Minot State
UNIVERSITY

2015–2016

Undergraduate Catalog

Be seen. Be heard.

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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, 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

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

Core Values and Purpose

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

Core Values

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

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

Core Purpose

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

Mission

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

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

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

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

Vision

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

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

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, new 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 theatre companies, three art galleries, a fine arts center, numerous choral groups, and a city band. Minot International Airport is served by Delta Airlines, United Airlines, 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.

Degree Offerings

Department	Degree Program	Undergraduate Minor	Concentration	Certificate	Non-degree Advising Progam
General Studies	BGS				Yes
Honors Program			Yes		Yes
Studies in Community & Environment	BA				

College of Arts and Sciences

Department	Degree Program	Undergraduate Minor	Concentration	Certificate	Non-degree Advising Progam
Art	BA, BFA, BSEd	Yes	Yes		
Options: Art History(BA only), Ceramics, Crafts, Graphic Design, Painting, Photography, Printmaking, Drawing, Sculpture.					
Applied Statistics		Yes	Yes		
Arts Administration	BS				
Biology	BA, BSEd	Yes	Yes		
Bioinformatics	BS		Yes		
Broadcasting	BA		Yes		
News Writing and Editorial Option					
Production Option					
Public Relations/ Advertising Option			Yes		
Chemistry	BA, BSEd	Yes	Yes		
Communication	BA				
Communication Arts	BSEd	Yes	Yes		
Computer Programming				Yes	
Computer Science	BS	Yes	Yes		
Creative Dramatics		Yes			
Criminal Justice	BS	Yes		Yes	
Earth Science	BSEd	Yes			
Economics		Yes	Yes		
English	BA, BSEd	Yes	Yes		
Environmental Geology		Yes			
Foreign Language: Dual Languages	BA				
Foreign Language: Arabic	BA		Yes		
Foreign Language: French		Yes	Yes		
Foreign Language: German	BA, BSEd	Yes	Yes		
Foreign Language: Spanish	BA, BSEd	Yes	Yes		
Gender/Women's Studies		Yes	Yes		
Geography		Yes	Yes		
Geology	BA	Yes	Yes		

History	BA, BSEd	Yes	Yes		
Humanities		Yes			
Mathematics	BA, BSEd, MAT	Yes	Yes		
Medical Laboratory Science	BS				
Multimedia Studies	BS				
Music	BA, BSEd, MME	Yes	Yes		
Native American Studies		Yes	Yes		
Philosophy		Yes	Yes		
Physical Science			Yes		
Physics			Yes		
Political Science			Yes		
Pre-Chiropractic					Yes
Pre-Dental Hygiene					Yes
Pre-Dentistry					Yes
Pre-Engineering					Yes
Pre-Law					Yes
Pre-Medical					Yes
Pre-Mortuary					Yes
Pre-Occupational Therapy					Yes
Pre-Optometry					Yes
Pre-Pharmacy					Yes
Pre-Physical Therapy					Yes
Pre-Radiologic Technology					Yes
Pre-Seminary					Yes
Pre-Veterinary Medicine					Yes
Pre-Wildlife Studies					Yes
Print Communications			Yes		
Public Administration			Yes		
Radiologic Technology	BS				
Science	MAT				
Social Science	BA, BSEd				
Sociology	BA	Yes	Yes		
Tracks: General, Society and Inequality, and Applied Sociology					
Theatre Arts	BA, BSEd		Yes		
Theatre Managememt		Yes			

College of Business

Department	Degree Program	Undergraduate Minor	Concentration	Certificate	Non-degree Advising Progam
Accounting	BS	Yes	Yes		
Application Software Specialist				Yes	
Applied Business Information Technology	BAS				
Applied Management	BAS				
Business Administration		Yes			
Business Education	BSEd	Yes			

Energy Economics and Finance	BS				
Finance	BS	Yes			
Fraud Examination		Yes			
Information Processing			Yes		
Information Systems	MS				
International Business	BS	Yes	Yes		
Management	BS, MS	Yes	Yes		
Management Information Systems	BS	Yes			
Office Services			Yes		
Marketing	BS	Yes	Yes		
Personal Finance (non-business majors)			Yes		
Web Development				Yes	

College of Education and Health Sciences

Department	Degree Program	Undergraduate Minor	Concentration	Certificate	Non-degree Advising Progam
Addiction Studies	BS	Yes	Yes		
Athletic Training	BS				
Sports Medicine			Yes		
Coaching		Yes			
Communication Disorders	BS, MS				
Emphasis only for MS: Speech-Language Pathology					
Corporate Fitness	BS				
Driver Traffic Safety			Yes		
Education	MED				
Early Childhood Education	BSEd				
Kindergarten Concentration, Special Education Concentration, Creative Dramatics Concentration, Business Administration Concentration					
Elementary Education	BSEd				
Kindergarten Concentration, Middle School Concentration, Reading Concentration					
Health Education		Yes			
Health Management Science		Yes	Yes		
Health and Wellness			Yes		
Nursing	BSN				
Physical Education	BSEd	Yes			
Psychology	BA	Yes	Yes		
Sports Medicine			Yes		
School Psychology	Ed. Specialist				

Social Work	BSW			
Special Education	AS, BS, BSEd, MS	Yes	Yes	Yes
Emphasis areas include BSE: Special Education, BS/AS Human Services in IDD, Minor: Deaf & Hard of Hearing, Concentration: Special Education				

Calendar

Fall 2015 - 1610

Description	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Classes begin after 4 p.m.	Mon, Aug. 24	Mon, Aug. 24	
Classes begin	Tues, Aug. 25	Mon, Aug. 24	Mon, Oct. 19
Labor Day, University closed	Mon, Sept. 7	Mon, Sept. 7	Mon, Sept. 7
Last day to add	Wed, Sept. 2	Thurs, Aug. 27	Thurs, Oct. 22
Last day to drop a class or withdraw from all classes and receive a 100% refund	Wed, Sept. 2	Thurs, Aug. 27	Thurs, Oct. 22
Last day to withdraw from all classes and receive a 75% refund	Fri, Oct. 2	Thurs, Sept. 10	Thurs, Nov. 5
Spring semester graduation application due to advisor	Fri, Oct. 9	Fri, Oct. 9	Fri, Oct. 9
Midterm grades	Mon, Oct. 19		
Spring registration for currently enrolled students	Oct. 20-22	Oct. 20-22	Oct. 20-22
Spring semester graduation application due to Registrar’s Office	Fri, Oct. 23	Fri, Oct. 23	Fri, Oct. 23
Last day to withdraw from all classes and receive a 50% refund	Sun, Nov. 1	Wed, Sept. 23	Wed, Nov. 18
Veterans Day, University closed	Wed, Nov. 11	Wed, Nov. 11	Wed, Nov. 11
Last day to drop	Fri, Nov. 13	Fri, Oct. 2	Fri, Nov. 27
Thanksgiving vacation (University closed Thursday)	Nov. 26-27	Nov. 26-27	Nov. 26-27
Final exams	Dec. 14-18	Oct. 14-15	Dec. 9-10
Grades must be entered by 12 NOON	Mon, Dec.21	Mon, Oct. 19	Mon, Dec.14

Spring 2016 - 1630

Description	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Classes begin after 4 p.m.	Mon, Jan. 11	Mon, Jan. 11	
Classes begin	Tues, Jan. 12	Mon, Jan. 11	Mon, Mar. 7
Martin Luther King Day, University Closed	Mon, Jan. 18	Mon, Jan. 18	Mon, Jan. 18
Last Day to add	Thurs, Jan. 21	Thurs, Jan 14	Thurs, Mar. 11
Last day to drop a class or withdraw from all classes and receive a 100% refund	Thurs, Jan. 21	Thurs, Jan. 14	Fri, Mar. 11
President's Day, University Closed	Mon, Feb. 15	Mon, Feb. 15	Mon, Feb 15
Last day to withdraw from all classes and receive a 75% refund	Mon, Feb. 22	Thurs, Jan. 28	Sat, Mar. 26
Summer and Fall semester graduation applications due to advisor	Fri, Mar. 4	Fri, Mar. 4	Fri, Mar. 4
Midterm grades	March 7		
Spring Break	March 14-18	March 14-18	March 14-18
Summer and Fall registration for currently enrolled students	March 22-24	March 22-24	March 22-24
Summer and Fall semester graduation applications due to Registrar's Office	Thurs., March 24	Thurs., March 24	Thurs., March 24

Last day to withdraw from all classes and receive a 50% refund	Thurs, Mar. 24	Wed, Feb. 10	Wed, Apr. 10
Easter Break (University closed Friday only)	March 25-28	March 25-28	March 25-28
Last day to drop	Fri, Apr. 8	Fri, Feb. 19	Fri, Apr. 22
Final Exams	May 9-13	Mar. 2-3	May 4-5
Commencement MSU Dome at 10 a.m.	Fri, May 13	Fri, May 13	Fri, May 13
Grades must be entered by 12 NOON	Mon, May 16	Mon, Mar. 7	Mon, May 9

Summer 2016 - 1640

Description	Date
Standard 8 Week Term Classes begin	Tues, May 31
Last day to drop a class or withdraw from all classes and receive a 100% refund	Sat, June 4
Last day to add	Sat, June 4
Last day to withdraw from all classes and receive a 75% refund	Sun, June 19
Independence Day Federal holiday, University closed	Mon, July 4
Last day to withdraw from all classes and receive a 50% refund	Mon, July 4
Last day to drop	Tues, July 6
Last day of classes	Tues, July 26
Final exams	July 27-28
Grades must be entered by 12 NOON	Mon, Aug. 8

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

Advising Definition

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 Statement

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

Advisee 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 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

More information about academic advising can be found at www.minotstateu.edu/advising or by contacting the Center for Engaged Teaching & Learning in Old Main, Room 101 or via phone at 701-858-3265.

Academic Requirements

President's Honor Roll

Undergraduate students who earn a minimum term grade point average of 3.800 while enrolled for 12 or more credits during the fall or spring semester are recognized for their achievement by placement on the President's Honor Roll. The honor will show on the student's transcript for the semester it was earned.

Dean's Honor Roll

Undergraduate students who earn a minimum term grade point average of 3.500 while enrolled for 12 or more credits during the fall or spring semester are recognized for their achievement by placement on the Dean's Honor Roll. The honor will show on the student's transcript for the semester it was earned.

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.

Academic Progress

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

Satisfactory Progress Requirements

Semester Credits Attempted	Required Cum GPA
1-23	1.500
24-59	1.750
60 or More	2.000

Retention

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

Academic Warning

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

Academic Probation

The student on Academic Warning is given another term of enrollment to bring the Cum GPA up to at least the required minimum. Failing that effort, the student is moved from a status of Academic Warning to one of Academic Probation. A notation of "Academic Probation" is added to the student's permanent record which will not appear on the student's official transcript. An advisor hold will be placed on the student's record and the student's registration will be limited to 15 credits.

Continued Probation

The student who has earned a term GPA of at least 2.0 will be extended yet another Probationary term in which to attempt to raise the Cum GPA to at least the required minimum. A notation of "Continued Probation" is added to the student's permanent record which will not appear on the student's

official transcript. The student's registration will be limited to 15 credits each term until the student's end-of-term grades bring the Cum GPA to the required minimum.

Academic Suspension

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

A first Academic Suspension requires that the student sit out for the next fall or spring semester. The student may then be readmitted on Academic Probation to attempt again to bring the Cum GPA to at least the required minimum. At the end of this Academic Probation, if the student falls below a 2.0 term GPA, a second Academic Suspension will be issued and requires that the student sit out for a full academic year (including summer).

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

Unofficial Withdrawal

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

Suspension Reinstatement

A student who has sat out the required suspension period must submit an Application for Readmission. If a student enrolls at another institution during the suspension period, the student must submit all official transcripts before readmission will be considered. The student will be readmitted on Academic Probation. An advisor hold will be placed on the student's record and the student's registration will be limited to 15 credits. At the end of this Academic Probation, if the student falls below a 2.0 term GPA, a second Academic Suspension will be issued and requires that the student sit out for a full academic year (including summer).

Summer Term

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

Suspension Appeals Committee

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

APC - 10/11 & FS - 05/06/11

Academic Honesty

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

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

1. Misrepresenting another individual's work as one's own, e.g. plagiarism from hard copy or the Internet.
2. Copying from another student during an exam.
3. Altering one's exam after grading for the purpose of enhancing one's grade.
4. Submitting the same paper to more than one class.
5. Use of any material or device not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collection data but which are, in fact, not.

7. Failure to respect the confidentiality of persons served or studied and to maintain the professional standards for ethical conduct as set forth in The Handbook of School Psychology published by the national Association of School Psychologists.

Course Equivalency and Course Substitution

Students who transfer courses to MSU that might meet program requirements of a particular major, minor, or concentration should have the courses evaluated by the appropriate program. Students should be able to 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 MSU course, a Course Equivalency form should be submitted to the Registrar's Office. This form allows any future transfers of the same course from the same institution to automatically be accepted as meeting the requirement of the particular MSU 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 form should be submitted to the Registrar's Office. 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 MSU 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

Credit is defined in terms of semester hours. In addition, credits remain on the student's record indefinitely.

For all MSU degree programs and courses bearing academic credit, the "credit hour" is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. one 50-minute period of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester or the equivalent amount of work over a different amount of time. In courses, such as those offered online, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement; or
2. at least an equivalent amount of work (typically two to three hours) for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours

APC - 2/3/15 & FS - 2/19/15

Full-Time Student Defined

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

Overload

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

FS – 4/16/09

Classification of Students

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

Year	Credits
First-Year Student (Freshman)	0-23
Sophomore	24-59
Junior	60-89
Senior	90 or More

Examinations—Regular

Examinations in University courses are of two kinds:

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

Examinations—Special

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

Credit by Exam

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

Nationally standardized tests such as the College Level Examination Program (CLEP), the Advanced Placement (AP) examinations, or the National League of Nursing (NLN) examinations, may yield scores which earn lower division, satisfactory credits for the student. Students pay a test fee directly to the test service. 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 division or department overseeing the corresponding courses who will then determine if credit by examination is an appropriate alternative for the student. In some cases CLEP may be advised. High school transcripts or other evidence must first be presented to document qualification for a department examination.

A Petition to Earn Credit-by-Examination must then be obtained from the Registrar’s Office and completed as per instructions. A nonrefundable special exam fee of 50% of the regular per credit charge for 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 nondegree institutions. Evidence of having satisfactorily completed the corresponding course work must first be presented in the form of a transcript.

A Petition to Earn Credit-by-Examination must be obtained from the Registrar’s Office and completed as per instructions. A nonrefundable special exam fee of 50% of the regular per credit charge for 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.

Changes of Name/Address/Phone Number

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

Restricted Directory

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

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

Student Directory Information

Annual Notification of Rights under FERPA

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

   Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

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

   Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

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

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

Transcripts

Unofficial Transcript

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

Official Transcripts

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

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

Student Outcomes Assessment

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

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

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

Grading System

Traditional Letter Grading

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

Significance	Grade	Honor Points
Excellent	A	4
Good	B	3
Average	C	2
Poor	D	1
Failure (No Credit)	F	0

Satisfactory/Unsatisfactory Grading

Grades of Satisfactory or Unsatisfactory, rather than the traditional grades of A through F, are used in some courses at the University. A grade of "S" grants credit toward graduation but does not affect a student's grade point average. A grade of "U" also does not affect the grade point average and does not grant credit toward graduation. The grading basis for all courses, including these offered strictly on an S/U basis, are available in 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 fifteen semester hours of elective S/U course work can be applied toward a baccalaureate degree. The S/U option may not be used in those courses to be applied to the student's major, minor, General Education requirements, or the professional education sequence. However, one S/U course may be applied to each area of concentration.

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

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

Other Symbols

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

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 detailing the work to be completed and expected completion date must be signed and dated by both the student and instructor. The original copy of the agreement must be submitted to the Registrar's Office by the grade submission deadline. A copy of the agreement should be retained by the instructor and student. If a grade change is not received by the Registrar's Office prior to the 1st Monday following the assignment completion date, the "I" grade will be automatically changed to the official grade as assigned on the agreement. Extensions will not be granted.

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

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

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

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.
- Courses that have been failed in a face-to-face format cannot be repeated via correspondence.

- Students cannot repeat courses for an improved GPA after a degree has been posted.
- Transcripts will automatically reflect repeated courses upon conclusion of a semester. Students are asked to contact the Registrar's Office if they believe a repeated course has not been properly identified as a repeat on the transcript due to changes in course title or course numbering.

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

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

Grade Reporting

Students may access their grades through CampusConnection approximately one week following finals week. Discrepancies on transcripts must be brought to the attention of the Registrar's Office within one year of the term in question.

Midterm 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 Academic Reassessment of Past Grades

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

The following eligibility criteria must apply:

1. The student must be one whose previous academic performance at Minot State University as measured by cumulative grade point average (GPA) was less than 2.00.
2. The student has returned to the University as a pre-baccalaureate undergraduate student after an absence of five or more years.
3. The student has demonstrated a renewed academic interest and effort upon returning to Minot State by earning a first semester cumulative grade point average of at least 2.00 as a full-time student or at least a 2.00 in the first 12 semester credits completed as a continuing part-time student.

4. The student must be currently enrolled and in good standing at the time the request for academic reassessment is processed.
5. Grades eligible for exclusion are those earned five or more years ago at Minot State University. This policy does not apply to transfer credit from other institutions.

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

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

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 sixteen (16) weeks following the date of the original posting of the grade, the student shall confer with the instructor who issued the grade and outline the reasons why he/she believes the grade is incorrect. (If the faculty member is unavailable, the student is expected to contact the chairperson or college Dean within this same time period.) Following the student-faculty conference, the instructor shall advise the student of the outcome of the course grade review and shall process a grade change if appropriate.

Step 2

If the student still considers the grade to be incorrect, the student may formally appeal the grade to the department chair in which the faculty resides within fourteen (14) 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 and shall process a grade change if appropriate.

Step 3

If the student still considers the grade to be incorrect, the student may formally appeal the grade at the “college level” within fourteen (14) days following the completion of Step 2. The Step 3 appeal process requires the student to obtain the procedure to be used in this step from the office of the college Dean in which the faculty member resides.

Step 4

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, 2, and 3.

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

The decision of the Student Rights Committee is considered final.

APC - 3/24/15 & FS - 3/26/15

Student Rights Committee

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

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

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

Registration

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

Students register using the web registration either from their advisor's office or from another computer following their advising session. Online registration enables the student to access the registration system at a pre-assigned time or anytime thereafter during registration. Instructions for using online registration are available at minotstateu.edu/cc/cc_v9.shtml. First-year students (freshmen) and transfer students will be introduced to online registration during orientation activities.

Adding Courses or Changing Sections

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

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

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

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

Waitlisting for Courses

A waitlist allows a student to indicate interest in a course that is presently full. For courses with the waitlist option, students will be asked to check "Ok to Waitlist" during the enrollment process in 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. The student is responsible for monitoring his/her study list and complying with all add/drop policies once enrolled. Students who no longer want to wait for an opening in a course must drop themselves from the waitlist through Campus Connection.

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

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

Dropping Courses

Students drop courses online according to specific published deadlines. All but the last course can be dropped via Campus Connection. (See "Withdrawal from the University" for procedures on withdrawing from all courses.)

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

SBHE Policy 406.1

Late Course Drops

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

Class Attendance

Instructors are required to report course enrollment. After the seventh day of a regular (16-week) session in fall 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 internet course(s). If such absence is reported by the instructor, the Registrar's Office will administratively drop or withdraw the student. As a result a "W" will be recorded on the student's official transcript and the course(s) will be subject to published refund policies. The Registrar's Office will notify the student of the changes in his/her enrollment status. If the student would like to re-enroll in the course(s), he/she must obtain approval of the instructor and chair overseeing the course in the form of add slip, along with the department/division stamp.

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

However, lack of attendance does NOT guarantee automatic cancellation for students. Each student is held accountable for those courses selected at the time of registration. Only a drop properly processed by Campus Connection will assure the student that a class has been dropped from his/her schedule of classes. Failure to officially drop a class or withdraw from the University will result in failing marks on the student's record.

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

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

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

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

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

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

Withdrawal from the University

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

Late Withdrawals

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

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

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 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

Bachelor of Applied Science (BAS) Degree

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

Bachelor of Arts (BA) Degree

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

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

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

Bachelor of Fine Arts (BFA) Degree

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

Bachelor of General Studies (BGS) Degree

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

Bachelor of Science (BS) Degree

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

Bachelor of Science in Education (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 College of Education and Health Sciences section of this catalog.

Bachelor of Science in Nursing (BSN) Degree

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

Bachelor of Social Work (BSW) Degree

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

Credits Required for a Degree

Baccalaureate Degree

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

Double Degrees and Second Degrees

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

Double Major

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

Adding a Major/Minor After a Degree has been Posted

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

Certificate of Completion or Certificate Program

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

Grade Point Average Requirements

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

Honors Requirements

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

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

Residency Requirements

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

Certificate Program Requirements

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

Certificate of Completion Requirements

A Certificate of Completion is awarded for an undergraduate course of study with less than 16 credit hours, or a non-credit course of study. At least half of the semester hours must be earned through Minot State University. Certificates of Completion are annotated on an academic transcript; however, Certificate of Completion programs will not be recognized at commencement ceremonies.

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

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

Credits Required for a Concentration

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

Grade Point Average Requirement

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

General Education Requirements

Minot State University General Education

At Minot State University, our general education model incorporates learning across disciplines and learning throughout an entire college career. Therefore, our general education courses should be taken both inside and outside of a student's major and should include both lower division courses and upper division courses. This way, essential skills, such as problem solving, critical thinking, and communication can be addressed from a variety of perspectives. This will help each graduating Minot State University student better adapt to the fluctuations of post-collegiate life in both their personal and professional opportunities.

The Minot State University General Education model has three components: Required Core, Foundational Content, and Developmental Content.The Required Core and Foundational Content require taking classes beyond a student's major. These courses emphasize studies in core academic areas such as english, mathematics, the arts and humanities, the physical and natural world, and history and social sciences. The Developmental Content emphasizes outcomes and are divided into three categories.

1)Critical Capacities and Skills (CCS) which requires a student to demonstrate the capacity to think critically, write, collaborate, communicate, solve problems, and to deploy skills related to information and quantitative literacy.

- CCS1 Problem Solving
- CCS2 Information Literacy
- CCS3 Critical Reading
- CCS4 Quantitative Literacy
- CCS5 Oral/Written Communications
- CCS6 Collaboration

2)Personal and Social Responsibility (PSR) which requires a student to develop an understanding and commitment to individual well-being and to civic life and community needs.

- PSR1 Relationships and Value Systems
- PSR2 Responding to Community Needs
- PSR3 Individual Well-Being

3)Interconnecting Perspectives (IP) which requires a student to study, reflect, and apply the understanding of diverse global and domestic perspectives both in the classroom and in a global setting.

- IP1 Knowledge
- IP2 Experience

If a student transfers to MSU and is considered complete in his/her general education requirements under one of MSU's agreements, the student will be considered to have met the requirements for the Required Core, Foundational Content, and Developmental Content

Students transferring to Minot State University with 24 transferrable credits or more are not required to take INT110 but need to complete any required courses not yet completed in all sections of Minot State University General Education requirements.

Required Core

ENGL 110	College Composition I	3
or ENGL 111H	Honors Composition I	
ENGL 120	College Composition II	3
or ENGL 121H	Honors Composition II	
COMM 110	Fundamentals of Public Speaking	3
UNIV 110	First Year Seminar	2-3
Mathematics: Choose 1 Course from the Following		
MATH 103	College Algebra	4
MATH 104	Finite Mathematics	4
MATH 107	Precalculus	4
MATH 146	Applied Calculus	3
MATH 165	Calculus I	4
MATH 201H	Environmental Mathematics	3
MATH 210	Elementary Statistics	4
PSY 241	Introduction to Statistics *	4
Courses marked with * and courses with "H" are not part of GERTA however; will count as General Education requirements at MSU.		

Foundational Content

A minimum of 38 credits are necessary to complete the Minot State University GER. These credits must be distributed throughout the curriculum in a prescribed manner.

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

Completing the Requirements

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

1. Successfully complete the 38-credit GER.
2. Successfully pass AP/CLEP (inquire at the Registrar's Office for the current list) or department exams (inquire at the department) for some of the courses in the above inventory.
3. Successfully complete approved, letter-graded, or online courses offered through the Center for Extended Learning.
4. Successfully complete the GER of another institution under the terms of the North Dakota University System General Education Transfer Agreement (see below).

North Dakota University System (NDUS) General Education Transfer Agreement

The NDUS Transfer Agreement was developed to assist students who transfer within the eleven NDUS campuses and tribal colleges in North Dakota. Students who have completed the lower division General Education Requirement 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 five components. Credits taken elsewhere and coded as indicated will help to complete the Minot State GER:

1. Communication (9 credits: 6 credits of English and 3 of Speech). Any NDUS course marked ND:ENGL may apply to the 6-credit English requirement, and any marked ND:SPEECH may apply to the Speech requirement.
2. History & Social Science (9 credits). 3 credits of History and 6 credits of Social Science). Any NDUS course marked ND:HIST and ND: SS
3. Humanities (6 credits). Any NDUS course marked ND:HUM.
4. Science with a lab (8 credits). Any NDUS course marked ND: LABSC
5. Mathematics (4 credits). Any NDUS course marked ND:MATH which is at the level of college algebra or above.

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

Foundational Content - Humanities (6 credits)

ARB 101	Beginning Arabic I [*]	4
ARB 102	Beginning Arabic II [*]	4
ARB 201	Intermediate Arabic I [*]	4
ARB 202	Intermediate Arabic II [*]	4
ART 110	Introduction to Visual Arts	3
ART 210	Art History I	3
ART 211	Art History II	3
ENGL 220	Introduction to Literature	3
ENGL 225	Introduction to Film	3
ENGL 231	Bible as Literature [1]	3
or ENGL 231H	Bible As Literature	
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	4
FREN 102	Beginning French II	4
FREN 201	Intermediate French I	4
FREN 202	Intermediate French II	4
GERM 101	Beginning German I	4
GERM 102	Beginning German II	4
GERM 201	Intermediate German I	4
GERM 202	Intermediate German II	4
HON 351H	Integrity & 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	4
LAT 102	Beginning Latin II	4
LAT 201	Intermediate Latin I	4
LAT 202	Intermediate Latin II	4
MUSC 100	Music Appreciation	3
MUSC 201	World Music	3
MUSC 205	History of US Through Music	3

MUSC 207	History of Pop and Rock Music	3
MUSC 260	Introduction to Music History	3
PHIL 100	Critical Thinking	3
PHIL 101	Introduction to Philosophy	3
PHIL 102	Philosophy of Human Nature	3
SCE 102	Environments and Humanities	3
SPAN 101	Beginning Spanish I	4
SPAN 102	Beginning Spanish II	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
THEA 110	Introduction to Theatre Arts	3

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

Foundational Content - Lab Science (8 credits)

BIOL 111	Concepts of Biology	4
or BIOL 111H	Honors Concepts of Biology	
BIOL 127	Enviromental Biology	4
BIOL 142	General Microbiology	4
BIOL 150	Introduction To Cellular Biology	4
or BIOL 150H	Honors General Biology I	
BIOL 151	General Biology II: Introduction to Zoology	4
or BIOL 151H	Honors General Biology II	
BIOL 154	Introduction To Botany	4
or BIOL 154H	Honors Introduction to Botany	
CHEM 110	Survey of Chemistry	4
or CHEM 110H	Honors Survey of Chemistry	
CHEM 115	Introductory Chemistry	4
or CHEM 115H	Honors Introductory Chemistry	
CHEM 121	General Chemistry I	5
or CHEM 121H	Honors General Chemistry I	
CHEM 122	General Chemistry II	5
or CHEM 122H	Honors General Chemistry II	
CHEM 127	Chemistry of the Environment	4
GEOL 101	Environmental Geology with Lab	4
or GEOL 101H	Honors Enviroment Geology W/Lab	
GEOL 105	Physical Geology with lab	4
GEOL 127	Environmental Earth Systems	4
PHYS 110	Astronomy	4
or PHYS 110H	Honors Astronomy	
PHYS 203	Introduction to Physics I	4
PHYS 204	Introduction to Physics II	4
PHYS 221	General Physics I	5
or PHYS 221H	Honors General Physics I	
PHYS 222	General Physics II	5
or PHYS 222H	Honors General Physics II	
SCE 103	Environments and Sciences *	4

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

Foundational Content - History (3 credits)

HIST 101	Western Civilization I	3
HIST 102	Western Civilization II	3

HIST 103	US History to 1877	3
HIST 104	US History from 1877	3
HIST 211	World Civilizations to 1500	3
HIST 212	World Civilizations Since 1500	3
HIST 215H	Modern World Origins *	3
Foundational Content - Social Science (6 credits)		
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
GEOG 110	Introduction to Geography	3
GEOG 161	World Regional Geography	3
POLS 115	American Government	3
PSY 111	Introduction to Psychology	3
SCE 101	Environments and Societies	3
SOC 110	Introduction to Sociology	3
SOC 200H	Idea of Society *	3
SOC 210	Introduction to Anthropology	3
SWK 256	Development of Social Welfare	3

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

Developmental Content

The Developmental Content emphasizes outcomes and are divided into three categories.

1)Critical Capacities and Skills (CCS) which requires a student to demonstrate the capacity to think critically, write, collaborate, communicate, solve problems, and to deploy skills related to information and quantitative literacy.

- CCS1 Problem Solving
- CCS2 Information LiteracyCCS3 Critical Reading
- CCS4 Quantitative Literacy
- CCS5 Oral/Written Communications
- CCS6 Collaboration

2) Personal and Social Responsibility (PSR) which requires a student to develop an understanding and commitment to individual well-being and to civic life and community needs.

- PSR1 Relationships and Value Systems
- PSR2 Responding to Community Needs
- PSR3 Individual Well-Being

3)Interconnecting Perspectives (IP) which requires a student to study, reflect, and apply the understanding of diverse global and domestic perspectives both in the classroom and in a global setting.

- IP1 Knowledge
- IP2 Experience

Critical Capacities Skills

Critical Capacities and Skills (CCS) which requires a student to demonstrate the capacity to think critically, write, collaborate, communicate, solve problems, and to deploy skills related to information and quantitative literacy.

- CCS1 Problem Solving
- CCS2 Information Literacy
- CCS3 Critical Reading
- CCS4 Quantitative Literacy
- CCS5 Oral/Written Communications
- CCS6 Collaboration

CCS1 - Problem Solving

ART 212	Non-Western Art History	3
BIOL 142	General Microbiology	4
BIOL 215	Genetics	4
BIOL 482	Neurobiology	4
BIT 220	Management Information Systems	3
BIT 453	Systems Analysis	3
BOTE 247	Spreadsheet Applications	3
CHEM 110	Survey of Chemistry	4
or CHEM 110H	Honors Survey of Chemistry	
CHEM 121	General Chemistry I	5
or CHEM 121H	Honors General Chemistry I	
CHEM 481	Biochemistry I	3
CJ 345	Policy Issues in Criminal Justice	3
CJ 401	Administration of Criminal Justice Systems	3
COMM 218	Public Relations Principles	3
CSCI 160	Computer Science I	4
ECON 202	Principles of Macroeconomics	3
ED 260	Educational Psychology	2
or ED 260H	Educational Psychology	
ENGL 270	Introduction to Literary Criticism	3
GEOG 262	North America	3
GEOG 289	Introduction to GIS	3
GEOL 101	Environmental Geology with Lab	4
or GEOL 101H	Honors Enviroment Geology W/Lab	
GEOL 105	Physical Geology with lab	4
GEOL 127	Environmental Earth Systems	4
HIST 230	Test Preparation	1
HIST 401	Historiography	3
HIST 435	Latin American History Seminar	3
HIST 440	Comparative Slavery in the Americas	3
HPER 206	Medical Conditions	3
HPER 225	Fitness Leadership	2
HPER 310	Organization & Administration of PE & Athletics	2
LAT 101	Beginning Latin I	4
MATH 205	Math Proof & Problem Solving	3
MUSC 205	History of US Through Music	3
MUSC 207	History of Pop and Rock Music	3
NURS 493	Professional Nursing III	3
POLS 275	Contemporary Community Issues	3
PSY 241	Introduction to Statistics	4
PSY 242	Research Methods in Psychology	4
PSY 252	Child Psychology	3
PSY 460	Sensation and Perception	3
SOC 255	Changing American Family	3
SOC 275	Contemporary Community Issues	3
SOC 280	Social Movement & Human Right	3
SPAN 120	Basic Spanish for Travel and Business	3
SWK 335	Social Work Methods I	3
THEA 385	Directing	3

CCS2 - Information Literacy

ART 211	Art History II	3

ART 315	Native American Art	3
ART 420	Advanced Study in Art History	1-6
BADM 321	Marketing	3
CJ 201	Introduction to Criminal Justice	3
CJ 348	Legal/Ethical Issues in Criminal Justice: Interface with Homeland Security and FEMA	3
COMM 412	Communication Law	3
CSCI 370	Computer Organization	4
ENGL 120	College Composition II	3
or ENGL 121H	Honors Composition II	
ENGL 491	Senior Seminar	3
GERM 220	German Film	3
HIST 103	US History to 1877	3
HIST 104	US History from 1877	3
HIST 211	World Civilizations to 1500	3
HIST 212	World Civilizations Since 1500	3
HIST 215H	Modern World Origins	3
HIST 241	Renaissance and Reformation	3
HIST 248	Medieval History	3
HIST 280	Practice and Method	3
HIST 319	Colonial America	3
HIST 320	The Early Republic	3
HIST 325	Sectionalism and the Civil War	3
HIST 410	Trans-Mississippi West	3
HON 254H	Information in the Digital Age	3
HPER 334	Nutrition for Physical Performance	2
POLS 116	State and Local Government	3
PSY 112	Foundations of Psychology	3
PSY 375	History & Systems of Psychology	3
SCI 240	Research Methods	2
SOC 375	Social Change and Development	3
SPAN 220	Hispanic Cinema	3
THEA 350	Theatre History, Criticism & Literature I	3
THEA 351	Theatre History Criticism,& Literature II	3

CCS3 - Critical Reading

ACCT 332	Business Law II	3
ACCT 480	Controllership	3
ART 210	Art History I	3
ART 211	Art History II	3
ART 310	Modernism	3
ART 311	Postmodernism	3
BIOL 347	General Ecology	4
CJ 300	Policing & Police-Community Relations	3
CJ 322	Criminal Law	3
COMM 412	Communication Law	3
CSCI 370	Computer Organization	4
ED 250	Foundations of Education	2
ED 250H	Foundations of Education	2
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

GEOG 266	Latin America and the Caribbean	3
GEOG 267	Geography of Europe	3
GEOG 370	Geography of World Tourism	3
GEOG 380	Cultural Geography	3
GERM 342	Introduction to German Literature	3
HIST 103	US History to 1877	3
HIST 104	US History from 1877	3
HIST 206	Islam And The Muslim World	3
HIST 231	Latin American History Survey	3
HIST 240	African History Survey	3
HIST 241	Renaissance and Reformation	3
HIST 319	Colonial America	3
HIST 320	The Early Republic	3
HIST 325	Sectionalism and the Civil War	3
HIST 343	The Medieval Church	3
HIST 351	The Mediterranean World	3
HIST 410	Trans-Mississippi West	3
HIST 430	Native American Social History	3
HON 252H	Visionaries of the Past	2
HON 351H	Integrity & The Examined Life	3
HPER 207	Prevention & Care of Injuries	2
HUM 251	Humanities	3
HUM 252	Humanities	3
HUM 253	Humanities	3
MUSC 100	Music Appreciation	3
MUSC 260	Introduction to Music History	3
NURS 363	Nursing Theory and Research	3
PSY 352	Adolescent Psychology	3
PSY 411	Introduction to Personality Theories	3
PSY 423	Introduction to Counseling	3
SOC 255	Changing American Family	3
SOC 369	Studies in Deviance	3
SPAN 342	Introduction to Hispanic Literature	3
THEA 120	Intro to Drama Lit & Analysis	3
THEA 386	Playwriting	3
THEA 450	Contemporary Drama	3

CCS4 - Quantitative Literacy

ART 112	Computer Graphics	3
BOTE 247	Spreadsheet Applications	3
CHEM 110	Survey of Chemistry	4
or CHEM 110H	Honors Survey of Chemistry	
CHEM 115	Introductory Chemistry	4
or CHEM 115H	Honors Introductory Chemistry	
CHEM 121	General Chemistry I	5
or CHEM 121H	Honors General Chemistry I	
CHEM 122	General Chemistry II	5
or CHEM 122H	Honors General Chemistry II	
CHEM 127	Chemistry of the Environment	4
CHEM 480L	Biochemistry Laboratory	2
CJ 395	Victims & Victimology	3
CSCI 275	Computer and Digital Hardware I	4
ECON 202	Principles of Macroeconomics	3

FIN 353	Corporation Finance	3
GEOG 161	World Regional Geography	3
GEOG 289	Introduction to GIS	3
GEOG 330	Geography of Weather & Climate	3
GEOL 101	Environmental Geology with Lab	4
or GEOL 101H	Honors Enviroment Geology W/Lab	
GEOL 105	Physical Geology with lab	4
GEOL 127	Environmental Earth Systems	4
HPER 410	Advanced Athletic Injuries & Modalities	3
HPER 441	Evaluation of Psychomotor Performance	3
HUM 252	Humanities	3
LANG 105	Writing Systems	3
MATH 104	Finite Mathematics	4
MATH 210	Elementary Statistics	4
MATH 377	Mathematics for Elementary Teachers II	2
NURS 458	Public Health Prof Nurse II	3
PSY 241	Introduction to Statistics	4
PSY 242	Research Methods in Psychology	4
PSY 460	Sensation and Perception	3
PSY 496	Senior Research Paper	3
SOC 278	Social Research Methods	3
SPAN 120	Basic Spanish for Travel and Business	3
THEA 270	Stagecraft	3

CCS5 - Oral/Written Communications

ART 312	History of Architecture	3
ART 313	Women in the Visual Arts	3
BIT 318	Business Communication	3
BIT 470	Projects in MIS	3
CHEM 480L	Biochemistry Laboratory	2
CJ 491	Senior Seminar	3
COMM 492	Senior Project	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	
ENGL 244	Writing in Multiple Genres	3
ENGL 315	Profes and Tech Writing	3
FREN 340	Conversation & Composition I	3
GEOG 267	Geography of Europe	3
GEOG 330	Geography of Weather & Climate	3
GEOG 360	Perception of the Environment	3
GERM 340	Conversation & Composition I	3
HIST 337	Imperialism in Asia	3
HIST 338	History of South Africa	3
HIST 342	The Age Of The Vikings	3
HIST 343	The Medieval Church	3
HIST 351	The Mediterranean World	3
HIST 363	Atlantic History	3
HIST 380	History Of Mexico	3
HIST 385	History of Brazil	3
HIST 401	Historiography	3
HIST 442	The Crusades	3

HON 254H	Information in the Digital Age	3
HON 451H	Honors Thesis/Project	3
HPER 107	Introduction to Physical Education	2
HPER 304	Therapeutic Exercise	3
HPER 325	Personal Training Methods	2
MATH 205	Math Proof & Problem Solving	3
MATH 391	Teaching Mathematics	3
PSY 349	Psychopharmacology	3
PSY 465	Physiological Psychology	3
PSY 496	Senior Research Paper	3
SCI 480	Seminar	3
SOC 278	Social Research Methods	3
SOC 361	Comparative Ethnic Studies	3
SOC 374	Cultural Studies	3
SOC 376	Social Psychology	3
SPAN 340	Conversation & Composition I	3
SWK 491	Senior Seminar	3

CCS6 - Collaboration

ACCT 480	Controllership	3
ART 312	History of Architecture	3
ART 496	Study Tour	1-6
BIOL 142	General Microbiology	4
BIT 220	Management Information Systems	3
BIT 311	Collaborative Computing	3
BIT 318	Business Communication	3
CHEM 115	Introductory Chemistry	4
or CHEM 115H	Honors Introductory Chemistry	
CHEM 122	General Chemistry II	5
or CHEM 122H	Honors General Chemistry II	
CHEM 127	Chemistry of the Environment	4
CHEM 482	Biochemistry II	3
CJ 401	Administration of Criminal Justice Systems	3
COMM 316	Group Dynamics	3
COMM 475	Broadcast Production	1-3
CSCI 275	Computer and Digital Hardware I	4
ED 260	Educational Psychology	2
or ED 260H	Educational Psychology	
ED 380	Technology in Teaching	2
ENGL 355	Age of Shakespeare	3
HIST 248	Medieval History	3
HMS 333	Transcultural Health Care	3
HON 391H	Community Problem-Solving	3
HPER 226	Methds of Teaching Group Fitness and Weight Training	2
HPER 308	Biomechanics	2
HUM 496	Study Tour	1-6
MUSC 120	Concert Choir	1
MUSC 150	Orchestra	1
PSY 338	Professional Relations & Ethics	3
PSY 375	History & Systems of Psychology	3
PSY 410	Cognitive Psychology	3
PSY 435	Theories of Learning	3
PSY 473	Behavior Modification	3

SOC 375	Social Change and Development	3
SWK 426	Social Work Methods II	3
THEA 161	Acting I	3
THEA 385	Directing	3

Personal and Social Responsibility

Personal and Social Responsibility (PSR) which requires a student to develop an understanding and commitment to individual well-being and to civic life and community needs.

- PSR1 Relationships and Value Systems
- PSR2 Responding to Community Needs
- PSR3 Individual Well-Being

PRS1 - Relationships and Value Systems

CJ 365	Law & Society	3
COMM 354	Special Events Planning	3
CSCI 331	Social Implications	4
ED 283	Teaching Diverse Learners	2
ENGL 262	Foundations in Am Lit II	3
GEOG 110	Introduction to Geography	3
GEOG 262	North America	3
GEOG 360	Perception of the Environment	3
HON 395H	Citizenship and Service	3
HPER 323	A T Clinical Experience III	2
HPER 442	Methods of Teaching Physical Education to the Disabled	2
NURS 483	Professional Nursing II	3
PHIL 101	Introduction to Philosophy	3
POLS 275	Contemporary Community Issues	3
PSY 344	Dynamics of Addiction	3
PSY 497	Psychology Practicum	3
SOC 275	Contemporary Community Issues	3
SOC 361	Comparative Ethnic Studies	3
SS 283	Ethnic and Cultural Diversity in America	3
THEA 414	Theatre Management	3

PSR2 - Responding to Community Needs

ACCT 497	Accounting Internship	2-12
ART 95	Art Experience	0
ART 250	Ceramics I	3
BADM 495	Seminars in Leadership Develop	3
BADM 497	Internship	2-9
BIT 312	Data and Information Management	3
BIT 470	Projects in MIS	3
CJ 497	Field Experience	1-6
COMM 218	Public Relations Principles	3
ED 441	Clinical Practice in Remedial Reading	3
HON 391H	Community Problem-Solving	3
HON 395H	Citizenship and Service	3
HPER 324	A T Clinical Experience IV	2
HPER 497	Practicum in Corporate Fitness	2-8
LANG 95	Foreign Language Experience	0
NURS 493	Professional Nursing III	3
NURS 497	Nursing Practicum	6

PSY 111	Introduction to Psychology	3
PSY 495	Service Learning	3
SWK 427	Social Work Methods III	3
THEA 95	Theatre Experience	0
UNIV 110	First Year Seminar	2-3

PSR3 Individual Well-Being

ART 101	Introduction to Studio Art	3
ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 130	Drawing I	3
ART 140	Traditional Arts	3
ART 204	Jewelry and Small Sculpture	3
ART 250	Ceramics I	3
ART 280	Traditional Photography	3
BIT 123	Technology-Personal Developement	2
FIN 251	Personal Finance	3
HMS 151	Stress Management	2
HMS 240	Nutrition	3
HPER 100	Concepts of Fitness & Wellness	2
HPER 101	Dance	1
HPER 109	Racket Sports	1
HPER 110	Beginning Swimming	1
HPER 120	Weight Training	1
HPER 125	Intermediate Swimming	1
HPER 126	Group Fitness	1
MUSC 120	Concert Choir	1
MUSC 150	Orchestra	1
MUSC 160	Concert Band	1
NURS 383	Professional Nursing I	3
PSY 261	Psychology of Adjustment	3
PSY 270	Abnormal Psychology	3
SPED 234H	Disability and Society	3
THEA 301	Movement I	3
THEA 302	Movement II	3

Interconnecting Perspectives

Interconnecting Perspectives (IP) which requires a student to study, reflect, and apply the understanding of diverse global and domestic perspectives both in the classroom and in a global setting.

- IP1 Knowledge
- IP2 Experience

IP1 - Knowledge

ARB 101	Beginning Arabic I	4
ARB 102	Beginning Arabic II	4
ART 212	Non-Western Art History	3
ART 313	Women in the Visual Arts	3
ART 315	Native American Art	3
BADM 307	International Business	3
BIOL 347	General Ecology	4
BIT 443	Outsourcing Management	3
CJ 362	Women in the Criminal Justice System	3

COMM 413	Gender Communication	3
CSCI 331	Social Implications	4
ENGL 231	Bible as Literature	3
ENGL 232	World Mythology	3
ENGL 240	World Literature	3
ENGL 265	Native American Literature	3
ENGL 339	Topics in African Lit	3
ENGL 349	Chinese and Japanese Literature	3
ENGL 363	Magical Realism	3
ENGL 373	World Drama	3
ENGL 383	Topics in Black American Literature	3
FREN 101	Beginning French I	4
FREN 102	Beginning French II	4
GEOG 110	Introduction to Geography	3
GEOG 161	World Regional Geography	3
GEOG 266	Latin America and the Caribbean	3
GEOG 370	Geography of World Tourism	3
GEOG 380	Cultural Geography	3
GERM 101	Beginning German I	4
GERM 102	Beginning German II	4
HIST 206	Islam And The Muslim World	3
HIST 211	World Civilizations to 1500	3
HIST 212	World Civilizations Since 1500	3
HIST 215H	Modern World Origins	3
HIST 231	Latin American History Survey	3
HIST 240	African History Survey	3
HIST 261	American Indian History	3
HIST 280	Practice and Method	3
HIST 337	Imperialism in Asia	3
HIST 338	History of South Africa	3
HIST 363	Atlantic History	3
HIST 365	Peoples & Cultures of Native North America	3
HIST 380	History Of Mexico	3
HIST 385	History of Brazil	3
HIST 420	Indian People of the Great Plains	3
HIST 430	Native American Social History	3
HIST 435	Latin American History Seminar	3
HIST 440	Comparative Slavery in the Americas	3
HIST 442	The Crusades	3
HMS 333	Transcultural Health Care	3
HPER 407	Psychology of Physical Education & Athletes	2
HUM 254	Non-Western Humanities	3
MUSC 201	World Music	3
MUSC 205	History of US Through Music	3
MUSC 207	History of Pop and Rock Music	3
POLS 220	International Politics	3
PSY 252	Child Psychology	3
PSY 344	Dynamics of Addiction	3
PSY 352	Adolescent Psychology	3
PSY 379	Psychology of Adult & Aging	3
SOC 280	Social Movement & Human Right	3
SOC 374	Cultural Studies	3

SPAN 101	Beginning Spanish I	4
SPAN 102	Beginning Spanish II	4
SS 283	Ethnic and Cultural Diversity in America	3
THEA 450	Contemporary Drama	3

IP2 - Experience

ART 496	Study Tour	1-6
BADM 427	International Marketing	3
CD 324	Techniques in Communication Disorders	3
ED 491	Student Teaching Kindergarten	4-16
ED 492	Student Teaching, Elementary	4-16
ED 493	Student Teaching, Secondary	4-16
ED 494	Student Teaching K-12	4-16
ED 495	Student Teaching, Special Areas	4-16
FREN 201	Intermediate French I	4
FREN 202	Intermediate French II	4
GERM 201	Intermediate German I	4
GERM 202	Intermediate German II	4
HPER 220	Methods of Teaching Dance	2
HPER 223	A T Clinical Experience II	1
HUM 496	Study Tour	1-6
NURS 456	Public Health Nursing	6
NURS 458	Public Health Prof Nurse II	3
PSY 495	Service Learning	3
SCI 405	Radiologic Technology Clinical	6-15
SOC 201	Social Problems	3
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SWK 490	Field Education	12

Graduation Requirements

Applying for Degree Candidacy

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

Commencement

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

Participation in the commencement ceremony does not signify degree completion.

Early Walk Through

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

Diplomas

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

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

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. BGS students do not declare majors, minors, or concentrations.

Student may declare or change majors by accessing the online major/minor change form located at www.minotstateu.edu/records/forms.shtml.

Credits Required for a Major

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

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

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

Credit Overlap

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

Grade Point Average Requirement

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

Minor Requirements

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

Declaring or Changing a Minor

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

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

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

Teaching Minors and Praxis II

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

Credits Required for a Minor

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

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

Credit Overlap

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

Grade Point Average Requirement

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

Admissions

Application Deadlines

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, academic advising through Minot State Success Center, and Peer Mentoring. Additional assessments will be used to identify specific individual needs. Advisors will work closely with students to define goals, establish appropriate supports, and monitor progress.

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 with a high school graduation date of 1993 to present
  - Required of U.S. students only
- ACT or SAT test results

a. Required of all U.S. and Canadian students who are less than 25 years of age on the first day of class

- Proof of two immunizations for measles, mumps, and rubella (MMR)

Minimum Academic Admission Requirements for First-Year Applicants

- Minimum of 17 Composite ACT (820 SAT Critical Reading + Mathematics) 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 ACT/SAT and or high school GPA requirements. Each applicant may be reviewed based on additional criteria determined by the Admissions Exemption Committee. Enrollment provisions may be determined upon admission.

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 fully admitted, file incomplete, 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

Health Record/Proof of Two Immunizations: ***(Not required for admission consideration)*** for measles, mumps, and rubella (MMR). Students ages 21 and younger residing in campus housing must provide documentation of immunity against meningococcal disease, as required by the State Board of Higher Education. The meningitis immunization must be received within 5 years of enrollment. Upon the student's request, such records are sometimes available through the student's high school (or college for transfer students) and can be sent to the University. Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests. ***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 used to determine a student's acceptance to the University, the scores must be submitted as a part of the admission process. The scores are used to assist students and their academic advisors in making good academic planning decisions. ACT scores should be sent to the University directly from the ACT office in Iowa City, Iowa. A student specifies the schools to which he/she wants scores sent at the time of writing the ACT exam. Subsequent requests may be made by contacting ACT Records, P.O. Box 451, Iowa City, IA 52243, (319)337-1313. **Note: Minot State University's ACT code is 3214.**

While the ACT is preferred, the University accepts SAT scores as well. SAT scores: SAT College Board ATP, P.O. Box 6200, Princeton, NJ 08541, (609) 771-7600. **Note: Minot State University's SAT code is 6479.**

Official Transcripts

An official high school transcript records all work completed from grades 9-12, as well as the official date of high school graduation and cumulative GPA 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 photocopies of their GED scores and certificates. For admission purposes GED scores must average #450 overall with no score lower than 410 on any of the subparts. 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 150. Students generally may not take the GED until they are at least 18 years of age and their high school class has graduated. Applicants with a GED are required to provide ACT/SAT score results and high school transcripts for further review, unless they are 25 years of age or older.

High School Core Admission Requirements

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

- **English (4 units) -** Including the development of written and oral communication skills.
- **Laboratory Science (3 units) -** Including at least one unit each in two or more of the following: biology, chemistry, physics, or physical science.
- **Mathematics (3 units) -** Algebra 1 and above, excluding business, consumer, and general mathematics.
- **Social Studies (3 units)** - Excluding consumer education, cooperative marketing, orientation to social science, and marriage/family.

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

Developmental Course Requirements

What are Developmental Courses?

Developmental courses are required as prerequisites for higher level English and Math courses, they do not count as credit toward graduation, and they do not impact college GPA. Students in developmental courses must earn a "C" or higher in order to take the next level course. The developmental courses qualify for Financial Aid.

What Scores Require Developmental Courses?

- An ACT English score of 17 or lower or SAT Writing of 420 or lower

*If age 25 or older at the start of the term or if transferring 24 or more credits you are exempt from the English developmental requirement

- An ACT Math score of 20 or lower or SAT Math score of 510 or lower

What should I do next?

If you feel your current ACT or SAT score(s) is not an accurate measure of your ability, you will want to consider taking the COMPASS (Math/English Placement) exam. If you do not have an ACT/SAT score, you are required to take this exam. You will have the opportunity to take the COMPASS exam when you come to CONNECT Orientation; however, if you would like to take the exam in advance, you may schedule an appointment by contacting the MSU Testing Center at 701-858-3990. If you have further questions please feel free to contact the Registrar's Office at 1-800-777-0750 ext. 3345.

Orientation

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

TRANSITIONS

TRANSITIONS is Part II of the orientation experience at Minot State University. This mandatory experience introduces first-year students to campus and community resources that are vital to their success. TRANSITIONS will start on the MSU campus: students will discover student success services and will be introduced to campus culture by a current MSU student (Transitions Leader). After exploring the MSU campus, students will then participate in an off-campus activity, where each student will make a difference in our regional community through service. New Minot State University students will be able to engage with the community, meet fellow students, and learn essential student success information all while participating in this fun half-day program.

Transfer Admission Requirements

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

To apply for admission, transfer students must submit:

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

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

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

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

Academic Suspension

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

Academic Probation

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

Regionally Accredited Agencies

- IACBE—International Association of Colleges of Business Educator
- MSA—Middle States Association of Colleges and Schools
- NASC—The Northwest Central Association of Schools and Colleges
- NCA—North Central Association of Colleges and Schools
- NEASC-CIHE—New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education
- SACS-CC—Southern Association of Colleges and Schools/Commission on Colleges
- WASC-Jr.—Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges
- WASC-Sr.—Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities

Limitations on Transfer Credit

Continuing Education Credit

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

Graduate Credit

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

Military Credit

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

Religion Course Credit

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

Credit From Two-Year Institutions

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

Remedial Credit

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

Institutional Credit

Credit is evaluated on the basis by which the credit was initially awarded by the sending institution. MSU 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.

Orientation

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

Academic Standing Policy

Academic Suspension

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

Academic Probation

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

Regionally Accredited Agencies

- IACBE—International Association of Colleges of Business Educator
- MSA—Middle States Association of Colleges and Schools
- NASC—The Northwest Central Association of Schools and Colleges
- NCA—North Central Association of Colleges and Schools
- NEASC-CIHE—New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education
- SACS-CC—Southern Association of Colleges and Schools/Commission on Colleges
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Limitations on Transfer Credit

Continuing Education Credit

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

Graduate Credit

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

Military Credit

Basic training courses are accepted in transfer and fulfill the PSR3 category of the Developmental Content portion of General Education requirements at the University. All other military credit is evaluated using the most recent ACE Guide recommendations. Military work experience will not be accepted.

Religion Course Credit

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

Credit From Two-Year Institutions

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

Remedial Credit

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

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 and DS-2019s to assist non-immigrant international students to apply for F-1 student and J-1 exchange visitor visas, respectively.

The Office of Enrollment Services will issue I-20s to degree-seeking international students who meet all of the entrance requirements outlined below.

The Office of International Programs will issue DS-2019s to exchange students from partner institutions, who meet the requirements for their particular program. Exchange students should contact the International Office at their home institution for additional information.

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

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

- Application for Form I 20 and Certification of Financial Responsibility
- Official Entrance Exam Score
- Official Records Demonstrating Prior Academic Achievement
- International Transfer Student Form (if applicable)
- A $35 non-refundable application fee

- Biographic Page of Passport
- Supporting Financial Documents

Deadlines for Admission

Fall semester: June 1 for application and all supporting documentation. Spring semester: October 15 for application and all supporting documentation.

First-Year International Students (Freshman)

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 apply as a first year student.

First year students must supply official secondary education records. The records must come directly from the issuing institution. Personal documents supplied by the student and/or notarized copies are not acceptable and will not be considered for admission.

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, American Education Research Corporation, or American Association of Collegiate Registrars and Admissions Officers. Information about the evaluation services can be found at www.wes.org (http://www.wes.org), www.ece.org (https://www.ece.org), www.aerc-eval.com (http://www.aerc-eval.com), and ies.aacrao.org (http://ies.aacrao.org).

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

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

  Transfer students should have a cumulative grade point average of 2.0 or higher on a 4.0 scale.
- **Transfer Clearance Form** If you are transferring to MSU from a college or university in the United States, you must submit a transfer form signed by you and the international coordinator at your current school.

Credit Transfer

Post-secondary coursework completed prior to attending MSU is subject to review and approval by the department of the student's chosen major and the Registrar's Office. Evaluation of transfer credit normally will not be complete until the applicant has arrived on campus and has enrolled for coursework. Applicants seeking transfer credits for higher education work completed outside the United States may be asked to bring with them a detailed syllabus for each course, and they must be prepared to provide a full description of prior 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 before being accepted as a student. To be considered for admission, undergraduate applicants must submit one of the following:

- TOEFL (Test of English as a Foreign Language) Scores taken within 2 years:
  - IBT Minimum Score of 71
  - Paper-based minimum score of 525
- IELTS (International English Language Testing System) taken with 2 years:
  - Minimum score of 6.0 overall band
- SAT Exam

a. Subscores: Writing 430 AND Math+Critical Reading 820

- ACT Exam

a. Composite score of 17 AND and English sub test score of 18

- Compass Exam

a. Writing skills score of 77

- Level 9 Completion Certificate issued within the last 6 months by The Language Company.
- Transferring from a regionally accredited U.S. college or university after 2 years of study, in good standing, OR completion of Composition I and II with a grade of at least a B.

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 MSU is required of all international non-immigrant applicants. The student must be prepared to document on a yearly basis the ability to pay the following year's tuition and fees, as well as the cost of living expenses. To prove sufficient financial resources, international applicants should complete the Statement of Financial Responsibility form and submit it with the required documentation proving sufficient financial support to cover the entire cost of living and studying in the U.S. for every year of the student's program of study. Documentation must be provided before admission is offered. Additional information regarding this requirement can be found on the MSU Office of International Programs website: www.minotstateu.edu/international.

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 MSU 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 MSU 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 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 here (http://www.minotstateu.edu/international/health_insurance.shtml) for those who wish to learn more about the process and requirements.

Health Records

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

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

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

Tuberculosis

Upon arrival on campus, all international students (Canadian students are exempt) must report to the Student Health Center for tuberculosis testing. The TB test is done at no charge to the student. However, any required follow up testing or treatment will require off campus medical care. The mandatory international student insurance plan does cover the cost for TB follow up tests and treatment. Contact the Student Health Center for additional information.

Student Visa Status

Information about international students in the U.S. is tracked using the Student and Exchange Visitor Information System (SEVIS). Students are assigned a SEVIS ID number which is located on the upper right hand corner of the I-20. The ID number begins with an N and has 10 digits. Students are required by Congress to pay for this tracking system, and this SEVIS fee is an additional fee, not to be confused with the visa application fee. All

new students must pay the SEVIS fee after receiving the I-20 form from Minot State University, but prior to visiting the U.S. consulate for their F-1 visa interview. Students from Canada, who do not require a visa, must pay the SEVIS fee before their first entry to the U.S. and will be asked for a copy of the receipt at the port of entry. To pay the SEVIS fee, go to the following web site: www.fmifee.com/index.shtml (http://www.fmifee.com/index.shtml).

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

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

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

Special Admissions

Special admissions apply to any student who is classified as a traditional first-year or transfer student. Examples of those that fall under special admissions are: auditing students, 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 his/her status in a course from "credit" to "audit" or vice versa up through the final drop date of the term. This must be done on the proper form available at the Registrar's Office. An auditor must meet University entrance requirements and follow all standard admissions procedures and complete a special audit form available at the Registrar's Office. An auditor pays 50% of the regular, per credit tuition charge for the course. No financial aid will be awarded for courses that are audited.

Dual Credit/Dual Enrollment

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

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

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

Former Students

Students who have previously attended Minot State University as a degree seeking student but are not currently enrolled are classified as former students. If a student has not attended for one semester or more, an application for re-admission must be completed and submitted to the Registrar's Office to be reactivated. It is not necessary to complete a new application for admission or to pay the $35 application fee again. Students who have attended other postsecondary institutions since attending Minot State must submit official transcripts before registering. 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 probation. The student must maintain satisfactory academic progress or he/she will be suspended at the conclusion of the term.

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:

1. Online application for admission (http://www.minotstateu.edu/enroll/apply.shtml)
2. Mandatory, nonrefundable $35 application fee
3. Curriculum description or transcript showing the following:
   a. Specific listing of classes completed by the student, identified and/or separated by class levels. An institution may request a course syllabus or detailed description of course content.
   b. Clear identification of those courses which meet the North Dakota University System College Preparatory Requirements.
   c. Key explaining grading system and successful completion of coursework.
   d. Date of student's graduation/completion of plan of study.
   e. Signature of the parent/instructor.
   f. Identification of any other private or public high school the student has attended.
4. Diploma/Certificate issued by the local school district in which the student resides if the district provides such a document.
5. Official ACT/SAT test results, unless you are over the age of 25.
6. Immunization Records

See also: First Year Student Admissions Requirements (p. 45).

Military Students

General

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

Base Education Services Office

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

Admission and Registration—Active duty military personnel, spouses, and dependents follow the application procedures (p. 45).

Computer Literacy Requirement

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

Evaluation of Educational Experiences of Military Personnel

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

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

Undergraduate Non-Degree Students

Students who enroll in courses but do not wish to seek a degree may enroll as Undergraduate Non-Degree students. Students who do not have prior college/university credits are not eligible for the Non-Degree student status. Students enrolling with this status are not eligible for federal financial aid and may not exceed a total of 12 semester hours of undergraduate credit. Non-degree seeking students who are active duty military can complete up to

24 semester hours of undergraduate credit. Students enrolling in upper-level coursework that have pre-requisites may be asked to provide a copy of a college transcript to the department overseeing the course and seek departmental approval prior to enrollment.

To apply to be a non-degree seeking student, students must complete the ND University System Application for Admission, pay the $35 application fee, and provide a record of immunization for measles, mumps, and rubella if participating in classes on campus, and complete the Non-Degree Seeking form. However, non-degree students are not required to fulfill all transfer admission requirements.

Enrollment in courses beyond 12 (24 for active duty military) semester hours will be contingent upon completion of all entrance requirements for transfer students. Students wishing to change their status to degree seeking must also complete the Application for Status Change from Non-Degree to Degree Seeking. This form must be submitted and all official transcripts received by the Registrar's Office prior to enrolling for the next semester.

Academic Policies Committee - 2/3/15 & Faculty Senate 2/5/15

University Employees as Students

Employees of Minot State University who have obtained initial approval from their supervisor are entitled to have tuition and activity fees waived for up to three classes per calendar year. The technology fee and application fee are not waived and must be paid by the employee. The waiver is applicable for Distance Education courses normally offered by the Center for Extended Learning and include classes such as online, IVN and correspondence; however, a the employee is responsible for paying a percentage of the tuition, as well as the technology fee, Connect ND fee, special course fees, and access fees.

Special Academic Programs

Minot State University offers four special academic programs to students who attend. These programs are interdisciplinary in nature, and are not housed within one of the university's three main colleges. Students must meet specific requirements before participating in the Honors program or International Program.

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.

