms such as iOS and Android would be explored. WPA standards in Wi-Fi along with security standards for various proprietary protocols implementing features such as VoIP would also be discussed. Prerequisite: CSCI 340 or BIT 244 with a C or higher.

CSCI 425. Applied Cryptography. 4 Hours.
This course investigates advanced topics in cryptography. It begins with an overview of the necessary background in algebra and number theory, private- and public-key cryptosystems, and basic signature schemes. The course will cover number theory and basic theory of Galois fields used in cryptography; the history of primality algorithms and the polynomial-time test of primality; discrete logarithm-based cryptosystems including those based on elliptic-curves; interactive protocols including the role of zero-knowledge proofs in authentication. Prerequisites: CSCI 242 and Math 208 with a C or higher in both courses.

CSCI 432. Malware Analysis. 4 Hours.
This course introduces students to concepts related to malware analysis and discusses several static analysis techniques. Students will be working with several tools which can function as static analyzers. Students would also understand Malware taxonomies and perform heap analysis to identify malware at run-time. Prerequisite: CSCI 324 with a C or higher.

CSCI 450. Operating Systems. 4 Hours.
Design and implementation of operating systems. Study of the control of and communication between interacting processes. Resource allocation and management in a multiprogramming environment. Prerequisites: MATH 208, CSCI 242 and one of CSCI 275 or CSCI 276 with a C or higher in all courses.

CSCI 452. Compiler and Interpreter Construction. 4 Hours.
Theory and practice of program translation. Lexical and syntactic analysis, error detection and response, optimization. Prerequisites: CSCI 335 with a C or better.

CSCI 456. Machine Learning, Data Mining, and Artificial Intelligence. 4 Hours.
The course engages current topics in machine learning algorithms, data mining, and artificial intelligence with hands-on projects. Supervised and unsupervised machine learning models are explored from basic regression and clustering to deep learning with neural nets. Working with techniques in data mining on data from NASA and other student-selected sources, students research, gather, clean, train, and analyze the data with appropriate model selection and fine-tuning. Prerequisites: CSCI 242 or DATA 240 and also MATH 210 or DATA 211 with a C or higher in both courses.

CSCI 458. Computer and Network Security. 4 Hours.
Introduction to computer and network security. Topics covered include the CIA triad model, symmetric and public-key encryption algorithms, hashing algorithms, and securing data storage, application and communications systems, firewalls, penetration testing, vulnerability assessments, reverse engineering, malware, and ethics. Prerequisites: CSCI 340 and CSCI 370 with a C or higher in both courses.

CSCI 460. Capstone Project. 4 Hours.
To complete this course students will choose a research, software development, or security analysis project in consultation with the instructor. Each student will prepare a project proposal discussing the scope of the project and develop it to those specifications. On completion of the project, the student is expected to present the results of their work and submit a project portfolio. It is recommended that each student's project be focused on their chosen field of study. Class Restriction: Senior.

CSCI 493. Directed Research in Computer Science. 1-4 Hour.
Faculty directed research in computer science topics.

CSCI 497. Internship. 1-8 Hour.
Supervised professional experience in computing applications. A maximum of four credits may be counted toward a major or minor. May be repeated up to a total of eight credits. Grading is pass/fail. Prerequisite: Departmental Approval.

CSD 150. Profession of Com Disorders. 2 Hours.
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.

CSD 221. Language Science in CSD. 2 Hours.
To understand language disorders in children and adults, we must first understand the normal structure and processing of language. This class will introduce students to the structures of language, the processes of language comprehension and production, and the methods used to study these processes. This course is meant to prepare students for future study of language, language acquisition, and language disorders. It is recommended students complete this course prior to enrolling in Language Development.

CSD 310. Introduction to Communication Disorders. 3 Hours.
This course provides an overview of human communication disorders across the lifespan. Eight hours of guided clinical observation are required.

CSD 320. Introduction to Phonetics. 3 Hours.
A study of the sounds of American English and the use of the International Phonetic Alphabet (IPA) to record normal and disordered articulatory production.

CSD 321. Language Development. 3 Hours.
The study of the processes by which children come to understand and acquire language during early childhood.

CSD 322. Speech Sound Disorders. 3 Hours.
This course covers the development, etiology, diagnosis, and intervention of speech sound disorders. Eight hours of guided clinical observation are required. Prerequisite: CSD 320 Introduction to Phonetics.

CSD 324. Techniques in Communication Disorders. 3 Hours.
This course covers the fundamental approaches and techniques used in planning and providing intervention for individuals with communication disorders. This course is a prerequisite for CSD 411. Prerequisite: CSD 322.

CSD 331. Language Disorders in Children. 3 Hours.
This class covers the characteristics, etiology, prevention, diagnoses, and intervention of language disorders in children including differentiation of language differences due to cultural-linguistic factors. Five hours of guided clinical observation are required. Prerequisite: CSD 321.

CSD 341. Speech and Hearing Science. 2 Hours.
This course covers the fundamentals of acoustics, speech production, speech perception, and basic instrumentation.

CSD 342. Introduction to Audiology. 4 Hours.
A study of the anatomy and physiology of the auditory system, its relationship to the differing types and degrees of hearing loss, and related pathologies. This course will cover prevention of hearing difficulties, as well as screening, assessment, and interpretation of test results.

CSD 350. Bridging the Gap: SLPP to SLP. 3 Hours.
This course is designed to complete the preliminary knowledge needed for individuals who have earned the Associate in Applied Science (AAS) in Speech-Language Pathology Paraprofessional (SLPP) from Lake Region State College or a similar program. This course will cover additional information related to language development, language disorders, speech sound disorders, and techniques in speech-language pathology. Restricted to Communication Science and Disorders majors and junior or senior status.

CSD 394. Independent Study General Cd. 1-4 Hour.

CSD 408. Social and Pragmatic Communication Disorders. 3 Hours.
Social and pragmatic communication disorders are becoming more and more prevalent in the practice of speech-language pathology and audiology; especially as mental health issues are becoming more prevalent. This course will provide needed content in order for students and professionals to effectively assess and intervene for people with social and pragmatic communication disorders. Prerequisites: CSD 321 and restricted to Junior or Senior status.

CSD 410. Audiology Practicum. 1 Hour.
This practicum course will provide the undergraduate student in Communication Sciences and Disorders, who has an interest in Audiology, the opportunity to participate in Audiology diagnostics in the CSD 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. Prerequisite: CSD 342.

CSD 411. Clinical Practicum. 3 Hours.
Supervised practicum in a clinical setting. Prerequisite: CSD 321, CSD 322, CSD 324, CSD 331. Restricted to CSD majors only.

CSD 412. Neurology for Communication Disorders. 2 Hours.
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.

CSD 413. Anatomy and Physiology for Communication Disorders. 3 Hours.
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.

CSD 420. Advanced Communication Disorders. 3 Hours.
This course will provide a general overview of issues related to medical speech language pathology. Five hours of guided clinical observations are required.

CSD 427. Aural Rehabilitation. 3 Hours.
This course covers the philosophies and methodologies related to the habilitation and rehabilitation of individuals with hearing impairment.

CSD 497. External Practicum - Speech-Language-Pathology-Assistant. 1-6 Hour.
Supervised external practicum at a school, medical, long-term care, private practice, or other non-MiSU clinical site. This course is designed to provide individuals with a bachelor's degree in Communication Sciences and Disorders the necessary clinical experience to obtain licensure as a speech-language pathology assistant. Prerequisite: CSD 411. Restricted to Communication Sciences and Disorders major and senior status.

CSD 499. Special Topics in Comm Disorders. 1-8 Hour.

CTE 421. History and Philosophy of CTE. 3 Hours.
Focuses on the history, growth, legislation, and elements of Career and Technical Education (CTE). An overview of the organization and administration at the federal, state, and local level is included. Prerequisite: Admission to teacher education. Corequisite: CTE 423.

CTE 423. Leadership in CTSOs. 3 Hours.
Study of planning and implementing of career and technical student organizations. Principles in developing co-curricular career and technical education curriculum are included. Prerequisite: Admission to Teacher Education. Corequisite: CTE 421.

DATA 211. Applied Statistics and Data Visualization. 4 Hours.
Students experience Big Data with an introduction to data analysis that focuses on applied statistics and visualization utilizing R, Python, and spreadsheets in a lab setting. Content and methods include sampling, descriptive statistics, probability, correlation, regression, binomial and normal distributions, confidence intervals and hypothesis testing, ANOVA, and Chi-square tests. Prerequisite(s): ASC 93 with a C or better or qualifying math placement score.

DATA 240. Programming for Data Science. 4 Hours.
Students deepen their programming skills essential to data science, utilizing Python and R, machine learning algorithms, data mining, and visualization. Prerequisites: CSCI 111 or CSCI 160.

DATA 347. Data Analytics and Visualization. 3 Hours.
Data has become the new economic asset that interacts with all areas of society. Data Analytics and Visualization introduces data analytics in environments such as business and in research using a variety of business and research cases. Students will acquire practical data analytic abilities that will include data pattern recognition, analytical frameworks, predictive model construction, visualization techniques, and investigation of hidden relationships within the data. Students will present the data using visualization and acquired knowledge from using different analytic software.

DATA 350. Project Design and Techniques. 3 Hours.
A team-taught course focusing on details of data science project design, including: effective research question strategies, survey design, methodology and tool selection, socio-cultural dimensions of research design for data projects, and assessment of design validity. Prerequisites: DATA 240 and DATA 347. Restricted to junior or senior status.

DATA 491. Data Science Capstone I. 2 Hours.
A course offered where the general topic and specific goals and activities are agreed upon by the student and the instructor. While presentation is not a requirement, all projects have a goal of producing presentable results. Prerequisite: SOC 278 or DATA 350.

DATA 494. Data Science Capstone II. 2 Hours.
A second course offered where students will work to improve their Capstone I project from feedback and further study. Specific goals and activities are agreed upon by the student and the instructor. While presentation is not a requirement, all projects have a goal of producing presentable results. Prerequisite: DATA 491.

DTS 200. Special Topics in Dts. 1-8 Hour.

DTS 225. Introduction to Safety Education. 1 Hour.
Promotes general safety with special emphasis on school bus safety, fire safety, and tornado safety.

DTS 230. Driver and Traffic Safety Education. 3 Hours.
Introduction to driver and traffic safety education. A review of various high school textbooks and other teaching tools.

DTS 250. Defensive Driving. 1 Hour.
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 Hours.
Teaches prospective driver 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 Hours.
Advanced driving to improve skills, perception, decision making, and general driving ability.

DTS 390. Traffic Law. 3 Hours.
Study of the Code 39 of North Dakota Motor Vehicle laws. Designed to develop an understanding of traffic law in modern society.

DTS 399. Independent Study General Dts. 1-4 Hour.

DTS 450. Organization and Administration of Safety Education. 2 Hours.
Basic concepts and development of the four-phase program: dual-controlled car, simulator, multiple car driving range, and classroom. Corequisite or Prerequisite: DTS 230.

DTS 452. Instruction in Range, Simulator, and In-Car. 3 Hours.
Instruction in the use of electronic driving simulator, equipment, multiple car driving range, and dual-controlled car. Prerequisite: DTS 450.

DTS 454. Driver Education for the Disabled. 2 Hours.
Instruction in dual-controlled cars with special hand controls for teaching the handicapped. Prerequisite: DTS 450.

DTS 499. Independent Study Honors Dts. 1-8 Hour.

ECE 310. Introduction to Early Childhood Education. 3 Hours.
Study of early childhood learning theories, developmentally appropriate materials, classroom arrangement, observational techniques, and curriculum planning.

ECE 312. Methods: Arts Integration. 2 Hours.
This course explores and uses the fine and performing arts as primary pathways for learning in young children. Includes selecting materials, creating environments, and planning lessons and activities that integrate art, music, and movement across curriculum disciplines.

ECE 313. Language Development and Emerging Literacy. 3 Hours.
Coursework will center on how language is acquired, the functions of language, and how language develops. The course will examine how ECE Professionals can best support the growth of children as language learners and users. Prerequisite/Corequisite: ECE 310.

ECE 314. Mathematics and the Young Child. 2 Hours.
This course includes projects and activities that help ECE Professionals develop a conceptual understanding of teaching mathematics in a cooperative and constructionist 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. Prerequisite: ECE 310.

ECE 316. The Emergent Reader. 2 Hours.
This course explores a wide variety of developmentally appropriate instructional practices for teaching young 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.

ECE 320. Infant/Toddler Development. 2 Hours.
This course explores the child's growth and development from birth to 36 months. It will give ECE Professionals 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 or Corequisite: Students must have completed ECE 310 or be enrolled in ECE 310 prior to enrolling in this course.

ECE 322. Leadership and Supervision in Early Childhood Education. 2 Hours.
This course explores effective organization of early childhood programs and looks at managing the day-to-day operations of a program. ECE Professionals examine leadership framework, unique leadership styles, how to apply the principles of leadership to create vision, become an agent of change, and model professional and ethical behavior. ECE Professionals examine supervision frameworks for effective recruitment, selection, and orientation practices. ECE Professionals study a comprehensive model for supervising staff, promoting ongoing professional development, and creating a strengths-based team in nurturing positive teaching/learning environments. Prerequisite: ECE 310.

ECE 333. Preschool Methods and Materials. 3 Hours.
Study of development of 4-5 year-olds and procedures in preschool planning including teaching techniques and developmentally appropriate materials in preschool settings. Prerequisite: ECE 310.

ECE 338. Home School Community Relations. 2 Hours.
This course explores home-school-community relations. The content includes history, parental involvement in schools, parent-teacher conferences, home visits, parent and community programs, and community resources for parents. Prerequisite: ECE 310.

ECE 361. Observation, Planning, and Assessment. 3 Hours.
Students will learn about and actively engage in a variety of methods to assess the social, motor, and cognitive growth of young children. Observational, informal, formal, screening and intervention based methods will be included. In addition, lesson and unit planning for a variety of contexts will be explored. Prerequisite: ECE 310.

ECE 362. Curriculum and Planning for Early Childhood. 2 Hours.
The development of curriculum for the public schools and strategies for the planning, delivery, and assessment of instruction with birth to third grade emphasis. Prerequisite: ECE 310 and ED 260.

ECE 364. Planning and Assessment for Early Childhood. 2 Hours.
The development of assessment processes and tools based on the reciprocal relationship between instruction and assessment, with a focus on data driven interventions and instruction with a birth to third grade emphasis. Prerequisite: Students must complete ECE 310 and ECE 362 before enrolling in this course.

ECE 430L. Pre-School Practicum. 1 Hour.
Students will work in a preschool setting, with direct application of those concepts learned in ECE coursework. Prerequisite: ECE 310.

ECE 436. Kindergarten Methods and Materials. 3 Hours.
Exploration of curriculum, methods, and materials for use in kindergarten settings. Prerequisite: ECE 310.

ECON 201. Principles of Microeconomics. 3 Hours.
Nature, method, and scope of economic analysis; economic scarcity, resources; specialization and trade; supply and demand; price and output determination in the product and resource markets; market structures; costs and profits, income discrimination, inequality, poverty; externalities and public goods.

ECON 202. Principles of Macroeconomics. 3 Hours.
Nature, method, and scope of economic analysis; supply and demand; aggregate income and employment analysis; business cycles, unemployment, inflation, and economic growth; fiscal policy; money and monetary policy. (May be taken before Econ 201).

ECON 299. Special Topics. 1-8 Hour.

ECON 312. Intermediate Microeconomics. 3 Hours.
Analysis of consumer demand, principles of production, costs, pricing, and output decisions under different market structures, market failure, and related public policy.

ECON 314. Intermediate Macroeconomics. 3 Hours.
Analysis of national income, employment, inflation, interest rates, business cycles, as well as impact of monetary and fiscal policies on equilibrium and economic growth.

ECON 315. Labor Economics. 3 Hours.
Survey of labor-management relations that examines the policies and objectives of labor unions history and government, organizing, and bargaining, economics of the labor market and wage determination, government control and major laws that affect labor-management relations. Prerequisites: ECON 201 and ECON 202.

ECON 318. Money and Banking. 3 Hours.
Nature and function of U.S. depository institutions (especially commercial banks, saving 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. Prerequisites: ECON 201 and ECON 202.

ECON 320. Environ and Nat Resource Econ. 3 Hours.
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 394. Independent Study General Econ. 1-4 Hour.

ECON 410. Managerial Economics. 3 Hours.
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 this course is to help managers refine their problem-solving and decision-making skills through application of principles already learned in other Economics courses. Topics include problem solving and decision making for managers, demand and cost analysis, market structure, pricing decisions, strategic decision making, organizational design, and government regulations. Prerequisites: ECON 201.

ECON 414. International Economics. 3 Hours.
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. Prerequisites: ECON 201 and 202.

ECON 418. History of Economic Thought. 3 Hours.
Study of evolution of economic thought under different social and political backgrounds, like mercantilism, physiocracy, classical economies, historical school, and Socialist doctrines. Prerequisites: ECON 201 or 202.

ECON 419. Economic Planning and Development. 3 Hours.
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. Prerequisites: ECON 201 and ECON 202.

ECON 421. International Energy Markets. 3 Hours.
This course introduces students to the International Energy Markets. It will examine energy industry market structure and how it relates to business decision making. 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. Prerequisites: ECON 320 and ECON 312.

ECON 494. Independent Study Honors Econ. 1-8 Hour.

ECON 499. Special Topics. 1-8 Hour.

ED 221L. Diagnostic Teaching. 1 Hour.
This course provides an introduction to the concept and practice of diagnostic teaching and data driven instruction. Candidates will apply these principles and practices in a 30-hour clinical experience focused on literacy. Corequisite: ED 362.

ED 250. Foundations of Education. 2 Hours.
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. 2-3 Hour.
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: Acceptance into the Honors Program and must be of sophomore, junior, or senior status.

ED 260. Educational Psychology. 3 Hours.
Emphasis on child development, learning theory, effective teaching, and classroom management as applied to educational settings.

ED 260H. Educational Psychology. 2 Hours.
Emphasizes learning theory, effective teaching, classroom management, and child development as applied to educational settings. Prerequisite: Admitted to the Honor Program and of sophomore, junior, or senior status.

ED 260L. Clinical I. 0 Hours.
The initial-level clinical within the teacher education program provides candidates with 10 hours of observations in schools related to their major and the content in educational psychology.

ED 282. Managing the Learning Environment. 2 Hours.
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.

ED 282L. Clinical II. 0.5 Hours.
This entry-level clinical provides candidates with 20 hours of experience in a variety of support programs and services in educational settings.

ED 284. Teaching Diverse Learners. 2 Hours.
Adapting teaching strategies to culture, ethnic, linguistic, developmental, and physical differences in the classroom. Collaborating with related professions in individualizing instruction.

ED 284L. Clinical III. 0.5 Hours.
This entry-level clinical experience provides candidates with 30 hours of engagement with professional organizations and service learning in projects related to education in schools and the community.

ED 287. Early-Level Transition Point Conference. 0 Hours.
Teacher candidates enrolled in this course will reflect on their clinical experiences in ED 260L, ED 282L, and ED 284L and set goals for their mid-level clinical experiences. This course should be taken in the semester that the candidate completes the third experience.

ED 299. Special Topics. 1-8 Hour.

ED 320. Curriculum, Planning, and Assessment I. 2 Hours.
The development of curriculum for the public schools and strategies for the planning, delivery, and assessment of instruction. Prerequisite: ED 260.

ED 321L. Clinical IV. 0.5 Hours.
This mid-level clinical experience provides students in Teacher Education with an extended experience in school working on academic interventions with small groups of students.

ED 322. Data Driven Integrated Instruction. 2 Hours.
This course focuses on the development of data driven integrated instructional plans, following an MTSS model. Teacher candidates will focus on integrating research-based reading instruction, inclusive of all five components of reading, into all subject areas in P-12 classrooms.

ED 323L. Clinical V. 0.5 Hours.
This mid-level clinical experience provides students in Teacher Education with an extended experience in a school working on academic interventions with small groups of students and designing appropriate assessments.

ED 324L. Fall Experience. 0 Hours.
This mid-level clinical experience provides students in Teacher Education with an extended experience in the fall semester observing and assisting with beginning of the year room design, organization, and classroom management policies and procedures. This course is typically taken with a methods class or student teaching.

ED 350. Middle School Philosophy and Curriculum. 3 Hours.
Acquaints students with the philosophy of middle school education and current practices in middle school curriculum, instruction, and assessment. Prerequisites: ED 320.

ED 380. Technology in Teaching. 2 Hours.
Strategies for the instructional uses of technology including multimedia presentation, e-mail, internet, spreadsheets, databases, and emerging technologies.

ED 394. Independent Study in Education. 1-4 Hour.

ED 402. Content Area and Develop Reading. 3 Hours.
The study of teaching reading at elementary, middle school, and high school 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: Student must complete ED 320 before enrolling in this class.

ED 407. Mid-Level Transition Point Conference. 0 Hours.
Teacher candidates enrolled in this course will reflect on their clinical experiences in ED 321L, ED 323L, and methods/practicum and set goals for their student teaching experiences. This course should be taken in the semester before student teaching.

ED 440. Identification, Assessment and Intervention in Literacy Difficulties. 3 Hours.
This course focuses on the identification of children with literacy difficulties, including dyslexia, assessment of specific areas related to these difficulties, and appropriate interventions in the areas of the five components of reading (phonemic awareness, decoding, vocabulary, fluency, and comprehension) as well as written expression. Prerequisites: Admission to Teacher Education and ELED 352.

ED 441L. Clinical Practice in Remedial Reading. 2 Hours.
Supervised practice in a clinical remedial reading situation. Prerequisites: Admission to Teacher Education and ED 440.

ED 451. Middle School Teaching Strategies. 3 Hours.
Designed to develop the skills and teaching strategies to implement a middle school program. Stresses teaming, thematic curriculum development, advising, and working with parents. Prerequisites: Admission to Teacher Education and ED 320.

ED 480. Clinical Practicum in Education. 1-12 Hour.
This course is designed to give education majors an opportunity to have 60 hours of practical experience per credit hour. Placements in school settings are arranged by the Teacher Advisement and Field Placement office.

ED 482. Student Teaching Seminar: Elementary. 2 Hours.
This seminar will provide support to elementary candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be discussed. Corequisite: Students must be enrolled in either ED 491, ED 492, ED 493, ED 494, or ED 495 at the same time as this course.

ED 483. Student Teaching Seminar: Secondary. 2 Hours.
This seminar will provide support to secondary candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be explored including classroom management, diversity, technology, instructional strategies, assessment, and data driven instruction. Corequisite: Students must be enrolled in either ED 491, ED 492, ED 493, ED 494, or ED 495 at the same time as this course.

ED 484. Student Teaching Seminar: K12. 2 Hours.
This seminar will provide support to K-12 candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be explored including classroom management, diversity, technology, instructional strategies, assessment, and data driven instruction. Corequisite: Students must be enrolled in either ED 491, ED 492, ED 493, ED 494, or ED 495 at the same time as this course.

ED 491. Student Teaching, Pre-K-Kindergarten. 4-16 Hour.
Supervised teaching in pre-k or kindergarten setting. Prerequisites: Recommendation by advisor and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 492. Student Teaching, Elementary. 4-16 Hour.
Supervised teaching in elementary schools. Prerequisites: Recommendation by advisor and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 493. Student Teaching, Secondary. 4-16 Hour.
Supervised teaching in secondary schools. Prerequisites: Recommendation by advisor and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 494. Student Teaching K-12. 4-16 Hour.
Supervised teaching in both elementary and secondary levels in restricted areas. Prerequisites: Recommendation by advisor and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 495. Student Teaching, Special Education. 4-16 Hour.
Supervised teaching in special education areas. Recommendation by advisor and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 497. Mentored Clinical Practice. 5-16 Hour.
This course is designed to provide a one-year mentored clinical internship for classroom teachers. Prerequisites include departmental approval and emergency licensure by the Educational Standards and Practices Board of North Dakota.

ED 499. Independent Study Honors Ed. 1-8 Hour.

ED 95. Interconnecting Perspectives in Education. 0 Hours.
This course provides an opportunity for students to reflect on the diverse perspectives of an educational experience relating to teaching and learning.

ELED 352. Foundations of Reading. 3 Hours.
Principles, techniques, and approaches for implementing a developmental reading program in the elementary school. Prerequisite: Admission to Teacher Education and ED 320 or BS in Early Childhood major or CD major.

ELED 362. Applications of Literacy Instruction, Intervention, and Assessment. 3 Hours.
This course provides instruction in relation to literacy components, interventions, and assessment and provides students with the opportunity to apply their knowledge and skills in a P-12 school setting. Prerequisites: Admission to Teacher Education and ELED 352. Corequisite: ED 221L.

ELED 421. Elementary Mathematics Methods. 3 Hours.
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. Prerequisites: Admission to Teacher Education, ED 320, MATH 277 and MATH 377 or ECE 362. Corequisites: ELED 422, ELED 423, ELED 424, ELED 425 and SCI 426.

ELED 422. Elementary Language Arts Methods. 3 Hours.
Encompasses curriculum, theory, and methodology in elementary language arts. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education and ED 320, or ECE 362 and ELED 352. Corequisite: ELED 421, ELED 423, ELED 424, and SCI 426. Course restricted to Elementary Education and Early Childhood Education majors.

ELED 423. Elementary Reading Methods. 3 Hours.
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. Prerequisites: Admission to Teacher Education and ED 320 or ECE 362 and ELED 352. Corequisite: ELED 421, ELED 422, ELED 423, ELED 424, SCI 426. Course restricted to Elementary Education or Early Childhood Education majors.

ELED 424. Elementary Social Studies Methods. 3 Hours.
Curriculum, theory, and methodology in the teaching of elementary social studies. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning process. Prerequisites: Admission to Teacher Education and ED 320 or ECE 362. Corequisites: ELED 421, ELED 422, ELED 423, ELED 424 SCI 426. Course restricted to Elementary Education or Early Childhood Education majors.

ELED 425. Elementary Education Practicum. 0 Hours.
This practicum course accompanies the five methods classes in elementary education and reflects approximately 150 hours in the elementary classroom.

ENGL 110. College Composition I. 3 Hours.
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. Prerequisite: Students must complete ASC 87 with a C or higher, have an ACT English test score of at least 18, an SAT Reading & Writing score of at least 480, an ACCUPLACER test score of at least 5, or a PLAN test score of at least 15.

ENGL 111H. Honors Composition I. 3 Hours.
The first course in the honors curriculum, ENGL 111 takes the place of ENGL 110 and, if the student continues in the Honors Program, COMM 110 is required of all Honors Students earning a BSE degree. The course is reading intensive and encourages intellectual independence. Admission to the Honors Program is not a prerequisite, but ACT scores of 25 in reading and writing are required. Does not apply to the English major.

ENGL 120. College Composition II. 3 Hours.
Advanced practice in college-level writing from sources and in applying rhetorical strategies. Emphases in rhetorical strategies and incorporating research in academic writing. Does not apply toward the English major. Prerequisite: ENGL 110.

ENGL 121H. Honors Composition II. 3 Hours.
The second course taken in the honors curriculum. Replaces ENGL120 in the general education program. Independent research and writing focuses in a rigorous study of literature. Prerequisites: ENGL 110 or 111H; admission to Honors Program or permission of the Honors Director. Does not apply toward the English major.

ENGL 191. English Community Seminar. 1 Hour.
This course is designed to be taken the spring following a student's declaration of an English or English Education major. The community seminar is an introduction to the English community at Minot State. Students will learn the many different areas of research within the field of English studies, become aware of club and academic opportunities within the department, and practice community building. Prerequisite: Students must be an English or an English Education major before enrolling in this course.

ENGL 209. Introduction to Linguistics. 3 Hours.
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 Hours.
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.

ENGL 220. Introduction to Literature. 3 Hours.
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 Hours.
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 227. Survey of Creative Nonfiction. 3 Hours.
This introductory survey course provides exposure to reading and analyzing a variety of creative nonfiction including reportage, criticism and commentary, memoir, and the personal essay to explore how the genre can be both honest and creative. Students will examine the use of voice, subjectivity, emotion, speculation, memory, humor, imagination, and the complicated idea of truth in nonfiction literature in its various forms, and discuss how nonfiction is conceived and constructed.

ENGL 231. Bible as Literature. 3 Hours.
Study of the Bible from a literary point of view.

ENGL 232. World Mythology. 3 Hours.
The study of representative myths, legends, and folklore from various cultures with emphasis upon the literary aspects of myth.

ENGL 238. Children's Literature. 3 Hours.
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 240. World Literature. 3 Hours.
Study of diverse and significant literary texts in a variety of genres from antiquity to the present from a wide variety of cultures and nationalities in terms of their aesthetic quality, cultural values, and historical periods.

ENGL 251. Foundations in Brit Lit I. 3 Hours.
A survey of British literature from the Anglo-Saxon period through the 18th century. Prerequisite: ENGL 110.

ENGL 252. Foundations in Brit Lit II. 3 Hours.
A continuing survey of British literature from the Romantic period to the present. Prerequisite: ENGL 110.

ENGL 261. Foundations in Am Lit I. 3 Hours.
A survey of American literature from the pre-Colombian aboriginal literature through the mid-19th century. Prerequisite: ENGL 110.

ENGL 262. Foundations in Am Lit II. 3 Hours.
A survey of American literature from the mid-19th century to the present. Prerequisite: ENGL 110.

ENGL 265. Introduction to Native American Literature. 3 Hours.
An exploration of the written and oral literary traditions of Native American and Indigenous writers.

ENGL 270. Foundations in Literary Analysis. 3 Hours.
An introduction to the methods, values, and critical theories employed in the study of literary texts, with particular emphasis on analytical reading and critical writing skills. Prerequisite: ENGL 110.

ENGL 299. Special Topics. 1-8 Hour.

ENGL 305. Advanced Grammar. 3 Hours.
A thorough study of the structure of the English language through traditional and transformational grammar with an emphasis on syntax, or sentence formation. Morphology (word formation), differences between prescriptive and descriptive grammar, and controversies over current usage are also considered.

ENGL 315. Profes and Tech Writing. 3 Hours.
Concentrated instruction and practice in technical and job-related expository writing.

ENGL 317. Teaching Writing. 3 Hours.
Study of methods of teaching writing with emphasis on contemporary theories. Prerequisite: ENGL 120.

ENGL 318. Writing Tutor Training. 1 Hour.
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: ENGL 120.

ENGL 318L. Supervised Writing Tutoring. 0 Hours.
Supervised tutoring experience in the Writing Center (20 hours). Prerequisites: Student must complete ENGL 110 and ENGL 120 with a grade of C or better. Prerequisite or Corequisite: be enrolled or have completed ENGL 318 before enrolling in this class.

ENGL 321. Topics in Creative Writing. 3 Hours.
This course offers students further practice in various genres and/or topics in the field of creative writing. Topics will change to inspire students to explore new writing styles and strategies in creative writing, ranging from poetry to fiction to creative nonfiction. Repeatable for credit.

ENGL 322. Am Dialects in Lit and Media. 3 Hours.
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 324. Rhetoric of Everyday Life. 3 Hours.
This course is an introduction to modern rhetorical theory and the application of mid to late 20th-century theories in analyzing, exploring, and interpreting our everyday experiences. In this course, students will continue the ongoing conversations of how we are influenced by the persuasive messages (written and performed) surrounding us in our cultures through rhetorical theories and how our personal histories influence the messages we receive.

ENGL 333. Shakespeare in Film. 3 Hours.
This film course explores the works of William Shakespeare by examining the ways his plays have been adapted for the cinema screen. As students of language, literature, and culture, research will combine historically contextualized interpretations and interactions with our modern experience of Shakespearean drama in print, on stage, and on screen.

ENGL 334. Film Directors. 3 Hours.
According to the auteur theory, some directors are the dominant creators of their films. In the 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. 3 Hours.
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 10 major films in total and we'll read selected materials.

ENGL 338. Adolescent Literature. 3 Hours.
Literature written for teenagers (ages 14 through 18) 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 341. Theories and Rhetorics of Game Studies. 3 Hours.
This course is an introduction to theories and rhetorics of games and video games. In this course, students will read, discuss, write about, and present theories that undergird and describe ludological and narrative structures and concepts of games. Readings are generally taken from theories and rhetorics from the field of game studies and also rhetoric and composition.

ENGL 355. Age of Shakespeare. 3 Hours.
Study of representative works of Shakespeare. Prerequisite: ENGL 110.

ENGL 367. Media Literacy. 3 Hours.
In order to address the increasingly visual and digital demands of our culture, this course will examine the dissemination of information and culture via different forms of popular media. Students will read and produce texts in a variety of media using the appropriate technologies and tools. Students will also explore how different media changes how we process information and the impact they have on concepts such as identity, self, culture, community, authority, and argumentation.

ENGL 373. World Drama. 3 Hours.
Study of diverse and significant dramatic texts from antiquity to the present from a wide variety of cultures and nationalities in terms of their aesthetic quality, cultural values, and historical periods.

ENGL 383. Topics in Black American Literature. 3 Hours.
This course examines one or more authors, literary genres, historical periods, or movements related to Black American literature, from its origins to the present.

ENGL 390. Secondary Language Arts Methods. 3 Hours.
Theory and practice in teaching literature, composition, and language in the secondary school. Prerequisite: Admission to Teacher Education. Co-requisite: ENGL 398.

ENGL 391L. Junior Research Lab. 1 Hour.
This course is designed to be completed the spring semester prior to Senior Seminar (ENGL 491). In this research seminar, students will begin the research process for their senior seminar paper, select a second reader within the English department, and craft a research proposal and annotated bibliography pertaining to their research paper for Senior Seminar. Prerequisite: Students must be an English or an English Education major before enrolling in this course.

ENGL 397. Internship. 1-6 Hour.
Hands-on experience in the discipline. Placement determined at time of internship. May be repeated as desired. Prerequisite: Restricted to students who are English or English Education majors.

ENGL 398. Secondary Language Arts Practicum. 1 Hour.
This course is designed to give English education majors an opportunity to have 30 hours of practical classroom experience. Placements in school settings are arranged by the Teacher advisement and Field Placement Office. Prerequisite: Admission to Teacher Education. Co-requisite: ENGL 390.

ENGL 399. Special Topics. 3 Hours.

ENGL 400. Studies in British Literature. 3 Hours.
Advanced study in themes, authors, genres within British Literature. Faculty teaching the course will provide sub-title descriptors for registration and transcription.

ENGL 401. Studies in American Literature. 3 Hours.
Advanced studies in various themes, authors, genres of American Literature.

ENGL 402. Studies in Literature and Culture. 3 Hours.
Advanced study in various themes, authors, genres in Literature and culture, to include World Literature.

ENGL 403. Studies in Rhetoric and Composition. 3 Hours.
Advanced study in rhetoric and composition themes, authors, and genres to include historical places and topics related to composition studies, classical rhetoric, and contemporary modes of writing and research.

ENGL 410. Fiction Workshop. 3 Hours.
Concentrated instruction and practice in writing fiction.

ENGL 411. Poetry Workshop. 3 Hours.
Concentrated instruction and practice in writing poetry.

ENGL 412. Creative Nonfiction Workshop. 3 Hours.
Concentrated instruction and practice in writing creative nonfiction.

ENGL 430. Advanced Seminar in Literature. 3 Hours.
Intensive exploration of selected literary texts and topics. May include literary and nonliterary cultural texts and genres, historical periods, oral and written forms, dramatic texts, the roles of audience, gender, class, nationalism, and/or other social relations. May be repeated for credit as content changes. The seminar method will be used as the organizational norm for the class. In this method, students can expect to lead class discussions and openly critique the work of others in the class. Prerequisites: Students must complete ENGL 110 and ENGL 120 before enrolling in this course.

ENGL 434. Grant Writing. 3 Hours.
This course applies a rhetorical framework to researching and writing grants, proposals, and related professional documents. The experiential education and service-learning approach offer students the opportunity to work with real institutions on active local, government, and national grants. Students develop a portfolio of professionally designed and edited documents as well as the vocabulary of grant writing and research. A highly sought-after set of skills, grant writing experience enhances research and employment opportunities in any field.

ENGL 435. Major Writers. 3 Hours.
Intensive study of selected literary works by major authors. Authors and selections will vary from semester to semester. Prerequisites: ENGL 120 and one 300-level English course or consent of instructor. May be repeated for credit as content changes.

ENGL 470. Advanced Seminar in Literary Criticism. 3 Hours.
Intensive exploration of one school (or related schools) of modern literary theory. Focus will be on primary works of criticism, not literature. May repeat for credit as content changes. Prerequisite: ENGL 270.

ENGL 491. Senior Seminar. 3 Hours.
In-depth study of literary issues. Serves as capstone course for English degree. Prerequisites: ENGL 120, ENGL 191, ENGL 391, and senior status. Course restricted to majors.

ENGL 494. Independent Study Honors Eng. 1-8 Hour.

ENGL 496. Study Abroad. 1-6 Hour.
MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. Does not count toward English major/minor/BSE.

ENGL 497. Internship. 4-12 Hour.
Hands-on experience in the discipline. Placement determined at time of internship. May be repeated as desired. Prerequisite: Restricted to students who are English or English Education majors or have the consent of the instructor.

ENGL 499. Special Topics. 1-8 Hour.

ENGL 95. Digital Literacy. 0 Hours.
This course provides an opportunity for students to develop and demonstrate digital literacies and reflect on the role that digital information and technologies play in modern society.

ENTR 302. Introduction to Entrepreneurship. 3 Hours.
Introduces fundamental concepts of entrepreneurship. Students will develop an understanding of the entrepreneurial mindset and core entrepreneurship competencies. Explores current issues and trends in entrepreneurship.

ENTR 304. Entrepreneurship/Small Business Management. 3 Hours.
Introductory entrepreneurship course 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: ENTR 302.

ENTR 340. Corporate Entrepreneurship. 3 Hours.
The course focus is on creating work environments for entrepreneurial thinking and skills to recognize, assess and exploit market opportunities for a company. This course allows students to examine the unique nature of corporate entrepreneurship and the application of entrepreneurial concepts and behaviors within an established company. Students explore entrepreneurial imperatives businesses need to become more innovative to acquire a sustainable competitive advantage. Students examine the role that leaders and managers play in initiating and implementing entrepreneurial activities such as new product launches and managing innovation within a business.

ENTR 470. Projects in Entrepreneurship. 3 Hours.
Provides application of the skills acquired in previous entrepreneurship and business courses through experiential coursework. Students will navigate the first 100 days of launching a business. Students will complete a project integrating the skills and tools learned in the program to develop and detail their business venture. Prerequisites: Students must complete ENTR 302 and ENTR 304 prior to enrolling in this course.

ENTR 489. Entrepreneurship and New Venture. 3 Hours.
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. Prerequisites: Students must complete BADM 321, BADM 304, FIN 353 and ACCT 321 before enrolling in this class.

ESR 206. Medical Conditions. 3 Hours.
The purpose of this course is to provide students with the knowledge and skills to recognize and treat common medical conditions.

ESR 226. Methods of Teaching Group Exercise. 2 Hours.
Provides instruction, practice, and teaching experience in group exercise. Fundamental terminology, skills, and teaching techniques teaching a variety of group exercise formats will be emphasized. Students will practice developing training programs tailored to fit ability, fitness level, and desired outcomes of their future students and clients. Prerequisites: KIN 120 and KIN 126.

ESR 227. Strength and Conditioning Programming Principles and Methods. 2 Hours.
The Strength and Conditioning Programming Principles and Methods is designed to provide safe programming principles and teaching methods to exercise professionals.

ESR 303. Therapeutic Exercise I. 3 Hours.
The purpose of this course is to provide a background in pediatric and adolescent examination, assessment, rehabilitation, healing, and physics. The course will discuss techniques of therapeutic exercise, performance enhancement, and application to regions and conditions of the body. Prerequisite: KIN 431.

ESR 304. Therapeutic Exercise II. 3 Hours.
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): KIN 431.

ESR 305. Therapeutic Exercise III. 3 Hours.
The purpose of this course is to provide a background in older population examination, assessment, rehabilitation, healing, and physics. The course will discuss techniques of therapeutic exercise, performance enhancement, and application to regions and conditions of the body.

ESR 306. Health Risk Appraisal. 2 Hours.
The Health Risk Appraisal course provides information on risk stratification or classification of various health conditions.

ESR 307. Head, Neck, and Spine Evaluation. 3 Hours.
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. Students 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): ATR 207, KIN 431, and BIOL 220.

ESR 308. Biomechanics. 2 Hours.
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): ATR 207, KIN 431, and BIOL 220.

ESR 316. Graded Exercise Testing and Prescription. 2 Hours.
The Graded Exercise Testing and Prescription is to provide students with the skills and knowledge to evaluate exercise capacity and provide exercise prescription based on the evaluation outcomes.

ESR 317. Graded Exercise Testing Lab. 1 Hour.
The Graded Exercise Testing and Prescription is to provide students with the skills and knowledge to evaluate exercise capacity in a laboratory setting.

ESR 323. Basic EKG for Exercise Science. 2 Hours.
The Basic EKG for Exercise Science Course will provide information on the characteristics and basic analysis of EKG tracings.

ESR 342. Exercise Programming for Older Adults. 2 Hours.
The Exercise Programming for Older Adults is to provide students with the skills and knowledge necessary to address orthopedic and physiological changes that occur in the maturing adult.

ESR 414. Pathomechanics. 2 Hours.
This course introduces students to pathomechanics, changes in normal biomechanical function of a joint, extremity, or torso as a result of injury or disease. Students will gain a basic understanding of pathomechanics pertaining to the human musculoskeletal system and explore assessment and implications of pathomechanics as a basis for interventions when applicable. Prerequisite or Corequisite: ESR 308.

ESR 425. Exercise Science and Rehabilitation Capstone. 1 Hour.
This course is designed to prepare students for a certification exam.

ESR 498. Internship. 1-4 Hour.
This course will provide hands-on experiences in the fields of Exercise Science and Rehabilitation or Corporate Fitness and Wellness Management. Students can complete practicum hours at two to four sites in a metabolic disease, chronic disease, recreation, wellness, fitness center, clinical, athletic performance setting, or research. Students can take 1- 4 credits at a time, with 40 hours of clinical experience required per credit. Restricted to Exercise Science and Rehabilitation majors or Corporate Fitness and Wellness Management.

FIN 251. Personal Finance. 3 Hours.
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 students and nonbusiness majors.

FIN 299. Special Topics in Finance. 2-3 Hour.

FIN 353. Principles of Financial Management. 3 Hours.
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. Prerequisites: ACCT 201 and MATH 210.

FIN 355. Investments. 3 Hours.
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 Market Hypothesis for active and passive portfolio management; and analysis, valuation, and management of equities, fixed income securities, indices and indexed funds, and derivative securities. Prerequisites: FIN 353 and ECON 201 and ECON 202.

FIN 357. Advanced Corporate Finance. 3 Hours.
An advanced course which examines issues related to financing the corporation including capital structure, valuation of various forms of dept and equity financing, capital budgeting decisions, dividend policy decisions, financial analysis, forecasting, and managing risk with financial instruments. Prerequisite: FIN 353.

FIN 360. Entrepreneurial Finance. 3 Hours.
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: FIN 353.

FIN 443. Real Estate Finance. 3 Hours.
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. Prerequisites: FIN 353 and ACCT 315.

FIN 451. Insurance and Risk Management. 3 Hours.
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. Prerequisites: FIN 353 and ACCT 315.

FIN 454. Portfolio Theory. 3 Hours.
Studies advanced concepts relating to investment to include financial statement analysis, stock market efficiency and anomalies, derivative securities, valuation of debt, equity securities, and modern portfolio theory. Prerequisite: FIN 355.

FIN 455. Financial Institutions and Markets. 3 Hours.
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 & L's, credit unions, investment companies, real estate investment trusts, finance companies, insurance companies, and pension funds. Prerequisite: FIN 353.

FIN 457. International Corporate Finance. 3 Hours.
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: FIN 353.

FIN 458. Financial Analysis and Valuation. 3 Hours.
Provides a framework for using financial statement data in a variety of business analysis and valuation contexts used by management, security analysts, bankers, and business consultants. The student will be taught the concepts and tools to analyze financial statements and cash flows in order to evaluate the effectiveness of a company's strategy and to make sound financial decisions. Prerequisite: FIN 357 and senior status.