Goal	Outcome
Facilitate completion of a bachelor's degree	Articulate how courses chosen for the degree contribute to intellectual, cultural, social, and personal growth
Ensure completion of General Education requirements	Provide rationale for the courses selected for the degree and relate that selection to professional employment or further education.
Utilize flexible instruction methods to complete remaining coursework	Apply for post-graduation opportunities.
Encourage exploration of upper-division coursework	
Clarify and encourage academic and career goals	

The following minimum requirements are in place:

1. 120 credits.
2. 40 credits of 300-400 level course work.
3. 30 credits earned in residence.
4. 60 credits from a four-year college or university
5. 2.00 cumulative grade point average.
6. Completion of the General Education Requirements.
7. Students pursuing a BGS degree are not permitted to declare any major, minor, or concentration.
8. Students will be required to complete a BGS Survey and Essay in the last semester of their undergraduate program.

Honors Program in Engagement & Scholarship (HOPES)

Honors Program Mission

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

Honors Program Description

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

Honors Program Goals & Outcomes

Goal	Outcome
To promote critical, reflective, & independent thinking.	Develop the ability to read and interpret primary texts across disciplines.
	Cultivate the intellectual curiosity to search for context.
	Learn to participate actively in substantive discussion.
	Conduct independent & ethical research for the senior capstone project.
To nurture a commitment to community awareness, involvement, and service.	Acquire the skills, knowledge, and perspectives necessary to collaborate and participate actively with diverse local and global partners.

To foster excellence in verbal and written communication skills.	Learn to articulate point of view and research findings clearly and effectively.
	Acquire foreign language proficiency at an intermediate level.
	Demonstrate firmly established written and verbal skills in the senior capstone project.
To cultivate awareness of global issues and cultural diversity.	Study current and historical international issues and aspects of global culture.

Admission and Retention

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

To be retained in the Honors Program, students must have a minimum 3.00 GPA in honors courses and maintain a cumulative GPA of 3.30 or higher. Students whose honors or cumulative GPA falls below the required minimum will be placed on probation status. Students whose GPA falls below the required minimum for two consecutive semesters will be dropped from the program. Students must meet minimum GPA requirements and complete Honors Thesis/Project (HON 451H (p. 221)) with a grade of B or above in order to fulfill the requirements of the concentration and graduate with the Honors Program designation.

Coursework

The Honors Program earns a concentration, and students take a minimum of 26-30 semester hours within the program. Course requirements for most majors permit enough “open” electives to accommodate the addition of honors coursework.

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

Honors Program Required Coursework

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 252H	Visionaries of the Past	2
HON 254H	Information in the Digital Age	3
Select one of the following:		3
HON 264H	Thinking Outside the Box	
Study Abroad		
An Honors Elective		
HON 351H	Integrity & The Examined Life	3
HON 391H	Community Problem-Solving	3
HON 395H	Citizenship and Service	3
HON 450H	Honors Thesis/Project Proposal	1
HON 451H	Honors Thesis/Project	1-3
Total Hours		**26-30**

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.

International Programs

Director: Libby Claerbout

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 expands one’s knowledge of international affairs, provides a deeper understanding of other cultures, and offers new perspectives on subject matter that students have already been exposed to in the classroom. In addition,

time spent in a foreign country can increase a student's career opportunities by providing direct, hands-on experience developing the skills necessary for success in an increasingly diverse and globally interdependent workforce.

The following education abroad options are available to MSU students:

Affiliate Programs

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

Faculty-led Study Tours

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

Exchange Programs with Partner Institutions

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

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 MSU 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 http://www.minotstateu.edu/international, calling 701-858-4645, emailing: studyabroad@minotstateu.edu, or by stopping by the Office of International Programs on the 1st floor, Multicultural Center in the Student Center.

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

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

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

Application Deadlines

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

Mandatory Health Insurance

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

Studies in Community and Environment

SCE Program Mission

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

SCE Program Goals and Outcomes

Goal	Outcome
Learn the Discipline (Knowledge)	Learning basic concepts in sciences, arts, humanities, and social sciences, and how these concepts are used in concert to analyze and understand community and environmental issues at local, regional, and global scales.
Practice the Discipline (Application)	Applying interdisciplinary knowledge and critical thinking skills through engagement in experiential learning focused on solving community and environmental problems at local, regional, and global scales.
Maintain the Discipline (Action)	Fostering lifelong commitment to advocate for sustainable behaviors and ethical solutions to community and environ-mental problems by preparing individuals (students, faculty, and community members) for effective citizenship, continued study, and relevant career opportunities.

Bachelor of Art in SCE Degree Requirements

SCE Core Requirements		
SCE 101	Environments and Societies	3
SCE 102	Environments and Humanities	3
SCE 103	Environments and Sciences	4
SCE 260	Collaborative Study	3
SCE 301	Environmental Values & Ethics	3
SCE 394	Directed Research	1-3
SCE 397	Internship	3
SCE 494	Senior Capstone	2
SCE Option		
Complete one of the following options:		24-30
Social Science Option		
Humanities Option		
Science Option		
Electives		
Choose two courses from each of the above Options you are not completing		12-14
Total Hours		**58-68**

Social Sciences Option Courses

SOC 275	Contemporary Community Issues	3
SOC 325	Environmental Sociology	3
HIST 219	Environmental History	3
HIST 251	Introduction to Public History	3
GEOG 330	Geography of Weather & Climate	3
GEOG 360	Perception of the Environment	3
ECON 320	Environ and Nat Resource Econ	3
ACCT 415	Energy Law	3
HMS 260	Introduction to Public Health	3
HMS 333	Transcultural Health Care	3

Humanities Option Courses

COMM 324	Community Relations	3
COMM 411	Communication Issues & Ethics	3
COMM 211	Communication & Popular Culture	3
ART 312	History of Architecture	3
ENGL 299	Special Topics [1]	3
ENGL 470	Advanced Seminar in Literary Criticism [1]	3

[1] Appropriate as per course content

Natural Sciences Option Courses

BIOL 127	Enviromental Biology	4
CHEM 127	Chemistry of the Environment	4
GEOL 127	Environmental Earth Systems	4
CHEM 227	Principles of Environmental Chemistry	4
GEOL 227	Earth Materials and Analysis	4
SCI 301	Biogeochemical Cycles	3
GEOL 323	Global Climate Change	3
Select one of the following:		4
BIOL 150	Introduction To Cellular Biology	
BIOL 151	General Biology II: Introduction to Zoology	
BIOL 154	Introduction To Botany	
Second Major or Minor and/or Concentration(s)		
Major, Minor or Concentration(s)		24-30

College of Arts and Sciences

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

Mission Statement

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

Vision Statement

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

Organization

The College of Arts and Sciences consists of the Dean and the faculty of the following units (Found in the Faculty Tabs under "Chairs")

Pre-Professional Programs

Pre-Law

Advisor: Daniel Ringrose

Adequate preparation for entrance into an accredited law school requires a bachelor's degree. No specific college major is required for admission to an American school of law. The Association of American Law School's ''Statement of Association Policy on Pre-Legal Education'' states that an appropriate pre-law education develops: (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 his/her program to meet specific interests. Advising is also available to aid in preparation for the LSAT and in the selection of a law school. The prelaw student should select a major field of study to demonstrate a mastery of a specific area. Traditionally, pre-law students have majored in the social science fields of economics, history, political science, or sociology. Non-social science disciplines such as criminal justice may also be selected as the major field of study. Selection of a major should be determined by the student's interests and career plans.

Non-degree advising: Pre-Law

Freshman

Fall	Hours	Spring	Hours
ENGL 110 (GE1)	3	COMM 110 (GE1)	3
History (GE2)	3	Humanities (GE3)	3
Lab Science (GE6)	4	Social Science (GE7)	3
Electives	6	Electives	6
	16		**15**

Sophomore

Fall	Hours	Spring	Hours
ENGL 120	3	Math (GE5)	4
Humanities (GE3)	3	Wellness (GE4)	2
Lab Science (GE6)	4	Social Science (GE7)	3
Electives	6	Electives	9
	16		**18**

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: 129

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 he or she finds interesting and does well in. Then the student should choose a major, minor and an area of concentration which can be completed in the junior and senior years. The major, minor and concentration courses should hone the intellectual skills that will be required for success in law school. In short, any major, minor and concentration that enables the student to develop communication and critical thinking skills will constitute an acceptable minor for a future law school candidate.

These four-year matrices are possible with commitment, focus and optimal conditions.

Pre-Seminary

Advisor: Stewart Kelly

The suggested curricula for pre seminary students follows closely the curricula prepared by the American Association of Theological Schools. Such preparation should include an adequate back ground in English language and literature, history, philosophy, and at least one of the natural sciences. There should be proficiency in at least one foreign language. Additional courses are recommended in the areas of humanities and social sciences. A broad background in history, literature, and culture is recommended before theology and religion courses are attempted.

The student interested in more specialized areas may contact the chairperson of the Division of Social Science for a more detailed program.

Non-degree Advising: Pre-Seminary

Freshman

Fall	Hours	Spring	Hours
ENGL 110 (GE1)	3	ENGL 120	3
History (GE2)	3	PHIL 101	3
Math (GE5)	4	Social Sciences (GE7)	3
Lab Science (GE6)	4	History Elective	3
		Social Sciences (GE7)	3
	14		**15**

Sophomore

Fall	Hours	Spring	Hours
COMM 110 (GE1)	3	ENGL 231	3
Humanities (GE3)	3	Lab Science (GE6)	4
SPAN 101, GERM 101, or FREN 101	4	PHIL 201	3
PHIL 102 (GE3)	3	SPAN 102, GERM 102, or FREN 102	4
Wellness (GE4)	1-2	ENGL 220	3
	14-15		**17**

Junior

Fall	Hours	Spring	Hours
HIST 241	3	HIST 401	3
PHIL 210	3	SPAN 202, GERM 202, or FREN 202	4
SPAN 201, GERM 201, or FREN 201	4	PSY 411	3
HIST 248	3	Electives	3
Electives	3	Electives	3
		Electives	2
	16		**18**

Senior

Fall	Hours
Elective	34
	34

Total Hours: 128-129

These four-year matrices are possible with commitment, focus and optimal conditions.

Department of Biology

Chair
Dr. Alexandra Deufel

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

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

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

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

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

Biology Department Mission:

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

Biology Department Goals:

The goals of the Department of Biology are:

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

Biology Program Goals and Outcome

Goal	Outcome
to provide a foundation in principles of biology and scientific inquiry;	demonstrate competency in the foundation areas of Molecular and Cellular Biology, Organismal Biology, and Population Biology;
to provide experiences communicating biological processes and content so the student can read, write and speak effectively about Biology;	successfully pursue graduate degrees in Biology;
to enable students to make discoveries and new contributions in the area of Biology;	get a job in a Biology-related field;

to provide broad training so the student can continue in further study in Biology and related disciplines;	communicate biological concepts through presentation and publication;
	articulate the fundamental importance of Biology in their lives and in society.

Biology Education Goals and Outcomes

Goal	Outcome
to provide a foundation in principles of Biology;	solve problems that require application of their knowledge of Molecular and Cellular Biology, Organismal Biology, and Population Biology;
to provide a foundation in the art and craft of teaching;	articulate biological concepts and effectively communicate them to students using appropriate vocabulary and terminology.
to provide a foundation in Biology teaching methodologies;	manage the classroom environment to provide safe and positive learning experiences;
to prepare the student for licensure in 7-12 Biology education;	present well planned lessons conducive to student learning using multiple teaching strategies;
to prepare students for employment where a strong Biology education foundation is needed;	incorporate technology in the teaching and learning of Biology to enhance students' learning and understanding;
to prepare prospective Biology teachers to engage in professional development activities and to become involved in professional associations.	assess student learning of Biology using both formal and informal methods of assessment.
to provide prospective Biology teachers with a foundation in technologies used for teaching Biology;	deliver instruction that incorporates multiple learning modalities, including adaptations to address diverse learning needs;
to provide a foundation in assessment of student learning of Biology.	teach Biology to students in a variety of grades (7-12) and in a variety of settings.

University Teacher Education Policies

Refer to the Teacher Education Policies and Procedure (p. 221) 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 biology, chemistry, earth science, physical science, and physics majors in Teacher Education.

Department Teacher Education Requirements

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

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

Once admitted to Teacher Education students must:

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

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

The Department of Biology will initially approve pre-service teachers. In addition, each candidate's progress is reviewed each semester, in accordance with standards set by the University and the Department.

Bachelor of 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 150	Introduction To Cellular Biology	4
Select one of the following:		4
BIOL 142	General Microbiology	
BIOL 151	General Biology II: Introduction to Zoology	
BIOL 154	Introduction To Botany	
200 level Required Courses		
BIOL 215	Genetics	4
BIOL 240	Biometry	4
300 and 400 level Courses		
Select five from the following:		20
BIOL 310	Ethnobotany	
BIOL 325	Entomology	
BIOL 330	Biogeography	
BIOL 335	Comparative Vertebrate Anatomy	
BIOL 340	Systematic Zoology	
BIOL 346	Developmental Biology	
BIOL 347	General Ecology	
BIOL 349	Plant Physiology	
BIOL 350	Freshwater Biology	
BIOL 360	Morphology of Vascular Plants	
BIOL 401	Population Genetics	
BIOL 402	Bioinformatics	
BIOL 405	Prokaryotic Physiology	
BIOL 445	Cancer Biology	
BIOL 448	Systematic Botany	
BIOL 450	Parasitology	
BIOL 455	Hematology	
BIOL 458	Anatomy of Seed Plants	
BIOL 460	Herpetology	
BIOL 465	Immunology	
BIOL 470	Histology	
BIOL 475	Clinical Microbiology	
BIOL 480	Molecular Biology	
Remaining Coursework		
Select one of the following tracks:		
Research Track		
BIOL 492	Directed Research (taken over 2 or more semesters)	1-5
or		
Non-Research Track		
Any two additional BIOL courses (except BIOL 111, BIOL 115, and BIOL 127)		6
Additional Required Courses		5-22
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 240	Fundamentals of Organic Chemistry	5
or CHEM 341 & CHEM 342	Organic Chemistry I and Organic Chemistry II	
PHYS 203 & PHYS 204	Introduction to Physics I and Introduction to Physics II	8, 10

or PHYS 221 & PHYS 222	General Physics I and General Physics II	
Minor and/or Concentration(s)		
Minor and/or Concentration choice		15-16
Total Hours		**86-110**

Bachelor of Science in Education with a Major in Biology

The two course introductory sequence: (8 cr) must be completed prior to enrolling in 300+ courses required by the degree. **Note:** if you are transferring in with a degree in Biology that is more than 30 years old and want to earn a BSEd in Biology, you will have to take the coursework of a Biology Minor to update your knowledge.

Students must take:		
BIOL 150	Introduction To Cellular Biology	4
Select one of the following:		4
BIOL 142	General Microbiology	
BIOL 151	General Biology II: Introduction to Zoology	
BIOL 154	Introduction To Botany	
200 level Required Courses		
BIOL 215	Genetics	4
BIOL 240	Biometry	4
300 and 400 level Courses		
Select five from the following:		20
BIOL 310	Ethnobotany	
BIOL 325	Entomology	
BIOL 330	Biogeography	
BIOL 335	Comparative Vertebrate Anatomy	
BIOL 340	Systematic Zoology	
BIOL 346	Developmental Biology	
BIOL 347	General Ecology	
BIOL 349	Plant Physiology	
BIOL 350	Freshwater Biology	
BIOL 360	Morphology of Vascular Plants	
BIOL 401	Population Genetics	
BIOL 402	Bioinformatics	
BIOL 405	Prokaryotic Physiology	
BIOL 445	Cancer Biology	
BIOL 448	Systematic Botany	
BIOL 450	Parasitology	
BIOL 455	Hematology	
BIOL 458	Anatomy of Seed Plants	
BIOL 460	Herpetology	
BIOL 465	Immunology	
BIOL 470	Histology	
BIOL 475	Clinical Microbiology	
BIOL 480	Molecular Biology	
Remaining Coursework		
Select one of the following tracks:		8
Research Track		
BIOL 492	Directed Research (taken over 2 or more semesters)	
or		
Non-Research Track		
(Any two additional BIOL courses except BIOL 111, BIOL 115, and BIOL 127)		
Additional Required Courses		

CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
MATH 107	Precalculus	4
Select one course from geology, and one course from physics		6-9
Professional Education Sequence		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
SS 283	Ethnic and Cultural Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
Select one of the following:		3
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
ED 380	Technology in Teaching [1]	2
SCI 391	Teaching Science in Secondary Schools [1]	3
ED 484	Student Teaching Seminar [1]	2
ED 493	Student Teaching, Secondary [1]	4-16
Total Hours		**96-111**

[1] Requires admittance to Teacher Education. Refer to Teacher Education Policies and Procedures (p. 221).

Bachelor of Science with a Major in Bioinformatics

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

General Education		
General Education Requirements		38
Core Requirements Coursework		
Biology		
Students must take:		
BIOL 150	Introduction To Cellular Biology	4
BIOL 215	Genetics	4
BIOL 480	Molecular Biology	4
BIOL 402	Bioinformatics	4
BIOL 492	Directed Research	1-5
Select one of the following:		4
BIOL 142	General Microbiology	
BIOL 151	General Biology II: Introduction to Zoology	
BIOL 154	Introduction To Botany	
Chemistry		
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
Mathematics		

MATH 165	Calculus I	4
MATH 166	Calculus II	4
MATH 208	Discrete Mathematics	4
MATH 210	Elementary Statistics	4
MATH 345	Linear Models	4
Computer Science		
(16 credits; which would qualify the student for a CS certificate)		
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 260	UNIX Environment	4
CSCI 356	Database Management I	4
Total Hours		**105-109**

Biology Minor (Teaching and Non-Teaching)

Students must take:		
BIOL 150	Introduction To Cellular Biology	4
BIOL 215	Genetics	4
Select two of the following:		8
BIOL 142	General Microbiology	
BIOL 151	General Biology II: Introduction to Zoology	
BIOL 154	Introduction To Botany	
Choose three 300 or 400 level courses		12
Total Hours		**28**

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 Environment	4
CSCI 356	Database Management I	4
Total Hours		**27**

Biology Concentration

Students must take:		
BIOL 150	Introduction To Cellular Biology	4
Select two of the following:		8
BIOL 142	General Microbiology	
BIOL 151	General Biology II: Introduction to Zoology	
BIOL 154	Introduction To Botany	
BIOL 215	Genetics	
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 spend 12 months in a clinical internship at one of the many participating accredited hospitals, as a member of the Western College Alliance for MLS.

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

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

Acceptance to clinical year requires:

1. Satisfactory completion of required preparatory course work prior to the final year.
2. Minimum GPA 2.8.
3. No more than one grade of "D" in preparatory coursework.
4. Not more than three courses with repeats for "D" or "F" grades.
5. Evidence of professional integrity (letter of recommendation from advisor).
6. Completion of the UND application process by the specified deadline.

Bachelor of Science with a Major in Medical Laboratory Science

General Education

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

Required Courses		
BIOL 150	Introduction To Cellular Biology	4
BIOL 103	Intro to Medical Lab Science	1
BIOL 142	General Microbiology	4
BIOL 220	Anatomy And Physiology I	4
BIOL 221	Anatomy And Physiology II	4
BIOL 450	Parasitology	4
BIOL 455	Hematology	4
BIOL 465	Immunology	4
CHEM 121	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
BADM 301	Fundamentals of Management	3
MATH 103	College Algebra	4
CLS Medical Microbiology [1]		2
Total Hours		**61**

[1] Offered as a distance course through UND. May be taken as a collaboratively through Minot State University.

Pre-Professional Programs

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

Pre-Chiropractic

Advisor: Dr. Zeni Shabani

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

Select one of the following:		4
BIOL 142	General Microbiology	
BIOL 115	Human Structure & Function	
BIOL 220	Anatomy And Physiology I	
BIOL 150	Introduction To Cellular Biology	4
HMS 208	Medical Terminology (or BOTE 171 Medical Terminology) [1]	2
CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM 341 & CHEM 342	Organic Chemistry I and Organic Chemistry II	10
PHYS 203 & PHYS 204	Introduction to Physics I and Introduction to Physics II	8
ENGL 110 & ENGL 120	College Composition I and College Composition II	6
PSY 111	Introduction to Psychology	3
HUM 251	Humanities	3
HUM 252	Humanities	3
HUM 253	Humanities	3
SOC 110	Introduction to Sociology	3
Total Hours		**59**

[1]This course is highly suggested for the Pre-chiropractic program. Students can take this course with Dakota College at Bottineau through interactive video or online delivery. Contact Dakota College at Bottineau toll-free at 1-888-918-5623.

Pre-Dental Hygiene

Advisor: Dr. Paul Lepp

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

Required for admission to the program:		
ENGL 110	College Composition I	3
BIOL 220	Anatomy And Physiology I	4
CHEM 115	Introductory Chemistry (& CHEM 115L)	4
Also recommended:		
BIOL 221	Anatomy And Physiology II	4
A second semester of chemistry covering principles of organic chemistry and biochemistry is desirable but not available at MSU.		
MATH 210	Elementary Statistics	4
Optional:		
BIOL 142	General Microbiology	
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
and any humanities elective		
Total Hours		**31**

Pre-Dentistry

Advisor: Dr. Paul Lepp

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

Required:		
CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM 341 & CHEM 342	Organic Chemistry I and Organic Chemistry II	10
BIOL 150 & BIOL 151	Introduction To Cellular Biology and General Biology II: Introduction to Zoology	8
PHYS 203 & PHYS 204	Introduction to Physics I and Introduction to Physics II	8
MATH 103	College Algebra	4
ENGL 110 & ENGL 120	College Composition I and College Composition II	6
COMM 110	Fundamentals of Public Speaking	3
PSY 111	Introduction to Psychology	3
Suggested electives:		
Art		
CHEM 481	Biochemistry I	
Cell Biology		
BIOL 470	Histology	
BIOL 220 & BIOL 221	Anatomy And Physiology I and Anatomy And Physiology II	
BIOL 142	General Microbiology	
Total Hours		**52**

Pre-Mortuary Science

Advisor: Dr. Paul Lepp

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

ENGL 110	College Composition I	3
ENGL 120	College Composition II	3
COMM 110	Fundamentals of Public Speaking	3
Science from Biology and Chemistry		9
PSY 111	Introduction to Psychology	3
PSY 261	Psychology of Adjustment	3
PSY 423	Introduction to Counseling	3
Accounting and Business Ed		12
Health and Physical Education		5
For licensure in North Dakota, the North Dakota Century Code requires:		
Communications		12

Social Science	15
Natural Science	18
Total Hours	**89**

Pre-Occupational Therapy

Advisor: Dr. Zeni Shabani

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

BIOL 150	Introduction To Cellular Biology	4
BIOL 208	Medical Terminology This course is requested by the chiropractic program. Students may take it via correspondence from UND Continuing Education. (1-800-342-8238)	
BIOL 220 & BIOL 221	Anatomy And Physiology I and Anatomy And Physiology II	8
CHEM 115	Introductory Chemistry (& CHEM 115L)	4
COMM 110	Fundamentals of Public Speaking	3
ENGL 110 & ENGL 120	College Composition I and College Composition II	6
PSY 111	Introduction to Psychology	3
PSY 252 & PSY 352	Child Psychology and Adolescent Psychology	6
PSY 241	Introduction to Statistics	4
PSY 270	Abnormal Psychology	3
SOC 110	Introduction to Sociology	3
Humanities: 9 credits from three different areas		9
Total Hours		**53**

Pre-Physical Therapy

Advisor: Dr. Christopher Keller

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

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

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

BIOL 150 & BIOL 151	Introduction To Cellular Biology and General Biology II: Introduction to Zoology	8
BIOL 220 & BIOL 221	Anatomy And Physiology I and Anatomy And Physiology II	8
CHEM 121 & CHEM 122	General Chemistry I and General Chemistry II	10
COMM 110	Fundamentals of Public Speaking	3
ENGL 110 & ENGL 120	College Composition I and College Composition II	6
PHYS 203 & PHYS 204	Introduction to Physics I and Introduction to Physics II	8
PSY 111	Introduction to Psychology	3
PSY 255	Child & Adolescent Psychology	3
PSY 270	Abnormal Psychology	3
SOC 110	Introduction to Sociology	3

Fine Arts and Humanities: 9 credits from at least two different departments	9
Total Hours	**64**

Pre-Wildlife Studies

Advisor: Dr. Christopher Keller

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	Introduction To Cellular Biology	4
BIOL 151	General Biology II: Introduction to Zoology	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 (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
PHYS 203	Introduction to Physics I	4
PHYS 204	Introduction to Physics II	4
Total Hours		**42**

Pre-Medicine

Advisors: Dr. Heidi Super

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

CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM 341 & CHEM 342	Organic Chemistry I and Organic Chemistry II	10
COMM 110	Fundamentals of Public Speaking	3
ENGL 110 & ENGL 120	College Composition I and College Composition II	6
MATH 103	College Algebra	4
PHYS 203 & PHYS 204	Introduction to Physics I and Introduction to Physics II	8
One year of Biology, Psychology, and/or Sociology		
Total Hours		**41**

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

BIOL 142	General Microbiology	4
BIOL 220 & BIOL 221	Anatomy And Physiology I and Anatomy And Physiology II	8

BIOL 215	Genetics	4
BIOL 335	Comparative Vertebrate Anatomy	4
BIOL 440	Pre-Med Practicum	3
CHEM 480L	Biochemistry Laboratory	2
CHEM 481	Biochemistry I	3
CHEM 482	Biochemistry II	3
MATH 210	Elementary Statistics	4
Computer Science Courses		
Total Hours		**35**

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

Non-degree advising: Pre-Medicine

Freshman	**Hours**
CHEM 121 (& CHEM 121L)	5
CHEM 122 (& CHEM 122l)	5
ENGL 110	3
ENGL 120	3
MATH 103	4
BIOL 150	4
	24
Sophomore	**Hours**
CHEM 341	5
CHEM 342	5
COMM 110	3
BIOL 142	4
BIOL 215	4
PSY 111	3
	24
Junior	**Hours**
PHYS 203	4
PHYS 204	4
CHEM 481	3
MATH 210	4
BIOL 220	4
BIOL 440	3
	22

Total Hours: 70

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

Pre-Optometry

Advisors: Dr. Heidi Super

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

Non-degree advising: Pre-Optometry

Freshman	Hours
CHEM 121 (& CHEM 121L)	5
CHEM 122 (& CHEM 122L)	5
BIOL 150	4
BIOL 142	4
ENGL 110	3
ENGL 120	3
MATH 103	4
MATH 107	4
	32

Sophomore	Hours
BIOL 220	4
BIOL 221	4
CHEM 341	5
CHEM 342	5
PHYS 203	4
PHYS 204	4
MATH 165	4
COMM 110	3
PSY 111	3
	36

Total Hours: 68

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

Pre-Veterinary Medicine

Advisor: Dr. Heidi Super

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

CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CHEM 341 & CHEM 342	Organic Chemistry I and Organic Chemistry II	10
CHEM 481	Biochemistry I	3
BIOL 142	General Microbiology	4
BIOL 215	Genetics	4
PHYS 203 & PHYS 204	Introduction to Physics I and Introduction to Physics II	8
MATH 103	College Algebra	4
ENGL 110	College Composition I	3
ENGL 120	College Composition II	3
BIOL 150	Introduction To Cellular Biology	4
BIOL 151	General Biology II: Introduction to Zoology	4

Non-degree advising: Pre-Veterinary Medicine

Freshman	Hours
CHEM 121 (& CHEM 121L)	5
CHEM 122 (& CHEM 122l)	5

BIOL 150	4
MATH 103	4
ENGL 110	3
ENGL 120	3
	24

Sophomore	**Hours**
CHEM 341	5
CHEM 342	5
BIOL 142	4
BIOL 151	4
BIOL 215	4
	22

Junior	**Hours**
PHYS 203	4
PHYS 204	4
CHEM 481	3
	11

Total Hours: 57

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

Department of Criminal Justice

Chair
Dr. Daniel Ringrose

Criminal Justice Mission Statement

The mission of the Department of Criminal Justice at Minot State University is to: (1) Prepare students for entry- and mid-level positions in the field related to Criminal Justice including law enforcement, courts, and corrections; (2) provide students with academic, philosophical, and practical exposure to functions, practices, and issues in fields related to criminal justice; and (3) provide a criminal justice degree opportunity to students off-campus through continuing education courses at Minot Air Force Base and Bismarck State College.

Common Requirements for All CJ Majors:

- Transfer students must complete a minimum of twenty-four credit hours in Criminal Justice course work in residency at MSU in order to earn a bachelor's degree in Criminal Justice. Residency credit includes all CJ coursework taken on the MSU campus, MSU off-campus locations, online, correspondence classes through MSU, or coursework taken as part of a formal MSU Articulation Agreement. At least half should be taken at the 300-400 level or above or Junior Senior level.
- All transfer credit is subject to the aggregate limits established by Minot State University.
- All Minot State University Criminal Justice majors are required to complete.
- All Minot State University Criminal Justice majors who intend to pursue the state certification should make application before the Spring semester of their senior year.

Articulation Agreement - Lake Region State College

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

Articulation Agreement – POTP (Peace Officer Training Program)

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

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

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

Articulation Agreement – Fish and Wildlife Management

Minot State University, Dakota College at Bottineau, and Turtle Mountain Community College at Belcourt have a partnership agreement that creates a unique focus within a criminal justice degree. Through this agreement students complete the two year Associate Degree in Fish and Wildlife Management at Dakota College in Bottineau and basic criminal justice courses at Turtle Mountain Community College. Then, students transfer to Minot State University as juniors, where they will complete advanced courses in criminal justice, crimes against wildlife, and fulfill remaining degree requirements leading to a Bachelor of Science in Criminal Justice.

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

Bachelor of Science with a Major in Criminal Justice

General Education		
General Education Courses		38-40
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 & Police-Community Relations	3
CJ 322	Criminal Law	3
CJ 330	Criminological Theory	3

CJ 340	Juvenile Justice System	3
CJ 370	Court Processing and Sentencing	3
CJ 380	Corrections	3
CJ 491	Senior Seminar	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 seven of the following:		21
CJ 226	Introduction to Criminal Investigation	
CJ 227	Children and Youth as Crime Victims	
CJ 229	Interviewing and Interrogation	
CJ 299	Special Topics	
CJ 320	Probation, Parole, & Intermediate Punishment	
CJ 335	Private Security and Private Justice Organizations	
CJ 345	Policy Issues in Criminal Justice	
CJ 348	Legal/Ethical Issues in Criminal Justice: Interface with Homeland Security and FEMA	
CJ 350	Criminal Procedure	
CJ 362	Women in the Criminal Justice System	
CJ 365	Law & Society	
CJ 375	Gangs	
CJ 385	Terrorism	
CJ 390	Criminal Justice in Indian Country	
CJ 394	Independent Study General CJ [1]	
CJ 395	Victims & Victimology	
CJ 401	Administration of Criminal Justice Systems	
CJ 420	Homeland Security Advance	
CJ 450	White-Collar Crime	
CJ 480	CJ Research and Data Analysis	
CJ 497	Field Experience	
CJ 499	Special Topics Criminal Justice [2]	
Electives		
Elective Courses		37
Total Hours		**120-122**

1 Prerequisite: consent of instructor.

2 May be repeated once for 3 credit hours; consent of instructor. Prerequisite: all core courses must be completed.

Criminal Justice Minor

CJ 201	Introduction to Criminal Justice	3
CJ 300	Policing & Police-Community Relations	3
CJ 322	Criminal Law	3
CJ 330	Criminological Theory	3
CJ 340	Juvenile Justice System	3
CJ 370	Court Processing and Sentencing	3
CJ 380	Corrections	3
Total Hours		**21**

Certificate Program in Police Management and Investigation

This is a non-degree program for regular campus students which is generally designed for students to complete coursework within two semesters. This program will most specifically meet the needs of the Air Force military personnel as their need for knowledge in this specific area is in demand on a daily basis.

Required Courses		
CJ 201	Introduction to Criminal Justice	3
CJ 226	Introduction to Criminal Investigation	3
CJ 300	Policing & Police-Community Relations	3
CJ 322	Criminal Law	3
CJ 401	Administration of Criminal Justice Systems	3
CJ 499	Special Topics Criminal Justice	3
Total Hours		**18**

Department of Mathematics and Computer Science

Chair
Dr. Cheryl Nilsen

Mathematics and Computer Science Department Mission

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

Mathematics and Computer Science Department Goals:

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

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

University Teacher Education Policies

Refer to Teacher Education and Policies (p. 221) section of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for math majors in Teacher Education.

Department Teacher Education Requirements

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

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

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

Placement in Mathematics

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

Computer Science

Computer Science 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

Goal	Outcome
To provide a foundation in computer science principles and values.	Demonstrate competency in:
To provide a foundation in the principles of the environments (hardware, system and application software, human factors) which software impacts.	Application of programming principles, including fluency in a high-level language.
To give students the theoretical background needed to develop, document, troubleshoot, and test code in various languages and environments.	Using architectural principles and their implementation in hardware.
To give students a strong hands-on experience in applying computer science principles and values in a production environment.	Using the principles of operating systems.
To enable students to integrate computer science principles with technology based devices.	Using the principles of programming languages.
To enable students to successfully apply to graduate school in computer science or related disciplines.	Using computer networks and their implementation.
To prepare students for employment in government, business, and industry where a strong computer science foundation is required.	Demonstrate critical thinking skills by:
To support other disciplines with related computer science knowledge, skills, and values.	Interpreting specifications;
To develop students' higher order thinking skills, including critical thinking and problem solving.	Creating specifications;
To encourage students to continue developing their knowledge, application, and value of computer science and technology.	Implementing a system using specifications.
	Demonstrate problem solving skills by analyzing problems that are amenable to a solution involving computing.
	Demonstrate skills needed for life-long learning.
	Demonstrate the ability to function successfully in a research/workplace environment by:
	Working independently and with others.
	Meeting deadlines.
	Successfully completing tasks whose requirements are not well-defined.

Bachelor of Science with a Major in Computer Science Option 1

Option-1 Preperation for Graduate School		
General Education (40)		
General Education Courses [1]		36
Required Core		48
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms & Data Structures I	
CSCI 275	Computer and Digital Hardware I	
CSCI 331	Social Implications	
CSCI 335	Theoretical Computer Science	
CSCI 340	Computer Networks I	
CSCI 356	Database Management I	

CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler & Interpreter Construction	
CSCI 460	Capstone Project	
Graduate School Option		16
CSCI 243	Algorithms & Data StructuresII	
CSCI 321	Windows Programming	
CSCI 330	Software Engineering and Testing	
CSCI 450	Operating Systems	
Required Support Math Courses (23cr) [2]		23
MATH 165	Calculus I	
MATH 166	Calculus II	
MATH 205	Math Proof & Problem Solving	
MATH 208	Discrete Mathematics	
MATH 210	Elementary Statistics	
MATH 305	Linear Algebra	
Total Hours		**123**

1 Math 165 is required for the math GenEd requirement

2 Required Math courses are equivalent to a non-teaching Mathematics minor

Bachelor of Science with a Major in Computer Science Option 2

Option 2 - Software Development/Engineering		
General Education (40)		
General Education Courses [1]		36
Required Core		48
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms & Data Structures I	
CSCI 275	Computer and Digital Hardware I	
CSCI 331	Social Implications	
CSCI 335	Theoretical Computer Science	
CSCI 340	Computer Networks I	
CSCI 356	Database Management I	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler & Interpreter Construction	
CSCI 460	Capstone Project	
Software Development/Engineering Option		20
CSCI 221	Web and Internet Programming	
CSCI 243	Algorithms & Data StructuresII	
CSCI 321	Windows Programming	
CSCI 330	Software Engineering and Testing	
CSCI 458	Computer Network & Security	
Required Support Math Course (18-19 cr) [2]		18-19
MATH 146	Applied Calculus (- OR -)	
MATH 165	Calculus I	
MATH 205	Math Proof & Problem Solving	
MATH 208	Discrete Mathematics	
MATH 210	Elementary Statistics	
MATH 305	Linear Algebra	

Total Hours	**122-123**

1 Math 146 or 165 is required for the math GenEd requirement

2 Required Math courses are equivalent to a non-teaching Mathematics minor.

Bachelor of Science with a Major in Computer Science Option 3

Option 3 - Computer Security		
General Education (40 cr)		
General Education Courses [1]		36
Required Core (48 cr)		48
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms & Data Structures I	
CSCI 275	Computer and Digital Hardware I	
CSCI 331	Social Implications	
CSCI 335	Theoretical Computer Science	
CSCI 340	Computer Networks I	
CSCI 356	Database Management I	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler & Interpreter Construction	
CSCI 460	Capstone Project	
Security Option		20
CSCI 221	Web and Internet Programming	
CSCI 260	UNIX Environment	
CSCI 321	Windows Programming	
CSCI 458	Computer Network & Security	
CSCI 450	Operating Systems	
Required Support Math Courses (18-19 cr) [2]		18-19
MATH 146	Applied Calculus (- OR -)	
MATH 165	Calculus I	
MATH 205	Math Proof & Problem Solving	
MATH 208	Discrete Mathematics	
MATH 210	Elementary Statistics	
MATH 305	Linear Algebra	
Total Hours		**122-123**

1 Math 146 or 165 is required for the math GenEd requirement

2 Required Math courses are equivalent to a non-teaching Mathematics minor.

Bachelor of Science with a Major in Computer Science Option 4

Option 4 - Database Design/Administration		
General Education (40)		
General Education [1]		36
Required Core (48 cr)		48
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms & Data Structures I	
CSCI 275	Computer and Digital Hardware I	
CSCI 331	Social Implications	
CSCI 335	Theoretical Computer Science	

CSCI 340	Computer Networks I	
CSCI 356	Database Management I	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler & Interpreter Construction	
CSCI 460	Capstone Project	
Data Base Design/Administration Option		20
CSCI 221	Web and Internet Programming	
CSCI 260	UNIX Environment	
CSCI 321	Windows Programming	
CSCI 456	Database Management II	
CSCI 458	Computer Network & Security	
Elect 1 or more credits from the following		1-4
CSCI 243	Algorithms & Data StructuresII	
CSCI 323	Robotics	
CSCI 330	Software Engineering and Testing	
CSCI 497	Internship	
Required Support Math Courses (15-16 cr) [2]		15-16
MATH 146	Applied Calculus (- OR -)	
MATH 165	Calculus I	
MATH 208	Discrete Mathematics	
MATH 210	Elementary Statistics	
MATH 305	Linear Algebra	
Total Hours		**120-124**

1 Math 146 or 165 is required for the math Gen Ed requirement.

2 Required Math courses are equivalent to a non-teaching Mathematics minor.

Bachelor of Science with a Major in Computer Science Option 5

Option 5 - System Administration & Web Programmer		
General Education (40 cr)		
General Education [1]		36
Required Core (48 cr)		48
CSCI 160	Computer Science I	
CSCI 161	Computer Science II	
CSCI 242	Algorithms & Data Structures I	
CSCI 275	Computer and Digital Hardware I	
CSCI 331	Social Implications	
CSCI 335	Theoretical Computer Science	
CSCI 340	Computer Networks I	
CSCI 356	Database Management I	
CSCI 360	Systems Programming	
CSCI 370	Computer Organization	
CSCI 452	Compiler & Interpreter Construction	
CSCI 460	Capstone Project	
System Administration & Web Programmer Option		20
CSCI 112	Visual Basic and VBA	
CSCI 221	Web and Internet Programming	
CSCI 260	UNIX Environment	
CSCI 458	Computer Network & Security	
Elect 4 credits from the following		4
CSCI 243	Algorithms & Data StructuresII	

CSCI 321	Windows Programming	
CSCI 323	Robotics	
CSCI 330	Software Engineering and Testing	
CSCI 440	Data Communications & Computer Security	
CSCI 450	Operating Systems	
CSCI 456	Database Management II	
CSCI 497	Internship	
Required Support Math Courses (11-12 cr) [2, 3]		12
MATH 146	Applied Calculus (- OR -) [3]	
MATH 165	Calculus I	
MATH 208	Discrete Mathematics	
MATH 210	Elementary Statistics	
Total Hours		**120**

1 Math 146 or 165 is required for the math GenEd requirement.

2 Required Math courses are equivalent to a non-teaching Mathematics minor.

3 Students who take Math 146 rather than Math 165 would need 1 additional elective credit to make 120 SH.

Computer Science Minor (Non-Teaching)

Required Core		
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 242	Algorithms & Data Structures I	4
CSCI 275	Computer and Digital Hardware I	4
CSCI 340	Computer Networks I	4
Select two of the following:		7-8
Any CSCI 300-400 Level Course		
MATH 470	Numerical Analysis	
Total Hours		**27-28**

Computer Science Minor (Teaching)

Required Core		
CSCI 160	Computer Science I	4
CSCI 161	Computer Science II	4
CSCI 340	Computer Networks I	4
CSCI 352	Comparative Languages	4
CSCI 391	Teaching Computer Science	2
Select two of the following:		6-8
Any CSCI 300-400- Level Course		
MATH 470	Numerical Analysis	
Total Hours		**24-26**

Computer Science Concentration

Elect at least 12 cr from CSCI courses.		12
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	Visual Basic and VBA	4
CSCI 160	Computer Science I	4
CSCI 221	Web and Internet Programming	4
CSCI 260	UNIX Environment	4
CSCI 340	Computer Networks I	4
Total Hours		**20**

Mathematics

Mathematics Program Mission

The mission of the Mathematics BA program is to equip students with knowledge in, skills of, and values of mathematics and the ability to apply and advance the knowledge, skills, and values of mathematics.

Mathematics Program Goals and Outcomes

Goal	Outcome
The goals of the BA in mathematics are as follows:	The outcomes of the BA in mathematics are as follows:
To provide a foundation in principles of mathematics.	Demonstrate competency in the foundation areas of calculus and linear algebra and in at least two of the more specialized areas of algebra, analysis, classical applied mathematics, and/or probability and statistics.
To provide experiences communicating mathematical ideas so the student can read, write, listen, and speak effectively about mathematics.	Apply for graduate school in mathematics and get accepted.
To provide experiences using calculators and other technologies in appropriate mathematical contexts.	Get a job in industry where a strong mathematics background is needed.
To develop the student's higher order and critical thinking skills through the mathematical reasoning process.	Use mathematics and calculator/technology to solve real world problems.
To enable students to relate mathematics to the real world through problem solving situations.	Communicate abstract mathematical concepts through proofs and problem solving.
To foster an appreciation of the beauty, elegance, utility, and power of mathematics.	Articulate the value of mathematics in their lives and in society.
To provide broad mathematical training so the student can successfully pursue further study in mathematics or other disciplines.	
To prepare the student for employment in government, business, and industry where a strong mathematics foundation is needed.	

Mathematics Education Program Mission

The mission of the Mathematics BSE program is to equip students with the mathematical and technical knowledge, the communication and management skills of, values of mathematics and the ability to apply them and the dispositions required to effectively teach secondary mathematics to all students.

Mathematics Education Program Goals and Outcomes

Goal	Outcome
The goals of the BS program in mathematics education are as follows:	Graduates of the BS program in mathematics education will be able to do the following:
To provide a foundation in principles of mathematics.	Solve problems that require application of their knowledge of algebra, geometry, probability and statistics, mathematical systems, history, and calculus.
To provide a foundation in the art and craft of teaching.	Articulate mathematical concepts and effectively communicate them to students using appropriate mathematical vocabulary and terminology.
To provide a foundation in mathematics teaching methodologies.	Manage the classroom environment to provide safe and positive learning experiences.
To prepare the student for licensure in 7-12 mathematics education.	Present well planned lessons conducive to student learning using multiple teaching strategies.

To prepare students for employment where a strong mathematics education foundation is needed.	Incorporate technology in the teaching and learning of mathematics to enhance students' learning and understanding of mathematics.
To prepare prospective mathematics teachers to engage in professional development activities and to become involved in professional associations.	Assess student learning of mathematics using both formal and informal methods of assessment.
To provide prospective mathematics teachers with a foundation in technologies used for teaching mathematics and for administrative and management activities.	Deliver instruction that incorporates multiple learning modalities, including adaptations to address diverse learning needs.
To provide opportunities for prospective teachers to work with diverse student populations.	Teach mathematics to students in a variety of grades (7-12) and in a variety of settings.
To ensure that prospective mathematics teachers can help all students learn mathematics.	Identify professional associations for all teachers and for mathematics teachers and state benefits of membership in such associations.
To provide a foundation in assessment of student learning of mathematics.	

Bachelor of Arts with a Major in Mathematics

General Education		
General Education Courses		40
Required Core		23
MATH 165	Calculus I	
MATH 166	Calculus II	
MATH 205	Math Proof & Problem Solving	
MATH 265	Calculus III	
MATH 266	Introduction to Differential Equations	
MATH 305	Linear Algebra	
MATH 314	Introduction to Scientific Programming	
Elect from the following (Including at least 12 credits of 400 level coursework)		17
MATH 294	Intro to Research Math *	
MATH 314	Introduction to Scientific Programming **	
MATH 315	Intro to Mathematical Modeling	
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 470	Numerical Analysis	
MATH 494	Directed Research in Math ***	
*No more than 2 credits of MATH 294 can be used as an elective.		
**The repeat of MATH 314 as an elective would use a different programming software than used in MATH 314 course taken in the required core.		
***No more than 4 credits of MATH 494 can be used as an elective.		
Required Support Course		4
CSCI 112	Visual Basic and VBA	
CSCI 160	Computer Science I	
Electives		36
Including second major and one area of concentration, or minor and one area of concentration, or three areas of concentration, or two minors.		
Total Hours		**120**

Bachelor of Science in Education with a Major in Mathematics

General Education	
General Education Courses *1	36

Required Core		40
MATH 165	Calculus I	
MATH 166	Calculus II	
MATH 205	Math Proof & Problem Solving	
MATH 305	Linear Algebra	
MATH 314	Introduction to Scientific Programming	
MATH 315	Intro to Mathematical Modeling	
MATH 320	Number Theory	
MATH 325	Algebra for Secondary Teachers	
MATH 330	College Geometry	
MATH 380	History of Mathematics	
MATH 445	Probability And Statistics I	
MATH 446	Probability and Statistics II	
Required Support Course		4
Select one of the following:		
CSCI 112	Visual Basic and VBA	
CSCI 160	Computer Science I	
Professional Education Sequence		40
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 283	Teaching Diverse Learners	
ED 284L	Clinical III	
ED 320	Curriculum, Planning & Assessment I	
ED 321L	Clinical IV	
ED 322	Curriculum, Planning, and Assessment II	
ED 323L	Clinical V	
ED 324L	Fall Experience	
ED 380	Technology in Teaching	
MATH 371	Early Practicum	
PSY 255	Child & Adolescent Psychology	
SPED 110	Introduction to Exceptional Children	
SS 283	Ethnic and Cultural Diversity in America	
May be taken only after admission to Teacher Education		
ED 483	Student Teaching Seminar	
ED 493	Student Teaching, Secondary	
MATH 381	Secondary Math Practicum	
MATH 391	Teaching Mathematics	

Additional program requirement is for the student to take the PRAXIS II Mathematics: Content Knowledge exam and the PRAXIS II Principles of Learning and Teaching: Grades 7-12 exam before completing the program.

Total Hours	**120**

[1] Math 165 is required for the math GenEd requirement

Mathematics Minor (Non-Teaching)

Required Core		
MATH 165	Calculus I	4
MATH 166	Calculus II	4
MATH 205	Math Proof & Problem Solving	3
MATH 305	Linear Algebra	4

Two MATH Electives from 200, 300, or 400 level courses [1]	7
Total Hours	**22**

[1] MATH 277 Mathematics for Elementary Teachers I, MATH 371 Early Practicum, MATH 377 Mathematics for Elementary Teachers II, MATH 381 Secondary Math Practicum, MATH 391 Teaching Mathematics.

Mathematics Minor (Teaching)

Required Core		
MATH 165	Calculus I	4
MATH 166	Calculus II	4
MATH 205	Math Proof & Problem Solving	3
MATH 210	Elementary Statistics	4
MATH 305	Linear Algebra	4
MATH 320	Number Theory	3
MATH 330	College Geometry	4
MATH 371	Early Practicum	1
MATH 381	Secondary Math Practicum	1
MATH 391	Teaching Mathematics	3
Required Support Courses		
Select one of the following:		4
CSCI 112	Visual Basic and VBA	
CSCI 160	Computer Science I	
Total Hours		**35**

Additional program requirement is for the student to take the PRAXIS II Mathematics: Content Knowledge exam and the PRAXIX 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 166	Calculus II	
MATH 210	Elementary Statistics	4
MATH 305	Linear Algebra	4
Select three of the following:		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 four of the following:		12
MATH 107 or Higher Numbered Courses		
Excluding:		
MATH 201H	Environmental Mathematics	
MATH 277	Mathematics for Elementary Teachers I	
MATH 371	Early Practicum	
MATH 377	Mathematics for Elementary Teachers II	
MATH 381	Secondary Math Practicum	
MATH 391	Teaching Mathematics	
Total Hours		**12**

Applied Statistics Concentration

Select three of the following:		12
MATH 210	Elementary Statistics	
MATH 345	Linear Models	
MATH 346	Experimental Design	
MATH 445	Probability And Statistics I	
MATH 446	Probability and Statistics II	
Total Hours		**12**

Division of Humanities

Co-Chairs
Aili Smith: Art, Communication Arts, Humanities
Robert Kibler: English, Foreign Langauge, Gender/Women's Studies

Division of Humanities Mission Statement

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

Division of Humanities Program Goals

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

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

University Teacher Education

Refer to the Teacher Education Policies and Procedures (p. 221) section of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for art, communication arts, English, and foreign language majors in Teacher Education.

Division Teacher Education Requirements

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

Art

Art Department Mission Statement

The objective of the art program is to develop creative, expressive and technically competent graduates who direct their time, energy, skills, and materials toward fulfilling these program outcomes. Within an aesthetic and historical context, students will form and articulate qualitative judgments and make critical decisions about their work and the work of others from the perspective of contemporary culture.

In the art program, the learning challenge will provide students with knowledge of other cultures, as well as their own. The creative work will be tailored to the unique intellectual, emotional and physical abilities of the student.

The art program is designed to provide a rewarding creative experience, challenging the student to flourish in technical abilities, design decisions, concept development and aesthetic evaluation.

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

Bachelor of Arts with a Major in Art

The Bachelor of Arts degree is a professionally oriented program designed to offer the candidate 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 Program Goals and Outcomes

GOALS
Originate: value originality, authenticity, integrity innovation, insight, and dedication in the creation of artworks.
Design: know and practice the fundamental concepts of good design and master personal creative and expressive abilities.
Create: solve technical problems competently in a variety of media.
Critique: critique the art of peers and self with respect and an awareness of diverse people, cultures, different art styles and the periods of their production

Present: evidence professional presentation through portfolio, exhibitions and marketing.

OUTCOMES

The student will:
Know the fundamental concepts of design and technique.
Solve technical problems competently in a variety of media.
Exhibit proficiency in an option: art history, ceramics, drawing, graphic design, integrated media, painting, photography, printmaking, sculpture and traditional arts.
Master personal, creative, expressive and aesthetic abilities.
Value the expression of authenticity, integrity, innovation, insight and dedication to the process of creating artworks.
Critique the art of peers and self with respect and encouragement.
Develop awareness of diversity among people, cultures, art styles and the periods of their production.
Form qualitative aesthetic judgments within an historical context.
Develop a capstone experience that demonstrates mastery of the goals and outcomes of the program. This experience can be an instrument for post-graduate employment, career path, or for other personal goals.

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 throughout their university career, respectively Art 191, first year; Art 291, second year; Art 391, third year, Art 491, fourth year; and 091 each semester thereafter until graduation. BA Art majors are required to participate in a sophomore review and complete a capstone experience in partial fulfillment of their degree.

General Education		
General Education Courses		38-40
Required Foundation		37
ART 91	Visual Arts Seminar V	0
ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 124	Three-Dimensional Design	3
ART 130	Drawing I	3
ART 180	Digital Photography	3
ART 191	Visual Arts Seminar I	1
ART 207	Digital Tools: Imaging & Print	3
ART 210	Art History I	3
ART 211	Art History II	3
ART 231	Figure Drawing I	3
ART 291	Visual Arts Seminar II	1
ART 310	Modernism (If Art History, whichever not taken in that option.)	3
or ART 311	Postmodernism	
ART 391	Visual Arts Seminar III	1
ART 491	Visual Arts Seminar IV	1
Options		
Select one of the following options:		19
Art History		
ART 110	Introduction to Visual Arts	3
ART 212	Non-Western Art History	3
ART 420	Advanced Study in Art History	1-6
Select from the following:		
ART 310	Modernism (Whichever is not taken in Foundations.)	3
or ART 311	Postmodernism	
ART 312	History of Architecture	3
ART 313	Women in the Visual Arts	3
ART 315	Native American Art	3
ART 496	Study Tour	3
ART 499	Special Topics	3
Ceramics		

ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 351	Ceramics II	3
ART 352	Ceramics III	3
ART 412	Advanced Independent Ceramics	3-4
Select from the following:		
ART 140	Traditional Arts	3
ART 204	Jewelry and Small Sculpture	3
ART 413	Advanced Independent Sculpture	1-4
Drawing		
ART 323	Illustration Techniques	3
ART 331	Advanced Drawing	3
ART 332	Figure Drawing II	3
ART 410	Advanced Independent Drawing	3-4
Select from the following:		
ART 220	Painting I	3
ART 225	Water Media I	3
ART 270	Printmaking I	3
ART 274	Paper Works	3
Graphic Design		
ART 213	Graphic Design I	3
ART 214	Graphic Design II	3
ART 322	Graphic Design III	3
ART 497	Art Internship	1
ART 422	Digital Design:Interactive Web	3
ART 423	Digital Design:Motion	3
Select from the following:		
ART 220	Painting I	3
ART 225	Water Media I	3
ART 270	Printmaking I	3
ART 274	Paper Works	3
ART 323	Illustration Techniques	3
Integrated Media		
ART 265	Sculpture I	3
ART 270	Printmaking I	3
ART 274	Paper Works	3
ART 423	Digital Design:Motion	3
Select from the following:		
ART 140	Traditional Arts	3
ART 213	Graphic Design I	3
ART 250	Ceramics I	3
ART 271	Printmaking II	3
ART 280	Traditional Photography	3
ART 382	Alternative Photography	3
ART 410	Advanced Independent Drawing	1-3
ART 411	Advanced Independent Painting	1-3
ART 412	Advanced Independent Ceramics	1-3
ART 413	Advanced Independent Sculpture	1-3
ART 414	Advanced Independent Graphic Design	1-3
ART 415	Advanced Independent Jewelry and Small Sculpture	1-3
ART 416	Advanced Independent Traditional Arts	1-3
ART 417	Advanced Independent Photography	1-3

ART 418	Advanced Independent Printmaking	1-3
ART 419	Advanced Independent Computer Graphics	1-3
ART 421	Advanced Independent Integrated Media	1-16
Painting		
ART 220	Painting I	3
ART 225	Water Media I	3
ART 323	Illustration Techniques	3
ART 333	Painting II	3
ART 334	Painting III	3
Select from the following:		
ART 325	Water Media II	3
ART 331	Advanced Drawing	3
ART 332	Figure Drawing II	3
ART 411	Advanced Independent Painting	1-3
Photography		
ART 280	Traditional Photography	3
ART 380	Advanced Photography	3
ART 382	Alternative Photography	3
ART 497	Art Internship	3
Select one from the following:		
ART 422	Digital Design:Interactive Web	3
ART 423	Digital Design:Motion	3
Select from the following:		
ART 270	Printmaking I	3
ART 271	Printmaking II	3
ART 417	Advanced Independent Photography	1-3
ART 419	Advanced Independent Computer Graphics	1-3
Printmaking		
ART 270	Printmaking I	3
ART 271	Printmaking II	3
ART 274	Paper Works	3
ART 362	Printmaking III	3
ART 418	Advanced Independent Printmaking	1-3
Select from the following:		
ART 323	Illustration Techniques	3
ART 331	Advanced Drawing	3
ART 332	Figure Drawing II	3
ART 382	Alternative Photography	3
Sculpture		
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 266	Sculpture II	3
ART 351	Ceramics II	3
ART 413	Advanced Independent Sculpture	1-3
Select from the following:		
ART 140	Traditional Arts	3
ART 204	Jewelry and Small Sculpture	3
ART 331	Advanced Drawing	3
ART 352	Ceramics III	3
Traditional Arts		
ART 140	Traditional Arts	3
ART 204	Jewelry and Small Sculpture	3

ART 250	Ceramics I	3
ART 270	Printmaking I	3
ART 416	Advanced Independent Traditional Arts	1-3
Select from the following:		
ART 225	Water Media I	3
ART 265	Sculpture I	3
ART 351	Ceramics II	3
ART 352	Ceramics III	3
ART 415	Advanced Independent Jewelry and Small Sculpture	1-3
Second Major or Minor and/or Concentration(s)		
Second Major or Minor and/or Concentration(s)		32

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

GOALS
Originate: value originality, authenticity, integrity innovation, insight, and dedication in the creation of artworks.
Design: know and practice the fundamental concepts of good design and master personal creative and expressive abilities.
Create: solve technical problems competently in a variety of media and exhibit proficiency in the chosen option.
Critique: critique the art of peers and self with respect and an awareness of diverse people, cultures, different art styles and the periods of their production
Present: evidence professional presentation through portfolio, exhibitions and marketing.

OUTCOMES
The student will:
Know the fundamental concepts of design and technique.
Solve technical problems competently in a variety of media.
Exhibit proficiency in an option: ceramics, drawing, graphic design, integrated media, painting, photography, printmaking, sculpture and traditional arts.
Master personal, creative, expressive and aesthetic abilities.
Value the expression of authenticity, integrity, innovation, insight and dedication to the process of creating artworks.
Critique the art of peers and self with respect and encouragement.
Develop awareness of diversity among people, cultures, art styles and the periods of their production.
Form qualitative aesthetic judgments within an historical context.
Develop a capstone experience that demonstrates mastery of the goals and outcomes of the program. This experience can be an instrument for post-graduate employment, career path, or for other personal goals.

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 throughout their university career, respectively Art 191, first year; Art 291, second year; Art 391, third year, Art 491, fourth year; and 091 each semester thereafter until graduation. BFA Art majors are required to participate in a sophomore review and complete a capstone experience in partial fulfillment of their degree.

Bachelor of Fine Arts Admission Guidelines
Applicants for admission into the BFA program must meet the following requirements:

1. Applicants must have second year status and have completed 15 credits of art courses required for the BFA.
2. 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.)
3. Applicants must meet a minimum academic GPA of: 2.50 in coursework and a 3.00 in art coursework.

Students seeking admission to the BFA program must submit an application packet to the BFA Program Advisor, who will then schedule a portfolio presentation and personal interview for the candidate with the BFA Committee, consisting of any three full-time art faculty. Applicants may submit works for consideration in the form of digital images, and original works of art. Application packets consist of the following:

1. Letter of intent stating objectives and qualifications. In this letter, students should indicate an awareness of the differences between the BA and BFA degree programs.

2. Current copies of all college transcripts.
3. A list of all college art courses taken with the number of credits earned and grades received.

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 their BFA Committee 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 Committee based on annual portfolio review and interview evaluations. Enrolled BFA students must present their work annually the Sophomore/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		52
ART 91	Visual Arts Seminar V	0
ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 124	Three-Dimensional Design	3
ART 130	Drawing I	3
ART 180	Digital Photography	3
ART 191	Visual Arts Seminar I	1
ART 207	Digital Tools: Imaging & Print	3
ART 210	Art History I	3
ART 211	Art History II	3
ART 212	Non-Western Art History	3
ART 231	Figure Drawing I	3
ART 280	Traditional Photography	3
ART 291	Visual Arts Seminar II	1
ART 310	Modernism	3
ART 311	Postmodernism	3
ART 312	History of Architecture	3
ART 391	Visual Arts Seminar III	1
ART 397	BFA Internship	2
ART 426	BFA Thesis Research	1
ART 491	Visual Arts Seminar IV	1
ART 492	Capstone Experience	2
Options		36
Ceramics		
ART 204	Jewelry and Small Sculpture	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 266	Sculpture II	3
ART 351	Ceramics II	3
ART 352	Ceramics III	3
ART 412	Advanced Independent Ceramics	6
ART 497	Art Internship	3
Select from the following:		
ART 140	Traditional Arts	3
ART 270	Printmaking I	3
ART 413	Advanced Independent Sculpture	1-3
ART 422	Digital Design:Interactive Web	3
Drawing		
ART 220	Painting I	3
ART 270	Printmaking I	3
ART 274	Paper Works	3

ART 323	Illustration Techniques	3
ART 331	Advanced Drawing	3
ART 332	Figure Drawing II	3
ART 410	Advanced Independent Drawing	1-3
Select from the following:		
ART 225	Water Media I	3
ART 271	Printmaking II	3
ART 325	Water Media II	3
ART 333	Painting II	3
Graphic Design		
ART 213	Graphic Design I	3
ART 214	Graphic Design II	3
ART 270	Printmaking I	3
ART 322	Graphic Design III	3
ART 323	Illustration Techniques	3
ART 422	Digital Design:Interactive Web	3
ART 423	Digital Design:Motion	3
ART 497	Art Internship	3
Select from the following:		
ART 220	Painting I	3
ART 225	Water Media I	3
ART 271	Printmaking II	3
ART 274	Paper Works	3
ART 325	Water Media II	3
ART 382	Alternative Photography	3
ART 414	Advanced Independent Graphic Design	1-3
ART 419	Advanced Independent Computer Graphics	1-3
Integrated Media		
ART 213	Graphic Design I	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 270	Printmaking I	3
ART 274	Paper Works	3
ART 423	Digital Design:Motion	3
Select from the following:		
ART 140	Traditional Arts	3
ART 271	Printmaking II	3
ART 280	Traditional Photography	3
ART 382	Alternative Photography	3
ART 410	Advanced Independent Drawing	1-3
ART 411	Advanced Independent Painting	1-3
ART 412	Advanced Independent Ceramics	1-3
ART 413	Advanced Independent Sculpture	1-3
ART 414	Advanced Independent Graphic Design	1-3
ART 415	Advanced Independent Jewelry and Small Sculpture	1-3
ART 416	Advanced Independent Traditional Arts	1-3
ART 417	Advanced Independent Photography	1-3
ART 418	Advanced Independent Printmaking	1-3
ART 419	Advanced Independent Computer Graphics	1-3
ART 421	Advanced Independent Integrated Media	1-3
Painting		
ART 220	Painting I	3

ART 225	Water Media I	3
ART 270	Printmaking I	3
ART 323	Illustration Techniques	3
ART 325	Water Media II	3
ART 331	Advanced Drawing	3
ART 333	Painting II	3
ART 334	Painting III	3
ART 325	Water Media II	3
ART 411	Advanced Independent Painting	1-3
Select from the following:		
ART 271	Printmaking II	3
ART 332	Figure Drawing II	3
ART 382	Alternative Photography	3
ART 410	Advanced Independent Drawing	1-3
Photography		
ART 380	Advanced Photography	3
ART 382	Alternative Photography	3
ART 417	Advanced Independent Photography	1-3
ART 422	Digital Design:Interactive Web	3
ART 423	Digital Design:Motion	3
ART 497	Art Internship	3
Select from the following:		
ART 213	Graphic Design I	3
ART 214	Graphic Design II	3
ART 270	Printmaking I	3
ART 271	Printmaking II	3
ART 419	Advanced Independent Computer Graphics	1-3
Printmaking		
ART 220	Painting I	3
ART 225	Water Media I	3
ART 270	Printmaking I	3
ART 271	Printmaking II	3
ART 274	Paper Works	3
ART 323	Illustration Techniques	3
ART 331	Advanced Drawing	3
ART 362	Printmaking III	3
ART 418	Advanced Independent Printmaking	1-3
Select from the following:		
ART 213	Graphic Design I	3
ART 214	Graphic Design II	3
ART 333	Painting II	3
ART 325	Water Media II	3
ART 382	Alternative Photography	3
ART 419	Advanced Independent Computer Graphics	1-3
Sculpture		
ART 140	Traditional Arts	3
ART 204	Jewelry and Small Sculpture	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 266	Sculpture II	3
ART 331	Advanced Drawing	3
ART 351	Ceramics II	3

ART 352	Ceramics III	3
ART 413	Advanced Independent Sculpture	3
Select from the following:		
ART 220	Painting I	3
ART 333	Painting II	3
ART 413	Advanced Independent Sculpture	1-3
ART 415	Advanced Independent Jewelry and Small Sculpture	1-3
Traditional Arts		
ART 140	Traditional Arts	3
ART 204	Jewelry and Small Sculpture	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 270	Printmaking I	3
ART 351	Ceramics II	3
ART 415	Advanced Independent Jewelry and Small Sculpture	1-3
ART 416	Advanced Independent Traditional Arts	1-3
Select from the following:		
ART 220	Painting I	3
ART 333	Painting II	3
ART 413	Advanced Independent Sculpture	1-3
ART 415	Advanced Independent Jewelry and Small Sculpture	1-3

Bachelor of Science with a Major in Arts Administration

The Bachelor of Science in Arts Administration degree is a professionally oriented program designed to offer the candidate a well-rounded, rich experience in preparation for a career as an arts professional as a gallery manager, director. Enrollment in the AA degree program is recommended for the candidate who wants to work in a small to mid-sized museum. Candidates accepted into the AA program are expected to adhere to a high standard of excellence and demonstrate significant artistic growth.