FIN 499. Special Topics. 1-16 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

FREN 101. Beginning French I. 3 Hours.
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. 3 Hours.
A continuation of Beginning French I. Prerequisite: FREN 101.

FREN 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of French. Prerequisite: French or French Education major or minor.

FREN 201. Intermediate French I. 3 Hours.
Review of basic French with increased practice in conversation, reading, and writing. Prerequisite: FREN 102, three years of high school French, or consent of instructor.

FREN 202. Intermediate French II. 3 Hours.
Continuation of FREN 201. Prerequisite: FREN 201.

FREN 220. French Film. 3 Hours.
An exploration of socio-cultural, historical, and political issues in French film. Supplementary readings on modern French art and literature in English translation. Taught in English.

FREN 230. Sound Structure of French. 3 Hours.
This course will address the sound system of French. It will begin with a thorough introduction and overview of articulatory phonetics, highlighting the striking differences in sound systems between standard Parisian French and American English. The course will then pivot towards phonetic isoglosses which differentiate French dialects across the Francophone world, with particular emphasis on Québécois French and West African French. Finally, the course will end with a discussion of how sound systems are represented in the brain, using French data to contrast an ordered rule approach with an optimality theoretic approach. Prerequisite: FREN 202.

FREN 296. Study Tour. 1-3 Hour.
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 French or French Education major or minor.

FREN 299. Special Topics. 1-8 Hour.
Varying areas of content, issues, or themes in the study of French language, literature, culture, and civilization. Repeatable for credit as topics change.

FREN 343. Contemporary Culture of the French-Speaking World. 3 Hours.
Readings in culture and society from the French-speaking world.

FREN 394. Independent Study. 1-8 Hour.
Independent or directed study of special topics in the study of French. Prerequisite: French or French Education major or minor.

FREN 399. Special Topics. 1-8 Hour.
Varying areas of content, issues, or themes in the study of French.

FREN 496. Study Tour. 1-18 Hour.
MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. May count towards the French minor.

GEOG 110. Introduction to Geography. 3 Hours.
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 Hours.
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 261. Countries and Cultures. 3 Hours.
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 Hours.
A thematic and regional approach to the geography of North America that stresses human patterns and relationships with the physical environment.

GEOG 263. North Dakota. 3 Hours.
Study of the interrelationship that exists between North Dakota's physical and cultural environments. Specific topics include physiography, climate, flora, prehistoric occupation, historic development, demography, and economic structures.

GEOG 264. Geography of Africa. 3 Hours.
Study of the natural regions of Africa with emphasis on the climate, physical and human resources, trade, culture, and their effects upon world affairs.

GEOG 265. Geography of Asia. 3 Hours.
A regional study of Asia with special emphasis on Central, South, East, and Southeast Asia. A study of the natural and cultural regions with emphasis on the climate, physical and human resources, trade, culture, and their effects upon world affairs.

GEOG 266. Latin America and the Caribbean. 3 Hours.
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.

GEOG 267. Geography of Europe. 3 Hours.
A study of Europe's environmental and cultural geography with emphasis on its environmental regions, current Supranational union, and nationalistic divisions.

GEOG 268. Geography of the Middle East. 3 Hours.
An investigation of the natural, political, and historical regions of Southwestern Asia, the Levant, and the Saudi Peninsula. International political linkages, economic implications of oil, environmental opportunities and limitations, and cultural landscapes are emphasized.

GEOG 289. Introduction to GIS. 3 Hours.
Introduces students to theory and techniques of geographic information systems (GIS), which includes the discovery, management, analysis, and display of spatial data. GIS is a valuable tool in disciplines that deal with spatial data, including geography, history, field or environmental sciences, epidemiology, economics, and business. This course is equivalent to GEOL 220. Lecture 2 hours; laboratory, 2 hours.

GEOG 299. Special Topics. 1-8 Hour.

GEOG 329. Applied GIS. 3 Hours.
This course is designed to advance student knowledge in the rapidly changing field of Geographic Information Science and Systems (GIS). Applied GIS provides an in-depth understanding of GIS applications, the industry, and geographic and GIS concepts. Using a hands-on approach, students use specialized GIS software to complete projects which may focus on GIS applications in business, marketing, local government, urban planning, environmental management, resource planning, hazards, federal government, logistics, and other fields. Prerequisite: GEOG 289 or permission from instructor.

GEOG 330. Geography of Weather and Climate. 3 Hours.
The major aspects of meteorology which involves the study of weather conditions will be addressed. Climatology will be treated as the scientific study of the Earth's climates. The dynamics of global climate change will be discussed in detail.

GEOG 340. Human Geography. 3 Hours.
Human Geography: 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 360. Perception of the Environment. 3 Hours.
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 370. Geography of World Tourism. 3 Hours.
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. Prerequisites: GEOG 110 and GEOG 161.

GEOG 380. Cultural Geography. 3 Hours.
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 humankind functions spatially.

GEOG 394. Independent Study General Geog. 1-4 Hour.

GEOG 420. Environmental Hazards. 3 Hours.
Natural and technological events continue to impact people and places across the globe. This course draws upon hazard and disaster experiences to introduce the nature, impact, and societal responses to environmental hazards. Focus is placed on the relationship between nature, society, and technology as we discuss how people and places experience, and cope with, environmental hazards and disasters.

GEOG 494. Independent Study Honors Geog. 1-8 Hour.

GEOG 499. Special Topics. 1-8 Hour.

GEOL 100. Earth Science with Lab. 4 Hours.
A lecture and laboratory course which surveys topics in geology, oceanography, meteorology, and astronomy.

GEOL 101. Environmental Geology with Lab. 4 Hours.
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 105. Physical Geology with Lab. 4 Hours.
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 sciences. Field trips. Lecture, 3 hours; laboratory, 2 hours.

GEOL 106. Historical Geology with Lab. 4 Hours.
Earth through time, its origin, history, and the history and evolution of animal and plant life. Laboratory study of fossils, sedimentary rocks, and stratigraphic problems. Field trips. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: GEOL 105.

GEOL 121. Dinosaurs. 4 Hours.
This course combines concepts from paleontology, biology, and geology to explore the history of life on Earth from its beginnings with a focus on dinosaurs. In the laboratory, students apply scientific principles and methodologies to the study of animal and plant fossils, trace fossils, and fossil assemblages as we engage in a lively investigation of dinosaurs, the environments and ecosystems in which they lived, and their ancient and modern relatives. Recent discoveries and research directions in vertebrate paleontology and the dinosaurs of North Dakota and the Northern Plains region are featured. Field trips.

GEOL 123. Global Climate Change: Science and Society. 4 Hours.
The changing climate will be the biggest, most complex, and most expensive problem that humans have ever had to face. There is no environment on the planet that is immune from the influences of the changing climate. This course will examine the interrelationships between the atmosphere, surficial geology, the ocean, biological systems, and how the energy received, shared, and moved between these systems can lead to global changes, and how these will effect humans from a broad array of socio-economic, geographic, and ethnic backgrounds. Topic covered include the Earth's energy budget, atmospheric-ocean coupling, the carbon cycle, how complex forcings and feedbacks can affect the climate system, climate change in deep time, and renewable energy technologies. Lecture, 3 hours; laboratory, 2 hours.

GEOL 190. Introductory Geology in the Field. 3 Hours.
This course merges outdoor experiences with an introductory study of geology in the field. Course involves a mandatory week-long field trip; destinations depend on the geology to be emphasized. Students are introduced to the geology to be seen on the trip, and to how to plan and prepare for the outdoor activities (camping and hiking) that the trip will involve.

GEOL 260. Energy Resources. 3 Hours.
A survey of energy resources including fossil fuels, renewable, nuclear, and unconventional sources. Includes origins, extraction, geography (major reserves, producers, and consumers), uses, and environmental implications. Field trips. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 105.

GEOL 270. Introduction to UAS-Remote Sensing. 4 Hours.
This course will provide an introduction to UAS-based remote sensing operations with an emphasis on technologies, remotely-operated aircraft systems, and sensor types commonly utilized in UAS-remote sensing. This is a hands-on course in which students will assemble and code small UAS systems early in the course and then explore, through a variety of interactive activities, several different remote sensing tools, including: Photography (photogrammetry), LiDAR (Light Detection And Ranging), infrared and multispectral imaging, ROV (Remotely Operated Vehicle - underwater) operations, as well as GPR (Ground Penetrating Radar) technologies. We will also explore satellite-based remote sensing datasets and do significant missions planning coursework. Students will plan and execute a project with the technologies possessed by the Geosciences Program as a significant part of this course and learn about opportunities for startups in this space.

GEOL 290. Regional Geology. 3 Hours.
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 involves hiking and camping. Special fees required. May be repeated for credit. Lecture, 2 hours; field trip required. Prerequisite: GEOL 101 or GEOL 105 or consent of instructor.

GEOL 299. Special Topics. 1-8 Hour.

GEOL 300. Geologic Field Methods. 3 Hours.
Geologic mapping and sampling techniques. Students use basic mapping instruments, gather data, and record it while in the field, and construct complete and accurate geologic maps, cross sections, and stratigraphic columns. Field trip(s) required. Lecture, 1 hour; laboratory, 4 hours. Prerequisites: GEOL 105, or consent of instructor.

GEOL 307. Mineralogy. 4 Hours.
Physical, chemical, structural, and optical properties of minerals; description and identification of common rock-forming and ore minerals; chemical analysis of minerals; mineral associations and introduction to description and classification of common rock types. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: GEOL 105.

GEOL 310. Igneous and Metamorphic Petrology. 4 Hours.
Description and classification of igneous and metamorphic rocks based on mineralogy, textures, and chemical compositions; study of the origins of rocks through laboratory investigation of suites of related rocks. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: GEOL 307.

GEOL 311. Paleontology. 4 Hours.
Fossilization, classification, evolution, and paleoecology. Geologic history and identification of major invertebrate phyla. Laboratory emphasizes fossils identification. Offered alternate falls. Field trip. Lecture, 2 hours; laboratory, 4 hours. Prerequisites: GEOL 105 or BIOL 151.

GEOL 320. Oceanography. 3 Hours.
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 Hours.
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. Lecture, 2 hours; laboratory, 3 hours. Prerequisite: GEOL 105.

GEOL 322. Geomorphology. 4 Hours.
Processes that shape Earth's surface. Effects of rock type, geologic structures, and climate on the formation and evolution of landforms. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: GEOL 105.

GEOL 323. Global Climate Change. 3 Hours.
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 GEOL 105 or GEOL 108.

GEOL 331. Soils. 4 Hours.
Principles of soils including formation, properties, and classification. This course includes the use of soils information in environmental applications. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: GEOL 106.

GEOL 340. Chemistry of Natural Waters. 4 Hours.
Principles of aqueous chemistry, interactions between water and geologic materials, and the chemical nature of various natural waters; includes both fresh and saline waters found in both surface water environments (streams, lakes, oceans) and subsurface environments (vadose zone and saturated zones). Lecture, 3 hours; laboratory, 2 hours. Prerequisite: GEOL 105. Prerequisite or Co-requisite: CHEM 121.

GEOL 361. Structural Geology. 4 Hours.
Stress, strain, mechanical behavior of rocks; description and interpretation of folds, faults, joints, and foliation; tectonic processes; interpretation of geologic maps and field data. Lecture, 2 hours; laboratory, 4 hours. Prerequisite: GEOL 105.

GEOL 390. Regional Field Geology. 3 Hours.
Application of geologic field methods to a particular area or areas. Field work focuses on rock unit descriptions, stratigraphic section measurement, and geologic mapping in areas of moderately complex geology. One hour of lecture per week is used to prepare for field work. The field work requires a 15-day trip. Prerequisite: GEOL 300.

GEOL 411. Field Geology. 6 Hours.
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, GEOL 471, and consent of instructor.

GEOL 421. Applied Hydrogeology. 3 Hours.
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. Prerequisite: GEOL 321.

GEOL 471. Sedimentation and Stratigraphy. 4 Hours.
Origins, characteristics, and classification of sedimentary rocks. Techniques of study, interpretation of data, lithostratigraphy, biostratigraphy, chronostratigraphy, and correlation. Field trip required. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: GEOL 105.

GEOL 494. Directed Research in Geology. 1-2 Hour.
Students conduct research under direction of a faculty mentor. The topic and goals are agreed to by student and mentor in writing at the beginning of the research. A requirement for successful completion of a second credit of GEOL 494 on a project is that the student will submit an acceptable draft of a research paper that includes introduction/background, methods, and results. Repeatable for credit.

GEOL 497. Co-Op Practicum. 4-8 Hour.

GEOL 499. Special Topics. 1-8 Hour.

GERM 101. Beginning German I. 3 Hours.
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. 3 Hours.
A continuation of Beginning German I. Prerequisite: GERM 101.

GERM 201. Intermediate German I. 3 Hours.
Review of basic German with increased practice in conversation and reading. Prerequisite: GERM 102, three years of high school German, or consent of instructor.

GERM 202. Intermediate German II. 3 Hours.
Continuation of GERM 201. Prerequisite: GERM 201.

GERM 220. German Film. 3 Hours.
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 230. Sound Structure of German. 3 Hours.
This course will address the sound system of High German. It will begin with a thorough introduction and overview of articulatory phonetics, highlighting the striking differences in sound systems between standard German and American English. The course will then pivot towards phonetic isoglosses which differentiate German dialects, with particular emphasis on Swiss German. The course will also touch on German "dialects" spoken in North America, particularly Texas German and Pennsylvania Dutch. Finally, the course will end with a discussion of how sound systems are represented in the brain, using German data to contrast an ordered rule approach with an optimality theoretic approach. Prerequisite: GERM 202.

GERM 299. Special Topics. 1-8 Hour.

GERM 394. Independent Study. 1-4 Hour.
Independent or directed study of special topics in the study of German.

GERM 399. Special Topics. 1-3 Hour.
Varying areas of content, issues, or themes in the study of German. Prerequisite: German or German Education major or minor.

GERM 496. Study Tour. 1-18 Hour.
MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. May count towards the German or German Education major or minor.

GERM 499. Special Topics. 1-4 Hour.
Topics will vary from year to year depending on student backgrounds and needs.

GS 225. Intro to Gender/Women's Studies. 3 Hours.
This 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, and masculinity, students will examine the patriarchal structure, feminism, non-hetero-normative sexualities, sexism, and various categories of generated 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 Hour.
Directed topics of study.

GS 299. Special Topics in Gender/Women's Studies. 1-6 Hour.

GS 397. Internship: Medieval Fem Forum. 1-3 Hour.
Hands-on experience assisting with the production, editing, and distribution of an international feminist scholarly journal. Admission by application only. May repeat for credit.

GS 494. Independent Study. 1-3 Hour.
Directed topics of study.

GS 499. Special Topics in Gender/Women's Studies. 1-6 Hour.

HIST 101. Western Civilization I. 3 Hours.
An introductory survey of early western civilization. (General Education History Survey).

HIST 102. Western Civilization II. 3 Hours.
An introductory survey of recent western civilization. (General Education History Survey).

HIST 103. US History to 1877. 3 Hours.
Survey of U.S. history from Colonial period to the end of Reconstruction. (General Education History Survey).

HIST 104. US History from 1877. 3 Hours.
Survey of U.S. history from the end of Reconstruction to present. (General Education History Survey).

HIST 105. World Civilizations I. 3 Hours.
A thematic and comparative survey of world history from the rise of agriculture through the Age of Exploration. (General Education History Survey).

HIST 106. World Civilizations II. 3 Hours.
A thematic and comparative survey of world history from the Age of Exploration through the modern period. (General Education History Survey).

HIST 215H. Modern World Origins. 3 Hours.
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. (General Education History Survey).

HIST 220. North Dakota History. 3 Hours.
This course surveys the history of North Dakota, amid its broader geographic region, from prehistoric times to the present. Course topics examine the environmental, social, economic, cultural, and political development of the state and its people. US.

HIST 239. History of Vietnam. 3 Hours.
This course surveys the history of Vietnam from its formation to the late 20th 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 1970's.

HIST 240. History of Africa. 3 Hours.
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.

HIST 251. Introduction to Public History. 3 Hours.
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.

HIST 261. American Indian History. 3 Hours.
A survey of American Indian history from pre-contact to the present, providing an overview of major trends and developments. US.

HIST 271. History of Latin America. 3 Hours.
Survey of the countries below the Rio Grande from pre-Colombian times to the present. Special attention to continuity of Native American culture, colonial legacies, identity, gender roles, revolutions, relations with the U.S., and land and income distribution. NW.

HIST 280. Practice and Method. 3 Hours.
This colloquium introduces students to the tools, research, and writing methods, resources, and theoretical approaches required in upper level history courses. It includes a semester-long student-initiated research project that will allow students to refine their skills. The course also features discussion of reading that illustrate a wide variety of historical approaches and methods. To be taken upon declaring a major in history or social science.

HIST 283. Diversity in America. 3 Hours.
This course examines American 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.

HIST 299. Special Topics in History. 1-8 Hour.
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. Prerequisites may apply. (Depending on topic, course may be categorized as a NW, EU, or US).

HIST 301. Junior Colloquium. 3 Hours.
Advanced study in historiography and methods of historical research and writing in preparation for the History senior capstone seminar.

HIST 306. Islam and the Muslim World. 3 Hours.
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 civilization in all its diversity, and Islam today. NW.

HIST 315. History of American Women. 3 Hours.
The experience of women in American history, with emphasis upon the continual change in women's roles and differences brought about by region, ethnicity, and economic class. Prerequisites: any general education history survey or consent of instructor. US.

HIST 319. Colonial America. 3 Hours.
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: any general education history survey or consent of instructor. US.

HIST 320. The Early Republic. 3 Hours.
Study of the social, intellectual, political, and diplomatic forces, issues, and personalities in America's formative (1781-1824) years. Prerequisite: any general education history survey or consent of instructor. US.

HIST 325. Sectionalism and the Civil War. 3 Hours.
Traces the rise of sectionalism as a force on antebellum America leading to the Civil War. Prerequisite: any general education history survey or consent of instructor. US.

HIST 328. The Transformation of America. 3 Hours.
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: any general education history survey or consent of instructor. US.

HIST 336. African American History. 3 Hours.
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 within American society, economy, culture, and politics. Prerequisite: any general education history survey or consent of instructor. US.

HIST 337. Imperialism. 3 Hours.
This course studies imperialism, colonialism, and decolonization in the nineteenth and twentieth centuries. The course employs case studies of different models of imperialism to study political, social, economic, and cultural developments in Asia, India, Africa and the Americas. The course emphasizes understanding of the experience of colonialism, the legacy of empire, and their influence on the post-colonial world. Serves as NW or EU focus for majors.

HIST 341. Roman Republic and Empire. 3 Hours.
This course explores in detail the history of Rome from the foundation of the city in the ninth century B.C.E. through the fall of the western part of the Roman Empire in 476 C.E. Topics discussed include Roman Republican institutions, imperial expansion, the creation of the Roman Empire, the foundation and development of Christianity, and the lasting influence of Rome on European politics and culture. Prerequisite: any general education history survey or consent of the instructor. EU.

HIST 342. The Age of the Vikings. 3 Hours.
This course looks not only at the "Viking Age" circa 780-1070 CE but also at the origins of the Vikings and their cultural contexts and legacies. It discusses Scandinavian society from late antiquity through the Middle Ages, exploring social structure, gender ideas and relations, religion and mythology, technology, politics and war, literature, and art. This course details Viking raids, expansion, and integration throughout Europe and examines modern literature and media to discover what "Viking" came to mean long after the Viking Age ended. Prerequisite: any general education history survey or consent of instructor. EU.

HIST 345. Medieval Europe. 3 Hours.
This course examines the history of Europe from the break-up of the Western Roman Empire in the fifth century through the Renaissance in the 15th. It examines both the history of and popular ideas about the European Middle Ages, including discussion of such topics as feudalism, knights and violence, race and antisemitism, women's social and political roles, and political and religious conflict. EU.

HIST 346. Reformation and Early Modern Europe. 3 Hours.
European history from the 16th through the 18th centuries. Topics include the Protestant and Catholic Reformations, the "Scientific Revolution," absolutism and mercantilism, and the Enlightenment. EU. Prerequisite: Any general education history survey or instructor's consent.

HIST 347. The Making of Modern Europe. 3 Hours.
A thematic study of Europe during the age of the industrial and social revolution, 1815-1919. This course compares major social and cultural trends across a variety of European nations. Prerequisite: any general education history course or consent of instructor. EU.

HIST 350. Europe in 20th Century. 3 Hours.
A detailed consideration of the main political, intellectual, social, and economic trends of 20th century Europe. Prerequisite: any general education history course or consent of instructor. EU.

HIST 351. The Mediterranean World. 3 Hours.
This course explores the development and interactions of the many Bronze Age and Iron Age civilizations and peoples of Africa, Asia, and Europe who were connected by the Mediterranean Sea. Those studied include the Egyptians, Minoans, Mycenaeans, Assyrians, Hebrews, Phoenicians, Persians, Greeks, and Romans. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 352. Medieval and Early Modern Women. 3 Hours.
This course examines the lives of European women from the beginning of the Middle Ages through the early 17th century. It explores the use of gender as a category for historical interpretation as it investigates women's (and men's) identities, agency, and power in the household, the court, the Church, and the marketplace. While this course does examine the lives of famous women, it primarily seeks to reveal the lives, thoughts, feelings, and experiences of all European women over the course of 11th centuries. Prerequisite: any general education history survey or consent of instructor. EU.

HIST 353. Great Plains Indian History. 3 Hours.
Study of the culture and history of the Indian peoples of the Great Plains. Prerequisite: any general education history survey or consent of instructor. US.

HIST 354. Digital History. 1-3 Hour.
Introduces students to issues in digital history, digital history tools, design of digital media projects, and digital presentation of historical topics for diverse audiences. Students will produce an applied digital project based on primary materials. Instruction in this course is primarily applied, using documents and digital media equipment and software.

HIST 364. Explorers and Encounters. 3 Hours.
This course is about early modern explorers and the lands and peoples they encountered. The course reflects on explorations and encounters by European explorers as they marveled and interpreted the peoples and lands they met. The class encompasses the Atlantic, Indian Ocean, and the Pacific and changes over time from the late 15th through the 18th centuries, as attitudes changed and perceptions of the other modified. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 365. Peoples and Cultures of Native North America. 3 Hours.
The 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 development. Prerequisite: any general education history survey consent of instructor. US.

HIST 380. History of Mexico. 3 Hours.
We will study Mexico from early civilizations to the present, stressing continuity over time. Topics include Olmecs, Aztec, and Maya civilizations, arrival of the Spanish, church, women in colonial society, formation of national identity, the Mexican revolution, the institutionalized revolution, and Mexico beyond NAFTA. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 385. History of Brazil. 3 Hours.
Brazil is more than carnaval 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: any general education history survey or consent of instructor. NW.

HIST 391. Secondary History/Social Science Teaching Methods. 3 Hours.
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: Admission to Teacher Education. (Offered fall semester only.).

HIST 392. Experimental Course in History. 3 Hours.
This experimental course may be taught as needed by the department to allow testing and assessment of content and methodology that may become part of the department's permanent course listings. Prerequisites: any general education history survey or consent of instructor. Depending on topic, course may be categorized as NW, EU, or US.

HIST 394. Independent Study General Hist. 1-4 Hour.
Depending on topic, course may be categorized as NW, EU, or US. Must have instructor consent.

HIST 396. Secondary Hist/Soc Sci Practicum. 1 Hour.
This course is designed to give History and Social Science education majors an opportunity to have 30 hours of practical experience. Placements in school settings are arranged by the Teacher advisement and Field Placement Office. Co-requisite: HIST 391. Prerequisite: Admission to Teacher Education, HIST 391, or departmental approval, and History Education and Social Science Education majors.

HIST 399. Readings in History. 1-3 Hour.
Study and discussion of readings in history. Specific topic will be arranged with the instructor. Prerequisite: consent of instructor. Depending on topic, course may be categorized as a NW, EU, or US.

HIST 401. Historiography. 3 Hours.
A course to consider both the philosophy or theory of history as well as the mechanics of "doing" history. Prerequisites: any general education history survey or consent of instructor.

HIST 410. Trans-Mississippi West. 3 Hours.
An in-depth seminar looking at the impact of this region on the development and growth of America. Prerequisites: any general education history survey or consent of instructor. US.

HIST 415. 20th Century America. 3 Hours.
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. Prerequisites: any general education history survey or consent of instructor. US.

HIST 430. Native American Social History. 3 Hours.
Seminar examining the different social experiences of Native peoples in North America. Topics include, among others, historical demography, gender, intercultural relations with the U.S. Prerequisites: any general education history survey or consent of instructor. US.

HIST 436. Piracy, Smuggling, and Corruption. 3 Hours.
In this course students will study morals and values in their colonial Latin American contexts, how they are construed, and how historians and contemporaries have interpreted them. We will do this by examining the most controversial peoples in these societies, from prostitutes to pirates, from slaves to men and women of ill repute. This promises to be a voyage of discovery of the other and of the self. Prerequisites: any general education history survey or consent of instructor. NW.

HIST 440. Comparative Slavery in the Americas. 3 Hours.
North and South America have different experiences with slavery. In this seminar 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. Prerequisites: any general education history survey or consent of instructor. NW or US.

HIST 441. The Early Middle Ages. 3 Hours.
This seminar focuses on Late Antiquity and the Early Middle Ages, the period from the late fourth through the late 10th centuries C.E. during which the Western Roman Empire was replaced by the individual kingdoms and principalities of medieval Europe. Participants will research the history and historiography of this period, which includes the "barbarian invasions" of Rome and the fall of the Western Roman Empire, the rise of the Roman Church, the transition from Classical to medieval philosophy, the establishment of the Carolingian and Holy Roman Empires, and the foundation of medieval European political, social, and economic systems. Prerequisite: any general education history survey or consent of instructor. EU.

HIST 442. The Crusades. 3 Hours.
This seminar explores the period of the Crusades from its inception in the late eleventh century through its demise in the later Middle Ages. It looks at the development of the religion of Islam and of Muslim political states, the wars of the Crusades, the creation of the Crusader States, and conflict and cooperation among Christians, Jews, and Muslims in Asia and North Africa. Prerequisite: any general education history survey or consent of instructor. NW.

HIST 460. Modern France and Francophone Society. 3 Hours.
An in-depth seminar on the major themes of modern French history from 1750 to the present. Prerequisites: any general education history survey or consent of instructor. EU.

HIST 491. History Seminar. 3 Hours.
An advanced seminar in history with a major paper requirement. Prerequisite: any general education history survey or consent of instructor. Depending on topic, course may be categorized as NW, EU, or US.

HIST 494H. Independent Study Honors Hist. 1-8 Hour.
Depending on topic, course may be categorized as a NW, EU, or US. Prerequisite: consent of instructor.

HIST 497. Internship. 1-6 Hour.
Placement in applied public history setting for practical experience. Prerequisite: HIST 280 and consent of instructor. Repeatable for credit.

HIST 499. Special Topics in History. 1-8 Hour.
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. Prerequisites may apply. Depending on topic, course may be categorized as a NW, EU, or US.

HIST 95. Intercultural Experience. 0 Hours.
History 095 creates and/or facilitates intercultural and/or interpersonal experiential opportunities for students. Students will participate in an experience that requires thoughtful and demonstrated engagement.

HIST 97. History/Social Science Portfolio. 0 Hours.
Students should register for this course in the semester they intend to submit their portfolio for their History BA, History BSEd, or Social Science BSEd degree.

HMS 100. Introduction to Healthcare Professions. 2 Hours.
This course will expose students to a broad variety of professions found in modern healthcare. The overlap and distinctions between different healthcare professions, the interaction and collaboration between disciplines, and the academic training required for each profession will be discussed.

HMS 151. Stress Management. 2 Hours.
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 Hours.
Provides an overview of promotion of health and prevention of illness throughout the life span.

HMS 208. Medical Terminology. 2 Hours.
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 procedures terms.

HMS 213. Life Span Growth and Development. 3 Hours.
Focuses on human growth and development throughout the life span. Prerequisite or Corequisite: PSY 111. Classroom Study = 45 hrs.

HMS 215. Principles of Pharmacology. 3 Hours.
Provides a survey of all major drug groups as they apply to providing safe, therapeutic client care.

HMS 240. Nutrition. 3 Hours.
Nutrition and application to human dietary needs of people at different ages.

HMS 243. Pathophysiology. 3 Hours.
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. Prerequisites: Student must complete BIOL 220 and BIOL 221 before enrolling in this class.

HMS 279. Death and Dying. 3 Hours.
Provides a holistic approach to end-of-life issues, including death, dying, and bereavement.

HMS 299. Special Topics Health Mgmt Sci. 1-8 Hour.

HMS 333. Transcultural Health Care. 3 Hours.
Present framework for health care providers to learn concepts and characteristics of diverse populations to provide culturally competent care for individuals, families, and communities.

HMS 394. Independent Study General HMS. 1-4 Hour.

HMS 460. Quality and Risk Management in Health Care. 3 Hours.
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: Restricted to students with junior or senior standing or have consent of instructor.

HMS 463. Issues Health Care Regs and Prac. 3 Hours.
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: Restricted to students with junior or senior status or consent of instructor.

HMS 494. Independent Study Honors HMS. 1-8 Hour.

HMS 499. Special Topics Health Mgmt Sci. 1-8 Hour.

HON 191H. The Honors Community. 1 Hour.
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. Students also investigate or discover new or existing passions through student-created learning experiences (SCLE), created in consultation with the instructor. Students present, evaluate, and reflect on their learning and experiences related to the SCLE. Prerequisite: Student must be admitted to the honors program before enrolling in this course.

HON 199H. Honors Special Topics. 1-4 Hour.
An Honors-level exploration of a special topic area determined by participating department. Content will vary.

HON 250H. Foundations of Leadership. 3 Hours.
HON 250H is designed to introduce students to basic components of leadership theory, concepts, and development. Students will engage in activities, assignments, and discussions that will enhance their leadership skills and community involvement.

HON 251H. Culinary Arts and Entertaining. 1 Hour.
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: Student must be admitted into the Honors Program before enrolling in this class.

HON 252H. Visionaries of the Past. 2 Hours.
A thematically organized survey of "Great Works" by noted authors and artists. Literature, art, theater, 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 264H. Thinking Outside the Box. 3 Hours.
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.

HON 299H. Special Topics. 1-8 Hour.

HON 351H. Integrity and the Examined Life. 3 Hours.
This seminar addresses the two themes of moral integrity and Socrates' claim that only the examined life is truly worth living. The focus is on great works, both written and visual (movies), and the students are challenged to develop their own views on a number of substantive matters. Prerequisite: Students must be admitted to the Honors program or have a cumulative GPA of 3.30 and instructor consent before enrolling in this course.

HON 391H. Community Problem-Solving. 3 Hours.
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: Student must be admitted into the Honors Program before enrolling in this class.

HON 395H. Citizenship and Service. 3 Hours.
An interdisciplinary exploration of community-building, social justice, and human liberation that 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. Prerequisite: Student must be admitted to the honors program or have a cumulative GPA of 3.30 and instructor consent before enrolling in this course.

HON 399H. Honors Special Topics. 1-4 Hour.
An Honors-level exploration of special topic area, determined by participating department. Content will vary.

HON 450H. Honors Thesis/Project Proposal. 1 Hour.
The honors thesis/project is the Honors Program's capstone experience. It allows students to explore academic areas of their most passionate interests and engage in the process of discovery and scholarship. In this course, students get a head-start on their thesis/project. They use this time to 1) explore potential thesis/project topics; 2) identify an advisor; 3) review relevant research literature; and 4) develop a comprehensive proposal. Prerequisite: Student must be admitted into the Honors Program before enrolling in this class.

HON 451H. Honors Thesis/Project. 1-3 Hour.
The honors thesis/project is the Honors Program's capstone experience. It allows students to explore academic areas of their most passionate interests and engage in the process of discovery and scholarship under the direction of the Honors Director and faculty advisor. An honors thesis/project can be written in any discipline and may take a variety of formats-from a traditional scholarly paper to a design portfolio; from a business plan to a performance; from a service project to a scientific research project - but always includes a written component, a public presentation, and a defense before a faculty committee. Students will work with the Honors Director to determine the appropriate number of credits needed to complete the requirements of the course. Prerequisites: Student must complete HON 450H and have instructor consent before enrolling.

HON 491H. Honors Program Capstone. 1 Hour.
The Honors Program capstone course offers students an opportunity to create a portfolio that integrates their honors coursework in order to demonstrate how they have applied program concepts and achieved student learning outcomes. The portfolio will be displayed at an exhibition at the end of the semester and students will also give a public presentation highlighting the learning outcomes and scholarly progress achieved through their participation in honors program courses.

HON 494H. Honors Independent Study. 1-8 Hour.

HON 496H. Honors Study Tour. 0-6 Hour.
A faculty-led tour of appropriate locations designed for Honors Program students. The course includes pre- and post-trip requirements.

HON 499. Special Topics. 1-8 Hour.

HUM 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of humanities.

HUM 210. Research Strategies. 2 Hours.
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 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 Hours.
We study the art, literature, and music of the ancient world from the Stone Ages through the Greeks and the Romans up to the Early Middle Ages. Get to know the cultures of the classical past.

HUM 252. Humanities. 3 Hours.
We study the art, literature, and music of the Western World, from the High Middle Ages (Gothic Period) through the Renaissance (15th and 16th Centuries) to the 17th and early 18th Century (Baroque Period). This course features the artistic genius of Dante, Leonardo, Michelangelo, Shakespeare, Rembrandt, Handel, Bach, and more.

HUM 253. Humanities. 3 Hours.
We study the art, literature, and music of the Western World, from the 18th Century ("Age of Reason"/"Classical Period" in Music) through the "Romantic Era" of the 19th Century to "Modernism" and "Post -Modernism" in the 20th and 21st Centuries, celebrating many artists including (usually) Mozart, Voltaire, Beethoven, Keats, Austen, Renoir, van Gogh, Ibsen, Picasso, Armstrong, and Wolff.

HUM 254. Non-Western Humanities. 3 Hours.
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 Hour.
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 Humanities minor.

HUM 299. Special Topics. 1-8 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Prerequisite: Consent of instructor.

HUM 303. The World of Ancient Greece. 3 Hours.
Humanities 303 offers students an in-depth look at Greek Culture, its language, laws, arts, history, philosophy, literature, and cultural values. Students can expect to live and breathe Greek culture, and to gauge its impact on the world then, now, and all of the time in between. The course will explore Greek Culture from its earliest cyclic stories surrounding the fall of Troy, the advent of the Pre and Post Socratic thinkers, its formative poets and artists, and the various parts of its historic and linguistic record. Expect to consider the great conflicts with the Persians that ultimately forged a democratic identity that guides our understanding of human governance still, as well as the various Confederacies and alliances with and against other Greek City States, forging for us an identify that shadows us still. Students can expect to experience how the Greeks approached life in ways different from every other ancient culture, engaging in the act of questioning received truths that transformed virtually every aspect of Greek society.

HUM 304. The World of Ancient Rome. 3 Hours.
Humanities 304 offers students an in-depth look at Roman Culture, its language, laws, arts, history, philosophy, literature, and cultural values. Students can expect to live and breathe Roman culture, and gauge its impact on the world then, now, and all of the time in between. The course will explore Roman culture from its earliest fragments of Latin inscriptions and the customary Twelve Tables of Law, through the tumultuous Roman passions for building, power, love, lust, war, bread, and games. The course ends in the Roman dust, when the Western Empire falls, circa 476 CE, and the surviving eastern half grows ever stranger as the centuries pass. Students will learn about Rome both in the grand scale of its huge achievements and ambitions, as well as in the small ways of everyday life. The course contributes to the Minor and Concentration in the Humanities.

HUM 325. Cultural Objects and Material Research. 3 Hours.
Objects tell at least three stories: of creation, of use-life, and of discard. While fine art captures the great ideals of a culture, contextualizing material objects can unlock deeper insights into the social values and cultural currents of the time. This course provides an introduction to material culture and examines the use and significance of objects in research. Material culture research enables students to explore methods of interpreting culture as well as understanding how objects undergo shifts in meaning over time or in different contexts.

HUM 394. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of humanities.

HUM 399. Special Topics. 1-3 Hour.
Varying areas of content, issues, or themes in the study of humanities.

HUM 496. Study Tour. 1-6 Hour.
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 499. Special Topics. 1-8 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Prerequisite: Consent of instructor.

IDS 240. Introduction to Interdisciplinary Studies. 2 Hours.
Introduction to the nature of interdisciplinary studies - drawing on disciplinary perspectives to construct a more comprehensive perspective to address questions, problems, or topics too broad or complex for a single discipline. The primary goal of the course is to help students develop a thoughtfully crafted Academic Plan of study for pursuit of a BIS degree.

IDS 310. Prior Learning Assessment Portfolio Development. 1 Hour.
Prior Learning Assessment Portfolio Development is a one-credit course in which students will develop one or more Prior Learning Portfolios. A Prior Learning Portfolio is a collection of materials, reflections, and/or artifacts that a student will compile to demonstrate their previous non-academic experience and knowledge that is relevant to a specific course. Each portfolio component plays a role in demonstrating mastery of course objectives.

IDS 360. Directed Project. 2-4 Hour.
Under the direction of their advisors, students complete an interdisciplinary project that integrates their disciplines of study. The nature of the project varies with the student's goals and the disciplines being integrated (e.g., research project, service-learning project, creative work, etc.). May be repeated for credit up to a maximum of 4 credits. Prerequisite: approved Directed Project proposal and permission of IDS director, IDS 240, and permission of instructor.

IDS 470. General Studies Capstone. 1 Hour.
This capstone seminar provides Bachelor of General Studies students an opportunity to reflect on their degree experience and prepare for the future. Students will reflect on and synthesize their academic experiences and present them in a paper and presentation. Part of the course will focus on preparation for the future, including resume and cover letter preparation, interview skills, and professional communications related to individual career goals.

IDS 480. Senior Capstone. 2 Hours.
In this seminar course, students present the results of their Directed Project. In most cases students will present their work in both a paper and an oral presentation, but other formats are possible depending on the nature of the Directed Project. Prerequisite: IDS 360.

INT 496. Study Abroad (Non-Reciprocal). 1-18 Hour.
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. In addition, course content is designed to enhance cross-cultural learning and provide guidance on how to approach living and adapting to another culture and community. Courses and grades earned abroad will be entered as transfer credits from the host institution for the related semester of study abroad. Prerequisites: Restricted to students who have at least Sophomore status, a 2.5 GPA, and approval from the Office of International Programs.

INT 497. Study Abroad. 1-18 Hour.
Students registered will study abroad in programs 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. In addition, course content is designed to enhance cross-cultural learning and provide guidance on how to approach living and adapting to another culture and community. Course and grades earned abroad will be entered as transfer credits from the host institution for the related semester of study abroad. Prerequisites: Restricted to students who have at least Sophomore status, a 2.5 GPA, and approval from the Office of International Programs.

INT 95. Fostering a Diverse and Inclusive Community. 0 Hours.
This is a service course in which students work to promote the vitality of community and culture through public activities that foster a diverse and inclusive climate. The course experience will require students to organize, coordinate, or play a significant role in executing a public activity or event that celebrates different cultural or ethnic backgrounds, such as the International Cultural Celebration, Black History Month activities, or the annual spring Honor Dance and Powwow.

INTB 307. International Business. 3 Hours.
Introduces the 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.

INTB 427. International Marketing. 3 Hours.
Introduces the essentials of conducting international marketing operations to include estimating market potential, developing entry strategies, and managing and controlling marketing programs.

INTB 437. International Culture & Management. 3 Hours.
Examines the impact of culture on business practices 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.

INTB 462. International Business Strategy. 3 Hours.
Provides an international business capstone experience. Case studies illustrating international business decisions and operations are emphasized. Precorequisite: INTB 427, INTB 437, and FIN 457.

KIN 100. Concepts of Fitness and Wellness. 2 Hours.
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 exercise, calisthenics, walk/jog, and weight training), and the cognitive concepts of health-related fitness.

KIN 101. Social Dance. 1 Hour.
Students will participate in a variety of social dances including; line, swing, Latin, square, waltz, country two step, country three step, traditional two step, and multicultural dance.

KIN 102. Jogging and Conditioning. 1 Hour.
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.

KIN 103. Beginning Gymnastics. 1 Hour.
Requires active participation in fundamental tumbling skills, movement fundamentals, and warm-up.

KIN 104. Team Sports. 1 Hour.
Requires active participation in (but not limited to) speedball, flickerball, basketball, and softball.

KIN 105. Outdoor Activities I. 1 Hour.
Requires active participation in (but not limited to) snow skiing and other outdoor related activities. Fees apply to specific activities.

KIN 106. Varsity Soccer. 1 Hour.
Requires active participation in varsity soccer. Repeatable for credit.

KIN 107. Introduction to Health and Physical Education. 2 Hours.
Provides prospective physical educators with an insight into the broad scope of health and physical education. The student will have the opportunity to obtain an understanding and appreciation of this multifaceted field. Opportunities to assess what school health and physical education offer in terms of career potential.

KIN 108. Volleyball. 1 Hour.
Requires active participation in the fundamental skills and sport of volleyball.

KIN 109. Racket Sports. 1 Hour.
Requires active participation in (but not limited to) tennis, racquetball, and pickleball.

KIN 111. Varsity Football. 1 Hour.
Requires active participation in varsity football.

KIN 112. Varsity Basketball. 1 Hour.
Requires active participation in varsity basketball.

KIN 113. Varsity Track & Field. 1 Hour.
Requires active participation in varsity track & field.

KIN 115. Varsity Golf. 1 Hour.
Requires active participation in varsity golf.

KIN 116. Varsity Cross Country. 1 Hour.
Requires active participation in varsity cross country.

KIN 117. Varsity Volleyball. 1 Hour.
Requires active participation in varsity volleyball.

KIN 118. Varsity Cheerleading. 1 Hour.
Requires active participation in cheerleading during the fall or winter sports.

KIN 119. Varsity Softball. 1 Hour.
Requires active participation in varsity softball.

KIN 120. Strength Training. 1 Hour.
Instruction, practice, and participation in the basic skills, body mechanics, and terminology associated with weight training. An emphasis is placed on developing a strength training program to fit the individual's needs and current abilities.

KIN 121. Varsity Baseball. 1 Hour.
Requires active participation in varsity baseball.

KIN 123. Outdoor Activities II. 1 Hour.
Requires active participation in (but not limited to) canoeing and other associated outdoor activities. Fees apply to specific activities.

KIN 124. Individual Sports. 1 Hour.
Requires active participation, terminology, knowledge, and skills associated with (but not limited to) golf and archery.

KIN 126. Group Exercise. 1 Hour.
Students will actively participate in a variety of group exercise formats including yoga, bodypump, cardio, strength, sculpt, circuit, tabata, stability ball, and step.

KIN 128. Varsity Hockey. 1 Hour.
Athletes participate in varsity hockey program.

KIN 131. Varsity Wrestling. 1 Hour.
Requires active participation in varsity wrestling. Repeatable for credit.

KIN 210. First Aid and CPR. 1 Hour.
Provides instruction in first aid, emergency care procedures, and CPR, which leads to certification by the American Red Cross.

KIN 215. Methods of Teaching Sport Activities. 2 Hours.
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: softball, soccer, speedball, volleyball, badminton, racquetball, archery, golf, tennis, wallyball, pickleball, and ultimate frisbee. This course in restricted to PE majors and minors, corporate fitness majors and Exercise Science and Rehabilitation majors.

KIN 216. Methods of Teaching Lifetime Activities and Outdoor Pursuits. 2 Hours.
Provides instruction, practice, and teaching experience in lifetime activities and outdoor pursuits. Fundamental skills, terminology, and teaching strategies will be emphasized in (but not limited to) the following activities: golf, jogging, cross-country skiing, cycling, hiking, pickleball, rock climbing, and canoeing. This course is restricted to Physical Education majors and minors, Corporate Fitness and Wellness Management majors, Coaching minors, and Exercise Science and Rehabilitation majors.

KIN 220. Methods of Teaching Dance. 2 Hours.
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.

KIN 225. Fitness Leadership. 2 Hours.
Course provides prospective corporate fitness, physical education, and coaching professionals with an understanding of the fitness industry.

KIN 231. Methods of Teaching Aquatics. 2 Hours.
Instruction and participation in the basic swimming strokes, water games, and aquatic exercises.

KIN 299. Special Topics in Human Performance. 1-3 Hour.

KIN 300. Principles of Coaching Methods. 2 Hours.
This course provides students with the foundational content to successfully complete the American Sport Education Program coaching certification. The curriculum covers essentials to prepare coaches to step on the field for the first time. There is a focus on principles of coaching, behavior, teaching, physical training, and management. Topics include coaching philosophy and style, sport management, season and practice planning, and teaching technical and tactical skills. Students completing the course and certification will be published on the ASEP national coaching registry. Prerequisite: Students must be Physical Education or Corporate Fitness and Wellness majors or Coaching minors before enrolling in this course.

KIN 301. Psychomotor Development and Learning. 3 Hours.
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. Participants will also learn about how a person learns new motor patterns. 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.

KIN 310. Organization and Administration of PE and Athletics. 2 Hours.
Provides a study of administration and management concepts and management responsibilities relevant to teaching and non-teaching career fields.

KIN 315. Curriculum, Assessment, and Technology in Health and Physical Education. 3 Hours.
Specific exploration of how curriculum in health and physical education is designed with an emphasis in how assessment plays into that process. Topics include curriculum design, assessment design, assessment use for curriculum and for learning, grading policies, technology use, technology for assessment, and more. Prerequisite: ED 320. Restricted to PE majors, PE minors, Health Ed minors, and HPE majors.

KIN 325. Personal Training Methods. 2 Hours.
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: Students must complete ESR 226 before enrolling in this course.

KIN 334. Nutrition for Physical Performance. 2 Hours.
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.

KIN 340. Elementary Physical Education Methods and Activities. 2 Hours.
Provides prospective teachers with an understanding of contemporary reflective approaches to teaching elementary physical education grades K-5. Curriculum and lesson content will be geared towards meeting the National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America) and teacher education INTASC standards and dispositions. Participants will learn and practice a variety of teaching methods that will be utilized in peer and field teaching experiences: a) planning for quality instruction, b) effective and appropriate instructional practices, c) classroom management, d) evaluation, reflection, and improvement of instruction. Course content will allow students to learn and practice teaching skills. Prerequisites: Admission to teacher education. In addition, this course is a prerequisite for KIN 341 and it is highly recommended that this is taken prior to KIN 391.

KIN 341. Practicum for Elementary Physical Education. 3 Hours.
Provides prospective physical education teachers with active participation in the complete process of teaching developmentally appropriate physical education to children in grades K-12. This approach to teaching is based on evidence based-practices and serves as the content for national standards for K-12 physical education (SHAPE America). Participants will receive a minimum of 30 contact hours with children during which time they will practice and refine instructional skills taught in KIN 340. This course should be taken with ED 323L. Prerequisites: KIN 340 and KIN 301 and Admission to Teacher Education.

KIN 360. Administration of School Health Programs. 3 Hours.
The development and administration of the public school health program, with emphasis being placed on health services, healthy living, and health instruction. Special emphasis placed on developing and administrating 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.

KIN 362. Principles and Methods of Teaching School Health. 3 Hours.
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.

KIN 365. Human Sexuality for School Education. 3 Hours.
Provides prospective teachers with the knowledge needed to teach human sexuality in school settings. This includes anatomy of biological systems, sexual health and diseases, and relationship health. Restricted to PE major, PE minor, Health Ed minor and HPE major. Restricted to sophomore, junior or senior status.

KIN 391. Secondary Physical Education Methods and Practicum. 4 Hours.
This course has two major components. First, methods coursework is done at MSU which provides teaching strategies for classroom management, planning, instruction, and assessment of teacher as well as student behavior. Current theories of motivation are explored and applied in this course. Second, 45 contact hours with secondary students will provide extensive opportunity to apply current practices learned in the classroom. Prerequisites: KIN 301, Admission to Teacher Education, and it is highly recommended that students take KIN 340 prior to enrolling in this course. Course restricted to Physical Education majors.

KIN 394. Independent Study. 2 Hours.

KIN 396. Study Abroad. 0-16 Hour.
Students registered in this study abroad will have international fitness and educational experiences that will enhance their worldview of their disciplines. Department Approval Required.

KIN 407. Psychology of Physical Education and Athletes. 2 Hours.
Provides knowledge of the psychological aspects of participation in physical education and athletic events. Emphasis will be placed on the teacher/coach and student/athlete relationship in regard to developing communication, leadership, motivation, self-confidence, and goal-setting skills. Prerequisite: PSY 111.

KIN 412. Research Design and Epidemiology. 2 Hours.
This course provides students with the opportunity to learn about evidence-based practice in sport and exercise sciences topics. This will be a comprehensive course providing students with the skills necessary to design a research project. Students will understand epidemiology in sport and exercise science.

KIN 431. Kinesiology. 3 Hours.
Provides study of joint movements and muscle action as related to physical activities. Prerequisite: BIOL 115 or BIOL 220.

KIN 433. Physiology of Exercise. 3 Hours.
Provides a comprehensive study of the physiological effect of muscular exercise and training upon organs and systems of the body.

KIN 441. Evaluation of Psychomotor Performance. 3 Hours.
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 sport skills.

KIN 442. Adapted Physical Education. 3 Hours.
Provides practical methods and teaching applications that can be used in a mainstreamed or adapted group games, dance, and individual and dual sports. Learn about common disabilities and how to adapt instruction to include all participants in physical activity. Prerequisite: KIN 215.

KIN 494. Special Topics in Physical Ed. 1-8 Hour.

KIN 496. Coaching Activities Practicum. 2 Hours.
Coaching minors work with experienced coaches in the field to gain practical experience in a field setting. All practicums arranged by the department. Prerequisite: KIN 210 and KIN 300.

KIN 497. Practicum in CFWM and ESR. 1-18 Hour.
160 to 360 hours of practicum experience at two to four sites in a recreation, wellness, fitness center, clinical, or athletic performance setting. Students must take at least two credits at a time, with 20 hours of clinical experience required per credit. Restricted to junior and senior corporate fitness and wellness management or exercise science and rehabilitation majors. Prerequisite: ESR 226, KIN 325, and KIN 431 or KIN 433 courses must be completed.

LANG 101. Beginning Classical Greek I. 4 Hours.
Introduction to the language of the ancient Greek world. Students will learn a substantial amount of vocabulary as well as key morphological and syntactic constructions. Throughout, students will be exposed to snippets from authors ranging from Plato and Sophocles to Homer and Aristophanes. There will also be occasional forays into Mycenaean Greek and epichoric inscriptions.

LANG 102. The Structure of Language. 3 Hours.
This course introduces students to the nature of language and its interaction with non-linguistic entities. All aspects of language will be covered, ranging from sounds to words to sentences to meaning to conversations. The course will also touch on how languages evolve through time, why they always seem to be in flux, and attempts made to save dying ones.

LANG 104. Native Languages of America. 3 Hours.
This is an introduction to linguistic analysis using the languages native to North America as our template. Students will examine particular languages with an eye towards their sounds, word forms, and word order. Additionally, students will observe the historical development and cultural significance of particular native languages. Languages native to North Dakota such as Hidatsa, Mandan, Arikara, Lakota, Nakota, Dakota, Chippewa, and Cree will be highlighted.

LANG 105. Writing Systems. 3 Hours.
A history of the principle 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 107. Language and the Brain. 3 Hours.
This course will examine how language and cognitive processes interact using approaches from linguistics and brain sciences. Topics may include language representation in the brain, cognition, psycholinguistics, language acquisition, language processing, brain imaging methodologies, speech and language disorders, and speech perception.

LANG 120. Ojibwe Language. 3 Hours.
This course is an introduction to the Ojibwe language. Coupled with cultural teachings, this course focuses on developing listening, speaking, writing, and reading skills in the language.

LANG 206. Latin and Greek in Scientific Terminology. 3 Hours.
This course familiarizes students with the Latin and Greek building blocks which are so fundamental to much terminology in the natural sciences. The morphological structure of Latin and Greek words will be explored as will the semantic ranges of the most common and useful affixes and roots.

LANG 298. Syntax and Morphology. 3 Hours.
To introduce ESL (English as a Second Language) students to the richness of English affixes as well as to the rules of sentence formation. Specifically: 1. To familiarize students with the breadth of affixes English possesses 2. To ensure that students appreciate the different types of affixes, distinguishing, inflectional from derivational affixes 3.To deepen students¿ understanding of how derivational affixes can alter the meaning of a root in predictable ways. 4. To deepen students' understanding that some derivational affixes also change the phonetics and stress of the original root 5 To trace the historical development of some of these affixes and search for either cognates or affixes with similar function in the languages of the students.

LANG 299. Special Topics. 1-8 Hour.

LANG 390. Foreign Language Methods. 4 Hours.
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 world language majors and minors in the BSE program. Does not count towards the residency requirements for the world languages BSE major or minor. Prerequisite: Admission to Teacher Education or department consent.

LANG 394. Independent Study General Lang. 1-4 Hour.

LANG 404. TA Foreign Language Seminar. 3 Hours.
This course is designed to provide structure to the experience of teaching world languages as a Fulbright Language Teaching Assistant (FLTA).

LANG 451. Study Abroad Recap. 1-6 Hour.
After completing a significant period of immersion in the target culture, students take this course at Minot State University the semester upon returning. The world language faculty assist students in reflecting upon their study abroad experience while narrowing down topics for a senior capstone. This course is restricted to declared world languages BA/BSE majors and minors. It does not count towards the residency requirement for the world languages BA/BSE major or minor; exceptions by department consent. This is taken at Minot State University the semester after returning from study abroad. Prerequisite: Restricted to students who are World Language majors.

LANG 499. Special Topics. 1-8 Hour.

LANG 95. Foreign Language Experience. 0 Hours.
This is a service course in which students could use their language skills by tutoring in the schools, volunteering in the courthouse and hospitals, or presenting language lessons in the nursing homes with songs and parties.

LAT 101. Beginning Latin I. 3 Hours.
Introduction to the grammar and language of the Roman Empire with emphasis on Latinate 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. 3 Hours.
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. 3 Hours.
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: Student must complete Latin 102 before enrolling in this class.

LAT 202. Intermediate Latin II. 3 Hours.
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. Prerequisite: Students must complete Latin 201 before enrolling in this course.

LEAD 101. Introduction to Leadership. 3 Hours.
LEAD 101 introduces students to basic components of personal leadership development, including the examination of leadership theories and styles, personal identity, diversity, communication, power, and ethics. Students will engage in self-reflective and experiential learning activities in order to make connections between course materials and real-world application.

LEAD 199. Special Topics in Leadership. 1-6 Hour.
LEAD 199 allows to students to apply leadership processes and concepts to situations and experiences. Offerings may include examination of current events, travel abroad opportunities, or special projects and programs. Students will engage in self-reflective and experiential learning activities in order to make connections between course materials and real-world application.

LEAD 201. Collaborative Leadership. 3 Hours.
LEAD 201 focuses on leadership through the lens of team development and organizational structures. In particular, this course will emphasize the role of leadership in change processes, decision-making, and problem-solving with teams.

LEAD 211. Leadership in the Movies. 3 Hours.
This course will examine both leadership theory and practice and how that leadership has been portrayed in film. Part of the course will be devoted to an "outline" of leadership practices and a review of the empirical data that support the outline. The multidisciplinary nature of this course will lead students to potentially address topics in Psychology (group dynamics), Organizational Management, Organizational Communication, History, Culture and Political Change and/or Social Issues in America.

LEAD 301. Experiences in Leadership. 3 Hours.
LEAD 301 provides an opportunity for students to gain practical experience through a supervised leadership practicum. Students will work with their course instructor and field supervisor to develop a plan of study. Furthermore, students will also examine contemporary leadership topics through readings, speakers, and class discussions they can then apply to their practicum experiences. This experience culminates with a public presentation.

LEGL 322. Criminal Law. 3 Hours.
This course is a critical examination of the development and function of U.S. substantive criminal law. The course analyzes issues such as definitions of criminal acts and omissions, defenses and justifications, elements of a crime, parties to crimes, and also specific crimes against the person, property crimes, substance abuse crimes, - to name just a few. Prerequisite: CJ 201.

LEGL 350. Criminal Procedure. 3 Hours.
This course is designed to expose students to the rules and procedures by which criminal prosecutions are governed in the U.S. The course begins with examining the rules and procedures of police investigations and continues throughout the process of criminal justice. Examples of questions that criminal procedure addresses are: When can a police officer conduct a search of a home? Do police always have to knock and announce when conducting a search with a warrant? Students will also examine the historical foundations of these rules and procedures, and search and seizure. Prerequisite: CJ 201.

LEGL 365. Law and Society. 3 Hours.
This course is designed to introduce students to the intricate relationship between law and society. Students will be exposed to various perspectives on the development, functions, and purposes of law. Particular attention will be devoted to exploring law as an instrument of social change, social control, and dispute resolution. Prerequisite: CJ 201.

LEGL 370. Court Processing and Sentencing. 3 Hours.
Provides students with a comprehensive analysis of the U.S. court system; the function 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: CJ 201.

LEGL 372. Juries. 3 Hours.
The primary objective of this course is to offer students a comprehensive, critical analysis of the jury system in the United States. A few of the issues to be examined are: jury selection and service, jury nullification, jury decision-making, information processing, juries and tort awards, and juror competence. A special emphasis will focus on the capital jury process and decision-making. Prerequisite: CJ 201.

LEGL 374. Comparative Criminal Justice Systems. 3 Hours.
This course is designed to provide students with an in-depth study of comparative criminal justice and legal traditions and systems around the world. Students will be able to comprehend, analyze, and critique differences and similarities among various international criminal justice systems and the U.S. criminal justice systems. The course also includes discussion of the dynamics of selected international and transnational crimes, for example, cybercrime, corruption, drug trafficking, and money laundering. Prerequisite: CJ 201.

MATH 103. College Algebra. 4 Hours.
Topics include relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential, and logarithmic functions; systems of equations; matrices; sequences and series; and the binomial theorem. Prerequisite: ASC 93 or qualifying placement score. Required Corequisite: MATH 103L if a placement score qualifies for ASC 93.

MATH 103L. College Algebra Lab. 2 Hours.
College Algebra lab provides students in Math 103 with an extended experience in a lab setting working on algebra skills. Lab meets 4 hours per week. This class uses S/U grading. Required Corequisite to MATH 103 if a placement score qualifies for ASC 93. Withdrawing from this class will also withdraw you from MATH 103.

MATH 104. Finite Mathematics. 4 Hours.
This course addresses areas that have application in the economic, behavioral, social, and life sciences. Topics include linear modeling, systems of linear equations and inequalities; matrix operations; linear programming; mathematics of finance; combinatorics, probability, and expected value; and descriptive statistics. Appropriate use of mathematical technology will be integrated throughout the course. This course does not serve as a prerequisite for any other math course. Prerequisite: ASC 93 or qualifying placement score.

MATH 105. College Trigonometry. 2 Hours.
Topics include angle measure, trigonometric and inverse trigonometric functions, trigonometric identities and equations, parametric and polar coordinates, and general applications. Prerequisite: ASC 93 or qualifying placement score.

MATH 107. Precalculus. 4 Hours.
Topics include equations and inequalities; polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions; trigonometric identities and equations and applications. Prerequisite: ASC 93 or qualifying placement score.

MATH 110. Mathematics in Society. 3 Hours.
This course covers a broad range of mathematics that a person would encounter in their daily life. Topics include statistical interpretation, data visualization, probability, growth models, finance, politics and voting, logic and sets, and the intersection of mathematics and the arts. Throughout, appropriate use of mathematical technology will be emphasized. Prerequisite: ASC 93 or qualifying placement score.

MATH 146. Applied Calculus. 3 Hours.
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 or qualifying math placement score.

MATH 147. Applied Calculus II. 4 Hours.
Use of fundamental calculus concepts to solve applications from areas such as social science and business. Topics include definite integrals, trigonometric functions, introduction to differential equations, infinite sequence and series, probability, and applications. Prerequisite: MATH 146 with a C or better or qualifying math placement score.

MATH 165. Calculus I. 4 Hours.
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 score.

MATH 166. Calculus II. 4 Hours.
Topics include methods of integration, applications of integration, polar equations, sequences, series, power series, and applications. Prerequisite: MATH 165 with a C or better.

MATH 201H. Environmental Mathematics. 3 Hours.
Exploration of environmental issues using mathematical models together with real world data. Topics may include: ecology, health sciences, economics, genetics, and other environmental issues. Possible field experience. Prerequisite(s): ASC 93 with a C or higher or qualifying math placement score.

MATH 205. Math Proof and Problem Solving. 3 Hours.
A course on mathematical proofs and axiomatic systems. Topics may include set theory, formal logic, combinatorics, or graph theory. Prerequisite: MATH 165.

MATH 208. Discrete Mathematics I. 4 Hours.
Introduction to discrete mathematics with an emphasis in computer science and applications developing the ability to think abstractly using ideas of logic and proof. Students will study concepts of logic circuits and computer addition, algorithm analysis, recursive thinking, computability, automata, cryptography, and combinatorics. Students discover that the ideas of discrete mathematics are essential to computer science. Prerequisite: Any of MATH 103, MATH 105, MATH 107, MATH 165, or MATH 146, all with a C or better.

MATH 210. Elementary Statistics. 4 Hours.
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): ASC 93 with a C or better or qualifying math placement score. Required corequisite: MATH 210L if a placement score qualifies for ASC 93.

MATH 210L. Elementary Statistics Lab. 2 Hours.
Elementary Statistics lab provides students in MATH 210 with an extended experience in a lab setting working on statistics skills. Lab meets 4 hours per week. This class uses S/U grading. Required Corequisite to MATH 210 if a placement score qualifies for ASC 93. Withdrawing from this class will also withdraw you from MATH 210.

MATH 265. Calculus III. 4 Hours.
Functions of more than one variable, multiple integrals, line integrals, Green's and Stroke's theorem. Prerequisite: MATH 166.

MATH 266. Differential Equations. 4 Hours.
First-order equations, second- and higher-order linear equations, modeling with differential equations (linear and nonlinear models), series methods, The Laplace Transform, systems of equations, and numerical methods. Prerequisite: MATH 166.

MATH 277. Mathematics for Elementary Teachers I. 3 Hours.
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: ASC 93 with a C or better or qualifying math placement score.

MATH 294. Intro to Research in Math. 1-2 Hour.
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). This course may be repeated for up to 4 credits total. Instructor permission required.

MATH 299. Special Topic. 1-4 Hour.

MATH 305. Linear Algebra. 4 Hours.
Systems of linear equations, matrices, determinants, real vector spaces, subspaces, linear independence, bases, rank, linear transformations, eigenvalues and eigenvectors, and diagonalization. Prerequisite: MATH 107 or advanced placement.

MATH 314. Mathematical Programming. 2 Hours.
Symbolic, numerical, and graphical computing using mathematical software packages. MATLAB will be used during fall semesters and Mathematica will be used during spring semesters.

MATH 315. Mathematical Programming and Modeling. 4 Hours.
Basic skills and techniques of formulation, simulation, analysis, and testing of mathematical models for describing and predicting a variety of phenomena in physics, chemistry, biology, business, economics, medicine, and social and environmental sciences utilizing mathematical software for symbolic, numerical, and graphical computing. Prerequisite: MATH 165.

MATH 320. Number Theory. 3 Hours.
Unique factorization, residue theory, Diophantine equations, quadratic equations, and reciprocity. Prerequisite: MATH 205.

MATH 325. Algebra for Secondary Teachers. 3 Hours.
Algebra topics in the secondary mathematics curriculum are explored using a variety of manipulatives, technologies, and teaching resources. Focus areas include patterning, connections between algebraic topics, and multiple ways of knowing and learning algebraic topics. Prerequisite: MATH 165.

MATH 330. College Geometry. 4 Hours.
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: MATH 205 with a C or better.

MATH 345. Linear Models. 4 Hours.
Statistical methods, including topics from: sampling, hypothesis testing, nonparametric statistics, resampling, simple and multiple regressions, and the general linear model. Computer statistical packages will be integrated into the course. Prerequisite: DATA 211, MATH 210, PSY 241 or BIOL 240.

MATH 346. Experimental Design. 4 Hours.
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: DATA 211 or MATH 210.

MATH 377. Mathematics for Elementary Teachers II. 3 Hours.
A course for elementary education majors. Topics include probability, statistics, and geometry. Calculators, computer software, and manipulatives are used throughout the course. Prerequisite: ASC 93 with a C or better or qualifying math placement score.

MATH 378. Mathematics for Elementary Teachers III. 3 Hours.
A required general education course for elementary education majors. Topics include algebraic reasoning and habits of mind, problem solving, set theory, probability, and statistics. Students will learn how to communicate, explain, and demonstrate mathematics using various physical models, conceptual models, manipulatives, and other relevant tools through the study of student errors and implementation of classroom activities. Prerequisites: MATH 277 and MATH 377. Corequisite: ED 221L.

MATH 380. History of Mathematics. 3 Hours.
Development of mathematics from its early beginning through the present axiomatic approach. Problems from each era are included. Prerequisite: MATH 107 or MATH 165.

MATH 381. Secondary Math Practicum. 1 Hour.
This course will require a minimum of 60 clock hours in a practicum experience. The experience will take place in a grade 6-12 setting. Prerequisite(s): Admission to Teacher Education. Prereq/Coreq: MATH 391.

MATH 385. Directed Project in Mathematics Education. 0.5 Hours.
A course offered for eight weeks of the semester where the general topic and specific goals and activities are agreed upon by the student and the instructor. While presentation is not a requirement, all projects have a goal of producing presentable results.

MATH 391. Secondary Mathematics Teaching Methods. 3 Hours.
Intended for preservice mathematics teachers to plan mathematics lessons, develop mathematics teaching skills, address possible teaching issues, and develop evaluation and assessment strategies and instruments. Prerequisite(s): Admission to Teacher Education.

MATH 392. Praxis Subject Area Exam Preparation. 0.5 Hours.
A course offered for eight weeks of the semester to prepare students for the mathematics content exam required for graduation and teacher licensure in North Dakota.

MATH 394. Independent Study General Math. 1-4 Hour.

MATH 420. Abstract Algebra. 4 Hours.
Abstract algebraic systems: Groups, rings, homomorphisms, and isomorphisms. Prerequisite: MATH 205.

MATH 445. Probability and Statistics I. 4 Hours.
Introduction to probability: discrete and continuous random variables, distribution functions, and special probability distributions. Prerequisite: MATH 146 or MATH 166.

MATH 446. Probability and Statistics II. 4 Hours.
Multivariate probability distributions, functions of random variables, moment generating functions, sampling distributions, estimation methods, properties of point estimations, linear models, and some special experimental designs. Prerequisite: MATH 445.

MATH 450. Real Analysis. 4 Hours.
Limits of functions and sequences, continuity, topology of the reals, differentiation, Riemann Integration, convergence, and uniform convergence. Prerequisite: MATH 205.

MATH 460. Complex Analysis. 3 Hours.
Analytic functions, conformal maps, Cauchy integral formula, and residue theorem. Prerequisites: MATH 265 and MATH 450.

MATH 466. Partial Differential Equations. 3 Hours.
Solve standard partial differential equations (Laplace's equation, transport equation, heat equation, wave equation) by separation of variables and transform methods, including eigenfunction expansions, Fourier, and Laplace. Other topics include boundary value problems, orthogonality, and Fourier series. Prerequisites: MATH 265 and MATH 266.

MATH 470. Numerical Analysis. 4 Hours.
Error analysis, numerical differentiation and integration, linear systems, and numerical solutions to differential equations. Prerequisites: MATH 265, MATH 305, and MATH 315.

MATH 494. Directed Research in Math. 1-4 Hour.
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). This course may be repeated for up to 8 credits total. Instructor consent required.

MATH 499. Special Topics. 1-4 Hour.

MGMT 301. Fundamentals of Management. 3 Hours.
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.

MGMT 303. Human Resource Management. 3 Hours.
Includes an examination of policies, programs, procedures, staffing, performance expectations, wage and salary administration, laws, ethics, and research related to human capital. Prerequisite: MGMT 301 or PSY 111.

MGMT 416. Operations Management. 3 Hours.
Introduces the concepts, issues, and problems of operations management. Operations processes are analyzed and solutions are recommended. Prerequisites: Student must complete BOTE 247, MATH 210, and MGMT 301 before enrolling in this course.

MGMT 436. Organizational Behavior Principles and Practices. 3 Hours.
Includes the principles, concepts, and processes that interpret human behavior at the individual, group, and organizational levels. MGMT 303 is a prerequisite or corequisite for MGMT 436.

MGMT 438. Talent Management and People Analytics. 3 Hours.
This course introduces talent management strategies and people analytics. First, the course will introduce you to the concept of a performance culture, including motivational theories, managing attributions, and the importance of system strength. Second, the course provides application sessions on managing performance and potential through succession planning, compensation benchmarking, and incentivization strategies. Third, the course will expose you to talent management analytics. Prerequisite: MGMT 303. Restricted to sophomore, junior, or senior status.

MGMT 465. Strategic Management. 3 Hours.
Strategic management is 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: Students must complete MGMT 301 and MRKT 321 prior to enrolling in this class. FIN 353 is a prerequisite or a corequisite. Restricted to students with senior status.

MHA 297. Addiction Studies Practicum. 2 Hours.
The course will focus on introducing students to the addiction counseling profession. You will learn about professional behavior, supervision, ethics, documentation, and coping in a stressful profession. Along with the one-hour seminar, you will also be required to complete 40 hours of a community internship at a licensed addiction treatment facility. Prerequisite: PSY 111.

MHA 338. Professional Relations and Ethics. 3 Hours.
The course will focus on understanding professional ethics, the role they play in client, public, and professional protection. The American Psychological Association and NAADAC ethics codes will be used as a guideline for understanding ethical principles that apply to addiction counseling and psychological fields. Students will review relevant North Dakota Century Codes and the Code of Federal Regulations 42 part 2 (CFR 42 part 2). Students will learn how to make ethical decisions, understand federal and state regulations, and how ethical codes relate to malpractice and liability. Specific areas which may be covered include confidentiality, record keeping, competence, training, impairment, dual relationships, conflict of interest, relationships with colleagues, forensic psychology, teaching, informed consent, and finances and marketing. Prerequisite: PSY 111.

MHA 344. Dynamics of Addiction. 3 Hours.
Emphasizes the history of drug abuse, theories, and controversies regarding chemical dependency, and multidisciplinary approaches to treatment. Prerequisite: PSY 111.

MHA 349. Psychopharmacology. 3 Hours.
An introduction to behavioral pharmacology, including the basics of pharmacology, psychology, and neuroscience needed to understand drugs of abuse. Prerequisites: PSY 111 and BIOL 115 or BIOL 220.

MHA 423. Introduction to Counseling. 3 Hours.
The course is designed to introduce students to the field of counseling, including the history, skills, and ethics involved in counseling. Students will also be exposed to different counseling theories, cultural issues related to counseling, and understand the steps involved from initial contact with the client to termination of treatment. Prerequisite: PSY 111.

MHA 424. Advanced Counseling. 3 Hours.
The course will build upon counseling theories and methods presented in the course "Introduction to Counseling". Students will be exposed to different treatment theories and methods designed to aid students in developing an integrated theoretical position of their own. The course emphasizes the treatment of addiction but the information and skills are applicable to mental health counseling in general. Practical counseling exercises and treatment documentation assignments provide students with necessary skill development. Daily course structure will be comprised of discussion and lectures. Students will need to be prepared for class ahead of time and be ready to discuss the material. Students will spend approximately six hours outside of class in the psychology clinic doing simulated diagnostic assessments and treatment sessions. Prerequisite: PSY 111.

MHA 476. Group Dynamics. 3 Hours.
The course focuses on studying methods of group therapy, understanding group dynamics, leadership, and ethics of group counseling. Group techniques and strategies will be taught with an emphasis on student developing a workable methodology of their own. Practical exercises in counseling will provide student with skill development. Students will role play group members and will lead simulated group sessions. Prerequisite: PSY 111.

MHA 485. Addiction Studies Practicum. 15 Hours.
Participation in the North Dakota consortia to provide experience in the addiction field. This is a four-and-a-half month, full-time experience, where the student actively participates as an addiction counselor in training. Course restricted to psychology or addiction studies majors.

MHA 486. Addiction Studies Practicum. 15 Hours.
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 four-and-a-half month, full-time experience, where the student actively participates as an addiction counselor in training. Course restricted to psychology or addiction studies majors.

MRKT 321. Marketing. 3 Hours.
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.

MRKT 324. Integrated Marketing Communications. 3 Hours.
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 branding strategies, point of purchase communications, marketing-oriented public relations, and event and cause-oriented sponsorships. Prerequisite: MRKT 321.

MRKT 421. Applied Research. 3 Hours.
Explores the necessary steps involved in the applied research process including (i) defining research problems, (ii) research designs, (iii) measurement, (iv) sampling, (v) data collection, (vi) data analysis, (vii) interpretation, and (viii) reporting and presenting findings. Prerequisites: Students are required to have completed one of the following: MATH 210, PSY 241, DATA 211, or an equivalent.

MRKT 422. Consumer Behavior. 3 Hours.
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: MRKT 321 or permission of instructor.

MRKT 430. Professional Sales and Relationship Management. 3 Hours.
This course will explore the important role of sales, its relationship to other functions within an organization, and its impact on customers. To accomplish this, students will learn the principles of selling, explore the effective usage of Customer Relationship Management (CRM) technology, and practice communication skills through the use of artificial intelligence technology. Additionally, the role of ethics in the development of long-term customer relationships will be examined. Prerequisite: MRKT 321.

MRKT 488. Marketing Strategy. 3 Hours.
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. Prerequisites or Corequisites: BUS 420 and MRKT 421.

MUSC 099. Recitals/Concerts. 0 Hours.
This zero-credit course is a weekly gathering of all music majors, minors, and faculty for performances and presentations on a variety of music topics related to private study, chamber music, professionalism, performance practices, and education. Outside of class, students are expected to attend recitals and concerts from the MSU Division of Music calendar. The final grade will be either Satisfactory (S) or Unsatisfactory (U).

MUSC 100. Music Appreciation. 3 Hours.
Designed for the non-music major, may be used as partial fulfillment of General Education requirement (CCS3). The student shall develop a broad knowledge of music from western civilization, from medieval chant to present day literature as well as skills in listening and writing about music.

MUSC 101. Fundamentals of Music. 2 Hours.
Designed for the non-major. The fundamentals of music are gained through studying music theory, reading music notation, playing recorder, ukulele, and keyboard instruments, and composing.

MUSC 102. Private Piano. 1-4 Hour.
Course restricted to majors. Repeatable for credit.

MUSC 103. Private Harpsichord. 1 Hour.
Course restricted to majors. Repeatable for credit.

MUSC 105. Women's Chorus. 1 Hour.
An auditioned touring performance choir open to all sopranos and altos on campus designed to cover a variety of literature both traditional and multi-cultural, specifically for treble voices. Students will explore music from a variety of eras and styles, connecting with one another outside of their respective majors while singing and performing the great treble choir repertoire.

MUSC 106. Private Organ. 1-4 Hour.
Repeatable for credit.

MUSC 108. Elective Private Study. 1 Hour.
Meant for non-music majors, this course allows for students to take 1.0 credit of private study in the area of their choice, with approval of the instructor and based upon available load.

MUSC 109. Elective Private Study. 0.5 Hours.
Meant for non-music majors and minors, this course allows for students to take 0.5 credits of private study in the area of their choice, with approval of the instructor and based upon available load.

MUSC 110. Audio/Video Technology. 1 Hour.
This course is designed to provide working knowledge of A/V hardware and software owned by the Division of Performing Arts and to gain experience operating the sound, lighting, and rigging systems in Ann Nicole Nelson Hall. As part of the course, students will serve as the booth worker for multiple events in ANNH and complete projects in multi-track recording, streaming, podcasting, and video production.

MUSC 111. Private Voice. 1-4 Hour.
Repeatable for credit.

MUSC 112. Diction for Singers I. 2 Hours.
Introduces rules, concepts, and practice of proper pronunciation and articulation for singing in English and Italian using the International Phonetic Alphabet. Develops specific language skills necessary for solo vocal and choral singing and teaching.

MUSC 113. Diction for Singers II. 2 Hours.
Introduces rules, concepts, and practice of proper pronunciation and articulation for singing in French and German using the International Phonetic Alphabet. Develops specific language skills necessary for solo vocal and choral singing and teaching. [Course offered every spring semester.] Prerequisite: Students must complete MUSC 112 before enrolling in this course.

MUSC 114. Western Plains Opera Production. 1 Hour.
The Western Plains Opera Production course will provide students a variety of opportunities for growth through both the performance and technical aspects of a fully-staged professional music production.

MUSC 115. Opera-Musical Production. 1 Hour.
Techniques of production and staging dramatic musical works, employing operas, scenes from operas, and musical theater. Prerequisite: consent of instructor.

MUSC 116. Private Strings. 1-4 Hour.
Repeatable for credit.

MUSC 117. Private Guitar. 1-4 Hour.
Repeatable for credit.

MUSC 120. Concert Choir. 1 Hour.
A large auditioned touring performance choir made up of a diverse group of music majors and students from all over campus who sing the great a cappella and accompanied repertoire. Students will explore music from a variety of eras and styles, connecting with one another outside of their respective majors while singing and performing the great choral repertoire.

MUSC 122. Musicianship I. 3 Hours.
The first of a four-semester sequence studying the language of music through notated, aural, and descriptive daily work. In this course, students will gain fluency in the foundational language of music theory; learn how to create music using a variety of traditional, improvised, and technological means; set foundations for music reading and dictation; apply musical terms in descriptive writing about music, both familiar and new. Corequisite: MUSC 122L.

MUSC 122L. Music Foundations Lab. 0 Hours.
This lab course is an additional support hour per week, required for students enrolled in MUSC 122 who have not yet passed the Music Foundations entrance exam. Corequisite: MUSC 122.

MUSC 123. Musicianship Lab I. 1 Hour.
A co-requisite course, meant to support learning in MUSC 122 through daily performance exercises on keyboard, fretted instruments, and in the primary area of study.

MUSC 124. Musicianship II. 3 Hours.
The second of a four-semester sequence studying the language of music through notated, aural, and descriptive daily work. In this course, students will develop their understanding of diatonic theory through traditional two- and four-part voice writing as well as composition and analysis of commercial and art-music styles; create music through a variety of traditional, improvised, and technological means; develop music reading and dictation; apply musical terms in descriptive writing about music, both familiar and new.

MUSC 125. Musicianship Lab II. 1 Hour.
A corequisite course, meant to support learning in MUSC 124 through daily performance exercises on keyboard, fretted instruments, and the in the primary area of study.

MUSC 126. Private Brass. 1-4 Hour.
Repeatable for credit.

MUSC 127. MSU Singers. 1 Hour.
An auditioned and select touring performance chamber choir dedicated to the polyphonic, liturgical, and non-liturgical music of the Renaissance and beyond. This ensemble offers students a unique opportunity to connect with one another outside of their respective majors while singing and performing the great chamber choir repertoire.

MUSC 129. Private Composition. 1-4 Hour.
Instructor approval required. Repeatable for credit.

MUSC 131. Private Percussion. 1-4 Hour.
Repeatable for credit.

MUSC 133. Private Woodwinds. 1-4 Hour.
Repeatable for credit.

MUSC 144. Chamber Ensembles. 1 Hour.
Brass, String, Percussion, Woodwind, Keyboard, and Vocal students are welcome to join on approval of the instructor(s), either as an elective or in fulfillment of their Small Ensemble requirements.

MUSC 145. Percussion Ensemble. 1 Hour.
Rehearsals are arranged and membership subject to approval of director.

MUSC 150. Orchestra. 1 Hour.
The Minot Symphony Orchestra is a University-community organization. Open to qualified students upon approval of the conductor. The goals of the course are: to rehearse and perform works of the orchestral repertoire; to improve large ensemble playing skills; to gain knowledge of the different performance practice and styles.

MUSC 153. Collaborative Piano. 1-3 Hour.
Learning and application of collaborative piano skills. If not a piano major, passage of sophomore level piano proficiency exam or instructor consent is required.

MUSC 160. Concert Band. 1 Hour.
Ensemble consisting of woodwind, brass, and percussion instrumentalists dedicated to performance and artistic achievement at the highest level. Open to all students with prior experience performing on traditional woodwind, brass, or percussion instruments, subject to director approval.

MUSC 165. Jazz Ensemble. 1 Hour.
The Jazz Ensemble is the Division of Performing Arts' standard big band, rehearsing and performing material from the swing era to the present. Students learn specifics of big band performance practices, ensemble playing, and improvisation. Open to qualified students subject to approval of director.

MUSC 167. Jazz Combo. 1 Hour.
Jazz combo is an ensemble of variable instrumentation, generally including piano, bass, and drums, with the possible addition of wind and brass players. The ensemble will rehearse and perform material of a variety of jazz composers, create new arrangements, and compose original music. Everyone in the ensemble will improvise. Open to qualified students subject to approval of director.

MUSC 177. Functional Piano. 1 Hour.
Learning and application of basic functional piano skills for sophomore level music majors. Prepares students to proceed to MUSC 178 and subsequently pass the piano proficiency exam. Prerequisite: MUSC 125, and restricted to Music and Music Education Majors.

MUSC 178. Functional Piano. 1 Hour.
Learning and application of basic functional piano skills for sophomore music majors. Prepares students to pass the piano proficiency exam. Prerequisite: MUSC 177 Functional Piano, Restricted to Music and Music Education Majors.

MUSC 180. Class Guitar I. 1 Hour.
Beginning technique in chord and melody playing is developed in class ensemble.

MUSC 184. Ukulele I. 1 Hour.
This course begins with the basics of ukulele playing: holding, strumming, and playing easy chords. Students will demonstrate a continued understanding of playing the ukulele through songs and individual and group projects. Projects include finding songs that interest the student, creating new, appropriate to the song, strumming patterns for songs, and discovering how to figure out chords to songs. Students will leave confident in song leading and ukulele playing skills.

MUSC 185. Ukulele II. 1 Hour.
The second Ukulele class is for students who already know basic chords and strumming on the ukulele. The course will continue stretching the skill level of students to learn and implement new chords into new songs. In addition, students will learn to play melodic lines, which means moving the ukulele beyond an accompaniment instrument while learning basic music theory. Students will find their own songs, create new strumming patterns, and continue to lead songs and play melodic lines. Prerequisite: MUSC 184 or instructor permission.

MUSC 187. Beginning Class Piano. 1 Hour.
An entry level course for students wanting an introduction to playing the piano. Students will learn basic piano technique, read music notation on the grand staff, and play chords from a lead sheet. This course prepares students to take Intermediate Class Piano. This course is not open to music majors. Students with prior experience reading music on the piano may be placed in Intermediate Class Piano.

MUSC 188. Intermediate Class Piano. 1 Hour.
An intermediate level course for students wanting to learn to play the piano. Students will build on skills acquired in Beginning Class Piano, including basic piano technique, reading music notation on the grand staff, and playing chords from a lead sheet. Prerequisite: MUSC187 or instructor permission. This course is not open to music majors. Students with prior experience reading music on the piano may be placed in Intermediate Class Piano. Students with no prior experience should complete Beginning Class Piano before taking this course.

MUSC 200. Music in the Elementary Classroom. 2 Hours.
Designed for elementary education majors, this course will introduce the student to the basic elements of music, the importance of music in the curriculum, the methods and materials appropriate for music teaching in the elementary classroom, and how to integrate music into other subject areas to further student success. Emphasis will be placed on acquiring musical skills through active music-making experiences, including learning the ukulele, group reflections, and micro-teaching experiences designed to demonstrate applicable musical and pedagogical knowledge.

MUSC 200L. Music in the Elementary Classroom Lab. 1 Hour.
Practical application of concepts and procedures covered in MUSC 200 Music in the Elementary Classroom.

MUSC 201. World Music. 3 Hours.
An introduction to non-western music in order to encourage and enhance cultural diversity. The aim of this course is very simple: to gain a basic understanding of different cultures of the world through their musical and cultural traditions. May be used as partial fulfillment of the Humanities requirement.

MUSC 202. Private Piano. 1-3 Hour.
Upper division private study.

MUSC 203. Music Theatre Studio. 1 Hour.
Performance of major roles of Musical Theatre in studio projects. Emphasis on the student's integration of singing, acting, and movement into a unified performance.

MUSC 206. Private Organ. 1-3 Hour.
Upper division private study.

MUSC 207. History of Pop and Rock Music. 3 Hours.
Music history is incomplete without an understanding of those transformational artists from the most recent century. Just as Bach, Beethoven, and Stravinsky wrote music that reflected and characterized their times, so Elvis Presley, Bob Dylan, The Beatles, and many more wrote and performed music that helps us understand the last 60+ years. Drawing on pop and rock music from the early 20th century to the present, this course will explore the social and historical underpinnings that inspired the music, the generations who identified with the artists and their unique sounds, and will give students tools and information to better analyze and understand the music that they love.

MUSC 208. Sex, Crimes, and the Sublime on the Musical Stage. 3 Hours.
Designed for music majors and non-majors alike, students will develop knowledge of repertoire from the musical stage, from Carousel to Hamilton and Mozart to Jake Heggie. Along with watching and listening to selections from these shows, students will analyze from a social and cultural perspective and reflect on the overt and covert social and cultural implications that underpin these great and impacting works of dramatic art.

MUSC 211. Private Voice. 1-3 Hour.
Upper division private study.

MUSC 216. Private Strings. 1-3 Hour.
Upper division private study.

MUSC 217. Private Guitar. 1-3 Hour.
Upper division private study.

MUSC 222. Musicianship III. 3 Hours.
The third of a four-semester sequence studying the language of music through notated, aural, and descriptive daily work. In this course, students will use creative projects, listening, analysis, and discussion to develop their understanding of music innovations from the late-19th through mid-20th centuries. Important topics include rhythm and meter, non-functional tonal harmony, modes of the diatonic scale, synthetic scales, set theory, atonality, serialism, indeterminacy, graphic notation, and more. Students will create music through a variety of traditional, improvised, and technological means, develop music reading and dictation skills, and apply musical terms in descriptive writing about music, both familiar and new.

MUSC 223. Musicianship III Lab. 1 Hour.
Concepts from Musicianship III will be applied to keyboard, fretted instruments, voice, and the primary area of study. This semester will focus more on traditional ear-training, covering sight-singing, rhythmic reading, transcription, movement, improvisation, and dictation. Though minimum exam levels are established for passage of each semester, students are allowed to work at their own pace and encouraged to progress as far as they can.

MUSC 224. Musicianship IV. 2 Hours.
The summative course in the four-semester Musicianship sequence, studying the language of music through notated, aural, and descriptive daily work. This semester is intended as a comprehensive look at music theory up to modern practices, an introduction to 18th-century counterpoint, and an exploration of personal and professional applications for Musicianship skills. Students will continue to develop their ability to discuss and describe music, both familiar and new, in written and spoken form.

MUSC 225. Musicianship IV Lab. 1 Hour.
Concepts from Musicianship IV will be applied to keyboard, fretted instruments, voice, and the primary area of study. The fourth and final semester will focus more on traditional ear-training, covering sight-singing, rhythmic reading, transcription, movement, improvisation, and dictation. Though minimum exam levels are established for passage of each semester, students are allowed to work at their own pace and encouraged to progress as far as they can.

MUSC 226. Private Brass. 1-3 Hour.
Upper division study.

MUSC 229. Private Composition. 0.5-4 Hour.
Instructor approval required. Repeatable for credit. Prerequisite: MUSC 122, MUSC 124, MUSC 222, and music majors of junior and senior status.

MUSC 231. Private Percussion. 1-3 Hour.
Upper division private study.

MUSC 233. Private Woodwinds. 1-3 Hour.
Upper division private study.

MUSC 250. Basic Conducting. 2 Hours.
Basic Conducting is a course designed to help student musicians acquire introductory conducting skills and the knowledge needed to pursue advanced training in conducting. Typically taken in the sophomore year, this course has a prerequisite of MUSC 124.