AA Art Program Goals and Outcomes

GOALS
Originate: value originality, authenticity, integrity innovation, insight, and dedication in the creation of artworks.
Design: know and practice the fundamental concepts of good design and master personal creative and expressive abilities.
Create: solve technical problems competently in a variety of media and exhibit proficiency in museum and gallery administration.
Critique: critique the art of peers and self with respect and an awareness of diverse people, cultures, different art styles and the periods of their production
Present: evidence professional presentation through portfolio, exhibitions and marketing.

OUTCOMES
The student will:
Exercise leadership in a changing cultural environment, identifying and articulating key issues and future trends facing arts management.
Plan for funding and development of the arts or cultural organization.
Effectively understand board governance structures, and processes for working successfully with employees, sponsors and volunteers.
Recognize the role of culture in the nation, its people and the world.
Understand how to facilitate connections between artists, artifacts and the audience through effective management practice.
Develop a professional network of resources in the community.
Develop a capstone experience that punctuates the experience, demonstrating mastery of the goals and outcomes of the program. This experience can be an instrument for post-graduate employment, career path, and graduate school admission or for other personal goals.

AA Art majors are expected to attend Northwest Art Center exhibitions and other public art receptions. AA Art majors are expected to enroll in art seminars each semester throughout their university career, respectively Art 191, first year; Art 291, second year; Art 391, third year, Art 491, fourth year; and 091 each semester thereafter until graduation. AA Art majors are required to participate in a sophomore review and complete a capstone experience in partial fulfillment of their degree.

General Education	
General Education Course Requirements	38-40
Required Art Foundation	

ART 91	Visual Arts Seminar V	0
ART 110	Introduction to Visual Arts	3
ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 180	Digital Photography	3
ART 191	Visual Arts Seminar I	1
ART 210	Art History I	3
ART 211	Art History II	3
ART 213	Graphic Design I	3
ART 291	Visual Arts Seminar II	1
ART 391	Visual Arts Seminar III	1
ART 491	Visual Arts Seminar IV	1
Required Administration Foundation		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 303	Human Resource Management	3
BADM 304	Entrepreneurship/Small Business Management	3
BADM 321	Marketing	3
BADM 436	Organizational Behavior Principles and Practices	3
BADM 465	Strategic Management	3
FIN 353	Corporation Finance	3
Required Communication Arts Foundation		
COMM 212	Interpersonal Communication	3
COMM 218	Public Relations Principles	3
COMM 220	Broadcast Advertising & Applications	3
COMM 244	Reporting and Feature Writing	3
COMM 325	Campaigns and Strategies	3
Required English Foundation		
ENGL 315	Profes and Tech Writing	3
Highly Recommended Electives		
Select from the following:		8
ACCT 315	Government/Not-For-Profit Accounting	3
ART 101	Introduction to Studio Art	3
ART 130	Drawing I	3
ART 212	Non-Western Art History	3
ART 310	Modernism	3
ART 311	Postmodernism	3
BADM 408	Negotiations	3
BADM 421	Applied Business Research	3
BADM 422	Consumer Behavior	3
BOTE 247	Spreadsheet Applications	3
COMM 210	Advanced Public Speaking	3
ENGL 411	Poetry Workshop	3
HIST 203	Modernization of Early America	3
HIST 220	North Dakota History	3
HIST 261	American Indian History	3
HIST 280	Practice and Method	3
HUM 254	Non-Western Humanities	3
MUSC 100	Music Appreciation	3

MUSC 201	World Music	3
MUSC 205	History of US Through Music	3
SS 283	Ethnic and Cultural Diversity in America	3
THEA 250	Creative Drama	3
THEA 270	Stagecraft	3
THEA 414	Theatre Management	3
Total:		128

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 well-rounded, rich experience in preparation for a career as an arts teacher in the K-12 schools. Candidates accepted into the BSEd program are expected to adhere to a high standard of excellence and demonstrate significant artistic growth.

Art Education Program Goals and Outcomes

GOALS
Originate: value originality, authenticity, integrity innovation, insight, and dedication in the creation of artworks.
Design: know and practice the fundamental concepts of good design and master personal creative and expressive abilities.
Know: the history of art and its impact on contemporary art.
Create: solve technical problems competently in various media: ceramics, drawing, graphic design, integrated media, painting, photography, printmaking, sculpture and traditional arts .
Critique: critique the art of peers and self with respect and an awareness of diverse people, cultures, different art styles and the periods of their production.
Present: evidence professional presentation through portfolio, exhibitions and student teaching.
Teach: display proficiency in peer teaching and in teaching K-12 art.

OUTCOMES
The student will:
Know the fundamental concepts of design and technique.
Solve technical problems competently in a variety of media.
Exhibit proficiency in teaching art, K-12.
Master personal, creative, expressive and aesthetic abilities.
Value the expression of authenticity, integrity, innovation, insight and dedication to the process of creating artworks.
Critique the art of peers and self with respect and encouragement.
Develop awareness of diversity among people, cultures, art styles and the periods of their production.
Form qualitative aesthetic judgments within a historical context.
Develop a capstone experience that demonstrates mastery of the goals and outcomes of the program. This experience can be an instrument for post-graduate employment, career path, graduate school admission or for other personal goals.

BSEd Art majors are expected to attend Northwest Art Center exhibitions and other public art receptions. BSEd Art majors are expected to enroll in art seminars each semester throughout their university career, respectively Art 191, first year; Art 291, second year; Art 391, third year, Art 491, fourth year; and 091 each semester thereafter until graduation. BSEd Art majors are required to participate in a sophomore review and complete a capstone experience in partial fulfillment of their degree. Please see the Teacher Education Policies and Procedures (p. 221) page for more information concerning admission to the program.

General Education		
General Education Course Requirements		38-40
Required Core		
ART 91	Visual Arts Seminar V	0
ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 124	Three-Dimensional Design	3
ART 130	Drawing I	3
ART 140	Traditional Arts	3
ART 180	Digital Photography	3
ART 191	Visual Arts Seminar I	1
ART 201	Art Methods for Elementary Education	3

ART 210	Art History I	3
ART 211	Art History II	3
ART 220	Painting I	3
or ART 225	Water Media I	
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 270	Printmaking I	3
ART 291	Visual Arts Seminar II	1
ART 391	Visual Arts Seminar III	1
ART 491	Visual Arts Seminar IV	1
Recommended electives:		
ART 220	Painting I (Whichever not taken in Foundations.)	3
or ART 225	Water Media I	
ART 231	Figure Drawing I	3
ART 271	Printmaking II	3
ART 274	Paper Works	3
ART 280	Traditional Photography	3
ART 310	Modernism	3
ART 311	Postmodernism	3
ART 331	Advanced Drawing	3
ART 332	Figure Drawing II	3
ART 333	Painting II	3
ART 351	Ceramics II	3
K-12 Certification		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching [1]	2
SS 283	Ethnic and Cultural Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
PSY 255	Child & Adolescent Psychology	3
ART 390	Art Methods [1]	4
ED 484	Student Teaching Seminar	2
ED 494	Student Teaching K-12	12

[1] Required admission to Teacher Education.

Bachelor of Science with a Major in Multimedia Studies

The Bachelor of Science in Multimedia Studies 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. Candidates accepted into the MMS program are expected to adhere to a high standard of excellence and demonstrate significant artistic growth.

MMS Program Goals and Outcomes

GOALS
Originate: value originality, authenticity, integrity innovation, insight, and dedication.
Know: practice the fundamental concepts of good design and communication.
Create: solve technical problems competently using technology.
Critique: critique the art of peers and self with respect and an awareness of diverse people, cultures, different art styles and the periods of their production
Present: evidence professional presentation through portfolio, recitals, exhibitions and marketing.

OUTCOMES
The student will:
Know the fundamental concepts of design and communication.
Master problem solving abilities.
Master use of technology in creating design.
Develop a professional network of resources in the community.
Develop a capstone experience that punctuates the experience, demonstrating mastery of the goals and outcomes of the program. This experience can be an instrument for post-graduate employment, career path, graduate school admission or for other personal goals.

MMS Art majors are expected to attend Northwest Art Center exhibitions and other public art receptions. MMS Art majors are expected to enroll in art seminars each semester throughout their university career, respectively Art 191, first year; Art 291, second year; Art 391, third year, Art 491, fourth year; and 091 each semester thereafter until graduation. MMS Art majors are required to participate in a sophomore review and complete a capstone experience in partial fulfillment of their degree. A senior project in Communication Arts may substitute for an art capstone experience by enrolling in COMM 392 Junior Project and COMM 492 Senior Project with the consent of the respective instructor.

General Education		
General Education Courses		38-40
Required Foundation - Art		32
ART 91	Visual Arts Seminar V	0
ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 180	Digital Photography	3
ART 191	Visual Arts Seminar I	1
ART 207	Digital Tools: Imaging & Print	3
ART 213	Graphic Design I	3
ART 214	Graphic Design II	3
ART 291	Visual Arts Seminar II	1
ART 391	Visual Arts Seminar III	1
ART 422	Digital Design:Interactive Web	3
ART 423	Digital Design:Motion	3
ART 491	Visual Arts Seminar IV	1
ART 497	Art Internship	1
Required Foundation - Business Administration		12
BADM 321	Marketing	3
BADM 324	Integrated Marketing Communications	3
BADM 422	Consumer Behavior	3
BADM 427	International Marketing	3
Required Foundation - Communication Arts		30
COMM 120	Introduction to Broadcasting	3
COMM 218	Public Relations Principles	3
COMM 225	Audio Production I	3
COMM 244	Reporting and Feature Writing	3
COMM 283	TV Activities	1
COMM 284	Radio Activities	1
COMM 286	Promotions Activities	1
COMM 323	Journalism History	3

COMM 325	Campaigns and Strategies	3
COMM 360	Video Production I	3
COMM 412	Communication Law	3
COMM 475	Broadcast Production	1
Required Foundation - English		6
ENGL 244	Writing in Multiple Genres	3
ENGL 315	Profes and Tech Writing	3
Required Foundation - Music		6
MUSC 100	Music Appreciation	3
MUSC 205	History of US Through Music	3
Total:		124-126

Art Minor

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 110	Introduction to Visual Arts	3
ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 124	Three-Dimensional Design	3
ART 130	Drawing I	3
Select from the following:		
ART 140	Traditional Arts	3
ART 180	Digital Photography	3
ART 204	Jewelry and Small Sculpture	3
ART 210	Art History I	3
ART 211	Art History II	3
ART 213	Graphic Design I	3
ART 220	Painting I	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 270	Printmaking I	3
ART 280	Traditional Photography	3
Total:		21

Art History Minor

ART 110	Introduction to Visual Arts	3
ART 212	Non-Western Art History	3
ART 310	Modernism	3
or ART 311	Postmodernism	
ART 312	History of Architecture	3
ART 315	Native American Art	3
ART 420	Advanced Study in Art History	1-6
Select from the following:		3
ART 210	Art History I	3
ART 211	Art History II	3
ART 310	Modernism (Whichever not taken above.)	3
or ART 311	Postmodernism	
ART 313	Women in the Visual Arts	3
ART 496	Study Tour	3

ART 499	Special Topics	3
Total:		21

Art Concentrations for Non 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 the adaptive problem solving skills that art courses provide.

Art History Concentration

ART 110	Introduction to Visual Arts	3
ART 212	Non-Western Art History	3
ART 315	Native American Art	3
ART 420	Advanced Study in Art History	3
Select from the following:		3
ART 210	Art History I	
ART 211	Art History II	
ART 310	Modernism	
ART 311	Postmodernism	
ART 312	History of Architecture	
ART 313	Women in the Visual Arts	
ART 496	Study Tour	
ART 499	Special Topics	
Total:		15

Ceramics Concentration

ART 124	Three-Dimensional Design	3
ART 250	Ceramics I	3
ART 351	Ceramics II	3
ART 352	Ceramics III	3
ART 412	Advanced Independent Ceramics	3
Total:		15

Drawing Concentration

ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 130	Drawing I	3
ART 331	Advanced Drawing	3
ART 332	Figure Drawing II	3
Total:		15

Graphic Design Concentration

ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 130	Drawing I	3
ART 213	Graphic Design I	3
ART 214	Graphic Design II	3
Total:		15

Painting Concentration

ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 130	Drawing I	3

ART 220	Painting I	3
ART 225	Water Media I	3
Total:		15

Photography Concentration

ART 112	Computer Graphics	3
ART 122	Two-Dimensional Design	3
ART 180	Digital Photography	3
ART 280	Traditional Photography	3
ART 382	Alternative Photography	3
Total:		15

Printmaking and Drawing Concentration

ART 123	Color and Design	3
ART 130	Drawing I	3
ART 270	Printmaking I	3
ART 271	Printmaking II	3
ART 274	Paper Works	3
Total:		15

Sculpture Concentration

ART 123	Color and Design	3
ART 124	Three-Dimensional Design	3
ART 140	Traditional Arts	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
Total:		15

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 110	Introduction to Visual Arts	3
ART 212	Non-Western Art History	3
ART 315	Native American Art	3
ART 420	Advanced Study in Art History	1-6
Select from the following:		3
ART 310	Modernism	
ART 311	Postmodernism	
ART 312	History of Architecture	
ART 313	Women in the Visual Arts	
ART 496	Study Tour	
ART 499	Special Topics	
Total:		15

Ceramics Concentration

ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 351	Ceramics II	3
ART 352	Ceramics III	3

ART 412	Advanced Independent Ceramics	3
Total:		15

Drawing Concentration

ART 274	Paper Works	3
ART 323	Illustration Techniques	3
ART 331	Advanced Drawing	3
ART 332	Figure Drawing II	3
ART 410	Advanced Independent Drawing	3
Total:		15

Graphic Design Concentration

ART 213	Graphic Design I	3
ART 214	Graphic Design II	3
ART 322	Graphic Design III	3
ART 414	Advanced Independent Graphic Design	3
Select from the following:		
ART 422	Digital Design:Interactive Web	3
ART 423	Digital Design:Motion	3
Total:		15

Painting Concentration

ART 220	Painting I	3
ART 225	Water Media I	3
ART 325	Water Media II	3
ART 333	Painting II	3
ART 334	Painting III	3
Total:		15

Photography Concentration

ART 280	Traditional Photography	3
ART 380	Advanced Photography	3
ART 382	Alternative Photography (Repeatable course.)	6
ART 417	Advanced Independent Photography	3
Total:		15

Printmaking and Drawing Concentration

ART 270	Printmaking I	3
ART 271	Printmaking II	3
ART 274	Paper Works	3
ART 362	Printmaking III	3
ART 418	Advanced Independent Printmaking	3
Total:		15

Sculpture Concentration

ART 122	Two-Dimensional Design	3
ART 123	Color and Design	3
ART 124	Three-Dimensional Design	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
Total:		15

Traditional Arts Concentration

ART 140	Traditional Arts	3
ART 204	Jewelry and Small Sculpture	3
ART 250	Ceramics I	3
ART 265	Sculpture I	3
ART 270	Printmaking I	3
Total:		15

Communication Arts

Communication Arts Department Mission

- To better prepare broadcast and print journalists who can think and write effectively;
- To prepare students for the field of education by keeping the Communication Arts student up-to-date with speech and theatre innovations;
- To give the B.A. student a comprehensive background in Speech, to better prepare him/her for graduate study;
- To give the B.A. student a comprehensive background in Theatre, to better prepare him/her for graduate study.

Communication Arts Department Goals and Outcomes

Goal	Outcome
The MSU Communication Arts Department subscribes to the behavioral goals established for speech communication by the joint task force created by the American Theatre Association and the Speech Communication Association. Briefly, those goals are:	Ability to communicate effectively in a variety of contexts.
	Ability to predict with accuracy the consequences of communication decisions and behaviors.
	Ability to manage the following factors in communication situations: selection, development and presentation of ideas, strategies and media to influence human behavior.
	Ability to evaluate messages on the basis of functional, ethical, and aesthetic considerations.
	Ability to develop a personal communication style which can be adapted to a variety of communication contexts.
	Ability to develop skills and attitudes which promote free inquiry, critical listening, receptiveness toward divergent viewpoints, and willingness to support unpopular ideas.

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

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

Broadcasting Program Goals and Outcomes

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

Goal	Outcome
Basic knowledge of historical, theoretical, critical areas of broadcasting, public relations and advertising, or journalism.	Identify, analyze, and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of broadcasting, public relations and advertising, or journalism.
Basic knowledge and skills associated with production elements of broadcasting, public relations and advertising, or journalism.	Select applicable communication components, arrange them in an effective organizational pattern, and perform in appropriate venues.
Basic knowledge and skills associated with leadership/ advocacy and behavior.	Utilize leadership/advocacy, knowledge, skills, and behavior in service and professional contexts.

Submission of research and creative work to applicable scholarly and interest groups on local, regional, and national levels.	Write and submit scholarly and creative work to appropriate outlets.

Bachelor of Arts with a Major in Broadcasting

The Media Service Concentration is Required of all BA in Broadcasting majors.

General Education		
General Education Courses		38-40
Required Core		
COMM 099	Recitals	0
099 Required Every Semester		
COMM 120	Introduction to Broadcasting	3
COMM 218	Public Relations Principles	3
COMM 225	Audio Production I	3
COMM 244	Reporting and Feature Writing	3
COMM 354	Special Events Planning	3
COMM 360	Video Production I	3
COMM 392	Junior Project	1
COMM 412	Communication Law	3
COMM 492	Senior Project	3
Options:		
Select one of the following options:		18
Public Relations Option		
COMM 221	PR & Media Writing	
COMM 324	Community Relations	
COMM 325	Campaigns and Strategies	
COMM 425	Crisis Communication	
Select two of the following:		
COMM 219	Mass Media and Society	
COMM 220	Broadcast Advertising & Applications	
COMM 322	Media Sales and Analysis	
News Writing Option		
ART 112	Computer Graphics	
ART 280	Traditional Photography	
COMM 224	Publication Makeup & Design	
COMM 344	Investigative Reporting	
Select two of the following:		
ART 213	Graphic Design I	
ART 323	Illustration Techniques	
COMM 219	Mass Media and Society	
Production Option		
COMM 326	Media Announcing	
COMM 361	Broadcast News Writing	
COMM 362	Broadcast News Gathering	
COMM 460	Video Production II	
Select two of the following:		
COMM 212	Interpersonal Communication	
COMM 219	Mass Media and Society	
COMM 220	Broadcast Advertising & Applications	
COMM 322	Media Sales and Analysis	
COMM 344	Investigative Reporting	
THEA 161	Acting I	

Second Major or Minor/Concentration(s)	37
Total Hours	**118-120**

Communication Arts Education Program Goals and Outcomes

Goal	Outcome
Basic knowledge of historical, theoretical, and critical areas of theatre, speech, broadcasting, public relations and advertising, and journalism.	Identify, analyze and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of theatre, speech, broadcasting, public relations and advertising, or journalism.
Basic knowledge and skills associated with production elements of theatrical production, speech communication, broadcast production, public relations and advertising practices, and journalism publication.	Select applicable communication components, arrange them in an effective organizational pattern, and perform in appropriate venues.
Basic knowledge and skills associated with leadership/ advocacy and behavior in their respective fields of the Communication Arts Department.	Utilize leadership/advocacy, knowledge, skills and behavior in service and professional contexts.
Basic knowledge, skills and opportunities to submit research and creative work to local, regional, and national arenas.	Write and submit scholarly and creative work to appropriate outlets.

In addition to the outcomes listed above, students earning a BSEd in Communication Arts will be assessed according to the InTASC standards in Teacher Education. Please see Teacher Education Policies and Procedures (p. 221) for more information.

Bachelor of Science in Education with a Major in Communication Arts (120)

General Education		
General Education Course Requirements		38-40
Select one of the following options:		40
Theatre Option Core		
COMM 099	Recitals	
COMM 212	Interpersonal Communication	
COMM 311	Oral Interpretation	
COMM 392	Junior Project	
COMM 492	Senior Project	
THEA 121	The One-Act Play	
THEA 161	Acting I	
THEA 222	Make-Up	
THEA 270	Stagecraft	
THEA 275	Production Design	
THEA 385	Directing	
Activities Core		6
THEA 201	Theatre Practicum	
THEA 297	Internship	
Select two from the following:		6
THEA 350	Theatre History, Criticism & Literature I	
THEA 351	Theatre History Criticism,& Literature II	
THEA 450	Contemporary Drama	
With the following recommended Communication courses: Credits not to be included in final count.		
COMM 210	Advanced Public Speaking	
COMM 219	Mass Media and Society	
COMM 244	Reporting and Feature Writing	
COMM 315	Persuasion & Argumentation	
Communication Option Core		
COMM 099	Recitals	
COMM 212	Interpersonal Communication	
COMM 311	Oral Interpretation	
COMM 392	Junior Project	

COMM 492	Senior Project	
COMM 120	Introduction to Broadcasting	
COMM 210	Advanced Public Speaking	
COMM 218	Public Relations Principles	
COMM 219	Mass Media and Society	
COMM 315	Persuasion & Argumentation	
COMM 316	Group Dynamics	
COMM 388	Communication for Educators	
COMM 413	Gender Communication	
Activities Core		6
COMM 281	Reporting & Editing	
COMM 285	Communication Arts Activities	
COMM 284	Radio Activities	
THEA 201	Theatre Practicum	
With the following recommended Theatre courses: Credits not included in the final count.		
THEA 121	The One-Act Play	
THEA 161	Acting I	
THEA 270	Stagecraft	
THEA 385	Directing	
		40

Professional Education Sequence

ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I [1]	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
Select one of the following:		3
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
ED 380	Technology in Teaching [1]	2
COMM 389	Directing Forensics	2
COMM 390	Communication Arts Methods [1]	4
ED 483	Student Teaching Seminar [1]	2
ED 493	Student Teaching, Secondary [1]	12
Total Hours		**43**

[1] Requires admittance to Teacher Education.

Communication Program Goals and Outcomes

Goal	Outcome
Basic knowledge of historical, theoretical, critical areas of communication.	Identify, analyze and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of communication.

Basic knowledge and skills associated with production elements of communication events.	Select applicable communication components, arrange them in a effective organizational pattern, and perform in appropriate venues.
Basic knowledge and skills associated with leadership/ advocacy and behavior.	Utilize leadership/advocacy, knowledge, skills and behavior in service and professional contexts.
Submission of research and creative work to applicable scholarly and interest groups on local, regional, and national levels.	Write and submit scholarly and creative work to appropriate outlets.

Bachelor of Arts with a Major in Communication

General Education		
General Education Course Requirements		38-40
Required Core		43
COMM 099	Recitals	
COMM 212	Interpersonal Communication	
COMM 218	Public Relations Principles	
COMM 392	Junior Project	
COMM 492	Senior Project	
COMM 210	Advanced Public Speaking	
COMM 311	Oral Interpretation	
COMM 315	Persuasion & Argumentation	
COMM 316	Group Dynamics	
COMM 324	Community Relations	
COMM 413	Gender Communication	
COMM 425	Crisis Communication	
Select six credits from the following:		
COMM 281	Reporting & Editing	
COMM 283	TV Activities	
COMM 284	Radio Activities	
COMM 285	Communication Arts Activities	
COMM 286	Promotions Activities	
Second Major/Minor/Concentration(s) and remaining electives		37
Total Hours		**118-120**

Theatre Arts Program Goals and Outcomes

Goal	Outcome
Basic knowledge of historical, theoretical, critical areas of theatre.	Identify, analyze, and explain concepts of historical, theoretical, and critical nature appropriate to their respective study of theatre.
Basic knowledge and skills associated with production elements of theoretical performance.	Select applicable communication components, arrange them in an effective organizational pattern, and perform in appropriate venues.
Basic knowledge and skills associated with leadership/ advocacy and behavior.	Utilize leadership/advocacy, knowledge, skills and behavior in service and professional contexts.
Submission of research and creative work to applicable scholarly and interest groups on local, regional and national levels.	Write and submit scholarly and creative work to appropriate outlets.

Bachelor of Arts with a Major in Theatre Arts

The Theatre Services Concentration is Required of all BA in Theatre Arts majors.

General Education		
General Education Course Requirements [1]		38-40
Required Core		44
COMM 099	Recitals	

099 Required Every Semester

COMM 212	Interpersonal Communication	
COMM 392	Junior Project	
COMM 492	Senior Project	
THEA 120	Intro to Drama Lit & Analysis	
THEA 161	Acting I	
THEA 222	Make-Up	
THEA 250	Creative Drama	
THEA 270	Stagecraft	
THEA 275	Production Design	
THEA 361	Acting II	
THEA 385	Directing	
THEA 386	Playwriting	
THEA Electives - 3cr		
Select six credits from the following:		
THEA 350	Theatre History, Criticism & Literature I	
THEA 351	Theatre History Criticism,& Literature II	
THEA 450	Contemporary Drama	
Second Major/Minor/Concentration(s) and remaining electives		36
Total Hours		**118-120**

[1] Students must use THEA 110 Introduction to Theatre Arts to fulfill one of their Humanities General Education requirements.

Communication Arts Minor (Teaching)

COMM 099	Recitals	0
Select from the following:		3
COMM 285	Communication Arts Activities	
THEA 201	Theatre Practicum	
COMM 311	Oral Interpretation	3
COMM 315	Persuasion & Argumentation	3
COMM 390	Communication Arts Methods	4
COMM 392	Junior Project	1
THEA 161	Acting I	3
THEA 270	Stagecraft	3
THEA 385	Directing	3
Select one from the following:		3
THEA 350	Theatre History, Criticism & Literature I	
THEA 351	Theatre History Criticism,& Literature II	
THEA 450	Contemporary Drama	
Total Hours		**26**

Communication Arts Minor (Non-Teaching)

COMM 099	Recitals	0
Select from the following:		3
COMM 285	Communication Arts Activities	
THEA 201	Theatre Practicum	
COMM 392	Junior Project	1
Select one of the following:		3
COMM 210	Advanced Public Speaking	
COMM 311	Oral Interpretation	
THEA 110	Introduction to Theatre Arts	

COMM/THEA Electives	17
Total Hours	**24**

Theatre Management Minor

BADM 301	Fundamentals of Management	3
COMM 099	Recitals	0
COMM 392	Junior Project	1
COMM 397	Communication Arts Practicum	3
THEA 161	Acting I	3
THEA 270	Stagecraft	3
THEA 385	Directing	3
THEA 414	Theatre Management	3
Elective Program Course		8
Program I:		
ACCT 201	Elements of Accounting II	
BADM 303	Human Resource Management	
BADM 324	Integrated Marketing Communications	
COMM 412	Communication Law	
Program II:		
ART 213	Graphic Design I	
ART 280	Traditional Photography	
COMM 218	Public Relations Principles	
COMM 219	Mass Media and Society	
COMM 244	Reporting and Feature Writing	
COMM 360	Video Production I	
THEA 250	Creative Drama	
Total Hours		**27**

Creative Dramatics & Movement Minor

COMM 099	Recitals	0
COMM 392	Junior Project	1
HPER 334	Nutrition for Physical Performance	2
THEA 161	Acting I	3
THEA 162	Audition Techniques	1
THEA 250	Creative Drama	3
THEA 261	Performance Studies	3
THEA 301	Movement I	3
THEA 302	Movement II	3
THEA 303	Musical Theatre Dance	3
THEA 480	Advanced Theatre Performance	3
Total Hours		**25**

Broadcasting Concentration

COMM 120	Introduction to Broadcasting	3
COMM 225	Audio Production I	3
COMM 360	Video Production I	3
Select two of the following:		2
COMM 283	TV Activities	
COMM 284	Radio Activities	

COMM 286	Promotions Activities	
Total Hours		**11**

Print Communications Concentration

COMM 244	Reporting and Feature Writing	3
COMM 224	Publication Makeup & Design	3
COMM 344	Investigative Reporting	3
Select three of the following:		3
COMM 281	Reporting & Editing	
COMM 286	Promotions Activities	
Total Hours		**12**

Public Relations Concentration

COMM 218	Public Relations Principles	3
COMM 221	PR & Media Writing	3
COMM 325	Campaigns and Strategies	3
Select three credits of the following:		3
COMM 120	Introduction to Broadcasting	
COMM 210	Advanced Public Speaking	
COMM 219	Mass Media and Society	
COMM 220	Broadcast Advertising & Applications	
COMM 286	Promotions Activities	
Total Hours		**12**

Media Service Concentration

This Concentration is required of all Broadcasting Majors

Elect 6 Credits from the following		6
COMM 475	Broadcast Production	
COMM 497	Broadcast Practicum	
Elect 4 Credits from the following		4
COMM 281	Reporting & Editing	
COMM 283	TV Activities	
COMM 284	Radio Activities	
2nd Time Taking the Class		
COMM 354	Special Events Planning	3
Total Hours		**13**

Sportscasting Concentration

COMM 283	TV Activities	1
COMM 326	Media Announcing	3
COMM 328	Play by Play Communication	3
COMM 329	Sports Television Production	3
COMM 397	Communication Arts Practicum	2
Total Hours		**12**

Communication Arts (Theatre) Concentration

THEA 110	Introduction to Theatre Arts	3
Select from the following:		9
THEA 161	Acting I	
THEA 222	Make-Up	
THEA 270	Stagecraft	

THEA 350	Theatre History, Criticism & Literature I	
THEA 351	Theatre History Criticism,& Literature II	
THEA 385	Directing	
THEA 450	Contemporary Drama	
Total Hours		**12**

Communication Arts (Speech) Concentration

Select from the following		12
COMM 210	Advanced Public Speaking	
COMM 212	Interpersonal Communication	
COMM 311	Oral Interpretation	
COMM 315	Persuasion & Argumentation	
COMM 316	Group Dynamics	
Total Hours		**12**

Theatre Services Concentration

This Concentration is required of all BA in Theatre majors

THEA 201	Theatre Practicum	6
THEA 202	KCACTF Participation	1
Repeat for 2 Credits of 297		
THEA 297	Internship	2
Choose one of the following		3
THEA 401	Tour Show	
THEA 414	Theatre Management	
Total Hours		**12**

English

Department of English Vision, Mission, and Goals:

The Study of English

The English major at Minot State University promotes the development of rational and creative abilities through the study of literary texts of various media. The program will have succeeded with those students who become independent scholars realizing the range of their abilities, the proper contexts and strategies for writing and reading, the multidisciplinary and global natures of their study, and the ethical dimensions of their work.

Vision Statement

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

Mission Statement

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

Department Goals

Goal	Outcome
In keeping with our mission, our goals are to:	Develop increasing sophistication with reading, writing, speaking, and problem solving.
	Develop a growing confidence with contradictions, complexities, and ambiguities.
	Develop an increasing knowledge and understanding of historical, theoretical, and cultural contexts.

	Develop the ability to research carefully and thoughtfully.
	Develop an understanding of the concepts, texts, and practices of the discipline/profession.

Bachelor of Arts with a Major in English

General Education		38-40
Required General Education Humanities Courses (6 cr)		
ENGL 251	Foundations in Brit Lit I	
ENGL 261	Foundations in Am Lit I	
BA English Major Courses (54 cr)		
Core (12 cr)		12
ENGL 270	Introduction to Literary Criticism	
ENGL 355	Age of Shakespeare	
ENGL 435	Major Writers	
ENGL 491	Senior Seminar	
Foundations (9 cr)		9
ENGL 244	Writing in Multiple Genres	
ENGL 252	Foundations in Brit Lit II	
ENGL 262	Foundations in Am Lit II	
Topics: Literature (3 cr)		3
ENGL 225	Introduction to Film	
ENGL 231	Bible as Literature [2]	
ENGL 231H	Bible As Literature [2]	
ENGL 232	World Mythology [2]	
ENGL 238	Children's Literature	
ENGL 240	World Literature [2]	
ENGL 265	Native American Literature [2]	
ENGL 326	American Apocalyptic Lit	
ENGL 329	Coming of Age Literature	
ENGL 331	Ethnicity and Identity Search	
ENGL 334	Film Directors	
ENGL 335	Film Genres	
ENGL 337	Frontier Lit of North Am	
ENGL 338	Topics in Adolescent Lit	
ENGL 339	Topics in African Lit [2]	
ENGL 342	Gendered Literature	
ENGL 343	Graphic Novels as Lit	
ENGL 349	Chinese and Japanese Literature [2]	
ENGL 345	American Noir	
ENGL 350	Literature of the Last Twenty Years	
ENGL 358	Literature of the Upper Great Plains	
ENGL 359	Literature of the Wild	
ENGL 360	Love, Lust, and Loss in Western Literature: The Pastoral, Elegiac, and Courtly Traditions	
ENGL 363	Magical Realism [2]	
ENGL 365	Media English	
ENGL 367	Media Literacy	
ENGL 373	World Drama [2]	
ENGL 374	Reading the Built Environment	
ENGL 376	The American Century: American Literature and Culture in the Twentieth Century	
ENGL 378	The Modernists	
ENGL 383	Topics in Black American Literature [2]	

ENGL 385	Tracking the Sword in the Stone: Arthurian Legend Then and Now	
ENGL 389	Warriors, Marchers, and Martyrs	
ENGL 499	Special Topics	
or ENGL 299	Special Topics	
Topics: Composition/Creative Writing (3 cr)		3
ENGL 315	Profes and Tech Writing	
ENGL 348	Language Arts for the Writer	
ENGL 365	Media English	
ENGL 410	Fiction Workshop	
ENGL 411	Poetry Workshop	
ENGL 412	Creative Nonfiction Workshop	
Topics: Linguistics (3 cr)		3
ENGL 209	Introduction to Linguistics	
ENGL 322	Am Dialects in Lit and Media	
Electives (6 cr)		6
Choose from any ENGL course offered		
Options (15 cr)		15
Choose either the Writing Option or the Literature Option		
Literature Option (15 cr)		
ENGL 225	Introduction to Film	
ENGL 231	Bible as Literature [2]	
ENGL 231H	Bible As Literature [2]	
ENGL 232	World Mythology [2]	
ENGL 238	Children's Literature	
ENGL 240	World Literature [2]	
ENGL 265	Native American Literature [2]	
ENGL 326	American Apocalyptic Lit	
ENGL 329	Coming of Age Literature	
ENGL 339	Topics in African Lit [2]	
ENGL 331	Ethnicity and Identity Search	
ENGL 334	Film Directors	
ENGL 335	Film Genres	
ENGL 337	Frontier Lit of North Am	
ENGL 338	Topics in Adolescent Lit	
ENGL 339	Topics in African Lit [2]	
ENGL 342	Gendered Literature	
ENGL 343	Graphic Novels as Lit	
ENGL 349	Chinese and Japanese Literature [2]	
ENGL 350	Literature of the Last Twenty Years	
ENGL 358	Literature of the Upper Great Plains	
ENGL 359	Literature of the Wild	
ENGL 360	Love, Lust, and Loss in Western Literature: The Pastoral, Elegiac, and Courtly Traditions	
ENGL 363	Magical Realism [2]	
ENGL 367	Media Literacy	
ENGL 373	World Drama [2]	
ENGL 374	Reading the Built Environment	
ENGL 376	The American Century: American Literature and Culture in the Twentieth Century	
ENGL 378	The Modernists	
ENGL 383	Topics in Black American Literature [2]	
ENGL 385	Tracking the Sword in the Stone: Arthurian Legend Then and Now	

ENGL 389	Warriors, Marchers, and Martyrs	
ENGL 435	Major Writers	
ENGL 499	Special Topics	
or ENGL 299	Special Topics	
GS 225	Intro to Gender/Women's Studies [2]	
Writing Option (15 cr)		
ENGL 209	Introduction to Linguistics	
ENGL 315	Profes and Tech Writing	
ENGL 322	Am Dialects in Lit and Media	
ENGL 348	Language Arts for the Writer	
ENGL 365	Media English	
ENGL 410	Fiction Workshop	
ENGL 411	Poetry Workshop	
ENGL 412	Creative Nonfiction Workshop	
ENGL 499	Special Topics	
or ENGL 299	Special Topics	
COMM 244	Reporting and Feature Writing	
COMM 361	Broadcast News Writing	
THEA 386	Playwriting	
ART 112	Computer Graphics	
Foreign Language (16 cr)		16
Minor and/or Concentrations (21 cr)		21
Total Hours		**126-128**

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

2 Approved IP1 diversity course

Bachelor of Science in Education with a Major in English

General Education		38-40
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 (12 cr)		12
ENGL 270	Introduction to Literary Criticism	
ENGL 355	Age of Shakespeare	
ENGL 435	Major Writers	
ENGL 491	Senior Seminar	
Foundations (9 cr)		9
ENGL 244	Writing in Multiple Genres	
ENGL 252	Foundations in Brit Lit II	
ENGL 262	Foundations in Am Lit II	
Topics: Literature (3 cr)		3
ENGL 225	Introduction to Film	
ENGL 231	Bible as Literature [2]	
ENGL 231H	Bible As Literature [2]	
ENGL 232	World Mythology [2]	
ENGL 238	Children's Literature	
ENGL 240	World Literature [2]	
ENGL 265	Native American Literature [2]	
ENGL 326	American Apocalyptic Lit	

ENGL 329	Coming of Age Literature	
ENGL 331	Ethnicity and Identity Search	
ENGL 334	Film Directors	
ENGL 335	Film Genres	
ENGL 337	Frontier Lit of North Am	
ENGL 338	Topics in Adolescent Lit	
ENGL 339	Topics in African Lit [2]	
ENGL 342	Gendered Literature	
ENGL 343	Graphic Novels as Lit	
ENGL 349	Chinese and Japanese Literature [2]	
ENGL 345	American Noir	
ENGL 350	Literature of the Last Twenty Years	
ENGL 358	Literature of the Upper Great Plains	
ENGL 359	Literature of the Wild	
ENGL 360	Love, Lust, and Loss in Western Literature: The Pastoral, Elegiac, and Courtly Traditions	
ENGL 363	Magical Realism [2]	
ENGL 367	Media Literacy	
ENGL 368	Place in Detective Fiction	
ENGL 373	World Drama [2]	
ENGL 374	Reading the Built Environment	
ENGL 376	The American Century: American Literature and Culture in the Twentieth Century	
ENGL 378	The Modernists	
ENGL 383	Topics in Black American Literature [2]	
ENGL 385	Tracking the Sword in the Stone: Arthurian Legend Then and Now	
ENGL 389	Warriors, Marchers, and Martyrs	
ENGL 435	Major Writers	
ENGL 499	Special Topics	
or ENGL 299	Special Topics	
GS 225	Intro to Gender/Women's Studies [2]	
Topics: Diversity (3 cr)		3
GS 225	Intro to Gender/Women's Studies [2]	
ENGL 265	Native American Literature [2]	
ENGL 383	Topics in Black American Literature [2]	
Topics: World Literature (3 cr)		3
ENGL 231	Bible as Literature [2]	
ENGL 231H	Bible As Literature [2]	
ENGL 232	World Mythology [2]	
ENGL 240	World Literature [2]	
ENGL 339	Topics in African Lit [2]	
ENGL 349	Chinese and Japanese Literature [2]	
ENGL 363	Magical Realism [2]	
ENGL 373	World Drama [2]	
Topics: Composition/Creative Writing (6 cr)		6
ENGL 315	Profes and Tech Writing	
ENGL 348	Language Arts for the Writer	
ENGL 365	Media English	
ENGL 410	Fiction Workshop	
ENGL 411	Poetry Workshop	
ENGL 412	Creative Nonfiction Workshop	

Topics: Linguistics (3 cr)		3
ENGL 209	Introduction to Linguistics	
ENGL 322	Am Dialects in Lit and Media	
Topics: Communication (3 cr)		3
COMM 210	Advanced Public Speaking	
COMM 311	Oral Interpretation	
COMM 315	Persuasion & Argumentation	
COMM 388	Communication for Educators	
THEA 161	Acting I	
Teaching: Writing (4 cr)		4
ENGL 318	Writing Tutor Training	
ENGL 318L	Supervised Writing Tutoring	
ENGL 317	Teaching Writing	
Teaching: Reading (3 cr)		3
ED 402	Content Area & Develop Reading	
ED 440	Remedial Reading	
Teaching: Media (3 cr)		3
ENGL 365	Media English	
ENGL 367	Media Literacy	
Professional Education Sequence		38
ED 260	Educational Psychology	
ED 260L	Clinical I	
ED 282	Managing the Learning Environment	
ED 282L	Clinical II	
ED 283	Teaching Diverse Learners	
ED 284L	Clinical III	
ED 320	Curriculum, Planning & Assessment I [3]	
ED 321L	Clinical IV	
ED 322	Curriculum, Planning, and Assessment II	
ED 323L	Clinical V	
ED 324L	Fall Experience	
Admittance to Teacher Education Required:		
ED 380	Technology in Teaching	
ED 493	Student Teaching, Secondary (and ED 483 or ED 484)	
SPED 110	Introduction to Exceptional Children	
SS 283	Ethnic and Cultural Diversity in America [2]	
ENGL 390	Secondary Language Arts Methods	
Psychology (3 cr)		
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
Total Hours		**128-130**

Secondary Reading Credential (elective)

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

ELED 352	Foundations of Reading	3
ED 402	Content Area & Develop Reading	3
ED 440	Remedial Reading	3
ED 441	Clinical Practice in Remedial Reading	3

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

[2] IP1 approved diversity course

Please refer to Teacher Education Policies and Procedures (p. 221) for more information.

English Minor

Core (6 cr)		6
ENGL 270	Introduction to Literary Criticism	
ENGL 355	Age of Shakespeare	
Foundations (9)		9
ENGL 244	Writing in Multiple Genres	
Select two from the following		
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	
Topics (6 cr)		6
Select two from the following:		
ENGL 209	Introduction to Linguistics	
ENGL 225	Introduction to Film	
ENGL 231	Bible as Literature [2]	
ENGL 231H	Bible As Literature [2]	
ENGL 232	World Mythology [2]	
ENGL 238	Children's Literature	
ENGL 240	World Literature [2]	
ENGL 265	Native American Literature [2]	
ENGL 315	Profes and Tech Writing	
ENGL 322	Am Dialects in Lit and Media	
ENGL 326	American Apocalyptic Lit	
ENGL 329	Coming of Age Literature	
ENGL 331	Ethnicity and Identity Search	
ENGL 334	Film Directors	
ENGL 335	Film Genres	
ENGL 337	Frontier Lit of North Am	
ENGL 338	Topics in Adolescent Lit	
ENGL 339	Topics in African Lit [2]	
ENGL 342	Gendered Literature	
ENGL 343	Graphic Novels as Lit	
ENGL 349	Chinese and Japanese Literature [2]	
ENGL 345	American Noir	
ENGL 350	Literature of the Last Twenty Years	
ENGL 358	Literature of the Upper Great Plains	
ENGL 359	Literature of the Wild	
ENGL 360	Love, Lust, and Loss in Western Literature: The Pastoral, Elegiac, and Courtly Traditions	
ENGL 363	Magical Realism [2]	
ENGL 365	Media English	
ENGL 367	Media Literacy	
ENGL 368	Place in Detective Fiction	
ENGL 373	World Drama [2]	
ENGL 374	Reading the Built Environment	

ENGL 376	The American Century: American Literature and Culture in the Twentieth Century	
ENGL 378	The Modernists	
ENGL 383	Topics in Black American Literature [2]	
ENGL 385	Tracking the Sword in the Stone: Arthurian Legend Then and Now	
ENGL 389	Warriors, Marchers, and Martyrs	
ENGL 410	Fiction Workshop	
ENGL 411	Poetry Workshop	
ENGL 412	Creative Nonfiction Workshop	
ENGL 435	Major Writers	
Total Hours		**21**

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

2 IP1 approved diversity course

English - Literature Concentration

Restricted to non-majors only

Select any twelve credits from the following:		12
ENGL 225	Introduction to Film	
ENGL 231	Bible as Literature [2]	
ENGL 231H	Bible As Literature [2]	
ENGL 232	World Mythology [2]	
ENGL 238	Children's Literature	
ENGL 240	World Literature [2]	
ENGL 265	Native American Literature [2]	
ENGL 326	American Apocalyptic Lit	
ENGL 329	Coming of Age Literature	
ENGL 331	Ethnicity and Identity Search	
ENGL 334	Film Directors	
ENGL 335	Film Genres	
ENGL 337	Frontier Lit of North Am	
ENGL 338	Topics in Adolescent Lit	
ENGL 339	Topics in African Lit [2]	
ENGL 342	Gendered Literature	
ENGL 343	Graphic Novels as Lit	
ENGL 349	Chinese and Japanese Literature [2]	
ENGL 345	American Noir	
ENGL 350	Literature of the Last Twenty Years	
ENGL 358	Literature of the Upper Great Plains	
ENGL 359	Literature of the Wild	
ENGL 360	Love, Lust, and Loss in Western Literature: The Pastoral, Elegiac, and Courtly Traditions	
ENGL 363	Magical Realism [2]	
ENGL 367	Media Literacy	
ENGL 368	Place in Detective Fiction	
ENGL 373	World Drama [2]	
ENGL 374	Reading the Built Environment	
ENGL 376	The American Century: American Literature and Culture in the Twentieth Century	
ENGL 378	The Modernists	
ENGL 383	Topics in Black American Literature [2]	
ENGL 385	Tracking the Sword in the Stone: Arthurian Legend Then and Now	
ENGL 389	Warriors, Marchers, and Martyrs	

ENGL 435	Major Writers	
Total Hours		**12**

English - Writing Concentration

Select any twelve credits from the following:		12
ENGL 209	Introduction to Linguistics	
ENGL 244	Writing in Multiple Genres	
ENGL 315	Profes and Tech Writing	
ENGL 322	Am Dialects in Lit and Media	
ENGL 410	Fiction Workshop	
ENGL 411	Poetry Workshop	
ENGL 412	Creative Nonfiction Workshop	
ENGL 299	Special Topics	
or ENGL 499	Special Topics	
Total Hours		**12**

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

[2] IP1 approved approved diversity course

Foreign Language

Foreign Language Program Mission Statement

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

Foreign Language Program Goals and Outcomes

- Provide quality training in language acquisition
- Foster critical and creative thinking about diverse cultural legacies
- Guide research on issues of socio-cultural import in the studied culture
- Facilitate study abroad opportunities
- Mentor for the successful transition to graduate studies and careers

Foreign Language BA and International Business Double Majors

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

Foreign Language Education Program Mission

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

Foreign Language Education Program Goals and Outcomes

- Provide quality training in language acquisition and foreign language pedagogy
- Foster critical and creative thinking about diverse cultural legacies
- Guide research on issues of socio-cultural import in the studied culture
- Facilitate study abroad opportunities
- Mentor for the successful transition to graduate studies and careers

Bachelor of Arts with a Major in Foreign Language

General Education	
General Education courses	38-40
Required Courses in Option	
Select one of the following options:	36

Arabic Option		
ARB 201	Intermediate Arabic I	
ARB 202	Intermediate Arabic II	
ARB 220	Arabic Film	
ARB 340	Conversation & Composition I	
ARB 341	Conversation & Composition II	
ARB 342	Intro to Arabic Literature	
ARB 343	Arabic Culture	
ARB 402	Genres	
ARB 450	Senior Capstone in Arabic	
ARB 496	Study Abroad	
or LANG 451	Study Abroad Recap	
ENGL 209	Introduction to Linguistics	
German Option		
GERM 201	Intermediate German I	
GERM 202	Intermediate German II	
GERM 220	German Film	
GERM 340	Conversation & Composition I	
GERM 341	Conversation & Composition II	
GERM 342	Introduction to German Literature	
GERM 343	German Culture	
GERM 441	Periods in German Literature	
GERM 450	Senior Capstone Project in German	
GERM 496	Study Tour	
or LANG 451	Study Abroad Recap	
ENGL 209	Introduction to Linguistics	
Spanish Option		
SPAN 201	Intermediate Spanish I	
SPAN 202	Intermediate Spanish II	
SPAN 220	Hispanic Cinema	
SPAN 340	Conversation & Composition I	
SPAN 341	Conversation & Composition II	
SPAN 342	Introduction to Hispanic Literature	
SPAN 343	Hispanic Culture	
SPAN 441	Hispanic Literature	
SPAN 450	Senior Capstone Project Spanish	
SPAN 496	Study Tour	
or LANG 451	Study Abroad Recap	
ENGL 209	Introduction to Linguistics	
Dual Language Option:		
Six 3-4 credit courses in any one language (German or Spanish) excluding first year courses (18-20 cr)		
The equivalent of a minor in one of the other two languages (18-22 cr)		
Second major or minor and/or concentrations		
Second major, minor and/or concentration		32
Electives		
Elective courses		14
Total Hours		**120-122**

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

Bachelor of Science in Education with a Major in Foreign Language

General Education		
General Education courses		38-40
Required Courses in Option		
Select one of the following options:		36
German Option:		
GERM 201	Intermediate German I	
GERM 202	Intermediate German II	
GERM 220	German Film	
GERM 340	Conversation & Composition I	
GERM 341	Conversation & Composition II	
GERM 342	Introduction to German Literature	
GERM 343	German Culture	
GERM 441	Periods in German Literature	
GERM 450	Senior Capstone Project in German	
GERM 496	Study Tour	
or LANG 451	Study Abroad Recap	
ENGL 209	Introduction to Linguistics	
Spanish Option:		
SPAN 201	Intermediate Spanish I	
SPAN 202	Intermediate Spanish II	
SPAN 220	Hispanic Cinema	
SPAN 340	Conversation & Composition I	
SPAN 341	Conversation & Composition II	
SPAN 342	Introduction to Hispanic Literature	
SPAN 343	Hispanic Culture	
SPAN 441	Hispanic Literature	
SPAN 450	Senior Capstone Project Spanish	
SPAN 496	Study Tour	
or LANG 451	Study Abroad Recap	
ENGL 209	Introduction to Linguistics	
Professional Education Sequence		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching [1]	2
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
Select one of the following:		3
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
LANG 390	Foreign Language Methods [1]	4
ED 483	Student Teaching Seminar [1]	2

ED 493	Student Teaching, Secondary [1]	12
Electives		
Elective courses		9
Total Hours		**124-126**

[1] Requires admittance to Teacher Education. Refer to Teacher Education Policies and Procedures (p. 221).

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

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

Minors in French, German, or Spanish (teaching)

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

Foreign Language Concentration

The concentration in Foreign Language consists of the 16 credit sequence of 101 (Beginning I), 102 (Beginning II), 201 (Intermediate I), and 202 (Intermediate II) in one of the five language options: Arabic, French, German, Latin, or Spanish.

The requirement for 101 and 102 can be met by scoring 8 credits on the CLEP (College Level Examination Program).

The 101 and 102 may be waived by department consent for students who have successfully completed 3-4 years of courses in one language option in high school. However, students entering MSU foreign language courses at the 200 level, and who intend to pursue graduate studies, are advised to take the CLEP exam to ensure graduate school acceptance of the foreign language concentration as a two year progressive sequence of college level language study.

Gender/Women's Studies

Coordinator: Sarah Aleshire

Minot State University offers both an undergraduate minor and a concentration in Gender/Women’s Studies. The program is an interdisciplinary academic program of study that takes as its focus the history, development, and consequences of culturally acquired sexual identities. Students examine how gender structures our lives, ideas, institutions, society, and cultural practices, and both men and women gain a clearer sense of identity and purpose.

Gender/Women’s Studies provides essential background for many careers, especially those in human services, teaching, law, government, law enforcement, clinical work, social work, public relations, advertising, administration, business, healthcare, and journalism.

Undergraduate research and civic engagement are major foci of our program. Students present papers at professional conferences, publish articles and essays in academic journals, and participate in a variety of other projects. Community partnerships have also been established with local establishments such as the Domestic Violence Center, the YWCA, the women’s NRA chapter, and community clinics, providing students with the opportunity to apply classroom experience to the real world.

Gender/Women's Studies Minor

Required Core		
GS 225	Intro to Gender/Women's Studies	3
ENGL 270	Introduction to Literary Criticism	3
COMM 413	Gender Communication	3
SOC 363	Sociology of Gender	3
Select three of the following:		9
COMM 212	Interpersonal Communication	
COMM 316	Group Dynamics	
CJ 362	Women in the Criminal Justice System	
CJ 395	Victims & Victimology	
HIST 315	History of American Women	
PSY 365	Evolutionary Psychology	
SOC 255	Changing American Family	
SWK 256	Development of Social Welfare	
NURS 361	Women's Health	

Additional Electives (must meet prior approval)		
BIOL 310	Ethnobotany	
ENGL 435	Major Writers	
COMM 219	Mass Media and Society	
THEA 450	Contemporary Drama	
Special Topic courses, Senior Projects and Internships		
Total Hours		**21**

Gender/Women's Studies Concentration

Required Core		
GS 225	Intro to Gender/Women's Studies	3
Select one of the following:		3
ENGL 270	Introduction to Literary Criticism	
SOC 363	Sociology of Gender	
COMM 413	Gender Communication	
Select two of the following: [1]		6
BIOL 310	Ethnobotany	
ENGL 435	Major Writers	
COMM 219	Mass Media and Society	
THEA 450	Contemporary Drama	
SWK 256	Development of Social Welfare	
CJ 395	Victims & Victimology	
HIST 315	History of American Women	
SOC 255	Changing American Family	
PSY 365	Evolutionary Psychology	
Special Topic courses, Senior Projects and Internships		
Total Hours		**12**

Humanities

Goal of the Humanities Minor:

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

Humanities Minor

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 I	
ART 211	Art History II	
Select one of the following:		3
THEA 110	Introduction to Theatre Arts	
THEA 350	Theatre History, Criticism & Literature I	
ENGL 355	Age of Shakespeare	
Select one of the following:		3
HIST 101	Western Civilization I	
HIST 102	Western Civilization II	
HIST 103	US History to 1877	
HIST 104	US History from 1877	
HIST 203	Modernization of Early America	

PHIL 330	Political 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, MUSC, PHIL, or THEA (6). Electives must be approved by the humanities coordinator.		6
Total Hours		**21**

Division of Music

Chair
Kenneth Bowles

Division of Music Mission

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

Division of Music Goals and Outcomes

Goal	Outcome
Provide a comprehensive foundation of study which will prepare the student as a music professional to:	develop an understanding of the common elements and organizational patterns of music
	develop compositional and improvisational skills
	have opportunities to work with and be exposed to a wide selection of musical literature, styles, genres, and music of diverse cultural sources
	develop competency in at least one major performance area
	develop basic rehearsal and conducting skills
	gain large and small ensemble experience throughout the course of study
	demonstrate keyboard competency
	develop knowledge of the applications of current technology
	work independently to resolve a variety of musical problems and work toward artistic synthesis
Provide a focused course of study which will prepare the BSEd student to:	arrange and adapt music
	develop intermediate rehearsal and conducting skills
	demonstrate sufficient ability and pedagogical skill to teach according to chosen Option (Choral, Band, Orchestral, Composite)
	demonstrate functional ability and knowledge of the voice and wind, string, fretted, and percussion instruments
	teach music at various levels in a variety of settings
	evaluate current methods and plan educational programs to meet assessed needs
Provide a focused course of study which will prepare the BA student to:	perform at the highest possible level in the major area
	conceptualize and communicate individual musical interpretations
	develop functional knowledge of applicable solo and ensemble literature
	develop functional knowledge of pedagogy in the major area
	develop functional knowledge of diverse styles and performance practices
	prepare solo and ensemble performances in a variety of formal and informal settings
To serve the curricula of liberal arts and general education:	by providing opportunities for ensemble or solo performance
	by providing opportunities to study music of the Western European tradition, world music, jazz, and folk music

Division Objectives

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

Proficiencies

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

Private Instruction

1. A minimum of one-hour (1 cr.) per week, in the performing specialty is required of all music majors each semester.
2. A special fee is charged for private study.
3. All music majors are required to perform at Performance Lab once each semester.
4. Music minors are required to perform at two performance labs during their four semesters of applied study.
5. All music majors are required to present a full Senior Recital or complete an approved final project.
6. BSEd majors Composite Emphasis must complete 6 semesters of a secondary applied specialty.

Ensemble Participation

1. Large ensemble participation can be selected from Concert Choir, Concert Band/Marching Band, or Orchestra.
2. Participation in a large ensemble corresponding to the student's applied specialty is required each semester up to and including seven semesters.
3. Vocal BSEd composite emphasis majors must also participate in a large instrumental ensemble for four consecutive semesters.
4. Instrumental BSEd majors composite emphasis must also participate in a large vocal ensemble for four consecutive semesters.
5. Music minors are required to participate in a large ensemble corresponding to their applied specialty for four consecutive semesters.
6. BSEd students may be required to enroll in applied study to facilitate successful participation in their chosen secondary ensemble.
7. 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 Teacher Education and Policies (p. 221) of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for music majors in Teacher Education.

Division Teacher Education Requirements

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

1. Maintaining a minimum grade point average of 2.5 in the major, minor, and professional education sequence;
2. Maintaining a minimum grade of "C" in all music courses;
3. Being accepted into teacher education in order to enroll in music courses numbered MUSC 384 Orchestra Methods in Secondary Education, MUSC 390 Band Methods in Secondary Education, MUSC 391 Choral Methods in Secondary Education, MUSC 392 Elementary Music Methods, and MUSC 397 Elementary Music Field Experience;
4. Having progress monitored by the Division of Music Review Committee; and
5. Successfully completing all proficiency requirements.

Performance Attendance

All music majors are required to enroll in MUSC 099 Recitals/Concerts each semester as a music student. MUSC 099 Recitals/Concerts is a no (0) credit course for recording student attendance at concerts, recitals, and/or seminars.

Bachelor of Arts in Music

General Education		38-40
Required General Education Courses:		
MUSC 201	World Music	
MUSC 260	Introduction to Music History	
Elect from the following 2 (May be repeated)		2
MUSC 120	Concert Choir	
MUSC 150	Orchestra	
MUSC 160	Concert Band	
Required Core Courses		46
MUSC 099	Recitals/Concerts	
MUSC 110	Audio/Video Technology	
MUSC 122	Music Theory I	
MUSC 123	Aural Skills I	
MUSC 124	Music Theory II	
MUSC 125	Aural Skills II	

MUSC 222	Music Theory III	
MUSC 223	Aural Skills III	
MUSC 224	Form and Analysis	
MUSC 225	Aural Skills IV	
MUSC 250	Basic Conducting	
MUSC 306	Music History and Literature I	
MUSC 307	Music History and Literature II	
MUSC 350	Advanced Conducting and Arranging	
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.		
Major Ensemble courses-7		
Small Ensembles-4 taken from all Division of Music ensembles other than MUSC 120, 150 and 160		
Total Hours		**86-88**

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

If a performance concentration is sought as part of the degree credit total, select one of the following options: Division of Music permission required.

Must choose one option

Option I-Vocal Performance		9
MUSC 115	Opera-Musical Production	2
MUSC 211	Private Voice	4
MUSC 325	Vocal Pedagogy	3
Foreign Language concentration		16
Total Hours		**34**

Option II-String Performance		
MUSC 140	String Ensemble	6
MUSC 216	Private Strings	4
Elect one from the following		2
MUSC 346	Symphonic Literature	
MUSC 347	Chamber Music Literature	
Total Hours		**12**

Option III-Brass, Wind & Percussion Performance		
Elect from the following		4
MUSC 231	Private Percussion	
MUSC 233	Private Woodwinds	
Elect from the following		6
MUSC 130	Brass Ensemble	
MUSC 135	Woodwind Ensemble	
MUSC 145	Percussion Ensemble	
MUSC 226	Private Brass	
Elect from the following		2
MUSC 345	Wind Band Literature	
MUSC 347	Chamber Music Literature	

Option IV-Keyboard Performance		
MUSC 102	Private Piano	4
MUSC 153	Accompanying	3
MUSC 442	Piano Pedagogy	3

Students admitted into the performance option should register for 2 credits of private study for each of the final four semesters (total private study will be 12).

Bachelor of Science in Education with a Major in Music

General Education		38-40
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	Music Theory I	
MUSC 123	Aural Skills I	
MUSC 124	Music Theory II	
MUSC 125	Aural Skills II	
MUSC 222	Music Theory III	
MUSC 223	Aural Skills III	
MUSC 224	Form and Analysis	
MUSC 225	Aural Skills IV	
MUSC 250	Basic Conducting	
MUSC 306	Music History and Literature I	
MUSC 307	Music History and Literature II	
MUSC 350	Advanced Conducting and Arranging	
MUSC 480	Senior Project	
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, 150, and 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	Band Methods in Secondary Education	
MUSC 392	Elementary Music Methods	
MUSC 397	Elementary Music Field Experience	
Option III-K-12 Orchestral Emphasis		7
MUSC 384	Orchestra 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, Elect two from the following		6
MUSC 384	Orchestra Methods in Secondary Education	
MUSC 390	Band Methods in Secondary Education	
MUSC 391	Choral Methods in Secondary Education	
*Secondary Performing Medium		6
*Secondary Large Ensemble		4
Total Hours		**57**

Professional Education-37

SPED 110	Introduction to Exceptional Children	3
Elect from one of the following		3
PSY 252	Child Psychology	
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
SS 283	Ethnic and Cultural Diversity in America	3
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 484	Student Teaching Seminar	2
ED 494	Student Teaching K-12	16
Total Hours		**41**

*Recommended. Refer to Teacher Education Policies and Procedure (p. 221).

*Student should register for 1 credit multiple semesters to total number required.

Minimum total credits for graduation:

K12 Choral Emphasis 127 cr

K-12 Band Emphasis 127 cr

K-12 Orchestra Emphasis 127 cr

K-12 Composite Experience 140 cr

Music Minor (Non-Teaching)

MUSC 122	Music Theory I	3
MUSC 123	Aural Skills I	1
MUSC 124	Music Theory II	3
MUSC 125	Aural Skills II	1
MUSC 250	Basic Conducting	2
Select one of the following:		3
MUSC 306	Music History and Literature I	

MUSC 307	Music History and Literature II	
Select one of the following:		4
MUSC 102	Private Piano	
MUSC 106	Private Organ	
MUSC 111	Private Voice	
MUSC 116	Private Strings	
MUSC 126	Private Brass	
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	
Total Hours		**21**

Music Concentration

MUSC 100	Music Appreciation	3
MUSC 122	Music Theory I	3
MUSC 123	Aural Skills I	1
Select four of the following:		4
MUSC Applied Lessons:		
MUSC 102	Private Piano	
MUSC 106	Private Organ	
MUSC 111	Private Voice	
MUSC 116	Private Strings	
MUSC 126	Private Brass	
MUSC 131	Private Percussion	
MUSC 133	Private Woodwinds	
MUSC Major Ensemble:		
MUSC 120	Concert Choir	
MUSC 150	Orchestra	
MUSC 160	Concert Band	
Total Hours		**11**

Division of Science

Chair
Dr. Robert Crackel

Division of Science Mission

The mission of the Division of Science is (1) to instill the knowledge and critical and creative thinking skills needed by students in today's society, and (2) to serve the university, the academic community of scientists, and the general public. This is accomplished by offering distinctive programs in which students are mentored by faculty in a collaborative environment that integrates teaching and research through scientific inquiry.