MUSC 260. Introduction to Music History. 3 Hours.
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. This course is restricted to music majors, music minors, and students pursuing the music concentration. This course fulfills a General Education Requirement in the Humanities.

MUSC 292. Music Curriculum, Planning, and Assessment K-12. 2 Hours.
Music Curriculum, Planning, and Assessment K-12 is a course designed to guide music education majors through the process of developing sequential curricula in K-12 school music programs. Students will also acquire methods and develop strategies to effectively plan, deliver, and assess instruction in music classrooms.

MUSC 299. Special Topics. 1-8 Hour.

MUSC 301. Music Methods for the Elementary Teachers. 2 Hours.
This methods course for the classroom teacher builds knowledge and skills for integrating music and movement into the elementary curriculum. Prerequisites: MUSC 101 or MUSC 122L and Admittance to Teacher Education.

MUSC 305. Musical Theatre History. 3 Hours.
History of Musical Theatre, primarily focusing on American Musical Theatre, from its defining influences and roots to the present. Topics to be covered include significant productions, composers, lyricists, librettists, choreographers, directors, designers, and actors.

MUSC 306. Music History and Literature I. 3 Hours.
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 and Literature II. 3 Hours.
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 315. Entrepreneurship and Music. 3 Hours.
The musician of the 21st century is creative, innovative, and adaptable to the ever-changing world. The modern-day musician has the ability to generate their own musical opportunities. This project-based class will introduce elements of advertising principles (traditional and electronic), social media strategies and marketing, website construction, promotional writing, networking principles, and basics personal finance.

MUSC 325. Vocal Pedagogy. 3 Hours.
This course explores topics relating to healthy approaches in the development of successful singing. Attention will focus on the post-puberty voice. Students will become familiar with current and historical leaders in the field of voice teaching and research and develop skills in IPA (International Phonetic Alphabet). Students will develop diagnostic skills through listening to singing examples, and will learn to customize vocalizes to address the need of the singer. Prerequisites: Restricted to majors or consent of instructor.

MUSC 340. Voice Methods. 1 Hour.
This course investigates basic vocal pedagogy methods, introducing essential tools for teaching singing. Student will study international phonetic alphabet to assist foreign language diction skills, and explore repertoire suited for the beginning singer. Prerequisite: restricted to major or consent of instructor.

MUSC 341. String Methods. 1 Hour.
A practical class involving the playing and techniques of teaching the bowed, orchestral string instruments (violin, viola, cello, and string bass) at the elementary level. Teaching materials and string pedagogy are also considered.

MUSC 342. Woodwind Methods. 1 Hour.
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 Hour.
Teaching techniques and performance proficiency on each of the brass family instruments.

MUSC 344. Percussion Methods. 1 Hour.
Techniques and methods of playing and teaching percussion.

MUSC 347. Chamber Music Literature. 2 Hours.
Students will develop their knowledge of the chamber music repertoire through survey and analysis.

MUSC 348. Song Literature. 2 Hours.
This course provides a comprehensive survey of art-song repertoire, spanning from the early Baroque era to the present. The class explores the evolution of this repertoire, examining both its musical and textual elements. Students will engage in musical analysis, textual interpretation, and the performance of art-songs. Key composers and poets will be studied, alongside practical techniques for curating and performing a successful song recital program.

MUSC 350. Advanced Conducting. 2 Hours.
Objectives of this course are developing and refining gestures which convey musical meaning, to refine interpretive skills, and to develop an ability to critique and improve one's own conducting. Prerequisites: Restricted to students who are music majors with junior or senior status.

MUSC 366. Instrumental Jazz Improvisation I. 2 Hours.
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 380. Junior Seminar I. 1 Hour.
The first of a two-semester-sequence meant to build upon the Sophomore Screening process, following up student essays on professional goals and interests with a guided exploration of those aspirations: designing a website, arranging or writing music, creating a podcast, starting a concert series, fund-raising, teaching lessons, grant-writing, conducting research, and more. Students will work independently on their own projects under the guidance of faculty. This goal of the first semester is to explore multiple options, identifying a specific project or projects for continued work in MUSC 381. Must have junior or senior status and be a Music major.

MUSC 381. Junior Seminar II. 1 Hour.
The second of a two-semester-sequence meant to help students explore personal interests and develop their professional identity. Following up on projects identified as part of MUSC 380, students will spend this semester working independently on professionally-applicable projects under the guidance of faculty. Prerequisite: MUSC 380 and have junior or senior status.

MUSC 390. Instrumental Methods in Secondary Education. 3 Hours.
Instrumental Methods in Secondary Education is a course designed to prepare music education majors to teach instrumental music (band/orchestra) in middle school and high school settings. In addition to studying various pedagogical approaches to teaching instrumental music in schools, students will observe and reflect on professional teaching practices, create professional documents, and experience teaching in the secondary school setting through practicum experiences.

MUSC 391. Choral Methods in Secondary Education. 3 Hours.
Examination of and practice with methods, philosophies, musical content, and curriculum for teaching choral skills in secondary choral settings.

MUSC 392. Elementary Music Methods. 3 Hours.
Elementary General Music Methods and Materials skills, knowledge, methods, and materials needed for successful teaching in the elementary general music setting. Prerequisites: MUSC 224 and admission to Teacher Education.

MUSC 397. Elementary Music Field Experience. 1 Hour.
This course works in conjunction with MUSC 392. Thirty hours of observation/ teaching experience in an elementary music classroom, applying and practicing methods and materials derived in MUSC 392. Prerequisites: MUSC 224 and admission to Teacher Education.

MUSC 442. Piano Pedagogy. 3 Hours.
Learning and application of piano teaching methods and applied music instruction management. Prerequisite: Passage of sophomore level piano proficiency exam.

MUSC 480. Senior Project. 1-2 Hour.
Capstone project representing accomplishment in designated applied study area. Music majors pursuing a Performance Concentration should take MUSC 480 for 2 credits.

MUSC 494. Independent Study Honors Music. 1-8 Hour.

MUSC 499. Special Topics. 1-8 Hour.

NURS 221. Pre-Professional Development. 1 Hour.
Facilitates the development of professional behaviors, roles, and responsibilities. Provides opportunity for professional development, community service, and continuing education. Nursing elective graded pass/fail. Guidelines available through Department of Nursing. Prerequisite: Pre-nursing or nursing major.

NURS 222. Math for Meds. 1 Hour.
Enables the student to develop calculation skills, using the dimensional analysis technique, to safely calculate and administer medications.

NURS 253. Nursing Perspectives. 3 Hours.
Focuses on introductory concepts of the discipline of professional nursing. Open to the general University student. CS = 45*.

NURS 255. Nursing Foundations. 5 Hours.
Applies basic theoretical concepts to professional nursing in appropriate practice settings. Prerequisites: Admission to nursing. CS = 60; C/L = 90*.

NURS 264. Health Assessment. 4 Hours.
Applies methods required for a nursing health assessment in classroom and laboratory setting. Prerequisites: Admission to nursing. CS = 45; C/L = 45*.

NURS 299. Special Topics. 1-4 Hour.

NURS 325. Adult Health I. 5 Hours.
Focuses on nursing care of adults experiencing common, chronic, and/or progressive health problems with predictable outcomes in selected body systems, including concepts of absorption, oxygenation, digestion, regulation, perfusion, cell injury and inflammation, altered immune responses, and perioperative principles. Principles and practices of intravenous therapy are applied to the adult client. Concepts important in understanding health and illness in the elderly are included. Clinical experiences occur in laboratory, medical/surgical areas, simulation, and perioperative settings. Prerequisites: Admission to nursing. CS = 45; C/L = 90*.

NURS 335. Adult Health II. 5 Hours.
Focuses on nursing care of adults, who experience common, chronic, and/or progressive health problems in selected body systems. Concepts of sensation, elimination, regulation, perfusion, movement/coordination, perceptual dysfunction, and abnormal cell growth are included. Concepts important in understanding health and illness in the elderly are included. Principles and practices of intravenous therapy are applied to the adult client. Clinical experiences occur in the laboratory, medical/surgical areas, and rehabilitation settings of the hospital. Prerequisites: Admission to nursing. CS = 45; C/L = 90*.

NURS 344. Child Health Nursing. 4 Hours.
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. Prerequisites: Admission to nursing. CS = 30; C/L = 45*.

NURS 354. Psychiatric Mental Health Nursing. 4 Hours.
Applies psychosocial concepts and theories in psychiatric-mental health nursing within a nursing process framework for care of persons with mental health conditions. CS = 30; C/L = 90. Prerequisites: Student must complete NURS 325, NURS 335, PSY 270, and be admitted into the nursing program before enrolling in this class.

NURS 361. Women's Health. 1 Hour.
Apply current theories and concepts in women's health and health practices within families. Prerequisite: Restricted to students who are admitted into the nursing program.

NURS 363. Nursing Theory and Research. 3 Hours.
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: Admission to nursing. CS = 45*.

NURS 364. Maternal Newborn Nursing. 4 Hours.
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. CS - 30; C/L = 90. Prerequisite: Student must have completed NURS 335 prior to enrolling in this class.

NURS 383. Professional Nursing I. 3 Hours.
Professional Nursing I 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: acceptance into BSN program.

NURS 397. Nursing Internship. 3-6 Hour.
Fostering development of clinical nursing skills and decision making in approved health care agencies. Guidelines available through Department of Nursing. Prerequisite: admission to nursing. One semester credit hour = minimum of 45 hours of clinical study. Prerequisite: NURS 335.

NURS 399. Independent Study General Nurs. 1-4 Hour.

NURS 410. Nursing Informatics. 3 Hours.
This course explores the evolution of healthcare informatics, addressing foundational concepts, current challenges, and health information management systems. Emphasis is placed on leveraging technology to enhance decision-making and improve health outcomes for individuals, families, and communities. Students will apply informatics principles to clinical practice, proposing strategies to utilize technology for improving patient safety and optimizing work efficiency. Additionally, the course focuses on identifying, collecting, processing, and managing healthcare information and data. Prerequisite: Admitted into BSN Completion Program.

NURS 421. Nursing Leadership Development. 1 Hour.
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. Prerequisites: NURS 256 and 264; and admission to nursing.

NURS 456. Public Health Nursing. 5 Hours.
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: NURS 344, NURS 354, NURS 361 and NURS 364. Admission to nursing. CS = 45; C/L = 90*.

NURS 457. Public Health for the Professional Nurse. 5 Hours.
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: NURS 363 and NURS 383. Admission to BSN Completion Program. CS = 45; C/L = 90*.

NURS 464. Adult Health III. 5 Hours.
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: Admission to nursing and senior status. CS = 45; C/L = 90*.

NURS 471. Nursing Review. 1 Hour.
Provides a systematic review of essential nursing content required for licensure. Prerequisites: Student must complete NURS 456 and NURS 464 before enrolling in this class.

NURS 472. Trends and Issues. 2 Hours.
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; health care policy. Prerequisites: Admission to nursing and faculty approval. CS = 30*.

NURS 473. Nursing Leadership and Management. 3 Hours.
Analyzes theories and concepts of leadership and management for the professional nurse in dynamic nursing care delivery systems. Prerequisite: Admission to nursing. CS = 45*.

NURS 483. Professional Nursing II. 3 Hours.
Professional Nursing II will provide 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: Acceptance into RN to BSN completion program.

NURS 493. Professional Nursing III. 3 Hours.
This integrative capstone course 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 completion program.

NURS 494. Independent Study Honors Nurs. 1-8 Hour.

NURS 496. Study Abroad. 1-6 Hour.
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 credit for different countries.

NURS 497. Nursing Practicum. 6 Hours.
Integrates management concepts in clinical nursing practice in selected health care systems with the collaborative guidance of faculty and clinical preceptors. Prerequisites: Admission to nursing. C/L = 270*.

NURS 499. Special Topics in Nursing. 1-8 Hour.

PHIL 100. Critical Thinking. 3 Hours.
The study of effective thinking, both logic and evaluative.

PHIL 101. Introduction to Philosophy. 3 Hours.
Basic problems, concepts, and methods of philosophy.

PHIL 102. Philosophy of Human Nature. 3 Hours.
Focuses on what it means to be a human being and the so-called "nature-nurture controversy.".

PHIL 201. Philosophy of Religion. 3 Hours.
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 Hours.
This course studies 1. moral reasoning 2. traditional concepts and ethical theories and 3. the application of these concepts and theories to practical moral issues, e.g., the study of biomedical ethics, environmental ethics, legal ethics, and/or business ethics.

PHIL 299. Special Topics in Philosophy. 1-8 Hour.

PHIL 322. Business Ethics. 3 Hours.
Business Ethics is a detailed examination of how the world of business intersects with important ethical issues. The course will address all of (but not limited to) the following: 1) The nature of business ethics. 2) An examination of the leading theories of ethics. 3) Examine what is known as Ethics in the Marketplace. 4) Discuss the relationship of ethics to environmental issues. 5) Look at ethical issues involving both consumers and manufacturers. 6) Become familiar with issues surrounding job discrimination. Numerous cases/examples from the real world will be interwoven along the way. The student will be challenged to both understand ethical theories and to more fully understand how such theories might be applied to real life business situations.

PHIL 330. Modern Philosophy. 3 Hours.
This course engages with central topics in modern philosophy by studying major thinkers of the time, from Descartes to Kant.

PHIL 355. The Enlightenment. 3 Hours.
The course is a general overview of the historical, cultural, political, and philosophical elements of European Enlightenment. Topics covered included but are not limited to the following: the rise of science, the roles of reason, the attack on "tradition," and the development of Democracy and human rights.

PHIL 380. Existentialism. 3 Hours.
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 Hours.
A critical examination to the leading eastern worldviews: Buddhism, Hinduism, Confucianism, Taoism, and the eastern views.

PHIL 394. Advanced Philosophy. 3 Hours.

PHIL 399. Independent Study General Phil. 1-4 Hour.

PHIL 494. Independent Study Honors Phil. 1-8 Hour.

PHIL 499. Special Topics in Philosophy. 1-8 Hour.

PHYS 105. Physical Science by Inquiry. 4 Hours.
In this course students will be involved in an in-depth inquiry-based exploration of basic principles of physical science which are often taught in elementary school. It covers topics of properties of matter, light and color, electric circuits, and kinematics. Inquiry based units are supplemented with material on the history of scientific development.

PHYS 110. Astronomy. 4 Hours.
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 211. College Physics I. 4 Hours.
Elementary laws and principles of mechanics and fluids. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: MATH 103.

PHYS 212. College Physics II. 4 Hours.
Elementary laws of electricity and magnetism, optics, and modern physics. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: PHYS 211.

PHYS 222H. -Honors General Physics II. 5 Hours.
Electricity; Gauss' laws and potential difference; magnetism; Maxwell's equations; optics; introduction to modern physics. Emphasis on sophisticated quantitative reasoning, order of magnitude estimation, in-depth application of calculus, and physical underpinnings of other sciences and technology. Lecture, 3 hours; laboratory, 2 hours; recitation, 2 hours. Corequisite: Math 166 Prerequisite: Honors program admission.

PHYS 251. University Physics I. 5 Hours.
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 252. University Physics II. 5 Hours.
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: PHYS 251. Corequisite: MATH 166.

PHYS 299. Special Topics. 1-8 Hour.

PHYS 499. Special Topics. 1-8 Hour.

POLS 115. American Government. 3 Hours.
Principles of American government, political behavior, institutions.

POLS 116. State and Local Government. 3 Hours.
Structures, politics, and behavior in state and local governments.

POLS 220. International Politics. 3 Hours.
The study of how different governments of the world interact. Topics covered include theories and models related to international conflict and consensus; world, regional, and non-governmental international organizations; diplomacy; and political interaction between nations.

POLS 275. Contemporary Community Issues. 3 Hours.
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 Hour.

POLS 375. Contemporary Political Issues. 3 Hours.
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 425. Society and the Graphic Novel. 3 Hours.
Graphic Novels - like any form of social commentary - has a history of addressing the issues and social changes of the day. This course will take critical look at how the Graphic Novels have addressed the social, issues today and historically. Topics included but are not limited to: gender, race, sexuality, politics, and religion. Drawing on primary source materials and analytical texts, the course examines not only society is reflected in Graphic Novels, but also how Graphic Novels impact larger social discussions.

POLS 95. Political Science Experience. 0 Hours.
Political Science Experience provides students with a diverse selection of applied experiences to gain more critical understand of a variety of political and cultural topics at all levels - International, National, State, and Local. The experience requires students to actively engage in the political process - broadly defined. It is designed to fulfill the IP2 requirements of General Education.

PSY 111. Introduction to Psychology. 3 Hours.
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 to most other psychology courses.

PSY 112. Foundations of Psychology. 3 Hours.
Designed for psychology and addiction studies majors, this course will emphasize the tools necessary to advance in these fields. Prerequisites: Students must complete PSY 111 before enrolling in this class, and declare a major in Psychology or Addiction Studies.

PSY 204. Introduction to Cyberpsychology. 3 Hours.
This survey course delves into the emerging field of cyberpsychology, exploring the psychological impact of technology on individuals, groups, and society. The course includes a comprehensive introduction to the psychology of digital spaces and human-computer interaction. Topics include identity formation in online spaces, social engineering, advertising, cybercrime, learning, and connections to mental health.

PSY 241. Introduction to Statistics. 4 Hours.
This course examines basic concepts in measurement, scaling, descriptive statistics, binomial and normal distribution, applied probability, and z-scores. In addition, this course introduces inferential statistics and hypothesis testing, including t-test, analysis of variance, correlation and linear regression, and the chi-square test statistic. Basic software applications will also be examined. Prerequisites: ASC 093 with a C or better, or qualifying math placement test score, or ACT math sub-test score of 21 or higher. Required co-requisite PSY 241L if ACT math sub-test score is 18-20 or qualifying pre-algebra math placement test is 60-78.

PSY 241L. Introduction to Statistics Lab. 1 Hour.
Introduction to Statistics level lab provides students in PSY 241 with an extended experience in a lab setting working on statistical skills. Lab meets 2 hours per week. This class is S/U. Required co-requisite to PSY 241 if ACT math sub-test score is 18-20. Withdrawing from this class will also withdraw you from PSY 241.

PSY 242. Research Methods in Psychology. 4 Hours.
A study of the scientific methods 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. Prerequisites: PSY 241, Math 210, or departmental approval.

PSY 250. Developmental Psychology. 3 Hours.
This course is designed to give learners a foundational understanding of human development from the pre-natal period (before birth, including genetic influences) to death. This course will take a chronological approach and cover each developmental time period in terms of physical, cognitive, and socioemotional development to emphasize change both across the lifespan and within domains. Prerequisite: PSY 111.

PSY 255. Child and Adolescent Psychology. 3 Hours.
Overview of theories of human development from conception through adolescence including the physical, cognitive, language, social, and educational aspects. Prerequisite: PSY 111.

PSY 261. Psychology of Adjustment. 3 Hours.
This course will present psychological research about improving adjustment and overall quality of life. Factors affecting adjustment include gender, personality, self-esteem, ability to communicate effectively, health, experience of stress, changes with aging, and coping processes. Factors also include things like social influence and pressure, relationships with others, career preparation, work, and stages of life. The desired outcome is for students to use this knowledge to actively take charge of their own lives, effectively adjusting to an ever-changing world. Prerequisite: PSY 111.

PSY 270. Psychological Disorders and Treatments. 3 Hours.
The course is an over view of mental health disorders. Topics include research methods used for studying psychopathology, historical perspectives, diagnostic criteria and classification, etiology, and treatments for mental health disorders. Prerequisite: PSY 111.

PSY 299. Special Topics in Psychology. 1-8 Hour.

PSY 313. Industrial Organizational Psychology. 3 Hours.
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.

PSY 314. Cognition and Games. 3 Hours.
This course involves an in-depth examination of the design of games - both physical and digital - from a cognitive perspective. The course serves two major purposes: to explore psychological processes that occur during gameplay and to investigate how to design digital games to leverage psychological principles. We will delve into issues of perception, motivation, identity, problem-solving, social dynamics, and learning, with a focus on designing effective, engaging games. Prerequisite: PSY 111.

PSY 315. Careers in Psychology. 1 Hour.
This course explores the diverse career paths available within the field of psychology. Students will examine various domains such as clinical, counseling, educational, industrial-organizational, and research psychology. Through lectures, guest speakers, and interactive discussions, participants will gain insights into the skills, qualifications, and experiences required for success in each area.

PSY 342. Research Methods II. 4 Hours.
An application of scientific methods as it is used in the investigation of problems in psychology. A variety of types of analyses, as well as the advantages and disadvantages of their use will be explored. Includes hands on experience in designing, running, analyzing, interpreting, and reporting psychological projects. Prerequisites: PSY 111, PSY 242, and PSY 241 or MATH 210 or DATA 211.

PSY 376. Social Psychology. 3 Hours.
An interdisciplinary approach to the study of behavior of individuals in relation to social stimulus situation. Prerequisite: PSY 111.

PSY 379. Psychology of Adulthood and Aging. 3 Hours.
Overview of theories of human development from young adulthood through old age focusing on demands of personal adjustment, family, work, retirement, and community life. Prerequisites: PSY 111 and PSY 255 or PSY 250.

PSY 410. Cognitive Psychology. 3 Hours.
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: PSY 111.

PSY 411. Introduction to Personality Theories. 3 Hours.
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: PSY 111.

PSY 435. Psychology of Learning. 3 Hours.
Introduces the psychology of how people learn, including discussion of research methods, major theoretical frameworks, and implications for learning settings. Students will consider biological, behavioral, and cognitive approaches to learning, as well as questions surrounding motivation, cultural construction of knowledge, and current issues in learning. Prerequisite: PSY 111.

PSY 460. Sensation and Perception. 3 Hours.
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. Prerequisites: PSY 111 and BIOL 115 or BIOL 220.

PSY 465. Introduction to Behavioral Neuroscience. 3 Hours.
An introduction to the neuroanatomical and neurophysiological bases of behavior, including learning, reinforcement, eating and drinking, sleep, sexual behavior, and mental disorders. Prerequisites: PSY 111 and BIOL 115 or BIOL 220.

PSY 473. Behavior Modification. 3 Hours.
Description of behavioral principles and procedures for assessment and treatment that can be used helping professionals to enhance behavioral development. Class projects are required. Prerequisite: PSY 111.

PSY 491. Senior Seminar in Psychology. 3 Hours.
Overview of psychology as a discipline and a synthesis of biological and psychological factors in human behavior. Prerequisites: PSY 111, PSY 241 or MATH 210, senior status, psychology major, and must have completed all Psychology core courses.

PSY 493. Thesis Proposal. 3 Hours.
Students will formulate an original research proposal based upon the scientific literature. With the guidance of a faculty member, the student will develop a hypothesis and methods to test the hypothesis. The student will select a thesis committee, write a research proposal, and meet with their thesis committee to approve the proposal. Prerequisites: PSY 111, PSY 241 or MATH 210 or DATA 211 and PSY 242.

PSY 494. Directed Behavioral Research. 1-4 Hour.
This course provides students with the practical applications of research designs. Although a resulting publication is not required for the course, it is desired outcome. Students will need to work with a faculty Sponsor on a specific research project.

PSY 495. Service Learning. 3 Hours.
This course provides students with the ability to work in meaningful community service coupled with instruction about the service and reflection on their service. Prerequisite: Students must be psychology majors in their junior or senior year before enrolling in this course.

PSY 496. Senior Research Thesis. 3 Hours.
Students will formulate an original research topic and write a paper in that topic. Restricted to psychology majors and senior status.

PSY 497. Psychology Practicum. 3 Hours.
Placement in an applied setting for practical experience. Prerequisite: Students must be a psychology major in their junior or senior year before enrolling in this class.

PSY 499. Special Topics in Psychology. 1-8 Hour.

PSY 95. Senior Psychology Major Field Test. 0 Hours.
Students should register for this course when they enroll in PSY 491 Senior Seminar. Students will take the ETS Psychology Major Field Test in this course. Prerequisites: PSY 111, PSY 241 or MATH 210, senior status, psychology major, and must have completed all Psychology core courses. Corequisite: PSY 491 and restricted to Psychology majors.

RAD 102. Introduction to Radiologic Technology. 1 Hour.
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.

RAD 405. Radiologic Technology Clinical. 1-15 Hour.
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.

SCI 100. Engineering and Science for Industry. 3 Hours.
Students discover how scientists and engineers use their education and expertise in different subjects to contribute to our continued quality of life, drive innovation, shape our economy, support national security, and ensure a sustainable future. Students will encounter diverse careers for engineers, scientists, and professionals in the industries that provide energy and materials to our society. The course features a series of field expeditions and travel experiences, networking with industry professionals, and experiential learning to acquire fundamental skills relevant to their majors.

SCI 110. Introduction to Meteorology. 4 Hours.
This course focuses on developing an understanding of the interrelationships between the Earth's Hydrosphere, Atmosphere, Geosphere, and Cryosphere. Topics include, but are not limited to, El Nino/La Nina, severe weather, remote sensing, real-time weather, physical conditions that drive local, regional, and global weather patterns, and climate. The course is designed to help students develop a more positive attitude toward science and to increase their confidence to do science.

SCI 120. Plant Products Seminar 1. 1 Hour.
Introduction to the botanical plant products industry. Topics include an introduction to the field, laws and regulations, technology and methods, career opportunities, and ethics. Students will participate in reviews of relevant literature, group discussions, guest lectures from industry leaders, and/or field trips. Lecture, 1 hour.

SCI 220. Plant Products Seminar 2. 1 Hour.
A continuation of SCI 120, looking more deeply into various aspects of the botanical plant products industry. Students will participate in reviews of relevant literature, group discussion, guest lectures from industry leaders, and/or field trips. Lecture, 1 hour. Prerequisite: SCI 120.

SCI 240. Research Methods. 2 Hours.
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. Prerequisite: sophomore, junior, or senior status.

SCI 299. Special Topics. 1-8 Hour.

SCI 300. AI in Healthcare. 3 Hours.
This course explores the transformative role of artificial intelligence (AI) in modern healthcare. Students will learn fundamental AI and machine learning concepts, including data science techniques, and their applications in various healthcare domains. The course covers AI's impact on medical diagnosis (image analysis, NLP of records, diagnostic tools), drug discovery and development (AI-driven design, personalized medicine), and healthcare operations (predictive analytics, automation, patient engagement). Advanced topics include ethical considerations (bias, privacy), AI in genomics and precision medicine, mental health, and healthcare policy/regulation. This course provides a foundational understanding of AI in healthcare. Restricted to sophomore, junior or senior status.

SCI 301. Biogeochemical Cycles. 3 Hours.
A broad overview of global biogeochemical process, 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. Prerequisite: Student must take BIOL 127, CHEM 127, or GEOL 127 before enrolling in this course.

SCI 391. Teaching Science in Secondary Schools. 3 Hours.
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: Admission to Teacher Education.

SCI 394. Independent Study General Sci. 1-4 Hour.

SCI 426. Elementary Science Methods. 4 Hours.
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: Admission to Teacher Education and ED 320. Corequisites: ED 320, ELED 421, ELED 422, ELED 423, ELED 424.

SCI 480. Seminar. 3 Hours.
Students present and discuss original student research project in both written and oral forms. To enroll, students must have completed their research and must have written the Introduction, Methods, and Results components of the research paper. Time in this course is also dedicated to a review of fundamental aspects of the discipline of their major and successful completion of a comprehensive exam. Prerequisites: senior status; and 2 credits of CHEM 494 or GEOL 494, or permission of instructors.

SCI 494. Directed Research in Science. 1-6 Hour.
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. The number of credits is proportional to the time committed to the research, with 32-48 hours of work per semester per credit hour expected. Students should make arrangements with a supervising faculty member before registering for this course.

SCI 95. Interconnecting Perspectives in Science. 0 Hours.
Science 095 examines how to present important scientific concepts to students from a diversity of backgrounds including different cultures, different learning styles, different ages, different genders, different physical abilities and different intellectual abilities.

SOC 110. Introduction to Sociology. 3 Hours.
An introduction to the basic insight, 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 for all 300 and 400 level SOC courses.

SOC 111. Sociology as a Vocation. 1 Hour.
Introduces students to the sociological literacy framework, the curriculum in the sociology major, the potential career paths that sociology majors can pursue, and sociology as an academic discipline and a vocation rather than just a major.

SOC 178. Introduction to Applied Research. 2 Hours.
The course is designed to prepare students for practical research applications. The focus of the course is on facilitating understanding of the construction and use of research in preparation for conducting original research. Prerequisite or Corequisite: SOC 278.

SOC 200H. Idea of Society. 3 Hours.
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 Hours.
A sociological analysis of major social problems.

SOC 202. Popular Culture and Society. 3 Hours.
A sociological focused introduction to Popular Culture and its place in society and the social structure. Major theories and subjects of the study of popular culture will be addressed. The course offers a range of theoretical and methodological approaches to considering producers, audiences, and meanings of the culture of everyday life in a variety of historical and cultural contexts.

SOC 210. Introduction to Anthropology. 3 Hours.
Examination of customs, institutions, and social organization of preliterate societies. Brief consideration of physical and biological aspects of human development.

SOC 236. Sociology of Sport. 3 Hours.
Sports are a large part of social life in the U.S. and around the world. People grow up playing sports and/or spend countless hours watching them. This course focuses on how the world of sports is a microcosm of society and an arena through which we can understand more about our society's dynamics, values, and problems. The course covers a broad range of historical and contemporary sports issues through a sociological lens. Focus will be given to the intersections between sports and topics such as gender, race, inequality, health, politics, economics, culture, and more. The overarching theme of the course is to understand the complex, interconnected relationship between sports and society.

SOC 255. Diversity in Families. 3 Hours.
An introduction to diverse family issues and concerns in global perspective. 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 Hours.
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 Hours.
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 Hours.
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 279. Aging and Life Course. 3 Hours.
Study of relationship between society, culture, and social institutions shape one's perception of aging, death and dying. Focus given on structures that define, ritualize, and commodify the processes associated with Death and Dying.

SOC 298. Sociology of Education. 3 Hours.
This course examines education through a sociological lens, focusing on how education impacts society and how society impacts education. Using sociological theories and perspectives, students will critically examine the structure and process of education.

SOC 299. Special Topics in Sociology. 1-8 Hour.
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.

SOC 345. Critical Media Analysis. 3 Hours.
Critical analysis of modern media and its impact on social interaction, social institutions, popular culture, and everyday perceptions. Drawing on historical and contemporary theoretical and empirical work, an emphasis will be placed on the intersectionality of social institutions and media consumption practices as well as how the structure of those institutions and practices shape social interaction.

SOC 357. Sociology of Religion. 3 Hours.
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: SOC 110.

SOC 361. Comparative Ethnic Studies. 3 Hours.
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: SOC 110.

SOC 369. Studies in Deviance. 3 Hours.
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: SOC 110.

SOC 374. Cultural Studies. 3 Hours.
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: SOC 110.

SOC 379. -Aging in the Life Course. 3 Hours.
This course examines the revolution that is occurring among the aging populations in contemporary societies. Topics include a comparison of various age cohorts within diverse cultural groups with a focus on time and place. Students will become engaged in examining demographic materials, health care alternatives, aging and modernization, leisure activities among the aging, social policy revisions, across-cultural images of aging, and the myths and realities of aging in America. Students will complete a final project that provides suggestions, recommendations and solutions to emerging aging trends and issues.

SOC 381. Sociology of Health and Illness. 3 Hours.
This course is a sociological analysis of health and medicine that will encourage students, including future medical professionals, to examine health and illness through a sociological lens. Topics include mental health, contested illness, doctor and patient interactions, the social construction of illness, and more.

SOC 394. Independent Study General Soc. 1-4 Hour.

SOC 399. Senior Readings. 1-6 Hour.
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. Prerequisites: SOC 110, three credits of sociology, and consent of instructor.

SOC 401. Research/Practicum/Internship. 1-6 Hour.
The course allows students the option of developing a major paper involving a literature review or empirical research or placement in applied setting for practical experience. Community and/or campus settings are available. Prerequisite: Student must complete SOC 110 OR SOC 200H before enrolling in the class.

SOC 420. Drugs and Society. 3 Hours.
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 422. Globalization. 3 Hours.
This course examines globalization in its political, economic, and social dimensions. Students will engage with the interdisciplinary globalization literature through research, discussion, and debate on the historical origins of globalization, the economic opportunities and dangers of global trade and financial flows, and global politics. Restricted to sophomore, junior or senior status.

SOC 425. Society and the Graphic Novel. 3 Hours.
Graphic Novels - like any form of social commentary - has a history of addressing the issues and social changes of the day. This course will take a critical look at how the Graphic Novel has addressed social issues today and historically. Topics include, but are not limited to: gender, race, sexuality, politics, and religion. Drawing on primary course materials and analytical texts, the course examines not only how society is reflected in Graphic Novels, but also how Graphic Novels impact larger social discussions.

SOC 463. Sociology of Gender. 3 Hours.
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.

SOC 475. Social Movements. 3 Hours.
Designed to familiarize students with the theories, methods, and analytical frameworks for understanding social change and development social movements in a global context. Topics covered include gender and race/ethnicity issues, social movements, and collective behavior, economic development, and globalization.

SOC 477. Sociological Theory. 3 Hours.
This course introduces students to major theorists who shaped the development of sociological thought. It explores the theoretical heritage of sociology to develop an appreciation for theory as an approach to examination and understanding of the social world. A major focus of the course is the function and practical application of sociological theory to understand ourselves and the world in which we live. Prerequisite: Student must complete SOC 110, or SOC 201 or SOC 200H before enrolling in the class.

SOC 494. Independent Study Honors Soc. 1-8 Hour.

SOC 499. Special Topics in Sociology. 1-8 Hour.
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.

SPAN 101. Beginning Spanish I. 3 Hours.
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. 3 Hours.
A continuation of Beginning Spanish I. Prerequisite: SPAN 101.

SPAN 120. -Basic Spanish for Travel and Business. 3 Hours.
This course is designed to help students attain basic business conversation skills in Spanish. It will also provide a broad introduction to Spanish grammar and also cultural insight to business practices in the Spanish speaking world. Current events and topics related to the Hispanic World will also be discussed.

SPAN 130. Spanish for Healthcare Professions. 3 Hours.
Have you ever wished you knew some Spanish to interact with your patients? This course will teach you vocabulary, phrases, and basic grammar in Spanish that are relevant to the healthcare setting. The goal of the course is to facilitate multicultural communication in medical contexts at a basic level.

SPAN 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of Spanish. Prerequisite: Spanish or Spanish Education major or minor.

SPAN 201. Intermediate Spanish I. 3 Hours.
Review of basic Spanish with increased practice in conversation, reading, and writing. Prerequisite: SPAN 102, three years of high school Spanish, or consent of instructor.

SPAN 202. Intermediate Spanish II. 3 Hours.
Continuation of SPAN 201. Prerequisite: SPAN 201.

SPAN 230. Sounds of Spanish. 3 Hours.
This course will address the sound system of Spanish. Topics will include basics of the articulatory system, characteristics and patterns of Spanish sounds, and variation in Spanish sounds. We will also discuss the difference between Spanish and English sounds; this analysis should help you achieve a more native-like pronunciation of Spanish.

SPAN 296. Study Tour. 1-3 Hour.
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 Spanish or Spanish Education major or minor.

SPAN 299. Special Topics. 1-8 Hour.
Varying areas of content, issues, or themes in the study of Hispanic language, literature, culture, and civilization. Repeatable for credit as topics change.

SPAN 320. Hispanic Cinema. 3 Hours.
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 350. Latin Dance and Culture. 3 Hours.
This course will introduce you to various forms of Latin Dance. Elements of culture, history, and language will be incorporated.

SPAN 394. Independent Study. 1-4 Hour.
Independent or directed study of special topics in the study of Spanish. Repeatable for credit as topics change.

SPAN 399. Special Topics. 1-8 Hour.
Varying areas of content, issues, or themes in the study of Spanish.

SPAN 496. Study Tour. 1-18 Hour.
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.

SPED 101. Introduction to Intellectual and Developmental Disability Services. 3 Hours.
A survey of the various types of developmental disabilities, the philosophy of service, person-centered planning, working with families, job coaching, and legal and ethical considerations for persons with developmental disabilities.

SPED 110. Introduction to Exceptional Children. 3 Hours.
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 Hours.
This course concentrates on basic medication concepts and procedures, health and wellness issues, nutrition information, and oral hygiene.

SPED 112. Health Care in Developmental Disabilities II. 3 Hours.
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. This course provides an introduction to issues in sexuality and also teaches how to support independent living skills in persons with intellectual disabilities.

SPED 113. American Sign Language I. 3 Hours.
This course is designed to introduce students to American Sign Language. Students develop basic vocabulary and conversation skills. Fundamental aspects of Deaf Culture are incorporated.

SPED 114. Sign Language Lab. 1-6 Hour.
The goal of this lab is to practice and review skills learned in ASL classes. The lab provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials, increased exposure to native language users, and guidance from proficient instructors.

SPED 115. American Sign Language II. 3 Hours.
This course is a continuation of ASL I. Students will expand vocabulary and conversation skills. Focus is on a greater understanding of ASL and its cultural features. Prerequisite: Student must complete SPED 113 before enrolling in this class.

SPED 116. Intro to Sign Lang Interpreting. 3 Hours.
An introductory course providing an overview of the profession of Sign Language Interpreting.

SPED 117. Manually Coded English. 3 Hours.
An introduction to Signing Exact English and finger spelling. A basic sign vocabulary is presented.

SPED 120. Intro to Positive Behavior Supports. 3 Hours.
This course focuses on principles of behavior; defining, recording, and charting behavior, and how to write behavioral objectives. It teaches positive behavior support strategies and how to design and implement positive behavior support plans.

SPED 140. Human Development. 3 Hours.
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 141. Foundations of Early Childhood Special Education. 2 Hours.
In this course, students will review typical and atypical development of children ages birth to age 5 and receive introduction to service delivery models for early intervention and early childhood special education, including best practices in intervention.

SPED 201. Applied Behavior Analysis for Teachers. 3 Hours.
Learners in this course will be introduced to best practices in Applied Behavior Analysis (ABA) in the classroom. In addition, students will learn preventative, supportive, and corrective behavioral strategies for individuals with both low and high incidence disabilities. Varying theoretical paradigms related to human behavior will also be explored and considered to understand student behavior.

SPED 202. Intro to Sensory Disabilities. 3 Hours.
In this introductory course in sensory disabilities, students will learn the dimensions of deaf/hard of hearing, visual impairments, and dual impairments. The content will cover the etiology of sensory disabilities that can result in additional learning challenges. In addition, historical foundations and research evidence upon which educational best practice is based for sensory disabilities is identified.

SPED 210. Intro to Ed of Children w/DHH. 3 Hours.
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: SPED 110.

SPED 213. American Sign Language III. 3 Hours.
This advanced course is a continuation of ASL I & II as a tool to enrich their vocabulary and understanding of the structure of ASL. Topics relating to Deaf Culture will be discussed throughout the course as well as opportunities to increase fluency in the language. Prerequisites: SPED 113 and SPED 115.

SPED 215. Interpreting I. 3 Hours.
This course focuses on strengthening ASL and English proficiency through discussion and practice and is designed for interpreting students with a foundation in ASL. The overall goal of the course is to improve ASL and English proficiency in a measured sequence, moving from simpler to more complex material with a strong emphasis on comprehension throughout. Course topics include main idea comprehension, summarizing, lexical substitution, paraphrasing propositions, paraphrasing discourse, as well as discovering the difference between form and meaning. Prerequisites: SPED 113, SPED 115 and SPED 213.

SPED 216. Interpreting II. 3 Hours.
Cognitive processing skills underlie the more complex aspects of simultaneous interpreting. This 3-credit course focuses on developing specific cognitive processes through a combination of lecture, discussion, and skill-building. Topics include comprehension, memory, immediate and delayed repetition, and pattern inference in both ASL and English. Also included are Fingerspelled word recognition, number comprehension in ASL. Prerequisites: SPED 113, SPED 115 and SPED 213.

SPED 220. Promoting Inclusive Opportunities. 3 Hours.
The course introduces a value-based process for developing and evaluating major program goals for persons with disabilities including the relationship of assessment to goal setting and person-centered planning. Students will apply instructional interventions including assistive technology applications for persons with intellectual disabilities. Strategies for promoting relationships between people with disabilities and other community members and guidelines for leisure program planning and implementation will be discussed.

SPED 223. Dual Diagnoses: ID and Mental Health Disorders. 2 Hours.
An overview of issues related to supporting people who experience both intellectual disability and mental health disorders including identification of the need for services, treatment options, and standards for service provision. The course provides information for program coordinators on assessment of mental health disorders, collaboration with community-based team members, pharmacological and behavior support, and cognitive behavioral therapies and approaches with individuals with intellectual disabilities.

SPED 225. Assisting People with Traumatic Brain Injury. 2 Hours.
This course provides a comprehensive overview of Traumatic Brain Injury (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 233. Experience in SPED. 1 Hour.
Through a service learning approach, students will be introduced to a diverse, vibrant, professional community working together with others to ensure that individuals with exceptionalities are valued and included in all aspects of life. Students will be exposed to leadership policy and practices.

SPED 234. Disability and Society. 3 Hours.
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 community.

SPED 250. Developing Communicative Interactions. 2 Hours.
This course is designed to provide training to personnel who work with persons with extensive and pervasive support needs. It is a multimedia training program in the area of social, communicative language skill development, and intervention. The course also discusses effective interpersonal communication.

SPED 255. Aging and IDD. 2 Hours.
This course is designed to address training needs of direct support professionals and human services personnel working with senior citizens 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 Hours.
Practical experience in the development of individual program plans, medication management; positioning, turning, and transferring techniques; management of seizure disorders; job coaching; participant empowerment; facilitation of services; community networking; facilitation of relationships; provision of person-centered supports; vocational, education, and career support; assessment, documentation; communication; positive behavior supports; and aging issues.

SPED 299. Special Topics in Special Ed. 1-8 Hour.
Research in current trends related to various topic areas in the field of special education.

SPED 302. Language and Communication Interventions. 3 Hours.
Students will learn the characteristics of culture and use of language as it relates to diversity across cultures. Additional focus will be on communication and social interaction alternatives and typical and atypical language development. Students will learn augmentative and alternative communication strategies to support and enhance the verbal and non-verbal communication skills of individuals with exceptional learning needs.

SPED 303. American Sign Language Fingerspelling, Numbers, and Specialized Vocabulary. 3 Hours.
This course will provide students with advanced skills in fingerspelling, specialized vocabulary knowledge and numbers in American Sign Language as preparation for a career in Interpreting. Prerequisites: SPED 113, SPED 115, SPED 213 or equivalent.

SPED 310. Introduction to Intellectual Disability and Autism Spectrum Disorder. 3 Hours.
In this survey course, students will explore definitions and issues related to individuals with intellectual disability (ID) and autism spectrum disorder (ASD). In addition, trends and practices will be discussed in the areas of developmental disabilities. Students will understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. Prerequisite: Student must complete SPED 110 before enrolling in this class.

SPED 311. Introduction to Autism Spectrum Disorder. 3 Hours.
This course will examine the historical perspective of the autism spectrum as well as the etiology, early detection, assessment, diagnosis, and characteristics of persons with ASD throughout the lifespan. Participants will learn a variety of interventions and instructional strategies appropriate in non-educational settings in order to improve an individual's social, behavior and communication skills among other quality of life outcomes. Prerequisite: Students must complete either SPED 101 or SPED 110 before enrolling in this course.

SPED 312. Intermediate Sign Language. 3 Hours.
A course in American Sign Language that focuses on increasingly complex aspects of the language including vocabulary, grammar, concepts, and discourse. Students further develop their fluency in the language. Course content is beyond the third level of ASL. Prerequisites: SPED 113, SPED 115 and SPED 213.

SPED 316. Intermediate Interpreting. 3 Hours.
This course focuses on building translation and then consecutive interpreting skills through discussion and practice and is designed for senior interpreting students. The overall goal of the course is to introduce and refine translation and consecutive interpreting skills in a measured sequence, moving from simpler to more complex material with a strong emphasis on comprehension and equivalence throughout. Course topics include preparing to translate, analyzing and transferring the message, determining priorities in translation, and testing the translation. Topics related to consecutive interpreting include history of consecutive, fidelity, comprehension, memory, reformulation, self-monitoring, and correction. Prerequisite: SPED 216 or consent of instructor.

SPED 318. Interpreting III. 3 Hours.
This course is designed to build and strengthen simultaneous interpreting skills between English and American Sign Language (ASL). Topics include consecutive interpreting, bridging to simultaneous, sources of error, comprehension, message transfer, reformation, self-monitoring, and correction techniques. There is a continuous emphasis on self-analysis.

SPED 320. Interpreter Certification Preparation. 2 Hours.
This course discusses various aspects of the Educational Interpreter Performance Assessment (EIPA) as well as the National Association of the Deaf-Registry of Interpreters for the Deaf national examinations.

SPED 330. Survey of Deaf Culture. 3 Hours.
This survey course provides an overview of the rich and vibrant language and culture of individuals who are Deaf in North America.

SPED 340. Assessment in SPED. 3 Hours.
Students will learn to administer and interpret a variety of assessment instruments appropriate for diverse learners. The focus will include the use of legal provisions and ethical principles, screening, pre-referral, referral and classification practices and procedures, for individuals with exceptional learning needs. In addition, curriculum-based assessment will be used to evaluate instruction and monitor student progress.

SPED 341. Assessment in Developmental Disabilities. 4 Hours.
Students will gain knowledge in the fundamental concepts of assessment and purposes of various assessment methods in developmental disabilities. Students will also acquire skills in planning for assessment, instrument selection, administration, scoring, interpreting, and reporting assessment results. Practical application of assessment skills for person-centered planning is required. Prerequisite: Students must complete SPED 101 before enrolling in this course.

SPED 379. Leadership in SPED. 3 Hours.
The student will engage in service-learning activities that benefit individuals with diverse learning needs, their families, and community. Students will gain leadership skills through these activities and will understand how their dispositions uphold high standards of competence and integrity. Students will focus on collaboration, partnerships, and ethical and professional practices in the field of special education.

SPED 410. Introduction to Learning and Emotional/Behavioral Disabilities. 3 Hours.
Students will understand the characteristics of individuals with specific learning disabilities, emotional/behavior disorders, and other common conditions such as ADD/ADHD. Students will understand prevalence, etiology, and diagnostic criteria of these disabilities as well as gain awareness of evidence-based practices to support these learners. Prerequisite: Sped 110.

SPED 412. Advanced Sign Language. 3 Hours.
A course in American Sign Language that focuses on advanced levels of concept expression and dialogue for a myriad of settings. Prerequisite: SPED 312 or equivalent.

SPED 420. Inclusive Practices. 3 Hours.
Students will learn methods for differentiating instruction to meet the needs of a diverse range of learners in inclusive settings. Concepts of the shared model of Response to Intervention (RTI) and Universal Design for Learning (UDL) will be emphasized. A variety of co-teaching practices will be modeled within this course. In addition, collaborative partnerships with school personnel and community members for integrating individuals with exceptional learning needs will be demonstrated.

SPED 433. Field Experience. 2 Hours.
Advanced practical experience in interpreting and sign language.

SPED 440. Instructional Interventions for People with DD. 3 Hours.
This course is designed so students can attain knowledge of theories and research that form the basis for instructional interventions for adults with developmental disabilities. Students will learn how to develop and select instructional content and strengthen their understanding of resources and strategies for adults who require a Person-Centered Plan. The course focuses on how to identify functional skills in a variety of domains, write goals and objectives, develop a task analysis, design intervention plans, collect and graph baseline and instructional data, and then make data-based decisions. Prerequisite: Students must complete SPED 101 before enrolling in this course.

SPED 441. Methods for High Incidence Disabilities. 3 Hours.
Students will have knowledge of theories and research that form the basis for curriculum development and instructional practice for students identified as having high incidence disabilities. Students will develop and select instructional content with resources and strategies for students described as needing intermittent or limited levels of support. Students will learn to make responsive adjustments to lesson planning and instructional pedagogy based on assessment and data-based decision making. Students will develop and implement comprehensive individualized education programs in collaboration with various team members. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 442. Methods for Low Incidence Disabilities. 3 Hours.
Students will have knowledge of theories and research that form the basis for curriculum development and instructional practice for students who have been identified as having low incidence disabilities. Students will develop and select instructional content with resources and strategies for students described as needing extensive and pervasive levels of support. Students will learn to make responsive adjustments to lesson planning and instructional pedagogy based on assessment and data-based decision making. Students will develop and implement comprehensive, annual individualized education programs in collaboration with various team members. Students will demonstrate techniques in transferring, positioning, lifting, and CPI training. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 444. Transition to Adult Life. 3 Hours.
Students will have knowledge in designing and using methods for assessing transition instruction for students of all ages with a special emphasis on students with a transition IEP (16-21). An emphasis on functional academics, vocational training, life and social skills development, recreation/leisure opportunities, and post-secondary training will be included. Students will understand their role in developing transitional individual education programs and how to work effectively with human services providers. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 445. Collaboration in Special Education. 3 Hours.
This course examines issues and effective strategies for successful collaboration with interdisciplinary team members so students with disabilities can be included in the general education classroom. Students will understand the importance of fostering responsive, respectful, and beneficial relationships between families and professionals. Students will learn how to communicate and problem solve effectively with other team members including family members and legal guardians.

SPED 446. Interdisciplinary Teaming and Community Collaboration in Human Services. 3 Hours.
This course examines issues and effective strategies for successful collaboration with interdisciplinary team members so people with disabilities can be included in their communities and meet their personal outcomes. Students will describe the critical aspects that foster responsive, respectful, and beneficial relationships between families and professionals. Students will demonstrate how to communicate and problem solve effectively with other team members including direct support professionals, consultants, family members, and legal guardians. Prerequisite: Students must complete SPED 101 before enrolling in this course.

SPED 454. Models and Strategies in Employment for People with Developmental Disabilities. 4 Hours.
Students will learn effective models and strategies of individualized employment support for individuals with developmental disabilities from high school transition through retirement. Students will learn about and apply current best practices to support employment outcomes. Prerequisite: Students must complete SPED 101 before enrolling in this course.

SPED 491. Senior Seminar in IDD. 4 Hours.
Seminar on various topics for seniors in the field of intellectual and developmental disabilities.

SPED 494. Practicum in Special Education. 1-4 Hour.
Students will participate in a practicum with their school partners to design, implement, and evaluate instructional practices. Prospective special educators will develop and apply knowledge, skills, and dispositions essential to the roles for which they are being prepared. Prerequisite: SPED 110.

SPED 497. Advanced Field Experience in IDD. 8 Hours.
Students will participate in a final practicum in the field of human services and be supervised by agency personnel in a variety of adult agencies. Participating agencies include residential, vocational, recreational, social, protection, and advocacy as well as case management agencies serving adults with intellectual and developmental disabilities.

SPED 499. Special Topics in SPED. 1-8 Hour.
Research in current trends related to various topic areas in the field of special education.

SS 299. Special Topics in Social Science. 1-8 Hour.

SS 394. Independent Study General Ss. 1-4 Hour.

SS 399. Readings in Social Science. 1-3 Hour.
Study and discussion of readings in social science, particularly those which cross disciplinary lines.

SS 494. Independent Study Honors Ss. 1-8 Hour.

SS 499. Special Topics in Social Science. 1-8 Hour.

SWK 101. Human Trafficking Awareness. 1 Hour.
An introduction to modern day slavery and how you can recognize and prevent it in your community. Topics will include how traffickers exploit both children and adults, victim identification, and how individuals can make a difference in ending human trafficking.

SWK 225. Self-Care for the Helping Professions. 2 Hours.
For students entering a variety of helping professions, this course will explore the relationship between Adverse Childhood Experiences and self-care practices to mitigate burnout, compassion fatigue, and vicarious trauma. By the end of the course, each student will have developed their individualized self-care plan that will be implemented immediately and throughout their career. Topics include self-awareness, relationships, gratitude, mindfulness, supervision, professional development, personal and professional boundaries, mental health, and physical health.

SWK 250. Interpersonal Skills. 3 Hours.
This course is designed to develop verbal and nonverbal interpersonal skills related to common, everyday interactions as well as those interactions germane to the Generalist Practice Planned Change Process. The course requires 25 hours of concurrent interpersonal skill building human service experience.

SWK 256. Development of Social Welfare. 3 Hours.
The course reviews and evaluates the history, philosophical assumptions, values, and development of social welfare programs and services throughout the United States. The course examines the socio-political-economic conditions which not only form but influence social welfare systems. In addition, the course discusses intersections between privilege and oppression. The course reviews multiple marginalized, oppressed, and underserved populations with which social work intersects and ways that social work can positively impact social, economic, environmental justice, and human rights.

SWK 299. Special Topics in Social Work. 1-4 Hour.

SWK 330. Human Behavior and the Social Environment. 3 Hours.
This course reviews the biopsycho-social-cultural aspects of human development across the life span within the context of Generalist Practice. Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to provide social work across the life span. Prerequisites: Student must complete SOC 110 and PSY 111 before enrolling in this class.

SWK 331. Family Dynamics. 3 Hours.
This course applies a variety of theoretical perspectives, including systems theory and person-in-environment in order to use skills to engage, assess, intervene, and evaluate social work practice with families. Prerequisite: PSY 111.

SWK 335. Social Work Methods I. 3 Hours.
This course applies knowledge, values, and skills for entry level Generalist Practice Social Work with individuals and families using evidence-based skills and interventions. Students will develop skills to engage, assess, plan, intervene, and evaluate social work practice with individuals and families. Prerequisites: Admission to the Social Work Program.

SWK 340. Social Welfare Policy. 3 Hours.
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 402. N.A. Children and Adolescents. 3 Hours.
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 Hours.
This course applies knowledge, values, and skills for generalist social work practice with groups using evidence-based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with groups. Prerequisite: Admission to the Social Work Program.

SWK 427. Social Work Methods III. 3 Hours.
This course applies knowledge, values, and skills for generalist social work practice with organizations and communities using evidence-based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with organizations and communities. Prerequisite: Admission to the Social Work Program.

SWK 428. Crisis Intervention. 3 Hours.
This course introduces students to the theory and practice of crisis intervention with an 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. Prerequisite: Junior or Senior status.

SWK 430. Diversity, Oppression, and Social Change. 3 Hours.
This course focuses on enhancing knowledge and insight into the impact of oppressed individuals to include, but not limited to age, color disability, ethnicity, family structure, gender national origin, race, and sexual orientation. To promote self-awareness, a key component in cross-cultural social work practice, students will be challenged to thoughtfully and critically analyze their own identity development by examining personal beliefs and life-experiences with privilege and oppression. The person-in-environment assessment strategy will be applied as practical intervention strategy for future practice with diverse individuals.

SWK 442. Research Methods in Social Work. 3 Hours.
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 210 or PSY 241.

SWK 490. Field Education. 12 Hours.
This course is a structurally and educationally directed learning experience in public and private human service agencies that utilizes social work knowledge, values, and skills. Prerequisite: Admission to the Social Work program. Corequisite: SWK 491.

SWK 491. Senior Seminar. 3 Hours.
The Senior Seminar course taken concurrently with Field Education promotes the integration of knowledge, values, and skills and field learning with a focus on professional and ethical issues. Corequisites: SWK 490 and senior status.

SWK 492. Field Supervision. 1 Hour.
Field Supervision provides a field instructor with an MSW degree and two years of post-graduate experience to facilitate one hour weekly supervision to students enrolled in SWK 490 Field Education when an individual with the required degree and practice experience is unavailable in the field setting. The course reinforces the Social Work perspective and competency-based education. Prerequisite: Senior Status. Corequisite: SWK 490 and SWK 491.

SWK 499. Special Topics. 1-8 Hour.

THEA 110. Introduction to Theatre Arts. 3 Hours.
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 and Analysis. 3 Hours.
An 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.

THEA 121. The One-Act Play. 2 Hours.
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 Hours.
A basic introduction to script analysis, scene work, and characterization. Exploring the actor's tools through voice, movement, and stage combat may be implemented depending on instructor.

THEA 162. Audition Techniques. 1 Hour.
The selection, rehearsal, and performance of theatrical scenes and monologues as well as musical theatre material for the purpose of auditions.

THEA 164. Musical Theatre Professional Preparation. 2 Hours.
Designed to prepare students to be successful at professional Musical Theatre auditions and to provide them with practical skills and information related to show business (i.e.: agents, managers, unions, negotiating, contracts, headshots, resumes, casting directors, etc.).

THEA 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of theatre. Prerequisite: Theatre Arts major or minor.

THEA 199. Special Topics. 1-3 Hour.
Varying areas of content, issues, or themes in the study of theatre.

THEA 201. Theatre Practicum. 1 Hour.
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. KCACTF Participation. 1 Hour.
Credit offered to those students selected for the KCACTF Irene Ryan Regional Scholarships as well as those students choosing to actively participate in the various regional events, i.e. Design Expo, Stage Management, Theatre Management Challenge, and those students interested in presenting work elsewhere. The course will include selection, preparation, and presentation of the required artifacts or audition pieces.

THEA 203. Music Theatre Studio. 1 Hour.
Performance of major roles of Musical Theatre in studio projects. Emphasis on the student's integration of singing, acting, and movement into a unified performance.

THEA 221. Costuming. 2 Hours.
Introduction to the art of theatrical costuming from history through construction. Included will be an introduction to the design process.

THEA 222. Make-Up. 2 Hours.
Theory and practical laboratory work in stage make-up applications, including mask building.

THEA 250. Creative Drama. 3 Hours.
The study of creativity, and the relationship of drama and creative play culminating with activities centering around storytelling and children's theatre.

THEA 261. Performance Studies. 3 Hours.
An examination of "performativity" and explorations of performance beyond the confines of "theatre proper." Students will create works for the theatre which resist the limits of traditional narrative as well as experiment with the definition of performance.

THEA 270. Stagecraft. 3 Hours.
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 and Design. 3 Hours.
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 projects in dramaturgy, stage management, costuming, scenery, sound, or lighting.

THEA 296. Study Tour. 1-3 Hour.
MSU faculty-led study trips to appropriate locations. Will include additional requirements beyond travel itself. May be repeated for credit. Does not count toward the Theater Arts major or minor.

THEA 297. Internship. 1-2 Hour.
Hands-on experience in the discipline.

THEA 299. Special Topics. 3 Hours.

THEA 301. Movement I. 3 Hours.
Introduction to physical and movement elements of the actor's craft and stage performance, including neutral presence, alignment, walking, spatial awareness, self-awareness, and availability. Exercises will be given to strengthen and stretch the body. Techniques involving the application of yoga, pilates, ballet and Viewpoints will be applied to physical expression in character development and creation of object and animal essences. No previous fitness/movement training required, only a quest for play and healthier daily living.

THEA 302. Movement II. 3 Hours.
Participants will develop body awareness, improve posture, enhance muscle strength, increase range of motion, and further the art of muscle relaxation. Implementation and continuation of yoga/pilates matwork and ballet will increase strength, coordination, and flexibility for the stage performer. Final project will involve movement application with classical Shakespearean text. No previous fitness/movement training required, only a quest for play and healthier daily living.

THEA 303. Musical Theatre Dance. 3 Hours.
This course is designed to introduce the student to the basic principles and techniques characteristic of tap, jazz, and musical theatre dance styles. Warm-up, exercises, combinations in a variety of jazz and tap styles will provide opportunities for the student to develop an efficient use of weight, alignment, flexibility, articulation of footwork, coordination, endurance, strength, and musicality. A fun-filled class that culminates in song and dance routines for the stage.

THEA 305. Musical Theatre History. 3 Hours.
History of Musical Theatre, primarily focusing on American Musical Theatre, from its defining influences and roots to the present. Topics to be covered include significant productions, composers, lyricists, librettists, choreographers, directors, designers, and actors.

THEA 350. Theatre History, Criticism, and Literature I. 3 Hours.
A survey of the development of the theatre and drama, including dramatic analysis, performance theory and style, theater architecture, and individual contributions, from its beginning to 1642. Prerequisite: Student must complete THEA 120 or have instructor consent before enrolling in this class.

THEA 351. Theatre History, Criticism, and Literature II. 3 Hours.
A continuation of THEA 350 and the development of the theatre and drama, including dramatic analysis, performance theory and style, theatre architecture, and individual contributions, from 1642 to the present. Prerequisite: Student must complete THEA 120 or have instructor consent before enrolling in this class.

THEA 361. Acting II. 3 Hours.
In-depth study of modern trends in acting technique with special emphasis placed upon the creation of character through various acting styles, and continued emphasis on voice and movement.

THEA 385. Directing. 3 Hours.
Fundamentals of composition, picturization, blocking, stage business, and rehearsal as applied to the directing of plays.

THEA 386. Playwriting. 3 Hours.
A study of the basic principles of writing for the stage. Emphasis will be on developing short forms of productions, specifically the 10-minute play.

THEA 387. Playwrights Lab. 1 Hour.
Development of original student-written plays. Focus will be on revision of 10-minute scripts for production. Prerequisite: Student must complete THEA 386 or have the consent of the instructor before enrolling in this class.

THEA 394. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of theatre.

THEA 395. Service Learning. 3 Hours.
Students will utilize reflection and research (both primary and secondary) to integrate (a) personal community or global service experience(s). Prerequisite: Theatre Art major or minor.

THEA 399. Special Topics. 1-3 Hour.
Varying areas of content, issues, or themes in the study of theatre.

THEA 401. Tour Show. 3 Hours.
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 Hours.
This course will emphasize the business of theatre: Production Procedures from beginning to the end; grant writing, box office procedures, publicity policies, and audience development. Prerequisite: MGMT 301.

THEA 450. Contemporary Drama. 3 Hours.
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. 3 Hours.
The focus of the course may include: script analysis, dramaturgy, devising theatre, and vocal technique for the stage (including diction, pronunciation, and dialect as needed). Students will do a variety of projects leading to production concepts as discussed by the ensemble. The final project will be a finished theatrical performance directed and acted by class members. Prerequisites: THEA 161, THEA 301, THEA 361, and THEA 385.

THEA 492. Capstone Experience. 3 Hours.
Provides for individual research culminating in a thesis project under direct supervision of an instructor. Student must be at junior or senior status before enrolling.

THEA 496. Study Tour. 1-3 Hour.
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 Arts major or minor.

THEA 499. Special Topics. 3 Hours.

THEA 95. Theatre Experience. 0 Hours.
Students will produce, direct, manage, design, build, perform, and market a family/youth production. The ultimate goal is to either invite area schools to the performances in the Aleshire Theatre or to tour the production to the area schools.

UNIV 110. First Year Seminar. 2 Hours.
An academic course linked to other courses to form a first-year experience learning community. The course will 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.

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, at the Minot Air Force Base, and in Bismarck, Fargo, and at other outreach sites within North Dakota. 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.

Registration for CEL Credit Activities

Registration for CEL credit activities must be completed via Campus Connection. Campus Connection allows you to choose courses offered by several delivery methods. When registering for a course, review the Instruction Mode for delivery options. Courses not listed as On Campus Face to Face or Hybrid/Blended are distance education courses offered by CEL.

Immunization Waiver

A student who enrolls in only distance education courses (online, independent study, or off-campus sites) may be exempt from submitting proof of Measles, Mumps, and Rubella (MMR) and meningococcal immunization for admission to Minot State. A student immunization waiver request (https://www.minotstateu.edu/health/immunization.shtml/#exemption) must be completed to grant an exemption. Students who choose to attend campus at a later time will be required to submit proof of MMR immunization.

Online Courses

Minot State University is dedicated to the development of quality, flexible, online education. Online courses allow students to receive undergraduate education in the convenience of their home, office, or school. These courses reflect the same rigorous academic standards that apply to the University's traditional programs. A current listing of online programs is available on the Minot State Online website (https://www.minotstateu.edu/online/degrees.shtml/).

Out of State Students

Minot State is a National Council for State Authorization Reciprocity Agreements (NC-SARA) institution. This allows Minot State to offer online programs to residents in other SARA states. If you reside outside of North Dakota and would like to take online courses from Minot State, please visit the State Authorization (https://www.minotstateu.edu/online/pages/state_authorization.shtml/) page for information on programs available in your area.

Federal law also requires Minot State to provide notifications regarding whether or not our programs lead to licensure in the states where our students are located. For information on programs leading to licensure outside of North Dakota, please visit the State Authorization and Licensure (https://www.minotstateu.edu/licensure/index.shtml/) page for more information.

Students with complaints should follow the procedure outlined on the MSU Online Complaint Procedure webpage (https://www.minotstateu.edu/online/pages/complaint_procedure.shtml/).

Department	Location	Phone
Minot State Online	Administration Building 358	701-858-3218

For more information, please visit the Minot State Online website (http://www.minotstateu.edu/online/) or email online@MinotStateU.edu (online@minotstateu.edu).

Minot Air Force Base (MAFB)

CEL-sponsored classes and degree programs are available to military personnel, their dependents, and civilians at the Minot Air Force Base (MAFB) in the Francis X. Deignan Building and on the Minot State 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 Campus Connection (http://www.minotstateu.edu/cc/).

Prior to enrollment, eligible service members must receive approval from their ESO, military counselor, or military service.

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.

Drop and Withdrawals—Military

All military members using tuition assistance who wish to drop courses or withdraw from the semester must complete the appropriate drop/withdrawal procedures with Minot State **and** visit with the Education Center to adjust their tuition assistance account. Failure to follow the drop/withdrawal procedures will result in a failing grade for each course for which the student has enrolled.

For more information, please visit the CEL website (http://www.minotstateu.edu/cel/mafb.shtml/).

Education Benefits

The Military Resource Center is your point of contact for Department of Defense (DoD) and United States Department of Veterans Affairs (VA) educational benefits.

Military Resource Center - all service branches
Andy Heitkamp 701-858-4003 or MRC@MinotStateU.edu

MAFB - US Air Force active duty
Brigitte Mikula 701-727-9044 or MAFBcord@MinotStateU.edu

GEM and AU-ABC - US Air Force active duty
Jolina Miller 701-858-3218 or online@MinotStateU.edu

Bismarck

Minot State makes it convenient to earn your degree from a four-year public university without having to leave the Bismarck/Mandan area by attending classes on the BSC campus. Let us show you all of the opportunities for hands-on learning, research, and added benefits of low student to faculty ratios. Alternatively, many classes in these degree programs can be taken online.

Programs

- Bachelor of Social Work (https://www.minotstateu.edu/enroll/programs/social-work.shtml/)

Department	Location	Phone
Minot State @ BSC	4023 State Street #25, Bismarck, ND 58503	701-858-3058

For more information, please visit the CEL website (http://www.minotstateu.edu/cel/bsc.shtml/).

Fargo

Minot State University's Social Work department and North Dakota State University's Human Development and Family Science (HDFS) department offer a collaborative degree program. Students earn an HDFS degree from NDSU (Family Science option) and a BSW in Social Work from Minot State University at the same time. Students must be accepted into NDSU and enrolled in the HDFS program in order to take Minot State Social Work courses at NDSU. Almost all Social Work courses are delivered on the NDSU campus in a face-to-face, format with a few select courses that may be taken online.

For more information, please visit the CEL website (http://www.minotstateu.edu/cel/msu-at-ndsu.shtml/).

Academic Testing Center

The Academic Testing Center (ATC) at Minot State University strives to provide reliable test administration and high-quality customer service in a secure environment.

The ATC provides testing services for Minot State and the community at large. We offer a variety of tests, including placement and professional certification exams. Please see our complete exam listing (http://www.minotstateu.edu/cel/pages/act-exams.shtml/) for more information. The testing center also provides both computerized and paper/pencil proctoring services for Minot State students and community members.

Department	Location	Phone
Academic Testing Center	Administration Building, Room 361	701-858-3830

For more information, please visit the CEL website (http://www.minotstateu.edu/cel/act.shtml/) or email testingcenter@MinotStateU.edu (msu.testing@minotstateu.edu).

Financial Information, Services, and Organizations

Information regarding financial aid, tuition and fees, and scholarships are located under Financial Information, Services, and Organizations. Services to the region, as well as student services, clubs, organizations, and activities are also included.

Academic Support Center

The Academic Support Center (ASC), located in the lower level of the Gordon B. Olson Library, is a one-stop location for academic support services including:

- Academic Advising
- Access Services
- Career Services
- Peer Review Sessions
- Peer Tutoring

- POWER Center (TRIO Student Support Services)
- Starfish

The Academic Support Center serves the entire student body and is committed to helping students achieve success and reach their academic goals.

MinotStateU.edu/asc/

Academic Advising

MinotStateU.edu/advising/

The focus of academic advising in the ASC is to provide advising services to students in the following majors:

- Accounting
- Computer Information Systems
- Entrepreneurship
- Finance
- General Studies
- International Business
- Management
- Marketing
- Pre-Nursing
- Radiologic Technology
- Undeclared

ASC's advising program places an emphasis on serving as a student advocate, demonstrating a caring attitude, listening to the needs of advisees, assisting students with making connections to appropriate university resources, facilitating the course selection process, supporting advisees in setting short-and-long term goals, and guiding students in making career and academic decisions based on their personal goals. The academic advising unit also serves as a resource to students in addition to faculty and staff advisors. The ASC advising program assists with academic advisement and registration at New Student Registration sessions, creates and maintains the Academic Advisor Handbook, advising website, advising newsletters, and coordinates advisor development workshops/trainings.

Access Services

MinotStateU.edu/access_services (http://www.minotstateu.edu/access_services/)

Minot State University recognizes its responsibility for making reasonable accommodations and/or adjustments to ensure there is no discrimination on the basis of disability as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

To apply for accommodations, students must complete the following:

- submit the New Student Application form (available on the website).
- provide documentation from a medical provider, mental health professional, or vocational rehabilitation counselor.
- schedule an appointment with the Access Services Coordinator.

To renew accommodations, returning students must submit the Renewal of Accommodations form (available on the website) every semester.

Career Services

MinotStateU.edu/careers (http://www.minotstateu.edu/careers/)

Career Services provides services and programs to assist students in career planning. New and current students, as well as alumni, are provided the support needed to be successful, whether exploring college majors and careers, developing job search strategies, seeking a part-time job or internship, preparing for graduate school or securing a professional job.

Career Exploration
Support is available to help students explore career options, clarify career goals, and link those goals to appropriate academic paths. A variety of career assessments and decision-making resources are available to assist students in the career exploration process which includes selecting a college major and/or identify careers related to academic majors.

Internship/Job Search

As students and alumni seek internship and employment opportunities, Career Services is available to assist. Students receive guidance on job search strategies such as resume preparation, cover letter writing, and interview techniques.

Career Events/Workshops
Activities such as specialized career workshops, career fairs, networking events, and an etiquette luncheon provide students with opportunities to gain exposure in professional settings.

Academic Support Center

Peer Tutoring Program

MinotStateU.edu/tutoring

The Peer Tutoring Program is aimed at providing students with the essential learning tools and resources integral to their academic success. The ASC Peer Tutoring Program seeks to empower the students being served in their pursuit of becoming independent learners. All peer tutors hired by the ASC receive training and have been highly successful in the courses they tutor.

Peer Review Sessions

MinotStateU.edu/tutoring

Peer Review Sessions are regularly-scheduled, informal review sessions in which students learn how to integrate course content and study skills while working with other students. The sessions are facilitated by peer leaders. Students have the opportunity to develop proper study skills, compare notes, discuss lessons, and go beyond the lectures to focus on content relevancy.

POWER Center

TRIO Student Support Services/POWER Center

www.MinotStateU.edu/power/ (http://www.minotstateu.edu/power/)

The POWER Center (Providing Opportunities with Enhanced Resources) serves students who are the first in their family to earn a four-year degree and/or students who fall within specified income guidelines (taxable income within 150% of poverty level) or have a documented disability. Opportunities and enhanced resources are provided to these participants to assist them in achieving success while completing their post-secondary education. POWER offers various services, including peer mentoring, tutoring, additional academic advising, career planning, financial aid counseling, study skill tips, workshops, and extra resources to help students maximize their MSU experience.

POWER is funded by TRiO Student Support Services grants from the U.S. Department of Education and serves U.S. citizens working on their first bachelor's degree.

Starfish Early Alert

MinotStateU.edu/asc/starfish.shtml

Starfish is a communication tool used by Minot State University faculty, staff, and students to support student academic success. Students do not succeed alone but are more successful when direct faculty-student communication is combined with effective support from advisors and other support staff on campus. One main feature of Starfish is the Early Alert program, which enables instructors to give praise (kudos) or raise concerns (flags/referrals) regarding students' academic performance early in the term. Communication is sent to students regarding available resources, and advisors/support staff are asked to reach out to students where appropriate. Students may be asked to access Starfish to complete the New Student Survey and/or use the software to schedule appointments with faculty/staff.

Financial Information

Information regarding financial aid, tuition and fees, and scholarships are located under Financial Information.

Financial Aid

Minot State University makes every effort to provide financial assistance to eligible applicants through loans, grants, scholarships, student employment, or a combination of these and other student aid programs. It is expected students will meet part of their need from earnings, and parents will contribute in proportion to their financial ability. A student applying for financial aid at Minot State is considered for a variety of federal, state, and institutional programs. Applications are evaluated to determine the individual need of the students and awards are made with careful adherence to federal, state, and institutional guidelines. The primary responsibility for financing a college education rests with the student and their family. Financial aid should be used as a supplement to family support. The Financial Aid Office reserves the right to the final determination regarding the type(s) and amount of aid offered

to students. Offers 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. Financial assistance from Minot State is redetermined annually.

Who May Apply

Students applying for federal financial aid must:

a. Be a U.S. Citizen or an eligible non-citizen.
b. Be enrolled and fully accepted for enrollment in a degree granting program.
c. Maintain Satisfactory Academic Progress (https://www.minotstateu.edu/finaid/_documents/policies/policy_satisfactory_academic_progress.pdf) toward completion of a course of study.
d. Not be in default on any Federal Student Loan Program.
e. 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. The Minot State school code is 002994. All students (including first-year students, returning, and transfer students) are encouraged to complete the FAFSA online at StudentAid.gov (https://studentaid.gov/).

Students enrolling Summer Semester will be offered financial aid once the student has registered for classes. Financial aid will depend on the student's eligibility and credits enrolled. https://www.minotstateu.edu/finaid/eligibility/summer-financial-aid.shtml (https://www.minotstateu.edu/finaid/eligibility/summer-financial-aid.shtml/)

When to Apply

To receive priority consideration for financial aid for the upcoming academic year, Minot State 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 8 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 and Federal Work Study) as well as the Federal Pell Grant, Federal Direct Loan Programs and the North Dakota State Grant. Applications for financial aid will be accepted after April 15, but funding may be limited to the Federal Pell Grant and Federal Direct loan programs.

Students completing the FAFSA incorrectly or omitting necessary information may be required to correct their FAFSA before financial aid will be awarded. Corrections may 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, 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 may need to provide a Tax Return Transcript or a signed copy of their Federal Tax Return and other requested documentation. Tax Return Transcripts can be obtained at IRS (https://www.irs.gov/).gov (https://www.irs.gov/). Financial aid will not be offered until Verification is complete. If you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both. Verification forms and additional information is available online at MinotStateU.edu/finaid/verification.shtml (http://www.minotstateu.edu/finaid/verification.shtml/).

How Financial Aid is Offered

Financial aid offers 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 student aid index (SAI) as determined by the FAFSA. A need exists if the student aid index 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/supplies, food, housing, transportation, and other miscellaneous personal expenses. The student aid index formula considers:

a. Income of the student, spouse, and/or parent.
b. Assets of the student, spouse, and/or parent.
c. Family size.
d. Age of the student, spouse, or parents.

Every effort is made to provide adequate funding to meet the student's educational costs. To view the estimated cost of attendance, visit our website at MinotStateU.edu/finaid/cost.shtml (https://www.minotstateu.edu/finaid/cost.shtml/).

How Financial Aid is Disbursed

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

Students whose charges are less than the financial aid received are encouraged to have the excess financial aid direct deposited into their bank account. If a student does not complete a direct deposit request, an excess aid check will be issued by the Business Office and mailed to the student's mailing address listed in Campus Connection.

Financial Aid Satisfactory Progress Policy

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 requirements, be admitted into a degree granting program, and must meet the following minimum standards:

a. **Grade Point Average (GPA).** Students are required to maintain a minimum cumulative grade point average of 2.0 at the conclusion of each semester based on all Minot State and transfer undergraduate credits.
b. **Attempted/Completed Credits.** Students must successfully complete a minimum of 66.667% of the cumulative attempted credits.
c. **Maximum Time Limit.** Students must successfully complete their degree within 150% of the published number of credits needed to complete their program of study. The maximum number of credits includes all credits attempted while attending Minot State University and any transfer credits attempted at other colleges or universities whether or not federal financial aid was received while completing those credits. Students who are approaching the maximum attempted credit hour limit will receive a Financial Aid Information Service Indicator on Campus Connection to warn them that they are close to reaching this limit.

A detailed copy of Minot State University's satisfactory progress policy for financial aid eligibility may be obtained from the Financial Aid Office or online at MinotStateU.edu/finaid/Policies-and-Consumer-Information.shtml (https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml/).

Appeal Process

A student with special circumstances may appeal their financial aid status by submitting documentation explaining and verifying the special circumstance to the Financial Aid Office. Documentation received will be reviewed and students will receive notification by email of the outcome of their appeal.

CancelLation Of Registration / Withdrawing To Zero Credits

Students who find it necessary to completely withdraw to zero credits must complete the **Cancellation/Withdraw to Zero Credits Form** in Campus Connection (https://www.minotstateu.edu/cc/). Student Homepage > eForms > Registrar's Office > Cancel/Withdraw to Zero. Students who withdraw from all courses after the start of a semester will be subject to the Return of Title IV Funds Policy and the University's refund policy.

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. In addition, these students may have their 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. The full Return of Title IV Funds Policy is available online at MinotStateU.edu/finaid/Policies-and-Consumer-Information.shtml (https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml/).

Unofficial Withdrawal

Students who stop participating in all classes in the midst of a semester without formally withdrawing are considered to have unofficially withdrawn.

If a student earns a passing grade in one or more classes in a semester (fall, spring, or summer term), Minot State will presume the student completed the course and thus completed the period of enrollment. If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire semester, Minot State will assume the student has unofficially withdrawn and will seek documentation of

the student's last date of academic engagement in their courses. The determination of unofficial withdrawals will occur after grades are posted at the end of each semester by creating a list of all students who received all F's, I's, or U's for the payment period (semester). For unofficial withdrawals, the withdrawal date used for calculating Return of Title IV funds is the later date of either the midpoint of the period of enrollment or the last date of academic participation in any course as reported by the student's faculty members.

Based on the determined unofficial withdrawal date, a Return of Title IV funds calculation will be completed to determine the amounts and types of federal financial aid to be returned and Minot State will return the unearned Title IV funds to the Federal Aid programs. All unearned financial aid funds to be returned will be the responsibility of the student to repay to Minot State. A letter will be mailed to the student at the time of calculation notifying the student of their obligation to repay Minot State for the unearned portion of the federal financial aid they received for the semester and a point of contact from the Minot State Business Office will be identified in the letter. Students who unofficially withdraw will be placed on Financial Aid Warning following a term in which they received all F, I, or U grades unless they were already on Financial Aid Warning at the start of that semester. In that case, they will be placed on Financial Aid Disqualification.

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.

Student Consumer Information

The Higher Education Opportunity Act requires that all United States academic institutions provide certain consumer information about the University to future and current students, including financial aid information. For your convenience, Minot State has consolidated that information on the Student Consumer Information website: MnotStateU.edu/finaid/Policies-and-Consumer-Information.shtml (https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml/).

Types of Financial Aid

Minot State University offers four types of financial aid:

a. Grants
b. Loans
c. Work Study
d. Scholarships and Award Programs

Grants are gifts of money that generally 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 offered 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 their high school counselors, principals, library, and department chairs.

Grants

Federal Pell Grant

The Federal Pell Grant may be offered to an undergraduate student pursuing their first bachelor’s degree for up to 12 full-time semesters or its equivalent. Students must meet the eligibility requirements. The amount of the grant is based on the student aid index (determined by the FAFSA), the estimated cost of attendance, the student’s enrollment status, and the funding appropriated by the Federal Government. A student may apply for the Federal Pell Grant by completing the FAFSA.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG may be offered 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.

Federal Teach Grant

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to $4,000 a year in grant assistance to undergraduate and graduate students who are completing coursework needed to begin working in a high-need teaching field. Students must be admitted into a Teacher Education Program, 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 or Repay 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, 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 the first disbursement.

North Dakota State Grant Program

The North Dakota State Grant Program may be offered by the North Dakota University System to undergraduate students who are United States citizens, residents of North Dakota, graduates of a North Dakota high school or who have completed a program of home education or received a general education development high school diploma, and have not previously received a State Grant for more than eight semesters. The grants are need-based and are dependent upon the availability of funds and pro-rated based on enrollment status. The offers may be adjusted based on unmet need and to reflect the appropriate enrollment status. Students apply by submitting the FAFSA as soon as possible after Oct.1st. For more information, visit ndus.edu/paying-for-college/paying-for-college-ndopportunities/ (https://ndus.edu/state-grant/).

ND Academic Scholarship, ND Career and Technical Scholarship, AND ND Scholarship

North Dakota resident students may apply for the Academic Scholarship, the Career and Technical Education Scholarship, or the ND Scholarship. Applicants must graduate from a ND high school and apply during their senior year before the application deadline. Applications may be submitted online or through the mail. Students must also request an official transcript be sent to the North Dakota Department of Public Instruction. The total value of the scholarship is $6,000 with a payment of $750 per semester for a total annual payment of $1,500. The scholarship will only be paid during the six years following high school graduation. Scholarships are renewable provided the student maintains a 2.75 GPA, reviewed each semester. For more information on the scholarships, visit https://ndus.edu/paying-for-college/nd-scholarship/.

ND Dual-Credit Tuition Scholarship

This scholarship rewards college students for taking dual-credit coursework as a high school student. To qualify, students must meet the eligibility criteria, complete an application with the ND University System (NDUS), and provide all supporting documentation. For more information on the scholarship, visit https://ndus.edu/paying-for-college/dual-credit-tuition-scholarship/.

Loans

Federal Direct Loans

Federal Direct Loan borrowers must be enrolled at least half-time. The Federal Direct Loan interest rate for loans borrowed during an upcoming school year is set on July 1 each year. Prior to the release of the first Federal Direct Loan disbursement, students must accept the loan in Campus Connection, complete Entrance Loan Counseling and a Master Promissory Note (MPN) at StudentAid.gov (https://studentaid.gov/). Forbearance, Deferment and Cancellation of Loan information can be found on the Master Promissory Note. The aggregate Direct Loan limit for dependent students is $31,000; the aggregate Direct Loan limit for independent students is $57,500. Exit Loan Counseling is required at the time a student graduates, drops below half-time status or ends enrollment at Minot State.

The **Federal Direct Subsidized Loan** may be offered to students who are enrolled at least half-time and have need. Students may apply for a Federal Direct Subsidized loan by completing the FAFSA. If eligible, a freshman may borrow up to $3,500, a sophomore (or a student in a two-year program) may borrow up to $4,500, and a junior or senior may borrow up to $5,500. The maximum amount that can be borrowed is $23,000. Repayment begins six months after graduation or if the student ceases to be enrolled at least half-time.

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

Federal Direct Parent Loan for Undergraduate Students (PLUS)

Federal PLUS loans enable parents to borrow money to help pay for their child'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. To apply, go to StudentAid.gov; complete the PLUS Application for Parents and a Master Promissory Note.

Nursing Student Loan (NSL)

The Federal Nursing Student Loan is a 5% 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 an NSL are required to complete NSL loan entrance counseling and a master promissory note 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 ends enrollment at Minot State.

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 April 15. Offers are based on the availability of funds. Federal Work Study must be earned by securing a job and working to receive it. Funds are not applied to student's accounts.

Scholarships and Award Programs

To apply for undergraduate scholarships available through Minot State, complete the Minot State Undergraduate Scholarship and Awards Program Application by the Feb. 15 deadline. Application information is available at MinotStateU.edu/finaid/scholarships (http://www.minotstateu.edu/finaid/scholarships.shtml/)/ (https://www.minotstateu.edu/finaid/scholarships/index.shtml/)index.shtml (http://catalog.minotstateu.edu/undergraduate/financialinformationservicesorganizations/financialinformation/financialaid/MinotStateU.edu/finaid/scholarships/index.shtml/).

Students interested in scholarships based on performance, such as music, theater or athletics are encouraged to contact the individual departments. Individual departments may request additional information.

Other Sources of Funding

Native American Assistance

Individual Native American tribes offer Higher Education Scholarship Programs. Native American students should apply directly to the Tribal Higher Education Office on the respective tribal agency. Early application is recommended as funds are limited and deadlines apply. Additional resources are available at MinotStateU.edu/finaid/other_resources/index.shtml (https://www.minotstateu.edu/finaid/other_resources/rns.shtml/).

Vocational Rehabilitation

Students with disabilities may be entitled to assistance for tuition, fees, and books. Students who wish to apply would contact the local Vocational Rehabilitation Office for eligibility information and applications.

Veterans, National Guard, and Veteran Tuition Waiver

Students serving in either the Army National Guard or Air National Guard may be eligible for tuition assistance. For information or eligibility requirements, contact your local National Guard unit or visit ndguard.nd.gov/education-services (https://www.ndguard.nd.gov/education-services/).

Students planning to use Veterans Affairs benefits should contact Minot State University Military Resource Center at 701-858-4003 or visit the Military Resource Center website at MinotStateU.edu/veterans (http://www.minotstateu.edu/veterans/).

ND Law Enforcement Officer Tuition and Fee Waiver

Full-time North Dakota law enforcement officers with at least two years of service that are maintaining satisfactory job performance may apply for a tuition waiver that provides a 25% reduction in tuition and fees, after subtracting other grants and scholarships. The waiver is available for up to five years after the initial award. Students must complete the appropriate application supplied by the ND Attorney General and receive supervisor approval at least one month in advance of the start of the semester. The application form is available at attorneygeneral.nd.gov (https://attorneygeneral.nd.gov/) and should be submitted to the Minot State Business Office.

Tuition and Other Fees

The academic year is divided into two semesters (fall and spring) of 16 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 2024-2025; amounts subject to change without notice):

Cost of Tuition and Fees

Undergraduate (full-time	per semester)	Cost	Graduate (full-time	per semester)	Cost
Resident		4350.24	Resident		5442.24
Contiguous States and Provinces		4350.24	Contiguous States and Provinces		5442.24
Minnesota Reciprocity		4350.24	Minnesota Reciprocity		5442.24
WUE/MHEC		4350.24	WRGP/MHEC		5442.24
Non-Resident		4350.24	Non-Resident		5442.24

Under this tuition plan, MSU will charge all students the resident rate.

Please see the Financial Information section and the Business Office website (https://www.minotstateu.edu/busoffic/student_info.shtml/) for more information on tuition and fees. Cost of tuition and fees are subject to change without notice.

The tuition and fees listed on the Business Office website are for MSU courses. The tuition and fees charged for most courses are capped at 12 credits up to 18 credits per academic career. Any credits above 18 will have an additional per credit charge. Graduate and undergraduate tuition and fees are

calculated separately. 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 above 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.

Undergraduate Scholarships and Award Programs

In addition to the large variety of scholarships, Minot State offers a variety of Award Programs. Application is made by submitting the Minot State General Scholarship Application.

Disclaimer: Award programs are subject to change without notice and subject to the availability of funds.

The Financial Aid Office has the right to adjust any and all offers based on information received after the initial offers were made, the availability of funds, or changes to federal, state, or institutional policies and regulations.

Academic Excellence Award

The Academic Excellence Award is designed for new freshmen students who are admitted to Minot State and meet academic qualifications by the February 15 deadline.

Eligibility Criteria:

- New first year freshman student
- U.S. or Canadian citizenship
- Fully admitted to Minot State University by February 15 for fall admission
- 3.0 or higher unweighted high school
- No separate application required
- Requires enrollment in 12 or more Minot State credits per semester

Visit MinotStateU.edu/finaid/scholarships/Academic-Excellence-Scholarship.shtml (https://www.minotstateu.edu/finaid/scholarships/Academic-Excellence-Scholarship.shtml/) to view complete terms, conditions and renewal criteria.