Division of Science Objectives

The Division of Science is composed of the disciplines of Chemistry, Geosciences, Physics, Radiologic Technology, and Science Education. While much variation in degree requirements exists among the programs within the Division, all have the following common objectives: proficiency in a recognized field of science and broad liberal training for effective citizenship. Majors within the Division provide the student with a sound basic education within one of the sciences and the opportunity to elect courses in Mathematics, the Arts, and the Humanities. Pre-professional programs offer the option of preliminary coursework at Minot State before transferring to a professional school.

Chemistry

Chemistry is a rewarding subject of study in itself. Science may be the chief mode by which we perceive ourselves, and the world, in terms of what constitutes a “modern society.” Chemistry draws heavily on all of the sciences and it contributes in many ways to all the other sciences. Chemistry is the servant science because it supplies descriptions and understanding of many kinds of matter that are studied in other sciences. The objectives of the faculty in chemistry include:

1. the provision of high-quality undergraduate education to students seeking a career in the chemical industry, to those wishing to pursue a graduate degree in chemistry, and to those wishing to teach chemistry at the secondary level, and to those pursuing careers in areas requiring substantial background in chemistry such as medicine and forensic sciences;
2. the introduction of the philosophy and fundamentals of chemistry to students who are satisfying General Education requirements;
3. the broadening of scientific literacy;
4. provide opportunities for students to be involved in scientific research.

Students desiring the best preparation for graduate work and professional careers should pursue the BA degree. Those desiring to teach chemistry at the secondary level should earn the BSEd degree.

Geosciences

The Geosciences are among the most important fields of study in our highly technological world. It brings together a study of our energy resources, mineral deposits, land utilization, water resources, the atmosphere, planetary exploration, and the universe into one complex and interrelated discipline. Earth scientists are constantly examining each of these areas relative to mankind’s present and future needs in an attempt to maintain the quality of life on this planet earth.

The primary objectives of the geosciences curriculum are:

1. To prepare students as professional geologists for jobs with the petroleum industries, regulatory agencies, civil service positions, and for the continuation of studies in graduate school.
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.

Physics

The BA major in physics prepares graduates for work in industrial and government research and development and for advanced study in graduate school. A physics major is good preparation for graduate study in astronomy, meteorology, engineering, environmental sciences, geophysics, oceanography, and many other fields in addition to physics.

The BSEd degree gives graduates a comprehensive background for high school physics teaching.

Radiologic Technology

The Radiologic Technology program is designed to prepare graduates with the knowledge, clinical experience, and critical thinking skills needed for a successful career in the healthcare system as radiologic technologists. Working with radiologists, radiologic technologists (radiographers) use their knowledge of physics and human anatomy to create medical images to diagnose disease or injury. Various types of imaging instruments may be used by radiographers.

The Radiologic Technology program involves two to three years of course work at Minot State University. To work as radiologic technologists, students will have to pass the American Registry of Radiologic Technology (ARRT) national registry exam. The objectives of the BS major in Radiologic Technology are:

1. To prepare students with the background needed in the sciences and other disciplines for a career as radiologic technologists, and
2. To prepare students for admission to an accredited clinical education program, which will provide students with the necessary clinical experiences and prepare them for the ARRT exam.

University Teacher Education Policies

Refer to Teacher Education and Policies (p. 221) section of the catalog for details regarding Teacher Education at Minot State University. These pages will explain admission, retention, and exit requirements of the program for biology, chemistry, earth science, physical science, and physics majors in Teacher Education.

Division Teacher Education Requirements

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

1. Select an advisor in the Division of Science within the department of their major to coordinate course work within their major.
2. Select an advisor within the Division of Science's Science Education faculty to coordinate course work within Science Education.
3. Apply to the Division of Science to be recommended for Admission to Teacher Education. Minimum requirements for recommendation are:
   a. Completed General Education communications requirement with a minimum GPA of 2.50 with no grade lower than a "C."
   b. Basic Skills Test (PPST) with satisfactory scores.
   c. Minimum cumulative GPA of 2.50 for all course work taken.
   d. Evidence of having completed speech and hearing tests.
   e. Completed autobiography stating reasons teaching was chosen as a profession.
   f. Recommendations from two faculty within the Division of Science.
   g. Minimum GPA of 2.50 within the major (at least 8 credits completed).

Once admitted to Teacher Education students must:

1. Maintain a GPA of 2.50 for all course work taken.
2. Maintain a GPA of 2.50 within their major.
3. Apply to the Division of Science at least two semesters before student teaching.
4. Complete the required science teaching methods courses before student teaching.

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

The Division of Science will initially approve pre-service teachers. In addition, each candidate's progress is reviewed each semester, in accordance with standards set by the University and the Division.

Chemistry

Chemistry Program Outcomes

Goal	Outcome
Upon completion of this program, students will:	Be able to explain and/or use central concepts in the various chemistry subdisciplines.
	Be able to demonstrate competent laboratory skills in chemistry.
	Be able to locate chemical literature relevant to solving various chemical problems.
	Be able to apply concepts, data, and relevant literature to solving chemical problems.
	Be able to effectively communicate the results of chemical studies

Chemistry Education Program Outcomes

Goal	Outcome
Upon completion of this program, students will:	Be able to explain and/or use central concepts in the various chemistry subdisciplines.
	Be able to demonstrate competent laboratory skills in chemistry.
	Be able to locate chemical literature relevant to solving various chemical problems.
	Be able to apply concepts, data, and relevant literature to solving chemical problems.
	Be able to effectively communicate the results of chemical studies
	Develop the background and general skills necessary for teaching science in a secondary school setting.
	Develop dispositions necessary for success in teaching.

Bachelor of Arts with a Major in Chemistry

Option I: Professional 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	
PHYS 221	General Physics I	
PHYS 222	General Physics II	
Required Chemistry Courses		
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
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 482	Biochemistry II	
Required Support Courses		
BIOL 150	Introduction To Cellular Biology	4
CSCI 111	Introduction to Web Languages	4
MATH 166	Calculus II	4
MATH 265	Calculus III	4
MATH 305	Linear Algebra	4
SCI 240	Research Methods	2
SCI 480	Seminar	3
Minor/Concentration/Electives		
Minor/Concentration/Electives courses		15
Total Hours		**128-135**

Option II: General Chemistry

General Education		
Chemistry majors are required to take the following courses that may be used to help satisfy General Education requirements:		38-40
MATH 165	Calculus I	
PHYS 203	Introduction to Physics I	
PHYS 204	Introduction to 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	
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 482	Biochemistry II	
Required Support Courses		
MATH 210	Elementary Statistics	
SCI 240	Research Methods	

SCI 480	Seminar	
Minor/Concentration/Electives		
These should be chosen in consultation with your advisor to best prepare you for your career field. Example programs may include:		44-45
Pre-Health Professional		
BIOL 150	Introduction To Cellular Biology	
BIOL 151	General Biology II: Introduction to Zoology	
BIOL 154	Introduction To Botany	
BIOL 142	General Microbiology	
BIOL 220	Anatomy And Physiology I	
BIOL 221	Anatomy And Physiology II	
BIOL 215	Genetics	
BIOL 250	Cellular Biology	
BIOL 335	Comparative Vertebrate Anatomy	
BIOL 401	Population Genetics	
Geochemistry		
GEOL 105	Physical Geology with lab	
GEOL 210	Minerals & Rocks	
GEOL 321	Hydrogeology	
GEOL 240	Geology of North Dakota	
GEOL 421	Applied Hydrogeology	
CHEM 380	Environmental Chemistry	
CS Elective		
Electives		
Chemical Business		
ACCT 200	Elements of Accounting I	
ACCT 201	Elements of Accounting II	
ACCT 300	Legal Environment of Business	
BADM 301	Fundamentals of Management	
BADM 321	Marketing	
BADM 427	International Marketing	
BADM 436	Organizational Behavior Principles and Practices	
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
FIN 353	Corporation Finance	
Electives		
Forensic Chemistry (Criminal Justice Minor)		
CJ 201	Introduction to Criminal Justice	
CJ 322	Criminal Law	
CJ 300	Policing & Police-Community Relations	
CJ 330	Criminological Theory	
CJ 340	Juvenile Justice System	
CJ 370	Court Processing and Sentencing	
CJ 380	Corrections	
Electives		
Total Hours		**119-124**

Bachelor of Science in Education with a Major in 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	
PHYS 203	Introduction to Physics I	
PHYS 204	Introduction to Physics II	

PSY 111	Introduction to Psychology	
Required Chemistry Courses		
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:		
CHEM 360	Principles of Physical Chemistry	
CHEM 380	Environmental Chemistry	
CHEM 420	Inorganic Chemistry	
CHEM 481	Biochemistry I	
CHEM 480L	Biochemistry Laboratory	
Select one of the following:		3
CHEM 440	Organic Spectroscopy	
CHEM 482	Biochemistry II	
Required Support Courses		
CSCI 111	Introduction to Web Languages	4
MATH 210	Elementary Statistics	4
SCI 240	Research Methods	2
SCI 480	Seminar	3
BIOL 150	Introduction To Cellular Biology	4
GEOL Elective		4
Professional Education Sequence		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
Select one of the following:		3
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
ED 380	Technology in Teaching [1]	2
SCI 391	Teaching Science in Secondary Schools [1]	3
ED 483	Student Teaching Seminar [1]	2
ED 493	Student Teaching, Secondary [1]	12
Total Hours		**127-129**

[1] Requires admittance to Teacher Education. Refer to Teacher Education Policies and Procedures (p. 221).

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 481	Biochemistry I	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 420	Inorganic Chemistry	
CHEM 481	Biochemistry I	
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**

Geosciences

Geology Program Outcomes

Goal	Outcome
Upon completion of this program, students will:	Understand the central concepts in geology.
	Be able to collect field data needed to solve geologic problems.
	Be able to collect, properly manipulate, and present laboratory data needed to solve geologic problems
	Be able to locate geologic literature relevant to solving various geologic problems
	Be able to apply concepts, data, and relevant literature to solving geologic problems
	Be able to effectively communicate the results of geologic studies

Earth Science Education Program Outcomes

Goal	Outcome
Upon completion of this program, students will:	Understand the central concepts in geology.
	Understand central concepts in other earth science disciplines.
	Understand the relationships among the earth sciences and between earth sciences and society
	Develop the background and general skills necessary for teaching science in a secondary school setting
	Develop dispositions necessary for success in teaching

Bachelor of Arts with a Major in Geology

General Education		
General Education courses		28
The required courses below satisfy 12 of the 40 credits needed for General Education.		
Required Geology Courses		
GEOL 105	Physical Geology with lab	4
GEOL 106	Historical Geology with lab	4
GEOL 210	Minerals & Rocks	3
GEOL 300	Geologic Field Methods	3
GEOL 305	Methods in Mineral and Petrology	2
GEOL 310	Igneous & Metamorphic Petrology	3
GEOL 311	Paleontology	4
GEOL 321	Hydrogeology	3
GEOL 322	Geomorphology	4
GEOL 361	Structural Geology	4
GEOL 411	Field Geology	6
GEOL 471	Sedimentation and Stratigraphy	4
GEOL 494	Directed Research in Geology	2
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/Concnetration(s)/Electives		32
Total Hours		**120**

All transfer course work must be approved by the Geoscience program before it will be accepted for substitution into the geology major.

It is strongly recommended that geology majors in the BA curriculum select a minor and/or concentrations from the following: chemistry, physics, environmental geology, mathematics, or computer science.

Bachelor of Science in Education with a Major in Earth Science

General Education		
General Education courses		38
Required Geology Courses		
GEOL 105	Physical Geology with lab	4
GEOL 106	Historical Geology with lab	4
GEOL 210	Minerals & Rocks	3
GEOL 305	Methods in Mineral and Petrology	2
GEOL 310	Igneous & Metamorphic Petrology	3
GEOL 311	Paleontology	4
GEOL 321	Hydrogeology	3
GEOL 322	Geomorphology	4
GEOL 323	Global Climate Change	3
GEOL Electives [1]		4
Required Support Courses		
CHEM 121	General Chemistry I (& CHEM 121L)	5
CHEM 122	General Chemistry II (& CHEM 122L)	5
CSCI 101	Introduction to Computer Science	3
MATH 107	Precalculus	4
MATH 210	Elementary Statistics	4
PHYS 110	Astronomy	4

SCI 240	Research Methods	2
SCI 480	Seminar	3
Two Electives [2]		8
Professional Education Sequence		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I [3]	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching [3]	2
ED 493	Student Teaching, Secondary (and ED 483) [3]	12
SCI 391	Teaching Science in Secondary Schools [3]	3
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
Select one of the following:		3
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
Total Hours		**148**

1 May include GEOG 330 Geography of Weather & Climate

2 Select one BIOL (4 cr), and one PHYS (4 cr) course (may not include PHYS 110 Astronomy)

3 Requires admittance to Teacher Education. Refer to Teacher Education Policies and Procedures (p. 221).

All transfer course work must be approved by the Geoscience program before it will be accepted for substitution into the earth science major.

It is recommended that earth science majors elect minors in additional fields of science to make themselves more employable as teachers.

Environmental Geology Minor

Without a Geoscience Major:		
GEOL 105	Physical Geology with lab	4
GEOL 210	Minerals & Rocks	3
GEOL 260	Energy Resources	3
GEOL 321	Hydrogeology	3
GEOL 322	Geomorphology	4
GEOL 331	Soils	4
Select one of the following:		3-4
GEOL 340	Chemistry of Natural Waters	
CHEM 380	Environmental Chemistry	
Total Hours		**24-25**

With a Geoscience Major:		
GEOL 220	Introduction to GIS	3
GEOL 260	Energy Resources	3
GEOL 331	Soils	4
GEOL 323	Global Climate Change	3
Select one of the following:		3-4

GEOL 340	Chemistry of Natural Waters	
CHEM 380	Environmental Chemistry	
GEOL 421	Applied Hydrogeology	
CHEM 122	General Chemistry II (& CHEM 122L)	5
Total Hours		**21-22**

Geology Minor (Non-Teaching)

GEOL 105	Physical Geology with lab	4
GEOL 106	Historical Geology with lab	4
GEOL 210	Minerals & Rocks	3
GEOL 300	Geologic Field Methods	3
GEOL 471	Sedimentation and Stratigraphy	4
Three GEOL Electives 200 or Above		9
Total Hours		**27**

Earth Science Minor (Teaching)

GEOL 105	Physical Geology with lab	4
GEOL 106	Historical Geology with lab	4
GEOL 210	Minerals & Rocks	3
GEOL 323	Global Climate Change	3
Two GEOL Electives 200 or Above		6
PHYS 110	Astronomy	4
Total Hours		**24**

All transfer course work must be approved by the Geoscience program before it will be accepted for substitution into a Geology, Environmental Geology or Earth Science minor.

Geology Concentration

Four GEOL Courses	11
Total Hours	**11**

Physical Science/Physics

Faculty

Draza Marcovic

Physical Science Concentration

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

Physics Concentration

Option I		
PHYS 110	Astronomy	4
PHYS 203	Introduction to Physics I	4
PHYS 204	Introduction to Physics II	4
Option II		
PHYS 221	General Physics I	5
PHYS 222	General Physics II	5
Option III		
Select two or three from any PHYS courses 300 level or above		
Total Hours		**22**

Radiologic Technology

Radiologic Technology Program Outcomes

Goal	Outcome
Upon completion of this program, students will:	Understand basic concepts in the sciences related to radiologic technology.
	Possess effective verbal and written communication skills.
	Be able to apply critical thinking skills to professional practice.
	Be clinically competent entry level radiographers.
	Exhibit ethical and professional behaviors.

Bachelor of Science with a Major in Radiologic Technology (122-124 cr)

This curriculum is designed for students who wish to complete a full Bachelor's degree at MSU. Once a student has completed all of the necessary on-campus course work they then enroll for two years of clinical training at any accredited school of radiologic technology. There are five of these schools in North Dakota, one of which is in Minot. These schools are separate from the University, and admission to them is competitive. Admission to clinical training is the sole prerogative of the individual hospital-based program. Admission to Minot State University does not guarantee acceptance into clinical training. Students pursuing the BS degree must enroll at Minot State during the two years of clinical training and pay full tuition and fees each semester. Students who require financial aid from Minot State University during the summer months of clinical training are allowed to register as full-time students. Students receive a minimum of 52 semester credits for clinical training.

Once a student has been accepted into a radiologic technology school, they then apply to the Division of Science for permission to enroll in SCI 405 Radiologic Technology Clinical. SCI 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, be granted a BS degree from Minot State. They would also be eligible to take the American Registry for Radiologic Technologist (AART) Examination to become certified as a registered radiologic technologist/radiographer. MSU maintains, where feasible, tuition agreements with radiologic technology schools for students pursuing the BS degree.

Transfer students are required to meet all of the MSU residency requirements, the General Education requirements, and to take a minimum of 12 credits of the required course work for the major at MSU. Credits from clinical study cannot be used to meet any of these requirements. No student who is already a registered radiologic technologist/radiographer may be accepted into SCI 405 Radiologic Technology Clinical.

General Education		
General Education courses		38-40
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 203	Introduction to Physics I	
PHYS 204	Introduction to Physics II	
PSY 111	Introduction to Psychology	
SOC 110	Introduction to Sociology	
Required Courses		
BIT 220	Management Information Systems	3
BIOL 220	Anatomy And Physiology I	4
BIOL 221	Anatomy And Physiology II	4
CHEM 115	Introductory Chemistry (& CHEM 115L)	4
HPER 431	Kinesiology	3
MATH 210	Elementary Statistics	4
PHIL 210	Ethics	3
PSY 270	Abnormal Psychology	3
SCI 102	Introduction to Radiologic Technology	1
CSCI 101	Introduction to Computer Science	3
Clinical Experience		
4 Semesters at 13 Credits per Semester		52
Total Hours		**122-124**

Division of Social Science

Chair of Social Science

Dr. Daniel Ringrose | email: daniel.ringrose@minotstateu.edu

The Division of Social Science at Minot State University encompasses the disciplines of Economics, Geography, History, Philosophy, Political Science and Sociology. The division's programs offer BA, BSE, minor, and concentration options. Students seeking a Bachelor of Arts degree may major in History, Sociology, or Social Science. Students seeking a North Dakota secondary education teaching license can pursue the History BSE or Social Science BSE degree. At one point or another the vast majority of MSU students will take courses in the division to satisfy their general education history, social science, and diversity requirements. Also, students are encouraged to consider declaring a minor or concentration in one or more Social Science area, as this training extends and complements many other majors. Please see each specific area for more detail.

Areas with Majors include:

History BA, History BSE (teacher preparation) | Contact History faculty for advising

Social Science BSE (teacher preparation) | Contact History faculty for advising

Social Science BA | Contact any Social Science Division faculty for advising

Sociology BA | Contact Sociology faculty for advising

Areas with Minors and/or Concentrations include:

Economics (Minor & Concentration) | Contact Economics faculty for advising

Geography (Minor & Concentration) | Contact Geography faculty for advising

History (Minor & Concentration) | Contact History faculty for advising

Native American Studies (Minor & Concentration) | Contact Dr. Jastrzembski for advising

Philosophy (Minor & Concentration) | Contact Dr. Kelly for advising

Political Science (Concentration) | Contact Dr. Larshus for advising

Sociology (Minor & Concentration) | Contact Sociology faculty for advising

Economics

Department Coordinator: Daniel Ngugi (PhD).

Economics is the study of how individuals, businesses, and governments, make decisions on the use of what is available to them, in order to satisfy their needs. These needs may include maximizing happiness, maximizing profits, or getting the best outcomes for the society at large. At the economics department we offer courses and experiences that provide the tools to guide the decision making process. Graduates in economics are in great demand in business, government, non-profits, and academia. The courses we offer at the department support the Energy Economics and Finance major (in the college of business), and the general education curriculum. Additionally, we offer a minor in economics—for both teaching and non-teaching degree seeking students –as well as a concentration. Many of our courses are offered on the campus, online, and at the Minot Air Force base.

Economics Minor (Non-Teaching)

Core Required Classes (12 cr)

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ECON 312	Price Theory	3
ECON 314	National Income Analysis	3
Electives from the ECON curriculum (9 cr) or:		9
SS 399	Readings in Social Science	
Total Hours		**21**

Economics Minor (Teaching)

Core Required Classes (15 cr)

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ECON 312	Price Theory	3
ECON 314	National Income Analysis	3
SS 391	Secondary History/Social Science Teaching Methods	3
Electives from the ECON curriculum (9 cr) or:		9
SS 399	Readings in Social Science	
Total Hours		**24**

Economics Concentration

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
Two ECON electives		6
Total Hours		**12**

Geography

Program Coordinator

Dr. Jacob Sowers | email: jacob.sowers@minotstateu.edu

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**

Geography Minor (Teaching)

Required courses (9 cr)

GEOG 110	Introduction to Geography	3
GEOG 161	World Regional Geography	3
SS 391	Secondary History/Social Science Teaching Methods	3
Elect five 200-400 level GEOG courses		15
Total Hours		**24**

Geography Concentration

Required courses (6 cr)

GEOG 110	Introduction to Geography	3
GEOG 161	World Regional Geography	3
Elect two 200-400 level GEOG courses		6
Total Hours		**12**

History

History Program Coordinator

Dr. Joseph Jastrzembski | email: joseph.jastrzembski@minotstateu.edu (tiffany.ziegler@minotstateu.edu)

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 / BSE) 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 BSE 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 department maintains a web page with additional information about the program: http://history.minotstateu.edu

History Program Goals and Outcomes

Goal	Outcome
To study and demonstrate understanding of history subject matter and methodology through such perspectives as globalism, multiculturalism, gender, and ethnicity.	Department faculty include these themes throughout the history curriculum; history majors will encounter them continually in their academic career. To ensure a more comprehensive understanding of global or multicultural themes of all history majors and an understanding of non-Western history and culture, majors must distribute their course work among the areas of American, European and non-Western history. The department also offers courses specifically focused on women's history, Native American history, and African American history.
To study and demonstrate familiarity with historical content for a variety of periods and places.	All majors must take courses in American, European and non-Western history. These courses variously address culture, society, government, change and continuity across time.
To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis to specialists and to the broader public.	Persuasive writing is a primary objective of our department. Majors are introduced to critical thinking and writing as soon as they enter a 100 level course, and refine these skills in all successive courses, as they are called upon to render valid historical judgments in class discussions, oral presentations, examination essays, and research papers. Majors develop skills to present and support persuasive arguments.
To analyze and interpret primary and secondary sources in the service of historical methodology.	Analysis of primary and secondary sources figures prominently in history courses at MSU. Initially, students in survey courses are exposed to and become familiar with individual documents and excerpts; intermediate level courses require more extensive contact with primary documents such as novels, memoirs, speeches, and film. In addition, these courses include substantial work with secondary source monographs. Advanced level research courses expect extensive work and analysis of primary and secondary sources. This is critical for students if they seek to research topics for themselves and form their own interpretations.
To evidence ability to become informed on historiographical issues, through the use of standard and current journals, books and reviews.	Students must be able to locate and use standard works of history. They must also be able to ascertain the trends in the profession by reading current books, book reviews, and professional journals. This goal is a central component of our practice and method course (280), but it is also firmly tied into all of our elective courses. Moreover, students will learn that the writing of history is conditioned by the period and society which produces it.
To develop and demonstrate a sense of chronology, change, and continuity as they pertain to history.	History courses emphasize the importance of student understanding of the dimension of time and change in human existence. A sense for the crucial relationship of the past to the present is emphasized in each course.

Bachelor of Arts With a Major in History

General Education	
General Education courses	38-40
Required Core	
Introductory Courses	9
(History survey used for General Education may not be repeated here.)	
Survey	
Survey or 200-level course	
Survey or 200-level course	

Historical Methodology		3
HIST 280	Practice and Method	
History Electives		21
History electives in both sections (geographic and distributed) to meet the following requirements. Check course description for category codes. No more than two electives can be at the 200-level. At least one must be a 400-level seminar. No elective can be a GE course.		
Geographical (US/European/non-Western) See Regional Elective Lists for details.		
US		
EU		
NW		
Distributed		
Elective		
Elective		
Elective		
Topical/Thematic or Internship		
Historiography: Capstone		3
HIST 401	Historiography	
Portfolio		
Additional Degree Requirements		
2.0 GPA required in the major for graduation.		
Second Major or Minor and/or Concentration(s)		
Major, Minor and/or Concentration (33 -36 credits)		33
Electives		
Elective courses to reach at least 120 credits for graduation. 10-13 credits depending on the second major, minor, or concentration(s).		13
Total Hours		**120-122**

Bachelor of Science in Education With a Major in History

General Education		
General Education Courses		38-40
Must take PSY 111 as one Social Science General Education elective. The other Social Science General Education elective must come from the General Education courses found in the Core Social Science Support area choices (see category below). This course will determine the student's core area specialization.		
Required Core		
Introductory Courses		9
(Survey used for General Education may not be repeated here.)		
Survey		
Survey or 200-level course		
Survey or 200-level course		
Historical Methodology		3
HIST 280	Practice and Method	
History Electives		21
History electives in both sections (geographic and distributed) to meet the following requirements. Check course description for category codes. No more than two electives can be at the 200-level. At least one must be a 400-level seminar. No elective can be a GE course.		
Geographical (US/European/non-Western) See Regional Elective Lists for details.		
US		
EU		
NW		
Distributed		
Elective		
Elective		
Elective		
Topical/Thematic or Internship		
Historiography: Capstone		3

HIST 401	Historiography	
Portfolio		
Social Science Support Courses		9
Select at least ONE area (Geography, Political Science, Economics) and complete 12 credits. BSE students may complete additional areas (12 credits each) for certification in those areas.		
NOTE: ESPB requires 12 credits in each selected support area. 3 of these credits are taken as Social Science General Education (see above). The remaining 9 credits complete the selected area for a total of 12 credits. Area specific course requirements:		
ECON: 201, 202, and any two advanced ECON electives		
GEOG: 110, 161 and any two advanced GEOG electives		
POLS: 115, 116, 220, and one upper level POLS elective		
Professional Education Sequence		38
Elective Courses		
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 283	Teaching Diverse Learners	
ED 284L	Clinical III	
ED 320	Curriculum, Planning & Assessment I	
ED 321L	Clinical IV	
ED 322	Curriculum, Planning, and Assessment II	
ED 323L	Clinical V	
ED 324L	Fall Experience	
PSY 255	Child & Adolescent Psychology	
or PSY 352	Adolescent Psychology	
SPED 110	Introduction to Exceptional Children	
SS 283	Ethnic and Cultural Diversity in America	
Admission to Teacher Education Required		
ED 380	Technology in Teaching	
SS 391	Secondary History/Social Science Teaching Methods	
SS 398	Secondary Hist/Soc Sci Practicum	
ED 493	Student Teaching, Secondary (and ED 483)	
Total Hours		**121-123**

Additional Program/Degree/Graduation Requirements

- Admission and Retention to Teacher Education has special requirements. Please see Teacher Education Policies and Procedures (p. 221) for further information.
- **History Portfolio**
  - Completion of history portfolio required for graduation. For more information on portfolio requirements go to http://history.minotstateu.edu.
- **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 no mandate specific scores on these exams, but the North Dakota Teacher licensure requirements do. These include successful PRAXIS II content area and PLT exams. For more information go to http://history.minotstateu.edu.)
  - 2.5 GPA required in major for graduation.
- Please see Teacher Education Policies and Procedures (p. 221) for additional information.

Additional Certification Option

A history major who takes coursework in an additional social science support area may apply for a Social Science Composite major equivalency teaching certification from the North Dakota Education and Standards Practices Board (ESPB), in addition to his/her history teaching certification. The candidate must:

- Complete the coursework specified for two of the three state-defined core areas (ECON, GEOG, and POLS from the Core Social Science Support Course list)

- Successfully complete the Social Science PRAXIS II exam.

History Minor (Non-Teaching)

Take 21 credits in HIST courses

At least two courses in the minor need to be taken at the 300-400 level	
At least one non-General Education course on American History	3
At least one non-General Education course on European History	3
At least one non-General Education course on non-Western History	3
Additional history courses to reach 21 credits total	12
Total Hours	**21**

History Minor (Teaching)

Surveys		
Select four of the following six 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 211	World Civilizations to 1500	
HIST 212	World Civilizations Since 1500	
HIST 215H	Modern World Origins	
Electives		
Non-General Education History electives at the 200-400 level. At least 2 courses must be at 300-400 level.		9
One U.S. History elective		
One European History elective		
One non-Western History elective		
Teaching Methods		
SS 391	Secondary History/Social Science Teaching Methods	3
SS 398	Secondary Hist/Soc Sci Practicum	1
Total Hours		**25**

History Concentration

Select courses to total twelve semester hours. No more than six credits may come from:

Select 12 credits of survey and advanced coursework. No more than 6 credits can come from 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 211	World Civilizations to 1500	
HIST 212	World Civilizations Since 1500	
HIST 215H	Modern World Origins	
Non-survey History courses to reach 12 total credits		
Total Hours		**12**

Regional / Geographic Distribution for History BA and BSE students

History BA and BSE majors must take one course in each of the following geographic distribution areas: European (EU), Non-Western (NW), United States (US). In addition to the courses listed, the department also offers a variety of special topics and topical seminars that satisfy the EU/NW/US requirements. Please contact the History Coordinator for more information.

EU Electives

HIST 241	Renaissance and Reformation	3
HIST 248	Medieval History	3
HIST 342	The Age Of The Vikings	3
HIST 343	The Medieval Church	3
HIST 347	The Making of Modern Europe	3
HIST 350	Europe in 20th Century	3
HIST 351	The Mediterranean World	3
HIST 352	Medieval & Early Modern Women	3
HIST 442	The Crusades	3
HIST 460	Modern France and Francophone Society	3
Special Topics Courses and Seminars may also satisfy this requirement. Consult with your History advisor.		

NW Electives

HIST 206	Islam And The Muslim World	3
HIST 227	History of Vietnam	3
HIST 231	Latin American History Survey	3
HIST 240	African History Survey	3
HIST 337	Imperialism in Asia	3
HIST 338	History of South Africa	3
HIST 351	The Mediterranean World	3
HIST 363	Atlantic History	3
HIST 380	History Of Mexico	3
HIST 385	History of Brazil	3
HIST 435	Latin American History Seminar	3
HIST 440	Comparative Slavery in the Americas	3
HIST 442	The Crusades	3
Special Topics Courses and Seminars may also satisfy this requirement. Consult with your History advisor.		

US Electives

HIST 203	Modernization of Early America	3
HIST 220	North Dakota History	3
HIST 315	History of American Women	3
HIST 319	Colonial America	3
HIST 320	The Early Republic	3
HIST 325	Sectionalism and the Civil War	3
HIST 328	The Transformation of America	3
HIST 336	African American History	3
HIST 430	Native American Social History	3
HIST 420	Indian People of the Great Plains	3
HIST 410	Trans-Mississippi West	3
HIST 415	20th Century America	3
Special Topics Courses and Seminars may also satisfy this requirement. Consult with your History advisor.		

Native American Studies

Welcome

Program Coordinator:
Joseph C. Jastrzembski, Dept. of History
joseph.jastrzembski@minotstateu.edu
(701) 858-3322

Main 201D

The interdisciplinary Native American Studies curriculum at Minot State University offers a wide range of courses in Native American art, literature, history, anthropology, science, and contemporary social issues. In addition, the program fosters service learning opportunities at Native American reservations and important historical and archaeological sites. Minot State University offers both a minor and concentration in Native American studies. The Native American Cultural Awareness Center, on the campus of MSU, sponsors an annual pow-wow and honor dance in April at the MSU Dome.

Native American Studies Minor

Select from the following:		21
ART 315	Native American Art	
BIOL 310	Ethnobotany	
ENGL 265	Native American Literature	
GEOG 262	North America	
HIST 261	American Indian History	
HIST 365	Peoples & Cultures of Native North America	
HIST 420	Indian People of the Great Plains	
HIST 430	Native American Social History	
SOC 210	Introduction to Anthropology	
SOC 361	Comparative Ethnic Studies	
SS 283	Ethnic and Cultural Diversity in America	
SWK 401	Contemporary Issues with Native American Families	
SWK 402	N.A. Children & Adolescents	
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**

Native American Studies Concentration

Requirements

Foundation Courses		
SS 283	Ethnic and Cultural Diversity in America	3
or SOC 210	Introduction to Anthropology	
One History course from the NAS course list		3
Two other courses from the NAS course list (except the foundation courses)		6
ART 315	Native American Art	
BIOL 310	Ethnobotany	
ENGL 265	Native American Literature	
GEOG 262	North America	
HIST 261	American Indian History	
HIST 365	Peoples & Cultures of Native North America	
HIST 420	Indian People of the Great Plains	
HIST 430	Native American Social History	
SOC 210	Introduction to Anthropology	
SOC 361	Comparative Ethnic Studies	
SS 283	Ethnic and Cultural Diversity in America	
SWK 401	Contemporary Issues with Native American Families	
SWK 402	N.A. Children & Adolescents	
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

Program Coordinator

Dr. Stewart Kelly | email: stewart.kelly@minotstateu.edu

The philosophy program offers a wide range of courses examining the human condition. Specific courses foster a range of critical thinking skills and examine a broad array of questions central to both western and eastern thought. Students are challenged both to broaden their horizons and to examine their own beliefs in light of the thinkers discussed and the texts read.

Philosophy Minor

Required Courses		6
PHIL 100	Critical Thinking	
PHIL 101	Introduction to Philosophy	
Elect four courses from the following		12
PHIL 102	Philosophy of Human Nature	
PHIL 201	Philosophy of Religion	
PHIL 210	Ethics	
PHIL 330	Political Philosophy	
PHIL 380	Existentialism	
PHIL 383	Asian Philosophy	
SS 399	Readings in Social Science	
HON 351H	Integrity & The Examined Life	
Total Hours		**18**

Philosophy Concentration

Required Courses (6 cr)

Select no more than two of the following:		6
PHIL 100	Critical Thinking	
PHIL 101	Introduction to Philosophy	
PHIL 102	Philosophy of Human Nature	
Electives		
(select at least two 200-400 level courses from the following):		6
PHIL 201	Philosophy of Religion	
PHIL 210	Ethics	
PHIL 330	Political Philosophy	
PHIL 380	Existentialism	
PHIL 383	Asian Philosophy	
SS 399	Readings in Social Science	
HON 351H	Integrity & The Examined Life	
Total Hours		**12**

Political Science

Program Coordinator

Dr. Jynette Larshus | email: jynette.larshus@minotstateu.edu

Political Science Concentration

Total of 12 credits in Political Science.

Required		12
POLS 115	American Government	3
Additional Credits in Political Science		9

Social Science

Social Science Composite Degree Options:

Students have a choice of two composite degrees in Social Science. The Social 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 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 Science Program Goals and Outcomes

Goal	Outcome
To develop and demonstrate an understanding of social science concepts and tools and their application to the analysis of social, cultural, and political systems.	
To develop and demonstrate an understanding and appreciation of cultures and cultural diversity.	
To develop and demonstrate a sense of chronology, change, and continuity.	
To develop and demonstrate a critical and analytical framework in which to understand how people create and change structures of power, authority and governance.	
To develop and demonstrate a critical and analytical framework in which to understand individual development and identity as well as the interactions of individuals, groups, and institutions.	
To develop and demonstrate a critical and analytical knowledge of economics and economic systems, in particular how people organize for production, distribution, and consumption of goods and services.	
To develop and demonstrate a critical and analytical knowledge of geographic concepts and tools, physical and human landscapes, and the interaction of people, places, and environments.	
To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support and argumentative thesis.	

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

Goal	Outcome
To develop and demonstrate an understanding of social science concepts and tools and their application to the analysis of social, cultural, and political systems; demonstrate an understanding and appreciation of cultures and cultural diversity.	
To develop and demonstrate an understanding of chronology, change, and continuity; demonstrate familiarity with historical content for a variety of periods and places.	
To develop and demonstrate an understanding of how people create and change structures of power, authority and governance; demonstrate an understanding of political systems at the national, state, and local levels and other global political cultures.	
To develop and demonstrate an understanding of individual development and identity as well as the interactions of individuals, groups, and institutions; demonstrate an understanding of the relationships among science, technology, and society.	
To develop and demonstrate a critical and analytical knowledge of economics and economic systems, in particular how people organize for production, distribution, and consumption of goods and services.	
To develop and demonstrate a critical and analytical knowledge of geographic concepts and tools, physical and human landscapes, and the interaction of people, places, and environments.	
To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.	

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 http://history.minotstateu.edu.
- 2.5 GPA required in major for admission to Teacher Education

Social Science Portfolio

- Completion of social science portfolio required for graduation. For more information on portfolio requirements go to http://history.minotstateu.edu.

Graduation Requirements

- Social Science 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 no mandate specific scores on these exams, but the North Dakota Teacher licensure requirements do. These include successful PRAXIS II content area and PLT exams. For more information go to http://history.minotstateu.edu.)
- 2.5 GPA required in major for graduation.

Bachelor of Arts with a Major in Social Science

General Education	
General Education courses	38-40
Major	
Major requirements	
Required Core	
Select one General Education course from each of the six social science disciplines:	18
ECON, GEOG, HIST, PHIL, POLS, SOC	
Select one of the following:	3

HIST 280	Practice and Method	
SOC 278	Social Research Methods	
Social Science Discipline Specializations		
Elect courses from two of the following five disciplines, 12 credits in each discipline. At least 6 credits in each discipline specialization must be at the 300/400 level. Also, at least one course within each discipline specialization must be at the 400 level. Courses taken as part of the required core cannot be counted towards the social science discipline specializations.		24
ECON, GEOG, HIST, PHIL, SOC		
Second Major or Minor and/or Concentration(s)		
Concentrations, minors, or second majors may not duplicate either area of social science discipline specializations. We recommend that students minor in a foreign language. [1]		33
Electives		
Elective courses as needed to reach a minimum of 120 total credits for graduation. 1-4 credits, depending on the size of the second major, minor, and/or concentration(s).		4
Additional Degree Requirements:		
Completion of Social Science portfolio and at least a 2.0 GPA in the major.		
Total Hours		**120-122**

Bachelor of Science in Education with a Major in Social Science

General Education		
General Education courses		38-40
Must take PSY 111 as one Social Science General Education elective. The other Social Science General Education elective must come from the General Education courses found in the Core area choices (see below).		
Required Core		
A. History Surveys		
Depending on what general education history course you choose, choose three additional general education history survey courses such that you have at least 6 credits of US History surveys and 6 credits of non-US History surveys.		
Three HIST Survey Courses		9
B. History Methodology		
HIST 280	Practice and Method	3
C. History Electives		
The following courses must e at the 200-400 level. At least one must be a 400-level seminar		
HIST Elective (US or European)		3
HIST Elective (non-western, not HIST 211, HIST 212, or HIST 215H)		3
D. Core Social Studies Areas		
Select two of the following areas:		24
Area One: Economics		
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
ECON Upper Level Elective		
ECON Upper Level Elective		
Area Two: Geography		
GEOG 110	Introduction to Geography	
GEOG Elective		
GEOG Elective		
GEOG Elective		
Area Three: Political Science		
POLS 115	American Government	
POLS 116	State and Local Government	
POLS 220	International Politics	
POLS Upper Level Elective		
Professional Education Sequence		
May be taken prior to admission to Teacher Education		
ED 260	Educational Psychology	2

ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
PSY 255	Child & Adolescent Psychology	3
or PSY 352	Adolescent Psychology	
Admission to Teacher Education required		
ED 380	Technology in Teaching	2
ED 493	Student Teaching, Secondary (and ED 482)	12
SS 391	Secondary History/Social Science Teaching Methods	3
SS 398	Secondary Hist/Soc Sci Practicum	1
Open Electives		2
ESPB grants additional certification in Sociology for students who complete six elective credits in that discipline.		
NOTE: the number of open elective credits will be 3 credits higher if a student counts a Social Science General Education course toward a Core Area requirement.		
Total Hours		**121-123**

Sociology

Program Mission

The Sociology Department challenges students to think critically and analytically about diverse human societies and their institutions.

Specialized areas within the major allow students to study specific social topics based on career interests and goals for continuing education. Sociology tracks are available in General Sociology, Society & Inequality, and Applied Sociology. Another feature of the program is that students have the option of selecting from two senior-level capstone courses that are intended to integrate, extend, critique and apply knowledge gained throughout their educational experience at MSU. During their capstone experience students may elect to assist faculty in conducting research activities. They may also complete internship within a community setting where they can apply sociological principles to areas such as domestic violence, women's studies, adult learning, drug and alcohol abuse, child care, business, or politics.

Goal	Outcome
To develop a solid knowledge base constructed upon a review of diverse sociological concepts, principles, paradigms, theories and research.	Students are expected to successfully complete an Introduction to Sociology exam measuring knowledge of concepts, principals, paradigms, theories and research.
To acquire an understanding and sense of chronology of the historical development of classical and contemporary sociological theory.	Students are required to successfully complete all reading and writing requirements for an upper level theory class.
To review and critically assess the advancement of sociological theory and research in the diverse range of knowledge contained within the sociological literature.	During the senior capstone, students are required to successfully complete a senior readings, research project or internship project implementing theoretical and research principles from sociology.
To learn the importance of applying qualitative and quantitative sociological research methods and statistics to presentations, papers and scholarly publications.	Students are required to develop research paper in upper-level classes that implement qualitative and quantitative methods and statistics. Faculty encourages majors to submit papers for presentation and publication.
To become aware of and responsive to contemporary social conditions, issues and problems such as racism, ethnocentrism, sexism, ageism and classism.	Students will successfully complete papers, debates, oral presentations or persuasive argumentative proejcts addressing contemporary social conditions, issues and problems.
To critically evaluate the interaction of multiple social institutions within a variety of diverse cultures, societies and environments in advanced and developing nations.	Students will successfully integrate issues of cultural diversity and globalization in writing assignments and capstone projects.

To demonstrate knowledge of advanced critical, analytical and writing skills necessary for success in graduate school and/or occupations requiring rigor and excellence	The senior capstone class will provide students with an opportunity for self-reflection and self-evaluation. Students within the class will successfully complete a variety of writing assignments intended to analytically evaluate the synthesis of sociological knowledge. Within the capstone, students will show evidence of working with peers in a collegial environment that simulates graduate school and/or professional career settings.

Bachelor of Arts with a Major in Sociology

General Education		
General Education courses		40
Required Core		
SOC 110	Introduction to Sociology	3
SOC 210	Introduction to Anthropology	3
PSY 241	Introduction to Statistics	4
or MATH 210	Elementary Statistics	
SOC 278	Social Research Methods	3
SOC 476	Theory Construction & App	3
SOC 477	Sociological Theory	3
Required Courses in Track		
Select One Track		18
Track One: General		
Social Processes and Social Change		
Select two of the following:		
SOC 255	Changing American Family	
SOC 374	Cultural Studies	
SOC 375	Social Change and Development	
SOC 376	Social Psychology	
SOC 420	Drugs & Society	
Issues in Equality and Social Control		
Select two of the following:		
SOC 201	Social Problems	
SOC 252	Criminology	
SOC 269	Culture and Sexuality	
SOC 363	Sociology of Gender	
SOC 369	Studies in Deviance	
Social Institutions and Social Structure		
Select two of the following:		
SOC 275	Contemporary Community Issues	
SOC 357	Sociology of Religion	
SOC 361	Comparative Ethnic Studies	
SOC 451	Political Sociology	
Track Two: Society and Inequality		
SOC 252	Criminology	
SOC 361	Comparative Ethnic Studies	
SOC 363	Sociology of Gender	
SOC 369	Studies in Deviance	
Select two of the following:		
SOC 269	Culture and Sexuality	
SOC 420	Drugs & Society	
HIST 261	American Indian History	
ART 315	Native American Art	
HIST 315	History of American Women	
SS 283	Ethnic and Cultural Diversity in America	
3cr from CJ 300-400 level		

Track Three: Applied Sociology		
SOC 280	Social Movement & Human Right	
SOC 325	Environmental Sociology	
SOC 375	Social Change and Development	
SOC 451	Political Sociology	
Select two of the following:		
SOC 376	Social Psychology	
SOC 374	Cultural Studies	
POLS 115	American Government	
POLS 116	State and Local Government	
PHIL 330	Political Philosophy	
Required Capstone		
Select one of the following:		
SOC 399	Senior Readings	
SOC 401	Research/Practicum/Internship	
Required Electives		
200-400 level		6-7
Second Major or Minor and/or Concentration(s)		33-36
Total Hours		**116-120**

Sociology Minor (Non-Teaching)

Required Core (9 cr)

SOC 110	Introduction to Sociology	3
SOC 278	Social Research Methods	3
SOC 476	Theory Construction & App	3
or SOC 477	Sociological Theory	
Social Processes and Social Change		
Select one of the following:		3
SOC 255	Changing American Family	
SOC 374	Cultural Studies	
SOC 375	Social Change and Development	
SOC 376	Social Psychology	
or PSY 376	Social Psychology	
Issues in Equality and Social Control		
Select one of the following:		3
SOC 252	Criminology	
SOC 361	Comparative Ethnic Studies	
SOC 363	Sociology of Gender	
SOC 369	Studies in Deviance	
Social Institutions and Social Structure		
Select one of the following:		3
SOC 357	Sociology of Religion	
SOC 451	Political Sociology	
Sociology Electives		
(200-400 level)		3
Total Hours		**21**

Sociology Minor (Teaching)

Required Core (15 cr)

SOC 110	Introduction to Sociology	3
SOC 210	Introduction to Anthropology	3

SOC 278	Social Research Methods	3
SS 391	Secondary History/Social Science Teaching Methods	3
SOC 477	Sociological Theory	3
Social Processes and Social Change		
Select one of the following:		3
SOC 255	Changing American Family	
SOC 374	Cultural Studies	
SOC 375	Social Change and Development	
SOC 376	Social Psychology	
or PSY 376	Social Psychology	
Issues in Equality and Social Control		
Select one of the following:		3
SOC 252	Criminology	
SOC 361	Comparative Ethnic Studies	
SOC 363	Sociology of Gender	
SOC 369	Studies in Deviance	
Social Institutions and Social Structure		
Select one of the following:		3
SOC 357	Sociology of Religion	
SOC 451	Political Sociology	
Total Hours		**24**

Sociology Concentration

SOC 110	Introduction to Sociology	3
SOC electives (200-400 level)		9
Total Hours		**12**

College of Business

The primary purpose of the College of Business is to prepare students for professional careers in business, education, or government. Many of the course offerings are also available for those who desire an orientation to the field of business or as in service education for those actively employed. Specific programs are listed under the respective departments. Students desiring specific information should contact the appropriate department chairperson. http://www.minotstateu.edu/business; 701-858-3110; 1-800-777-0750, ext. 3110.

Mission Statement

The MSU College of Business educates, challenges, inspires, and mentors students in their pursuit of a high-quality business education through interactive and engaged learning experiences for their professional and personal betterment.

The mission statement is supported by the following values and actions.

The College of Business...

...educates, challenges, inspires, and mentors...

Values:

- *Students First*
- *Dedication, focus, proactivity, collegiality, nurturing*

Actions:

- Impart knowledge, professionalism, and intellectual curiosity
- Develop skills and competencies
- Deliver programs
- Extend boundaries
- Initiate aspirations for leadership
- Build relationships
- Guide and advise

...students in their pursuit of a high-quality business education...

Values:

- *Curricular integrity, excellence, rigor*
- *Professionalism*

Actions:

- Serve undergraduate and graduate students, seminar and workshop participants, and prospective students and pre-college students in exploratory experiences
- Through on-campus, online, and off-site courses at MAFB, in Bismarck, and at international partner sites
- Deliver BS, BAS, BSE, MS, and MEd degree programs in majors, minors, certificates, and concentrations
- With attention to assurance of student learning through regular program assessments, identifying specific outcomes and measuring results
- Maintaining professional business program accredidation
- Supported by continuous faculty improvement

...interactive and engaged learning experiences...

Values:

- *Comprehensive, holistic, relevant*
- *Applications-focused*

Actions:

- Utilize interactive and engaged learning experiences characterized by:
  - student-faculty interaction
  - student-student interaction

  - student-community interaction (profession- al, business leaders, service organizations)
  - multiple delivery modes
  - advanced technology
- Demonstrate learning in courses and through participation in organizations and activites, with emphasis on:
  - business applications of theory
  - experiences such as internships, study-abroad tours and exchanges, student-faculty research, and competive events

...for their professional and personal betterment.

Values:

- *Commitment to life-long learning*
- *Pride and confidence; desire to succeed*
- *Civic responsibility and a strong work ethic*

Actions:

- Develop graduates prepared for careers in local and global employment
- Instill a sense of place and unique appreciation for North Dakota
- Promote ethical behavior, good citizenship, and professional engagement

Organization

Three departments comprise the academic organization of the College as follows:

Department of Accounting and Finance, Patti Fedje, Chairperson
Department of Business Administration, Deanna Klein, Chairperson
Department of Business Information Technology, Lori Willoughby, Chairperson.

Severson Entrepreneurship Academy

Chuck Barney, Director

The Severson Entrepreneurship Academy was created as a result of a milestone gift to the Minot State University College of Business on February 9, 2010
The $1 million donation comes from Clint Severson and Conni Ahart. Severson is chairman of the board, chief executive officer and president of Abaxis, a medical devices company based in northern California. He is the 2007 Forbes Entrepreneur of the Year and a 1973 alumnus of then Minot State College.

Students from all majors can participate in the academy. With the following resources available, students will have the most authentic experience possible as they begin their own business ventures:

- Curriculum focused on knowledge and skills critical for understanding how to start, maintain, and analyze start-up businesses, with emphasis on managing on-line businesses
- Entrepreneurship Club, as mechanism through which students learn a format for analyzing start-up business plans; affiliated with national Collegiate Entrepreneurship Organization (CEO)
- Advisory Board composed of successful entrepreneurs to guide and direct the Academy
- Seed Money Fund available to be awarded to the best student business start-up plans, as selected by students in the Entrepreneurship Club
- Finance Club to manage the Seed Money Fund; proceeds distributed to the Entrepreneurship Club
- Resource Room as repository for print and electronic resources and software for understanding and analyzing entrepreneurial ventures; base for conducting research about entrepreneurship in North Dakota

College of Business Core Curriculum

Students pursuing a Bachelor of Science degree in accounting, finance, international business, management, marketing, management information systems, or energy economics and finance must complete the College of Business Core Curriculum.

The College of Business core is not required for the Business Education and Bachelor of Applied Sciences programs (Applied Management and Applied Business Information Technology). The core provides students with a broad level of knowledge in preparation for more specialized work in their selected business programs.

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
ACCT 201 Elements of Accounting II
ACCT 300 Legal Environment of Business
BADM 301 Fundamentals of Management
BADM 321 Marketing
BIT 220 Management Information Systems
BIT 318 Business Communication
BOTE 247 Spreadsheet Applications
FIN 353 Corporation Finance

College of Business Core Curriculum Goals and Learning Outcomes

Goal: Demonstrates knowledge of and skills in business functions.

• Describes business functions, including accounting, business law, economics, entrepreneurship, finance, international business, knowledge management, management, management information systems, marketing, and production operations.
• Applies knowledge of business functions capable of adding value to the organization.
• Integrates business functions effectively in both internal and external environments.

Goal: Communicates clearly, effectively, and professionally.
• Creates and presents oral communication that is clear, concise, complete, correct, and coherent.
• Creates and presents written communication that is clear, concise, complete, correct, and coherent.
• Uses multimedia to enhance communication.
• Communicates effectively in virtual environments.
• Prepares communication sensitive to audience diversity and culture.
• Demonstrates listening skills and an understanding of nonverbal behavior.
• Demonstrates interpersonal and collaborative skills.
Goal: Uses technology effectively.
• Uses appropriate application tools (including word processing, spreadsheet, database, presentation, statistical, and communication) for data gathering, analysis, and presentation.
• Uses virtual tools for conducting applied business research.
• Recognizes risks of using technology.
Goal: Applies concepts of problem solving, critical thinking, and decision making.
• Explains situational analysis.
• Determines problem, identifies and evaluates alternative solutions, and selects a solution.
• Plans and conducts applied business research.
• Projects adaptability, resourcefulness, and innovativeness.
Goal: Comprehends and/or exhibits professional behavior.
• Demonstrates knowledge of professional conduct, including but not limited to: attire, integrity, professional engagement, corporate culture, networking, respect, responsibility, social skills, and speech.
Goal: Integrates College of Business core and major program knowledge and skills in a capstone experience.

Department of Accounting and Finance

Chair
Patti Fedje

701-858-3293
1-800-777-0750, ext. 3293
email: patti.fedje@minotstateu.edu

College of Business Web Site:

http://www.minotstateu.edu/business

Accounting

Accounting Program Mission

The mission of the Accounting Program is to prepare individuals to enter the accounting profession, to strengthen the skills of those already part of the work force, and to develop lifelong learning skills and professional relationships. Preparation for the accounting profession encompasses learning the functions of accounting, the underlying body of concepts that form accounting theory, and the application of these concepts to practical problems and situations. Since accounting 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

Goal	Outcome
Demonstrate knowledge of and apply the principles and procedures of financial accounting.	Know the conceptual framework of financial accounting and reporting.
	Perform the steps in the accounting cycle.
	Perform financial statement analysis and interpret results.
	Recognize the effect of business transactions on the financial statements of a business.
	Explain and use the elements of an accounting information system.
	Know and apply generally accepted accounting principles.
Demonstrate knowledge of and apply the principles and procedures of managerial accounting.	Know and apply the various cost systems.
	Distinguish and analyze various cost classifications.
	Use key cost and revenue measures and techniques.
Demonstrate knowledge of and apply auditing and attestation theories, standards and procedures.	Differentiate the various attestation and other services.
	Define and employ applicable attestation and other professional standards.
	Prepare and interpret audit reports.
	Describe the elements of internal control and their role in deterring fraud and achieving an organization’s goal.
Demonstrate and apply knowledge of federal taxation, ethics, professional and legal responsibilities, and business law.	Know and apply the federal income tax concepts as they pertain to individuals.
	Know and apply the federal income tax concepts as they pertain to business entities.
	Define and account for other taxes (such as payroll tax, property tax, and sales tax) that impact business.
	Identify advantages, implications, and constraints of legal structures for businesses.
	Recognize legal issues as they pertain to agency, contracts, debtor-creditor relationships, government regulation of business, uniform commercial code, and real property.
	Recognize other professional, legal, and ethical responsibilities.
Integrate skills related to technology, research, problem solving and communications.	Research issues using the Internal Revenue Code, Financial Accounting Research Systems, AICPA pronouncements, and other professional literature.
	Demonstrate the integration of accounting and spreadsheets
	Demonstrate effective communication skills (written, oral, professional demeanor, etc.).

Demonstrate knowledge of and apply principles and procedures related to the following areas, if selected: fraud examination, governmental and not-for-profit accounting, and accounting information systems, managerial accounting, law or auditing.	Know and apply principles and procedures related to areas of student interest or student career goals.

Bachelor of Science with a Major in Accounting (120 CR)

The accounting major is designed to provide a basic level of expertise in accounting theory and practice. The student has the opportunity to complete additional courses in fraud examination, cost accounting, business law, auditing, not-for-profit accounting, and accounting information systems. The student may elect courses in anticipation of sitting for various professional examinations in the field of accounting or to provide additional background for a specific career track. Internships are also available to provide practical experience in diverse accounting fields.

North Dakota law requires persons sitting for the CPA professional examination to have completed 150 semester hours of college education, which includes a baccalaureate degree. Students interested in becoming CPAs should be prepared to extend their programs of study by at least 22 semester hours at the undergraduate or graduate levels to meet this requirement.

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 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BIT 220	Management Information Systems	3
BIT 318	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Corporation Finance	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 Business Entities	3
ACCT 430	Auditing/Assurance Concepts	3
ACCT 480	Controllership	3
Select at least 11 credits from the following:		11
ACCT 315	Government/Not-For-Profit Accounting	
ACCT 322	Advanced Managerial Accounting	
ACCT 332	Business Law II	
ACCT 351	Fraud Examination	
ACCT 360	Accounting Information Systems	
ACCT 431	Auditing/Assurance Practices	
ACCT 497	Accounting Internship	
ACCT 499	Special Topics	
ECON 318	Money and Banking	
Electives		14

(To meet the 120 SH graduation requirement)		
Total Hours		**120-122**

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 303	Intermediate Accounting III	
ACCT 315	Government/Not-For-Profit Accounting	
ACCT 411	Taxation of Individuals	
ACCT 412	Taxation of 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 330	Criminological Theory	3
CJ 322	Criminal Law	3
CJ 450	White-Collar Crime	3
Total Hours		**24**

Accounting Concentration (Non-Business Majors)

ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
Select two of the following:		6
ACCT 301	Intermediate Accounting I	
ACCT 315	Government/Not-For-Profit Accounting	
ACCT 321	Managerial Accounting	
ACCT 411	Taxation of Individuals	
Total Hours		**12**

Energy Economics and Finance

Energy Economics and Finance Mission

The mission of the Energy Economics and Finance Program is to educate students in the knowledge essential for understanding the business theory, practice, and processes necessary for analyzing the feasibility of projects in the energy industry.

Energy Economics and Finance Program Goals and Outcomes

Goal	Outcome
Meet the financial analysis needs of the energy industry in North Dakota and the Great Plains.	
Prepare future business managers to meet energy challenges.	Understand the historical practice and theory of energy markets.
	Examine energy industry-specific approaches to financial analysis and practice.
	Critically analyze energy projects and problems using appropriate data and technology tools.

Provide methods for examining alternative energy sources for their economic and financial suitability in meeting energy users' needs.	Investigate the economic valuation, strategy, and finance of energy projects.
	Explore links between energy projects and financial markets.
	Value energy projects, including real options.
	Gain understanding of renewable energy user markets.
	Discover how financing choices affect energy project valuation.
	Implement value-at-risk methods for risk management.
	Understand economic fundamentals of energy industries.
	Assign value to operational components, such as oil fields, pipelines, wind farms, and ethanol/biodiesel plants.
Contribute to our nation's energy independence and security by educating a workforce dedicated to energy economic and financial analysis.	

Bachelor of Science with a Major in Energy Economics and Finance (120 CR)

The Energy Economics and Finance major is designed to provide a foundation in geological sciences and a rigorous selection of economics and finance courses focused on energy topics to enable students to perform business analyses as members of asset-project teams for a range of business analysis positions in the energy industry, from business and financial analyst or project analyst for an energy company or a utility, to energy loan specialist for a financial institution, to energy economist, to a corporate planner leading eventually to CFO or CEO positions and to positions as energy-audit consultants to public service commissions. The special strengths of the program include its capability to link economic and financial analysis processes and practices with energy-related issues, its ability to offer students the opportunity to enhance this link through "options" that provide specialization, and its uniqueness within the region.

The Energy Economics and Finance program is designed to prepare students to be financial analysts capable of providing value to energy organizations. To meet this objective, the curriculum builds upon a strong business core by further blending knowledge in three areas: geology, economics, and finance. The curriculum has four components: General Education, College of Business Core Requirements, required major courses, and elective options.

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 300	Legal Environment of Business	3
BIT 220	Management Information Systems	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BIT 318	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Corporation Finance	3
Courses Required for Energy Economics and Finance Major		
ACCT 321	Managerial Accounting	3
ACCT 375	Principles of Energy Accounting	3
ACCT 415	Energy Law	3
BADM 416	Operations Management	3
ECON 312	Price Theory	3
ECON 314	National Income Analysis	3
ECON 320	Environ and Nat Resource Econ	3
ECON 410	Managerial Economics	3
FIN 281	Fundamentals of Energy	3

FIN 357	Advanced Corporate Finance	3
FIN 421	International Energy Markets	3
FIN 458	Financial Analysis and Valuation	3
FIN 459	Advanced Project Evaluation	3
FIN 491	Seminar in Energy Topics (Energy Economics and Finance Required General Education Courses)	2
GEOL 260	Energy Resources	3
MATH 146	Applied Calculus	3
Energy Economics and Finance Required General Education Courses		
GEOL 101	Environmental Geology with Lab	
GEOL 105	Physical Geology with lab	
Electives		8
(To meet the 120 SH graduation requirement)		
Total Hours		**120-122**

Finance

Finance Program Mission

The finance program mission is to enable the graduating finance major to use the principles, tools, and techniques for effective and efficient financial management, perform financial analysis and planning, explain the Investments environment and asset valuation models, identify short, intermediate, and long-term financial alternatives, apply financial management for new ventures and small business, and to understand the management performance, and regulatory aspects of financial institutions and markets.

Finance Program Goals and Outcomes

Goal	Outcome
Demonstrate knowledge of and apply the principles, tools and techniques for effective and efficient financial management	Perform financial statement analysis to evaluate a firm's financial performance and produce pro forma financial statements.
	Know the characteristics of and apply the evaluation techniques to fixed-income securities, like bonds, preferred stock, and common stock.
	Use the capital budgeting decision models adjusting for risk.
	Know the management of working capital, including decisions about the optimal overall level of current assets and the optimal mix of short-term and long-term funds used to finance the company's assets.
	Know how operating and financial leverage aid management in assessing risk/return trade offs of various types of financial decisions.
	Apply the concepts of the time value of money.
	Know the concept of risk and apply it to the valuation process of alternative investments.
	Know the different alternatives for short-term, intermediate-term, and long-term funding.
Demonstrate knowledge of and apply investment strategy and analysis from basic investing to the theory of portfolio construction and risk management.	Identify major types of financial markets, the major participants, and recent trends in those markets.
	Compare and contrast major types of investment alternatives and policies.
	Know the techniques of macroeconomics and industry analysis and use technical analysis.
	Perform analysis of investment alternatives, manage a portfolio, and evaluate results.
	Apply portfolio theory in the construction of a portfolio within an environment of risk and uncertainty.
Demonstrate an understanding of the management, performance, and regulatory aspects of financial institutions and markets	Know the types of financial markets and the role of financial institutions within those markets.
	Explain how to forecast interest rates.
	State how financial market participants monitor monetary and fiscal policies.
	Know how interest rates are affected by various factors and how to manage interest rate risk with futures, options, swaps, and other derivatives.

	Identify the sources and uses of funds, regulations, management, and performance of commercial banks, thrifts, mutual funds, securities firms, insurance companies, pension funds, and credit unions.
Demonstrate the theories, knowledge and financial tools necessary to start, grow and harvest a successful business venture	Identify the ingredients for doing a start-up business and the components of a financially sound business model.
	Analyze a business plan and create the financial portion of the plan illustrating the venture's financial viability.
	Identify opportunity-screening criteria used by venture capital investors and describe the due diligence process relating to financing and harvesting a potential new venture.
	Determine how much money is needed to start the company and its cash burn rate, and describe the sources used to fund a new venture including venture capital, bank loans, and government loan guarantee and micro-credit programs.
	Know how to use financial statements in managing and in creating long-term value of an entrepreneurial venture.
	Describe the concept of sustainable sales growth rate as well as the process of identifying when and how many additional funds will be needed to support the venture's sales forecast.
	Demonstrate the techniques of determining the value of a small business firm.
	Discuss how an entrepreneur can develop an exit strategy to harvest the venture.
Demonstrate knowledge of and apply principles and procedures related to the following areas, if selected: financial accounting, federal income taxation, finance as related to real estate, insurance & risk management, international finance, or banking.	Know and apply principles and procedures related to an area of student interest or student career goals.