Transfer Student Scholar Award

Eligibility Criteria:

- 3.0 or higher transfer GPA
- Completion of minimum of 24 and no more than 70 transferable semester hours of earned credit.
- Enrollment in a minimum of 12 credits of on campus courses.
- U.S. or Canadian citizenship
- Complete Minot State General Scholarship Application by Feb. 15 priority deadline

Addiction Studies

George Shipley Addiction Studies Scholarship — Offered to a student pursuing a degree in addiction studies with preference in counseling area. Financial need will be considered.

Athletic

Aufforth/Marean/Coleman 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 greater, and participate in MSU's intercollegiate athletic programs. Financial need is considered, with preference given to students from the Glenburn and Kenmare, ND areas.

Arnold "Arnie" Strebe Scholarship — Established by Arnie and Sigrid Strebe to honor and thank Coach Wiley Wilson, Tim Francis and Arnie's mom and dad, Arnold and Nobuko Strebe. Recipients must be full-time track or cross country student-athletes possessing a 3.0 or greater GPA. Preference will be given to those athletes who are currently serving in the ND Army National Guard or have received an honorable discharge from any branch of the service.

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 an MSU 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. 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 greater. Entering freshmen are eligible if they meet the athletic eligibility requirements for their ACT score, high school GPA, or class rank.

Don Hanson Hoopster Scholarship — Established by the MSU Development Foundation from Hoopster Classic Basketball Tournament proceeds in memory of Don Hanson '64, long time high school basketball coach and sports aficionado. Recipients must be ND residents pursuing a math education degree.

Douglas G. Lockrem Memorial Scholarship — Established by the Lockrem Family in memory of Doug G. Lockrem. Scholarship is awarded to student-athletes from ND or surrounding states or provinces, who are good citizens and are involved in community activities.

Douglas J. Jaeger Memorial Basketball Scholarship — Established by Douglas J. Jaeger, who was a graduate of MSU and a member of the men's basketball team from 1973-1977. This scholarship will be awarded to a men's basketball player from a ND high school.

George Kaczor Athletic Scholarship — Given to one or more athletes competing on the football team. Award 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 — Offered annually in memory of George Mellem, longtime supporter of MSU athletics.

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.

Jay and Dyanne Altringer — Established by the Altringers for the benefit of Department of Business students. Preference is given to soccer student-athletes.

Jeff and Tammy Risk Scholarship — Established by Jeff and Tammy Risk. Recipients must be physical education majors. Preference given to students on the men's basketball team.

Jerome "Wheaties" Peterson Memorial Scholarship — Established by friends of "Wheaties" Peterson in his memory.

Jerry Meyer Scholarship — Established by Mavis Meyer and family in memory of her husband, Jerry. Scholarship is offered to a full-time MSU student on the men's basketball team. Preference will be given to students from ND.

Jim Thorpe Memorial Scholarship — Available to any race, color, or creed, with preference given to Native American student-athletes. Student-athletes must maintain a minimum GPA of 2.50 or greater. Character, morals, and leadership ability are considered. Preference is given to track & field or cross-country athletes, but is open to all sports. The recipients must write a letter of acceptance upon notification of the award. Recipients 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.

Kathy (Sayler) and Tim Peil Scholarship — Established by Kathy (Sayler) Peil '74 and her husband, Tim. Recipients must be female student participating in a women's varsity sport. Preference will be given to women majoring in mathematics, Spanish, or Spanish education.

Kelly Vig Scholarship — Established by Darrik and Betsy Trudell in memory of Betsy's mom, Kelly. Recipients must be student-athletes participating on the men's basketball, women's basketball, or golf team. Recipients must be pursuing a degree in the Department of Business or a degree in nursing.

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 Athletic 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. Recipients must be regularly enrolled as a full-time MSU undergraduate sophomore, junior, or senior students who are playing MSU women's volleyball. Recipients must possess a minimum GPA of 3.0 or greater.

Lou Trombetta Wrestling Scholarship — Recipients must be wrestling student-athletes.

Minot MatWrats Wrestling Club Scholarship — Established by Minot MatWrats Wrestling Club for a wrestling student-athlete in their junior year. Recipient must contribute to sport in community and be academically eligible.

Maynard and Jeanne Sandberg Scholarship — Awarded to full-time undergraduates with a minimum cumulative GPA of 2.5 or greater. Preference given to Bishop Ryan High School graduates who are also an athlete. Recipients may be eligible to continue to receive the scholarship throughout the senior year.

McNally Family Scholarship — Established by Pat and Arlene McNally for the benefit of MSU student-athletes with a minimum GPA of 2.5 or greater.

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.

Pat and ReNae Wheeler Scholarship — Established by Pat and ReNae Wheeler. Recipients must be majoring within the Department of Business or the Department of Education and Inclusive Services. Preference will be given to members of the men's and women's basketball team and to ND high school graduates.

Randy Hedberg Athletic Scholarship — Recipients must be student-athletes who are ND natives. A 2.5 GPA is required. Preference will be given to athletes from Mountrail County and wish to pursue athletics as a career.

Richard and Marlene Westlake Scholarship — Established by Richard Westlake for the benefit of MSU student-athletes who possess a minimum 2.5 GPA. Preference will be given to ND residents.

Robert Deardurff Scholarship — In August of 1999, the Robert Deardurff family established a scholarship in his memory. Recipients must be regularly enrolled as full-time MSU undergraduate junior or seniors who have some involvement with a varsity athletic program, i.e., athletic trainer, statistician, or student manager. Recipients must maintain a minimum GPA of 3.0 or greater and be a ND resident. In the event a student meeting the criteria is unavailable, the funds will be held until such a student is identified.

Rod and Happy Romine Scholarship — Established in 2013 by Rod Romine. Recipients must be MSU athletes.

Roger and Connie Backes Family Scholarship — Established by the Backes Family in their parent's memory. Recipients must be students participating in athletics. Preference is given to basketball and football athletes.

Stacy and Brent Askvig Women's Wrestling Academic Scholarship — Established by Stacy and Brent Askvig, both MSU alums. Recipients must be degree-seeking in any academic major, be of sophomore or higher status, and possess a 3.0 or greater GPA. Preference will be given to women's wrestling team members.

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 & field and cross country coach. Award is based on athletic ability with an emphasis in track & field and cross country.

Zach Anderson Wrestling Scholarship — Established by Rory and Toni Anderson in memory of their son, Zach. Scholarships are awarded to student-athletes participating in the MSU wrestling program with preference given to residents of western ND or eastern MT.

Biology

Dr. Byron and Chris (Gay) Blowers Scholarship — Established by Byron and Chris Blowers, both MSU alums. Recipients must be students in either the Department of Business, Department of Science.

Jock Stevick Scholarship — Established by Lacey Stevick in memory of her husband, Jock, a 1995 graduate, who passed at the age of 45 from Multiple Myeloma. Recipients must be enrolled in pre-dentistry. Preference will be given to ND high school graduates.

Randy and Pat Burckhard Scholarship — Established by Randy and Pat Burckhard for biology majors who aspire to pursue a health-related field such as chiropractic or dentistry. Scholarship is awarded on a quadrennial basis.

Rebecca Hill Medical Lab Science Scholarship — Established by Rebecca Hill, a 1964 medical technology graduate. Scholarship supports medical laboratory science students. Preference will be given to ND high school graduates.

Business

Aas Family Scholarship — Established by Lynn Aas and David and Kathy Aas for the benefit of full-time department of business students working towards a bachelor's degree with a major offered under the Department of Business. Recipients must have completed a minimum of 40 credit hours as well as have a minimum 2.5 GPA on a 4.0 scale. Preference will be given to students involved in a University-approved service organization, Greek organization, or Student Government. Recipients may be awarded scholarship more than once.

Accounting Scholarship — Offered to a junior or senior accounting major with a minimum 3.0 GPA.

Adelaide Johnson Scholarship — Established by Michael Vannett, a 1986 business education alum, to honor Dr. Johnson, professor of Business Education, who he attributes much of his success to. Recipients must be current MSU students with preference given to business education majors.

Adelaide and 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 MSU retiring in 1987. Awarded bi-annually to business students enrolled full-time in the Department of Business as undergraduate sophomores, juniors, or seniors. Preference given to business education majors. Recipients including transfer students must possess a 3.0 cumulative GPA or greater.

Ardella and Clinton Larson Scholarship — Established by Clinton and Ardella Larson for the benefit of Department of Business students who are ND residents.

Beck Family Scholarship — Established through the Earl Beck Family Trust for the benefit of department of business majors.

Ben and Theresa Wald Scholarship — Established by Theresa Wald for the benefit of full-time Department of Business undergraduate freshmen, sophomore, junior, or senior students. Recipients must be residents of ND 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.

Bev Alex Scholarship — Established by Bev Alex, MSU's longest-term employee, serving over 47 years. Recipients must be Department of Business students. Preference will be given to student-athletes.

Blaine and Kathy DesLauriers Scholarship Endowment — Established by Blaine and Kathy, both MSU alums. Recipients must be Department of Business or School of Education and Inclusive Services students. Preference will be given to football student-athletes.

Burt and Gwen Traub College of Business Scholarship — Established by Burt and Gwen Traub for the benefit of full-time ND residents who are undergraduate junior or seniors majoring in finance. Recipients must have a minimum Department of Business GPA of 3.0. Preference given to active members of the Phi Beta Lambda organization.

Brekka K. Kramer Scholarship — Established by Brekka Kramer, a 1998 MSU alum for the benefit of School of Business, Math, and Technology or School of Education and Behavioral Sciences students. Recipients must demonstrate financial need and have graduated from a ND high school.

Chris Lindbo Scholarship — Established by the Lindbos for the benefit of students demonstrating financial need. Preference will be given to students in the Department of Business as well as to students from single parent families.

College of Business Scholarship — Offered to a business major with a minimum 2.0 GPA.

Craig and Bonnie Van Sickle Scholarship — Established by Craig and Bonnie Van Sickle, both MSU alums, for the benefit of Department of Business students.

Dale D. Atwood Scholarship — Established to honor Dale Atwood who served as Dean of the Department of Business from 1962 until 1991. Recipients must be full-time undergraduate students in the Department 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 full-time Department of Business undergraduate students. Preference given to athletes in one of MSU's NAIA programs. Recipients must possess a 2.5 cumulative GPA or greater.

Don L. Barber Memorial Scholarship — Offered to a junior or senior student majoring in business or a graduate student in the Master of Science in Management program.

Doris A. Slaaten Scholarship — Provides awards based on academic performance and financial need and is open to all Department of Business majors.

Dr. Byron and Chris (Gay) Blowers Scholarship — Established by Byron and Chris Blowers, both MSU alums. Recipients must be students in either the Department of Business, Department of Science.

Dr. Richard Schlapman Scholarship — Established in 2005 in memory of Dr. Richard Schlapman, a long-time faculty member in the finance area. Recipients must be regularly enrolled as full-time Department of Business undergraduate sophomore, junior, or senior students. Preference given to finance majors. Recipients, including transfer students, must possess a 2.5 cumulative GPA or greater.

Dr. Richard C. Walker Scholarship — Offered to a full-time student majoring in accounting.

E. James McIntyre Scholarship — Offered to full-time students in the Department of Business who have a minimum cumulative 3.0 GPA. Preference may be given to students who are participating in MSU athletics.

F. Bruce and Diane Walker Scholarship — Established by F. Bruce and Diane Walker for the benefit of full-time Department of Business students. Bruce, a 1966 MSU graduate and Diane, a 1984 MSU graduate are both successful realtors, developers, business owners, and entrepreneurs in the Minot area.

Gary Hovdestad Accounting Scholarship — Established by Gary and Carol Hovdestad, MSU alumni, for the benefit of accounting students.

Integrity Viking Funds Business Scholarship — Established by Integrity Viking Funds for the benefit of Department 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 full-time CoB undergraduate freshman, sophomore, junior, or senior students. Preference given to athletes. Recipients must possess a 2.5 cumulative GPA or greater.

Jan Barlow College of Business Scholarship — Established by Jan Barlow for the benefit of Department of Business students. Jan graduated from MSU in 1961 with a degree in elementary and business education.

Janis Ann Dislevy Trust Scholarship — Established in 2004. Recipients must be regularly enrolled as full-time MSU junior or senior students majoring in Finance or graduate students in the Master of Science in Management program with a 3.0 or greater cumulative GPA (emphasis on financial planning). Priority given to Butte and McLean County area residents or ND natives. Recipients may receive scholarship for more than one semester.

Jay and Dyanne Altringer — Established by the Altringers for the benefit of Department of Business students. Preference is given to soccer student-athletes.

Jerry Michael Stai Scholarship — Established by Jim '67 and Sandra Stai, Jerry's brother, for the benefit of finance students. It is the donor's intent this scholarship benefit students who demonstrate a deep desire to reach their goal of a degree and may need to know someone has confidence in them and believes with a little support they can achieve their dream.

Joan Houston Scholarship — Established by Marina Baughman in honor of Joan Houston, her former MSU accounting instructor. Recipients must be accounting students. Preference given to students who are active-duty U.S. military members or to students whose parent or spouse are current active-duty military members.

Joan Mattson Scholarship in Memory of Kevin Mattson — Established by Joan Mattson for the benefit of Department of Business students in the Energy Economics and Finance Program.

John and Nicole Carlson Scholarship — Established by John '04 and Nicole '05 Carlson for the benefit of Minot State University Department of Business majors. Recipients must possess a 2.0 or greater GPA. Preference will be given to ND residents.

John William Ross Theisen Scholarship — Established by John Theisen and Kandace Bergan in memory of their son, John William Ross Theisen. Recipients must be international business majors.

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.

Luther and Diann (Witham) Hanson Scholarship — Established by Luther and Diann Hanson for the benefit of MSU's Department of Business students. Recipients must be Department of Business management majors with a minimum 3.25 GPA. Preference will be given to students who have/will participate in a study abroad program.

Magic City Networking Business Leaders Scholarship — Established by the Magic City Networking Group. This scholarship will be awarded to a junior or senior student in the Department of Business. Recipient will be expected to attend at least one Magic City Networking meeting each semester.

Marilyn Joy Selland Scholarship — Established by Marilyn's children, Mark, Brian, and Paula, in her memory in hopes of helping older than average Department of Business students achieve their dream just as Marilyn had. Recipients must be Department of Business majors demonstrating significant financial need. Preference will be given to older than average students.

Marv and Barb Semrau Scholarship — Established by Marv and Barb Semrau. This scholarship will be offered to a sophomore, junior, or senior student from the Department of Business. Preference will be given to a student interested in marketing.

Mary Buchwitz/Quandt Scholarship — Established by Mary Quandt for the benefit of foster care children who are "aging out of care". Preference will be given to Minot residents. A 2.5 GPA or greater is preferred. Scholarship may be renewed annually up to four years.

Megan (Perdue) Awalt Scholarship — Established by Megan Awalt '11 for the benefit of accounting majors. Preference will be given to ND natives.

Mel Hoover and Spencer Hoover Business Scholarship — Established by Mel Hoover and Spencer Hoover for the benefit of regularly enrolled Department of Business undergraduate sophomore, junior, or senior students. Financial need will be considered.

Michael and Susan Hummel Scholarship — Established by Michael, a 1971 alum, and his wife, Susan. The Hummels wish to "pay it forward" to MSU for contributing to their success. Scholarship is for the benefit of business or social work students.

Ove Jorgensen Scholarship — Offered 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 and Mary Kay Jones Scholarship — Established in 2008 by Pat and Mary Kay Jones. Offered to full-time Department of Business undergraduate students. Preference given to residents of Ward County, ND. Recipients must possess a 2.5 GPA with financial aid determined by FAFSA or like determination.

Pat and ReNae Wheeler Scholarship — Established by Pat and ReNae Wheeler. Recipients must be majoring within the Department of Business or the Department of Education and Inclusive Services. Preference will be given to members of the men's and women's basketball team and to ND high school graduates.

Peoples State Bank of Velva Scholarship — Recipients must possess a 3.0 or greater GPA. Preference will be given to Department of Business students from the Velva-Minot area.

Pearl Stusrud Memorial Scholarship — Offered 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.

Randy and Pat Burckhard Scholarship — Established by Randy and Pat Burckhard. This scholarship is awarded to business administration majors on a quadrennial basis.

Richard L. Muus Business Scholarship — Offered annually to full-time MSU Department of Business students who are residents of ND.

Robert and Ilze Sando Scholarship — Established by Dr. and Mrs. Robert Sando, retired Dean of the MSU Department of Business. Recipients must be full-time undergraduate students in the Department of Business with preference given to business education majors who are athletes in one of MSU's NAIA programs or sports affiliation at that point in time.

Robert Torgerson Scholarship — Recipients must be regularly enrolled full-time MSU Department of Business students.

Roger Mergenthal Scholarship — Established by Roger Mergenthal to support the education of full-time undergraduate sophomore, junior, or senior business education majors in the Department of Business.

Ron and Donna Hensen Scholarship — Established by the Hensens, both MSU graduates, for the benefit of college of business, nursing, and physical education majors. Preference will be given to Glenburn High School graduates.

Severson Entrepreneurship Scholarship — Established by Clint Severson and Conni Ahart. This scholarship will be awarded to a Department of Business junior or rising senior who demonstrates he/she is an active Entrepreneurship Club member. A 3.0 or greater GPA is preferred.

Stephanie J. and Richard L. Strom Scholarship — Established by the Stroms and awarded to full-time students with a 3.25 or greater college cumulative GPA. Recipients must be ND residents and be involved in campus organizations and activities. Leadership roles, community, and campus volunteer work will be considered.

Terry and Lynne Summers Scholarship — Established by Terry '81 and his wife, Lynne, to benefit Department of Business students with preference given to baseball student-athletes.

Tim and Laura Mihalick Scholarship — Established by the Mihalicks for the benefit of Department of Business students who possess a 3.25 or greater GPA. Preference will be given to students demonstrating financial need.

Yvonne Schultz Scholarship — Offered to Department of Business students.

Vicky and Rich Campbell Scholarship — Established by Rich and Vicky Campbell for the benefit of special education and business majors.

Communication Sciences and Disorders

Bob and Pat Nelson Communication Disorders Scholarship — Established by the Nelsons, both MSU alums, for the benefit of students in the Communication Sciences and Disorders program.

Communication Sciences and Disorders Memorial Scholarship — Established by the Department of Communication Sciences and Disorders faculty and staff in memory of family members and friends who have passed. Recipients must be undergraduate or graduate communication and sciences and disorders majors.

Don and Sandie Sivertson — Established by Kim (Sivertson) Neukam '89/'90, Kayley, and Austin Neukam in honor of their parents/grandparents, Don and Sandie Sivertson. Recipients must be pursuing a Master of Science in Speech-Language Pathology and have graduated from a ND high school.

Dr. David Williams Scholarship — Named for Dr. Williams who was chair of MSU's Communication Sciences and Disorders Department. Recipients must be undergraduate or graduate communication sciences and disorders students and possess a 3.35 or greater GPA.

Dr. Lesley Magnus Scholarship — Established by Dr. Lesley Magnus '85/'86, long-time CSD faculty member for the benefit of students pursuing a Master of Science in Speech-Language Pathology. Preference will be given to Canadian students. If criterion #2 cannot be met, undergraduate students who are attending Minot State University for graduate school may be considered.

Edna Gilbert Scholarship — Scholarship available for any major in communication sciences and disorders.

Hearing and Training Center Scholarship — Scholarship available to graduate students in the communication sciences and disorders program. A minimum 3.5 GPA is required.

Keith and Patricia White Scholarship — Established by the Minot Sertoma Club and Patricia White in memory and in recognition of Keith's 38-year career of service to the Minot community. Recipients must be junior, senior, or graduate communication sciences and disorders or special education students, possessing a 3.0 or greater GPA. Preference will be given to ND residents and U.S. citizens.

Lunday Scholarship — Named after Audrey Lunday, professor emeritus, who taught speech-language pathology for 39 years at MSU. Recipients must be first-year graduate students in the Department of Communication Sciences and Disorders and a single parent, male or female, or from a country other than the U.S., Canada, or Mexico.

N.R. Faulkner — Established by Ryan and Hope Anderson in memory of Hopes's father, N.R. Faulker '77. Recipients must be enrolled in the communication disorders program. Preference will be given to applicants who have personal military experience or have family member who have served in the military.

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 sciences and disorders. Selection shall be based on academic performance, clinical promise, and participation and personal involvement in the advancement of the profession.

Sertoma Club of Minot Scholarship — Established by the Minot Sertoma Club to aid students in hearing and speech given on the basis of scholarship and need.

Sheryl Fursteneau Sharp Scholarship — Established by Sheryl Sharp, a ’66/’69 alum who served 35 years in the education field. Recipients must be communication sciences and disorders majors.

Susan Haanstra Elsom Memorial Scholarship — Established by friends and family of Susan Haanstra Elsom in her memory. Recipients must be enrolled as full-time students majoring in communication sciences and disorders or speech-language pathology.

Terry and Ann Zeltinger Scholarship — Established by Terry and Ann Zeltinger for the benefit of communication sciences and disorders students who intend on pursuing a career in speech pathology.

Criminal Justice

Arthur T. Wilson Memorial Scholarship — Established in memory of Arthur Wilson by his wife, Mary Wilson, and his sons, Brian and Randy Wilson. Recipients must be criminal justice majors, possess a 3.0 or greater GPA, be of sophomore, junior, senior, or graduate status and be U.S. citizens. Preference will be given to veterans.

Balas Family Scholarship — Honors the members of the Balas Family, all of whom have been college educated. Scholarships support education, criminal justice, and science students.

Brekka K. Kramer Scholarship— Established by Brekka Kramer, a 1998 MSU alum for the benefit of School of Business, Math, and Technology or School of Education and Behavioral Sciences students. Recipients must demonstrate financial need and have graduated from a ND high school.

Criminal Justice Scholarship — Scholarship available to criminal justice majors.

Dan Draovitch Scholarship — Award available to criminal justice majors in their junior or senior year at MSU. Recipients must be ND residents with a minimum 3.0 GPA and pursuing a career in law enforcement. Involvement in professional organizations as well as involvement in off-campus volunteer activities is required. Two references from professors and one general reference are requested along with a short essay explaining how their career will assist in domestic violence problems.

Gary Holum Scholarship — Established by the Minot Kiwanis Club in memory of Judge Gary Holum, a longtime member of the Minot Kiwanis Club who epitomized the attributes of serving others, especially the youth of the Minot community. Scholarship will benefit students majoring in criminal justice at MSU. Preference will be given to current or former members of The Key Club - a youth service club sponsored by Kiwanis.

John and Wendy Schaffer Scholarship — Established by John and Wendy Schaffer, both MSU alums for the benefit of criminal justice majors who have graduated from Montana or North Dakota high schools.

Teacher Education & Kinesiology

Adelaide and Eleanor Johnson Scholarship — Established by the Johnson family to honor Adelaide 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 greater.

Audrey and Steve Sidener Scholarship — Established by Steve Sidener, a 1967 English alum, for the benefit of education majors.

Balas Family Scholarship — Honors the members of the Balas Family, all of whom have been college educated. Scholarships support education, criminal justice, and science students.

Bernadine H. Kunkel Endowed Scholarship — Established by Bernadine H. Kunkel. Awarded to full-time students studying to be teachers. Recipients must possess a cumulative GPA of 3.0.

Black-Neuharth Education Scholarship — Established by Kevin and Cynthia Neuharth in honor of their parents and families who valued and respected education. Recipients must have a 3.0 overall GPA, be from ND, and have been accepted into the education program. Preference given to elementary education students.

Brekka K. Kramer Scholarship — Established by Brekka Kramer, a 1998 MSU alum for the benefit of School of Business, Math, and Technology or School of Education and Behavioral Sciences students. Recipients must demonstrate financial need and have graduated from a ND high school.

Bruce and Linda Christianson Scholarship — Established by the Christiansons, both MSU alumni, for the benefit of students admitted into the teacher education program.

Dan Sluke Scholarship —Established by the Sluke Family in memory of Dan. Recipients must be students in the Teacher Education program. Preference given to students with a 2.5 or greater GPA and to students who are graduates of Des Lacs-Burlington High School.

Delta Kappa Gamma Scholarship — Established by Delta Kappa Gamma, a professional honorary society of women educators. Awarded to students who are currently admitted into the teacher education program.

Dr. Elaine Larson Scholarship — Established by Dr. Elaine Larson, a longtime faculty member of 34 years in the Teacher Education Department, for the benefit of female students who are from ND. Recipients must be admitted into the teacher education program preparing to teach secondary education and possess a 3.0 or greater GPA.

Dr. Steven Shirley Family Scholarship — Established by Dr. Steven Shirley and his wife, Jennifer. Recipients must be regularly enrolled full-time education majors who are ND residents. A 2.8 or greater GPA is required.

Don and Joyce Anderson Scholarship — Established by Don and Joyce Anderson for the benefit of students majoring in physical education. Don and Joyce graduated from MSU in 1959 both with Physical Education degrees.

Donald and Audrey Lilly Scholarship — Established by Audrey Lilly, a 1956 alum, for the benefit of secondary education majors. Preference will be given to English or social studies majors and McHenry County residents.

Duane D. and Lois M. Dockter Scholarship — Established by Duane, a 1957 elementary education graduate, and his wife, Lois. Duane spent 37 years in the teaching field. Recipients must be education majors.

Duane and Roberta Johnson Scholarship — Established by Michael and Kristi Toy in honor of Kristi's parents, Duane and Roberta Johnson. Recipients must be education majors.

Edith Carpenter Rose Scholarship — Offered to an education major with junior or senior status who plans to teach in ND. Student must maintain a 3.0 GPA 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 — Offered to an undergraduate elementary education major with a minimum 2.0 GPA.

Garnet Cox Scholarship — Established by Garnet Cox whose career at Minot State University spanned 33 years. Recipients must be in one of the kinesiology programs. Preference will be given to students with a 2.5 or greater GPA and to students involved in major clubs.

Gehard M. Halvorson and Marian Lund Halvorson Scholarship — Established through the estate of Marian Halvorson for the benefit of elementary education majors who possess a 3.0 or greater GPA. Preference will be given to Rugby High School graduates or graduates from a high school in a town of similar demographics.

George and Christine Hegstad Family Scholarship — Scholarship established in memory of George and Christine Hegstad by Glen and Ardell Hegstad. Recipients must be MSU sophomore or junior elementary education majors. Preference will be given to Powers Lake area students.

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. Recipients must be an enrolled full-time MSU undergraduate first-year students (freshmen), sophomore, junior, or seniors. 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.

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). Recipients must be enrolled as full-time elementary education majors; must have achieved a rank of junior or senior, have a cumulative 3.0 GPA or higher, and be a resident of ND.

Jeff and Tammy Risk Scholarship — Established by Jeff and Tammy Risk. Recipients must be physical education majors. Preference given to students on the men's basketball team.

John F. and Veronica Grimes Scholarship — Established by Veronica Grimes for the benefit of students attending MSU. Recipients must be enrolled as full-time elementary education majors; must have achieved a rank of junior or senior, have a cumulative 3.0 GPA or higher, and be a resident of ND.

John Henry and Josephine Marie Huesers Memorial Scholarship — Established by Howard Huesers in memory of his parents, John and Josephine Huesers. Offered to students from Ward County, ND, with an interest in teaching. Financial aid is considered.

Judith Howard and Peter Hugret Educational Scholarship — Offered to an elementary education student who is of sophomore, junior, or senior status. A 3.0 or greater GPA is required.

Kiwanis Club of Minot Scholarship — Established by the Kiwanis Club of Minot. Recipients must be education majors who are graduates of Ward County. Preference will be given to Key Club members.

Mabel Olsgaard Elementary Education Scholarship — Established through the estate of Mabel Olsgaard, a Minot State Teacher College graduate. Recipients must be full-time undergraduate elementary education majors.

Margaret Ann Brooks Memorial Scholarship — Established by Dr. Fred O. Brooks in 2007. Awarded to female students admitted to the teacher education program preparing to teach secondary education. Preference given to natural science majors and graduates of Bishop Ryan High School.

Mark and Gloria Sanford Scholarship — Established by Mark and Gloria Sanford. Mark is a 1961 mathematics graduate and Gloria is a 1968 elementary education alum. Recipients must be majoring in elementary education or math education and be in their junior or senior year.

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 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 — Offered to students who are residents of Mountrail County, ND, possess 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 junior or senior education majors with a 3.5 GPA. Recipients must be enrolled as full-time students. Financial need is also considered.

Olga Peterson Minot Model Alumni Association Scholarship — Established by the Minot Model Alumni Association in memory of Olga Peterson who taught English at Minot Model High School from 1932-39.

Pat and Jackie Limke Family Scholarship — Established by the Limkes, both MSU alums, for the benefit of regularly enrolled full-time education majors. Preference will be given to student-athletes in one of MSU's NCAA programs or athletic affiliation at that point in time.

Pat and ReNae Wheeler Scholarship — Established by Pat and ReNae Wheeler. Recipients must be majoring within the College of Business or the College of Education. Preference will be given to members of the men's and women's basketball team and to ND high school graduates.

Physical Education Academic Scholarship — Offered to a physical education majors with a minimum 2.0 GPA.

Power of 1 Scholarship — Established by The Power of 1. Organization was founded to promote community development for youth in the areas of education, health, and strong faith. This scholarship is awarded to a student in the Teacher Education and Kinesiology Department who is a graduate of a ND high school. Preference will be given to a recipient in the surrounding Minot community.

Q Elementary Education Scholarship — Established by John Quie whose connection to MSU began with his mother, Lorraine, who earned her elementary education degree in 1960. Recipients must be of sophomore, junior, or senior status majoring in elementary education. Preference will be given to students from a moderate-income family.

Randy and Pat Burckhard Scholarship — Established by Randy and Pat Burckhard for the benefit of elementary education majors. Scholarship is awarded on a quadrennial basis.

Ron and Donna Hensen Scholarship — Established by the Hensens, both MSU graduates, for the benefit of department of business, nursing, and physical education majors. Preference will be given to Glenburn High School graduates.

Ron and Linda Garcia Scholarship — Established by Ron Garcia '80 in memory of his wife, Linda. Recipients must be accepted into the teacher education program and possess a 3.0 or greater GPA.

Ruth Knudson Strom and Clyde Strom Future Teachers Academic Scholarship — Established by Richard and Stephanie Strom for the benefit of full-time teacher educator majors possessing a 3.5 or greater GPA.

Sandra (Koolmo) Dilland Scholarship — Established by Gerald Dilland in memory of his wife, Sandra, a 1970 MSU alum. Recipients must be regularly enrolled full-time MSU education majors with preference given to elementary education majors. Preference will be given to Tioga residents as well as to students who have a 2.75 or greater GPA.

Scott Lindgren Scholarship — Established by Nicole Lindgren '07, Scott's sister, in his memory. Scott '10 was a physical educator and athletic director at the time of his death at the age of 30. The scholarship supports students admitted into the teacher education program.

Stephanie J. and Richard L. Strom Future Teachers Academic Scholarship — Recipients must be full-time students who are U.S. residents and citizens. A 3.5 or greater GPA college cumulative GPA is required. Recipients must also be working towards an education degree with an intent to teach after graduation. Award is intended to be strictly academic based. Financial need will not be considered.

Terry Ferebee Eckmann Scholarship — Established by Terry Eckmann, current teacher education professor, for the benefit of corporate fitness and wellness management or exercise science and rehabilitation majors. Recipients must possess a 3.0 or greater GPA. Preference will be given to students involved in major clubs.

Todd Magnuson Scholarship — Established by Todd's wife, Marlys Magnuson, in his memory. Todd spent 28 years teaching and coaching in ND. Recipients must be education majors.

Wilhelmina Thompson Scholarship — Offered to education students demonstrating academic achievement.

(Z) VEST Scholarship — Established by Marvin Zerr, D.D.S., Ph.D., who attended MSU from 1980 to 1983. Recipients must be education majors who are student teaching. Recipients must be U.S. citizens and be either veterans with honorable/medical discharge, current active-duty U.S. military

members, or members of the National Guard or Reserve. Recipients must also be registered with Troops to Teachers. Preference will be given to students demonstrating financial need**.**

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 junior or senior students who are active members of the Honors Society Program working towards a full four-year honor degree.

Humanities

Bram Davidson Writing Scholarship — Established by the Davidson Family in memory of Bram. Recipients must English/English Education majors or English minors and possess a 3.0 or greater GPA. Recipients must also be enrolled full-time unless they are in their final term prior to graduation and are required to demonstrate activity in creative writing, which includes poetry, fiction, creative nonfiction, and playwriting.

Division of Humanities Scholarship — Scholarship funds are 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.

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 Scholarship — Offered to upper class MSU students majoring in drama. Must maintain a 3.0 GPA.

Harvey and 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 and 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 and 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 Scholarship — 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 outstanding students in French.

Myrtle Nordwick Canata 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.

Robert Schwieger Scholarship — Established by Robert's friends and family in his memory. Bob, former MSU art professor, was a dynamic educator who taught in the MSU art department from 1967-1990. Recipients must be art majors with preference given to printmaking specialization.

Rosanne Olson Arts Scholarship — Established by Rosanne Olson '72, artist, photographer, and author for the benefit of students pursuing an art degree. Recipients must demonstrate financial aid, be of junior or senior status, and possess a 3.0 or greater GPA.

Tom Willis Scholarship — Established in memory of Tom, long-time MSU professor of art, for the benefit of art students.

Vadell Family Scholarship — Established by Aisha Vadell. This scholarship will be awarded to a broadcasting major.

Walter Piehl Arts Scholarship — Established by family and friends of Walter Piehl in honor of his many contributions to Minot State and the art community to benefit art students.

Math and Computer Science

Agnes and Ray Ladendorf Scholarship — Established by Thomas Ladendorf in memory of his parents, Agnes and Ray Ladendorf. Agnes was a longtime member of the MSU mathematics faculty. This scholarship is awarded to full-time students pursuing a degree in math, computer science, science, and/or education. Recipients must have a cumulative 2.5 GPA and be graduates 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 sophomores, juniors, or seniors who show outstanding academic achievement in science or mathematics. Financial need is considered.

Brekka K. Kramer Scholarship — Established by Brekka Kramer, a 1998 MSU alum for the benefit of School of Business, Math, and Technology or School of Education and Behavioral Sciences students. Recipients must demonstrate financial need and have graduated from a ND high school.

Dr. Tom and Anita Seymour Scholarship — Established by Dr. Tom Seymour and his wife, Anita. Tom spent 31 years as an information technology professor in the Department of Business. Anita is a 1971 MSU graduate. Recipients must be incoming freshmen in the Department of Business. Preference will be given to information technology majors.

Don Selk Data Science Scholarship — Established by Don Selk a 1972 earth science graduate for the benefit of data science majors.

Erma Fahlgren Scholarship — Established by Stephen and Leann Hayton. Recipient of this scholarship must be a female, full-time student majoring in math, science, or computer science.

Frank and Olga Bauman Scholarship — Offered to full-time math or science education majors who are of junior or senior status.

Gordon R. Olson Applied Math Scholarship — Established by Gordon R. Olson, retired professor of math and computer science at MSU. This scholarship will be offered to a full-time student pursing a degree in math or other degree which significantly utilizes math. To be considered for this scholarship, potential recipients must write and submit an article to the Department of Math, Data and Technology, suitable for publication, relating how math can be applied to solving a real-world problem(s).

Hugo/Flossie Henke Scholarship — Established by Randy and Dot Henke for the benefit of cybersecurity and operations minors and majors.

Integrity Viking Funds Computer Science Scholarship — Award based on financial need. Partial consideration will be given to recipients' GPA.

MSIS Scholarship — Established by Dr. Lorraine Willoughby for the benefit of a MSIS graduate student enrolled in at least six credits with a 3.0 or greater GPA.

Mary Buchwitz/Quandt Scholarship — Established by Mary Quandt for the benefit of foster care children who are "aging out of care". Preference will be given to Minot residents. A 2.5 GPA or greater is preferred. Scholarship may be renewed annually up to four years.

Math and Computer Science Scholarship — Offered to students who plan to major in mathematics or computer science, have 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.

Robert and Jennifer Feller Scholarship — Established by Robert and Jennifer Feller for the benefit of computer science majors. Preference will be given to ND high school graduates.

Xcel Energy Scholarship — Offered to math, science, or energy economics students. Recipients must be sophomores, juniors, or seniors with a minimum 2.0 GPA.

Geology

Don Selk Geoscience Scholarship — Established by Don Selk a 1972 earth science graduate for the benefit of students pursuing a degree within the geoscience program.

Huldah Winsted Geology and Geography Scholarship — Awarded each year to outstanding MSU geology and/or geography students with a 3.0 GPA or greater.

Sundre Sand and Gravel Earth Science and Geology Scholarship — Established by Rebecca Hill, owner of Sundre Sand and Gravel, for the benefit of earth science and geology students. Preference will be given to ND high school graduates.

Music

Amstutz/Sundet Woodwinds Scholarship — Established by the Minot Symphony Association in honor of the late Dr. Kenneth Amstutz and the late Dr. Gerald Sundet. Recipients must play a woodwind instrument. Strongest consideration shall be given to incoming freshmen demonstrating financial need, although scholarship awards may also be based on merit.

Arthur and Rebecca LaBrant Scholarship —Established by Rebecca LaBrant in honor of her and her late husband celebrating their shared love for music and faith. Recipients must be pursuing a degree in music and maintain a 3.0 GPA. Preference will be given to string students and music education majors.

Bert Skakoon Music Scholarship — Established by Bert Skakoon. Award is open to all instrumental students with first preference given to string students. Preference will also be given to students performing with the Minot Symphony Orchestra.

Bert Skakoon String Scholarship — Established by the Minot Symphony Association and awarded to outstanding MSU students who plays in the Minot Symphony Orchestra. Recipients must play a string instrument. Strongest consideration will be given to incoming freshman with preference given to students having financial need, although scholarship awards may also be based on merit.

Dorothy Van Sickle Music Scholarship — Established by Dorothy Van Sickle in 2016. Recipients must be music majors with preference given to students interested in organ or piano.

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.

Evelyn Sampson Music Scholarship — Offered 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, ND, and Tulsa, OK. 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.

Gwenlyn Lawlar Scholarship — Established by Gwenlyn Lawlar Marsh who is a graduate of MSU with degrees in elementary education and music. This scholarship will be awarded to a full-time student from ND who is an instrumental music major in piano or organ.

Harvey and Arlone Twyman Scholarship — Offered to music majors.

James M. Feller Scholarship — Established by Robert Feller in memory of his brother, James. Recipients must be music majors. Preference will be given to ND graduates.

Jeanne M. Sandberg Music Scholarship — Established by Maynard Sandberg in memory of his wife, Jeanne. Recipients must be regularly enrolled full-time MSU undergraduate students and be active MSU athletic pep band or marching band members. Preference given to graduates of Bishop Ryan High School. Recipients must possess a minimum cumulative 2.5 GPA or higher. Recipients may be eligible to continue to receive the scholarship through their senior year.

Jim and Norma Swanson Choir Scholarship — Established by Jim ’62 and Norma Swanson who were both active in local and regional music activities. Recipients must demonstrate financial need and be pursuing a degree in music education. Preference will be given to students enrolled in choir.

John and Ann Jermiason Scholarship — Established by John and Ann Jermiason. Both John and Ann are graduates of MSU. Recipients of this scholarship must be a full-time music major.

John and Patricia Strohm Music Scholarship — Established in January 1995 in memory of John Strohm, professor emeritus of music. John Strohm was at MSU for 35 years in various capacities. Students must be enrolled full-time as a music major, possess a cumulative GPA of 3.0 or greater, and preferably be a student of vocal music. Students studying a musical instrument may also be considered.

Judy A. Spitzer Scholarship — Established by Jerry Spitzer ’62 in memory of his wife, Judy, a 1962 music education graduate. Recipients must be majoring in music with a specialty in clarinet. Preference will be given to juniors or seniors.

Kenneth and DeVera Bowles Voice Scholarship — Recipients must be participating in MSU's concert choir and complete one semester of music theory. Recipients must enroll in private voice lessons coinciding with the choir participation.

Lyle C. Hanson Scholarship — Established through the estate of Lyle C. Hanson to provide scholarships to students in music education.

Lynne and Jon Rumney Scholarship — Established by Donald and Carolyn Andrews in honor of Dr. Jon, Lynne and Danica Rumney's dedication to MSU's music program. Scholarship will be awarded to students who participate in the Dakota Chamber Music.

Mary Lou Soukup Excellence in Music Education Scholarship – Recipients of this scholarship should be a full-time student pursuing a degree in music. Preference will be given to ND students who maintain a 3.0 or great GPA.

Mike Berg Memorial Scholarship — Recipients must participate in band and jazz ensembles for the entire year. Recipients are determined by the judge at the MSU Jazz Festival.

Minot Symphony Association 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.

Minot Symphony League Scholarship — Established by the Minot Symphony Association for the benefit of MSU students playing in the Minot Symphony Orchestra. Strongest consideration shall be given to incoming freshmen. Preference will be given to students demonstrating financial need, although scholarship awards may also be based on merit.

Music Division Scholarship — Scholarship requires participation in choral and instrumental activities.

Northwest International Music Festival Scholarship — Scholarship requires participation in choral and instrumental activities.

Ralph Wallin Keyboard Scholarship — Scholarship for qualified students in piano or organ. Recipients must be keyboard majors and study with a member of the keyboard faculty.

Robert O. "Red" Wuttke Scholarship — Established from the estate of "Red" Wuttke to be offered to music majors. Mr. Wuttke bequeathed his entire estate in December 1996 to MSU for music scholarships.

Ruth Schell Overholser Fellowship — Established for the benefit of graduate students pursuing the study of music. Students must be enrolled as graduate students in the MSU Department of Fine and Performing Arts, demonstrate financial need, and academic achievement and maintain a 3.0 GPA.

Ruth Schell Overholser Scholarship — Established by J. Spencer and Ruth Schell Overholser, this scholarship is offered to students who are at least sophomores, ND residents, and enrolled as a full-time bachelor's degree candidates in the MSU Division of Music. A cumulative 3.0 GPA is required and financial need and musical talent will be considered.

Sally Thomas Violin Scholarship — Offered to violin students who are majoring or minoring in music, preferably freshmen who perform with the Minot Symphony Orchestra.

Stockman Sisters Music Scholarship — Established by Genevieve Stockman for her daughters, Aimee, Sarah, and Elizabeth. Recipients must be vocal music students either major or minor. A 2.5 or greater GPA is required. Financial need will be considered.

Tim L. and Lynn M. Smith Scholarship — Established by Tim and Lynn Smith. Recipients must be French horn students, and if there are no eligible French horn students, second preference will be given to oboe or bassoon students. Recipients must also be students majoring in music education (BSEd) or music performance (BA). Preference given to students from MT or ND.

Virginia Geesaman Endowment — Established through the estate of Virginia Geesaman, a longtime music educator and music faculty member at Minot State. Strongest consideration will be given to incoming freshmen, preferably those who have declared a major in either music education or music performance. Preference will be given to students demonstrating financial need. Scholarship is open to string students participating in the Minot Symphony Orchestra even if such students have not declared the above referenced majors.

Nursing

Alma M. (Bratlien) Arends Scholarship — Established by Alma's family in honor of her 50 plus year nursing career. Recipients must be nursing majors who demonstrate financial need. Preference will be given to students who are currently active duty or a veteran or to students whose family members are active duty or a veteran**.**

Betsy Nokleby Scholarship — Established by the Student Association in honor of Betsy Nokleby who served as college nurse for 26 years. Recipients must be nursing students who are second semester juniors or first semester seniors. Full or part-time students are eligible.

Betty Jean Halvorson Nursing Scholarship — Established by Betty's sister, Charlotte Thiemecke Flloyd. Betty taught nursing at Minot State from 1980 -1999. Awarded to students who demonstrate academic excellence and have a broad perspective of nursing. Recipients should also demonstrate leadership qualities and be ethically and morally strong.