Bachelor of Science with a Major in Finance (120 CR)

The finance major prepares students for a wide variety of careers in business and government, including corporate financial management, financial analysis, financial institutions, entrepreneurship, investments, real estate, financial planning, and international business. It provides students with knowledge and decision-making skills for acquiring, investing, and managing capital. The concepts, methods, and techniques equip the students with a thorough understanding of the financial process in order to add value to any organization.

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 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BIT 220	Management Information Systems	3
BIT 318	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Corporation Finance	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 & Markets	3

FIN 457	International Corporate Finance	3
FIN 458	Financial Analysis and Valuation	3
Select three of the following:		9
ACCT 301	Intermediate Accounting I	
ACCT 302	Intermediate Accounting II	
ACCT 303	Intermediate Accounting III	
ACCT 411	Taxation of Individuals	
ACCT 412	Taxation of Business Entities	
BADM 496	Study Abroad	
ECON 318	Money and Banking	
ECON 410	Managerial Economics	
FIN 443	Real Estate Finance	
FIN 451	Insurance & Risk Management	
FIN 497	Internships	
FIN 499	Special Topics [2]	
Electives		
(To meet the 120 SH graduation requirement.)		22
Total Hours		**120-122**

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	Corporation Finance	3
FIN 355	Investments	3
FIN 357	Advanced Corporate Finance	3
FIN 360	Entrepreneurial Finance	3
FIN 455	Financial Institutions & Markets	3
Select two of the following:		6
FIN 443	Real Estate Finance	
FIN 451	Insurance & 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	
ACCT 411	Taxation of Individuals	
ACCT 412	Taxation of Business Entities	
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 & Risk Management	3
Total Hours		**12**

Department of Business Administration

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International Business Web Site: http://www.ndcd.org/ifib

Applied Management

Program Mission

The applied management graduate is a professional who can fill a responsible managerial position that complements his/her vocational background.

Applied Management Program Goals and Outcomes

Goal	Outcome
Demonstrates knowledge of and skills in business functions, including accounting, economics, marketing, finance, operations, and communications.	Describes business functions, including: accounting, economics, finance, knowledge management, management, marketing, production and operations.
Communicate clearly, effectively, and professionally.	Creates and presents oral communications that are clear, concise, complete, correct, and coherent.
	Creates and presents written communications that are clear, concise, complete, correct, and coherent.
	Uses multimedia to enhance communications.
	Communicates effectively in virtual environments.
	Prepares communications sensitive to audience diversity and culture.
	Demonstrates listening skills and an understanding of nonverbal behavior.
	Demonstrates interpersonal and collaborative skills.
Use technology effectively.	Uses appropriate application tools (including word processing, spreadsheet, database, presentation, statistical, and communication) for data gathering, analysis, and presentation.
	Uses virtual tools for conducting applied business research.
Comprehend and/or exhibit professional behavior.	Demonstrates knowledge of professional conduct, including but not limited to: attire, integrity, professional engagement, corporate culture, networking, respect, responsibility, social skills, and speech.
Demonstrate and apply management skills at the tactical and operational levels	Applies planning activities, including analyzing current situations, anticipating the future, determining objectives, choosing strategies, and determining required resources to achieve goals.
	Describes organizational and planning processes, including the assembling and coordinating of the human, financial, physical, knowledge, and other resources needed to achieve goals.
	Applies organization activities, including attracting people to the organization, specifying job responsibilities, grouping jobs into work units, marshalling and allocating resources, and creating conditions so that people and processes work together to achieve maximum success.
	Describes leadership actions, including directing, motivating, and communicating with team members, individually and in groups.
	Applies controlling fundamentals, including controlling, monitoring progress, and implementing necessary changes in alignment with organizational goals.
Demonstrate effective decision-making skills in the basic areas of business and operations.	Describes operational concepts and applies decision models for solving operations and production problems.
Demonstrate human relations skills in diverse organizational settings.	Gives examples of ethical applications in diverse business environments.
	Demonstrates team-building concepts and effective group work.

	Articulates conflict resolution techniques and issues.
	Explains applicable laws and practices in the recruitment, selection, evaluation, and retention of employees.
Analyze personal leadership style.	Describes the various ways to analyze personality traits and cognitive styles.
	Compares and contrasts leadership styles and theories.
	Contrasts leadership theory to self assessment.
Integrate major program knowledge and skills in capstone experience.	

BAS Applied Management Program Guidelines

Guidelines for Bachelor of Applied Science (BAS) degree program:

- Students must have an AAS to be accepted into this program.
- Student must complete General Education requirements at MSU or another institution.
- There are special exceptions to MSU policy that apply only to North Dakota residents, who need only 42 credits from MSU to complete the degree.
- If a student has completed his/her AAS out of state, all regular MSU policies apply (meet MSU General Education requirements, 60 credits at 4-year institution and at least 30 credits from MSU).
- A minimum cumulative total of 128 credits is required to graduate.

Bachelor of Applied Science with a Major in Applied Management

College of Business Core Requirements

AAS Degree

General Education		
General Education courses (Can be completed at MSU or other institution)		38-40
Diversity		
Diversity		3
Required Support Courses		
ECON 201	Principles of Microeconomics [1]	3
ECON 202	Principles of Macroeconomics [1]	3
ACCT 200	Elements of Accounting I	3
BOTE 247	Spreadsheet Applications	3
MATH 210	Elementary Statistics	4
College of Business Professional Core		
ACCT 201	Elements of Accounting II	3
BADM 301	Fundamentals of Management	3
BADM 303	Human Resource Management	3
BADM 309	Safety Management	3
BADM 321	Marketing	3
BADM 408	Negotiations	3
BADM 416	Operations Management	3
BADM 436	Organizational Behavior Principles and Practices	3
BIT 318	Business Communication	3
FIN 353	Corporation Finance	3
Select one of the following:		3
ACCT 300	Legal Environment of Business	
BADM 406	Professional Business Ethics	
BIT 220	Management Information Systems	
Select one of the following:		6
BADM 497	Internship	
Elective		
Total Hours		**96-98**

1 These courses can be taken as a part of the General Education requirement.

(Internship credits and experiences are customized to fit each student. Students may elect a combination of internship hours and additional courses from the elective list for a total of 6 credits to be approved by advisor)

International Business

International Business Program Mission

The International Business graduate is prepared for domestic and international careers where graduates will be employed in activities involved with the international flow of goods, services, and information. Our graduates take positions with global businesses, governmental organizations, and non-profit organizations. Our graduates add value to their employers' organizations through their acquired international expertise and sensitivities.

International Business Program Goals and Outcomes

Goal	Outcome
Apply knowledge of international business at the strategic, tactical, and operational levels in a changing global environment.	Applies business analysis at the strategic, tactical, and operational levels in any organization.
	Prepares and implements international business plans and strategies.
	Designs and introduces implementation plans.
	Designs and introduces control mechanisms.
	Conducts research that determines and prioritizes international business opportunities.
	Identifies and controls for international risks and uncertainties.
Apply cross-cultural business skills and expertise.	Demonstrates and applies international and domestic cross-cultural skills and competencies in segmenting and serving markets exhibiting different cultural characteristics.
	Demonstrates and applies communication skills and competencies demanded by organizations with international operations, or organizations that are affected by global events, conditions, and constraints.
	Demonstrates ability to use marketing, management, and other business disciplines in a variety of cultural settings.
Apply a variety of business and management skills in evaluating domestic and international business and non-business opportunities.	Explains and applies international business and management skills to evaluate domestic organizations that are affected by international events, conditions, and constraints.
	Explains and applies international business and management skills to evaluate international organizations that are affected by global events, conditions, and constraints.
Demonstrate effective decision-making, organizing and leadership skills.	Demonstrates effective decision-making, organizing and leadership skills in for-profit business organizations.
	Demonstrates effective decision-making, organizing and leadership skills in local, state, regional, national, and trans-national governmental organizations.
	Demonstrates effective decision-making, organizing and leadership skills in non-profit organizations.

Bachelor of Science with a Major in International Business

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 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3

BIT 220	Management Information Systems	3
BIT 318	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Corporation Finance	3
Courses Required for International Business Major		
ACCT 321	Managerial Accounting	3
BADM 120	Fundamentals of Business	3
BADM 307	International Business	3
BADM 427	International Marketing	3
BADM 437	International Culture & Management	3
BADM 462	International Business Strategy	3
FIN 457	International Corporate Finance	3
International Business Elective*		3
International Business Elective*		3
Any Foreign Language course(s)		
Any 300 or 400 level College of Business course(s)		
Any 300 or 400 level Economics course(s)		
or any of the following:		
GEOG 161	World Regional Geography	
GEOG 262	North America	
GEOG 370	Geography of World Tourism	
HIST 102	Western Civilization II	
HIST 380	History Of Mexico	
HIST 435	Latin American History Seminar	
HIST 491	History Seminar	
POLS 220	International Politics	
SOC 374	Cultural Studies	
Or course approval by student's International Bus. advisor		
Total International Business credits		24-27
Total Credits		99-102
Electives (to meet the 120 graduation requirement)		
Total Hours		120

Management

Management Program Mission

The Management program prepares future professionals to plan, organize staff, lead, and control resources for the purpose of adding value to organizations in diverse environments.

Management Program Goals and Outcomes

Goal	Outcome
Apply management principles at strategic, tactical, and operational levels.	Applies planning activities including analyzing current situations, anticipating the future, determining objectives, deciding in what types of activities the organization will engage, choosing strategies, and determining the resources needed to achieve the organization’s goals.
	Prepare organizational activities, including attracting people to the organization, specifying job responsibilities, grouping work into jobs, and organizing people and things to work together effectively.
	Assess leadership styles of self and others.
	Apply control fundamentals, including monitoring progress and implementing necessary changes to align with organizational goals.
	Apply operational concepts and quantitative decision models for solving operations and production problems.

	Apply qualitative and quantitative techniques to evaluate business performance.
Apply management skills from an entrepreneurial perspective.	Explain entrepreneurial theory, knowledge, practice, tools and techniques needed by entrepreneurs to start, grow, and harvest a successful venture.
	Apply innovation and creativity to create value to the organization.
	Develop a plan that includes sales projections, operations, marketing, finance, and organizational architecture.
	Identify, explore, and analyze entrepreneurial opportunities.
Explain management skills from an international business perspective.	Explain the theory, practice, and impact of international business.
	Explain culture and management in an international context.

Bachelor of Science with a major in Management

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 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BIT 220	Management Information Systems	3
BIT 318	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Corporation Finance	3
Courses Requirement for Management Major		
ACCT 321	Managerial Accounting	3
BADM 120	Fundamentals of Business	3
BADM 303	Human Resource Management	3
BADM 304	Entrepreneurship/Small Business Management	3
BADM 307	International Business	3
BADM 416	Operations Management	3
BADM 436	Organizational Behavior Principles and Practices	3
BADM 465	Strategic Management	3
BADM 489	Entrepreneurship and New Venture	3
BADM 498	Management Capstone	3
Electives		
(To meet the 120 SH graduation requirement)		
Total Hours		120

Marketing

Marketing Program Mission

The Marketing graduate is capable of filling marketing positions in organizations and communities and is capable of establishing, promoting and running business ventures.

Marketing Program Goals and Outcomes

Goal	Outcome
Apply marketing analysis and planning and control concepts at the strategic, tactical, and operational levels in an ever changing dynamic marketing environment.	Conducts marketing analysis at the strategic, tactical, and operational levels in any organization.
	Prepares and implements a marketing plan.
	Devises and implements control mechanisms.
	Conducts research and identifies how to manage change and facilitate organizational development.
	Identifies and analyzes risks and uncertainties and suggests risk management plans.
	Conducts environmental scanning.
	Identifies and analyzes the forces operating in an ever- changing marketing environment.
Apply promotional entrepreneurial, communication, and cross-cultural marketing skills and competencies.	Demonstrates and applies promotional skills and competencies for marketing products, services, and ideas.
	Demonstrates and applies entrepreneurial skills and competencies for marketing products, services, and ideas.
	Demonstrates and applies communication skills and competencies for internal marketing, customer service, and other marketing functions.
	Demonstrates and applies cross-cultural skills and competencies in segmenting and servicing markets.
Apply consumer behavior knowledge in marketing products, services, and ideas.	Applies consumer behavior knowledge in marketing products.
	Applies consumer behavior knowledge in marketing services.
	Applies consumer behavior knowledge in marketing ideas.
Apply marketing concepts in consumer, industrial, and government markets.	Demonstrates and applies consumer behavior knowledge in the consumer market.
	Demonstrates and applies consumer behavior knowledge in the industrial market.
	Demonstrates and applies consumer behavior knowledge in the government market.
Apply marketing skills in evaluating domestic and international marketing environments.	Explains and applies marketing skills to evaluate domestic markets.
	Explains and applies marketing skills to evaluate environmental international markets.
Demonstrate effective decision-making, planning, organizing, leading, and controlling knowledge, skills, and abilities.	Demonstrates effective decision-making, planning, organizing, leading, and controlling in advertising, promotion, public relations, and direct marketing.
	Demonstrates effective decision-making, planning, organizing, leading, and controlling in distribution and logistics.
	Demonstrates effective decision-making, planning, organizing, leading, and controlling in marketing information systems and e-commerce.
	Demonstrates effective decision-making, planning, organizing, leading, and controlling in product management.
Apply research tools and skills for exploring marketing opportunities and for solving market problems.	Applies research tools and skills for exploring marketing opportunities.
	Applies research tools and skills for solving marketing problems.

Bachelor of Science with a major in Marketing

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 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BIT 220	Management Information Systems	3
BIT 318	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Corporation Finance	3
Courses Required for Marketing Major		
MATH 146	Applied Calculus	3
ACCT 321	Managerial Accounting	3
BADM 120	Fundamentals of Business	3
BADM 307	International Business	3
BADM 324	Integrated Marketing Communications	3
BADM 421	Applied Business Research	3
BADM 422	Consumer Behavior	3
BADM 424	Logistics & Channel Management	3
BADM 427	International Marketing	3
BADM 488	Marketing Strategy	3
Electives		
(to meet the 120 graduation requirement)		
Total Hours		120

Business Administration Minor (for non-business majors)

ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
Select two BADM Courses from the 200-400 Level		6
Total Hours		**21**

International business Minor

FIN 251	Personal Finance	3
BADM 301	Fundamentals of Management	3
BADM 307	International Business	3
BADM 321	Marketing	3
BADM 427	International Marketing	3
BADM 437	International Culture & Management	3
Total Hours		**18**

Marketing Minor

BADM 120	Fundamentals of Business	3
BADM 301	Fundamentals of Management	3
BADM 307	International Business	3
BADM 321	Marketing	3
BADM 422	Consumer Behavior	3
BADM 424	Logistics & Channel Management	3
BADM 427	International Marketing	3
Total Hours		**21**

Management Minor

BADM 120	Fundamentals of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BADM 303	Human Resource Management	3
BADM 304	Entrepreneurship/Small Business Management	3
BADM 307	International Business	3
BADM 436	Organizational Behavior Principles and Practices	3
Total Hours		**21**

Management Concentration (for non-business majors)

BADM 120	Fundamentals of Business	3
BADM 301	Fundamentals of Management	3
BADM 303	Human Resource Management	3
BADM 436	Organizational Behavior Principles and Practices	3
Total Hours		**12**

Marketing Concentration (for non-business majors)

BADM 120	Fundamentals of Business	3
BADM 321	Marketing	3
BADM 422	Consumer Behavior	3
BADM 427	International Marketing	3
Total Hours		**12**

International Business Concentration

BADM 301	Fundamentals of Management	3
BADM 307	International Business	3
BADM 321	Marketing	3
BADM 437	International Culture & Management	3
Total Hours		**12**

Department of Business Information Technology

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Bachelor of Science with a major in Management Information Systems

General Education		
General Education Courses		
College of Business Required General Education Courses		
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
MATH 210	Elementary Statistics	4
College of Business Core Requirements		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 300	Legal Environment of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BIT 220	Management Information Systems	3
BIT 318	Business Communication	3
BOTE 247	Spreadsheet Applications	3
FIN 353	Corporation Finance	3
Courses Required for Management Information Systems Major		
BIT 235	Introduction to Web Site Design	3
BIT 310	IT Project Management	3
BIT 312	Data and Information Management	3
Programming Language (Dept. of Computer Science)		4
BIT 358	IT Infrastructure	3
BIT 370	Web-Based Application Development	3
BIT 440	Enterprise Architecture	3
BIT 441	IS Strategy, Management, & Acquistion	3
BIT 453	Systems Analysis	3
BIT 470	Projects in MIS	3
Choose one of the following tracks:		
Systems Analyst Track - 19 Semester Hours		
ENGL 315	Profes and Tech Writing	3
CSCI 331	Social Implications	4
BIT 311	Collaborative Computing	3
BIT 443	Outsourcing Management	3
BIT 452	Client/Server Database	3
BIT 460	MIS Seminar	3
OR		
IT Manager Track - 18 Semester Hours		
BIT 311	Collaborative Computing	3
BIT 385	Technology Management	3
BIT 443	Outsourcing Management	3

BIT 444	IT Security & Information Assurance	3
BIT 445	IT Audit Controls	3
BIT 460	MIS Seminar	3
Electives (To meet the 120 SH graduation requirement)		
Total Hours		120

Bachelor of Applied Science with a Major in Business Information Technology

General Education		
General Education Courses [1]		38-40
Required Courses		
ACCT 200	Elements of Accounting I	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BOTE 247	Spreadsheet Applications	3
BIT 318	Business Communication	3
BIT 220	Management Information Systems	3
BAS Courses for Major		
BIT 235	Introduction to Web Site Design	3
BIT 310	IT Project Management	3
BIT 311	Collaborative Computing	3
BIT 312	Data and Information Management	3
Programming Language		3
BIT 358	IT Infrastructure	3
BIT 370	Web-Based Application Development	3
BIT 440	Enterprise Architecture	3
BIT 441	IS Strategy, Management, & Acquistion	3
BIT 453	Systems Analysis	3
BIT 470	Projects in MIS	3
Total Hours		**89-91**

Bachelor of Science in Education with a major in Business Education

General Education		
General Education Courses		38-40
Required Business Education Core		
ACCT 200	Elements of Accounting I	3
ACCT 201	Elements of Accounting II	3
ACCT 300	Legal Environment of Business	3
BADM 120	Fundamentals of Business	3
BOTE 152	Keyboarding II	3
BIT 154	Word Processing & Presentation Software	3
BIT 235	Introduction to Web Site Design	3
BIT 236	Business Design Tools	3
BOTE 247	Spreadsheet Applications	3
BIT 220	Management Information Systems	3
BIT 318	Business Communication	3
BIT 342	Advanced Web Site Design	3
BIT 385	Technology Management	3
BIT 421	Philosophy of Career & Technical Education	3
BIT 423	Leadership in CTSOs	3
FIN 251	Personal Finance	3
Professional Education Sequence		
ED 260	Educational Psychology	2

ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching [1]	2
ED 493	Student Teaching, Secondary (and ED 483) [1]	16
SS 283	Ethnic and Cultural Diversity in America	3
SPED 110	Introduction to Exceptional Children	3
PSY 255	Child & Adolescent Psychology	3
or PSY 352	Adolescent Psychology	
BIT 391	Methods of Teaching Business [1]	3
Total Hours		**128-130**

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
ACCT 201	Elements of Accounting II	3
BADM 120	Fundamentals of Business	3
BOTE 152	Keyboarding II	3
BIT 154	Word Processing & Presentation Software	3
BIT 385	Technology Management	3
BIT 391	Methods of Teaching Business	3
Select two of the following:		6
BOTE 247	Spreadsheet Applications	
BIT 235	Introduction to Web Site Design	
BIT 236	Business Design Tools	
Total Hours		**27**

Management Information Systems Minor

Entire minor also offered online.

BIT 220	Management Information Systems	3
BIT 310	IT Project Management	3
BIT 311	Collaborative Computing	3
BIT 312	Data and Information Management	3
BIT 358	IT Infrastructure	3
BIT 385	Technology Management	3
BOTE 247	Spreadsheet Applications	3
Total Hours		**21**

Virtual Business Minor

Entire minor also offered online.

BIT 220	Management Information Systems	3
BIT 310	IT Project Management	3

BIT 311	Collaborative Computing	3
BIT 358	IT Infrastructure	3
BIT 440	Enterprise Architecture	3
BIT 441	IS Strategy, Management, & Acquistion	3
BIT 443	Outsourcing Management	3
Total Hours		**21**

Information Processing Concentration

Entire concentration also offered online.

BOTE 152	Keyboarding II	3
BIT 154	Word Processing & Presentation Software	3
BOTE 247	Spreadsheet Applications	3
BIT 236	Business Design Tools	3
BIT 312	Data and Information Management	3
Total Hours		**15**

Marketing Education Concentration

Restricted to Business Education majors.

BADM 120	Fundamentals of Business	3
BADM 301	Fundamentals of Management	3
BADM 321	Marketing	3
BADM 324	Integrated Marketing Communications	3
Total Hours		**12**

Office Services Concentration

Entire concentration also offered online.

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

Certificate Program in Application Software Specialist

Non-degree program designed for students seeking software application expertise. Courses apply toward Bachelor of Science in MIS major. All courses also offered through MSU online. This program is for students who are not majoring in MIS.

BOTE 247	Spreadsheet Applications	3
BIT 154	Word Processing & Presentation Software	3
BIT 236	Business Design Tools	3
BIT 310	IT Project Management	3
BIT 311	Collaborative Computing	3
BIT 312	Data and Information Management	3
Total Hours		**18**

Certificate Program in Web Development

Non-degree program designed for students seeking courses involving web site design. Courses apply toward Bachelor of Science in MIS major. All courses are also offered through MSU Online. This program is for students who are not majoring in MIS.

BIT 235	Introduction to Web Site Design	3
BIT 236	Business Design Tools	3
BIT 312	Data and Information Management	3
BIT 342	Advanced Web Site Design	3
BIT 358	IT Infrastructure	3

BIT 370	Web-Based Application Development	3
Total Hours		**18**

Applied Business Information Technology

Program Mission

The Bachelor of Applied Science in Applied Business Information Technology graduate is a technical person who is knowledgeable of many facets of information technology and is able to assimilate information technology skills.

The BAS in Applied Business Information Technology graduate will ...

Goal	Outcome
Lead and collaborate information systems project in a professional manner.	Lead cross-functional global teams, discuss globally distributed projects, and work effectively in diverse teams.
Negotiate with internal and external constituents when solving MIS problems.	Communicate with users about funding, resources of time, staff, and features; distinguish between providers regarding service levels; examine and ilustrate with providers regarding quality and perofrmance of deliverables; and facilitate negotiations between competing internal interests.
Apply analytical and critial thinking skills in the information systems environment.	Analyze the ethical and legal implications of complex situtations; analyze the risks associated with complex systems; solve complex problems; use quantitative analysis techniques appropriately and effectively; and enhance innovation and creativity in oneself and others.
Identify and design opportunities for IT-enables organizational improvement.	Ensure alignment between IT strategy and organizational strategy; improve organizational processes with information technology solutions; understand and design the role of information systems in managing organizational risks and establishing controls; identify and exploit opportunities created by emerging technology innovations; understand and document information requirements; improve various stakeholders' experience in interacting with the organization, including issues in human-computer interaction.
Analyze and evaluate information systems sourcing alternatives.	Identify and design high-level solution and sourcing options; analyze and document the feasibility of various options; compare solution options using multiple decision criteria; create a financial justification for choosing between alternatives; and evaluate cultural differences for options that cross geographical boundaries.
Design and implement information systems solutions.	Design enterprise architectures; identify, evaluate, and procure detailed solution and sourcing options; configure and integrate organizational solutions using packaged solutions; design and implement solutions that provide a high-quality user exerience; design secure systems and data infrastructures; design and implement applications; manage and explore organizational data and information; manage information systems development/procurement resources; and manage information systems projects.
Managing ongoing information technology operations.	Mange the use of enterprise technology resources; manage application performance and scalability; maintain existing information sytems; manage relationships with technology service providers; secure data and systems infrastructure; and ensure business continuance.
Synthesize business knowledge, practices and theories in generating and presenting a discipline specific project.	Deliver a professional prsentation to an audience of MIS professionals and peers.

BAS BIT Program Guidelines

Guidelines for Bachelor of Applied Science (BAS) degree program:

- Students must have an AAS to be accepted into this program.
- Student must complete General Education requirements at MSU or another institution.
- There are special exceptions to MSU policy that apply only to North Dakota residents, who need only 42 credits from MSU to complete the degree.
- If a student has completed his/her AAS out of state, all regular MSU policies apply (meet MSU General Education requirements, 60 credits at 4-year institution and at least 30 credits from MSU).
- A minimum cumulative total of 128 credits is required to graduate.

Business Education

University Teacher Education Policies

Refer to Teacher Education Policies (p. 221) 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 7-12. 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

Goal	Outcome
Completes all course and program requirements which result in professional educator licensure and completes coursework required for career & technical certification.	Maintains a grade point average of 2.5, required by the Minot State Teacher Education Unit.
	Joins Phi Beta Lambda.
	Completes a minimum of one online course.
	Applies knowledge through a variety of performance assessments.
Plans, organizes and manages a business education program that shall include: business and office technology, computer information systems, workplace skills and career opportunities, and advising a business student organization.	Arranges activities fostering the development of skills such as appropriate communication, human relations, and teamwork skills.
	Designs a comprehensive business education program for the school setting.
	Compiles a plan of activities for a business education student organization in accordance with the organization's handbook.
	Constructs a program administration plan that could include inventories of equipment, records of maintenance and a departmental budget.
Investigates a broad range of business and business related subjects.	Demonstrates knowledge of general business subjects such as economic systems, business organizations, legal/ethical implications and entrepreneurship, including global and technological aspects.
	Demonstrates knowledge of business subjects such as accounting, computer and information systems, business communications, and current technology applications.
Prepares himself/herself to teach computer technology and keyboarding at the middle level and elementary level.	Arranges keyboarding activities with the elementary classroom teacher that will enhance the language arts curriculum.
	Constructs lessons that deliver content appropriate to various grade levels.
Studies the methods of teaching business education, the philosophy of career and technical education and coordinating techniques (workplace opportunities).	Demonstrates techniques in lab settings.
	Demonstrates strategies for overseeing student use of technology.
	Adapts the business curriculum for special needs students.
	Utilizes various teaching resources to develop and update lesson plans.
	Develops a realization of the world for vocational education from its beginnings to the present time; includes pertinent legislation.
	Develops strategies for designing curriculum for business education.
	Develops strategies for implementing work place opportunities for high school students.

Goals adapted from North Dakota Program Approval Standards for Business Teacher Education and National Association for Business Teacher Education.

Department Teacher Education Requirements

In addition to university-wide teacher education policies, students enrolled in a degree program in business teacher education will complete the basic core and required courses. Students must be members of the MSU chapter of Phi Beta Lambda (PBL), and must retain membership in PBL through their student teaching experience. During course work, at least one course must be taken in the online environment.

North Dakota career and technical education certification requirements are listed at http://www.nd.gov/cte/teacher-cert/.

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

Management Information Systems

Management Information Systems Program Mission

A Management Information Systems graduate is a professional and technical person who is knowledgeable of many facets of information systems and is able to assimilate information technology theory and skills.

The Management Information Systems graduate will be able to ...

Goal	Outcome
Lead and collaborate information systems project in a professional manner.	Lead cross-functional global teams, discuss globally distributed projects, and work effectively in diverse teams.
Negotiate with internal and external constituents when solving MIS problems.	Communicate with users about funding, resources of time, staff, and features; distinguish between providers regarding service levels; examine and ilustrate with providers regarding quality and perofrmance of deliverables; and facilitate negotiations between competing internal interests.
Apply analytical and critial thinking skills in the information systems environment.	Analyze the ethical and legal implications of complex situtations; analyze the risks associated with complex systems; solve complex problems; use quantitative analysis techniques appropriately and effectively; and enhance innovation and creativity in oneself and others.
Identify and design opportunities for IT-enables organizational improvement.	Ensure alignment between IT strategy and organizational strategy; improve organizational processes with information technology solutions; understand and design the role of information systems in managing organizational risks and establishing controls; identify and exploit opportunities created by emerging technology innovations; understand and document information requirements; improve various stakeholders' experience in interacting with the organization, including issues in human-computer interaction.
Analyze and evaluate information systems sourcing alternatives.	Identify and design high-level solution and sourcing options; analyze and document the feasibility of various options; compare solution options using multiple decision criteria; create a financial justification for choosing between alternatives; and evaluate cultural differences for options that cross geographical boundaries.
Design and implement information systems solutions.	Design enterprise architectures; identify, evaluate, and procure detailed solution and sourcing options; configure and integrate organizational solutions using packaged solutions; design and implement solutions that provide a high-quality user exerience; design secure systems and data infrastructures; design and implement applications; manage and explore organizational data and information; manage information systems development/procurement resources; and manage information systems projects.
Managing ongoing information technology operations.	Mange the use of enterprise technology resources; manage application performance and scalability; maintain existing information sytems; manage relationships with technology service providers; secure data and systems infrastructure; and ensure business continuance.
Synthesize business knowledge, practices and theories in generating and presenting a discipline specific project.	Deliver a professional prsentation to an audience of MIS professionals and peers.

College of Education and Health Sciences

College of Education and Health Sciences Mission

The College of Education and Health Sciences prepares quality professionals and pre-professionals in education, human services, and health sciences to meet the needs of others within a changing society.

College of Education and Health Sciences Vision

The College of Education and Health Sciences will maintain a regional, national, and international reputation as a college:

- With graduates whose standards of performance are sought after by employers
- With faculty who are sought after for their expertise as scholars and teachers and for their contributions to the community
- With first class facilities including state-of-the-art technology and equipment

Organization

The College consists of five departments, with Interim Deans, Dr. Warren Gamas and Dr. Paul Markel . In addition, the Dean of the College serves as the head of the Teacher Education Unit which has programs from all three colleges on campus.

- Department of Addiction Studies, Psychology, and Social Work, Dr. Vicki Michels, Chair
- Department of Communication Disorders, Leisa Harmon, Chair
- Department of Nursing, Dr. Nicola Roed, Chair
- Department of Teacher Education and Human Performance, Dr. Erik Kana, Chair
- Department of Special Education, Dr. Greg Sampson, Chair
- Teacher Education Policies and Procedures (p. 221).

Department of Addiction Studies, Psychology and Social Work

Chair
Dr. Vicki Michels

The Department of Addictions Studies, Psychology, and Social Work (ASPSW) offers three undergraduate programs and one graduate program leading to the following degrees:

- **Bachelor of Science degree in Addiction Studies**
- **Bachelor of Social Work degree**
- **Bachelor of Arts degree in Psychology**
- **Education Specialist degree in School Psychology**

Dedicated to quality learning, ASPSW comprises 13 full-time faculty members and approximately 18 adjunct faculty members delivering our programs across North Dakota:

- Minot (Addiction Studies, Psychology, Social Work, and School Psychology)
- Bismarck (Addiction Studies, Psychology, Social Work)
- Fargo (Social Work)
- Dickinson (Social Work)

In cooperation with MSU's Center for Extended Learning, several ASPSW course are available around the world with online delivery. We also are expanding the reach of our Social Work program to Norway.

Our faculty and students are heavily engaged in service to the community and are active in research. Service and research foster an understanding for our students regarding how our departmental disciplines are applied in the community and add to our scientific knowledge. Student-led activities are facilitated by the Student Social Work Organization (SSWO) and the Psychology and Addiction Studies Club (PASC).

Our programs are fully accredited by the National Addiction Studies Accreditation Commission (NASAC), the Council on Social Work Education (CSWE) and the National Association of School Psychologists (NASP).

Addiction Studies

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

Addiction Studies Program Mission

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

Addiction Studies Program Goals and Outcomes

Goal	Outcome
The student will gain an understanding of the dynamics of addiction.	To prepare students for licensure in addiction counseling.
The student will understand the counseling process in addiction and other human problems.	To provide students with the skills necessary for independent practice.
The student will have an understanding of scientific inquiry and critical thinking applied to the addiction field.	

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
PSY 252	Child Psychology	3
PSY 261	Psychology of Adjustment	3
PSY 270	Abnormal Psychology	3
PSY 297	Addiction Studies Practicum	2

PSY 338	Professional Relations & Ethics	3
PSY 344	Dynamics of Addiction	3
PSY 349	Psychopharmacology	3
PSY 352	Adolescent Psychology	3
PSY 379	Psychology of Adult & Aging	3
PSY 411	Introduction to Personality Theories	3
PSY 423	Introduction to Counseling	3
PSY 424	Advanced Counseling	3
PSY 465	Physiological Psychology	3
PSY 476	Group Dynamics	3
SOC 201	Social Problems	3
SWK 340	Social Welfare Policy	3
SWK 331	Family Dynamics	3
SS 283	Ethnic and Cultural Diversity in America	3
HMS 203	Health Care Through the Life Span	3
ENGL 315	Profes and Tech Writing	3
Total Hours		**66**

Nine month 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.

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

Addiction Studies Concentration

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

PSY 261	Psychology of Adjustment	3
PSY 338	Professional Relations & Ethics	3
PSY 344	Dynamics of Addiction	3
PSY 349	Psychopharmacology	3
Total Hours		**12**

Psychology

Psychology Program Mission

To foster the study of human behavior through the development of scientific skills.

Psychology Program Goals and Outcomes

Goal	Outcome
The student will understand the different domains and their impact on human behavior.	The student will demonstrate their understanding of the Clinical/Personality basis of human behavior.
	The student will demonstrate their understanding of the biological basis of human behavior.

	The student will demonstrate their understanding of developmental and social processes in human behavior.
	The student will demonstrate their understanding of learning components in human behavior.
	The student will demonstrate their understanding of applications of psychology to human behavior.
The student will develop critical thinking.	The student will demonstrate the dialectic approach to problem solving
The student will have an understanding of psychology that reflects cultural diversity	The student will demonstrate their understanding of human diversity regarding psychology.
The student will have an understanding of the scientific methodology utilized to study human behavior.	The student will demonstrate the statistical analysis of research data.
	The student will demonstrate their understanding of the variety of research methodologies employed in psychology to resolve a hypotheses.
	The student will demonstrate their ability to use the American Psychological Association's publication style.
	The student will demonstrate their ability to write coherently.
	The student will demonstrate their ability to synthesize research findings.

Bachelor of Arts with a Major in Psychology (120 CR)

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

General Education		
General Education courses		
Required Psychology Core		
PSY 112	Foundations of Psychology	3
PSY 241	Introduction to Statistics	4
PSY 242	Research Methods in Psychology	4
PSY 375	History & Systems of Psychology	3
PSY 491	Senior Seminar in Psychology	3
Area 1 - Social/Personality Component		
Select two of the following:		6
PSY 270	Abnormal Psychology	
PSY 376	Social Psychology	
PSY 411	Introduction to Personality Theories	
Area 2 - Biological Component		
Select one of the following:		3
PSY 349	Psychopharmacology	
PSY 460	Sensation and Perception	
PSY 465	Physiological Psychology	
Area 3 - Developmental Component		
Select one of the following:		3
PSY 252	Child Psychology	
PSY 352	Adolescent Psychology	
PSY 379	Psychology of Adult & Aging	
Area 4 - Learning Component		
Select one of the following:		3
PSY 410	Cognitive Psychology	
PSY 435	Theories of Learning	
Area 5 - Applied Component		
Select one of the following:		3
PSY 313	Industrial Organizational Psychology	
PSY 423	Introduction to Counseling	
PSY 424	Advanced Counseling	
PSY 473	Behavior Modification	

Area 6 - Application Component		
Select one of the following:		3
PSY 495	Service Learning	
PSY 496	Senior Research Paper	
PSY 497	Psychology Practicum	
Psychology Electives		
Select one of the following:		3
PSY 261	Psychology of Adjustment	
PSY 338	Professional Relations & Ethics	
PSY 344	Dynamics of Addiction	
PSY 365	Evolutionary Psychology	
PSY 476	Group Dynamics	
PSY 494	Directed Behavorial Research	
Satisfy minor and/concentration(s) requirements		
Total Hours		**41**

Psychology Minor

Credits applied to the psychology minor may not be applied to the addictions studies major/minor/concentration. PSY 297 Addiction Studies Practicum, PSY 485 Addiction Studies Practicum, and may not be applied to the psychology minor.
PSY 460 Sensation and Perception can only be used in one of these sections.

PSY 270	Abnormal Psychology	3
PSY 375	History & Systems of Psychology	3
Select one of the following:		3
PSY 349	Psychopharmacology	
PSY 460	Sensation and Perception	
PSY 465	Physiological Psychology	
Select one of the following:		3
PSY 410	Cognitive Psychology	
PSY 435	Theories of Learning	
Select one of the following:		3
PSY 252	Child Psychology	
PSY 352	Adolescent Psychology	
PSY 379	Psychology of Adult & Aging	
Additional PSY electives		9
Any 200-400 level courses except PSY 255 are acceptable		
Total Hours		**24**

Psychology Concentration

Credits applied to the psychology concentration may not be applied to the addictions studies major/minor/concentration. PSY 297 Addiction Studies Practicum, PSY 485 Addiction Studies Practicum, and PSY 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. PSY 255 Child & Adolescent Psychology is not acceptable for the concentration.

Social Work

The Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education. The Program does not give academic credit for life experience or work experience, or allow such experience to be substituted for the field practicum or the required core courses.

Students must receive a “C” or better in all social work courses and maintain a GPA of at least 2.5 in all required social work foundation courses.

The Program is organized and implemented without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation.

Social Work Program Mission

The Minot State University Social Work Program through teaching, scholarship, and service prepares students with the knowledge, professional values, and skills for competent generalist social work practice in the Northern Great Plains. Students learn to reflect critically, advocate for social and economic justice and human rights, and work with diverse populations.

Social Work Program Goals and Outcomes

Goal	Outcome
Within the context of a general education perspective, to prepare students to be competent beginning generalist practitioners by grounding them in the knowledge, values, skills, and history of social work.	Demonstrate ethical and professional behavior.
To prepare students for practice employment and licensure and/or entry to a graduate program in social work.	Engage in diversity and difference in practice.
To promote professional growth and life-long learning.	Advance human rights and social economic and environmental justice.
	Engage in practice-informed research and research-informed practice.
	Engage in policy practice.
	Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

(Council on Social Work Education, 2015 EPAS)

Admission Requirements

Students are required to make application for admission to the social work program. Criteria for admission are as follows:

1. Successful completion of two social work courses, SWK 256 Development of Social Welfare, and SWK 250 Interpersonal Skills—or their equivalent (as approved by the social work faculty) with a grade of “C” or better. The combined GPA for these two courses must be at least 2.50.
2. Attainment of Cumulative GPA of 2.00 or better.
3. Completion of ENGL 110 College Composition I, ENGL 120 College Composition II, BIOL 111 Concepts of Biology, SOC 110 Introduction to Sociology, PSY 111 Introduction to Psychology, ECON 201 Principles of Microeconomics, or ECON 202 Principles of Macroeconomics, and POLS 115 American Government.
4. Evidence of at least 25 hours volunteer or paid work experience in a community service agency concurrent with SWK 250 Interpersonal Skills.
5. Social Work students must agree to read and abide by the NASW Code of Ethics and MSU Student Code of Conduct.
6. Personal statement and essay.

Admission to the Social Work Program occurs twice each academic year. Acceptance into the program is currently based upon the applicant’s GPA, written application, human service experience, and other personal qualifications. Students may not take SWK 335: Social Work Methods I, or any other advanced social work courses (with the exception of SWK 401/402) until they have been formally accepted into the Social Work Program and have successfully completed courses including SWK 250, 256, 330, and 331.

Once a student has been accepted into the program, the acceptance will expire if the student is not enrolled in any social work courses within five consecutive semesters or at the discretion of the program. This is not including the field practicum. Evaluating whether the student can continue with his/her social work courses will be the responsibility of the Social Work Program and/or Academic Affairs Committee.

Social Work majors must achieve an overall GPA of 2.00 and a grade of “C” or better in all required social work courses, in which they are enrolled prior to enrolling in SWK 490 Field Education.

The undergraduate social work program is accredited by the Council on Social Work Education (CSWE). Graduates of this program are eligible for regular membership in the National Association of Social Workers and may also be eligible for advanced standings in many graduate social work programs. The program leads to the Bachelor of Social Work (BSW) degree.

Bachelor of Social Work

General Education		
General Education courses		38-40
Social Work majors are required to take the following specific courses as general education requirements:		
PHIL 101	Introduction to Philosophy	
or PHIL 102	Philosophy of Human Nature	
SOC 110	Introduction to Sociology	

PSY 111	Introduction to Psychology	
BIOL 111	Concepts of Biology	
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 401	Contemporary Issues with Native American Families	3
or SWK 402	N.A. Children & Adolescents	
or SWK 430	Diversity, Oppression, and Social Change	
SWK 426	Social Work Methods II	3
SWK 427	Social Work Methods III [20 Hours]	3
SWK 490	Field Education	12
SWK 491	Senior Seminar	3
Required Support Courses		
HMS 203	Health Care Through the Life Span	3
or PSY 252	Child Psychology	
or PSY 255	Child & Adolescent Psychology	
or PSY 352	Adolescent Psychology	
or PSY 379	Psychology of Adult & Aging	
ECON 201	Principles of Microeconomics	3
or ECON 202	Principles of Macroeconomics	
POLS 115	American Government	3
PSY 241	Introduction to Statistics	4
or MATH 210	Elementary Statistics	
PSY 270	Abnormal Psychology	3
PSY 344	Dynamics of Addiction	3
Social Work or Other Approved Electives		3
Select one of the following:		3
PSY 242	Research Methods in Psychology	
SOC 278	Social Research Methods	
SWK 442	Research Methods in Social Work	
Select one of the following:		3
HIST 261	American Indian History	
SOC 280	Social Movement & Human Right	
Select one of the following:		3
SOC 361	Comparative Ethnic Studies	
SS 283	Ethnic and Cultural Diversity in America	
Electives		11
Total Hours		**122-124**

Department of Communication Disorders

Chair
Leisa Harmon

Communication Disorders Mission

The study of Communication Disorders prepares students for the professions of Audiology and Speech-Language Pathology. The undergraduate degree in Communication Disorders is preparatory for the master's degree in Speech-Language Pathology or Audiology. The graduate program in Communication Disorders is accredited in Speech-Language Pathology by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). All faculty in the area of Communication Disorders hold the Certificate of Clinical Competence, in their respective areas, from the American Speech-Language-Hearing Association. Faculty are also licensed to practice Speech-Language-Pathology and/or Audiology by the North Dakota State Board of Examiners in Speech-Language Pathology and Audiology.

Communication Disorders Program Goals and Outcomes

The program provides prerequisite training consistent with ASHA standards preparing students to enter a graduate degree program in Communication Disorders with emphasis in Audiology or Speech-Language-Pathology. The curriculum will provide students with:

Goal	Outcome
An understanding of normal speech, language, hearing and communication development and usage	The student will maintain academic and clinical progress toward graduation
Theoretical foundations and basic skills in diagnosis and therapy methodologies.	Students will demonstrate appropriate clinical skills in clinical practicum.
Information on multicultural, ethnic and social issues relevant to the study and understanding of these factors in relation to Audiology and Speech-Language Pathology.	Student will academically and clinically be prepared for graduate study.
Information in the basic sciences and in areas of normal development to complement the study of hearing, speech, language development and disorders and to ensure students' understanding of development across the life span.	Students will meet all standards to apply to a graduate program in speech-language pathology or audiology.

Department Policies

Student may obtain a BS degree with a major in Communication Disorders. Retention polices pertain to all majors in Communication Disorders. Criteria for retention
in the undergraduate degree program follow:

1. Students earning a grade of 'D' or 'F' in a CD course must retake the course and earn a grade of 'C' or higher.
2. After the semester in which 11 semester hours of required CD courses have been accumulated, students must have a 2.75 GPA in required CD courses. If the CD-GPA falls below 2.75, students will have only one semester of probation at any time during the undergraduate program to raise the CD-GPA to a minimum of 2.75 or the student will not be retained in the program. If students choose to use transfer credit for Communication Disorders courses, the transferred grades will be used in the same manner as the initial coursework from MSU in computing the CD-GPA for retention purposes.
3. The student must have a cumulative GPA of at least 2.75 to graduate with a degree in Communication Disorders.
4. Majors must complete the General Education English and Communications Required Core with a minimum grade point average of 2.50, with no grade lower than a 'C.'
5. CD majors must complete the speech and hearing screening no later than the first semester in which they enroll in CD classes. Prior to enrollment in CD 324 Techniques in Communication Disorders, students not passing the screening must complete a more thorough evaluation and show evidence of progress in areas requiring remediation. Ongoing progress in identified areas of remediation is required for continued enrollment in practicum courses. Practicum supervisors may request that a student repeat the speech and hearing screening if concerns about a student clinician's speech, hearing or language arise.
6. When there is supported evidence of cheating on examinations or other course assignments, the student will receive a failing grade for the course and will not be retained in the major.
7. Students who perform in an unprofessional or inappropriate manner regarding clinical responsibilities and/or confidential information will receive disciplinary action in the form of grade reduction and will not be retained in the major. Other action consistent with the university honesty policy and/or course syllabi may be taken.
8. Students are required to enroll in a practicum or related class to receive credit for clincal practice hours, including observation hours.

Public School Restricted SLPP License

Speech-Language Pathology Paraprofessionals (SLPP) who have completed a Speech-Language Pathology Paraprofessional/Assistant Program may only transfer coursework into the bachelor's program as approved by the Department of Communication Disorders. For example, students completing the SLPP Program at Williston State College or Lake Region State College will receive transfer credit for Introduction to Communication Disorders only.

Students who complete the B.S. in Communication Disorders may be eligible for licensure as an SLPP. In North Dakota, this licensure is granted through the Educational Standards and Practice Board. See the Department Chair or a CD Faculty Advisor for specific details.

Bachelor of Science with a Major in Communication Disorders

A BS degree is awarded upon satisfactory completion of the requirements listed below:

I. General Education- Required Core (15 SH) and Foundational Content (23 SH) as well as all Development Content requirements

II. Required CD Courses (38-41 SH)

CD 310	Introduction to Communication Disorders
CD 320	Introduction to Phonetics
CD 321	Language Development
CD 322	Speech Sound Disorders
CD 324	Techniques in Communication Disorders
CD 331	Language Disorders in Children
CD 341	Speech & Hearing Science
CD 342	Introduction to Audiology
CD 411	Clinical Practicum *may take twice depending on availability
CD 412	Neurology for Communication Disorders
CD 413	Anatomy and Phys for Communication Disorders
CD 420	Advanced Communication Disorders
CD 427	Aural Rehabilitation

III. Additional Required Courses (24-31 SH)

PSY 241	Introduction to Statistics [1]
or MATH 210	Elementary Statistics
PSY 252	Child Psychology
PSY 352	Adolescent Psychology
PSY 410	Cognitive Psychology
ED 260	Educational Psychology
ED 380	Technology in Teaching
SPED 110	Introduction to Exceptional Children
SPED 113	American Sign Language I [1]
or SPED 117	Manually Coded English
SPED 117	Manually Coded English
SPED 410	Introduction to High Incidence Disabilities
SS 283	Ethnic and Cultural Diversity in America

[1] May be used for General Education requirements

IV. Psychology Component: Choose 3 (9 SH)

PSY 261	Psychology of Adjustment
PSY 270	Abnormal Psychology
PSY 349	Psychopharmacology
PSY 376	Social Psychology
PSY 423	Introduction to Counseling
PSY 435	Theories of Learning
PSY 460	Sensation and Perception

PSY 465	Physiological Psychology
PSY 473	Behavior Modification

V. Aging Component: Choose 1 (3 SH)

PSY 379	Psychology of Adult & Aging
HMS 279	Death & Dying

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

ECE 313	The Emergent Reader	2
ELED 352	Foundations of Reading	3
ENGL 238	Children's Literature	3
ENGL 338	Topics in Adolescent Lit	3

Post-Baccalaureate Program

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

The Post-Bac Program is a two or three-semester plan in which the student takes all the undergraduate classes in Communication Disorders. To meet ASHA standards, the student is required to have one class in the following six categories: (1) statistics, (2) biology, (3) physical science (physics or chemistry), (4) social/behavioral Science (psychology, sociology, or anthropology), (5) sign language, and (6) ethnic diversity. Any of these classes which are lacking from post-bac students' transcripts may be taken prior to, during, or after the Post-Baccalaureate Program. They are not required to apply for the Post-Baccalaureate Program.

Application to the Post-Bac Program must be completed through Enrollment Services by March 1. Students accepted into the program must demonstrate a strong commitment to apply to the master's program; however, successful completion of the Post-Bac program does not guarantee acceptance into the graduate program. Students may enroll in the Post-Bac Program only once. A minimum 3.00 grade point average must be earned in the fall semester to be allowed to continue in the spring semester. The decision on how many students will be accepted into the Post-Bac Program will be made by the CD Department based on total enrollment, available space, and potential success of the candidates. Students are not required to complete the Graduate Record Examination (GRE) to enter the program but must complete it during the fall semester if they plan to apply for the master's program.

Post-Baccalaureate Admission Procedures

1. Complete the MSU Online Application to the Post-Baccalaureate Program and submit this and the required materials listed below by March 1.
2. Submit original transcripts from all universities attended. Candidate must have a 3.0 GPA at the undergraduate level or a 3.3 GPA for the last 60 undergraduate hours.
3. Provide proof of two doses of immunization for measles, mumps, and rubella.
4. Include a non-refundable $35 (US) application fee to "Minot State University."
5. 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-Bac Program and potential success at the graduate level.
6. Submit an autobiography to describe current status and reasons why you want to pursue a career in Speech-Language Pathology.

Retention Criteria in Post-Baccalaureate Program

1. Student may not continue enrollment in this program if any grade lower than a "C" in department coursework is earned.
2. Student must have and maintain a minimum 3.0 GPA ("B" average).
3. Students who do not meet the above criteria for retention may not enroll in additional coursework in the Department of Communication Disorders.
4. Students must demonstrate adequate speech and hearing or show evidence each semester from the Department of Communication Disorders that progress is being made in the required remediation.

Post-Baccalaureate Program Options (2 or 3 semesters):

1. CLINICAL PRACTICUM Option- 3 semesters (Recommended for anyone planning graduate study at MSU)

Fall Semester: 11 semester hours (+ any missing courses)

CD 310	Introduction to Communication Disorders
CD 320	Introduction to Phonetics

CD 322	Speech Sound Disorders
CD 412	Neurology for Communication Disorders

Any other undergraduate courses required to meet ASHA certification standards: physical science (chemistry or physics), biological science, statistics, sign language, diversity.

Spring Semester: 20 hours

CD 321	Language Development
CD 341	Speech & Hearing Science
CD 324	Techniques in Communication Disorders
CD 331	Language Disorders in Children
CD 413	Anatomy and Phys for Communication Disorders
CD 420	Advanced Communication Disorders
CD 427	Aural Rehabilitation

Summer Semester: 7 hours

CD 342	Introduction to Audiology
CD 411	Clinical Practicum

2. NO CLINICAL PRACTICUM Option- 2 semesters

Fall Semester: 15 hours (+ any missing courses)

CD 310	Introduction to Communication Disorders
CD 320	Introduction to Phonetics
CD 322	Speech Sound Disorders
CD 342	Introduction to Audiology
CD 412	Neurology for Communication Disorders

Also any other undergraduate courses required to meet ASHA certification standards: physical science (chemistry or physics), biological science, statistics, sign language, diversity.

Spring Semester: 20 hours

CD 321	Language Development
CD 341	Speech & Hearing Science
CD 324	Techniques in Communication Disorders
CD 331	Language Disorders in Children
CD 413	Anatomy and Phys for Communication Disorders
CD 420	Advanced Communication Disorders
CD 427	Aural Rehabilitation

Department of Nursing

Chair
Nicola J. Roed

Nursing Program Mission

The Minot State University Department of Nursing is an integral part of the parent institution and is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The Department of Nursing shares the mission of Minot State University to advance knowledge, critical and creative thinking, and the vitality of community cultures. The mission of the institution is supported by beliefs, core values, and visions describing aspects of learning, teaching, campus life, research and service. **The mission of the Department of Nursing is to educate individuals for professional roles in nursing and for graduate education.**

The philosophy of the Department of Nursing program is anchored in the major constructs of the meta-paradigm of nursing. Those constructs are identified as person, environment, health and nursing. Nursing education is viewed as a process designed to facilitate learning. Students and faculty are active and responsible participants in learning. Nursing education at the baccalaureate level integrates content from the arts and humanities and social and physical sciences.

Key components emphasized within the curriculum are derived from the Department of Nursing's mission and philosophy and include **professionalism, research, holistic health, and globalization.** Certain content within all courses are integrated with the key curricular components. The Department of Nursing's theoretical beliefs are eclectic in nature with key concepts drawn from the works of Florence Nightingale, Madeline Leininger, and M. Jean Watson. Faculty embraces these theoretical beliefs as important to nursing and baccalaureate education.

Nursing Program Goals and Outcomes

Goal	Outcome
Provide a nursing education that is sensitive to the cultural, racial, and ethnic diversity of the community.	Communicate effectively (written, verbal, technology).
Provide a professional nursing major supported by liberal arts and sciences.	Integrate knowledge for safe, effective, quality care environments; health promotion and maintenance; psychosocial integrity; and physiological integrity.
Educate nurses with an emphasis on health promotion, disease prevention, restoration, rehabilitation and palliative care in acute care, long term care settings, home, school, community, and rural environments.	Practice professional nursing in a variety of settings responding to the needs of diverse individuals, families, groups, and communities.
Provide nursing care to individuals and groups with varied and complex health needs throughout their life span.	Employ critical thinking/reasoning in problem solving and decision making.
Provide for the acquisition of knowledge, values, and skills to enable graduates to meet competencies for entry level roles.	Incorporate research for evidence-based nursing practice.
Encourage ongoing professional and personal development and life long learning	
Provide for educational opportunities in nursing and health management sciences.	

Advisory Information

First-year student (freshman) and sophomores should select required support courses before other required and elective courses. Study of the current class schedule, the summer schedule, and the yearly schedule of classes will aid students in planning how to complete requirements to be eligible for admission into the nursing major. Students are expected to maintain contact each semester with their academic adviser.

Assessment

The purpose of assessment is to measure the extent of attainment of Department of Nursing goals and student learning outcomes. Assessment results are used to evaluate and improve the program. Participation in assessment activities (e.g., surveys, standardized tests) is required of all nursing majors. Decisions about progresssion can be affected by student outcomes of assessment results, for example the Assessment Technologies Institute (ATI) assessments.

Approval and Accreditation

The Department of Nursing is approved by the North Dakota Board of Nursing (NDBON) and accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). The NDBON is located at 919 57th St Suite 504, Bismarck, ND 58504-5881 and can be contacted at 701-328-9778. ACEN

may be contacted at 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326 or at 404-975-5000. The Department of Nursing is a member of the National League for Nursing Council of Baccalaureate and Higher Degree Programs.

Cooperating Agencies

Clinical experiences and learning opportunities occur in many different settings, including but not limited to the following agencies. Educational agreements are required for all clinical sites.

- City/County Free Clinic, Minot
- Dakota Boys and Girls Ranch
- Day Care and Child Care Centers
- First District Health Unit
- Minot Catholic Schools and Public Schools
- North Central Human Service Center
- Student Health Services, MSU
- Trinity Homes
- Trinity Hospital and Medical Clinics

Bachelor of Science in Nursing

The Bachelor of Science in Nursing degree is a four-year course of study and provides a broad background of liberal arts, sciences, and general education as a minimum foundation for professional nursing. A graduate is prepared as a generalist practitioner in nursing and is qualified to take the licensure examination to become a registered nurse. Minot State University's nursing program provides experiences in meeting human needs holistically along the health-illness continuum.

The Department of Nursing reserves the right to alter content, sequence, and courses offered in the nursing program to maintain relevance with current and future professional nursing education and practice.

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 and higher numbers) requires that a student has demonstrated scholarly ability to pursue a professional career in nursing. An Application for Admission to the Nursing Major must be submitted by September 15 for Spring admission and by February 1 for Fall admission, along with the $25.00 application fee.

Prior to applying to the nursing major, a student must have met the following criteria:

1. 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.
2. Completed all science courses within 10 years prior to admission to the nursing major. Students with a previous bachelors degree in a professional clinical health care role (ex: radiology, medical technologist) who have documented clinical practice within the last 10 years may have the 10 year science policy waived. If the student accepts the waiver, their transcribed grade for science courses will be used for application.
3. Maintained a minimum cumulative grade point average (GPA) of 2.75. May waive as a condition for application the required cumulative GPA from a previous bachelors degree as transcripted by Minot State University on the official transcript. The required support course GPA remains at 2.8 for application. In addition, the candidate requesting this waiver must score a minimum of 78% on the TEAS V® test to be considered for admission. The cumulative GPA will be used as a tiebreaker.
4. Achieved a minimum grade of "C" in each required support course. Support courses that are repeated must be successfully completed with a "C" or better prior to application.
5. Required Lab Science Courses can be repeated only once with the most current grade being used for RSGPA.
6. Achieved a GPA of 2.8 in required support courses.
7. Completed or enrolled in a minimum of 47 SH plus INT/FYE if required.
8. Completed a minimum of 8 required support courses of which two are Sciences (BIOL 142, BIOL 220, BIOL 221, CHEM 115).

9. **Requried Support Courses 40 SH**

BIOL 142	General Microbiology	4
BIOL 220	Anatomy And Physiology I	4
BIOL 221	Anatomy And Physiology II	4
CHEM 115	Introductory 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 & Development	3
NURS 253	Nursing Perspectives	3
COMM 110	Fundamentals of Public Speaking	3
HMS 240	Nutrition	3
Cultural Course (HMS 333, SS 283, SOC 374) (Cultural courses must address a variety of cultrures.)		3
Support Courses for the Nursing Major Not Required for Admission (9 cr)		
PSY 270	Abnormal Psychology	3
Philosophy Course		3
Statistics Course		3
Total Hours		**49**

10. All students born outside the United States and Canada must complete the TOEFL:IBT with a minimum score of 79 or minimum paper based score of 550 as a requirement for admission into the nursing the nursing major. Official results must be submitted.
11. All applicants must take the TEAS V® test and achieve a “proficient” level score to be eligible for admission. The TEAS V® test can be taken no more than two times for each application period.
12. A 1-2 page essay on your philosophy of nursing must be included with the application.
13. Two references must be submitted before the deadline for application. The reference form may be downloaded from the DON web page at: http://www.minotstateu.edu/nursing/. These reference forms must be mailed directly to the Department of Nursing at Minot State University by the recommender (not the applicant).
14. The signature of your advisor is required for admission application. It is expected that you communicate through email, phone, or in person with your advisor during the application process.
15. Students without a nursing license, but having transferable nursing major credits comparable to NURS 255 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.

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	6
NURS 464	Adult Health III	4
NURS 471	Nursing Review	1
NURS 472	Trends and Issues	2
NURS 473	Nursing Leadership & Management	3
NURS 497	Nursing Practicum	6

A criminal background check is required of all students admitted into the MSU Nursing Program before clinical experiences occur. See the policy and procedure regarding criminal background checks on the Department of Nursing Web site for further information.

Progress in the Major

Nursing majors must achieve a minimum grade of "C" in nursing courses and required supplemental courses for continuous progress in the nursing program. PSY 270 Abnormal Psychology must be completed with a minimum grade of "C" prior to NURS 354 Psychiatric-Mental Health Nursing. HMS 215 Principles of Pharmacology and HMS 243 Pathophysiology must be completed prior to or concurrent with NURS 255 and NURS 264. A statistics course must be completed with a grade of 'C' or better prior to or concurrent with NURS 363 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.

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 Admissions and Progression requirements; or otherwise has not been successful will not be eligible for readmission.

BSN Completion (122 credits)

The Bachelor of Science in Nursing for Registered Nurses is available in an online format with one designated clinical course. Individual clinical experiences are arranged by students under the direction of qualified expert faculty.

Requirements for Admission for BSN Completion Program:

1. Make application to Minot State University.
2. Request an appointment with the Advanced Standing Director in the Department of Nursing. An informal credit review of prior course work will be conducted to plan a program of study.
3. Students who have graduated from a board approved nursing education program and have passed NCLEX-RN® need to:
   a. Make application to the Department of Nursing.
   b. Submit nursing license documentation to the Department of Nursing.
   c. Submit a criminal background check form and fee.
4. Students who have graduated from a board approved nursing education program, but have not yet passed NCLEX-RN ® may take the following courses before acceptance into the program:
   a. General education courses
   b. Required support courses
   c. NURS 363 Theory & Research
   d. NURS 383 Professional Nursing I
   e. Special Topics course approved by the Nursing Department

Curriculum:

General Education Courses (38)	
Required Support Courses: (4)	
PSY 241	Introduction to Statistics
or MATH 210	Elementary Statistics
Nursing Courses (21)	
NURS 363	Nursing Theory and Research
NURS 383	Professional Nursing I
NURS 483	Professional Nursing II
NURS 457	Public Health for the Professional Nurse I

NURS 458	Public Health Prof Nurse II (135 hours clinical)	
NURS 493	Professional Nursing III	
Special topics course (3) approved by the Nursing Department		
NCLEX-RN Examination Credits (40)		
Electives or Transfer Courses (26)		
A minimum of 30 credits need to be taken at Minot State University		

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	Ethnic and Cultural 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 & Development	
HMS 279	Death & Dying	
HMS 379	Health & Physiological Aspects of Aging	
NURS 323	Gerontological Nursing	
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 260	Introduction to Public Health	
HMS 460	Quality & Risk Management in Health Care	
HMS 463	Issues Health Care Regs & Prac	
NURS 253	Nursing Perspectives	
HMS 322	Therapeutic Touch	
BADM 322	Professional Selling	
FIN 251	Personal Finance	
HPER 210	First Aid & CPR	
HPER 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 from the following nursing courses:

NURS 253	Nursing Perspectives	3
NURS 323	Gerontological Nursing	3
HMS 322	Therapeutic Touch	2

Department of Special Education

Chair
Dr. Greg Sampson

Special Education Program Mission

MSU's special education program: 1) provides exemplary learning experiences to prospective and practicing educators; 2) provides technical assistance and services to schools, families, and agencies; 3) disseminates current and relevant information to state and local agencies; and 4) conducts credible, practical research.

Students who complete one of MSU's special education programs will be reflective decision makers who provide exemplary educational services to people with disabilities.

Special Education Department Goals and Outcomes

The Department's goals and outcomes are aligned with the national Council for Exceptional Children standards and practices for professional development.

Goal	Outcome
Prepare professional personnel to teach children and adults with disabilities.	Students will describe the philosophical, historical and legal foundations of special education.
Render community service to children and adults with disabilities through testing, clinical program and consultation.	Students will describe the characteristics of learners with and without disabilities.
Assist teachers, administrators and parents to understand and improve the lives of individuals having special needs.	Students will demonstrate appropriate assessment, diagnosis and evaluation procedures and strategies for individuals with disabilities.
	Students will use appropriate instructional content and practices for individuals with disabilities.
	Students will plan and manage the teaching and learning environment for individuals with disabilities.
	Students will manage learner behavior and social interactions.
	Students will engage in and facilitate appropriate communication and collaborative partnerships.
	Students will demonstrate professional and ethical practices.