Clarence M. Kringlee Nursing Scholarship Trust Fund — This scholarship will be offered to students who are nursing majors or have an interest in a medical field. Preference will be given to first- and second-year students from ND who indicate a sincere intention of working in the healthcare field in ND.

Corbin Okeson Memorial Scholarship — Established by Heidi Okeson in memory of her son, Corbin Okeson, who passed in 2023. Corbin was a MSU nursing student at the time of his passing. Recipients must be accepted into the nursing program. Preference will be given to males.

Donald and Frances Tank Nursing Scholarship — Established by Donald Tank, a 1969 alum, in appreciation for the excellent care his wife received when her health failed. Recipients must be nursing majors.

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 female nursing students who have 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 ND, 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 Scholarship — Established by Don and Deb Wahus and Elisabeth D. Wahus Davison in honor of Emma Misner who grew up near Grassy Butte, ND. Offered to two junior year nursing majors who are ND residents. A one-page essay answering the question, “What is the most important quality of a nurse and why?” is required.

Evelyn R. Nielsen Scholarship — Established by family and friends in memory of Evelyn Nielsen. It is offered to full-time undergraduate nursing majors who demonstrate active leadership to the nursing organization, nursing professionals, or the community. Recipients must possess a cumulative 3.0 GPA and may be awarded the scholarship more than one time.

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.

Finneseth Scholarship — Established by Thelma Finneseth for the benefit of nursing majors.

Francis Svee Scholarship — Established by Harvey Svee of Lansford, and awarded by the Department of Nursing to junior students excelling in psycho-social aspects of nursing.

Grace Fisher Nursing Scholarship — Grace Fisher is a life-long resident of Minot and earned a BA in History from Minot State University in 1959. This scholarship will be awarded to a sophomore, junior, or senior student in Nursing or other health related field.

Gunnar Solberg Scholarship — Recipients must be nursing students who are of junior status and demonstrate financial need.

Halvor and Orma Nesheim Nursing Scholarship — Established in 2008 by the family of Halvor and Orma Nesheim. Offered annually by the Department of Nursing to students maintaining a 3.0 or greater GPA and are residents of Mountrail or Ward County, ND. Preference given to students intending to stay in ND following graduation.

Helen Chatfield Shurr Scholarship — Scholarship honors 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.

Janelle "Jehlicka" Verhey Scholarship — Established by Janelle Verhey. Recipients must be declared nursing majors and demonstrate financial need.

Janice Smith Nursing Scholarship — Established in Janice's memory by her husband, C. Milton Smith. Recipients must be regularly enrolled, full-time nursing students.

Jim and Karen Jensen Nursing Scholarship — Established by Jim and Karen Jensen for the benefit of nursing students.

Joan Love Christianson Nursing Scholarship — This scholarship was established by the family of Joan Love Christianson. It is offered to students enrolled full-time in the nursing program. Recipients must maintain at least the minimum academic standards.

John and Leslie Coughlin — Established by John and Leslie Coughlin. Recipients must be Minot State nursing majors.

Keith and Elema Cunningham Scholarship — Established by Elsie Cunningham in memory of her husband, Keith, and his first wife, Elema. Scholarship is offered 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 offered in the health services area.

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 ND.

Loretta F. Holub Nursing 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 offered to ND 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 MSU.

Margaret Bruce 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 ND. Offered 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. Scholarships are awarded to MSU students pursuing nursing, radiologic technology, medical technology, pre-medicine, pre-dentistry, or pre-pharmacy who are ND residents. Financial need, academic performance, character, and citizenship are considered.

Nels T. and Oline Blikre Scholarship — Offered to students who are residents of Mountrail County, ND, possess an interest in nursing or teaching and demonstrate 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 older than average (over age 24), “caring” nursing students who have successfully completed the first clinical course. A cumulative 3.0 GPA required.

Patrick Kelly Muus Memorial Nursing Scholarship — Established by Richard and Bernie Muus in memory of their son, a certified registered nurse anesthetist. Recipients must be full-time MSU students enrolled in the School of Sciences and Health, be a ND resident, and planning to advance to a career as a CRNA.

Patty Lou Pietsch Trzpuc Memorial Scholarship — Established for the benefit of the top MSU nursing student. Offered 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.

Power of 1 Nursing Scholarship in Memory of Gabrielle Feller — Established by the Power of 1 in memory of Gabrielle who passed months after her birth. Recipients must be declared nursing majors and is open to those not yet admitted to the program. Preference will be given to ND high school graduates.

Randy and Pat Burckhard Scholarship — Established by Randy and Pat Burckhard for the benefit of nursing students. Scholarship is offered on a quadrennial basis.

Randy and Holly Arneson Scholarship — Established by Randy and Holly Arneson for the benefit of nursing majors who possess a 3.0 or greater GPA. Preference will be given to older than average students (24 years+) as well as ND high school graduates.

Richard R. and Joyce Eckart Family Scholarship — Established by the Richard R. and Joyce Eckart family to honor their parents, Richard and Joyce Eckart. Recipients must be ND residents enrolled in the nursing program.

Roger Drobash Nursing Education Scholarship — Offered to a relative of a current or former member of either Trench Rat Dugout No. 436 or Disabled American Veterans Chapter No. 4.

Ron and Donna Hensen Scholarship — Established by the Hensens, both MSU graduates, for the benefit of college of business, nursing, and physical education majors. Preference will be given to Glenburn High School graduates.

Stephen Larson/Lawrence and Geraldine Larson Family Scholarship — Established by Ron Larson in memory of his brother, Stephen, and parents, Lawrence and Geraldine Larson. Recipients must be nursing majors and possess a 3.0 or greater GPA. Preference will be given to students from Mountrail and McKenzie County and to ND high school graduates.

Tracy Petersen Snyder Scholarship — 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 students who demonstrate scholastic excellence and display attributes of being dedicated students of professional nursing.

William N. "Skip" Shirley Memorial Scholarship — Established for Nursing students by Dr. Steve and Jennifer Shirley in memory of Dr. Shirley's father. Recipients must be graduates of a ND high school.

Yvonne Falstad Hoover Nursing Scholarship — Established by Mel and Yvonne Hoover for the benefit of nursing students. Financial need will be considered.

Psychology

Brekka K. Kramer Scholarship — Established by Brekka Kramer, a 1998 MSU alum for the benefit of School of Business, Math, and Technology or School of Education and Behavioral Sciences students. Recipients must demonstrate financial need and have graduated from a ND high school.

Dr. Richard Sheldon Psychology and Addiction Counseling Scholarship — Offered to students majoring in either psychology or addiction studies.

Julia Burke Scholarship — Established by Don, long-time psychology professor, and his wife, Jean, in memory of their niece Julia. Recipients must be psychology majors. Preference will be given to students with a 3.0 or greater GPA and those demonstrating financial need.

Science

Agnes and Ray Ladendorf Scholarship — Recipients must be regularly enrolled as full-time MSU freshmen, sophomore, junior, or senior students pursuing a degree in math, computer science, science, or education with a 2.5 or greater GPA. Students must also be graduates of Des Lacs-Burlington, Berthold, or Bowbells High School.

Balas Family Scholarship — Honors the members of the Balas Family, all of whom have been college educated. Scholarships support education, criminal justice, and science students.

Betty Iljana Scholarship — Established by Betty Iljana for the benefit of science majors.

Blaine B. Kuist Memorial Scholarship — Established by family and friends in memory of Blaine B. Kuist, for sophomores, juniors, or seniors who display outstanding academic achievement in science or mathematics. Financial need is considered.

Bob and Pat Nelson Scholarship — Established by Bob and Pat Nelson, both MSU alums. Recipients must be students in the Department of Science.

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.

Cyril Moore Scholarship — Offered to students 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 — Offered to science majors with a minimum 2.0 GPA.

Dr. Byron and Chris (Gay) Blowers Scholarship — Established by Byron and Chris Blowers, both MSU alums. Recipients must be students in either the Department of Business, Department of Science.

Douglas and Patti Bengson Scholarship — Established by Douglas, a 1986 graduate, and his wife, Patti. Recipients must be biology or chemistry majors with an interest in dental school/dental hygiene.

Don Selk Geoscience Scholarship — Established by Don Selk a 1972 earth science graduate for the benefit of students pursuing a degree within the geoscience program.

Erma Fahlgren Scholarship — Established by Stephen and Leann Hayton. Recipient of this scholarship must be a female, full-time student majoring in math, science, or computer science.

Frank and Olga Bauman Scholarship — Offered to full-time education majors in math or science who are junior or seniors.

Gerald L. Lamoureux Chemistry Scholarship — Established by Gerald ’61 and CaroleJean Lamoureux for the benefit of chemistry or chemistry education majors. Recipients must have graduated from a ND high school.

Glenn Bonness Scholarship — Recipients must be full-time MSU undergraduate freshmen, sophomores, juniors, or seniors enrolled in the science program.

Huldah Winsted Geology and Geography Scholarship — Offered to an outstanding geology or geography student with a 3.0 or greater GPA.

J. Spencer Overholser Scholarship — Offered to sophomore or higher students of the natural sciences, preference in chemistry.

Karen Olson Scholarship — Established by P.E.O. Chapter AG in memory of Karen Olson, a long-time member of P.E.O. Recipients must be female students who are medical laboratory science majors.

Kevin and Merri Jo Connole Scholarship — Established by Kevin and Merri Jo Connole in 2013 for the benefit of MSU radiologic technology majors. Preference will be given to junior or senior students.

Mary Buchwitz/Quandt Scholarship — Established by Mary Quandt for the benefit of foster care children who are "aging out of care". Preference will be given to Minot residents. A 2.5 GPA or greater is preferred. Scholarship may be renewed annually up to four years.

Meiers' Science Scholarship — Established by MSU alumni Gayne and Barbara Meiers for the benefit of full-time students who are of at least sophomore status. A 3.0 or greater GPA is required. Financial need must be demonstrated. Preference will be given to a clinical laboratory science or radiologic technology student.

Rebecca Hill Medical Lab Science Scholarship — Established by Rebecca Hill, a 1964 medical technology graduate. Scholarship supports medical laboratory science students. Preference will be given to ND high school graduates.

Rose Morgan Scholarship — Established from the estate of Rose Morgan, a 1963 biological sciences graduate. Rose spent 16 plus years as an instructor in the MSU Science Department. Recipients must be a sophomore, junior, or senior students who are majoring in clinical laboratory science or biology, possess a 3.0 or greater GPA and be current ND residents.

Srejma Family Scholarship — Established by Brent and Brenda Srejma. Recipients must be pursuing a degree in the Division of Science which currently includes chemistry, geoscience, physics, radiologic technology, and science education.

Ruth and Charles Hoffman Botanical Scholarship — Established by the Northwest Association of Horticulture for full-time students who are majoring in biology and/or who demonstrate an interest in botany/horticulture. Recipients must possess a cumulative 2.5 GPA. Recipients may receive the award for multiple consecutive years providing that all eligibility criteria are maintained. Recipients will also receive an honorary membership in the Northwest Association of Horticulture and will be encouraged to participate in the association's activities.

Sundre Sand and Gravel Earth Science and Geology Scholarship — Established by Rebecca Hill, owner of Sundre Sand and Gravel, for the benefit of earth science and geology students. Preference will be given to ND high school graduates.

Xcel Energy Scholarship — Offered to math, science, or energy economics students. Recipients must be of sophomore, junior, or senior status with a minimum 2.0 GPA.

Social Science

Dr. N.M. Lillehaugen History Scholarship — Offered to junior or senior history majors. Award based on academic performance and promise. A 3.0 GPA is required.

Frances Bane Crockett Scholarship — Established by H. Paul Crockett in memory of his wife, Frances Bane Crockett. Scholarship is available to older than average (over 24 years) students with at least a 2.0 GPA. Students must be majoring in social science or general college studies. Financial need is also a consideration.

Kay Erickson Memorial Scholarship — Established by Kay's family in her memory. Recipients must be junior or senior females who are enrolled in the social work program. A 2.75 or greater GPA is required.

Merton and Karen Johnsrud Scholarship — Established by the Johnsruds for the benefit of Department of Humanities Social Science and Interdisciplinary Studies, students who are ND residents.

Michael and Susan Hummel Scholarship — Established by Michael, a 1971 alum, and his wife, Susan. The Hummels wish to "pay it forward" to MSU for contributing to their success. Scholarship is for the benefit of business or social work students.

Paul Morrison Scholarship — Offered to junior or seniors who are majoring in economics, history, social science, or sociology. A minimum 3.0 GPA is required.

Paul and Sherri Tefft Scholarship — Established by Paul and Sherri Tefft. First preference given to students pursuing a BSEd in history. Second preference given to students pursuing a concentration in political science and/or concentration in humanities. Third preference given to student pursing a BSEd in Social Science.

Sarah Martinsen Scholarship — Established by Drs. Wayne and Della Martinsen in Sarah's memory. Recipients must have declared a major or minor in sociology at the time of application and throughout the duration of the award. Applicants must demonstrate a record of community or public engagement and desire to continue to work in non-profit and community activities. This award is intended to support an unpaid internship or structured service-learning experience with a non-profit, community-focused organization. The internship activity sponsored by this award may not simultaneously be used to satisfy clinical or internship requirements of any major or minor outside of sociology. During the period of the award the recipient will take an independent study course with a sociology faculty member to explore larger sociological themes connected to the selected community experience or internship. This course will result in a public presentation and written report detailing the activity supported by this award with the community and the donors.

Social Science Division Scholarship — Offered to a social science student with a minimum 3.0 GPA.

Virginia P. George Scholarship — Established through the estate of Virginia P. George, a life-long social studies educator. Offered to social science students with a GPA no greater than 3.0.

Social Work

Brekka K. Kramer Scholarship — Established by Brekka Kramer, a 1998 MSU alum for the benefit of School of Business, Math, and Technology or School of Education and Behavioral Sciences students. Recipients must demonstrate financial need and have graduated from a ND high school.

Jim Wahlberg Social Work Scholarship — Established in memory of longtime faculty member and social work chair, James Wahlberg. Offered to students who have been admitted to the social work program and have 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 ND 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 — Offered to any on-campus or distance education students with a GPA of 2.0 or greater. Full-time or part-time students enrolled in at least six credits are 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. Scholarship is offered to a student in education of the deaf.

Brekka K. Kramer Scholarship — Established by Brekka Kramer, a 1998 MSU alum for the benefit of School of Business, Math, and Technology or School of Education and Behavioral Sciences students. Recipients must demonstrate financial need and have graduated from a ND high school.

Carah (Heidbreder) Quamme Scholarship — Established by friends and family of Carah in her memory. Carah was a '09/'11 graduate receiving degrees in developmental disabilities. Recipient must be an intellectual and development disabilities major, possessing a 3.0 minimum GPA.

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. Offered to graduate students in deaf education requiring approval from the Dean of the College of Education and Health Sciences.

Fern Batterberry Scholarship — Established by Shawn and Linda Batterberry in honor of Shawn's mother, Fern. Fern' 69 was a life-long educator and the first McLean County special education teacher. The scholarship supports special education majors.

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 MSU. Scholarship is offered 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, ND, and Tulsa, OK, to encourage and support special education. Priority is given to graduate students from Towner or McHenry County majoring in learning disabilities. If no graduate students apply, the scholarship will be offered to undergraduate students from Towner or McHenry County majoring in special education.

Hooterville Flion Lions Edwin R. Hovrud Memorial Scholarship — Established by the Hooterville Flion Lions in memory of Lion Edwin Hovrud. Offered to juniors or seniors in the special education program.

Keith and Patricia White Scholarship — Established by the Minot Sertoma Club and Patricia White in memory and in recognition of Keith's 38-year career of service to the Minot community. Recipients must be junior, senior, or graduate communication disorders or special education students, possessing a 3.0 or greater GPA. Preference will be given to ND residents and U.S. citizens.

Marlys Haagenson Johnson Scholarship — Established by Marlys Haagenson Johnson, a 1967 alumna who taught in the education system for 20 years. Recipients must be special education majors.

Michelle Kincheloe Tollefson Scholarship — Established by Michelle Toffefson for the benefit of full-time students majoring in special education. Preference will be given to special education majors who are pursuing a double major and/or minor in art, music, or pursuing early childhood education.

Robert and Jo Ann Skabo Scholarship — Established by Skabos for the benefit of full-time special education majors. Preference will be given to special education majors who are also minoring in deaf and hard of hearing or a related field of study.

Ruth E. Loucks Special Education Scholarship — Established by the late Ruth E. Loucks. Awarded annually to students in the special education program.

Sertoma Club of Minot 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. Students must be either junior, senior, or graduate students, and preference will be given to ND residents or U.S. citizens.

Special Education Scholarship — Offered to graduate students with a minimum 3.0 GPA.

Vicky and Rich Campbell Scholarship — Established by Rich and Vicky Campbell for the benefit of special education and business majors.

General Scholarships

Allstate Scholarship — Established by Kim Albert for the benefit of Minot State University students.

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 offered by Alumni Association committee. Separate application required.

Alvin and Shirley Dietz Scholarship — Established by the Dietzes for the benefit of ND high school graduates who are full-time MSU students. Recipients must be non-student-athletes as well as U.S citizens and demonstrate financial need.

Anna (Ketterling) and Adam Stevahn Scholarship — Established by Harold and Diana Randall to honor Diana's parents, Anna and Adam. Recipients must be undergraduate students, possess a minimum 2.5 GPA, and be ND residents. Preference given to students with documented neurological or physical impairments that affect the student's ability to do common work tasks.

American Association of University Women Scholarship (AAUW) — Available to all disciplines, this scholarship is offered to a senior demonstrating academic achievement and financial need.

Backes Family Scholarship — Established by Jon and Karla Backes, both MSU graduates, for the benefit of MSU students. Where possible, preference for the scholarship should be given to female students who are from ND and who are active in extra-curricular and co-curricular activities and who display active and engaged positive leadership in student and community life. Selected students should maintain a 2.5 GPA or greater, and should be full-time registered students.

Beverly G. and Ruth Blowers Scholarship — Established in memory of Beverly G. and Ruth Blowers and offered 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. Recipients must maintain at least a 2.0 GPA. Financial need, character, desire to obtain a degree, and citizenship will be considered.

Bob and Kathy Mau Hometown Pride Scholarship — Established by Bob and Kathy Mau to support high school graduates included in the Minot State University Hometown Pride Scholarship Program.

Bobbie Williams Scholarship — Scholarship was established in memory of Bobbie Williams who attended Minot State Teachers College and is open to all areas of study.

Calvin Krueger Memorial Scholarship — Established by Curtis and Nancy Krueger in memory of Curtis's twin brother, Calvin. Curtis and Calvin grew up on the family farm in Max, ND and graduated from MSU in 1980. Recipients must have graduated from a ND high school. Preference will be given to Max High School graduates.

Catherine Medicine Stone Fredericks Scholarship — Established by Tom and Judy Fredericks to honor Tom's mother who provided the leadership and support to have eight of her nine children attain college degrees. Recipients must be enrolled in a federally recognized Indian Tribe and be students of promise.

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.

Dale and Vonnie Brown — Named in honor of MSU alums, Dale and Vonnie Brown. Recipients must be incoming freshmen who demonstrate financial need and are ND residents. Preference will be given to Minot residents.

Dell M. Clarke Memorial Scholarship — Scholarship is in memory of Dell M. Clarke. Recipients must be enrolled as full-time undergraduate or graduate students who have lived in Ward County, ND for at least five years preceding date of application. 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. Scholarship is offered to full or part-time students who graduated from an accredited high school or equivalent. Recipients must have a cumulative 2.5 GPA. Preference will be given to applicants who are former members or direct descendants 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 offered to a male student and one is offered to a female student. The award is open to all majors. Dr. Lura was President of MSU from 1956 to 1967.

Dr. David and Kathy Olson Scholarship — Established by Dr. David and Kathy Olson and is open to all majors

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 longtime administrator at MSU. Recipients must be enrolled full-time and may receive this scholarship for more than one semester.

Duane "Dewy" Block Scholarship — Established by Duane Block. Recipients must demonstrate financial need.

E.R. Manning Scholarship — Available to all students who have demonstrated academic excellence and is open to all majors.

Edith L. Barrett Memorial Scholarship — Established in memory of Edith Barrett by her son and daughter-in-law, John W. and Marilyn J. Barrett. Scholarship is offered to full-time students, with a priority given to students who graduated from Ellendale or Divide County High Schools, both in ND. The scholarship may be renewed dependent on the student's maintenance of satisfactory academic progress.

Emma S. Brynjolfson and Grace W. Brynjolfson Scholarship — Established by a bequest from the estate of Grace W. Brynjolfson and offered to full-time undergraduates. 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. Scholarships will be offered to students with a minimum 2.0 GPA.

Galen Brown Scholarship — Established in memory of Galen Brown, former MSU faculty member, for general scholarships.

General David C. and Lois M. Jones Scholarship — Established by General David C. and Lois M. Jones. Scholarships will be offered to students with a minimum 2.0 GPA.

Gertrude M. "Tillie" Eck Scholarship — Offered 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 ND counties: Bottineau, Burke, Divide, McHenry, McKenzie, McLean, Mountrail, Pierce, Renville, Rolette, Sheridan, Ward, Wells, and Williams.

Gordon B. Olson Scholarship — Established in 1992 in honor of Dr. Gordon B. Olson for his 25 years of service as President of MSU. Offered to full-time MSU students demonstrating academic achievement. Scholarships are available to students from all academic disciplines. No more than one scholarship may be offered annually on the basis of athletics achievement or performance.

Grant and Ruth Norem Scholarship — Established by family members in memory of Grant (a long time MSU educator) and Ruth Norem. Scholarship is open to all junior or senior students who have achieved high academic excellence and demonstrate financial need.

Haley Sundsbak Memorial Scholarship — Established by Christopher and Ashley Sundsbak in memory of their daughter, Haley Sundsbak, who received her angel wings from injuries sustained in an accident on Strawberry Lake. Recipients must be Des Lacs-Burlington High School graduates. Preference will be given to incoming freshman.

Harold Schwan Scholarship — Established by John, a 1982 alum, and his wife, Laurie, for the benefit of students demonstrating financial need and possessing a 2.5 or greater GPA. Preference will be given to music majors, history majors, and student athletes.

Hazel McCulloch Scholarship — Established through the estate of Hazel McCulloch and donations by family and friends in her memory and offered primarily on the basis of financial need to students with sound scholastic standing. Preference is given to Washburn, ND students. 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 MSU. Preference is given to students who are family members of faculty and staff employed by MSU.

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.

Hummel Family/ Burger King Scholarship — Offered to an employee or family member of an employee at a Minot Burger King. Recipient must have a 3.0 or greater GPA or ACT score over 24.

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.

Jeffrey Ruland Scholarship — Established in Jeffrey's memory, a 2009 MSU graduate, by his parents Scott and Trudy Ruland. Scholarship is offered to a graduate of New Town, Stanley, or Parshall High School. Recipient must have a 3.0 or greater GPA and demonstrate financial need.

Jerome Wrahlstad Scholarship — Award is open to all regularly enrolled full-time MSU students. Recipients may receive this scholarship for more than one semester by continuing to make satisfactory progress.

John and Ethel Score Scholarship — Scholarship is available to ND 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. Scholarship is offered annually through the Financial Aid office. Preference given to older than average students and members of the Key Club.

John and Phyllis Landsiedel Scholarship — Established by the Landsiedel Family. Recipients must be U.S. citizens, residents of ND, and have a 3.0 minimum GPA. Preference given to students from the greater Minot area.

June E. (Steinke) Votaw Scholarship — Scholarship is in memory of June E. (Steinke) Votaw and is offered to full-time undergraduate students. 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 award shall go to students who have graduated from Anamoose, Drake, Karlsruhe, or Velva, ND schools. Based on financial need.

Kevin Michael Hill Scholarship — Established by Michael Hill in memory of his son, a former MSU student. Offered to full-time MSU students of sophomore status, maintaining a 3.0 GPA.

Lund Scholarship — Established by Karen Lund, a 1962 alum in honor of the Lund Family. Recipients must demonstrate financial aid.

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.

MHA Nation Scholarship — Established by Jeff and Peggy Miller. Recipients must be enrolled members of the MHA Nation.

Marie Torgerson Scholarship — Established by a bequest from the estate of Femando G. Torgerson in memory of his mother, Marie Torgerson. Recipients 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. Students must be enrolled as full-time, female MSU students with a cumulative 3.5 GPA. Undergraduate juniors or seniors, graduate or transfer students are eligible. Preference is given to students 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 Eagles Aerie 2376 Scholarship — Established by the Minot Eagles Aerie 2376 upon surrendering their charter. Recipients must be pursuing a degree in the College of Education and Health Sciences, possess a 3.5 or greater GPA, and be of sophomore, junior, senior, or graduate status.

Minot Model Alumni Association Scholarship — Established to perpetuate the name and memory of Minot Model High School. Applicants must be direct descendants 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 — Offered to female students with sophomore through senior standing who are ND 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.

MSU Well-Live Dimensional Scholarship — Established by the MSU Wellness Center for the benefit of Minot State University students possessing a 2.5 or greater GPA. Applicants must complete a one-page essay responding to the following statement: Minot State University recognizes the following eight dimensions of wellness - Emotional, Physical, Multicultural, Spiritual, Occupational, Intellectual, Environmental, and Social. Pick one of the dimensions and describe how that dimension of wellness has positively impacted your life?

Mike and Angie Christianson Scholarship — Established by Mike '88 and Angie Christianson. Scholarship is open to all degree seeking students.

Minot Young Professionals Network Scholarship — Established by the Young Professionals Network of Minot. Student must be either junior or senior status and maintain a minimum overall GPA of 3.0.

Montana Dakota Utilities Scholarship — Offered to students from a community served by Montana Dakota Utilities who are sophomores majoring in engineering, business, or computer science. Selection criteria includes academic achievement, leadership and character, and financial need.

Myron and Shirley Thompson Scholarship — Established by Myron and Shirley Thompson, who both earned teaching degrees from Minot State. Recipients must possess a 2.0 or greater GPA. Preference will be given to ND high school graduates.

ND Texas Hold'em Poker Championship Scholarship — Established by the MSU Alumni Association and the Vegas Motel & Seven's Restaurant in memory of Curtis Langford, the 2006 champion of the annual New Year's Texas Hold'em Poker Tournament held at the Vegas Motel in Minot, ND. Recipients must be MSU students with preference given to business, marketing, and management majors. A minimum cumulative 2.5 GPA is required. Recipients must commit to assist MSU and community events to gain valuable real-world experience in marketing events in the Minot Area.

NDCPD Access Scholarship — Established to help students with significant disabilities attending MSU finance their college experience. Applications are available from the NDCPD and are awarded by the NDCPD Consumer Advisory Council scholarship committee.

Nell E. Boonzenny Sander Scholarship — Established by Nell Sander for the benefit of female MSU students who are ND residents and have 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.

Norgaard-Jensen Scholarship — Recipients must be full-time students and be current ND residents. Financial need must be demonstrated. Preference will be given to students whose parent(s) is currently serving in any branch of the armed forces.

Oscar and Jean Quam Scholarship — Established in memory of MSU's VP of Business Affairs, Oscar Quam, who served MSU for 28 years and his wife, Jean, long-time MSU supporter. Preference will be given to full-time, senior level students who are ND residents. A 3.4 or greater GPA is preferred.

Orvald J. Bjerken Scholarship — Non-athletic scholarship award.

Patricia (Trish) Hoeven Scholarship — Offered to a full-time MSU student.

Plum Valley Women's Scholarship — Established by the Minot Commission on the Status of Women, this scholarship will be offered to female MSU students of at least sophomore standing, maintaining a GPA of 2.5 or greater. Financial need is also a consideration.

R.J. Doebler Family Memorial Scholarship — Established in 1993 through the Marian E. Kiehn Estate in honor of the R.J. Doebler family. The scholarship is offered to full-time students. 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 MSU for 10 years. Preference is given to Native American science education majors with financial need and a 3.0 GPA. Recipients are 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 who were early pioneers in Renville County. Offered to sophomore, junior, or seniors on the basis of financial need and academic achievement, and is open to all majors. Recipients may be offered this scholarship two times. Maintenance of 2.0 cumulative GPA is required to be considered for a second scholarship.

Richard and Sally Jenkins Scholarship — Established by Dick and Sally Jenkins, both career educators who worked for MSU. Recipients must be in their junior or senior year and active in student government. Recipients should demonstrate financial need determined by the Financial Aid Office. Scholarship may be renewed more than once.

Rick and Andrea Hedberg Scholarship — Established by Rick and Andrea who both earned degrees in education at MSU. Scholarship is open to all areas of study.

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. Award is open to all majors.

Roger and Jeanette Christ Scholarship — Scholarships are offered to regularly enrolled full-time MSU students. Scholarship may be renewed dependent on the student's maintenance of satisfactory academic progress.

Sadie, Alexander and Dr. John A. Harchanko Scholarship — The scholarship is available to Native American students from North Dakota and Montana who demonstrate financial need based on FAFSA results and who are first generation college students. Applicants must demonstrate potential to be successful in college and to be good citizens. Priority will go to enrolled members of the Fort Peck Tribe (MT), to include the communities of Poplar and Wolf Point, MT. Second priority will go to Trenton High School (ND) graduates who are enrolled members of the Turtle Mountain Tribe (ND). Third priority will go to any Native American student from ND, then MT.

Sigma Tau Gamma-Gamma Delta Chapter Scholarship — Preference will be given to relatives of Sigma Tau Gamma-Gamma Delta Chapter members.

Teresa and Darrel Loftesnes - Lofty Goals Scholarship — Established by Darrel and Teresa Loftesnes. This scholarship will be offered to a senior or graduate student.

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.

The Native American Scholarship — Recipients must be of Native American/American Indian ancestry (a verifiable minimum 1/4 tribal blood) and an MSU freshman and/or first year tribal college transfer student. Scholarship is a one-year non-renewable duration scholarship.

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 — Offered to current ND residents residing West of Highway 3. Preference is given to non-student-athletes. Recipients must possess a minimum cumulative 3.0 GPA and be USA citizens. Recipients must be enrolled as full-time students. Financial need must be demonstrated.

Verendrye Electric Cooperative Scholarship — Recipients or their parents must be receiving services from Verendrye. Award is open to all majors.

Wendlin Striefel Family Scholarship — Established by Mark and Holly (Striefel) Mosser in honor of Holly's late father, Wendlin Striefel, whose children attended Minot State. Recipients must be full-time students with a minimum 2.5 GPA. Preference will be given to ND residents.

Westlie Scholarship — Students must demonstrate financial need and possess a record of satisfactory academic progress are eligible. Award is open to all majors. Applicants must be residents of the NW quadrant of ND, 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. Offered to outstanding Native American students from the Fort Berthold Reservation. Students must be full-time students, maintaining a 3.0 GPA.

Women United Scholarship — Established by Women United for the benefit of full-time, female, MSU students possessing a 2.75 or greater GPA. Financial need must be demonstrated.

Wylie and Kathy Hammond Native American Scholarship — Established by Wylie and Kathy Hammond. Wylie was the first MSU Native American Cultural Center director. Kathy was a pastor of the United Campus Ministries on the MSU campus. Collectively they provided MSU Native American students with the support services they needed to successfully meet their education goals. Recipients must be of Native American/American Indian ancestry (a verifiable 1/4 tribal blood quantum). Scholarship is a one-year non-renewable duration scholarship.

Yale Family Scholarship — Established by Renae and Kevin Yale. Recipients must demonstrate financial need. Preference will be given to Lewis and Clark High School-Berthold graduates.

Services to Region

Minot Symphony Orchestra

The Minot Symphony Orchestra is a joint University/community/professional orchestra which presents three 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 or regional members through audition. More information can be found at minotsymphony.com (http://www.minotsymphony.com/).

North Dakota Center for Persons with Disabilities (NDCPD)

NDCPD is North Dakota's University Center for Excellence in Developmental Disabilities (UCEDD). We are a part of a national network of 67 UCEDDs in the United States. At NDCPD, it is our mission to "*provide service, education, and research which empowers communities to welcome, value, and support the well-being and quality of life for people of all ages and abilities*." Faculty and staff at NDCPD fulfill this mission by providing services, training, research, and information to individuals in the disability community, professionals, service providers, agencies and the general public. For MSU students, we offer student employment, leadership opportunities as well as interdisciplinary training experiences across all the disciplines to equip students with an understanding and skills to work with individuals with disabilities. NDCPD's offices are located in Memorial Hall 203. For information, contact one of our staff members at 701-858-3580 or visit our website @ ndcpd.org (http://www.ndcpd.org/).

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 and Science Disorders Clinic

Each year children and adults from across the region come to the clinic for assessment and treatment of communication and swallowing disorders and to take advantage of sophisticated equipment and the expertise of our faculty. A unique team of professionals provides assessment and designs individual habilitative and rehabilitative programs which help people with communication and swallowing disorders to live their best lives. In addition, clinical personnel and faculty collaborate with area schools, health care facilities, and other service agencies to assist people with communication and medical speech pathology needs. Therapy services cost $15 per hour and assessments are billed at $65 per session. 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.

Services to Students

Information regarding campus buildings, residence hall room rates, parking, and dining services are located under Services to Students. Student services include, but are not limited to, academic advising, the Bookstore, the Office of International Programs, the Student Health Clinic and Counseling Center, Military Resource Center, Multicultural Support Services, and Vocational Rehabilitation.

Campus Buildings

Administration

Offices of the President, Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Vice President for Administration and Finance, Vice President for Student Affairs and Intercollegiate Athletics, Vice President for Enrollment, Marketing and Outreach, Director of Academic Assessment, Center for Extended Learning, Business Office, Registrar's Office, Academic and Institutional Projects, Financial Aid, Enrollment Services/ Admissions, Dakota College at Bottineau, International Programs, Marketing, Design and Print Services, Graduate School, and Human Resources are housed here. Also included are two Interactive Video Network (IVN) studios located on the third floor.

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 open for viewing on specified evenings.

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 composite 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 has lockers, showers, classrooms, and offices, plus other use areas. A seasonal air-supported bubble next to the Dome enables the turf to be utilized for a number of additional events such as weekend tournaments in youth, adult, and collegiate soccer and softball, and non-tournament usage such as MSU softball, soccer, baseball and football, area schools soccer, softball, baseball, football, public walking and jogging, community events, Minot Recreation Commission activities, a golf driving range, and much more.

Facilities Management

This building is the base of operations for campus maintenance, custodial, carpentry, electrical, heating and cooling, motor pool, security, and horticulture.

Hartnett Hall

In this newly renovated building, it houses faculty offices for School of Arts and Humanities and Social Sciences and Fine and Performing Arts. There are classrooms and studios for art, broadcasting, communication arts, English, and foreign languages. A 200-seat theater for lectures, recitals, and theater productions as well as the office of the Red and Green (student newspaper) and a computer lab.

Gordon B. Olson 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 non-print 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. The lower level of the Library houses the Northwest Arts Center, Walter Piehl Gallery, the Native American Artifact Collection, and the Academic Support Center which offers many services to ensure the success of our students. These include tutoring, advising, writing assistance, access services, career planning assistance, Starfish and POWER program.

Memorial Hall

In 1996, Memorial Hall was remodeled and expanded. It houses five academic departments, and the North Dakota Center for Persons with Disabilities. The five departments located in Memorial Hall are communication sciences and 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. The Military Resource Center is also located in Model Hall.

Old Main

This first building on campus underwent a $8.6 million remodel between 2001-2003. It provides classroom and office space for the Department of Business, the School of Fine and Performing Arts and School of Humanities, Social Science, and Interdisciplinary Studies. It also houses the office of Information Technology, Honors Program, Looyenga Leadership Center, and the Severson Entrepreneurship Academy. Ann Nicole Nelson Hall provides facilities for the performing arts with a seating capacity for 950.

Swain Hall

Swain Hall is named in honor of Carl Swain, the fourth president of MSU. Swain Hall houses the Department of Education and Inclusive Services with program options in Early Childhood Education, Elementary Education, Secondary Education, Health and Physical Education, Exercise and Rehabilitation Science, and Corporate Fitness.

Residence Halls

Cook Hall

Cook Hall is the largest residence hall on campus. This hall is co-ed by floor and can accommodate 187 students. It is located on the east side of campus. Its amenities include cardlock entry, internet, kitchen, microwaves on each floor, community style bathrooms, free laundry facilities and a large lounge with a TV, pool table, and table tennis.

Crane Hall

Crane Hall is a modern co-ed residence hall with suite-style housing, where two rooms share a bathroom. The hall is coed by suite and can accommodate 88 students. Amenities include full kitchens, free laundry facilities, and recreational lounges on every floor.

Dakota Hall

Dakota Hall is the most historic residence hall on campus, built in 1931. It is located to the south of the Student Center.

Lura Manor

Lura Manor is a co-ed suite style residence hall and can accommodate 144 students. Other amenities include study nooks, recreational lounges, microwave access on every floor, a few kitchen options, and free laundry facilities throughout the building.

Located on the lower level are The Student Health Center and University Counseling.

McCulloch Hall

McCulloch Hall is a co-ed by floor residence hall that can accommodate 154 students. It is located very near the Student Center. Amenities include free laundry facilities, community-style bathrooms, a kitchenette, microwave access on every floor, and two recreational lounges with a TV, a pool table, and table tennis.

Campus Apartments

Campus Heights Apartments

There are 30 student apartments in Campus Heights, two of which are designed for accessibility. Each floor has four two-bedroom apartments and six studio apartments. Campus Heights apartments are unfurnished except for stove, refrigerator, and drapes. Amenities include cardlock access to the building and coin operated laundry facilities.

Pioneer Hall

Pioneer Hall features 40 one-bedroom apartments for students, four of which are designed for accessibility. Pioneer apartments are unfurnished except for stove, refrigerator, and drapes. Amenities include cardlock access to the building and coin operated laundry facilities.

Student Center (SC)

The Student Center is located at the heart of the Minot State University campus. A campus information center/post office/central receiving/parking office at the east end of the Student Center greets visitors to campus.

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 20-foot big-screen TV, plasma TVs, soft furniture and a fireplace.

Offices for the Student Government Association are located near the Beaver Dam. The offices of the Student Center Director, Student Activities Coordinator, and Residence Life are located nearby, as well as meeting space for student clubs and organizations.

Other amenities in the Student Center include laptop computer stations, a convenience store, and the MSU Bookstore, which is affiliated with Barnes & Noble. The residence dining center, Beaver Creek Cafe, and Starbucks are located on the second floor.

The Student Center also houses the Native American Cultural Center, the offices of Advancement, Alumni, University Communications, the campus post office, men's and women's wrestling floor and lockers, the Flat Tail Press Art Gallery, and 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.

Wellness Center

The Wellness Center houses activity courts for basketball, volleyball, floor hockey, and other activities. It also contains space for fitness classes, weightlifting, cardio equipment, spinning classes, intramural sports, personal training, student dances, and other student activities. Campus ministries and the campus food pantry are also housed in the Wellness Center.

Residence Life

Parking

All vehicles parked on the campus must have a parking permit. Permits are available through Campus Connection and can be picked up in the Parking Office located in the Student Center. Parking areas are identified as "E" for Employees, "S" for Students, and "S/E" for lots where employees or students may park. 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 at the mail room/ information center in the Student Center or at 701-858-3318.

RESIDENCE LIFE & HOUSING

Residence Life is here to support students by providing a safe, vibrant, and inclusive community to live and learn. Campus housing facilities are located in the heart of campus, providing a short commute to campus classes and activities.

Housing is open to all students to reside on-campus. Students must be enrolled in classes to be eligible for on-campus housing. The residence life program is administered, without discrimination on the basis of race, color, religion, national origin, sex, marital status, disability, veteran status, age, or sexual orientation.

First-Year Student Housing Policy (https://www.minotstateu.edu/life/residence-halls/index.shtml/)- All first-year undergraduate students at Minot State University who have earned less than 24 semester credit hours and are under 20 years of age must live on campus in our residence halls. All requests for exemption from this policy must submit a Request for Exemption (https://www.minotstateu.edu/life/_documents/First-Year-Exemption-Form.pdf) [pdf] form to the Residence Life & Housing Office by **July 1** for the Academic Year contract and **Nov. 1** for the Spring Semester contract.

Residence Halls

There are four coed residence halls on campus with the capacity to house 574 students. Rooms include a twin bed, desk, and wardrobe. All residence halls have recreation areas, free laundry, free internet, kitchens, and 24-hour cardlock access.

Apartment Housing

There are 70 student apartment units on campus (Studio, one-bedroom & two-bedroom). **The apartments are available to all students who do not meet the first-year live-on requirements.** Amenities included are internet, kitchen, utilities, on-site parking with campus permit, cardlock access, 24-hour maintenance and laundry. All apartments are unfurnished.

Additional Residence Life information can be found at MinotStateU.edu/life. Questions? Contact us at msu.housing@MinotStateU.edu.

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 the student 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 Campus Connection.

A good indication that an individual is in Campus Connection 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 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 online 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 $20 is charged to replace a lost or stolen card.

Dining Services

Student Center Director’s Office
Second Floor Student Center - across from the Beaver Dam
(701) 858-3364

Students' dining experience is more than great food. It is a community experience centered on culinary expertise, fresh ingredients, healthy options, and a shared sense of environmental and social responsibility. Our team is committed to creating the best possible dining experience. Join us to experience the comfort, convenience, outstanding food, and inviting atmosphere designed especially for students. Additional information on various plans can be obtained from the Student Center Director’s Office in the Student Center, second floor, between the hours of 8 a.m. and 4:30 p.m.

HOW TO OBTAIN MEALS

DINING LOCATIONS

- The Beaver Creek Café is located on the second floor of the Student Center. Our dining program has been designed with students in mind. Features include a wide variety of fresh food to satisfy everyone’s appetite, including fresh salads, authentic pizza, a traditional grill platform, and a variety of home-style comfort foods. The icing on the cake is our indulgence station featuring a variety of fresh-baked desserts.
- Wake up and smell the freshly brewed coffee from the Java Lodge! Complement a coffee with a fresh bakery item or grab-and-go sandwich or salad.
- The Convenience store is located on the second floor of the Student Center. Grab a favorite soda or snack or stock up for the weekend with milk and frozen meals.

DIETARY REQUIREMENTS AND SICK TRAYS

Our Dining Services team can accommodate most special dietary requirements. If students are vegetarian, vegan, or require gluten-free products, they can simply visit the Dining Services office and let us know. Sick trays are also available for students with a meal plan. If a student is feeling under the weather and would like to order a sick tray, they can call Dining Services at (701) 858-4465.

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 The Beaver Creek Café, Convenience Store, Copies for U, 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 Director's 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 Director's Office, Monday–Friday during regular business hours.

Student Services

Kevin Harmon, Vice President for Student Affairs & Intercollegiate Athletics

The office of Student Affairs is committed to advocating for and connecting our students to meaningful and engaging social and learning opportunities. The Student Affairs Team is centered around serving you, the student, and our teammates around us. Our team includes residence life, university policies and procedures pertaining to students, student health and counseling, student government and activities, international programs, Native American cultural services, veterans' services, parent programming, behavior intervention, dining services, and wellness. Questions should be directed to the Vice President for Student Affairs on the third floor of the Administration Building or the specific office providing the service.

Academic Advising

Definition of Advising
Academic advising is a personalized, interactive, and intentional process in which the advisor helps the student set and achieve academic, career, and personal goals. The advising process will incorporate respect for and engagement with all cultures, people, and points of view. The student will acquire relevant information and services to make responsible decisions consistent with interests, goals, abilities, and degree requirements. The desired result is that the student will feel a connection with the advisor and a sense of guidance while realizing personal responsibility for exploring options and making decisions.

Mission
Academic advising at Minot State University is committed to student success and promoting growth and development of all students through life-long learning, engagement, and advancement of knowledge.