Admission to Teacher Education

All students completing a BSEd in Special Education must meet specific teacher education requirements prior to enrolling in Block I/II methods courses, corresponding community-based practica, and student teaching. To accomplish this, an application packet must be completed and submitted to their Special Education Advisor one semester prior to anticipated Blocks enrollment. It is then forwarded to the Department Chair and the Dean of Education and Health Sciences. The Teacher Education Administrative Council (TEAC) will review the packet and will grant or deny admission to Teacher Education prior to registration for the following semester. After admission to Teacher Education, the students may enroll in restricted education classes and in SPED practica, provided all other prerequisites are met.

Application for Teacher Education

The application packet will contain the following:

1. Application form identifying
   a. a GPA of at least 2.50 overall for General Education (GE) requirements and,
   b. a GPA of at least 2.50 for the communications section of the GE requirements.
2. Documentation of 20 clock hours of supervised activities with children or youth is obtained as one component of SPED 233 Experience In SPED.
3. Two completed "Reference Forms for Admission to Teacher Education" from previous teachers/supervisors.
4. A personal "Philosophy of Education" statement.
5. Satisfactory Pre-Professional Skills Test (PPST) scores.
   a. Overall composite score of 516 or more
   b. Reading score of 173/170; Writing score of 173/171; and Math score of 170/169. Scores in two of the areas must meet or exceed the highest score listed. The third score may not be below the lowest score in a subject area.
6. Evidence of completion of a Teacher Education Seminar.

7. A completed self-assessment of CEC standards and professional dispositions.

Candidates applying for a North Dakota special education license must work with MSU and the ND Education Standards and Practices Board to complete an acceptable program of Study for the BSEd in Special Education.

Prospective student teachers in Special Education should make application for student teaching a full semester in advance of potential placement. Application materials are available from the Special Education Office, Memorial 210. Information regarding relevant deadlines may be obtained from the Special Education office, the MSU campus calendar, the MSU website, and the Red and Green. It is the responsibility of the student to follow all published deadlines. Only applications submitted by the published due dates will be considered for student teaching approval.

Criteria for Retention in Teacher Education

1. Special Education students must maintain a cumulative grade point average of at least 2.50 in all courses within the Special Education and teacher education core. Students must receive no grade less than a “C” in any core education course. A grade below a “C” results in probation. This course grade must be replaced with a grade of “C” or higher prior to applying to student teaching.
2. Students are expected to demonstrate the dispositions of a professional teacher as described by CEC teaching standards. Students who display inappropriate dispositions are reported to MSU faculty and/or local school district representatives. Prior to the lodging of a formal complaint regarding students’ dispositions, MSU faculty will engage in a discussion of the complaint and attempt to attain a resolution. If a resolution is not attained, a formal complaint is then filed with the chair of TEAC who will forward it to the appropriate personnel and bring it forth to TEAC for determination of appropriate futher action, such as a plan to remedy concerns, probation with a plan to remedy concerns, or removal from the program.
3. Students must maintain continuous enrollment at MSU. Students who are not enrolled at the university for more than two consecutive semesters (excluding summer sessions) will be dropped from the Special Education major and must be recommended by their advisor for re-admittance prior to continuing with any further coursework. Students dropped from Special Education for other reasons must go through the full admissions process but will not be required to duplicate relevant items from the first admission.

Exit Requirements from the Special Education Major

1. Successful completion of all coursework outlined by the student’s Program of Study and major department.
2. Successful completion of student teaching.
3. Successful completion of the Praxis II tests.
4. Completed formal application for graduation.

Praxis Testing

Students graduating in Special Education are required to successfully complete the Praxis II test for the area of Special Education: Core Knowledge and Mild to Moderate Applications. The test code for the computerized version of the test is 0543 and the test code for the printed version of the test is 543.

Bachelor of Science in Education with a Major Special Education [1]

General Education		
General Education Courses		38
Requires two lab sciences: one each in Life and Physical Sciences.		
MATH 103	College Algebra	
HIST 103	US History to 1877	
or HIST 212	World Civilizations Since 1500	
GEOG 110	Introduction to Geography	
or GEOG 161	World Regional Geography	
Required Special Education Core		
SPED 110	Introduction to Exceptional Children	3
SPED 120	Intro to Positive Behavior Supports	3
or PSY 473	Behavior Modification	
SPED 141	Development of Young Children	2
SPED 201	Applied Behavior Analysis for Teachers	2
SPED 202	Intro to Sensory Disabilities	3
SPED 233	Experience In SPED	1
SPED 310	Intro to Intellectual Disabilities and Autism Spectrum Disorders	3
SPED 317	Foundational Academics	2
SPED 340	Assessment in SPED [1]	4
SPED 379	Leadership in SPED	3

SPED 410	Introduction to High Incidence 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	4
Professional Education Sequence		
Select one of the following:		3
PSY 252	Child Psychology	
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology	
SS 283	Ethnic and Cultural Diversity in America	3
SPED 110		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching [1]	2
ED 484	Student Teaching Seminar [1]	2
ED 495	Student Teaching, Special Areas [1]	12
Total Hours		**120**

[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.

Deaf and Hard of Hearing Minor

SPED 110	Introduction to Exceptional Children	3
SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
SPED 117	Manually Coded English	3
SPED 210	Intro to Ed of Children w/DHH	3
SPED 213	American Sign Language III	3
SPED 233	Experience In SPED	1
CD 321	Language Development	3
CD 342	Introduction to Audiology	4
CD 427	Aural Rehabilitation	3
Total Hours		**29**

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 210	Intro to Ed of Children w/DHH	
SPED 310	Intro to Intellectual Disabilities and Autism Spectrum Disorders	
SPED 410	Introduction to High Incidence Disabilities	
Total Hours		**12**

Intellectual/Developmental Disabilities

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

MSU's two Intellectual/Developmental Disabilities (IDD) degree programs prepare professionals to work for agencies that provide services for adults with intellectual/developmental disabilities. The Associate of Science in Human Services with a major in I/DD is a unique program that works closely with North Dakota's community-based service system.

Since students in this program often hold full-time and part-time jobs in the I/DD service industry, all of the classes in this degree program's "required core" are made available at I/DD service sites throughout ND, and online. Furthermore, this program's general education requirements can be completed at any accredited college or university.

The Associate of Science Degree in Human Services with a major in Intellectual/Developmental Disabilities is awarded upon satisfactory completion of the designated 27 credits of Intellectual/Developmental Disabilities coursework and the 38 credits of General Education coursework. Further information can be obtained from the Department of Special Education, Developmental Disabilities Office at 701-858-3260, 1-800-777-0750, ext. 3260.

General Education		
General Education Courses		38
Required Core		
SPED 101	Introduction to IDD	3
SPED 111	Health Care in IDD I	3
SPED 112	Health Care in Developmental Disabilities II	2
SPED 120	Intro to Positive Behavior Supports	3
SPED 130	Expanding Leisure Options IDD I	1
SPED 140	Human Development	2
SPED 221	Promoting Personal Outcomes	2
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	1
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		**65**

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.

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 was originally designed as a career ladder choice for graduates of our Associate of Science in Human Services with a major in I/DD degree and many students continue to follow this career path. In recent years, an increasing number of students have enrolled in this four-year program with neither an Associate degree nor previous experience in the I/DD service industry. Like the Associate of Science degree, students in this four-year program take advantage of many paid, hands-on experiences in the I/DD service industry.

General Education		
General Education Courses		38
Required Core		
SPED 101	Introduction to IDD	3
SPED 111	Health Care in IDD I	3

SPED 112	Health Care in Developmental Disabilities II	2
SPED 130	Expanding Leisure Options IDD I	1
SPED 221	Promoting Personal Outcomes	2
SPED 250	Developing Communicative Interactions	2
SPED 296	Field Experience in IDD	4
SPED 310	Intro to Intellectual Disabilities and Autism Spectrum Disorders	3
SPED 340	Assessment in SPED	4
SPED 441	Methods for High Incidence Disabilities	3
SPED 442	Methods for Low Incidence Disabilities	3
SPED 444	Transition to Adult Life	3
SPED 445	Collaboration in Special Education	3
SPED 491	Senior Seminar in IDD	4
SPED 497	Externship in IDD	8
Behavior Management Requirement		
Select one of the following:		3
SPED 120	Intro to Positive Behavior Supports	
PSY 473	Behavior Modification	
Human Development Requirement		
Select one of the following:		2-3
SPED 140	Human Development	
PSY 255	Child & Adolescent Psychology	
Mature-Citizen Requirements		
Select one of the following:		2-3
SPED 255	Aging and IDD	
PSY 379	Psychology of Adult & Aging	
Adjunctive discipline studies (Granting department requirements)		
Students in this program may complete either an academic minor or two academic concentrations.		
Minor and/or Concentration(s)-Related Field		
Students pursuing a non-teaching Bachelor of Science degree in Human Services with a major in Intellectual/Developmental Disabilities should take an average of 16 hours per semester to complete 128 hours in four years (eight semesters). Consult an advisor for specific class sequence.		33
Total Hours		**126-128**

Intellectual/Developmental Disabilities Concentration

Required		
SPED 101	Introduction to IDD	3
SPED 120	Intro to Positive Behavior Supports	3
SPED 221	Promoting Personal Outcomes	2
Select two or three of the following:		4
SPED 111	Health Care in IDD I	
SPED 112	Health Care in Developmental Disabilities II	
SPED 130	Expanding Leisure Options IDD I	
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**

Certificate of Completion in Intellectual/Developmental Disabilities

The Certificate of Completion in Intellectual/Developmental Disabilities is designed to meet a national demand for paraprofessional training of personnel who support individuals with Intellectual/Developmental Disabilities in the community. Students will be required to take SPED 101: Introduction to I/DD and at least 12 semester hours of electives from the remaining courses in the Associate of Science in Human Services with a major in Intellectual/

Developmental Disabilities. Students may specialize in Health Care, Positive Behavior Supports, Aging, or Severe Disabilities. Contact (701) 858-3260 or 800-777-0756 ext 3260 for advising.

SPED 101	Introduction to IDD	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 130	Expanding Leisure Options IDD I	
SPED 140	Human Development	
SPED 221	Promoting Personal Outcomes	
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**

Department of Teacher Education and Human Performance

Chair -- T. Erik S. Kana, Ph.D.

The Department of Teacher Education and Human Performance is responsible for: 1) the required pedagogy core courses for all teaching majors; 2) the preparation of Elementary teachers; 3) the preparation of Early Childhood Education teachers; 4) the preparation of Physical Education teachers; 5) the preparation of Corporate Fitness majors; and 6) the preparation of Athletic Training majors.

The department also has responsibility for the operation of the Teacher Advisement and Field Placement Office, which handles group advising relative to Teacher Education and coordinates practicum and student teaching placements.

Teacher Education and Human Performance Department Mission

The Department of Teacher Education and Human Performance (TEHP) emphasizes the role of the teacher as reflective decision-maker through a conceptual model which emphasizes action, reflection, and knowledge (ARK). Through course work and field experiences the student builds knowledge around specific discipline content and around best pedagogical practices, providing a basis for reflection and action.

TEHP, in addition, supports the overall mission of the broader Teacher Education Unit (TEU) at Minot State University. The TEU focuses on current cognitive science research* to prepare teachers who demonstrate reflective decision-making and the ability to integrate knowledge of content, students and the contexts in which we learn.

Our Mission is to prepare educational professionals with:

- knowledge of content, and knowledge of cognitive and developmental sciences,
- performance skills, and
- professional dispositions toward the students, curriculum, and reasons they teach. This preparation will allow them to work successfully with:
- varied students,
- within a global community.

[1] Cognitive Science is defined here as a multi-disciplinary field or study which includes what we know about observed individual and social behaviors, mental representations and thinking processes (mind), biophysical structures, functions and mechanisms of learning (brain), and how human beings change over time as they develop in all quadrants: cognitive, social, emotional and physical growth (eduction).

Teacher Education and Human Performance Department Goals and Outcomes

Objectives

1. To provide a comprehensive teacher training program in elementary and secondary education.
2. To prepare competent teachers who are involved in acting and reflecting on the pedagogical and content knowledge they have acquired.
3. To provide specialized training in reading, early childhood education, and middle school.
4. To provide opportunity for certification in Water Safety Instruction (WSI), Cardio-Pulmonary Resuscitation (CPR), and Hunter Education.
5. To provide a sound foundation for graduate studies in education.
6. To develop skills and knowledge that aid in developing a personal, lifetime wellness concept.
7. To provide a program to meet the needs of students seeking employment opportunities in hospital wellness centers, sports medicine departments, community sport and fitness clubs, and corporate fitness settings.
8. To provide courses that fulfill the General Education requirements and provide university students with the chance to develop life long activity opportunities.

Teacher Education Coursework

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 Education)		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5

ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
Select one of the following:		3
PSY 252	Child Psychology	
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology (only Secondary Education Majors)	
Admittance to Teacher Education Required:		
ED 380	Technology in Teaching	2
Methods class(es) required by major		4
Select one of the following:		6-16
ED 491	Student Teaching Kindergarten (Course number dependent upon student teaching grade level)	
ED 492	Student Teaching, Elementary (and ED 482)	
ED 493	Student Teaching, Secondary (and ED 483)	
ED 494	Student Teaching K-12 (and ED 484)	
ED 495	Student Teaching, Special Areas (and ED 484)	
Total Hours		**99-121**

Department/Division Requirements: see catalog descriptions under each department and division offering a BSEd degree.

Athletic Training

Criteria for Retention

Athletic Training Program students must maintain a cumulative grade point average of at least 2.75 in all courses. At the end of each semester, grades will be reviewed and if the required grade point average is not met, the candidate will be placed on probation. Students will be permitted to continue taking courses within the Athletic Training Program the subsequent semester provided a 2.75 grade point average is achieved by the end of the semester.

Athletic Training Program students must receive a grade of “C” or better in every course of the Athletic Training Program core. At the end of each semester, grades will be reviewed and if the student has received a grade less than a “C” in any course of the Athletic Training Program core, the student will be placed on probation. Students will be permitted to continue taking courses within the Athletic Training Program the subsequent semesters, but must complete the course with a grade of “C” or better.

If an Athletic Training Program student does not receive a grade of “C” or better in a course that is a prerequisite for a clinical course they will not be allowed to take that clinical course until a grade of “C” or better has been earned in the prerequisite course.

The student must meet any additional departmental requirements. Students are requested to check with their advisors concerning any additional departmental requirements. The student is expected to demonstrate the dispositions of a good Athletic Trainer throughout the program by being motivated/dedicated, responsible, resourceful, caring/sensitive, open minded, poised, ethical and collegial (collaborative/cooperative).

The student must maintain continuous enrollment. Students who are not enrolled at the university for more than two consecutive semesters (excluding summer semesters) will be dropped from the Athletic Training Program and must be re-admitted to the Athletic Training Program before proceeding with any coursework requiring admission to the Athletic Training Program.

Athletic Training Probation/Disciplinary Policy

Effect of Probationary Status

Students who do not maintain the required grade point average will receive a warning and be placed on academic probation from the program for the following semester. Students will have one semester to bring their grade point average up to the required grade point average. During the semester of academic probation, students are not able to participate in clinical rotations or athletic training room hours. Students will be required to meet with their academic advisors and the program director monthly and submit a grade report sheet at the time of each meeting.

Students who display inappropriate dispositions are to be reported by faculty or preceptor. Prior to filing the report, faculty/Preceptors would be expected to discuss their concerns about the student's disposition with the student. If discussion of the concern does not remedy the problem, then an inappropriate dispositions report is filed. Both the student and reporting person should sign the report. If the student is unavailable (eg. due to excessive absences) the report may be filed without the student's signature. The written report is filed with the Chair of Teacher Education and Human Performance who will forward copies to the candidate's advisor and the Program Director. The form will describe the inappropriate disposition or behavior and also indicate the level of urgency in remedying the situation. Any report of inappropriate dispositions will require that the reporting faculty member be notified of an advisor/student action plan to remedy the concerns. In the case of multiple reports of inappropriate dispositions or an egregious incident the student will be required to meet with the Athletic Training Program Selection Committee (ATPSC) which will determine what action needs to be taken. Action may include an advisor/student plan to remedy concerns, probation with a plan to remedy concerns, or removal from the program. In the event of multiple reports or an egregious incident a "plan follow through: report must be filed with ATPSC prior to the Program Director's endorsement to sit for the Board of Certification (BOC), Inc. exam.

Following the probationary semester, the ATPSC will review the candidate's status. This review will include, but will not be limited to: grade point averages, dispositions, recommendations from faculty, and the previous probation history. The ATPSC will change the candidate's status to fully admitted, or will drop the student from the Athletic Training Program. The candidate will be informed of the decision at the end of the semester. A student dropped from the Athletic Training Program will be dropped from clinical courses.

Student grievances would be taken up with the Preceptor. If the preceptor is not able to reconcile the problem, the issue should be brought to the Program Director, followed by the Chair of the Teacher Education and Human Performance Department, then the Dean of the College of Education and Health Sciences.

Procedure for Re-admittance to the Athletic Training Program

If a student was dropped from the Athletic Training Program for failure to enroll for more than two consecutive semesters, the candidate must meet with his or her advisor and be recommended for reinstatement by his or her advisor and the department chair.

If the student was dropped from the program for other reasons, he or she must go through the full admissions process, but will not be required to duplicate relevant items from the first admission.

Transfer Student Policy

Students considering a transfer to Minot State University may request an unofficial transcript review by contacting the Registrar's Office at 701-858-3347. Students transferring to Minot State University must request that an official college or university transcript be sent to Minot State University Enrollment Services. An unofficial transcript can be sent to Minot State University's Registrar's Office for evaluation. Students should also submit an official transcript to the Athletic Training Program Director for review of program specific courses to determine eligibility for application to the Athletic Training Program (ATP). Transfer students will need to apply for admission to Minot State University and complete the admissions requirements. Transfer students are required to meet the same requirements for admission to the ATP as current Minot State University students (see Athletic Training Program Application Checklist). Transfer students are required to go through the process for application for admission to the Athletic Training program as are all new students. Acceptance of courses does not mean that a student will automatically be admitted to the Athletic Training Program. Transfer students will be required to take all Athletic Training Program specific course work at Minot State University. Students may be able to transfer in the following course work contingent upon syllabus and course catalog audits: BIOL 220 Anatomy And Physiology I, BIOL 221 Anatomy And Physiology II, PHYS and CHEM (determined by the Registrar's Office for general education requirements and Program Director for ATP requirements).

The Transfer Process

Students must complete the following:

- Apply for admission, pay $35 application fee, and complete admissions requirements.
- Submit your official transcript(s) and review your Transfer Credit Summary Report to see how courses were transferred. You may also see Transfer Credit Guidelines to see course equivalents, how courses are approved, and how courses will be reviewed.
- Participate in orientation. All transfer students are required to participate in new student orientation.
- Enroll in classes, get your student ID, arrange your housing, and purchase your parking pass.

Bachelor of Science with a Major in Athletic Training

General Education		
General Education courses		38
Required Athletic Core		
BIOL 220	Anatomy And Physiology I	4
BIOL 221	Anatomy And Physiology II	4
CHEM 115	Introductory Chemistry [1]	4
or CHEM 121	General Chemistry I	
HMS 215	Principles of Pharmacology	3

HMS 243	Pathophysiology	3
HPER 120	Weight Training [1]	1
HPER 126	Group Fitness [1]	1
HPER 128	Introduction to Athletic Training	3
HPER 129	A T Clinical Experience I	1
HPER 206	Medical Conditions	3
HPER 207	Prevention & Care of Injuries	2
HPER 208	Taping and Bracing	2
HPER 210	First Aid & CPR	2
HPER 223	A T Clinical Experience II	1
HPER 226	Methds of Teaching Group Fitness and Weight Training	2
HPER 270	Upper/Low Extremity Evaluattion	3
HPER 301	Psychomotor Development	2
HPER 304	Therapeutic Exercise	3
HPER 307	Head, Neck, & Spine Evaluation	3
HPER 308	Biomechanics	2
HPER 310	Organization & Administration of PE & Athletics	2
HPER 323	A T Clinical Experience III	2
HPER 324	A T Clinical Experience IV	2
HPER 334	Nutrition for Physical Performance	2
HPER 407	Psychology of Physical Education & Athletes	2
HPER 410	Advanced Athletic Injuries & Modalities	3
HPER 420	Athletic Training Management	2
HPER 423	A T Clinical Experience V	2
HPER 424	A T Clinical Experience VI	2
HPER 425	Capstone in Athletic Training	1
HPER 431	Kinesiology	3
HPER 433	Physiology of Exercise	3
HPER 441	Evaluation of Psychomotor Performance	3
MATH 210	Elementary Statistics	4
or PSY 241	Introduction to Statistics	
Total Hours		**120**

[1] These courses can be taken as a part of the General Education requirement.

Sports Medicine Concentration

HPER 207	Prevention & Care of Injuries	2
HPER 210	First Aid & CPR	2
HPER 431	Kinesiology	3
Select two of the following:		6
HPER 206	Medical Conditions	
HPER 270	Upper/Low Extremity Evaluattion	
HPER 304	Therapeutic Exercise	
HPER 307	Head, Neck, & Spine Evaluation	
HPER 308	Biomechanics	
Total Hours		**13**

Corporate Fitness

The B.S. in Corporate Fitness 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

Bachelor of Science with a Major in Corporate Fitness

General Education		
General Education courses		38-40
Required Corporate Fitness Core [1]		
ACCT 200	Elements of Accounting I	3
BADM 301	Fundamentals of Management	3
BADM 303	Human Resource Management	3
BOTE 247	Spreadsheet Applications	3
HPER 207	Prevention & Care of Injuries	2
HPER 210	First Aid & CPR	2
HPER 215	Methods of Teaching Sport Activities	2
HPER 220	Methods of Teaching Dance	2
HPER 225	Fitness Leadership	2
HPER 226	Methds of Teaching Group Fitness and Weight Training	2
HPER 325	Personal Training Methods	2
HPER 334	Nutrition for Physical Performance	2
HPER 431	Kinesiology	3
HPER 433	Physiology of Exercise	3
HPER 441	Evaluation of Psychomotor Performance	3
HPER 497	Practicum in Corporate Fitness [2]	8
Second Major or Minors/Concentration(s)/or Electives		38
Total Hours		**121-123**

1 A minimum of a 2.5 GPA within the Corporate Fitness major is required for graduation.

2 Minimum 160 contact hours

Health and Wellness Concentration

HPER 100	Concepts of Fitness & Wellness	2
HPER 120	Weight Training	1

HPER 126	Group Fitness	1
HPER 210	First Aid & CPR	2
HPER 215	Methods of Teaching Sport Activities	2
HPER 334	Nutrition for Physical Performance	2
Total Hours		**10**

Early Childhood

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).

Bachelor of Science in Early Childhood

General Education		38-40
Requires two lab sciences: one each in Life and Physical Sciences, in addition to the requirement for GEOL 108 Earth and Planetary Science, which is taken in the Elementary Education major. Requires MATH 103 College Algebra or MATH 104 Finite Mathematics, and either GEOG 110 Principles, or GEOG 161 World Regional		
Coursework not requiring admission to Teacher Education		
GEOL 108	Earth and Planetary Science	4
ECE 215	Infant/Toddler Development	2
ECE 335	Early Childhood Education	3
ENGL 238	Children's Literature	3
ECE 360	Language Acquisition:The child	3
ECE 361	Observation and Assessment ECE	3
ECE 430	Preschool Curriculum, Activities, & Practicum	3
Coursework requiring admission to Teacher Education		
ECE 310	Home School Community Relations	2
ECE 312	Methods: Arts Integration	2
ECE 313	The Emergent Reader	2
ECE 314	Mathematics & The Young Child	2
ECE 411	Leadership & Supervision	3
ELED 352	Foundations of Reading	3
HPER 340	Elementary Methods & Activities	3
Total Hours		**76-78**

Refer to Teacher Education Policies and Procedures (p. 221).

Professional Education Sequence		
(May be taken prior to admission to Teacher Education)		
ED 260	Educational Psychology	2

ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
Select one of the following:		3
PSY 252	Child Psychology	
PSY 255	Child & Adolescent Psychology	
PSY 352	Adolescent Psychology (only Secondary Education Majors)	
Admittance to Teacher Education Required:		
ED 380	Technology in Teaching	2
Methods class(es) required by major		4
ELED 421	Elementary Mathematics Methods	3
ELED 422	Elementary Language Arts Methods	3
ELED 423	Elementary Reading Methods	3
ELED 424	Elementary Social Studies Methods	3
SCI 426	Elementary Science Methods	4
Select from the following:		6-16
ED 491	Student Teaching Kindergarten (Course number dependent upon student teaching grade level)	
ED 492	Student Teaching, Elementary (and ED 482)	
ED 493	Student Teaching, Secondary (and ED 483)	
ED 494	Student Teaching K-12 (and ED 484)	
ED 495	Student Teaching, Special Areas (and ED 484)	
Total Hours		**49-59**

Elementary Education

The BSEd Program is aligned with the Education Standards and Practices Board of North Dakota grade 1-6 Elementary Education teaching license. Those who wish to teach Kindergarten add the Kindergarten Concentration to become K-6. Those who wish to teach middle school grades 7-8 add the Middle School Concentration and a concentration of 24 credits in the subject areas they wish to teach in grades 7-8.

Bachelor of Science in Elementary Education

The BSE Program is aligned with the Education Standards and Practices Board of North Dakota grade 1-6 Elementary Education teaching license. Those who wish to teach Kindergarten add the Kindergarten Concentration to become K-6. Those who wish to teach middle school grades 7-8 add the Middle School Concentration and a concentration of 24 credits in the subject areas they wish to teach in grades 7-8.

Refer to Teacher Education Policies and Procedures (p. 221) 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		38-40
Requires two lab sciences: one each in Life and Physical Sciences, in addition to the requirement for GEOL 108 Earth and Planetary Science, which is taken in the Elementary Education major. Requires MATH 103 College Algebra or MATH 104 or higher and either GEOG 110 Principles, or GEOG 161 World Regional. PSY 111 Intro to Psychology is also required.		
Coursework not requiring admission to Teacher Education		
MUSC 101	Fundamentals of Music	2
ART 201	Art Methods for Elementary Education	3
MATH 277	Mathematics for Elementary Teachers I	3
MATH 377	Mathematics for Elementary Teachers II	2

ENGL 238	Children's Literature	3
GEOL 108	Earth and Planetary Science	4
Coursework requiring admission to Teacher Education		
MUSC 301	Music Methods for the Elementary Teachers	2
HPER 340	Elementary Methods & Activities	3
ELED 352	Foundations of Reading	3
ED 380	Technology in Teaching	2
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
SCI 426	Elementary Science Methods [1]	4
Professional Education Sequence		
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3
Select one of the following:		3
PSY 252	Child Psychology	
PSY 255	Child & Adolescent Psychology	
ED 482	Student Teaching Seminar	2
ED 492	Student Teaching, Elementary	12
Electives		
Requires either 8 credits from the endorsement options which follow, or 8 credits of other electives.		8
Total Hours		**124-126**

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.

Optional: Concentrations

Reading Concentration

The reading concentration requires a BSEd with a major in early childhood education plus the following coursework

ELED 352	Foundations of Reading	3
ED 402	Content Area & Develop Reading	3
ED 440	Remedial Reading	3
ED 441	Clinical Practice in Remedial Reading	3
Total Hours		**12**

Creative Dramatics Concentration

The creative dramatics concentration requires a BSEd with a major in early childhood education plus the following coursework:

PSY 252	Child Psychology	3
or PSY 255	Child & Adolescent Psychology	
THEA 250	Creative Drama	3
THEA 251	Puppetry	3
THEA 353	Plays for the Young	3
Total Hours		**12**

Special Education Concentration

The special education concentration requires a BSEd with a major in early childhood education plus the following coursework:

SPED 110	Introduction to Exceptional Children	3
SPED 120	Intro to Positive Behavior Supports	3
SPED 310	Intro to Intellectual Disabilities and Autism Spectrum Disorders	3
SPED 420	Inclusive Practices	3
Total Hours		**12**

Business Administration Concentration

The business administration concentration requires a BSEd with a major in early childhood education plus the following coursework:

ACCT 102	Fundamentals of Accounting	3
BADM 301	Fundamentals of Management	3
BADM 304	Entrepreneurship/Small Business Management	3
BADM 309	Safety Management	3
Total Hours		**12**

Kindergarten Concentration

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

ECE 360	Language Acquisition:The child	3
ECE 335	Early Childhood Education	3
ECE 361	Observation and Assessment ECE	3
ECE 430	Preschool Curriculum, Activities, & Practicum	3
ED 491	Student Teaching Kindergarten	6-8
Total Hours		**18-20**

Middle School Concentration

The middle school concentration requires a BSEd with major in elementary education or BSEd in secondary education plus the following coursework:

ED 350	Middle School Philosophy & Curriculum	3
ED 402	Content Area & Develop Reading	3
ED 451	Middle School Teaching Strategies	3
PSY 352	Adolescent Psychology	3
or PSY 255	Child & Adolescent Psychology	
Total Hours		**12**

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 & Develop Reading	3
ED 440	Remedial Reading	3
ED 441	Clinical Practice in Remedial Reading	3
ELED 352	Foundations of Reading	3
Total Hours		**12**

This course work provides eligibility for a Title I Credential for elementary education majors. Requirements for Title I Credential for secondary majors will vary based on the content area.

Instructional Science Concentration

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

ED 250	Foundations of Education	2
ED 260	Educational Psychology	2
ED 320	Curriculum, Planning & Assessment I	2
ED 380	Technology in Teaching	2
PSY 255	Child & Adolescent Psychology	3
SPED 110	Introduction to Exceptional Children	3
SS 283	Ethnic and Cultural Diversity in America	3

Human Performance

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

Bachelor of Science in Education with a major in 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 teaching license.

Refer to Teacher Education Policies and Procedures (p. 221) 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		
General Education courses		38-40
Coursework not requiring admission to Teacher Education		
HPER 107	Introduction to Physical Education	2
HPER 207	Prevention & Care of Injuries	2
HPER 210	First Aid & CPR	2
HPER 215	Methods of Teaching Sport Activities	2
HPER 220	Methods of Teaching Dance	2
HPER 226	Methds of Teaching Group Fitness and Weight Training	2
HPER 231	Methods of Teaching Aquatics	2
HPER 301	Psychomotor Development	2
HPER 310	Organization & Administration of PE & Athletics	2
HPER 334	Nutrition for Physical Performance	2
HPER 407	Psychology of Physical Education & Athletes	2
HPER 431	Kinesiology	3
HPER 433	Physiology of Exercise	3
HPER 441	Evaluation of Psychomotor Performance	3
HPER 442	Methods of Teaching Physical Education to the Disabled	2
SPED 110	Introduction to Exceptional Children	3
ED 260	Educational Psychology	2
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 283	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 320	Curriculum, Planning & Assessment I	2
ED 321L	Clinical IV	0.5
ED 322	Curriculum, Planning, and Assessment II	2

ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
PSY 255	Child & Adolescent Psychology	3
SS 283	Ethnic and Cultural Diversity in America	3
Coursework requiring admission to Teacher Education [1]		
HPER 340	Elementary Methods & Activities	3
HPER 341	Practicum for Elementary Physical Education	2
ED 380	Technology in Teaching	2
HPER 391	Secondary Physical Education Methods and Practicum	4
ED 494	Student Teaching K-12 (and ED 484)	16
Electives		
Elective Courses		10
Total Hours		**129-131**

[1] Refer to Teacher Education Policies and Procedures (p. 221).

Physical Education Minor

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

NOTE: Physical Education minors must complete HPER 340 Elementary Methods & Activities or HPER 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.

Coaching Minor

HPER 207	Prevention & Care of Injuries	2
HPER 208	Taping and Bracing	2
HPER 210	First Aid & CPR	2
HPER 226	Methds of Teaching Group Fitness and Weight Training	2
HPER 310	Organization & Administration of PE & Athletics	2
HPER 407	Psychology of Physical Education & Athletes	2
HPER 431	Kinesiology	3
HPER 433	Physiology of Exercise	3
HPER 496	Coaching Activities Practicum	2
Select three of the following:		6
HPER 401	Methods of Coaching Football	
HPER 402	Methods of Coaching Basketball	
HPER 403	Methods of Coaching Track	
HPER 404	Methods of Coaching Baseball	
HPER 405	Methods of Coaching Wrestling	
HPER 406	Methods of Coaching Volleyball	

Select two of the following:		2
HPER 111	Varsity Football	
HPER 112	Varsity Basketball	
HPER 113	Varsity Track and Field	
HPER 114	Varsity Tennis	
HPER 115	Varsity Golf	
HPER 116	Varsity Cross Country	
HPER 117	Varsity Volleyball	
HPER 118	Varsity Cheerleading	
HPER 119	Varsity Softball	
HPER 121	Varsity Baseball	
HPER 215	Methods of Teaching Sport Activities	
Total Hours		**28**

Health Education Minor

Required Support Courses [1]		
BIOL 142	General Microbiology	
BIOL 150	Introduction To Cellular Biology	
CHEM 121	General Chemistry I (& CHEM 121L)	
Required Core		
BIOL 347	General Ecology	4
HMS 203	Health Care Through the Life Span	3
HPER 210	First Aid & CPR	2
HPER 334	Nutrition for Physical Performance	2
PSY 349	Psychopharmacology	3
Select two of the following:		6
HPER 360	Administration of School Health Programs,Admin Of School Health Program	
HPER 361	Vital Health Issues	
HPER 362	Principles & Methods of Teaching School Health	
Total Hours		**20**

[1] May be used as General Education requirements or electives.

Driver and Traffic Safety Concentration

This program is the only Driver and Traffic Safety program in the state and is one of a very few in the region. Several states have indicated they would recognize this concentration in
certifying teachers as driver education instructors. Requirements for this credential would be:

1. 1. A valid teaching license or eligibility for one.
2. 2. Completion of the following courses:
3.

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

Since this program is offered in an online environment our pool of potential students covers ND, SD, Minnesota and Montana. These courses meet the North Dakota ESPB requirements for a minor equivalency.

Teacher Education 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 Goals

To actualize our Conceptual Model, philosophy and beliefs, Teacher Education faculty have applied the standards of the Interstate Teacher Assessment and Support Consortium (InTASC) within our curriculum and TEU Assessment System. The InTASC Standards set high expectations for teacher candidates in subject-area content, learning sciences, and contextual understanding; reflecting our mission and vision:

Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Progressions:

1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.

2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Progressions:

1. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.

2. The teacher manages the learning environment to engage learners actively.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Progressions:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

2. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Progressions:

1. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.

2. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner's decision-making.

Progressions:

1. The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.

2. The teacher uses assessment to engage learners in their own growth.

3. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Progressions:

1. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards cross-disciplinary skills.

2. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.

3. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Progressions:

1. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.

2. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Progressions:

1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.

2. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.

3. The teacher practices the profession in an ethical manner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Progressions:

1. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

2. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.

Teacher Education Vision

The vision we hold of our graduates is embodied in the Teacher Education Unit's Conceptual Model, Teachers as a Reflective Decision-makers, focusing on Action, Reflection and Knowledge (ARK).

Teachers who act are decision-makers who model professional practice, who have a sense of purpose and agency to engage and empower students within inclusive communities of learners. They value, encourage, and monitor the sustained, active involvement of every student in carefully planned, meaningful learning experiences. They collaborate willingly with colleagues and other professionals on educational issues, to plan and implement practices informed by professionally grounded evidence. They offer and receive support in continuing to develop as an expert teacher.

Teachers who reflect are decision-makers who evaluate relevant choices for teaching, decide and act on the preferred choices. They continually reevaluate their choices in light of their effectiveness, evidenced by students' responses and achievement, and by current literature and research. They reflect on cognition and learner development in regard to how students process information in the mind/brain, and the influences of the contextual environments in which students live. They hold the perspective of improving students' future success, and life-long learning as an engine driving the common good of society.

Teachers who know are decision-makers who have acquired a strong knowledge base in subject-area content, cognitive and developmental sciences, and pedagogy. They understand that these knowledge-bases interact to help students construct meaning and useful knowledge. They understand the importance of continually striving for currency across these areas. This multi-disciplinary knowledge base provides information for reflection and action in teaching situations as well as the skills and attitudes necessary to ensure continued growth.

Professional Dispositions

In addition to the InTASC Standards, MSU Teacher Education Unit faculty has designed eight professional dispositions statements which embody how we expect our graduates to be disposed toward the students, curriculum, and reasons they teach. Candidates and graduates should be:

- Motivated/Dedicated
  Inclined to action/Devoted wholly to some purpose
- Caring/Sensitive
  Being concerned, having thought or regard, feeling concerned about/Responsive to the feelings of others
- Ethical
  Being in accordance with the rules or standards for right conduct
- Responsible
  Accountable, as for something within one's powers; having a capacity for moral decisions and, therefore, accountable
- Open-Minded
  Having or showing a mind receptive to new ideas or arguments; unprejudiced, unbigoted, impartial

- Collegial (Collaborative/Cooperative)
  Sharing responsibility in a group endeavor
- Resourceful
  Able to deal skillfully and promptly with new situations, difficulties, etc.
- Poised
  Self-confident, self-assured

Teacher Advisement and Field Placement Office

The Teacher Advisement and Field Placement Office (TAFP) serves all candidates enrolled in Teacher Education programs across campus. This office is responsible for regularly scheduled group meetings held throughout each academic year (Student Teaching orientations, and Student Teaching seminars). In these meetings, candidates are specifically coached regarding admission, retention, and exit policies, as well as various application procedures and deadlines associated with MSU's Teacher Education program and certification. Office members are available for candidates on an individual basis to answer questions related to their progress through the Teacher Education program. In addition to advisement, the office is responsible for coordination of all Teacher Education field-based experiences in partnership with the schools, including practicum arrangements and student teaching placements.

Admission to Teacher Education

The candidate must submit a completed admissions packet prior to a Teacher Education Administrative Council (TEAC) admission meeting. These meetings are held the week prior to the semester registration time and at the end and the beginning of each semester. The packet will contain the following:

1. Application form.
   One of the requirements listed on the application form is that the Teacher Education Unit must be able to verify satisfactory grade point averages through previous semesters:
   a. Minimum 2.50 GPA on the Communications portion of General Education requirements (ENGL 110 College Composition I, ENGL 120 College Composition II, COMM 110 Fundamentals of Public Speaking) with no grade lower than "C".
   b. Minimum Cumulative GPA of at least 2.75
   c. Minimum GPA in the teaching major and teaching minor of at least 2.5.
      Students who have met all other requirements for Admission to Teacher Education and do not hold an overall GPA of 2.75, 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 2.75 prior to Student Teaching.
2. Must be enrolled in, or have completed ED 260L.
3. Two completed "Reference Forms for Admission to Teacher Education" from previous teachers/supervisors.
4. A recommendation from the major department. This may include additional departmental requirements.
5. Writing sample(s) as specified in the Teacher Education Handbook.
6. Satisfactory basic skills, demonstrated by the Core Academic Skills for Educators Test (CASE) scores. A minimum composite score of 466 based on the Current Qualifying Scaled Scores for Reading (156), Writing (160), and Mathematics (150), provided the candidate has met the passing score currently in place for two of the three tests.
7. Evidence of completion of the On-line Teacher Education Admissions Seminar.
8. A completed self-assessment of InTASC standards and professional dispositions.

The advisor, upon receiving all of the required information, fills out an application form, which is forwarded to the chair of the respective department for approval and then forwarded to the Dean of Education and Health Sciences.

The Teacher Education Administrative Council will grant or deny admission to Teacher Education prior to registration for the following semester. After admission to Teacher Education, the candidate may register for restricted education courses provided all other prerequisites are met.

1. Candidates who have been certified for teaching in another state or province may be admitted to Teacher Education without completing all of the above requirements; however, each case must be recommended to the Teacher Education Administrative Council (TEAC) by the department chair of the candidate's major area of study.
2. Candidates applying for post baccalaureate licensure must work with the Teacher Education and Human Performance Department to complete a plan acceptable to the University and the North Dakota Education Standards and Practices Board.
3. Individuals seeking 'licensure-only' student teaching placements, in which they are not receiving a degree from Minot State University, but MSU will transcript their student teaching credits, must take the core methods in their program area with MSU. This requirement exists to assess required academic and pedagogical competencies prior to placement in a school. Courses designated as 'core methods' are defined by each program area, and assessments parallel those required of degree candidates.

Application for Student Teaching

Prospective student teachers should make application for student teaching nearly a full semester in advance of their expected placement. Application materials and instructions are available from the Teacher Advisement and Field Placement office, Swain Hall, 218B. Candidates should check current semester schedule booklets, the Red and Green, the TAFP website at http://www.minotstateu.edu/teu/student_teaching.shtml, and the campus bulletin boards for relevant published deadlines and announcements regarding student teaching. Only completed applications, submitted by the published deadline, will be processed and considered for approval for student teaching.

Retention in Teacher Education Criteria for Retention in Teacher Education:

1. Teacher Education candidates must maintain cumulative grade point averages of at least 2.50 in all courses in the Teacher Education core, and overall 2.75. The candidate must receive at least a “C” grade in every course of the Teacher Education core and methods courses that require admission to Teacher Education. A grade below a “C” in a Teacher Education core course that does not require admission to teacher education may not place a candidate on probation but prior to student teaching candidates must obtain a grade of not less than a “C” in all core courses. At the end of each semester, grades will be reviewed and if the stated conditions are not met the candidate is placed on probation. This probation must be remedied by the end of the next semester or the candidate is automatically dropped from Teacher Education. A candidate on probation will not be allowed to student teach. **See section on “Effect of Probationary Status.”**
2. The candidate must meet any additional departmental requirements. Students are requested to check with their advisors concerning any additional departmental requirements.
3. The candidate is expected to demonstrate the dispositions of a good teacher throughout the program by demonstrating commitment to: respect, communication and collaboration, complexity of content, student learning, motivated, dedicated, responsible, 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 dispositions report is filed. Both the candidate and reporting person should sign the report. If the candidate is unavailable (eg. due to excessive absences) the report may be filed without the candidate’s signature. The written report is filed with the Chair of Teacher Education and Human Performance who will forward copies to the candidate’s advisor or department Chair. The form will describe the inappropriate disposition or behavior and also indicate the level of urgency in remedying the situation. Any report of inappropriate dispositions will require that the reporting faculty member be notified of an advisor/candidate action plan to remedy the concerns. In the case of multiple reports of inappropriate dispositions or an egregious incident the candidate will be required to meet with the Teacher Education Administrative Council (TEAC) which will determine what action needs to be taken. Action may include an advisor/candidate plan to remedy concerns, probation with a plan to remedy concerns, or removal from the program. In the event of multiple reports or an egregious incident a “plan follow through” report must be filed with TEAC prior to recommendation for licensure.
4. The candidate must maintain continuous enrollment. Candidates who are not enrolled at the university for more than two consecutive semesters (excluding summer semesters) will be dropped from Teacher Education and must be re-admitted to Teacher Education before proceeding with any coursework requiring admission to Teacher Education.

Effect of Probationary Status

1. The candidate on probation must work to remedy the causes of probation and may not take any further coursework requiring admission to Teacher Education other than courses that need to be retaken. This should involve consultations with the faculty advisor.
2. Following the probationary semester the Teacher Education Administrative Council (TEAC) will review the 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.
3. 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 more than two consecutive semesters, the candidate must meet with his/her advisor and be recommended for reinstatement by his/her advisor and the department chair.

If a candidate was dropped from the program for other reasons, he/she must go through the full admissions process, but will not be required to duplicate relevant items from the first admission.

Exit Requirements from Teacher Education

1. Successful completion of all coursework outlined by the Teacher Education Unit and the major department.
2. Successful completion of student teaching including required documentation.
3. Completion of required Praxis II and PLT tests.
4. Make 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 in core areas as defined by ESEA (Elementary and Secondary Education Act) must demonstrate satisfactory basic content knowledge in their major as indicated by their Praxis II test(s) scores. K-12 majors must successfully complete the Elementary PLT or the Secondary PLT plus their respective Praxis II exams to meet licensure requirements.

Candidates who do not meet or exceed the minimum Praxis II or PLT test scores established by the North Dakota Education Standards and Practices Board may have their degree posted provided all other degree requirements are met. Candidates will be reminded that without passing the Praxis II 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 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.

Licensure

The Dean of the College of Education and Health Sciences recommends licensure based on the candidate meeting the guidelines established by the Education Standards and Practices Board of North Dakota.

Course Descriptions

ACCT Courses

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. Prerequisite: Math 103.

ACCT 201. Elements of Accounting II. 3 Hours.
A continuation course of acct 200 with emphasis on partnerships, corporations, and management accounting.

ACCT 299. Special Topics In Accounting. 1-8 Hour.

ACCT 300. Legal Environment of Business. 3 Hours.
Includes the nature and funtion of law; contracts and private property as basic concepts in free enterprise; the legal system and evolution of attitudes and law regarding marketing functions and governmental regulation imposed on business activities. Prerequisite: Sophomore, Junior or Senior status and consent of instructor required.

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), liabilites (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 flow, pensions, and post retirement benefits, leases, earnings, per share, financial statement analysis, accounting for income taxes, accounting changes and error analysis, revenue rocognition, and financial reporting. Prerequisite: ACCT 302.

ACCT 315. Government/Not-For-Profit Accounting. 3 Hours.
Covers accounting principles for state and local governental 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.

ACCT 321. Managerial Accounting. 3 Hours.
Emphasizes structuring and analyzing accounting data for management decisions related to manufacturing, merchandising, and service entities. Prerequisite: ACCT 201. Corequisite: BADM 301.

ACCT 322. Advanced Managerial Accounting. 3 Hours.
Addresses cost allocation, inventory methods, and concepts, process and activity based costing systems, standard costing, and performance measures. Prerequisite: ACCT 321.

ACCT 331. Business Law I. 3 Hours.
Topics include contracts (formation, performance, rights, and remedies), negotiable instruments, and legal matters relating to the finacail/banking community. Prerequisites: Junior or senior statues and consent of instructor.

ACCT 332. Business Law II. 3 Hours.
Topics includes Uniform Commercial Code (Art. 2, sales contracts), Uniform Commercail Code (Art. 9, secured transactions), 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 102 or 200.

ACCT 360. Accounting Information Systems. 3 Hours.
Emphasizes how accounting informaiton systems function in today's business environment. Manual and computer systems will be used to study the processes and procedures by which an organization's financial information is accumulated, classified, processed, analyzed, and communicated. Topics include business cycles, controls, integrated accounting software, spreadsheets, and relational databases. Prerequisites: ACCT 302, ACCT 326, and BIT 320.

ACCT 375. Principles of Energy Accounting. 3 Hours.
Provides a study of the accounting and taxation principles and theories relating to the energy industry. The course will focus on specific accounting entries, presentation on and impact to financial statements, and taxation concepts relating to oil, gas, and other energy companies. Prerequisite: ACCT 201.

ACCT 394. Independent Study General Acct. 1-4 Hour.

ACCT 401. Advanced Accounting I. 3 Hours.
Advanced Accounting I addresses issues related to business combonations 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 and property transactions will be covered. Compliance under AICPA Standards for Tax Service, AICPA Code of Professional Conduct, and preparere penalities are discussed. Students apply these principles by preparing federal income tax returns, and by performing research, and tax planning.

ACCT 412. Taxation of Business Entities. 3 Hours.
Provides a study of federal taxation principles and theories relating to corporation, partnerships, estates and trusts. Students will apply these principles by preparing various types of federal income tax returns and by performing tax research and tax planning. Consolidated tax returns, gift tax returns, and foreign related transactions will be introduced.

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 land owner or service provider as well as the relationships between environmental laws and production.

ACCT 430. Auditing/Assurance Concepts. 3 Hours.
Introduces audit theory, standards, responsibiliites, and processes. Coverage include auditing engagement standards, ethical and legal responsibilitiies, quality control, fraud, internal control evaluation, audit approaches, and audit reporting. The course concludes with a discussion of compliations, reviews, examinations and other assurance services.

ACCT 431. Auditing/Assurance Practices. 3 Hours.
Focuses on auditing procedures: audit sampling, risk analysis, testing specific balance sheet accounts and determining the effectiveness of key business cycles. The course begins with accepting clients and concludes with the final audit steps. An audit case is an integral part of the course.

ACCT 480. Controllership. 3 Hours.
Examines the role of a controller as a vital member of an organization's management team. Students exercise judgement in solving accounting-related problems by synthesizing and applying knowledge gained from previous business coursework. Focus will be placed on cost management, budgeting, organizational behavior, ethics, cash management, policy-making, internal control, performance measurement, compensation and benefits accounting information systems, and tax compliance.

ACCT 494. Independent Study Honors Acct. 1-8 Hour.

ACCT 495. Seminars in Leadership Development. 3 Hours.
Special topics in leadership including concepts, principles, and processes to facilitate effective, compassionate, and ethical leadership within the leader/follower relationship. The course will the relevance of self-awareness, self-management, environmental situations, social awareness and responsibility, and relationship management in authentic leadership.

ACCT 497. Accounting Internship. 2-12 Hour.
Refers to supervised professional experience in public, industrial, governmental, or non-profit accounting. Students must meet standards set by both the employer and the Accounting Department. A maximun of 2 credits count toward the major with the remaining credits counting as electives. This course is restricted to accounting majors. Consent of program coordinator required.

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.

ARB Courses

ARB 101. Beginning Arabic I. 4 Hours.
For beginners or those entering with one or two years of high school Arabic. Introduction to listening, speaking, reading, writing, and culture.

ARB 102. Beginning Arabic II. 4 Hours.
A continuation of Beginning Arabic I. Prerequisite(s): Arabic 101.

ARB 201. Intermediate Arabic I. 4 Hours.
Review of basic Arabic with increased practice in conversation, reading and writing. Prequisite(s): Arabic 102, three years of high school Arabic or consent of instructor.

ARB 202. Intermediate Arabic II. 4 Hours.
Continuation of Arabic 201. Prerequisite(s): Arabic 201.

ARB 220. Arabic Film. 3 Hours.
An exploration of socio-cultural, historical, and political issues in non-mainstream Arab cinema. Supplementary readings in English translation. Films projected in Arabic, with English subtitles. Taught in English.

ARB 299. Speical Topics. 3 Hours.
Varying areas of content, issues, or themes in the study of Arabic. Repeatable for credit as topics change. Taught in English.

ARB 340. Conversation & Composition I. 3 Hours.
Advanced practice in oral and written skills using cultural reading and other media. Prerequisite(s): ARB 202 or consent of instructor.

ARB 341. Conversation & Composition II. 3 Hours.
Advanced practice in oral skills using cultural reading and other media. Prerequisite(s): ARB 202 or consent of instructor.

ARB 342. Intro to Arabic Literature. 3 Hours.
Designed to improve language skills with an emphasis on reading and enhance the students' ability to understand Arabic literature. Includes study of poetry, drama, and narrative form Arabic speaking countries. Prerequisite(s): ARB 302.

ARB 343. Arabic Culture. 3 Hours.
Readings in culture and society of the Arab world. Prerequisite(s): ARB 340 or consent of instructor.

ARB 394. Independent Studies. 1-3 Hour.
Independent or directed study of speical topics in the study of Arabic. Arabic majors or minors only. Prerequisite(s): ARB 342.

ARB 402. Genres. 3 Hours.
Study of a major genre or period in Arabic Literature. Topic varies from year to year. Prerequisite(s): ARB 343.

ARB 450. Senior Capstone in Arabic. 3 Hours.
Individual research project on a cultural topic approved by the instructor one semester prior to enrollment in the course. Restricted to Arabic majors.

ARB 496. Study Abroad. 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 Arabic major.

ARB 499. Special Topics. 3 Hours.
Varying areas of content, issues, or themes in the study of Arabic. Repeatable for credit as topics change. Prerequisite(s): ARB 340 or consent of instructor.

ART Courses

ART 91. Visual Arts Seminar V. 0 Hours.
A continuation of VA seminar. Restricted to art majors and minors. Mandatory for all art majors after completion of ART 491.

ART 95. Art Experience. 0 Hours.
Students will assist and contribute to an art experience. The course experience will require student to facilitate and support the production of art by working with guest artists and/or contributing art to an event.

ART 101. Introduction to Studio Art. 3 Hours.
An introductory studio art course to familiarize the non-art major with the basic painting, printmaking, sculptural, jewelry, and ceramic 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. Computer Graphics. 3 Hours.
An introduction to the computer as it applies to page layout, digital imaging, and the visual arts. Six studio hours per week.

ART 122. Two-Dimensional Design. 3 Hours.
A basic course in the study of two-dimensional design for the studio artist. Six studio hours per week.

ART 123. Color and Design. 3 Hours.
Study of color properties and structural devices and their contributions to visual organization. Six studio hours per week. Prerequisite: ART 122 or consent of instructor.

ART 124. Three-Dimensional Design. 3 Hours.
A basic course in the study of three-demensional 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. Traditional Arts. 3 Hours.
Introduction to basic techniques in fibers, glass and metals. 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 191. Visual Arts Seminar I. 0.5-1 Hour.
Introduction of departmental requirements, procedures and opportunities. Fall and Spring semesters required for all art majors. Restricted to Art and Art Ed majors and minors.

ART 201. Art Methods for Elementary Education. 3 Hours.
Methods of teaching art in elementary education. Six studio hours per week.

ART 204. Jewelry and Small Sculpture. 3 Hours.
Introduction to basic jewelry and small sculpture techniques, design, and materials. Six studio hours per week.

ART 207. Digital Tools: Imaging & 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(s): ART 112.

ART 210. Art History I. 3 Hours.
A survey of western art from Paleolithic to Renaissance.

ART 211. Art History II. 3 Hours.
A survey of western art from Renaissance to present.

ART 212. Non-Western Art History. 3 Hours.
An integrated survey of the art of non-western cultures.

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. Prerequisities: ART 112, ART 207, ART 122, ART 123, and 130 or consent of instructor.

ART 214. Graphic Design II. 3 Hours.
Application of problem solving skills for visual communications as applied to the history of graphic design. Six studio hours per week. Prerequisite: ART 213 or consent of instructor.

ART 220. Painting I. 3 Hours.
Introduction to basic painting through a variety of materials. Six studio hours per week. Prerequisite: ART, 122, ART 123 and ART 130.

ART 225. Water Media I. 3 Hours.
Introduction to basic watermedia painting fo the studio artist. Six studio hours per week. Prerequisite: ART 122, ART 123 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 122 and 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.
Intruduction to basic sculpture materials and techniques. Six studio hours per week. Prerequisite: ART 122, ART 123, and ART 124, or consent of instructor.

ART 266. Sculpture II. 3 Hours.
Continuation of ART 265. Four studio hours per week. Emphasis on independent development of technique and style. Prerequisite: ART 265 or consent of instructor.

ART 270. Printmaking I. 3 Hours.
Introduction to basic printmaking techniques and materials: relief, monotype, and screen printing. Six studio hours per week. Prerequisites: ART 122, ART 123 and 130.

ART 271. Printmaking II. 3 Hours.
Basic exploration in intaglio and lithography printing techniques. Six studio hours per week. Prerequisites: ART 122, 123, and 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. Prerequisites: Art 122 and 123 or instructor consent.

ART 280. Traditional Photography. 3 Hours.
Introduction to traditional photography. SLR film camera and tripod required. Six studio hours per week.

ART 291. Visual Arts Seminar II. 0.5-1 Hour.
A continuation of VA Seminar, including second year portfolio reviews. Fall and Spring semesters required for all Art majors. Restricted to Art and Art Ed majors and minors. Prerequisite: Art 191 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 299. Special Topics. 1-8 Hour.
Topics are variable. Offerings include visiting professors, experimental offerings of new courses, or on time offerings of current topics. PrerequisiteL Consetn of instructor.

ART 310. Modernism. 3 Hours.
A survey of Modernism in Art.

ART 311. Postmodernism. 3 Hours.
A survey of Postmodernism in art.

ART 312. History of Architecture. 3 Hours.
A survey of architectural history from prehistory to the present.

ART 313. Women in the Visual Arts. 3 Hours.
A study of the impact of women in the visual arts throughout history.

ART 315. Native American Art. 3 Hours.
Art and crafts of the indigenous people of the America's (North and South) through a study of their artifacts and history from pre-history to the present.

ART 322. Graphic Design III. 3 Hours.
An advanced exploration of graphic design in the contemporary digital environment, culminating in the execution of a professional portfolio. Six studio hours per week. Prerequisite: ART 214.

ART 323. Illustration Techniques. 3 Hours.
Introduction to materials, techniques, and problem solving skills used in illustration. Six studio hours per week. Prerequisite: ART 122, ART 123, and ART 130 or consent of instructor.

ART 325. Water Media II. 3 Hours.
Continuation of ART 225 with renewed emphasis on development of an individualized technique, style, and concept through acrylic as well as tranparent watercolor. Six studio hours per week. Prerequisites: ART 123 and 225.

ART 331. Advanced Drawing. 3 Hours.
Advanced problems in drawing including still-life, figure drawing and contemporary style. Six studio hours per week. Prerequisites: ART 231 or consent of instructor.

ART 332. Figure Drawing II. 3 Hours.
Advanced problems in figure drawing with a live model. Six studio hours per week. Prerequisite: ART 231 or consent of instructor.

ART 333. Painting II. 3 Hours.
Continuation of ART 220 with emphasis on independent development of technique, compostion, and style. Six studio hours per week. Prerequisite: ART 220 or consent of instructor.

ART 334. Painting III. 3 Hours.
Continuation of ART 333. Six studio hours per week. Prerequisite: ART 333 or consent of instructor.

ART 351. Ceramics II. 3 Hours.
Advanced development of the individual ceramist-teacher in studio experience related to clay bodies, glazes, and firing procedures. Six studio hours per week. Prerequisite: ART 250 or consent of instructor. Entry level specialization and 100 level core foundations.

ART 352. Ceramics III. 3 Hours.
Continuation of ART 351. Six studio hours per week. Emphasis on independent development of the techniqus and style. Prerequisite: ART 250 and 351.

ART 362. Printmaking III. 3 Hours.
Continuation of 270 and 361 with emphasis on independent development of technique, composition, and style. Six studio hours per week. Prerequisite: ART 270 or 361 or consent of instructor. Entry level specialization and 100 level core foundations.

ART 380. Advanced Photography. 3 Hours.
Advanced exploration of photography with emphasis on independent development of technique, composition and style. Six studio hours per week. Prerequisite(s): ART 281 or ART 382.

ART 382. Alternative Photography. 3 Hours.
Course will encourage exploration and production in photographic techniques not studied in beginning photography courses, including alternative printing techniques. Repeatable to six credits. Six studio hours per week. Prerequisite: ART 180 or consent of instructor.

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, 130, 140, 201 and admitted into teacher education.

ART 391. Visual Arts Seminar III. 0.5-1 Hour.
A continuation of VA seminar, including a junior group exhibition. Fall and Spring semesters required for Art majors. Restricted to Art and Art Ed majors and minors. Prerequisite: Art 291 or consent of instructor.

ART 397. BFA Internship. 1-12 Hour.
This course is offered for variable credit. It is an internship for further experience in student's selected option. Restricted to BFA students accepted to the program.

ART 410. Advanced Independent Drawing. 1-16 Hour.
Open to advanced art students for independent involvement in drawing. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required.his course is restricted to art majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 411. Advanced Independent Painting. 1-16 Hour.
Open to advanced art students for independent involvement in painting. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisites: consent of instructor. May be repeated for a total of 16 credits.

ART 412. Advanced Independent Ceramics. 1-16 Hour.
Open to advanced art students for independent involvement in ceramics. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisites: consent of instructor. May be repeated for a total of 16 credits.

ART 413. Advanced Independent Sculpture. 1-16 Hour.
Open to advanced art students for independent involvement in sculpture. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required.This course is restricted to art majors. Prerequisites: consent of instructor. May be repeated for a total of 16 credits.

ART 414. Advanced Independent Graphic Design. 1-16 Hour.
Open to advanced art students for independent involvement in graphic design. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors and art education majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 415. Advanced Independent Jewelry and Small Sculpture. 1-16 Hour.
Open to advanced art students for independent involvement in jewelry. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 416. Advanced Independent Traditional Arts. 1-16 Hour.
Open to advanced art students for independent involvement in traditional arts. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 417. Advanced Independent Photography. 1-16 Hour.
Open to advanced art students for independent involvement in photography. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 418. Advanced Independent Printmaking. 1-16 Hour.
Open to advanced art students for independent involvement in printmaking. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 419. Advanced Independent Computer Graphics. 1-16 Hour.
Open to advanced art students for independent involvement in computer graphics. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 420. Advanced Study in Art History. 1-6 Hour.
Open to advanced art students for independent research in art history. A preliminary outline of proposed research is required. This course is restricted to art majors or minors. Prerequisite(s): Consent of instructor.

ART 421. Advanced Independent Integrated Media. 1-16 Hour.
Open to advanced art students for independent involvement in integrated media. A preliminary outline of proposed studio work and approach is required. Critiques with art staff required. This course is restricted to art majors. Prerequisite: consent of instructor. May be repeated for a total of 16 credits.

ART 422. Digital Design:Interactive Web. 3 Hours.
A study of contemporary software and theory used in interactive digital design. This course is restricted to art majors. Prerequisites: ART 207 and ART 213 or consent of instructor.

ART 423. Digital Design:Motion. 3 Hours.
A study of contemporary software and theory used in linear and time-based digital design. This course is restricted to art majors. Prerequisites: ART 207 and ART 213 or consent of instructor.

ART 426. BFA Thesis Research. 1 Hour.
Provides for BFA students to author a research paper that will supplement and inform the BFA capstone experience. A formal BFA committee will guide the student. Prerequisite: ART 291 or consent of instructor. Co-Requisite: ART 391 or consent of instructor. Student must be of Junior or Senior status before enrolling.

ART 491. Visual Arts Seminar IV. 0.5-1 Hour.
A continuation of VA seminar. Fall and Spring semesters required. Restricted to Art and Art Ed majors and minors. Prerequisite: Art 391 or consent of instructor.

ART 492. Capstone Experience. 2 Hours.
Provides for indivdual research culminating in a thesis project with guidance from a capstone committee. Prerequisite: ART 391 or consent of instructor. Co-requisite: ART 491 or consent of instructor. Student must be at junior or senior status before enrolling.

ART 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.

ART 497. Art Internship. 1-12 Hour.
This course is offered for variable credit. It is an internship to gain further experience in student's selected option. Restricted to art majors and 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. Prerequisite: consent of instructor.

ASC Courses

ASC 93. Intermediate Algebra. 4 Hours.
Topics of study include properties of the real number system, factoring, linear and quadratic equations, polynomial and rational expressions, inequalities, systems of equations, exponents, radicals, function notation, rational equations, and absolute value. Graduation credit is not given for this course.

BADM Courses

BADM 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.

BADM 299. Special Topics In Bus Admin. 1-8 Hour.

BADM 301. Fundamentals of Management. 3 Hours.
Focuses on the nature of management , the evolution of management thought, strategic management and planning concepts, desision making and creative problem solving, and motivation and leadership in a changing environment. Pre-requisite: Sophomore status.

BADM 303. Human Resource Management. 3 Hours.
Includes personnel policies, programs, and procedures, standards, employment, staffing, wage and salary administration, personnel laws, and personnel research. Prerequisite: BADM 301.

BADM 304. Entrepreneurship/Small Business Management. 3 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.

BADM 307. International Business. 3 Hours.
Introduces conceptual and operational problems of participating in international business. Coverage includes a study of managerial, marketing, financial, accounting, legal, economic, and cultural environments in foreign markets for the conduct of world business.

BADM 309. Safety Management. 3 Hours.
Introduces safety management in the work place and its application to the law, OSHA, cost analysis, program organization, and safety program administration. Prerequisite: BADM 301.

BADM 321. Marketing. 3 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.

BADM 322. Professional Selling. 3 Hours.
Introduces the basic principles that underline selling and the steps in making a sale (prospecting, approaches, objections, presentations, demonstrations, closing). Practical illustrations and demonstrations are employed. Prerequisite: BADM 321.

BADM 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: BADM 321.

BADM 406. Professional Business Ethics. 3 Hours.
Studies of ethical issues faced by businesses including distributive justice, capitalism, decision-making, corporate responsibility, corporate morality, governance, whistle-blowing, hiring policies, codes of ethics, advertising, safety, pollution, and foreign business practices. Prerequisites: BADM 301 and senior status.

BADM 408. Negotiations. 3 Hours.
The study of negotiation to include framing, strategizing, planning, tactics, negotiating, and settlement. The course of study includes individual, orpanizational, and collective bargaining processes. It also includes practical applications of bargaining processes through group projects. Prerequisite: BADM 301.

BADM 416. Operations Management. 3 Hours.
Introduces the concepts, issues, and problems of operations management and the management of the production function. Problems are analyzed and solutions are recommended. Microcomputer applications are addressed.

BADM 421. Applied Business Research. 3 Hours.
Explores the full range on activities involved in the marketing research process for business including research and measurement concept, sampling and field work, and data analysis and presentation. Prerequisites: BADM 321, MATH 240.

BADM 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: BADM 321 or permission of instructor.

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: BADM 321.

BADM 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. Prerequisite: BADM 321.

BADM 436. Organizational Behavior Principles and Practices. 3 Hours.
Includes the principles, concept, and processes that interpret human relations in management at the individual, group, and organizational levels. Prerequisite: BADM 303.

BADM 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.

BADM 462. International Business Strategy. 3 Hours.
Provides an international business capstone experience. Case studies illustrating international business decisions and operations are emphasized. Prerequisite: BADM 409.

BADM 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.

BADM 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.

BADM 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.

BADM 495. Seminars in Leadership Develop. 3 Hours.
Special topics in leadership including concepts, principles, and processes to facilitate effective, compassionate, and ethical leadership within the leader/follower relationship. The course will the relevance of self-awareness, self-management, environmental situations, social awareness and responsibility, and relationship management in authentic leadership.

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 497. Internship. 2-9 Hour.
A cooperative occupational course relevant to your BADM degree program. Maximum of 3 credits will count toward major.

BADM 498. Management Capstone. 3 Hours.
This management capstone course is an integrative course that brings together the theory and practice of business school education.

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 Courses

BIOL 103. Intro to Medical Lab Science. 1 Hour.
Designed to acquaint first year student (freshman) medical technology students the the depth and breadth of this field. Students visit medical technology departments at local hospitals. The course is presented by the education coordinators at local hospitals. Lecture, 1 hour.

BIOL 111. Concepts of Biology. 4 Hours.
This course is designed to accommodate one semester of the general education requirement for non-science majors and Minot State University. The course will focus on a comprehensive survey of modern biology with an emphasis on enhancing the science literacy of the college educated student. Topics will include, but not limited to: cell biology, genetics, evolution by natural selection, systematics, and the impact of human activity on the biosphere. Where appropriate, topics will be illustrated with examples of the human animal and at all times the course will reflect the five strands of a general education course. Lecture, 3 hours; laboratory, 2 hours.

BIOL 111H. Honors Concepts of Biology. 4 Hours.
This course is designed to accomodate 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. Pre-requisite: admission to the Honors Program.

BIOL 115. Human Structure & Function. 4 Hours.
Structure and function of the human body. Anatomy and physiology of major body systems is emphasized. Lecture, 3 hours; laboratory, 2 hours.

BIOL 127. Enviromental 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 142. General Microbiology. 4 Hours.
A survey fo microbial cell biology, microbial genetics, microbial interaction with humans, and the impact of microorganisms on the environment. Lecture, 3 hours; laboratory, 2 hours.

BIOL 150. Introduction To Cellular Biology. 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 150H. Honors 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. Laboratory time will focus on small-scale research projects and in-depth discussion. Pre-requisite: admission to the Honors Program.

BIOL 151. General Biology II: Introduction to Zoology. 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 mammalian systems. 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 systems. Laboratory time will focus on small-scale research projects and in-depth discussion. Pre-requisite: 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. Pre-requisite: admission to the Honors Program.

BIOL 215. Genetics. 4 Hours.
Introduction to principles of genetics including: inheritance, DNA and chromosomes, gene regulation, evolution, and gentic engineering. Lecture, 3 hours; laboratory, 2 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, 2 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 and metabolism, fluid and electrolyte, and acid-base balance; metabolism and energetics. Lecture, 3 hours; laboratory, 2 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.

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. 4 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; laboratory, 3 hours. Prequisites: BIOL 150, 151, 154, 215.

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, identificaton, life histories, interrelationships, and economic importance of insects. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, 151, 154.

BIOL 330. Biogeography. 4 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; recitation/lab, 2 hours. Prerequisites: BIOL 151 and 154.

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 340. Systematic Zoology. 4 Hours.
Evolution, classification, taxonomy, and identification of invertebrates and vertebrates. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, 151, 154.

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. Prerequisites: BIOL 150, 151, 154.

BIOL 347. General Ecology. 4 Hours.
Plants and animals in their environment. An ecosystem approach is used. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, 151, 154.

BIOL 349. Plant Physiology. 4 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. Prerequisites: BIOL 150, 151, 154.

BIOL 360. Morphology of Vascular Plants. 4 Hours.
Structure and development of vascular plants with special emphasis on evoltionary trends. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, 151, 154.

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 frequnces. It begins with the basic theory of Hardy Weinberg equilbrium and expands that theory to embrace linkage disequilibrium, selection in single-locus and multifocus systems, genitic 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 theroy (e.g., breeding designs, conservation genetics0. Lecture, 3 hours; recitation, 1 hour. Prerequisites: BIOL 215.

BIOL 402. Bioinformatics. 4 Hours.
Computational methods for stufy of biological sequence data in comparative biology and evolution. Analysis of genome content and organization. Techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and methods for pattern recognition and functional inference from sequence data. Pre-Requisites: Biol 150 and Math 103 or permission of the instructor.

BIOL 405. Prokaryotic Physiology. 4 Hours.
Indept examination of the physiology, metabolism, and genetics of bacteria and archaea. Lecture, 3 hours; Laboratory, 3 hours. Prerequisites: BIOL 215 and 151 or 142, or 154.

BIOL 420. Co-Op Practicum. 4-8 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 houts per semester for the practicum. Prerequisite: 2 years of biology.

BIOL 440. Pre-Med Practicum. 3 Hours.
This program is designed to give MSU students a basic understanding of the hospital and its functions. Students spend approximately 90 hours per semester in the various departments and the family practice clinic. Students are supervised by the physicians involved in the program while the program is corrdinated by a biology professor on campus. Prerequisite: Consent of instructor.

BIOL 445. Cancer Biology. 4 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; Laboratory, 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 154.

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: BIOL 221.

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: BIOL 221.

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., dinsaurs). 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: BIOL151.

BIOL 465. Immunology. 4 Hours.
Principles and techniques of immunology and serology. 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 220.

BIOL 475. Clinical Microbiology. 4 Hours.
Isolation, identification, and clinical application of pathogenic microorganisms. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BIOL 142.

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 stufy include: DNA replication and transcription, protein synthesis (translation), and comparison of processses in prokaryotic and eukaryotic cells. The latter part of the course will focus on mechanisms of gene expression, the molecular genetics fo cancer, and applied molecular biology. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: BIOL 150, 151, 154, 215, 250.

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.

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 151, or 142, or 154.

BIOL 497. Co-Op Practicum. 4-8 Hour.
3/94 Dropped Q For Prereq Purposes Consent Of Biology Coordinator.

BIOL 498. Honors Spec Prob-Biol. 1-4 Hour.
3/94 Dropped Q For Prereq Purposes.

BIOL 499. Special Topics. 1-8 Hour.

BIT Courses

BIT 123. Technology-Personal Developement. 2 Hours.
Introduction to technology for personal development. Emphasis placed on how to exploit technology to achieve goals and improve quality of life.

BIT 154. Word Processing & Presentation Software. 3 Hours.
Pre-requisites: Previous computer experience.

BIT 220. Management Information Systems. 3 Hours.
Designed to provide an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society. Also introduces students to contemporary information systems and demonstrates how these systems are used throughout global organizations. The focus of this course is on the key components of information systems - people, software, hardware, data, and communication technology, and how these components can be integrated and managed to create competitive advantage.

BIT 235. Introduction to Web Site Design. 3 Hours.
Basics of web site design using HTML code and web editing software. Prerequisite: BOTE 127 or approval waiver.

BIT 236. Business Design Tools. 3 Hours.
Hands-on computer course that surveys current software packages in the area of desktop publishing. Prerequisite: BOTE 127 of approved waiver.

BIT 299. Special Topics In Bus Education. 1-8 Hour.

BIT 310. IT Project Management. 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.

BIT 311. Collaborative Computing. 3 Hours.
This course is designed to explore team creation, social environmental aspects, member roles, and virtual team management.

BIT 312. 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.

BIT 318. Business Communication. 3 Hours.
Focuses on oral, written and nonverbal communication skills used in business. Emphasis on virtual and global communication, listening, and collaborative communication skills, and enhancement of communication using multimedia. Co-requisite: BADM 301. Prerequisites: ENGL 110 or approved waiver.

BIT 342. Advanced Web Site Design. 3 Hours.
Enhancement of students' skills to plan and develop well-designed web sites that combine effective navigation with the balanced use of graphics, text, and color. Offered on campus spring; online fall and summer Prerequisites: BIT 235 and BIT 236.

BIT 358. IT Infrastructure. 3 Hours.
Designed to explore topics related to both computer and systems architecture and communication networks.

BIT 370. Web-Based Application Development. 3 Hours.
Designed to explore e-Business technologies, web programming languages, databases, and use input.

BIT 385. Technology Management. 3 Hours.
Designed to explore current issues, approaches to the management of technology, the interaction of new technologies with existing technologies, legal and regulatory implications of technology, ethics, and the processes through which organizations generate and absorb technological innovations.

BIT 391. Methods of Teaching Business. 3 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. Prerequisite: Admission to teacher education and MOS certification at specialist level in Word, Excel or PowerPoint.

BIT 399. Independent Study General Bued. 1-4 Hour.

BIT 421. Philosophy of Career & Technical Education. 3 Hours.
Addresses the history, growth, legislation, and elements of career and technical education. Students research principles and practices of vocational business education and their relationship to general business education and other areas of career and technical education. Offered on campus fall. Co-requisite: BIT 432. Prerequisite: Admission to teacher education and junior status.

BIT 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.

BIT 440. Enterprise Architecture. 3 Hours.
Designed to explore the design, selection, implementation, and management of enterprise IT solutions. The focus is on applications and infrastructures as applied within the business.

BIT 441. IS Strategy, Management, & Acquistion. 3 Hours.
Designed to explore the issues and approaches managing change, managing the information systems function in organizations, and how the IS function integrates, supports, and enables various types of organizational capabilities.

BIT 443. Outsourcing Management. 3 Hours.
Designed to explore the initiation of a sourcing decision and evaluation process through supplier selection and transition to outsourcing and insourcing.

BIT 444. IT Security & Information Assurance. 3 Hours.
Designed to explore hardware, software, processes, communications, applications, and policies, and procedures with respect to organizational IT Security and Risk Management.

BIT 445. IT Audit Controls. 3 Hours.
Designed to explore the fundamental concepts of the information technology audit and control function. The main focuses of this course is on the understanding information controls, the types of controls and their impact on the organization, and how to manage and audit.

BIT 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.

BIT 453. Systems Analysis. 3 Hours.
Designed to explore systematic methodologies for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities need to address the business requirements, and specifying the requirements for the information systems solution.

BIT 460. MIS Seminar. 3 Hours.
The MIS seminar provides the students an opportunity to explore current issues, trends, and careers in the field.

BIT 470. Projects in MIS. 3 Hours.
The culminating experience fo all MIS majors. The application of concepts learned from courses taken in the College of Business core, Management Information Systems core, and tracks are applied to real world projects.

BIT 494. Independent Study Honors Bued. 1-8 Hour.

BIT 495. Seminars in Leadership Development. 3 Hours.
Special topics in leadership including concepts, principles, and processes to facilitate effective, compassionate, and ethical leadership within the leader/follower relationship. The course will examine the relevance of self-awareness, self-management, environmental situations, social awareness & responsibility, and relationship management in authentic leadership.

BIT 497. Internship. 3-9 Hour.
Internship allows the student to combine an on-the-job learning experience with related academic coursework. Prerequisite: Senior status, restricted to MIS majors.

BIT 499. Special Topics. 1-4 Hour.
Topics will vary from year to year.

BOTE Courses

BOTE 102. Keyboarding I. 3 Hours.
Basic instruction and practice in using the alphanumeric keyboard. Emphasis on proper fingering for touch operation of the keyboard, development of speed and accuracy, and exploration of business document formatting. Offered online only.

BOTE 127. Information Processing. 3 Hours.
Introduction to compter concepts, hardware and software applications, operating systems, word processing, spreadsheets, presentations, and Internet. Course may be waived if students holds MOUS certification in Word, Excel, and Power Point at the specialist level.

BOTE 147. Word Processing. 3 Hours.
Use of current word processing software to create professional business documents including letters, memos, reports, tables, forms, brochures, and graphic aids. Advanced features in printing, macros, and merging also practiced. Prerequisite: BOTE 152 or at least one semester of high school keyboarding. Offered online only.

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, adn unarranged material. Prerequisite: BOTE 102 or at least one semester of high school keyboarding. 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.

CD Courses

CD 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.

CD 299. Special Topics In Comm Disorders. 1-8 Hour.

CD 310. Introduction to Communication Disorders. 3 Hours.
A survey of various communication disorders: language, phonology, fluency, voice, hearing impairment, cleft palate, cerebral palsy, aphasia. Eight hours of clinical observation is required.

CD 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.

CD 321. Language Development. 3 Hours.
The study of those events and processes which combine in relatively predictable and obdervable ways and are evidenced in the acquisition of language.

CD 322. Speech Sound Disorders. 3 Hours.
The study of the types, causes, and treatment of speech disorders including articulation and phonological disorders, voice and fluency. Eight hours of clinical observation are required.

CD 324. Techniques in Communication Disorders. 3 Hours.
Therapy approaches and techniques for planning and carrying our clinical practicum. This course includes a required laboratory experience and is a prerequisite for CD 411. Prerequisite: CD 322.

CD 331. Language Disorders in Children. 3 Hours.
The study of deviant language patterns and patterns associated with cultural diversity. Language evaluation with emphasis on linguistic analysis and the development of language programming appropriate to language problems will be covered. Five hours of clinical observation are required.

CD 341. Speech & Hearing Science. 2 Hours.
Fundamentals of acoustice, speech production, speech perception, and basic instrumentation. Prerequisite: CD 310.

CD 342. Introduction to Audiology. 4 Hours.
A study of the basic tests of hearing with emphasis on test administration and interpretation. It includes anatomy and physiology of the auditory system and its relationship to various types and degrees of hearing loss. Prerequisite: CD 310.

CD 394. Independent Study General Cd. 1-4 Hour.

CD 410. Audiology Practicum. 1 Hour.
This practicum course will provide the undergraduate student in Communication Disorders, who has an interest in Audiology, the opportunity to participate in Audiology diagnostics in the CD clinic. The student will initially observe the audiologic diagnostic/patient management protocols in the clinic and will gradually be required to participate in greater measure. The goal is for the student to acquire greater understanding of audiologic test administration, interpretation, and patient counseling. Pre-requisite: CD 342.

CD 411. Clinical Practicum. 3 Hours.
Supervised practicum in a clinical setting. Prerequisite: CD 324.

CD 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. Prerequisites: CD 310, 341.

CD 413. Anatomy and Phys 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.

CD 420. Advanced Communication Disorders. 3 Hours.
This course will provide a general overview of neurologically-based communication disorders, dysphagia, voice disorders, and stuttering. Course work will emphasize characteristics, procedures for assessment, and general treatment approaches for these communication disorders. Five hours of clinical observation are required.

CD 424. Language Development. 3 Hours.

CD 426. Speech Language Development and Disorders for the Teacher. 4 Hours.
The study of speech language development and disorders of children. Inter-relationships among personal, social, academic, speech, and language skills are covered. Academic modifications and coordination with specialized personnel are emphasized. For non-majors.

CD 427. Aural Rehabilitation. 3 Hours.
Study of the rehabilitative philosophies and methodologies of individuals with hearing impairments.

CD 494. Independent Study Honors Cd. 1-8 Hour.

CD 499. Special Topics In Comm Disorders. 1-8 Hour.

CHEM Courses

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 110H. Honors 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 designed to present chemistry in its broad cultural, social, and economic context. Assignments will include investigation of specific topics and written descriptions of the findings. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: Honors program admission or 3.30 cumulative GPA and permission of the instructor.

CHEM 115. Introductory Chemistry. 4 Hours.
Presents knowledge of concepts of chemical principles in greater depth and with more mathematical applications than in CHEM 110. Includes studies of general inorganic principles. Lecture, 3 hours; laboratory, 2 hours. Corequisite: MATH 102 or 103.

CHEM 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 121. General Chemistry I. 5 Hours.
This course is the first of 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 geometrym periodicity, and gases. Lecture, 3 hours; recitation, 1 hour; laboratory, 3 hours. Corequisite: MATH 103.

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 in 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 managment of hazardous chemicals.

CHEM 230. Quantitative Analysis. 5 Hours.
A course in quantitative chemistry including gravimetric and volumetric analysis, statistical treatment of data, and an introdution to some instrumental analysis. Lecture, 3 hours; laboratory, 6 hours. Prerequisites: CHEM 122.

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 funtional groups, thier 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 in designed for students interested in chemical education at the secondary level. Topics include gas laws, thermodynamics, equilibria, kinetics, quantum mechanicsm 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 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. Prerequisites: CHEM 122, MATH 165.

CHEM 422. Inorganic Synthesis. 1 Hour.
Applied techniques in inorganic synthesis and conpound 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 phosphorescencem infrared absorption chromatography, nuclear magnetic resonance and mass spectrometry. Offered alternate years. Lecture, 3 hours; laboratory, 6 hours. Prerequisite: CHEM 230.

CHEM 440. Organic Spectroscopy. 3 Hours.
Indentification 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 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 222.

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.
Study of major classes of biological compounds, synthesis of macromolecules, enzyme kinetics, intermediary metabolism, and control mechanisms. Lecture, 3 hours. Prerequisite: BIOL 150 and CHEM 240 or 342.

CHEM 482. Biochemistry II. 3 Hours.
A continuation of Chem 481 with more in-depth studies of particular pathways; particular emphasis is placed on medicinal chemistry and on corresponding clinical applications associated with the various pathways. Lecture 3 hours; Pre-requisite 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 the mentor. The number of credits is proportional to the time committed to the research.

CHEM 499. Special Topics. 1-8 Hour.

CJ Courses

CJ ELE. Criminal Justice Core Elective. 0.5-99 Hour.

CJ 201. Introduction to Criminal Justice. 3 Hours.
Survey of 21st Century US Criminal Justice including law, law making and court decisions, law enforcement, courts and prosecution, corrections, juvenile justice, and interface with Homeland Security, FEMA, private security, and contract justice services, and international criminal justice. Pre-requisite for CJ 230, 300, 340, 370, 380, and 491. Recommended for all other CJ courses.

CJ 226. Introduction to Criminal Investigation. 3 Hours.
This course provides a broad examination of the basic principles involved in conducting a criminal investigation. Prerequisite: CJ 201.

CJ 227. Children and Youth as Crime Victims. 3 Hours.
This course will explore the recognized physical, emotional, and behavioral indicators of abuse and mistreatment of children and adolescents, and the factors and conditions which can influence their adult offenders. Potential intervention approaches will be examined regarding their suitability and desired outcomes while regarding the family relationship.

CJ 229. Interviewing and Interrogation. 3 Hours.
Examination of interviewing and interrogation knowledge, principles, interpersonal skills, methods and techniques for understanding the psychological, ethical, and legal aspects of obtaining information from subjects. Course provides the fundamentals used in law enforcement, probation, corrections, juvenile justice, and homeland security, as well as in other areas of application.

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 & Police-Community Relations. 3 Hours.
An historical examination of the evolution of the role of police in Western culture; included are the philosophical, social, legal, political, educational, and religious influences on the purpose of police power of the state; examines current and future trends, research, and pratices that are developed for the policing function; discusses the social and individual effectd of police work in Western society. Prerequisite: CJ 201.

CJ 320. Probation, Parole, & Intermediate Punishment. 3 Hours.
Distinguishes between probation and parole; examines community corrections options, including home confinement, electronic monitoring, intensive supervised probation/parole; uses of volunteers and paraprofessionals; presentence investigation report preparation; probation /parole officer work roles, duties; functions of jails; recidivism of clients; contemporary community correctional issues. Prerequisite: CJ 201.

CJ 322. Criminal Law. 3 Hours.
A critical examination of the development and function of western criminal law; analyzes current definitions of criminal acts and omissions, defenses, and justifications in the social and legal society of the United States.

CJ 330. Criminological Theory. 3 Hours.
Provides an examination of the majot criminological schools ot thought as well as the prominent theorists within each school; theories are presented that examine criminal motivation and the application of criminal law; additionally, the implicit theoretical assumptions regarding the punishment of offenders is examined. Prerequisite: CJ 120.

CJ 335. Private Security and Private Justice Organizations. 3 Hours.
This course introduces the areas of Private Security, Loss Prevention, Corporate Technology Security, Contract-based Private Sector Criminal Justice Organizations and their relationship to traditional components of American Criminal Justice and Homeland Security. Recommended: CJ 201.

CJ 340. Juvenile Justice System. 3 Hours.
Illustrated major components of juvenile justice system, including arrest, intake, adjudication, and disposition of juvenile offenders; examines transfer process for treating juveniles as adults; describes landmark legal cases extending rights to juveniles; examines juveniles court organization as an adversarial system; treatment of contemporary juvenile justice issues, including death penalty for juveniles and deinstitutionalization of status offenders. Prerequisite: CJ 201.

CJ 345. Policy Issues in Criminal Justice. 3 Hours.
Assessment of the development, efficacy, and politics of criminal justice policy. Emphasis on analyzing teh formulation, implementation, and evauation of criminal justice policy. Prerequisite: CJ 120.

CJ 348. Legal/Ethical Issues in Criminal Justice: Interface with Homeland Security and FEMA. 3 Hours.
The work in Criminal Justice Organizations (police, courts, corrections, and juvenile justice), Homeland Security, and FEMA are intricately related in the 21st Century, and sometimes involve the same organizations and personnel. Consequently, the challenges of legal and ethical issues are also similar. Using case analysis of actual and situational scenarios, this course explores a wide range of legal philosophies and ethical issues in decision making and agency operations. Included are conflict in standards, decision making and operational priorities during routine and crises situations, professionalism in recognizing and dealing with questionable behavior of individuals, and the consequences of failing to deal effectively with them. Recommended: 201.

CJ 350. Criminal Procedure. 3 Hours.
This course is designed to expose students to the rules and procedures in which criminal prosecutions are governed. The course begins with examining the rules and procedures of police investigations and continues throughout the process of the criminal justice process. Examples of questions that criminal procedures addresses are: When can a police officer conduct a search of a home? When can a probation officer enter probation's home without notice? Students will also examine the historical foundation of these rules and procedures.

CJ 362. Women in the Criminal Justice System. 3 Hours.
Examines the nature and extent of female offenders, victims in the criminal justice system. The course will provide students with and understanding of the processing of women offenders through the criminal justice system. Students will also become familiar with the theoretical concepts focusing on female criminality and victimization. Prerequisite: CJ 201.

CJ 365. Law & Society. 3 Hours.
Examination of the various perspectives on th development and implementation of law and assessment of the various facets of law in action. Prerequisite: CJ 201.

CJ 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.

CJ 375. Gangs. 3 Hours.
Explores gang phenomena in U.S.; concentrates in recent 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.
Examines institutionalization of convicted offenders; describes jails and prisons; investigates issues including privatization of prison operations, inmate rights; correctional officer duties/training/ responsibilities are described; examines post-institutionalization experiences of released inmates in community programs; examines classification systems used to determine one's level of custody; describes different types of prisons/jails and their functions. Prerequisite: CJ 201.

CJ 385. Terrorism. 3 Hours.
Explores terrorism from an international and national perspective; examines the social, political, and cultural reasons for terrorism including the law enforcement's fight against terrorism in the U.S. Prerequisite: 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 and Alaskan Native Villages in the US. Specific focus will be given tribal justice systems; tribal interactions with Federal Justice Organizations (FBI, Federal Courts and Probation, Federal Bureau of Prisons), as well as tribal interface with local/county/state police, courts and corrections in 280 states such as ND. Tribal law and order reforms under PL 111-211 are examined along with reform policies for dealing with domestic violence, substance abuse, and gang violence. Recommended: CJ 201.

CJ 394. Independent Study General CJ. 1-6 Hour.
Intensive study of sustantive 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 & Victimology. 3 Hours.
The course provides a student's overview of the characteristics and trends of victims in a variety of settings, and the criminal justice system's perception and response to these individuals. Prerequisite: CJ 201.

CJ 401. Administration of Criminal Justice Systems. 3 Hours.
Overview of organizational theory as it applies to the administration of Criminal Justice agencies. Emphasis on criminal justice management theory and policy development. Prerequisite: CJ 201.

CJ 420. Homeland Security Advance. 3 Hours.
This course builds on a student¿s knowledge about the American Criminal Justice System and its relation to Homeland Security. Course examines Homeland Security¿s history, legal foundation, national infrastructure and interface with criminal justice. Specific focus is given: intelligence and counterintelligence, weapons of mass destruction, cyber-crime, organized crime, domestic and border security, and immigration issues. Incident command and control systems, adopted in 2012 are discussed. Students completing the course satisfactorily may wish to obtain FEMA certificates. Prerequisite: CJ 201 or consent of Department.

CJ 450. White-Collar Crime. 3 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, and crime by state workers. Traditional and novel strategies for the social control of these offenses are also presented. Prerequisite: CJ 201.

CJ 480. CJ Research and Data Analysis. 3 Hours.
This course is designed for students interested in graduate studies in criminal justice. Specific emphasis is on applying scientific methodologies and analyses to current issues in criminal justice. Research designs, sampling populations (inmates, juvenile delinquents, and minorities) will be the primary focus. Students will also learn data analysis procedures/statistics appropriate to the type of data typically collected by CJ departments and agencies. Additionally, students will be provided with hands-on experience in developing a research proposal which incorporates methods and analyses for their criminology study.

CJ 491. Senior Seminar. 3 Hours.
Integration of program outcomes with application of knowledge, values, and skills necessary for field entry, value and ethical considerations, and the development and implementation of future career objectives. Provides application of core courses, provides students with current developments in key core areas. Prerequisites: CJ 120, criminal justice major, senior status and must have completed all CJ core courses.

CJ 494. Independent Study Honors CJ. 1-8 Hour.

CJ 497. Field Experience. 1-6 Hour.
Students practicum in a criminal justice or related agency; course may be repeated in either the same or different agency; designed to enhance these experiences, supplementary readings and written assignments are required. Prerequisites: CJ 201 or consent of instructor; all core requirements must be completed before enrolling; may be repeated once for 3 credit hours.

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 Courses

COMM 099. Recitals. 0 Hours.
This is a zero credit course required of all communication arts majors and minors, and is required each semester in attendance. It is designed to accumulate information about each student's required attendance at predesignated communication arts department recitals.

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 no be used as part of communication arts major, minor, of concentration.

COMM 120. Introduction to Broadcasting. 3 Hours.
Basic introduction to commercial and non-commercial broadcasting.

COMM 191. Freshman Seminar. 1 Hour.
Introduction to departmental requirements and opportunities. Pre-requisite: Communication major or minor.

COMM 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of communication. Pre-requisite: 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 & Popular Culture. 3 Hours.
Includes analysis of audience, occasion, subject, and speaker. Subject matter will include such media as movies, songs, television, humot, fashion, public demonstration, advertisements, architecture, etc. Includes text readings, group discussion, analtrical 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.
An introduction to the theory and practice of public relations, emphasizing management functions, its publics, writing skills, communication process, tools, and professional ethics.

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 & Applications. 3 Hours.
This course will examine, through research and field experience, the fundemental elements of electronic advertising practices and applications. Students will learn success factors that increase the power of advertising through mass media. Restricted to sophomore, junior, and senior status.

COMM 221. PR & Media Writing. 3 Hours.
Introduction to basic writing skills in the field of public relations & the media. This is a writing intensive course. You will learn how to adapt message for various media & mediums. Specifically, you will learn to compose news releases, media advisories, internal communications information, and more. Active writing is a key component taught in this course. This course teaches students how to prepare professional public relations messages for print electronic media.

COMM 224. Publication Makeup & Design. 3 Hours.
Introduction to the technical aspects of newspaper, magazine, and yearbook production.

COMM 225. Audio Production I. 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 281. Reporting & 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. Communication Arts Activities. 1 Hour.
The participation in a significant capacity in any communication arts activity above and beyond the requirements of a specific course. Repeatable up to eight credits.

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 along side promotions. This course specifically directs students to have hands on experience within the Broadcasting Department. More directly, writing newsletters, promotions of channel 19, alumni relations, web site writing & creation, and advertising.

COMM 291. Sophomore Seminar. 1 Hour.
Study of communication (people, events, activities) as determined by student/professor consultation. Pre-requisite: 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 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 315. Persuasion & Argumentation. 3 Hours.
An investigation of the structure, types, and tests of arguments with practical application in preparing and presenting persuasive 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 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.
A close up look at the business of broadcast advertising, including radio, TV, and cable.

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 to establish and maintain contact with communities. Sects of society integrate communication differently and it's essential to a public relations practitioner to understand those levels of communication. This class explores a variety of ways to maintain community relations, focusing specifically on technology and social networking. Most importantly it informs students how to utilize community resources to promote strong community relations.

COMM 325. Campaigns and Strategies. 3 Hours.
This course will explore marketing, public relations, and advertising relationships in today's market. The textbook, classroom lectures, guest speakers, and assignments will build a solid foundation in the fundamentals needed to develop and implement campaigns and strategies in the field of public relations, advertising, and marketing. Prerequisites: COMM 320 and junior or senior status.

COMM 326. Media Announcing. 3 Hours.
Theories, practices,a dn 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. 3-33 Hour.
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 354. Special Events Planning. 3 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. Site selection, program planning, and material development will be amoung other disignations for the course.

COMM 360. Video Production I. 3 Hours.
Emphasis on the operation of video, audio, and editing equipment. Prerequisite: COMM 120.

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 knomledge 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 profession educational setting.

COMM 389. Directing Forensics. 2 Hours.
Theory, philosophy, and practice in speech contest/festeval 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 theatre and broadcast activities, in today's secondary school environment. Prerequisite: Adminttance to Teacher Eduation.

COMM 392. Junior Project. 1 Hour.
The course will include proposal writing procedures and defense, journal writing, research as dictated by the individual's project, public relations policies leading to the public presentation of a recital. All in prepatation for the Senior Recital. Prerequisite: COMM 099.

COMM 394. Independent Study General. 1-4 Hour.

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). Pre-requisite: Communication major or minor.

COMM 397. Communication Arts Practicum. 1-3 Hour.
Student Internship with application of specialized speech techniques in broadcasting, theatre, or other areas of communication arts.

COMM 410. Advanced Problems. 3 Hours.
Courses beyond the present offerings on broadcasting, speech communication, and theatre arts. No more than three courses may be accrued.

COMM 411. Communication Issues & Ethics. 3 Hours.
The course will focus on current communications issues in social and workplace settings. Areas of study will include the history of free speech, the responsibility of the media, the responsibility of the individual as sender and receiver of messages, and ethical decision making.

COMM 412. Communication Law. 3 Hours.
A study of the regulatory policies (federal, state, and municipal) in modern electronic and print media.

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 of senior status.

COMM 425. Crisis Communication. 3 Hours.
This course develops the public relations practitioner from a theoretical and professional approach. Students will learn how to incorporate grounded theory into crisis management plans. This course develops the research base focusing on fundamental case studies within the field in order to develop a proactive approach to crisis management. Students will learn how to use an ethical framework when engaging communities, organizations or the society at large before, during and after a crisis situation. Prerequisite(s):COMM 320.

COMM 460. Video Production II. 3 Hours.
Use of TV video, audio, and editing equipment in various news and commercial applications. Prerequisite: COMM 360.

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 eight credits. Prerequisite: COMM 360.

COMM 492. Senior Project. 3 Hours.
Special project undertaken during the senior year with the direct supervision of an instructor. Project may be chosen from any area of the communication arts department. Prerequisites: COMM 099, COMM 392, and consent of faculty.

COMM 497. Broadcast Practicum. 4 Hours.
Internship in the mass communication field allowing the students to put into practice, in a professional setting, those techniques and theories learned in their coursework. Prerequisites: Completion of 40 credits in communications with a 2.75 GRA in major.

COMM 499. Special Topics. 1-8 Hour.

CSCI Courses

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. Introduction to Web Languages. 4 Hours.
Introduction to programming in a high-level language. Emphasis on problem solving and logical thinking. Design, implementation and testing of programs for small scale problems using elementary data types and control structures using web programming languages.

CSCI 112. Visual Basic and VBA. 4 Hours.
Introduction to programming in the Visual BASIC and Visual Basic Application. Prerequisites: CSCI 111.

CSCI 115. Introduction to PC Systems. 3 Hours.
PC hardware and software management, fundamental principles of computer hardware, file management and troubleshooting.

CSCI 127. Beginning JAVA. 4 Hours.
An introduction to programming in the Beginning JAVA language.

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 design, code debug, and document programs, 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.

CSCI 177. Intermediate JAVA. 4 Hours.
Intermediate level programming in the JAVA language. Prerequisite: CSCI 127.

CSCI 221. Web and Internet Programming. 4 Hours.
Service side programming for the WWW. Emphasis on servlet programming and distributed component programming using API's for object serialization, remote method invocation, database connectivity and XML generation.

CSCI 242. Algorithms & 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.

CSCI 243. Algorithms & Data StructuresII. 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.

CSCI 260. UNIX Environment. 4 Hours.
An introduction to the UNIX environment. Basic tools and utilities. Shell programming. Prerequisite: CSCI 160.

CSCI 275. Computer and Digital Hardware I. 4 Hours.
Fundamentals of digital systems, data representations, mathematics digital systems, microprocessor design and instruction sets, introduction to laboratory equipment.

CSCI 297. Internship. 1-8 Hour.
Supervised professional work experience in a cyber-technology environment at the 100 & 200 course level. May not be counted towards earned credits for major or minor. Student must have departmental approval before enrolling.

CSCI 299. Special Topics. 1-4 Hour.
Prerequisite: CSCI 101.

CSCI 321. Windows Programming. 4 Hours.
Development of applications for the Windows environment and use of a standard library and its classes.

CSCI 323. Robotics. 4 Hours.
Introduction to robotics emphasis is on the 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.

CSCI 330. Software Engineering and Testing. 4 Hours.
The principle, methods and models used to develop and manage software projects, including test implementation of a large-scale project.

CSCI 331. Social Implications. 4 Hours.
An introduction to: The effects of computer technology (hardware and/or software) on society and individuals; ethical problems faced by computer professionals; human interaction and interfacing with computer technology. Prerequisite: CSCI 161, 275 and 340 or instructor consent.

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.

CSCI 340. Computer Networks I. 4 Hours.
Introduction to network design and management. Topics include the local area networks, wireless networks and communication systems, OSI and TCP/IP Models, signals and modulation, protocol designs such as Ethernet, Wifi, Bluetooth, cellular networks, ad hoc networks, flow control, error handling, routing, interfaces, and applications.

CSCI 352. Comparative Languages. 4 Hours.
Comparison of procedural and non-procedural languages. Study of strengths and weaknesses of language for solving various problems. Introduction to implementation issues such as memory allocation. Prerequisite: CSCI 242.

CSCI 356. Database Management I. 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.

CSCI 360. Systems Programming. 4 Hours.
Programming using interrupts and operating systems services. Device driver implementation. Brief comparison of different hardware systems.

CSCI 370. Computer Organization. 4 Hours.
The structure and organization of computer hardware. Register implementation and usage. Memory management. Comparison of Architectures.

CSCI 375. Computer and Digital Hardware II. 4 Hours.
Advanced applications of digital systems, builds on the content of CSCI 275, emphasis on system designs. Prerequisite: CSCI 275.

CSCI 391. Teaching Computer Science. 2 Hours.
Classroom management and equipment. Analysis of student diffuculties, survey of current literature, observation, and practicum. Prerequisites: CSCI 160, 250 and admission to Teacher Education.

CSCI 440. Data Communications & Computer Security. 4 Hours.
Network administration and management of data protocols and models, basic configurations, software, hardware, and routing applications. Problems of computer security and possible solutions, internet security, secure operation system and kernels, with an emphasis on applications.

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.

CSCI 452. Compiler & Interpreter Construction. 4 Hours.
Theory and practice of program translation. Lexical and syntactic analysis, error detection and response, optimization.

CSCI 456. Database Management II. 4 Hours.
Advanced database theory and applications. Students will be expected to have a solid foundation in normalization and database programming. Students will be expected to apply their knowledge of set theory, relational calculus and normalization to design and develop a large database project in a relational database system and create an application which uses the database in the programming language of their choice from a large data set.

CSCI 458. Computer 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.

CSCI 460. Capstone Project. 4 Hours.
The student chooses a research or software development project in consultation with the instructor. The student prepares a project proposal discussing the scope of the project and develops it to those specifications. On completion of the project the student is expected to present the results of their work and submit a final report. It is recommended that the project is focused on student's chosen field of study.

CSCI 497. Internship. 1-8 Hour.
Supervised professional experience in computing applications. A maximim of two 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.

CSCI 499. Special Topics. 1-4 Hour.

DTS Courses

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, adn tornado safety.

DTS 230. Driver & 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 Diver 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 woth beginning teenage drivers.

DTS 290. Traffic Law. 4 Hours.
3/94 Dropped Q For Pre-Req Purposes.

DTS 325. Org & Admin Safety Ed. 3 Hours.
3/94 Dropped Q For Pre-Req Purposes.

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 Dalota Motor Vehicle laws. Designed to develop an understanding of traffic law in modern society.

DTS 397. Special Problems-Dts. 1-2 Hour.
3/94 Dropped Q For Pre-Req Purposes.

DTS 399. Independent Study General Dts. 1-4 Hour.

DTS 400. Special Topics In Dts. 1-8 Hour.

DTS 450. Organization & 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 electonic driving simulator, equipment, multiple care 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 497. Special Problems-Dts. 1-4 Hour.
3/94 Dropped Q For Pre-Req Purposes.

DTS 498. Special Problems-Dts. 1-4 Hour.
3/94 Dropped Q For Pre-Req Purposes.

DTS 499. Independent Study Honors Dts. 1-8 Hour.

ECE Courses

ECE 215. Infant/Toddler Development. 2 Hours.
This course explores the child's growth and development from birth to 36 months. It will give candidates a basis for understanding normal developmental needs of children and a means of meeting them in the children's home, childcare center, and community environments.

ECE 310. Home School Community Relations. 2 Hours.
This course explore home-school-community relations. The content includes history, parental involvement in school, parent-teacher conferences, home visits, parent and community programs, and community resources for parents.

ECE 312. Methods: Arts Integration. 2 Hours.
This course explores and uses the fine and performing arts as primary pathways to learning in young children. Includes selecting materials, creating environments, and planning lessons and activities that integrate art, music, and movement across curriculum disciplines.

ECE 313. The Emergent Reader. 2 Hours.
This course explores a wide variety of developmentally appropriate instructional practices for teaching early childhood learners multiple ways of communicating and experiencing language through books and media programs. Emphasis is placed on integrating reading, writing, speaking, and listening as forms of creative personal expression. Effective methods of teaching children how to decode and encode print are studied.

ECE 314. Mathematics & The Young Child. 2 Hours.
This course explores curriculum and methods for teaching mathematics in pre-K through grade 3. Candidates actively engage in projects and activities that help them develop a conceptual understanding of teaching mathematics in a cooperative and 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.

ECE 335. Early Childhood Education. 3 Hours.
Study of early childhood learning theories, developmentally appropriate materials. classroom arrangement, observational techniques, and curriculum planning. Actual experience with materials, observation, and field experience.

ECE 360. Language Acquisition:The child. 3 Hours.
Language activity includes speaking, writing, reading, and listening, Coursework will center on how language is acquired, the functions of language and how language develops. Examine how teachers can best support the growth of children as language learners and users. Prerequisites: ECE 335. Co-requisite: ECE 215.

ECE 361. Observation and Assessment ECE. 3 Hours.
Students will learn about and actively engage in a variety of observational methods to assess the social, motor, and cognitive growth of young children.

ECE 411. Leadership & Supervision. 3 Hours.
This course explore effective organization of early childhood programs and looks at managing the day-to-day operations of a program. Candidates examine leadership frameworks and unique leadership styles, and how to apply the principles of leadership to create vision, become an agent of change, and model professional and ethical behavior. Candidates examine supervision frameworks for effective recruitment, selection, and orientation practices. Candidates study a comprehensive model for supervising staff, promoting ongoing professional development and creating a strengths based team in nurturing positive teaching/learning environments.

ECE 430. Preschool Curriculum, Activities, & Practicum. 3 Hours.
Study of development of 4-7 year olds and procedures in preschool planning including teaching techniques and expressive materials for the campus preschool. Laboratory.

ECON Courses

ECON 201. Principles of Microeconomics. 3 Hours.
Supply and demand, price and output determination in the product and resource markets, consumer demand, elasticity, costs and profits, and intentional trade.

ECON 202. Principles of Macroeconomics. 3 Hours.
Nature, method, and scope of economic analysis; nature of economic growth; inflationary tendencies and unemployment, monetary and fiscal policies, international finance. (May be taken before 201.).

ECON 299. Special Topics. 1-8 Hour.

ECON 312. Price Theory. 3 Hours.
Analysis of individual consumer demand, principles of production, costs, pricing and output decisions under different market structures. Prerequisite(s): ECON 201.

ECON 314. National Income Analysis. 3 Hours.
Study of major movements in national income, production, employment, price levels, as well as policy related to growth and equilibrium. Prerequisite(s): ECON 202.

ECON 315. Labor Economics. 3 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 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 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 learning this subject is to help managers make better decisions. Topics include demand and cost analysis, market structure, pricing decision, and government regulations. Some powerful analytical tools such as regression analysis, business forecasting, and linear programming will also be covered to assist the decision making process. Prerequisites: ECON 201 and 202.

ECON 414. International Economics. 3 Hours.
Study of the causes fo international trade, classical and neoclassical models of international trade, the movement fo money, goods, and factors fo 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 background, like mercantilism, physiocracy, classical economies, historical school and Socialist doctrines. Prerequisites: ECON 201 or 202.

ECON 419. Economic Planning & 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 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 312.

ECON 494. Independent Study Honors Econ. 1-8 Hour.

ECON 499. Special Topics. 1-8 Hour.

ED Courses

ED 221. 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 tutoring experience.

ED 250. Foundations of Education. 2 Hours.
Study of the historical, philosophical, sociological, concepts that have impated 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 Pre-requisite: acceptance into the Honors Program and must be of sophomore, junior or senior status.

ED 260. Educational Psychology. 2 Hours.
Emphasis learning theory, effective teaching, classroom management and child development 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. Pre-requisite: 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 12 hours of observations in schools related to 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 experience focuses on engagement with professional organizations and service learning in projects related to education in schools and the community.

ED 283. 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 16 hours of experience in a variety of programs and services in educational settings.

ED 299. Special Topics In Education. 1-8 Hour.

ED 299A. Special Topics. 1-8 Hour.

ED 320. Curriculum, Planning & 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. Curriculum, Planning, and Assessment II. 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.

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. Prerequisite: ED 320.

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.

ED 350. Middle School Philosophy & Curriculum. 3 Hours.
Acquaints students with the philosophy of middle school education and current practices in middle school curriculum, instrucation, 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, data bases, and emerging technologies. Prerequisites: Admission to Teacher Education or CD major and ED 320.

ED 394. Independent Study In Education. 1-4 Hour.

ED 402. Content Area & Develop Reading. 3 Hours.
The study of teaching reading at elementary, middle school, and high levels; ways of responding to literature and other written materials, content area reading for different purposes, application of strategies and study skills, and use of a variety of performance assessments.

ED 440. Remedial Reading. 3 Hours.
Diagnosis and treatment of children with reading difficulties. Prerequisites: Admission to Teacher Education and ED 352.

ED 441. Clinical Practice in Remedial Reading. 3 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 460H. Managing the Learning Environment. 2 Hours.
Strategies for successfully creating a positive learning enviornment, strategies for dealing with the disruptive student and strategies for creating positive parental involvement in student learning. Creative, intellectual, in-depth study of management strategies will be required. Pre-requisites: ED 320, admission to teacher education and admission to the Honors Program.

ED 470H. Teaching Diverse Learners. 2 Hours.
Adapting teaching strategies to cultural, ethnic, linguistic, developmental and physical differences in the classroom. Collaborating with related professionals in individualizing instruction. Creative, in-depth intellectual study of diversity. Pre-requisistes: ED 320, admission to teacher education and admission to the Honors Program.

ED 480. Clinical Practicum in Education. 1 Hour.
This course in designed to give education majors an opportunity to have 30 hours of practical experience. Placements in schools settings are arranged by the Teacher Advisement and Field Placement office. Prerequisites: Admission to Teacher Education, a methods class, and departmental approval.

ED 482. Student Teaching Seminar. 2 Hours.
This seminar will provide support to candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be discussed.

ED 483. Student Teaching Seminar. 2 Hours.
This seminar will provide support to 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.

ED 484. Student Teaching Seminar. 2 Hours.
This seminar will provide support to 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.

ED 491. Student Teaching Kindergarten. 4-16 Hour.
Supervised teaching in kindergarten. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 492. Student Teaching, Elementary. 4-16 Hour.
Supervised teaching in elementary schools. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 493. Student Teaching, Secondary. 4-16 Hour.
Supervised teaching in secondary schools. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 494. Student Teaching K-12. 4-16 Hour.
Supervised teaching in both elementary and secondary levels in resticted areas. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 495. Student Teaching, Special Areas. 4-16 Hour.
Supervised teaching in special areas: mentally handicapped and education of the deaf. Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 497. Mentored Clinical Practice. 5-16 Hour.
This course if designed to provide a one year mentored clinical intership for classroom teachers. Prerequisites include departmental approval and emergency licensure by the Educational Standards and Praqctices Board of North Dakota.

ED 499. Independent Study Honors Ed. 1-8 Hour.

ELED Courses

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.

ELED 421. Elementary Mathematics Methods. 3 Hours.
Practicum in teaching mathematics to children in cooperatice learning groups through the use of manipulative materials, symbolic representations, and problem solving approaches. Oberservation 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 377. Corequisites: ELED 422, ELED 423, ELED 424, and SCI 426. Course restricted to Elementary Education majors.

ELED 422. Elementary Language Arts Methods. 3 Hours.
Encompasses curriculum, theory, and methodology in language arts. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education and ED 320, ELED 352. Corequisite: ELED 421, 422, 423, 424, SCI 426. Course restricted to Elementary 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, ELED 352. Corequisite: ELED 421, 422, 423, 424, SCI 426. Course restricted to Elementaty Education majors.

ELED 424. Elementary Social Studies Methods. 3 Hours.
Curriculum, theory, and methodology in the teaching of social studies. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning process. Prerequisites: Admission to Teacher Education and ED 320. Corequisite: ELED 421, 422, 423, 424 SCI 426. Course restricted to Elementary Education majors.

ENGL Courses

ENGL 110. College Composition I. 3 Hours.
Guided pratice 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.

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 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 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. Does not count toward the English major/minor.

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 231. Bible as Literature. 3 Hours.
Study of the Bible from a literary point of view.

ENGL 231H. Bible As Literature. 3 Hours.

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 244. Writing in Multiple Genres. 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 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-nineteenth century. Prerequisite: ENGL 110.

ENGL 262. Foundations in Am Lit II. 3 Hours.
A survey of American literature from the mid-nineteenth century to the present. Prerequisite: ENGL 110.

ENGL 265. Native American Literature. 3 Hours.
The study of Native American Indian legends, poems, and stories with emphasis on contemporary writings.

ENGL 270. Introduction to Literary Criticism. 3 Hours.
The study of methods and assumptions of literary criticism, the reasons for and values fo literary studies, and the formal academic discourse employed in English. Course serves as an introduction to the English major. Prerequisite: ENGL 110.

ENGL 299. Special Topics. 1-8 Hour.

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).

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 us 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 326. American Apocalyptic Lit. 3 Hours.
This course traces apocalyptic literature in the Americas from the Spanish explorers and Puritan settlers through to the twenty-first century. Students will read literature in a variety of genres and explore how both imagery and narrative tactics are critical in apocalyptic literature. Students will also explore how apocalyptic literature has indelibly marked American culture, politics, and social rhetoric. This course is a literary and cultural study course, not a religion or theology course.

ENGL 329. Coming of Age Literature. 3 Hours.
Students will discuss films and novels in which the main characters grow up. The texts' themes may include, but are not limited to, acculturation, appearance and reality, crime and punishment, death ecology, education, emotional and physical change, friendship, gender roles, human sexuality, individuals and institutions, individuals and society, love, race and ethnic relations, search for meaning, and spirituality. Students will select some of the texts through class vote.

ENGL 331. Ethnicity and Identity Search. 3 Hours.
The identity struggle that persons of specific ethnic backgrounds encounter in their cultural contexts. Texts (including films) and topics may vary and the ethnic focus may either be comparative or selective.

ENGL 334. Film Directors. 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 ten major films in total and we'll read selected materials.

ENGL 337. Frontier Lit of North Am. 3 Hours.
Students in this course will explore literature from the western margins of this continent as it is/was discussed and as the Frontier slowly moved west from Western Virginia to Western Pennsylvania to North Dakota and beyond. While locations and dates change, concepts of The West and the Frontier retain elements from locale to locale. Students will explore sources of the "rugged individualism' and independence in which we pride ourselves.

ENGL 338. Topics in Adolescent Lit. 3 Hours.
Literature written for teenagers (ages fourteen through eighteen) is uniquely positioned because it addresses the emotional and social issues and fears unique to adolescence. In this course, students will read a variety of literature written for teens and through this literature, explore topics such as race, family, technology, and coming of age. Specific topics will vary each time the course is offered, but students will explore how writers attempt to address the concerns and problems of adolescents in an increasingly complex society.

ENGL 339. Topics in African Lit. 3 Hours.
The enormous effects of cultural change upon the Dark Continent will be studied through post-colonial African writers ranging from Chinua Achebe to V.S. Naipul. The course will continue with a study of contemporary African authors and literature.

ENGL 342. Gendered Literature. 3 Hours.
This course will explore through literature how gender intersects with other identity categories such as sex, class, sexuality, and race in shaping authorship, reading, and representation. Course materials will span time periods, cultures, and countries to investigate an array of experiences that interrogate concepts of gender. Through the course of the semester, students will explore the gender continuum, covering hegemonic masculinity, exaggerated femininity, and all the shades in between.

ENGL 343. Graphic Novels as Lit. 3 Hours.
Graphic novels have been labeled as "comics" and "pop" culture, unworthy of study; however, graphic novels are rising in popularity and prestige in this course, students will explore the evolution of the graphic novel, from its earliest forms through the present day, including stand alone novels and retellings of classical literature. Students will examine the ways in which artwork, narration, and dialogue interact to produce a hybrid piece of literature and will have the opportunity to write their own graphic novel manuscripts.

ENGL 345. American Noir. 3 Hours.
What used to be considered a sub-genre of detective or crime fiction, noir is more and more understood as a sub-genre of American modernism. Criminal and other "outsider" activity or behavior often drives the plot of noir fiction and film; however, this literature serves as the vehicle by which we can understand issues central to modern and contemporary (and literary) American life - issues such as class, race, gender, sexuality, sense of place, and/or belonging, moral codes, psychological well-being, achievement and success, and narrative style. Noir, then, develops and modifies popular literary and cultural formulas to address genuine social and aesthetic problems, and thus deserves the intense, focused analysis of this literature course.

ENGL 348. Language Arts for the Writer. 3 Hours.
The craft of writing with style is developed through the study of language arts and the close reading of a writer's (or writers') use of words, sentences, paragraphs, narration, characters, dialogue, details, and gestures. Personal selection of a writer by students.

ENGL 349. Chinese and Japanese Literature. 3 Hours.
This course will explore significant developments in Chinese and Japanese literature and art, as well as like developments amongst Asian minority groups, all discussed in their relationship to the literature of our own time and place. Includes works by Chinese T'ang poets and the creators of Japanese Noh Theater, among others.

ENGL 350. Literature of the Last Twenty Years. 3 Hours.
In this course students will read a selection of text written in the last twenty years in order to explore the place of recent text and literary trends within the study of literature. The course will offer a global perspective by featuring text from across the English speaking world. Students will think critically about the types of literature they have seen being widely distributed, adapted, and read during their lifetimes.

ENGL 355. Age of Shakespeare. 3 Hours.
Study of representative works of Shakespeare. Prerequisite: ENGL 110.

ENGL 358. Literature of the Upper Great Plains. 3 Hours.
Students will explore literature written in first-person about experiences of settling and of homesteading in the Upper Great Plains. Other accounts will be from children's perspectives of that was produced years after the fact. While much of the literature will be realism, some fiction will also be read for contrast. Students will compare accounts written by women and men, between Canada and Nebraska, between early nineteenth century and late twentieth century.

ENGL 359. Literature of the Wild. 3 Hours.
This course not only provides students with a focused way of examining how American nature writers have framed human interactions with the natural environment and how these writings are relevant to current ecological problems and issues, but it also asks that they inquire how cultural values have shaped our definitions of nature, our perceptions of and relationships to the natural environment, and our political priorities relative to the kinds of environmental problems and solutions that we address in the United States.

ENGL 360. Love, Lust, and Loss in Western Literature: The Pastoral, Elegiac, and Courtly Traditions. 3 Hours.
This course explores the development of literary traditions of love of Ancient Greece and Rome, Medieval, Renaissance, and Romantic English Literature, and its pertinence to love traditions of our own time. The course further considers two interesting corollaries of the literary love traditions: strange sex and weird spirituality.

ENGL 363. Magical Realism. 3 Hours.
Magical realism is a loosely defined and broadly descriptive genre in which natural laws are occasionally stretched or ignored. In this course students will explore the genre's range and variety. The reading and viewing lists will emphasize Mexican and Latin American novels and films. Students will explore the themes, characteristics, objectives, and attitudes of magical realism in order to better understand the genre's focus on the mysteriousness or everyday real.

ENGL 365. Media English. 3 Hours.
Methods for incorporating the production, editing, and publishing of computer-based media into the English classroom are developed by using computer graphics, video recorders, Google docs, pods, blogs, social networks, and other net tools.

ENGL 367. Media Literacy. 3 Hours.
In order to address the increasingly visual and digital demands of our culture and the citizen it produces, this course will explicitly deal with the dissemination of information and culture via different forms of popular media. Based on the idea that everything produced by our culture is readable text, students will read and produce both traditional and non-traditional texts in a variety of media. Students will also explore how different media changes, how we process information and the impact they have on important concepts such as identity, self, culture, community, authority, and argument.

ENGL 368. Place in Detective Fiction. 3 Hours.
From Sam Spade's San Francisco to Spenser's Boston to V.I. Warshawski's Chicago, place plays a huge role in the detective novel, often becoming a character itself. This course will examine the role of place, both real and invented, in detective novels and films. Students will read detective fiction and watch several films and through this, they will examine how the place in which a detective operates affects the unfolding of the mystery and the detective's attempts to find out "whodunit.".

ENGL 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 374. Reading the Built Environment. 3 Hours.
With over three-quarters of America's population now living in cities, the dynamic between humans and the environment has shifted away from the natural to the built. This course will explore the varied interactions between cities/towns and the people who live there. Students will read literary and spatial texts in order to challenge the definition and experience of community and how it changes and adapts depending on the built environment that surrounds it - the spaces where cities bleed into one another, where nature has reasserted itself within the city, or where previously vibrant small towns and city centers stagnate.

ENGL 376. The American Century: American Literature and Culture in the Twentieth Century. 3 Hours.
In this course, students will read literature produced by twentieth-century American writers, and through it explore issues of race, class, gender, and region or place. Students will also study the critical theories and aesthetic movements associated with the terms modernism and postmodernism. Students will also investigate how literature and culture intersect and inform one another.

ENGL 378. The Modernists. 3 Hours.
This course examines that crazy experimental time in early twentieth century arts and letters when the idea of form explodes, creating all kinds of new literary and aesthetic models that changed our world. Includes works by T. S. Eliot, Gertrude Stein, William Butler Yeats, Virginia Wolf, Henry Green, Ezra Pound, and others, situated in the historic context of the two World Wars.

ENGL 383. Topics in Black American Literature. 3 Hours.
This course includes both fiction and non-fiction with readings from oral traditions and slavery to that of the nineteenth and twentieth centuries. Topics may focus on slavery, legal cases, migrations, language (dialect to rap) or other topics. We will explore the relationships between Black Americans and hegemonic groups, and the impact of African-Americans/Blacks upon the people and cultures of America.

ENGL 385. Tracking the Sword in the Stone: Arthurian Legend Then and Now. 3 Hours.
This course examines the development of Arthurian Legend from its sixth century British origins through the European Middle Ages and unto the present day, for Arthur, they say, is still among us.

ENGL 389. Warriors, Marchers, and Martyrs. 3 Hours.
The literature of collisions are studied, whether those collisions are political, military, cultural, racial, economic, religious, environmental, gendered, or sexual oppressions or crises. Texts (including films) and topics may vary.

ENGL 390. Secondary Language Arts Methods. 4 Hours.
Theory and practice in teaching literature, composition, and language in the secondary school. Includes practicum. Prerequisite: Admission to Teacher Education.

ENGL 397. Internship. 1-6 Hour.
Hands-on experience in the discipline. Placement determined at time of internship. May be repeated as desired.

ENGL 399. Special Topics. 3 Hours.

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 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 figures or issues, emphasis to be determined by student/professor consultation . Prerequisites: ENGL 120 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.

ENGL 499. Special Topics. 1-8 Hour.

FIN Courses

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 281. Fundamentals of Energy. 3 Hours.
An introductory course in energy fundamentals, which will include an overview of various energy sources, energy terms and definitions, and calculations related to energy. Energy economics and management are emphasized. Energy calculations, such as unit cost for petroleum and unit cost for electricity will be taught. Prerequisite: Math 103 or higher. Co-requisite: GEOL 101 or 105.

FIN 299. Special Topics in Finance. 2-3 Hour.

FIN 353. Corporation Finance. 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, securitym 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 adn indexed funds, and derivative securities. Prerequisites: FIN 353 and ECON 201 and 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 421. International Energy Markets. 3 Hours.
This course introduces students to International Energy Markets. It will examine energy industry market structure and how it relates to business decision-making. The course will examine both renewable and non-renewable energy industry market structures. The course will provide fundamental economic knowledge needed to implement decisions related to the energy industry. It will review supply and demand structures of the energy market as well as various energy forecasting methodologies. The course will use energy data analysis methodology as a tool for analyzing future energy requirements.

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 teh 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 300.

FIN 451. Insurance & Risk Management. 3 Hours.
Examines the naturs 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 300.

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 dept, equity securities and modern portfolio theory. Prerequisite: FIN 355.

FIN 455. Financial Institutions & Markets. 3 Hours.
Focuses on the management of depository and non-depository financial institutions and teh use of the money and capital markets in financial management straegy. 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 tolls 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 459. Advanced Project Evaluation. 3 Hours.
This course addresses project evaluation and risk analysis for the energy industry and applies quantitative and statistical techniques to investment decisions. The course will emphasize modeling and forecasting methodologies. Software applications will include standard statistical and risk analysis software packages.

FIN 491. Seminar in Energy Topics. 2 Hours.
This course introduces current practices and trends and reviews applications that are used in the energy industries. The topics presented will focus on both the short and long-term energy outlook for society. Both renewable and non-renewable energy topics will be presented by industry leaders and experts. Both North Dakota and global energy forecasting needs will be discussed.

FIN 495. Seminars in Leadership Development. 3 Hours.
Special topics in leadership including concepts, principles, and processes to facilitate effective, compassionate, and ethical leadership within the leader/follower relationship. The course will examine the relevance of self-awareness, self-management, environmental situations, social awareness & responsibility, and relationship management in authentic leadership.

FIN 497. Internships. 2-9 Hour.
A cooperative occupational training program in the area of finance. Maximum of 3 credits will count toward major. Prerequisites: restricted to major, junior or senior status and consent of the department.

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 Courses

FREN 101. Beginning French I. 4 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. 4 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. Pre-requisite: French or French Education major or minor.

FREN 201. Intermediate French I. 4 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. 4 Hours.
Continuation of FREN 201. Prerequisite: FREN 201.

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. 3 Hours.
Varying areas of content, issues, or themes in the study of French language, literature, culture, and civilization. Repeatable for credit as topics change.

FREN 303. French Culture. 3 Hours.
Readings in culture and society from the French-speaking world. Prerequisite: FREN 202 or consent of instructor.

FREN 304. Introduction to French Literature. 3 Hours.
Designed to improve language shills with an emphasis on reading and to enhance the student's ability to understand literature. Includes study of poetry, drama, and narrative from the French-speaking world. Prerequisite: FREN 202 or consent of instructor.

FREN 340. Conversation & Composition I. 3 Hours.
The first of a year long sequence focusing on advanced practice in oral and written skills using cultural readings and other media.

FREN 341. Conversation & Composition II. 3 Hours.
The second of a year long sequence focusing on advanced practice in oral and written skills using cultural readings and other media.

FREN 394. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of French. Pre-requisite: French or French Education major or minor.

FREN 395. Service Learning. 3 Hours.
Student will utilize reflection and research (both primary and secondary) to integrate (a) personal community or global service experience(s). Pre-requisite: French or French Education major or minor.

FREN 399. Special Topics. 1-3 Hour.
Varying areas of content, issues, or themes in the study of French. Pre-requisite: French or French Education major or minor.

FREN 401. Advanced Topics in French. 3 Hours.
Topics will vary from year to year depending on student backgrounds and needs.

FREN 402. Genres or Periods French Literature. 3 Hours.
Study of a major genre or period in French literature. Topics varies from year to year.

FREN 403. Senior Thesis In French. 3 Hours.

FREN 450. Senior Capstone Project in French. 3 Hours.
Individual research project on a cultural topic approved by the instructor on semester prior to enrollment in the course. Course is restricted to majors.

FREN 496. Study Tour. 1-18 Hour.
MSU faculty-led study trips to appropriate locations. Will include additional requirements beyound travel itself. May be repeated for credit. May count towards the French minor.

GEOG Courses

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 woth the physical environment. Pre-Req: GEOG 110 and GEOG 161.

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. Pre-Req: GEOG 110 and GEOG 161.

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 too 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 330. Geography of Weather & 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, alphine areas, interior lakes, and waterways, cities, and cultural attractions. Geographic and economic factors affecting the development of tourism regions are considered. Pre-Req: 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 494. Independent Study Honors Geog. 1-8 Hour.

GEOG 499. Special Topics. 1-8 Hour.

GEOL Courses

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 resourses, and geologic hazards. Local field trips. Lecture, 3 hours; laboratory, 2 hours.