Advising Outcomes
Through the academic advising experiences at Minot State University students will,

- Develop an educational plan to successfully achieve their academic, career, and personal goals
- Understand University policies and procedures
- Determine and utilize the necessary resources and services to support their goals
- Demonstrate knowledge in using Campus Connection
- Understand the value of General Education Requirements
- Exhibit an understanding of their degree requirements
- Select courses each semester to progress toward completing their educational plan
- Demonstrate the ability to make effective decisions, enhance problem-solving skills, and communicate effectively
- Understand the relationship between classroom experiences and their academic, career, and personal goals
- Understand the importance of including experiences outside of the classroom in their educational plan
- Graduate in a timely manner based on their educational plan

Advisor Responsibilities

- Serve as a student advocate
- Exhibit a caring attitude
- Be aware of current University resources and provide students with necessary referrals
- Be available to students through posted office hours, email, and appointment times
- Provide guidance to students as they set academic, career, and personal goals
- Be a responsive listener
- Understand and communicate curriculum, graduation requirements, and University policies and procedures
- Assist students in understanding degree requirements
- Assist students in selecting courses based on individual interests and abilities
- Monitor progress toward career and educational goals by maintaining accurate and up-to-date advising files

- Maintain confidentiality of student records
- Assist students in enhancing decision-making, problem-solving, and communication skills
- Participate in advisor training sessions to keep informed and current

Student Responsibilities

- Review and understand University policies and procedures, General Education Requirements, graduation requirements, and the MSU Undergraduate Catalog
- Read MSU email account on a regular basis
- Learn to access and navigate Campus Connection
- Be aware of academic dates and deadlines
- Explore resources to assist in making career and academic decisions
- Schedule and attend advising appointments
- Arrive on time for appointments
- Prepare for advising sessions and bring relevant materials to appointment
- Bring a list of questions to appointments and ask questions if a topic is not understood
- Communicate openly with an advisor by clarifying personal values, abilities, goals, and needs
- Be familiar with requirements of selected major(s)/minor(s) and schedule courses in accordance with those requirements
- Recognize that advising is a shared responsibility; however, students must accept final responsibility for all decisions

Bookstore

Barnes and Noble 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 services to enhance the educational experiences at Minot State University.

Multicultural Support Services

The Native American Cultural Center is located on the third floor of the Student Center and provides supportive services to Native American students at MSU.

Office of International Programs

The Office of International Programs provides advising for admitted and enrolled international students on federal F-1 student and J-1 exchange visitors regulations, academic and cultural adjustment, health insurance, and other matters.

For additional information regarding international student services, admission requirements, or federal F-1 regulations, please refer to the International Student Admissions section in the front of the catalog, or visit our website at: MinotStateU.edu/international (http://www.minotstateu.edu/international/).

Director: Maleeha Latif

STUDY ABROAD

Explore the World with Minot State University! The Office of International Programs offers an array of opportunities to study abroad. Students will find options that are affordable, exciting, and rewarding.

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 provides a deeper understanding of the world and 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 and developing the skills necessary for success in an increasingly diverse and globally interdependent workforce.

The following study abroad options are available to Minot State students:

AFFILIATE PROGRAMS AND PARTNER INSTITUTIONS

Minot State's official study abroad 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 Minot State's affiliated study abroad partners.

FACULTY-LED STUDY TOURS

Study tours are a great way for Minot State students to experience the world. Travel is organized by a Minot State instructor 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.

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 a Minot State Study Abroad program must be registered for full-time credits in either INT 497 (exchange programs) or INT 496 (non-reciprocal study abroad) during each term away. Registration in these courses allows for the release of financial aid to cover program costs.

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 MinotStateU.edu/international (http://www.minotstateu.edu/international/) and send an email indicating your interest to: studyabroad@MinotStateU.edu.

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). Further information on eligibility requirements, application materials, deadlines, policies, procedures, and costs of participation may be found at MinotStateU.edu/international (http://www.minotstateu.edu/international/).

APPLICATION DEADLINES

Fall Semester and Academic Year Programs: Feb. 15
Spring Semester Programs: Sept. 15
Summer Programs: Feb. 15

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 Minot State. 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.

Student Health Clinic and Counseling

The goal of the Student Health Clinic 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. The 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 Clinic is staffed by a nurse practitioner and a registered nurse with referral services 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 Clinic staff, assistance provided may include, but is not limited to:

- Immunizations and Immune Titers
- Women's healthcare
- Sexually Transmitted Infection education and testing
- Blood pressure monitoring
- General health needs
- Health education/promotion programs
- General sick care
- Prescriptions as necessary

- Tuberculosis screening/testing
- Reporting required illness to public safety agencies
- Reporting required injuries/crimes to public safety agencies
- Sports and employment physicals

Immunizations and Tuberculosis Screening: Reference: NDUS Procedure 506.1

1. Any student enrolled at any NDUS institution shall provide documentation of immunity against measles, mumps, and rubella (MMR). The Chancellor shall adopt procedures implementing this policy.

2. Effective fall 2017, newly admitted students ages 21 and younger shall provide documentation of immunity against meningococcal disease. The Chancellor shall adopt procedures implementing these requirements.

3. Each institution will establish procedures for exemption, which may include students enrolled only in distance learning courses, courses taught off campus, continuing education or noncredit courses, and students in attendance at camps, workshops, or programs and classes delivered under contract to a third party. NDUS benefited employees are exempt from the policy and procedures; however, each institution will implement procedures for staff and faculty enrolled in classes. Institutions may grant additional exemptions upon application to and approval by the authorized institution official under established institution procedures, when:

a. Immunization is contraindicated by a medical condition that is certified by a licensed provider;

b. The student's beliefs preclude participation in an immunization program; or

c. Instances when the student has had one MMR immunization and agrees to have a second one no less than 28 days later.

4. Each institution shall establish procedures for tuberculosis (TB) screening of international students. Testing is required of new students from all countries except those classified by United States health officials as low risk for tuberculosis.

To upload documentation and complete the tuberculosis questionnaire go to MinotStateU.edu/health/immunization.shtml (https://www.minotstateu.edu/health/immunization.shtml/). For further information or to schedule an appointment visit the website at MinotStateU.edu/health/ (https://www.minotstateu.edu/health/) or contact the Student Health Clinic at (701) 858-3371.

Counseling Services

The mission of Minot State University Counseling Services is to empower and advocate for the student’s personal and educational development through counseling and educational outreach. We want student experiences here to be positive and growth promoting. Personal counseling services provide free, confidential consultation, intervention, and referral. Counseling sessions are kept in strict confidence within legal and ethical limits. In situations where the problems are more long-standing, referrals can be provided for services within the community.

Other services include:

- Educational programming on campus
- In-class presentations on request
- Stress management training
- Residence hall outreach

For further information or to schedule an appointment, visit the website at MinotStateU.edu/counseling/ (https://www.minotstateu.edu/counseling/) or contact Counseling Services at (701) 858-3371.

Military Resource Center

The Minot State University Military Resource Center is your point of contact for DoD and VA educational benefits. Your service to our country is appreciated!

The Military Resource Center serves as an advocate and liaison between Minot State University, its students, and the various federal, state, and local agencies concerned with DoD or VA educational benefits. We want to make sure that veterans and dependents are successful and able to find answers to the questions they may have about individual or transferred military educational benefits. We will sit down with you to help navigate the application process and completion of any additional benefit requirements, including DoD, ESO, or VA approval, prior to enrolling in classes. To contact the MRC call 701-858-4003, stop in the MRC (Model Hall 208 (https://www.minotstateu.edu/parking/pdf/parking_map.pdf)) or email the MRC MRC@MinotStateU.edu (MRC@minotstateu.edu) with your questions.

Services provided include academic and financial guidance along with access to physical and mental health wellbeing support, which includes campus and community service referrals as needed.

VA Benefits - Drop and Withdrawals

Individuals using United States Department of Veteran Affairs Educational benefits who wish to drop courses or withdraw (https://www.minotstateu.edu/busoffic/pages/dropping-and-withdrawing.shtml/) from the semester must complete the appropriate drop/withdrawal procedures with Minot State University and visit with the Military Resource Center school certifying official to adjust their account. Failure to follow the drop/withdrawal procedures may result in a failing grade, which may require repayment of benefits.

DOD Benefits - Drop and Withdrawals

Military members using tuition assistance who wish to drop courses or withdraw (https://www.minotstateu.edu/busoffic/pages/dropping-and-withdrawing.shtml/) from the semester must complete the appropriate drop/withdrawal procedures with Minot State University and visit their Education Center to adjust their tuition assistance account. Failure to follow the drop/withdrawal procedures may result in a failing grade, which may require repayment of benefits.

DOD Benefits - Military Tuition Assistance Refund Policy

Minot State University returns unearned military tuition assistance funds on a proportional basis through at least the 60% portion of the term for which they were provided, regardless of the reason for withdrawal (service-related or otherwise). Any unearned TA funds will be returned directly to the military service, not to the service member.

MSU will work with service members who stop attending due to a military service obligation to identify solutions that will not result in student debt for the returned portion. Military tuition assistance is awarded based on students completing the entire term it was awarded. When a student withdraws, they may no longer be eligible for the full amount.

Policy

Tuition Assistance eligibility will be recalculated for students who officially withdraw from the course prior to completing 60% of the enrollment period. The official last date of attendance is used to determine the number of days completed. Recalculation of eligibility is based on the percentage of TA benefits earned using the Refund Schedule (https://www.minotstateu.edu/busoffic/documents/Refund-percentage-dates.pdf).

The Department of Defense requires that the university return any unearned TA applied to institutional charges. The student will then owe the university the amount that was returned.
Example: If a student withdraws after completing 9.00-34.99% of the enrollment period, MSU would adjust the amount billed to the Military Tuition Assistance Program to 25% of the tuition.

Background

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education beginning Aug. 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

Pending Payment Compliance

In accordance with Title 38 US Code 3679(e), Minot State University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. Minot State University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Point of Contacts For Military Students at Minot State University

The Military Resource Center is your point of contact for the Department of Defense (DoD) and United States Department of Veterans Affairs (VA) educational benefits.
Military Resource Center - all service branches
Andy Heitkamp (701)858-4003
MRC@MinotStateU.edu (MRC@minotstateu.edu)

MAFB - US Air Force active duty
Brigitte Mikula (701)727-9044
MAFBcord@MinotStateU.edu (MAFBcord@minotstateu.edu)

GEM and AU-ABC - US Air Force active duty
Jolina Miller (701)858-3218
online@MinotStateU.edu (online@minotstateu.edu)

"PRIOR TO ENROLLMENT ELIGIBLE SERVICE MEMBERS MUST RECEIVE APPROVAL FROM YOUR ESO, MILITARY COUNSELOR OR MILITARY SERVICE"

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 Military Resource Center.

Student Life and Activities

Student Government

Student Government Association (SGA) is the voice of the students at Minot State University. The senate is committed to fostering communication between the students, faculty, staff, and administration of Minot State University to promote and support a vibrant and inclusive campus community. The mission of the organization is to promote the general welfare of the students, increase student involvement within the university, and provide an official voice through which student opinion may be expressed. Participating students have the opportunity to view democracy in action. Student Government Association meetings are open to the public.

Student Activities/MSU Life Committee

The MSU Life Committee exists to provide a fun and engaging social atmosphere at Minot State University. MSU Life plans, coordinates, and directs campus activities for the benefit of all MSU students. Events vary from comedians, hypnotists, dances, movies, and musicians. These events are free with your MSU ID unless otherwise specified.

Athletics

Minot State University men's and women's athletic programs are members of the National Collegiate Athletic Association (NCAA) and the Northern Sun Intercollegiate Conference (NSIC). The men's competition includes football, basketball, track and field, golf, baseball, wrestling, hockey, and cross-country. The women's competition includes basketball, cross-country, track & field, volleyball, softball, soccer, wrestling, hockey, 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 and the Wellness Center.

Homecoming

The annual Homecoming has become a tradition in Minot. Each fall semester, 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 Performing Arts 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 Monday–Friday, 8 a.m. to 4:30 p.m.

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 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 Organizations

Campus-Based Organizations

Student organizations play an important role in student development on the campus of Minot State University. There are more than 50 student organizations reflecting the variety of interests of our student population. These organizations connect students with a stronger sense of community and can provide many opportunities for engagement and leadership.

Visit MinotStateU.edu/sga/clubs-and-organizations.shtml (https://www.minotstateu.edu/sga/clubs-and-organizations.shtml/) for a complete and updated list of active clubs on the campus of Minot State University.

If you don’t see a club of interest to you, consider starting your own! The process is simple, and a new campus organization could be up and running in just a few short months! To officially register a club or organization at Minot State University please visit the Student Activities Coordinator in the Student Activities Office on the second floor of the Student Center.

Non-Campus Organizations

All non-campus organizations must get the approval of the Vice President for Student Affairs and Intercollegiate Athletics before they are permitted to function, campaign, or solicit on campus.

Student Safety

Title IX prohibits discrimination on the basis of sex in any federally funded education program or activity.

Any student, employee, or applicant for employment or admission to the University who believes that they have been discriminated against on the basis of sex may pursue a University investigation and file a complaint with the Title IX Coordinator.

Sexual harassment, which includes sexual violence, is a form of sex discrimination. There are many forms of sexual harassment:

- Sexual misconduct
- Non-consensual sexual intercourse

- Non-consensual sexual contact
- Sexual coercion
- Gender discrimination or bullying

For a complete description of Minot State's policies and procedures regarding sexual misconduct, visit: MinotStateU.edu/title9/keepusafe.shtml (https://www.minotstateu.edu/title9/index.shtml/).

Title IX Coordinator - Lisa Dooley
Memorial Hall, 4th floor, Room 412
701-858-3447 | Lisa.Dooley@MinotStateU.edu

In case of an emergency, or to file a report and pursue a criminal investigation, contact:
Minot Police Department: 911 (Emergency) or 701-852-0111
Campus Security: 701-500-2423

Confidential Resources
Students who wish to talk about sexual discrimination issues confidentially and without initiating a report or investigation can contact the following resources:

Minot State University Counseling Services
24-hour crisis counseling: 701-858-3371
In-person crisis counseling: 8 a.m. – 4:30 p.m., M – F
Campus Chaplain: 701-858-4170
Domestic Violence Crisis Center
24-hr Crisis Line: 701-857-2200
24-hr Rape Crisis Line: 701-857-2500

Equal Opportunity and Non-Discrimination Statement

Minot State University (MSU) is committed to the principle of equal opportunity in education and employment. MSU does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity/expression, genetic information (GINA), marital or parental status, veteran's status, citizenship status, public assistance status, participation in lawful off-campus activity, spousal relationship to current employee, or other protected status under federal, state, or local law. MSU complies with all federal and state non-discrimination, equal opportunity, and affirmative action laws, orders, and regulations, including complying with the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972. This policy applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment, and access to participation in, and treatment in all University programs and activities.

This policy on equal opportunity and non-discrimination applies to admissions, enrollment, scholarships, loan programs, employment, and access, participation and treatment in all University programs and activities.

MSU prohibits retaliation against any individual or group who exercises rights or responsibilities protected under the provisions of federal, state, and/or local law, including MSU policy. Employees or students who violate this policy may face disciplinary action up to and including separation from the University. Third parties who engage in discrimination and/or harassment may have their relationship with the University terminated and/ or their University privileges withdrawn.

Questions, comments, or complaints regarding sexual discrimination or sexual harassment should be directed to the Title IX Office. Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights.

Sara Abrahamson, Director, Human Resources / EEO/AA
500 University Ave W
Minot, ND 58707
701-858-4610

Title IX Office - Lisa Dooley, Ed.D.
Title IX Coordinator (sexual harassment/sexual discrimination)
Memorial Hall, 4th Floor, Room 412
500 University Ave W, Minot, ND 58707
701-858-3447 | Lisa.Dooley@MinotStateU.edu

Kevin Harmon (student inquiries) Vice President of Student Affairs & Intercollegiate Athletics
500 University Ave W, Minot, ND 58707
Kevin.Harmon@MinotStateU.edu

Office for Civil Rights – Chicago Office
U.S. Department of Education, Citigroup Center

500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544
Phone: 312-730-1560, FAX: 312-730-1576, TDD: 800-877-8339 OCR.
Chicago@ed.gov

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.

Members of the Board

Ms. Danita Bye, '26 Stanley
Mr. Jeffry Volk, '25 Fargo
Mr. Kevin Black, '26 Minot
Mr. Tim Mihalick, '27 Minot
Mr. Maxwell Eriksrud, '25 Student Member
Dr. Casey Ryan, '25 Grand Forks
Mr. Donald Campbell, '28 Bismarck
Mr. Curtis Biller, '27 Fargo
Dr. Lisa Montplaisir, '25 Faculty Advisor
Mr. Michael Linnell, '25 Staff Advisor

Officers of the University

Dr. Steven W. Shirley, President
Dr. Laurie Geller, Vice President for Academic Affairs
Mr. Rick Hedberg, Vice President for Advancement
Ms. Krista Lambrecht, Vice President for Administration & Finance
Mr. Kevin Harmon, Vice President for Student Affairs & Intercollegiate Athletics
Ms. Jonelle Watson, Assistant Vice President, Business Services/Controller
Dr. Jacek Mrozik, Vice President for Enrollment, Marketing, & Outreach
Dr. Alaric Williams, Assistant Vice President for Academic Affairs

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

Ms. Brekka Kramer, Executive Chair
Mr. Tom Rafferty, Past Chair
Mr. Kent Kirkhammer, Chair Elect
Dr. Steven W. Shirley, MSU President
Ms. Krista Lambrecht, Treasurer
Mr. Rick Hedberg, Secretary
Mr. 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 four standing committees of the foundation are:

a. Investment Advisory Committee
b. Special Gifts Committee
c. Development Strategies Committee
d. Nominating Committee

Executive Committee

Mr. Jon Backes '84, President
Mr. Dan Langemo, Vice President
Dr. Steven W. Shirley, MSU President
Ms. Krista Lambrecht, Treasurer
Mr. Rick Hedberg 89, Executive Director
Mr. Dan Langemo, Investment Advisory Committee
Mr. Robert Sando, Special Gifts Committee
Ms. Karen Krebsbach ‘62, Development Strategies Committee
Ms. Kathy Aas '11, 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

Ms. Jaimie Jundt Brunner, President
Ms. McKenna Gudmunson, Vice President for Outreach
Mr. Matt Yale, Vice President for Promotions
Ms. Danielle Rued, Vice President for Events

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, Major Gifts Officer, and Office of Design and Print Services. 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:

a. 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
b. National Council for the Accreditation of Education Preparation
   1140 19th ST NW, Suite 400, Washington, DC 20036
   Washington, DC 20036-1023
c. National Association of Schools of Music
   11250 Roger Bacon Dr, Suite 21
   Reston, VA 20190
d. National Addiction Studies Accreditation Commission
   1001 North Fairfax Street, Suite 201
   Alexandria, VA 22314
e. Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association
   2200 Research Boulevard, #310
   Rockville, MD 20852-3279
f. Council on Social Work Education Baccalaureate level
   1600 Duke St.
   Alexandria, VA 22314-3421
g. Accreditation Commission on Collegiate Nursing Education
   655 K Street NW, Suite 750
   Washington, DC 20001
h. National Association of School Psychologists
   PO Box 791089

Baltimore, MD 21279-1089

i. International Assembly for Collegiate Business Education
PO Box 25217
Overland, KS 66215

Administrative Staff

Note: Figure in parenthesis represents first year of service at MSU.

Abrahamson, Sara; Director, Human Resources
B.S., Minot State University (2022)

Allers, Katy; Director of POWER/TRiO
B.S., M.Ed., Minot State University (2016)

Anderson, Nathan; Director, Institutional Assessment
B.A., M.S., Minot State University
Ph.D., North Dakota State University (2022)

Armstrong, Amy; Director of Sponsored Programs
B.S., Minnesota State University Mankato
B.S., Martin Luther College
M.Ed., Minot State University (2001)

Bertsch, Lynda; Director of Career Services
B.A., B.S., Minot State University (1983)

Brekke, Paul; Director of Wellness Center
B.A., Concordia College (2007)

Brekhus, Courtenay; Director of Alumni Engagement
B.S., Minot State University
M.A., A.T. Still University (2012)

Dooley, Lisa; Title IX Coordinator
B.A., M. A., University of Nevada
Ed.D., University of Mary (2012)

Francis, Amanda; Director, Design and Print Services
B.A., Minot State University (2016)

Garnes, Lori, Director, North Dakota Center for People with Disabilities
BSE, Bowling Green University
M.S., Minot State University
Ph.D., Utah State University (1996)

Geller, Laurie; Vice President of Academic Affairs
B.A., Minot State University
M.S., University of North Dakota
Ed.D., Montana State University. (2002)

Haman, Deb; Director, Student Health
R.N., Minot State University
B.S.N., Capella
CRT, California College of Health Science (2020)

Haman, Lisa; Director, Computer Support Services
B.A., M.S., Minot State University (1995)

Harmon, Kevin; Vice President for Student Affairs & Intercollegiate Athletics
B.S., Minot State University
M.S., University of North Dakota (2008)

Hedberg, Rick; Vice President of Advancement
B.S.Ed., Minot State University

M.E., University of North Dakota (2001)

Heitkamp, Andy; Director, Military Resource Center
B.S., Mayville State University (1995)

Krueger, Cole; Director, Marketing
B.S., M.S., Minot State University (2021)

Lambrecht, Krista; Vice President for Administration & Finance
B.S., M.A., North Dakota State University
C.P.A., North Dakota (2023)

Latif, Maleeha; Director, International Programs
M.S., M.S.I.S., Minot State University (2023)

Linnell, Michael; Director of University Communications
B.A., University of North Dakota (2010)

Martin, Heather; Director, Academic Support Center
B.S., M.S., University of North Dakota (2010)

Mennem, Annette; Director, Native American Center
A.A., Turtle Mountain Community College
B.S.E., M.S., Minot State University (2011)

Mikula, Brigitte; MAFB Program Coordinator and Student Services Officer
B.S.E., University of Moncton (2009)

Mrozik, Jacek; Vice President for Enrollment, Marketing, and Outreach
B.S., University of Manchester, United Kingdom
M.S., University of Warsaw
M.B.A., Clemson University
Ph.D., University of Warsaw (2011)

Nechiporenko, Jolene; Director, Gordon B. Olson Library
B.A., Minot State University
M.A., San Jose State University (2004)

Olson, Cari; Director, Institutional Research
B.S., M.S., Minot State University (2001)

Olson, Darren; Director, Network Services
B.S., Minot State University (2006)

Orluck, Gary; Director of Campus Security
B.S., Minot State University (2014)

Perzinski, Leon; Student Center Director
B.A., Minot State University (1990)

Ringham, Rebecca; Registrar
B.A., M.S., Minot State University (2005)

Sayler, Michelle; Director, Enrollment Services
B.S., Towson University (2021)

Sem, Kelli; Access Services Coordinator
B.A., M.S., Minot State University (2019)

Shirley, Steven; President
B.S., M.B.A., Ph.D., University of North Dakota (2014)

Smestad, Jessica; Director of Honors Program
B.A., University of North Dakota
M.A., University of Connecticut (2010)

Stander, Karina; Director of Residence Life

B.S., University of North Dakota
M.A., Sioux Falls Seminary (2013)

Sturm, James; Director, Looyenga Leadership Center
B.S., SUNY Fredonia
M.E., SUNY Buffalo (2020)

Watson, Jonelle; Assistant Vice President for Business Services/ Controller
B.S., M.S., Minot State University
C.P.A., North Dakota (1992)

Weber, Laurie; Director of Student Financial Aid
B.S., M.S., Minot State University (1997)

Williams, Alaric, Assistant Vice President of Academic Affairs
B.S., M.S., Ed.D., Texas A & M University - Commerce (2023)

Department Addresses and Phone Numbers

Department	Location	Phone
Information (Switchboard)	Student Center 1st Floor	858-3000
Toll-Free Dial		1-800-777-0750
Emergency After Hours		911
Academic Affairs Office	Administration 2nd Floor	858-3310
Academic Support Center	Library Lower Level	701-858-4040
Academic Testing Center	Administration 361	858-3830
Access Services	Library - lower level	858-3372
Advancement Office	Student Center 302	858-3399
Alumni Office	Student Center 308	858-3234
Beaver Boosters Office	Student Center 309	858-3117
Behavioral Sciences and Criminal Justice	Memorial Hall 230C	858-3145
Bookstore	Student Center 1st Floor	858-3390
Business Department	Old Main 310	858-4157
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
Student Accounts		858-3328
Career Services	Library - lower level	858-3996
Communication Sciences and Disorders	Memorial Hall 116	858-3031
Speech & Hearing Clinic		858-3030
Dakota College Bottineau Coordinator	Administration 363B	858-4339
Design & Print Services	Administration 160	858-3499
Copies for U		858-3026
Dual Credit	Administration 354	858-3989
Dome	Athletic	858-3041
Press Boxes		858-3813
Ticket Offices		858-4484
Education and Inclusive Services Department	Swain 218	858-3028
Field Placement/Advisement Office		858-3838
Enrollment Services	Administration 165	858-3350
Facilities Administrative Services	Student Center - First Floor	858-3010
Mail Room/Parking	Student Center - First Floor	838-4130

Shipping & Receiving		858-4130
Facilities Management	Main Office - North	858-3210
Financial Aid	Administration 2nd Floor	858-3375
Fine and Performing Arts	Old Main 220	858-3185
Food Services and Catering (Sodexo)	Student Center 2nd Floor	858-4465
Beaver Creek Cafe (Resident Dining)		858-3834
Convenience Store		858-3394
Gordon B. Olson Library		858-3201
Acquisitions		858-3306
Cataloging		858-3859
Director		858-3857
Hours		858-3296
Interlibrary Loan		858-3201
Periodicals		858-4285
Reference		858-3296
Graduate School	Administration 352	858-3413
Honors Program	Old Main 101	858-3574
Human Resources	Administration 2nd Floor	858-4610
Humanities, Social Science, and Interdisciplinary Studies Department	Old Main 202A	858-3130
Infant Development Program	Memorial Hall 384	858-3054
Information Technology Central (ITC)	Old Main 108	858-4444
Institutional Assessment	Administration 368	858-3064
Institutional Research	Administration 370	858-3323
Instructional Technology	Administration 356	858-3280 or 3832
International Programs Office	Administration 362	858-4155
International Students	Administration 362	858-3348
Study Abroad	Administration 362	858-4155
Looyenga Leadership Center	Old Main 101	858-3129
Lutheran Campus Ministries	Wellness Center 2014	858-4170
MAFB Education	MAFB Education Center	727-9044
Math, Data, and Technology Department	Model Hall 108	858-4157
Media Center	Memorial Hall 126A	858-3030
Meeting Room Reservations and Schedule	Student Center Second floor	858-3364
Military Resource Center	Model Hall 208	858-4003
Minot Symphony Orchestra	Old Main 215	858-4228
Native American Cultural Center	Student Center 305	858-3365
ND Center for Persons with Disabilities	Memorial Hall 203	858-3580
ND Geographic Alliance	Midcontinent	858-3063
Nursing Department	Memorial Hall 302	858-3101
NW Arts Center	Library - lower level South entrance	858-3264
Online Programs	Admin 358	858-3218
Parker Football Stadium		858-3219
Peer Tutoring	Library - lower level	858-4040
Photo ID	Student Center 2nd floor	858-3364
Post Office	Student Center 1st Floor	858-4130
Power Center/TRiO	Library - lower level	858-4047
President’s Office	Administration 2nd Floor	858-3300
Professional and Community Education	Administration 354	858-3989
Publications and Design Services	Administration 160	858-3499
Registrar’s Office	Administration 161	858-3345
Graduation		858-3340

Registration and Information		858-3345
Returning Students		858-3684
Transfer Students		858-3349
Transcript Requests		858-3388
Residence Halls		
Cook Hall		858-3701
Crane Hall		858-4501
Lura Manor		858-3901
McCulloch Hall		858-3601
Residence Life/Housing	Student Center 2nd Floor	858-3363
Safety and Security	Facilities South Office	500-2423
Science Department	Cyril Moore 140	858-3161
Sports Information Director	Dome 233	858-3261
Student Activities Coordinator	Student Center 2nd Floor	858-3987
Student Affairs Office	Administration 365	858-3299
Student Center Director	Student Center 2nd Floor	858-3364
Student Government Association	Student Center 2nd Floor	
Entertainment		858-3412
President, Vice President, Secretary		858-3091
Public Relations, Intramurals		858-3090
Student Health and Counseling Services	Lura Manor - lower level	858-3371
Student Meal Plans	Student Center Director - 2nd floor	858-3364
Student Newspaper (Red & Green)	Hartnett Hall	858-3354
Student Radio/TV(KMSU)	Hartnett Hall 124E	
Business Line		858-3829
Request Line		858-3573
Student Wellness Center	Student Wellness Center	858-4084
Summer Theatre Tickets	Amphitheater	858-3228
Theater Ticket Office	Hartnett Hall	858-3173
University Communication	Student Center 304	858-3298
Western Plains Opera Company	Old Main 215	858-3185
Writing Center	Library Lower Level	858-3060
University Administration		
President’s Office	Administration 2nd Floor	858-3300
VP for Academic Affairs	Administration 2nd Floor	858-3310
VP for Administration and Finance	Administration 2nd Floor	858-3331
VP for Advancement	Student Center 302	858-4483
VP for Enrollment, Marketing and Outreach	Administration 164	858-3113
VP for Student Affairs & Intercollegiate Athletics	Administration 365	858-3299

Faculty

Tenure Track Faculty

Note: Figure in parenthesis represents first year of service at MSU.

Abusaqer, Muhammad; Assistant Professor of Computer Science; (2022)
B.S., Birzeit University;
M.S., Virginia Tech;
Ph.D., North Dakota State University.

Albers, KateLynn; Assistant Professor of Accounting; (2020)
B.S., Minot State University;
M.S., University of North Dakota;

CPA, Certified Public Accountant.

Amaya, Efrain; Associate Professor of Music; (2015)
M.M., Rice University;
B.M., Composition, Indiana University;
B.M., Piano, Indiana University.

Anderson, Dianna; Associate Professor of Music; (2003)
B.M., University of Idaho;
M.M., D.M.A., University of Cincinnati-College-Conservatory of Music.

Anderson, J. Erik; Professor of Music; (2003)
B.M., M.M., University of Idaho;
D.M.A., University of Cincinnati.

Anderson, Nichol; Instructor of Education; (2017)
B.S., Minot State University;
M.Ed., North Dakota State University.

Andreasen, Bethany; Professor of History; (1991)
B.A., University of Wisconsin-Eau Claire;
M.A., Ph.D., Cornell University.

Arnold, Jenna; Instructor of Special Education; (2019)
B.S., M.A., New Mexico State University.

Berg, Kristi-Ann; Professor of Business Technology; Athletic FAR; (2001)
B.S.E., M.S.M., Minot State University;
Ph.D., Capella University.

Bertsch, Andrew; Professor of Management; (2002)
A.A., ND State College of Science;
B.S., M.S.M., Minot State University;
APDMC. DBA., Henley Management College.

Bischof, Angela; Assistant Professor of Nursing; (2017)
B.S.N., Minot State University;
M.S.N., University of North Dakota.

Bittle, Kyle; Assistant Professor of Business Technology; (2021)
B.S.E., B.S., M.S., Minot State University.

Bloom, Micah; Professor of Art; (2011)
B.S., Southwest Minnesota State University;
M.A., M.F.A., University of Iowa.

Bobylev, Mikhail; Professor of Chemistry; (2002)
M.S., Moscow State University;
Ph.D., Institute of Plant Protection Chemicals.

Borden-King, Lisa; Head of Teacher Licensure Programs; Associate Professor of Education; (1997)
B.A., M.S., University of North Dakota;
Ph.D., Indiana University.

Borisinkoff, Evan; Associate Professor of Special Education; (2014)
A.A., B.S., M.S., Minot State University;
Ph.D., University of New Mexico.

Bredin-Oja, Shelley; Assistant Professor of Communication Sciences and Disorders; (2021)
B.A., Minot State University;
M.A., Washington State University;
Ph.D., University of Kansas.

Cebulak, Wojciech; Professor of Criminal Justice; (1999)
Master’s in Law, Copernicus University-Poland;

Ph.D., Rutgers, The State University of New Jersey.

Chen, Yung-Ju 'Ruth'; Assistant Professor of Kinesiology; (2020)
B.Ed., National Kaohsiung Normal University;
M.Ed., National Taiwan Normal University;
Ph.D., Ohio State University.

Collette, Joseph; Associate Professor of Geoscience; (2014)
B.S., University of Massachusetts;
M.S., University of Massachusetts, Amherst;
Ph.D., University of California.

Conn, Daniel; Associate Professor of Education; Chair of Education and Inclusive Services;(2014)
A.A., Northeastern Junior College;
B.A., University of Northern Colorado;
M.A., Adams State College;
Ed.D., University of Northern Colorado.

Corneliusen, Lacey; Assistant Professor of Social Work; (2019)
B.A., University of Montana;
M.S.W., Walla Walla University;
D.S.W., Cappella University.

Crackel, Robert; Associate Professor of Chemistry; (1986)
B.S., South Dakota State University;
Ph.D., Iowa State University.

Craven, Penny Paige; Assistant Professor of Psychology; (2021)
B.S., M.A., Ph.D., Mississippi State University.

Daigneault, Rebecca; Associate Professor of Social Work; (2017)
B.S., Minot State University,
M.S.W., New Mexico State University.

DeMakis, Ashley; Assistant Professor of Nursing; (2019)
B.S.N., University of North Dakota;
M.S.N., University of Phoenix.

Deufel, Alexandra; Professor of Biology; (2002)
B.Sc., University of Calgary;
Ph.D., Lehigh University.

Eads, Emerson; Associate Professor of Music; (2018)
B.S., Covenant Life College;
B.M., M.F.A., University of Alaska;
D. M. A., University of Notre Dame.

Eckmann, Terry; Professor of Kinesiology; (1999)
B.S., B.S.E., M.S., Minot State University;
M.S., University of Montana;
Ph.D., University of North Dakota.

Erisman, R. Daren; Assistant Professor of Computer Science; (2021)
B.S., University of Colorado;
M.A., M.Div., Luther Seminary;
Ph.D., Theological Union.

Fettig, Melissa; Assistant Professor of Nursing; (2015)
B.S.N., Minot State University;
M.S.N., University of Phoenix.

Fisher, Kayla; Assistant Professor of Communication Sciences and Disorders; (2017)
B.S., M.S., Minot State University.

Fixen, Megan; Associate Professor of Marketing; (2015)
B.S., M.S., Minot State University;

Ph.D., Grand Canyon University.

Frantsvog, David; Assistant Professor of Finance; (2016)
B.S., M.S., Minot State University;
Ph.D., Walden University.

Frantsvog, Sara; Assistant Professor of Nursing; (2016)
B.S., Minot State University;
M.S.N., University of Phoenix.

Furuseth, Eric; Associate Professor of English and Humanities; (1993)
B.S., B.A., M.A., University of North Dakota;
Ph.D., Washington State University.

Garnes, Lori; Executive Director of NDCPD; Professor of Special Education; (1996)
B.S.E., Bowling Green State University;
M.S., Minot State University;
Ph.D., Utah State University.

George, Nigel; Professor of Physics; (2023)
BS, M.S., University of Auckland;
Ph.D., Yale University.

Golly, Heather; Professor of Kinesiology; (2002)
B.S.E., Minot State University;
M.A., Ohio State University;
Ph.D., North Dakota State University.

Gordon, Nancy; Assistant Professor of Social Work; Bismarck Location; (2017)
B.S., University of North Dakota;
M.A., Eastern Illinois University;
M.S.W., University of North Dakota.

Green, Janelle; Instructor of Biology; (2023)
M.S., University of Nebraska;
M.Ed, University of Jamestown.

Gresham, Mitchell; Assistant Professor of Criminal Justice; (2020)
B.A., Minnesota State University;
M.S., Ph.D., Bowling Green State University.

Hammer, Jamie; Assistant Professor of Nursing; (2022)
B.S.N., Minot State University;
M.S.N, D.N.P., University of Mary.

Harbort, Sandra; Assistant Professor of Nursing; (2020)
B.S.N., Minot State University;
M.S.N., University of Mary.

Harbort, William; Professor of Art; (1996)
B.F.A., M.A., Syracuse University;
M.F.A., Marywood University.

Harmon, Leisa; Assistant Professor of Communication Sciences and Disorders; (1997)
B.S., M.S., Minot State University.

Hendershot, Kelly; Assistant Professor of Accounting and Finance; (2022)
B.A., Concordia College;
Doctorate of Law, University of North Dakota.

Heyen, Kali; Assistant Professor of Social Work; Fargo Location; (2022)
B.S., North Dakota State University;
B.S.W., Minnesota State University Moorhead;
M.S.W., University of North Dakota.

Higginson, Kelsey; Assistant Professor of Kinesiology; (2020)

B.S., M.A., Brigham Young University;
Ph.D., Ohio State University.

Hintz, Kathy; Professor of Education; (2005)
B.A., Carleton College;
M.A.T., Brown University;
Ph.D., University of North Dakota.

Holt, Erin; Assistant Professor of Communication Sciences and Disorders; (2013)
B.S., M.S., Minot State University.

Honerman, Sarah; Assistant Professor of Theater; (2023)
B.S.Ed., Northern State University;
M.F.A., Minnesota State University.

Horner, Dylan; Assistant Professor of Psychology; (2023)
A.A., Bismarck State College;
B.A., Minot State University;
M.A., Cleveland State University;
Ph.D., University of Arizona.

Hultz, Chelsie; Associate Professor of Education; (2018)
B.S.Ed., Minot State University;
M.Ed., University of Mary;
Ph.D., University of North Dakota.

Huston, Mary; Associate Professor of Communication Sciences and Disorders;
Chair of Communication Sciences and Disorders; (2016)
B.S., M.S., Minot State University;
Ph.D., University of North Dakota.

Iverson, Erin; Assistant Professor of Nursing; (2020)
B.A., University of Texas at El Paso;
M.S.N., University of Mary.

Jastrzembski, Joseph; Professor of History; (1997)
B.A., University of Texas;
M.A., Ph.D., University of Chicago.

Johnson, Richelle; Assistant Professor of Nursing; (2020)
Practical Nursing; Alexandria Technical & Community College;
L.P.N., Alexandria Technical & Community College;
M.S.N., University of Mary.
D.N.P., University of North Dakota.

Kahrilas, Genevieve; Assistant Professor of Chemistry; (2021)
B.S., Northwestern University;
M.S., University of Colorado;
Ph.D., Colorado State University.

Kast, Scott; Assistant Professor of Computer Science; (1991)
B.S., Dickinson State University;
M.S., University of North Dakota.

Kerzmann, Maria; Associate Professor of Criminal Justice; (2016)
B.S., M.S., Ph.D., North Dakota State University.

Kibler, Robert; Professor of English; (2000)
B.A., M.A., University of Maryland-College Park;
Ph.D., University of Minnesota.

Kurtz, Patti; Associate Professor of English; (2003)
B.A., Waynesburg College;
M.A., Slippery Rock University of Pennsylvania;
D.A., Idaho State University.

M.F.A., Seton Hill University.

Larshus, Jynette; Associate Professor of Sociology; (2009)
B.A., University of St. Thomas;
Ph.D., University at Albany-State University of New York.

Lee, Amy; Assistant Professor of Nursing; Chair of Nursing; (2020)
LPN., Colorado Mountain College;
B.S.N., M.S.N., Western Governors University.

LeRud, Elizabeth; Associate Professor of Literature/Rhetoric; (2022)
B.A., Westmont College;
Ph.D., University of Oregon.

Lewis, Carrie; Assistant Professor of Nursing; (2018)
B.S., Minot State University;
M.S., University of Mary.

Liccini, Hilory; Associate Director of NDCPD; Assistant Professor of Special Education; (2010)
B.S., Nazareth College;
M.S., University of West Florida.

Little, Stephanie; Assistant Professor of Social Work; (2022)
A.A., Bismarck State College;
B.S.W., Minot State University;
M.S.W., Minnesota State University;
Ph.D., & M.P.H., University of South Dakota (Complete Spring 2025).

Lueders, Mark; Assistant Professor of Biology; (2024)
B.S., Minnesota State University Moorhead;
Ph.D., Baylor University.

Marschner, Beth; Assistant Professor of Kinesiology; (2017)
B.S, D.P.T., University of North Dakota.

Michels, Vicki; Professor of Psychology and Addiction Studies; (1994)
B.A., Minot State University;
M.S., Ph.D., University of Wyoming.

Nason, Michael; Assistant Professor of Criminal Justice; (2022)
B.S., M.S., Minot State University.

Naylor, Gregory; Assistant Professor of Psychology; (2025)
B.A., The Pennsylvania State University;
M.Ed. Ph.D., Temple University.

Ngugi, Daniel; Professor of Economics; Chair of Business; (2009)
B.S., University of Nairobi;
M.S., University of Malawi;
M.S., Ph.D., University of Georgia.

Nunziato, Kara; Assistant Professor of Communication Sciences and Disorders; (2019)
A.S., Williston State College;
B.S., Minot State University;
M.S., University of North Dakota.

Odufuwa, Abiodun; Assistant Professor of Biology; (2024)
B.S. M.S., Obafemi Awolowo University;
Ph.D., University North Dakota.

Okeson, Heidi; Assistant Professor of Nursing; (2013)
B.S.N., Minot State University;
M.S.N., University of Phoenix.

Ondracek, James; Professor of Business Administration; (1994)
B.S., Montana State University;

M.B.A., California State University;
Ph.D., University of South Carolina.

Paterno, David; Associate Professor of Professional Communication; (2023)
B.A., M.A., The William Paterson University of New Jersey;
Ph.D., University of Otago.

Pattathil Joy, Cyriac; Assistant Professor of Management; (2022)
B.E., Visveswaraiah Technological University;
M.B.A., Bangalore University - Christ College, India;
Ph.D., Iowa State University.

Pedersen, Holly; Professor of Special Education; (2006)
B.S., M.S., Minot State University;
Ed.D., Walden University.

Pettit, Joseph; Assistant Professor of Biology; (2020)
B.A., Metropolitan State College;
M.S., Indiana State University;
Ph.D., Indiana State University.

Pijning, Ernst; Professor of History; (1999)
M.A., University of Leiden, Netherlands;
M.A., Ph.D., Johns Hopkins University.

Pontenila, Serena; Assistant Professor of Business Technology; (2021)
B.S., M.S., Minot State University;
Ph.D., Capella University.

Powers, Elyzia; Assistant Professor of Psychology; (2023)
B.A., Augustana College;
M.S.Ed., Ph.D., Northern Illinois University.

Rabe, Gary; Professor of Criminal Justice; (1993)
B.S., Minot State University;
M.A., Sam Houston State University;
Ph.D., University of Delaware.

Rammell, Charlotte Sophia; Assistant Professor of Spanish; (2019)
B.A., University of North Carolina at Chapter Hill;
M.A., Ph.D., Indiana University;
Postdoctoral Associate, Linguistics Program, Duke University.

Reed, Olivia; Assistant Professor of Professional Communication; (2023)
B.A., University of California;
M.A., Ph.D., Pennsylvania State University.

Reep-Jarmin, Jacqueline; Associate Professor of Nursing; (2010)
B.S.N., Minot State University;
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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:

a. Questions on University policy and other general affairs should be addressed to the President (858-3300).
b. Inquiries concerning admission or catalogs should be addressed to the Admissions Office (858-3350).
c. Inquiries concerning transfer credits and courses and requests for transcripts should be addressed to the Registrar’s Office (858-3345).
d. Inquiries concerning graduation requirements, majors and minor requirements, and substitution of courses should be addressed to the academic department.
e. Inquiries concerning fees should be directed to the Vice President for Administration and Finance (858-3331).
f. Inquiries concerning scholarships, loans, and financial affairs should be addressed to the Director of Financial Aid (858-3375).
g. Inquiries concerning extension, online, and correspondence courses and workshops should be addressed to the Center for Extended Learning (858-3822).
h. Questions concerning rooms and apartment housing should be addressed to the Director of Residence Life (858-3993).
i. Questions concerning on-campus and student employment should be directed to the Student Success Center in the Student Center (858-3362).
j. Inquiries regarding veteran-related concerns should be directed to the Veterans’ Center or to the Veterans Administration Office in Fargo. ND (858-4003).
k. Inquiries concerning graduate information should be directed to the Graduate School Office (858-3250).
l. Questions concerning grade appeals, students’ rights, etc., should be directed to the Registrar’s Office (858-3345).
m. Communications concerning gifts and bequests to the University should be directed to the Vice President for Advancement (858-3399).

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