GEOL 101H. Honors Enviroment Geology W/Lab. 4 Hours.
Mankind's interaction with the earth. Major environmental problems facing citizens today including: water resources, energy and mineral resources, and geological hazards. Laboratory time will focus on small-scale research projects, in-depth discussions of particular topics including current events, and local field trips. Lecture, 3 hours; laboratory, 3 hours. Prerequisites: Honors Program admission of 3.30 cumulative GPA and permission of instructor.

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 108. Earth and Planetary Science. 4 Hours.
An introduction to the physical geology of Earth and astronomy, focusing on our solar system. Earth's materials and structure; internal and surficial processes that work to shape Earth; the history of the Earth. Introduction to astronomy, including the earth's moon, the planets, and minor bodies of our solar system, the sun, and the universe beyond our solar system. Lecture, 3 hours; laboratory, 2 hours.

GEOL 110. Earth Science by Inquiry. 4 Hours.
This course uses inquiry-based methods to explore observational astronomy and some of the physical principles that shape the earth. Students will explore heat and temperature, magnetism, and optics, as well as the paths of the sun, earth, and moon through space.

GEOL 127. Environmental Earth Systems. 4 Hours.
This course is an introduction to Earth Science with an emphasis on people's connections to environmental issues. Earth science is covered within an Earth systems framework with an emphasis on interactions, now the various Earth systems interact with one another. It also deals with how Earth interacts with people, including how Earth affects people (resources, hazards), and how people affect Earth in both positive and negative ways. An underlying concept in this course is stewardship: how people can live with Earth responsibly, working toward a sustainable future.

GEOL 210. Minerals & Rocks. 3 Hours.
Physical, chemical, structural, adn optical properties of minerals; description and identification of common rock-forming and ore minerals; mineral associations and introduction to classification of common rock types. Field trips. Offered each spring. Lecture, 1 hour; laboratory, 2 hours. Prerequisite: GEOL 105.

GEOL 220. 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 GEOG 289. Lecture, 2 hours; laboratory, 2 hours.

GEOL 227. Earth Materials and Analysis. 4 Hours.
A study of earth materials, including minerals, rocks, soil, and water, and the basic processes that relate them. It can be considered essentially a course on the rock cycle (materials and processes), and to some extent the hydrologic cycle, with some emphasis on the methods used to characterize and identify earth materials. The laboratory portion of the course will focus on forensic geology, the use of a variety of laboratory/instrumental techniques to characterize and identify earth materials. Lecture, 3 hours; laboratory, 3 hours.

GEOL 240. Geology of North Dakota. 3 Hours.
Geology of North Dakota for including historical geology of North Dakota and surrounding areas; Precambrian basement rocks; Phanerozoic sedimentary rocks; glacial geology; relationships between geology and physical geography (landforms); and existing and potential economic resources of North Dakota. Weekend field trip(s) required. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 105.

GEOL 260. Energy Resources. 3 Hours.
A survey of energy resources including fossil fuels, renewable, nuclear and unconventional sources. Emphasis on origin, use and implications of development. 2 hours Lec, 3 hours Lab. Prerequisite: GEOL 105. Offered alternate falls.

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 may involve 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 datam record it while in the field, and construct complete and accurate geologic maps. Offered alternate falls. Lacture, 1 hour; laboratory, 4 hours. Prerequisites: GEOL 106 and 210 or consent of instructor.

GEOL 305. Methods in Mineral and Petrology. 2 Hours.
Application of modern laboratory methods to the study of minerals and rocks. Methods include optical and scanning electron microscopy, analysis of bulk materials by ICP-ACES and XRD, and EDX macroanalysis of minerals. Offered alternate fall semesters. Laboratory: 6 hours.

GEOL 310. Igneous & Metamorphic Petrology. 3 Hours.
Description and classification of igneous and metamorphic rocks based on mineralogy, textures, and chemical compostions; study of the origins of rocks through laboratory investigation of suites of related rocks. Field trips. Offered alternate springs. Lecture, 2 hours; laboratory, 2 hours. Prerequisite: GEOL 305.

GEOL 311. Paleontology. 4 Hours.
Fossilization, classification, evolution, and paleocology. Geologic history and identification of major invertebrates phlya. Laboratory emphasizes fossils indentification. Offered alternate falls. Field trip. Lecture, 2 hours; laboratory, 4 hours. Prerequisiites: GEOL 106 and 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 hydroeology: distribution of groundwater, aquifer properties, local and regional groundwater flow, geology of groundwater occurrence; groundwater resource development and management; water law. Offered alternate springs. Lecture, 2 hours; laboratory, 3 hours. Prerequisite: GEOL 210.

GEOL 322. Geomorphology. 4 Hours.
Processes that shape the Earth's surface. Effects of rock type, geologic structure, and climate on the formation and evolution of land forms. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: GEOL 210.

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. Pre-Requisite: 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 210.

GEOL 340. Chemistry of Natural Waters. 4 Hours.
Principles of aqueous chemistry, interactions between water and geologic materials, and the chmical 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 210. 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. Field trip. Offered alternate springs. Lecture, 2 hours; laboratory, 6 hours. Prerequisite: GEOL 210.

GEOL 394. Independent Study General Es. 1-4 Hour.

GEOL 410. Advance Earth Science by Inquiry. 4 Hours.
Course involving aiding instructors in Earth Science by Inquiry (GEOL 110). Students will conduct oral interviews with GEOL 110 students during GEOL 110 class to determine their progress. Students will be required to learn plate tectonics and observational astronomy in depth during class preparation periods. Course exposes future secondary science teachers to inquiry methods in earth science and teaches them alternate reasoning methods that can be used at a variety of instructional levels. Lecture, 3 hours; laboratory, 2 hours. Prerequisite: Consent of instructor.

GEOL 411. Field Geology. 6 Hours.
The methods of geology, including the preparation of stratigrphic columns, cross sections and geologic maps integrated woth paleoenvironmental interpretation and structual history. Students must write professional level reports. Offered in summer. Prerequisites: GEOL 361, 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; investagative techniques; groundwater models; site remediation. Lecture, 2 hours; laboratory, 3 hours. Prerequisites: 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. Offered alternate falls. 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 Courses

GERM 101. Beginning German I. 4 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. 4 Hours.
A continuation of Beginning German I. Prerequisite: GERM 101.

GERM 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of German. Pre-requisites: German or German Education major or minor.

GERM 201. Intermediate German I. 4 Hours.
Review of basic German with increased pratice in conversation and reading. Prerequisite: GERM 102, three years of high school German, or consent of instructor.

GERM 202. Intermediate German II. 4 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 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 German or German Education major or minor.

GERM 299. Special Topics. 1-16 Hour.

GERM 340. Conversation & Composition I. 3 Hours.
This is one of a pair of courses focusing on advanced practice in oral and written skills using cultural reading and other media.

GERM 341. Conversation & Composition II. 3 Hours.
This is one of a pair of courses focusing on advanced practice in oral skills using cultural readings and other media.

GERM 342. Introduction to German Literature. 3 Hours.
Designed to improve language skills with an emphasis on reading and to enhance the student's ability to understand literature. Includes study of poetry, drama, and narrative from the German-speaking world.

GERM 343. German Culture. 3 Hours.
Readings in culture and society from the German-speaking world.

GERM 394. Independent Study. 1-4 Hour.
Independent or directed study of special topics in the study of German.

GERM 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). Pre-requisiste: German or German Education major or minor.

GERM 399. Special Topics. 1-3 Hour.
Varying areas of content, issues, or themes in the study of German. Pre-requisite: German or German Educaiton major or minor.

GERM 421. Advanced Topics In German. 3 Hours.

GERM 423. Senior Thesis In German. 3 Hours.

GERM 441. Periods in German Literature. 3 Hours.
Study of major genre or period in German literature. Topic varies from year to year.

GERM 450. Senior Capstone Project in German. 3 Hours.
Individual research project on a cultural approved by the instructor on semester prior to enrollment in the course. Course restricted to majors.

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 Courses

GS 225. Intro to Gender/Women's Studies. 3 Hours.
This course provides a general introduction to the wide array of historial, social, economic, and philosophical topics usually included within the boudaries 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 Courses

HIST 101. Western Civilization I. 3 Hours.
A survey of the political, intellectual, social and economic trends of Western Civilization from the Classical Age of the French Revolution. EU/C1.

HIST 102. Western Civilization II. 3 Hours.
A survey of the political, intellectual, social, and economic trends of Western Civilization from the French Revolution to the present. EU/C1.

HIST 103. US History to 1877. 3 Hours.
Survey of U.S. history from Colonial period to the end of Reconstruction. US/C1.

HIST 104. US History from 1877. 3 Hours.
Survey of U.S. history from the end of Reconstruction to present. US/C2.

HIST 203. Modernization of Early America. 3 Hours.
This course will introduce students to the major developments in American social, intellectual, and cultural history from discovery through the Civil War. The focusof the course will be on the concept of modernization; why, when, and how was life in America evolving toward those characteristics we consider part of modern life? Central topics will include cultural interaction, daily life, the development of a new society, American exceptionalism, the evolution of American intellectual thought, democratization, social movements, and the development of an American literature. Prerequisite: HIST 104. EU/T.

HIST 206. Islam And The Muslim World. 3 Hours.
This course introduces students to the history and culture for the wider Muslim world. In this course we will study three aspects of Islam and the Muslim World: Islam as religion, the 1,400 year history of Muslim civilization in all its diversity, and finally Islam today.

HIST 211. World Civilizations to 1500. 3 Hours.
World civilizations begin with earliest histories of organized human life in China, India, Africa, and Mesopotamia and end with Europe's emergence from the Middle Ages around 1500.

HIST 212. World Civilizations Since 1500. 3 Hours.
This course surveys non-Western History between 1500 and the present. It focuses on the continents of Asia, Africa, and Latin America, examining these continents' cultures and histories from their own perspectives. Special emphasis eill be placed on religion, organization of societies, continuity and discontinuity of cultures, interaction with Europe and North America, colonialism, and global exchange. NW/T.

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.

HIST 219. Environmental History. 3 Hours.
This course is an introduction to the field of Environmental History. It will explore the relationship between people, communities, resources and the environment in the past and will study examples from the U.S., Europe, and other parts of the world. Students will use secondary literature and primary-source case studies to study major environmental themes related to conservation, resource management, land use, development, water, and pollution. Upon completion students will demonstrate understanding of the scope and depth of environmental issues in world history, of the methods historians have developed to approach such questions, and of major case studies related to rural and urban experiences.

HIST 220. North Dakota History. 3 Hours.
Survey of the trends and problems in the State of North Dakota and their relations to the upper Mississippi Valley area, from Indian heritage to the present. US/T.

HIST 227. History of Vietnam. 3 Hours.
This course surveys the history of Vietnam from its formation to the late twentieth century. Topics covered include Vietnam's cultural and historical origins, its place in South-East Asia, colonization under the French, the experience of WWII, the French and American wars in Vietnam, and Vietnam since the 1970s. NW/C1/C2.

HIST 230. Test Preparation. 1 Hour.
This course is designed to help students across the Minot State University campus who plan to take exams needed in order to complete major/minot requirements and/or for students struggling with these types of exams. The class is aimed primarily at education majors who are required to take the Principles in Learning and Teaching and the Praxis exams, and it is being designed at the gehest of many of our history majors who have had difficulty with the Praxis II. This is not to say, though, that the course is only for education or history majors. It is open to all students who have or will take these kinds of exams.

HIST 231. Latin American History Survey. 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/T.

HIST 240. African History Survey. 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/T.

HIST 241. Renaissance and Reformation. 3 Hours.
An in-depth study of the important themes, both secular and religious, of the Renaissance and Reformation eras. Prerequisite: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/ C1.

HIST 248. Medieval History. 3 Hours.
The study of Eurpoe, East, and West from the break-up of the Roman Empire to the Renaissance (1500). Prerequisite: HIST 101, 102, 103, 104, 211 or 212 or consent of instructor. EU/C1.

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/T.

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 small 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. Course restricted to majors. (Offered spring semester only.).

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.

HIST 315. History of American Women. 3 Hours.
The experience on women in American history, with emphasis upon the continual change in women's role and differences brought about by region, ethnicity, and economic class. Prerequisites: HIST 103 or 104 or consent of instructor. US/T.

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 Britian and America in the 1760s and 1770s. Prerequisite: HIST 103 or 104 or consent of instructor. US/C1.

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: HIST 103 or 104 or consent of instructor. US/C1.

HIST 325. Sectionalism and the Civil War. 3 Hours.
Traces the rise of sectionalism as a forcce on antebellum America leading to the Civil War. Prerequisite: HIST 103 or 104 or 211 or 212 or consent of instructor. US/C1.

HIST 328. The Transformation of America. 3 Hours.
Study of industrialization, urbanization, and immigration in America from1865 to 1901, focusing on the social, political. and international consequences of and reaction to economic change. Prerequisite: HIST 103 or 104 or 211 or 212 consent of instructor. US/C1.

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 with American society, economy, culture, and politics. Prerequisite: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T.

HIST 337. Imperialism in Asia. 3 Hours.
Models of western inperialism will be contrasted woth those developed by Japan and China to develop a comparative study of political, cultural, and social developments in Japan, Indochina, Chinam and other Asian countries. Recent trends and relationships with the West will be emphasized. Prerequisite: HIST 102 or 104 or consent of instructor. Prerequisite: 101 or 102, or 103 or 104 or 211 or 211 or consent of instructor. NW/C2.

HIST 338. History of South Africa. 3 Hours.
South Africa is one of the most beautiful countries in the world, with fascinating historical developments. It is ethnically very diverse, combining African, European, and Asian populations. Today it is trying to forge a new identity as a recently democratic country. The course will examine cultural, political, social, and economic developments from precolonial times to the present. Some topics are: Zulu Wars, Cecil Rhodes' diamonds, the Great Trek, the Boer War, ANC, Apartheid, race relations, and the Truth and Reconciliation Committee. Prerequisite: HIST 101, 102, 103, 104, 211 or 212, or consent of instructor. NW/T.

HIST 342. The Age Of The Vikings. 3 Hours.
This course is designed to provide an intensive look at the Scandinavian peoples of Europe in the central Middle Ages. Although traditional medieval history courses consider the Viking, Magyar, and Muslim invasions of the eighth and ninth centuries (beginning c. 750 CE), conventional courses tend to overlook the Scandinavian countries themselves and their culture. Thus, in this course we will examine Scandinavian origins in addition to their political, religious, and cultural backgrounds. This will require a look at the history of Scandinavia long before and after the traditional period of invasions. The greatest percentage of the readings, however, will focus on the period of Scandinavian expansion and invasion. Finally, we will consider the conversion of the Scandinavian peoples to Christianity and the assimilation of these peoples into the political order of Europe during the later medieval period. For this examination we will rely on primary source documents, archaeology, literary studies, and insights from other fields of research. (EU/C1).

HIST 343. The Medieval Church. 3 Hours.
This course is designed to provide an intensive look at the church and Christendom during the Middle Ages. Although students typically learn about the medieval church, medieval church structure, and medieval church figures in classes on the Middle Ages, conventional courses tend to focus on the political, social, and cultural aspects of the period. This course is therefore designed to provide a deeper look at the medieval church, including its beginnings in Roman Empire, its maturation in the high medieval period, and its eventual decline on the eve of the Reformation. In addition to examining the church itself, this course considers the various components of Christendom, including but not limited to the Church Fathers, monasticism, the papacy, the laity, interactions with princes and rulers, and the crusades. (EU/C1).

HIST 347. The Making of Modern Europe. 3 Hours.
A thematic study of Europe during the age of the industrial and social revolution, 1815-1945. This course compares major social and cultural trends across a variety of European nations. Prerequisite: HIST 101 or 102 or 103 or 104 or 211 or 212 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: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. EU/C2.

HIST 351. The Mediterranean World. 3 Hours.
Surveys the major classical civilizations of Greece and Rome from their inception to their decline. IN examining these larger civilizations, this course also takes into consideration smaller peripheral state (such as the Phonicians)located along the shores of the Mediterranean Sea, as well as the Arabic states (the Persians and the Sassanids) that were often in conflict with both the Greeks and the Romans. Although this class focuses on the classical period, it will also examine the developments of late antiquity (such as Christianity and Islam), which occurred in the former empires of the Greeks and Romans.

HIST 352. Medieval & Early Modern Women. 3 Hours.
Surveys medieval and early modern women. To conduct this survey it is first necessary to examine the ancestors of medieval women. This class thus begins by looking at Roman women and their 'barbarian' counterparts, the women of the frontier. We then turn to early medieval women, who were an amalgamation of Roman and 'barbarian' traditions. In the second half of the class we examine the many opportunities for women in the high and later Middle Ages and then finish by looking at restrictions placed on women during the periods of the Renaissance and Reformation.

HIST 363. Atlantic History. 3 Hours.
Globalization is not a recent phenmenon. As early as the 15th century, Africans, Americans, and Europeans exchanged ideas, goods, animals, plants, diseases, and people on an ever increasing scale. In this course we will study the various levels of interactions between Africans, Americans, and Europeans between about 1400 and 1800 on the four inhabited continents bordering the Atlantic Ocean. Prerequisite: HIST 101, 102, 103, 104, 211 or 212 or consent of instructor. T. C1.

HIST 365. Peoples & 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: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T.

HIST 380. History Of Mexico. 3 Hours.
Mexico and the U.S. are entering into an ever closer relationship, but their histories are quite different. This survey outlines the Mexican past from pre-Colombian to modern times. We will focus on one area (the Andes or Meso America) and study a wide variety of topics such as: conquest, colonialism, religion, gender, protests, and ecology. Prerequisite: one of the following HIST 101 or 102 or 103 or 104 or 211 or 212, or consent of instructor. NW/T.

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 contracts: optimistic but sad, dancing sambas but violent. In the course we will examine Brazil's past and how this confributed to the country's present social, ecinimic, political, and cultural situation. Prerequisite: one of the following HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. NW/T.

HIST 392. Experimental Course in History. 3 Hours.
This is an experimental course that may be taught department needs. The design of the course is to allow the instructor to test and assess content and methodology that may become a permanent part of a department's course listings. Prerequisites: HIST 101, 102, 103, or 104 or 211 or 212 or consent of instructor.

HIST 394. Independent Study General Hist. 1-4 Hour.

HIST 399. Readings in History. 1-3 Hour.
Study and discussion of readings in history. Specific topic wil be arranged with the instructor. Prerequisite: consent of instructor.

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: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. (Offered fall semester only.).

HIST 410. Trans-Mississippi West. 3 Hours.
An in-depth look at the impact of this region on the development and growth of America. Prerequisites: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. US/T.

HIST 415. 20th Century America. 3 Hours.
A seminar focusing on a particular theme or time period of 20th century America history. A specific focus will be selected each time the course is offered. Prerequisites: HIST 101 or 102 or 103 or 104 or 211 or 212 or consent of instructor. T/C2.

HIST 420. Indian People of the Great Plains. 3 Hours.
Study of the culture and history of the Indian Peoples of the Great Plains. Prerequisites: HIST 103 and 104 or consent of instructor. US/T.

HIST 430. Native American Social History. 3 Hours.
Seminar examining the different socail experiences of Native peoples in North America. Topics include, among others, historical demography, gender, intercultural relations with the U.S. Prerequisites: two of the following HIST 101, 102 or consent of instructor. NW/T.

HIST 434. History and Multimedia. 1-3 Hour.
This course is designed to teach students to transform the content of a traditional seminar paper into a variety of multimedia formats. It introduces students to current digital tools, explores design issues and organizational strategies, and considers how to design presentations for varied audiences such as museums, children and schools, internet users, portable device users, and senior populations. No technical background is required, although students will need to have completed a 300 or 400 level history research paper to use as the raw material for this course, or they must co-enroll in a 300 or 400 level history class that requires such a paper.

HIST 435. Latin American History Seminar. 3 Hours.
A seminar focusing on a particular aspect of the history of the Latin American societies. Topics for focus may vary from Amerinaian societies, gender, invironmental history, social-economic situation, and relations with the U.S. Prerequisites: two of the following HIST 101, 102 or consent of instructor. NW/T.

HIST 440. Comparative Slavery in the Americas. 3 Hours.
North and South America have different experiences with salvery. In this course we will compare and contract 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: two of the following HIST 101, 102, SPAN 334 or consent of instructor. T/C1.

HIST 442. The Crusades. 3 Hours.
This course surveys the period of the ¿Crusades¿ from its inception in the late eleventh century, to its maturity in the twelfth and thirteenth century, and through its final demise in the later Middle Ages. The examination of the development of the idea of crusade throughout these periods proves crucial to understanding the Crusades themselves, as the idea of crusade changed dramatically during each period. In this course we will exam each of these periods carefully, taking into consideration the various developments in the idea of crusade. We will also consider the impact that the Crusades have had on modern events. (EU/C1).

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: HIST 101 and 102 or consent of instructor. EU/C2.

HIST 491. History Seminar. 3 Hours.
An advanced seminar in history with a major paper requirement. Prerequisite: consent of instructor.

HIST 494. Independent Study Honors Hist. 1-8 Hour.

HIST 497. Internship. 1-6 Hour.
Placement in applied public history setting for practical experience. Course is offered an a pass/fail basis. Prerequisite: HIST 280 and consent of instructor. Repeatable for credit.

HIST 499. Special Topics in History. 1-8 Hour.
This course is a flexible course that may be taught depending on student needs. The design of the course is to present the student an ooportunity to concentrate on various topics. Prerequisites may apply.

HMS Courses

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 & Development. 3 Hours.
Focuses on human growth and development throughout the life span. Prerequisite: 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.

HMS 260. Introduction to Public Health. 3 Hours.
Examines the history, biomedical basis, disciplines (epidemiology, statistics, social and behavioral sciences), and techniques of public health, including education and policy development. Focuses on the health care system, medical care, and trends in public health. Prerequisite: sophomore standing or departmental approval.

HMS 279. Death & Dying. 3 Hours.
Provides a wholistic approach to end-of-life issues, including death, dying, and bereavement.

HMS 299. Special Topics Health Mgmt Sci. 1-8 Hour.

HMS 322. Therapeutic Touch. 2 Hours.
This elective course explores the scientific, theoretical, and clinical foundations of therapeutic touch. Contemporary research findings are discussed and critiqued. Blends both didactic and experiential learning into a balanced, grounded approach to this new version of ancient, caring, healing art. Prerequisites: junior or senior year or faculty approval. CS = 30*.

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 379. Health & Physiological Aspects of Aging. 3 Hours.
Examines concepts of health, physiological changes, and health related practices of older adults. Required for Gerontology minor.

HMS 394. Independent Study General HMS. 1-4 Hour.

HMS 460. Quality & 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: senior standing, recommended for nursing majors & those with healthcare &/or management background.

HMS 463. Issues Health Care Regs & 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: Senior Standing, recommended for nursing majors & those with healthcare &/or management background.

HMS 494. Independent Study Honors HMS. 1-8 Hour.

HMS 499. Special Topics Health Mgmt Sci. 1-8 Hour.

HON Courses

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.

HON 199H. Honors Special Topics. 1-4 Hour.
An Honors-level exploration of special topic area determined by participating department. Content will vary.

HON 251H. Culinary Arts & 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.

HON 252H. Visionaries of the Past. 2 Hours.
A thematically organized survey of "Great Works" by noted authors and artists. Literature, art, theatre, film, and music will be included. These works have demonstrated enduring relevance, significant historical or social impact, and/or recognized aesthetic value. Broad themes in any given semester might include, for example, utopia/dystopia, human justice, social conflict, etc. Prerequisite(s): Honors Program admission or permission of instructor.

HON 254H. Information in the Digital Age. 3 Hours.
This course cultivates the skills needed to define, find, evaluate, select, use, and communicate information effectively and ethically. Emphasis on hands-on application of knowledge.

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 & 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.

HON 353. Great Works Seminar III. 3 Hours.
New Honors Program Course Approved Spring 1990 3/94 Dropped Q For Pre-Req Purposes.

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.

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.

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.

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/poject 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.

HON 494H. Honors Independent Study. 1-8 Hour.

HON 497. Honors Ind. Study. 1-4 Hour.
Course Approved With Program Approval 3/94 Dropped Q For Pre- Req Purposes.

HON 498. Honors Ind. Study. 1-4 Hour.
Course Approved With Program Approval 3/94 Dropped Q For Pre- Req Purposes.

HON 499. Special Topics. 1-8 Hour.

HPER Courses

HPER 100. Concepts of Fitness & Wellness. 2 Hours.
Provides information ans skill training directed to assessing the health related components of physical fitness, proper nutritional needs for performing physical activities, laboratory activities (aerobic dance, calisthenics, walk/jog, and weight training), and the cognitive concepts of health related fitness.

HPER 101. Dance. 1 Hour.
Requires active participation and fundamental movement, including but not limited to social, folk, and square dance.

HPER 102. Jogging & Conditioning. 1 Hour.
Instruction, pratice, and participation in the basis skilss, body mechanics, and terminology associated with jogging and power walking. An emphasis is placed on developing a personal fitness program to fit the individual's needs and current abilities.

HPER 103. Beginning Gymnastics. 1 Hour.
Requires active participation in fundamental tumbling skills, movement fundamentals, and warm-up.

HPER 104. Team Sports. 1 Hour.
Requires active participation in (but not limited to) speedball, flickerball, basketball, and softball.

HPER 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.

HPER 106. Varsity Soccer. 1 Hour.
Requires active participation in varsity soccer. Repeatable for credit.

HPER 107. Introduction to Physical Education. 2 Hours.
Provides prospective physical educators with ans insight into the broad scope of physical education. The student will have the opportunity to obtain an understanding and appreciation of this multifaceted field. Opportunities to assess what physical education offers in terms of career potential. Pre- or corequisite: HPER 100.

HPER 108. Volleyball. 1 Hour.
Requires active participation in the fundamental skills and sport of volleyball.

HPER 109. Racket Sports. 1 Hour.
Requires active participation in (but not limited to) tennis, racquetball, and pickleball.

HPER 110. Beginning Swimming. 1 Hour.
Requires active participation in the fundamental skills of swimming. An emphasis will be placed on water survival skill based upon the American Red Cross water safety guidelines.

HPER 111. Varsity Football. 1 Hour.
Requires active participation in varsity football.

HPER 112. Varsity Basketball. 1 Hour.
Requires active participation in varsity basketball.

HPER 113. Varsity Track and Field. 1 Hour.
Requires active participation in varsity track and field.

HPER 114. Varsity Tennis. 1 Hour.
Requires active participation in varsity tennis.

HPER 115. Varsity Golf. 1 Hour.
Requires active participation in varsity golf.

HPER 116. Varsity Cross Country. 1 Hour.
Requires active participation in varsity cross country.

HPER 117. Varsity Volleyball. 1 Hour.
Requires active participation in varsity volleyball.

HPER 118. Varsity Cheerleading. 1 Hour.
Requires active participation in cheerleading during the fall or winter sports.

HPER 119. Varsity Softball. 1 Hour.
Requires active participation in varsity softball.

HPER 120. Weight Training. 1 Hour.
Instruction, practice, and participation in the basis skills, body mechanics, and terminology associated with weight training. An emphasis is placed on developing a weight training program to fit the individual's needs and current abilities.

HPER 121. Varsity Baseball. 1 Hour.
Requires active participation in varsity baseball.

HPER 122. Varsity Dance Team. 1 Hour.
Requires active participation on the varsity dance team.

HPER 123. Outdoor Activities II. 1 Hour.
Requires active participation in (but not limited to) canoeing and other associated outdoor activities. Fees apply to specific activites.

HPER 124. Individual Sports. 1 Hour.
Requires active participation, terminology, knowledge, and skills associated with (but not limited to) golf and archery.

HPER 125. Intermediate Swimming. 1 Hour.
Requires active participation in the perfection of swimming skills.

HPER 126. Group Fitness. 1 Hour.
Requires active participation in fundamental movement skills and routines associated both group fitness or water aerobics.

HPER 127. Advanced Hunter Education. 1 Hour.
Provides North Dakota Hunter Education certification, firearms historym and nomenclature, marksmanship theory and practice, firearm handling and safety (which includes live firing with shotgun), basic first aid survival, hunting, philosophy, and hunter ethics.

HPER 128. Introduction to Athletic Training. 3 Hours.
The purpose of this course is to familiarize student with the profession of athletic training. Students will be introduced to the NATA, the NATA Code of Ethics, the certification process, continuing education, and the NATA Educational Proficiencies. Course topics include epidemiology of injuries, PPE, and program overview.

HPER 129. A T Clinical Experience I. 1 Hour.
Students will be assigned to clinical rotations during this clinical course. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis this clinical course includes the content areas of acute care of injury and illness, clinical evaluation of basic injuries, prevention, and health promotion, which includes risk management/prevention, basic healthcare administration, basic psychosocial skills/knowledge, professional development and respoinsibility and to a limited extent, nutrition. Evidence based practice is embedded throughout the entire curriculum. Students in HPER 129 clinical experience will have prior experience in HPER 208.

HPER 131. Varsity Wrestlin. 1 Hour.
Requires active participation in varsity wrestlin. Repeatable for credit.

HPER 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. Prerequisite(s): HPER 207, BIOL 220, and BIOL 221.

HPER 207. Prevention & 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.

HPER 208. Taping and Bracing. 2 Hours.
Application in the techniques of taping and bracing athletic injuries.

HPER 210. First Aid & CPR. 2 Hours.
Provides instruction in first aid, emergency care procedures, and CPR, which leads to certification by the American Red Cross.

HPER 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, recquetball, archery, golf, tennis, wallyball, pickleball, and ultimate frisbee. This course in resticted to PE majors and minors, and corporate fitness majors.

HPER 220. Methods of Teaching Dance. 2 Hours.
Provides pratice, instruction, and teaching experience in (but not limited to) social, folk, and square dance. Emphasis will be placed on methods and techniques of teaching the rhythms of dance steps and placement of dance. This course is restricted to PE majors and minors, and corporate fitness majors.

HPER 223. A T Clinical Experience II. 1 Hour.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 223 Clinical Experience will have prior experience in HPER 431, HPER 206, and HPER 410, in addition to the courses listed in the HPER 129 Clinical Experience. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes content areas of clinical evaluation of medical conditions and injuries, prevention and health promotion, which includes risk management/preventioin, basic healthcare administration, therapeutic intervention, including pharmacology and modalities. Evidence based practice is embedded throught the entire curriculum.

HPER 225. Fitness Leadership. 2 Hours.
Course provides prospective corporate fitness, physical education and coaching professionals with an understanding of the fitness industry.

HPER 226. Methds of Teaching Group Fitness and Weight Training. 2 Hours.
Provides instruction, practice, and teaching experience in aerobic exercise and weight training. Fundamental terminology, skills, and teaching techniques of the two activities will be emphasized. Students will practice developing training routines tailored to fit ability, fitness level, and desired outcomes of their future students and clients. Prerequisites: HPER 120 and 126.

HPER 231. Methods of Teaching Aquatics. 2 Hours.
Instruction and participation in the basic swimming stokes, water games, and aquatic exercises.

HPER 260. First Aid Instructor Trainer. 2 Hours.
Provides instructor certification for American Red Cross First Aid, and Basic Life Support. Requirements are established by the American Red Cross. Prerequisite: HPER 210.

HPER 270. Upper/Low Extremity Evaluattion. 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. Student's will be able to perform an observation, history, palpate, perform MMT, perform a neurological evaluation, evaluate ROM, perform special and functional tests for the UE/LE. Prerequisite(s): HPER 207, and 431, BIOL 220 and 221.

HPER 299. Special Topics in Human Performance. 1-3 Hour.

HPER 301. Psychomotor Development. 2 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. Emphasis is placed on the identification of components of correct form, the detection of incorrect form, and the appropriate use on skill cues to prompt participants toward correct form.

HPER 304. Therapeutic Exercise. 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): HPER 421, and 431.

HPER 307. Head, Neck, & 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. Student's will be able to perform an observation, take a history, palpate, perform MMT, perform a neurological evaluation, evaluate ROM, perform special and functional tests for the head, neck, and spine. Prerequisite(s): HPER 207, and 431, BIOL 220, and 221.

HPER 308. Biomechanics. 2 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): HPER 207, and 431, BIOL 220, and 221.

HPER 310. Organization & Administration of PE & Athletics. 2 Hours.
Provides a study of administration and management concepts and management responsibilities relevant to teaching and non-teaching career fields. Prerequisite: HPER 107.

HPER 323. A T Clinical Experience III. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 323 Clinical Experience will have taken HPER 270 in addition to the required courses for HPER 129 and HPER 223. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of medical conditions, injuries with experience in evaluation of upper and lower extremity injuries, prevention and health promotion, which includes risk management/prevention/nutrition, basic healthcare administration, and psychosocial intervention. Evidence based practice is embedded throughout the entire curriculum.

HPER 324. A T Clinical Experience IV. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 324 clinical will have taken HPER 307 in addition to the required courses for HPER 129, 223, and HPER 323. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of medical conditions, injuries with experience in evaluation of injuries to upper extremity, lower extremity, head, neck, and spine in addition to the evaluation skills students remain to be active in their implementation of therapeutic modalities through the practice of treating the entire patient and with clinical integration of skills and knowledge. Evidence based practice is a focus in this clinical with evidence based practice performing a literature search on topics of prevention and health promotion, which includes risk management/prevention/nutrition and psychosocial intervention.

HPER 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.

HPER 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, claories, and energy expenditure.

HPER 340. Elementary Methods & Activities. 3 Hours.
Provides prospective teachers with an understanding of a contemporary and reflective approach to teaching elementary physical education grades K-6. This approach to teaching is based on "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi Ph. D and serves as the content for the recently published National Standards for Physical Education (Moving into the Future, 1995). Participants will learn and practice a set of specific teaching behaviors and curriculum development skills, which will be most useful as beginning teachers. Peer teaching and participation in up to six fields experiences in surrounding elementary schools are also a part of class. Activities in this class will result in materials meeting many of the INTASC standards. Prerequisites: HPER 301 and Admission to Teacher Education. In addition, this course is a prerequisite for HPER 341 and it is highly recommended that this is also be taken prior to HPER 391.

HPER 341. Practicum for Elementary Physical Education. 2 Hours.
Provides prospective physical education teachers with active participation in the complete process of teaching developmentally appropriate physical education to children in grades K-6. This approach to teaching is based on "Dynamic Physical Education for Elementary School Chilren: by Robert P. Pangrazi Ph. D and serves as the content for national standards for physical education (Moving into the Future, 1995). Participants will recieve twenty-four contact hours wiht children during which time they will practice and refine instructional skills taught in HPER 340. Prerequisites: HPER 340 and Admission to Teacher Education.

HPER 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, helthful school living, and health instruction. Special emphasis placed on developing and administrating health instruction material for the elementary theough senior high school program based upon the guidelines and recommendations of the North Dakota Department of Public Instruction.

HPER 361. Vital Health Issues. 3 Hours.
Provides participants with an understanding of various current health topics and issues including (but not limited to) stree, mental health, intimate relationships, weight management, and substance abuse.

HPER 362. Principles & 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.

HPER 391. Secondary Physical Education Methods and Practicum. 4 Hours.
This course has two major components. First, methods coursework done at MSU which provides teaching strategies for classroom management, planning, instruction, and assessment of teacher as well as student behavior. Application of current theories of motivation are explored and applied in this course. Second, forty-five contact hours woth secondary students will provide extensive opportunity to apply current jpractices learned in the classroom. Prerequisites: HPER 301, Admission to Teacher Education, and it is highly recommended that students take HPER 340 prior to enrolling in this course. Course restricted to Physical Education majors.

HPER 394. Independent Study. 2 Hours.

HPER 401. Methods of Coaching Football. 2 Hours.
Provides techniques, skills, strategies, and coaching procedures developed through classroom presentations and skill sessions.

HPER 402. Methods of Coaching Basketball. 2 Hours.
Provides fundamental and team concepts developed through classroom and skill sessions.

HPER 403. Methods of Coaching Track. 2 Hours.
Provides responsibilities, rules, methods, and techniques of coaching track and field. Laboratory work ans skill sessions.

HPER 404. Methods of Coaching Baseball. 2 Hours.
Provides fundamental and team concepts developed through classroom presentations and skill sessions.

HPER 405. Methods of Coaching Wrestling. 2 Hours.
Provides the requirements, responsibilities, and methods of coaching wrestling on a secondary or junior high school level. Along with classroom lecture and discussion the students will be required to observe practice sessions and matches at the local junior and senior high schools.

HPER 406. Methods of Coaching Volleyball. 2 Hours.
Provides techniques, skills, strategies, and coaching procedures developed through in-class analysis and on court skill sessions.

HPER 407. Psychology of Physical Education & 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, motiation, self-confidence, and goal setting skills. Prerequisite: PYS 111.

HPER 410. Advanced Athletic Injuries & 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: HPER 207.

HPER 420. Athletic Training Management. 2 Hours.
The purpose of this course is to familiarize students witht the scope and practice of managing an athletic training enviornment. Topics include organization and administration of an athletic training room, the reimbursement, policies and procedures of athletic training rooms, and the legal concerns. Prerequisite(s): HPER 207, BIOL 220 and 221.

HPER 423. A T Clinical Experience V. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 423 clinical will have taken HPER 308 and HPER 304 in addition to the required courses for HPER 129, HPER 223, HPER 323, and HPER 324. The competencies and clinical integrated proficiencies for this clinical course are based on content areas of clinical evaluation of injuries with experience in the clinical evaluation and acute care of medical conditions and injuries to upper extremity, lower extremity, head, neck, and spine, in addition to the evaluation skills students retain to be active in their implementation of therapeutic modalities as well as therapeutic exercise skill through the practice of treating the entire patient with clinical integration of skills and knowledge learned throughout the program. Prevention and health promotion continues to be a theme in HPER 423, which includes risk management and prevention of injuries and nutrition. In addition to the courses listed, students will also have the courses listed in the HPER 129, 223, 323, and 324 clinical courses.

HPER 424. A T Clinical Experience VI. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 424 clinical will have taken HPER 420 in addition to the required courses for HPER 129, HPER 223, HPER 323, HPER 423, and HPER 423. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The theme for this clinical course is embedded in the acute care of injuries and illness and the use of clinical integration proficiencies form student content throughout their program that ensures students have the skill set and knowledge to become successful entry-level athletic trainers. In addition to the courses listed, students will also have the courses listed in the HPER 129, 223, 323, 324, and 424 clinical courses.

HPER 425. Capstone in Athletic Training. 1 Hour.
The capstone course is a course designated to allow students to show case their knowledge and research skills that they have learned while in the program. The theme for this courses is professional development and responsibilities. The courses format is a two part format with one portion of the course is devoted to allowing students to be active in creating evidence based medicine through a research project or presentation of a comprehensive literature review and the other portion devoted to preparing the athletic training student for the certification exam. The semester will start out with an introduction of the expectations for athletic training students for the certification exam. The semester will start out with an introduction of the expectations for research presentations. Students will select a research topic that provides an opportunity for scholarly work. The topics will be selected by the students a the onset of the semester to allow ample opportunities for an open forum format or presented at the North Dakota Athletic Trainer's Association's annual meeting. The next portion of the course will provide students with study techniques and practice exams to prepare them for the BOC, Inc. certification exam. Instructors, prior students, and outside guests will be invited to speak to the students on athletic training topics.

HPER 431. Kinesiology. 3 Hours.
Provides study of joint movements and muscle action as related to physical activities. Prerequisite: BIOL 115 or 220, and/or 221.

HPER 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. Prerequisite: HPER 431.

HPER 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.

HPER 442. Methods of Teaching Physical Education to the Disabled. 2 Hours.
Provides practical methods and teaching applications that can be used in a mainstreamed or adapted group games, dance, and individual and dual sports. Prerequisite: HPER 215.

HPER 494. Special Topics In Physical Ed. 1-8 Hour.

HPER 496. Coaching Activities Practicum. 2 Hours.
Coaching minors work with experienced coaches in the field to gain practical experience in a field setting. All practicum's arranged by the department.

HPER 497. Practicum in Corporate Fitness. 2-8 Hour.
160 hours of practicum experience at three sites in a recreation, wellness, or performance setting. Restricted to junior and senior corporate fitness majors. All HPER courses for the major must be completed.

HUM Courses

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.
Integrated course in art, literature, and music from the Stone Ages through the Early Middle Ages.

HUM 252. Humanities. 3 Hours.
Integrated course in art, literature, and music from the Gothic Period through the Seventeenth Century.

HUM 253. Humanities. 3 Hours.
Integrated course in art, literature, and music from the Eighteenth Century to the Modern Era.

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 bur 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 394. Independent Study General Hum. 1-4 Hour.

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.

INT Courses

INT 101. Orientation To Minot State. 1-2 Hour.
An intensive orientation program offered to prepare incoming students for academic and social life at Minot State University. Students are introduced to the services and opportunities available through the University. Students also learn basis concepts behind higher education and engage in exercises that emphasize the use of writing and critical thinking.

INT 151. Writing And Thinking Workshop. 2 Hours.

INT 175. Transition to University Life. 2 Hours.
This course of designed to ease the new student's transition into college and provide opportunities for the student to obtain knowledge and skills necessary to complete his/her educational goals. Some of the topics covered are: campus resources, stress management, assertive comminication, conflict resolution, leadership, and money management.

INT 190. Study Skills. 2 Hours.
This course will contain practical strategies for a successful college experience. Topics will include: time management, listening skills, textbook reading skills, identifying learning styles, test-taking techniques, and effective writing. This course is appropriate for anyone wishing to improve learning skills.

INT 299. Special Topics. 1-8 Hour.
Topics variable. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

INT 394. Independent Study. 1-4 Hour.

INT 494. Independent Study Honors. 1-8 Hour.

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 courses is considered as a place holder and required for students studying abroad in order to maintain full-time status. Course and grades earned abroad will be entered as transfer credits from the host institution for the related semester of study abroad.

INT 497. Study Abroad. 1-18 Hour.
Students registered will study abroad in programs governed by reciprocal exchange agreements with Minot State University. Programs include reciprocating foreign partner universities as well as programs of an exchange nature. The course is considered as a placeholder and required for students studying abroad in order to maintain full-time status. Course and grades earned abroad will be entered as transfer credits from the host institution for the related semester of study abroad.

INT 499. Special Topics. 12.00 Hours.
Topics variable. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

LANG Courses

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.

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 298. Syntax & 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.

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 foreign language majors and minors in the BSE program. Does not count towards the residency requirements for the FL BSE major or minor. Prerequisite: Admission to Teacher Education or department consent.

LANG 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 foreign 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 foreign 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 FL BA/BSE majors and minors. It does not count towards the residency requirement for the FL BA/BSE major or minor; exceptions by department consent. This is taken at Minot State University the semester after returning from study abroad.

LANG 499. Independent Study Honors Lang. 1-8 Hour.

LAT Courses

LAT 101. Beginning Latin I. 4 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. 4 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. 4 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 Caesers", and portions of Jerome's Vulgate Bible.

LAT 202. Intermediate Latin II. 4 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.

MATH Courses

MATH 80Q. Basic Algebra. 0 Hours.
This Course Carries No Credit.

MATH 103. College Algebra. 4 Hours.
This course explores fundamental college algebra topics, either as preparation for further study in mathematics or to meet the general education requirement. Topics of study include the following: relations, functions, and graphing; equations and inequalities; complex numbers; radical, polynomial, rational, exponential, and logarithmic functions; systems of equations; matrices; sequences and series; and the binomial theorem. Prerequisite: ASC 093 with C or better, or qualifying math placement test score, or ACT math subtest score of 21 or higher.

MATH 104. Finite Mathematics. 4 Hours.
This course is for students whose major does not require MATH 103 College Algebra, Math 107 Precalculus, or courses in calculus. This course emphasizes the understanding and application of mathematics as they are used in everyday life. Topics of study include systems of linear equations and inequalities, matrices, linear programming, logic, mathematics of finance, elementary probability, and descriptive statistics. This course does not serve as the prerequisite for any other math course. Prerequisite: ASC 093 with C or better or qualifying math placement test score, or ACT math subtest score of 21 or higher.

MATH 105. College Trigonometry. 2 Hours.
A study of angles, trigonometric function and their inverses, solving triangles, trigonometric identities and equations, polar coordinates, and applications.

MATH 107. Precalculus. 4 Hours.
This course includes the study of equations and inequalities, polynomial, rational, exponential and logarithmic functions, conic sections, standard forms, polar-coordinates and introduction to parametric equations, graphing, trigonometric and inverse trigonometric functions, trigonometric identities and equations, and applications. Prerequisite(s): MATH 103 with a C or better, or qualifying math placement test score, or ACT math subtest score or 25 or higher.

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 test score, or ACT math subtest of 25 or higher.

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 105 with a C or better, or qualifying math placement test score, or ACT math subtest score or 29 or higher.

MATH 166. Calculus II. 4 Hours.
Topics include applications of integration, methods of integration, polar equations, sequences, series, power series, and application Prerequisisite(s): MATH 165 with a C or better.

MATH 200. Workshop. 1-3 Hour.
Mathematics teaching workshops for educators. Course cannot be counted toward a degree. Grading basis: S/U.

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): Math 102 with a C or higher, or qualifying math placement test score, or ACT math subtest score of 22 or higher.

MATH 205. Math Proof & Problem Solving. 3 Hours.
A course on mathematical proofs and axiomatic systems. Topics may include set theory, formal logic, combinatorics, graph theory. Prerequisite: MATH 165.

MATH 208. Discrete Mathematics. 4 Hours.
Sets, relations and functions, combinatorics, logic, Boolean algebra, difference equations, graph theory, automata. Prerequisite: MATH 103.

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 with a C or better, or qualifying math placement test score, or ACT math subtest score of 21or higher.

MATH 261. Calc&Analytic Geom II. 5 Hours.
3/94 Dropped Q For Pre-Req Purposes.

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. Introduction to Differential Equations. 3 Hours.
First order equations, linear equations, systems of equations, series methods, Prerequisite: MATH 265 and MATH 314.

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: MATH 103 or MATH 104.

MATH 294. Intro to Research Math. 1-2 Hour.
Students explore topics, expand their mathematical knowledge, and begin to conduct intro ductory 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). Repeatable for up to 4 credits total. Prerequisite(s): MATH 165 with a B or better; instructor permission required.

MATH 299. Special Topic. 1-4 Hour.

MATH 305. Linear Algebra. 4 Hours.
Real vector spaces, subspaces, linear transformations, matrices, eigenvalues and eigenvectorsm vector geometry. Prerequisite: MATH 107 or advanced placement.

MATH 314. Introduction to Scientific Programming. 1 Hour.
An introduction to 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. Intro to Mathematical Modeling. 3 Hours.
An introduction to mathematical modeling is the translation of a real world problem into a well formulated mathematical model. Students will develop the basic skills and techniques of formulation, simulation, analysis, and testing of mathematical models for describing and predicting a variety of phenomena. Understanding the fundamental principles in model formulation in physics, chemistry, biology, business, economics, medicine, and social and environmental sciences will be emphasized. Prerequisite(s): MATH 165.

MATH 320. Number Theory. 3 Hours.
Unique factorization, residue theory, Diophantine equations, quadratic equations and reciprocity. Prerequisite: MATH 205.

MATH 321. Computers &Statistics. 4 Hours.

MATH 325. Algebra for Secondary Teachers. 3 Hours.
Algebra topics in the secondary mathematics curriculum are explored using a variety of manipulative, technologies, and teaching resources. Focus areas include patterning, connections between algebraic topics, and multiple ways of knowing and learning algebraic topics.

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.

MATH 345. Linear Models. 4 Hours.
An introduction to statistical methods including topics from sampling, hypothesis testing, nonparametric statistics, resampling, simple and multiple regressions, and the general linear model. Computer statistical packages wil be integrated into the course. Prerequisite: MATH 240 or equivalent.

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: MATH 345.

MATH 371. Early Practicum. 1 Hour.
This course will require a minimum of 45 clock hours in a practicum experience. The experience can be any one of or combination of the following: secondary classroom, teaching assistant on campus, tutor on or off campus, tutor in the MSU Math Clinic, tutor at Job Corps, or some other experience approved by the Mathematics Department. Prerequisite(s): MATH 165.

MATH 377. Mathematics for Elementary Teachers II. 2 Hours.
A course for elementary education majors. Topics include probability, statistics, and geometry. Calculators, computer software, and manipulatives are throughout the course. Prerequisite: MATH 103 or MATH 104 or equivalent.

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 advanced placement.

MATH 381. Secondary Math Practicum. 1 Hour.
This course will require a minimum of 45 clock hours in a practicum experience. The experience will take place in a grades 7-12 setting. Prerequisite(s): Admission to Teacher Education, MATH 371; Prereq/Coreq: MATH 391.

MATH 391. Teaching Mathematics. 3 Hours.
Intended for secondary mathematics teachers. Planning mathematics lessons, developing mathematics teachingskills. Prerequisite(s): Admission to Teacher Education, MATH 371.

MATH 394. Independent Study General Math. 1-4 Hour.

MATH 400. Workshop. 1-3 Hour.
Mathematics teaching workshops for educators. Course cannot be counted toward a degree. Grading basis: S/U.

MATH 420. Abstract Algebra. 4 Hours.
Introduction to abstract algebraic systems. Groups, rings, homomorphisms and isomorphisms. Prerequisites: MATH 205.

MATH 445. Probability And Statistics I. 4 Hours.
Introduction to probability, discrete and continuous random variables, distribution functions, special probability distributions. Prerequisite: MATH 146 or 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, somes special experimental designs. Prerequisite: MATH 445.

MATH 450. Real Analysis. 4 Hours.
Limits of functions and sequences, continuitym topology of the reals, differentiationm Riemann Integrationm convergence and uniform convergence. Prerequisite: MATH 166, 310.

MATH 460. Complex Analysis. 3 Hours.
Analytic functions, conformal maps, Cauchy integral formula, residue theorem. Prerequisites: MATH 265, 450.

MATH 466. Intro to Partial Differential Equations. 3 Hours.
Solution of the 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 transform. Boundary value problems, orthogonality and Fourier series. Prerequisite: Math 266.

MATH 470. Numerical Analysis. 4 Hours.
Error analysis, numerical differentiation and integration, linear systems and numerical solutions to differential equations. The computer language of instruction will be FORTRAN. Prerequisite: Math 265 and 305.

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 activites 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). Repeatable for up to 8 credits total. Prerequisite(s): Math 294 (2 SH); instructor consent.

MATH 499. Special Topics. 1-4 Hour.

MUSC Courses

MUSC 099. Recitals/Concerts. 0 Hours.
This if a non-credit course which will appear on each music major's semester program. It is designed to accumulate information as to the student's required attendance at predesignated recitals, concerts, and seminars. The final grade will be either Satisfactory (S) or Unsatisfactory (U).

MUSC 100. Music Appreciation. 3 Hours.
Designed for the non-music majors and may be used as partial fulfillment of Humanities requirement. Representative works from many cultures will be studied.

MUSC 101. Fundamentals of Music. 2 Hours.
Introduction to fundamental elements of music and functioal musicianship for non-music majors.

MUSC 102. Private Piano. 0.5-4 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.
Open to female singers with interest in singing.

MUSC 106. Private Organ. 0.5-4 Hour.
Repeatable for credit.

MUSC 110. Audio/Video Technology. 1 Hour.
This course is designed to provide basic knowledge and gain experience with recording live performances. Employing both on campus and online resources, the students will study basic practices for recording and production as they apply that knowledge to recording projects within the Division of Music.

MUSC 111. Private Voice. 0.5-4 Hour.
Repeatable for credit.

MUSC 115. Opera-Musical Production. 1 Hour.
Techniques of production and staging dramatic musical works, employing operas and scenes from operas. Prerequisite: consent of instructor.

MUSC 116. Private Strings. 0.5-4 Hour.
Repeatable for credit.

MUSC 117. Private Classical Guitar. 0.5-4 Hour.
Repeatable for credit.

MUSC 119. Vocal Ensemble. 1 Hour.
Membership subject to approval of director. (Rehearsals by arrangement.).

MUSC 120. Concert Choir. 1 Hour.
Membership subject to approval of director.

MUSC 121. Intro to Music Theory. 2 Hours.
Foundations of music notation and basic music literacy. Course provides a background for MUSC 122 Music Theory and a foundation for successful pursuit of the Music major.

MUSC 122. Music Theory I. 3 Hours.
Study of music notation and basic structure of music, including key signatures, scales, chords, fourpart writing and instrumental notation. Provides students with practical applications of music theory concepts. Meets three times weekly.

MUSC 123. Aural Skills I. 1 Hour.
A lab experience meeting twice weekly, to develop abilities in sight-singing, ear training, rhythm reading and error detection, interval and chord identification.

MUSC 124. Music Theory II. 3 Hours.
Further develops a student's understanding of music notation and basis structures of music, including voice-leading, figured bass, melodic forms, modulations and seventh chords. Meets three times per week. Prerequisite: MUSC 122.

MUSC 125. Aural Skills II. 1 Hour.
A lab experience meeting twice weekly, to develop abilities in sight-singing, ear training, rhythm reading and error detection, interval and chord identification. Prerequisite: MUSC 123.

MUSC 126. Private Brass. 0.5-4 Hour.
Repeatable for credit.

MUSC 127. MSU Singers. 1 Hour.
By audition.

MUSC 128. Keyboard Theory I. 1 Hour.

MUSC 130. Brass Ensemble. 1 Hour.
Rehearsals are arranged and membership is subject to approval of director.

MUSC 131. Private Percussion. 0.5-4 Hour.
Repeatable for credit.

MUSC 133. Private Woodwinds. 0.5-4 Hour.
Repeatable for credit.

MUSC 135. Woodwind Ensemble. 1 Hour.
Rehearsals arranged and membership subject to approval of director.

MUSC 140. String Ensemble. 1 Hour.
Membership subject to approval of director.

MUSC 145. Percussion Ensemble. 1 Hour.
Rehearsals are arranged and membership subject to approval of director.

MUSC 150. Orchestra. 1 Hour.
Rehearses Thursday evening. The Minot Symphony Orchestra is a university-comminity organization. Open to qualified students upon approval of director.

MUSC 153. Accompanying. 3 Hours.

MUSC 155. Wind Ensemble. 1 Hour.
Open to qualified students subject to approval of director.

MUSC 160. Concert Band. 1 Hour.
Open to qualified students subject to approval of director.

MUSC 163. Beaver Athletic Band. 1 Hour.
Brass & Percussion Ensemble which performs at athletic events, in concert and in recital, community events and tours regularly. Members are selected by audition.

MUSC 165. Jazz Ensemble. 1 Hour.
Open to qualified students subject to approval of director.

MUSC 167. Jazz Combo. 1 Hour.
Open to qualified students subject to approval of director.

MUSC 177. Functional Piano. 1 Hour.
A piano class designed for studentd who are beginners on the instrument, first year theory students, and elementary education majors. Course restricted to majors. (Class meets twice weekly.).

MUSC 178. Functional Piano. 1 Hour.
Continuation of MUSC 177. Prerequisite: MUSC 177. (Class meets twice weekly.).

MUSC 180. Class Guitar I. 1 Hour.
Beginning technique in chord and melody playing is developed in class ensemble. Courses in progressive order of advancement.

MUSC 181. Class Guitar II. 1 Hour.
Continuation of MUSC 180. Prerequisite: MUSC 180.

MUSC 201. World Music. 3 Hours.
Designed to introduce the world's major music's in order to encourage and enhance cultural diverdity. May be used as partial fulfillment of the Humanities requirement.

MUSC 202. Private Piano. 1-3 Hour.
Upper division private study.

MUSC 205. History of US Through Music. 3 Hours.
Designed for the non-music majors and may be used as partial fulfillment of the Humanities requirement. American music which accompanied significant historical eras and development will be studied.

MUSC 206. Private Organ. 1-3 Hour.
Upper division private study.

MUSC 207. History of Pop and Rock Music. 3 Hours.
Pop Music and American Liberal Capitalism helped to create a planetary culture. Twentieth century events that brought the world to this pass were not so much a movement as a force of creativity and capitalism yoked by the first global communications network. This course brings liberal arts students into contact with tools and information on this subject.

MUSC 211. Private Voice. 1-3 Hour.
Upper division private study.

MUSC 216. Private Strings. 1-3 Hour.
Upper division private study.

MUSC 222. Music Theory III. 3 Hours.
A continuing study of the underlying theoretical background of tonal music, begun in Theory I and II. Topics include a thorough study of chromatic harmony and the deterioration of functional harmony in the late 19th century to the demise of tonality on the 20th. Analytical techniques are stressed. Meets three times per week. Prerequisite: MUSC 123, 124, or 125.

MUSC 223. Aural Skills III. 1 Hour.
A practical continuation of previous aural studies. Areas to be covered include advanced work in musical dictation, error detection, and sight singing. Meets twice per week. Prerequisite: MUSC 124 or 125.

MUSC 224. Form and Analysis. 2 Hours.
This course will explore the analysis of compositional forms, phrase structure and advances harmonic analysis of works from the 18th century to modern music. The course is restricted to music majors. Prerequisite: MUSC 222.

MUSC 225. Aural Skills IV. 1 Hour.
A practical continuation of previous aural studies. Areas to be covered include highly advanced work in musical dictation, error detection, and sight singing. Meets three times per week. Prerequisite: MUSC 222 or 223.

MUSC 226. Private Brass. 1-3 Hour.
Upper division study.

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.

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.

MUSC 299. Special Topics. 1-8 Hour.

MUSC 301. Music Methods for the Elementary Teachers. 2 Hours.
Methods and materials for the classroom teacher in guiding young children in musical experiences K-6. Prerequisites: MUSC 101 or 122 and Admission to Teacher Education.

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 325. Vocal Pedagogy. 3 Hours.

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 teh 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 345. Wind Band Literature. 2 Hours.

MUSC 346. Symphonic Literature. 2 Hours.

MUSC 347. Chamber Music Literature. 2 Hours.

MUSC 350. Advanced Conducting and Arranging. 3 Hours.
Objectives of this course are developing and refining gestures which convey musical meaning, to successfully arrange simple scores for a variety of ensembles using standard notational software, to refine interpretive skills, and to develop an ability to critique and improve ones own conducting.

MUSC 366. Instrumental Jazz Improvisation I. 2 Hours.
Study of the utilization and translation of basic musical elements such as scales, mixolyfian modes, dominant seventh chords, rhythm, form, and melody into an individually creative jazz performance. Open to all instruments including strings.

MUSC 367. Instrumental Jazz Improvisation II. 2 Hours.
Continuation of MUSC 366 by studying teh dorian modes, minor seventh chords, and integration rhythm and melody with actual playing to further the students progress. Prerequisite: MUSC 366.

MUSC 384. Orchestra Methods in Secondary Education. 3 Hours.
Provides the parallel alternative for Band and Choral Methods classes. The string educator is often hired to teach only strings for a school system. This course includes methods and materials relative to a successful string program. Pre-requisites: MUSC 124 and admission to teacher education.

MUSC 390. Band Methods in Secondary Education. 3 Hours.
Instrumental conducting, score reading and performance preparation, including examination of methods and materials used in the secondary band program. Prerequisites: MUSC 124 and admission to Teacher Education.

MUSC 391. Choral Methods in Secondary Education. 3 Hours.
Choral conducting, score reading and performance preparation, including examination of methods and materials used in the secondary choir program. Prerequisites: MUSC 124 and admission to Teacher Education.

MUSC 392. Elementary Music Methods. 3 Hours.
Methods and materials used in elementary general music/choral music program grades K-8. Prerequisites: MUSC 123, 124, 125, and admission to Teacher Education.

MUSC 397. Elementary Music Field Experience. 1 Hour.
Development of basic skills on fretted instruments (guitar, ukelele), recorder, autoharp, percussion instruments for use in the elementary music classroom. Prerequisite: MUSC 124 and Admission to Teacher Education.

MUSC 440. Instrument Repair. 1 Hour.
Basic techniques in instrument maintenance and care.

MUSC 441. Piano Tuning. 2 Hours.
Study of piano tuning, piano construction and repair in addition to organ tuning, Prerequisites: The ability to play all major chords and any two note interval. May be repeated.

MUSC 442. Piano Pedagogy. 3 Hours.
The examination of teaching methods and applied music instruction management for piano majors.

MUSC 480. Senior Project. 1 Hour.
Capstone project representing accomplishment in designated applied study area.

MUSC 494. Independent Study Honors Music. 1-8 Hour.

MUSC 499. Special Topics. 1-8 Hour.

NURS Courses

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 323. Gerontological Nursing. 3 Hours.
Fosters an awareness and understanding of the aging population by investigating the biopsypchosocial and spiritual needs of the elderly population. The issues of wellness, health, and function are addressed. The student is expected to gain an understanding of nursing and nursing's role in providing care for the older population. Prerequisites: NURS 256, 263, 264 or permission of instructor; and admission to nursing.

NURS 325. Adult Health I. 5 Hours.
Focuses on nursing care of adults experiencing common health problems with predictable outcomes in selected body systems, including concepts of absorption, elimination. regulation, mobility, perceptual dysfunction, cell injury and inflammation, altered immune responses, and perioperative principles. Concepts important in understanding health and illness in the elderly are included. Clinical experiences occur in laboratory simulation and perioperative settings. Prerequisites: Admission to nursing. CS = 45; C/L = 90*.

NURS 335. Adult Health II. 5 Hours.
Focuses on nursing care for adults, including the elderly, who experience chronic and/or progressive health problems in selected body systems. Concepts of sensation, oxygenation, digestion, regulation, movement/coordination, and abnormal cell growth are included. Principles and practices of intravenous therapy are applied to the adult client. Clinical experiences occur in the laboratory, medical, and rehabilitation settings of the hospital. Prerequisite: 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.

NURS 361. Women's Health. 1 Hour.
Apply current theories and concepts in women's health and health practices within families.

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. Prerequsite: 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.

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 394. Nursing Internship. 1-6 Hour.

NURS 397. Nursing Internship. 2-6 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 = minimun of 45 hours of clinical study. Prerequisite: NURS 335.

NURS 399. Independent Study General Nurs. 1-4 Hour.

NURS 421. Nursing Leadership Development. 1 Hour.
Provides opportunities to implement leadership skills in professional roles and commiunity 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. 6 Hours.
Demonstrates population-focused community-oriented nursing through the synthesis of nurisng 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 344,354,361 and 364. Admission to nursing. CS = 45; C/L = 135*.

NURS 457. Public Health for the Professional Nurse I. 3 Hours.
Focuses on theory of population-focused community-orientated nursing through the synthesis of nursing theory and public health theory applied to promoting, preserving and maintaining the health of populations and grounded in social justice. Prerequisites: NURS 383 and 363. Admission to RN to BSN.

NURS 458. Public Health Prof Nurse II. 3 Hours.
Provides opportunities for clinical application of population-focused, community-oriented nursing theory through experience in a variety of urban, rural and/or frontier community settings. Prerequisites: NURS 383,363,457 or corequisite and Admission to RN to BSN.

NURS 464. Adult Health III. 4 Hours.
Focuses on advanced nursing care of adults experiencing acute, complex, adn 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, adn emergency/trauma services. Prerequisite: Admission to nursing. CS = 30; C/L = 90*.

NURS 471. Nursing Review. 1 Hour.
Provides a systematic review of essential nursing content required for licensure.

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 politicacl economic frameworks, career management; health care policy. Prerequisites: Admission to nursing and faculty approval. CS = 30*.

NURS 473. Nursing Leadership & 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 Courses

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 existance of God, the problem of evil, and other topics will be discussed.

PHIL 210. Ethics. 3 Hours.
A study of traditional concepts in ethical theory and moral reasoning.

PHIL 299. Special Topics In Philosophy. 1-8 Hour.

PHIL 330. Political Philosophy. 3 Hours.
This course examines the basic principles and features of the major political philosophies and system s of government.

PHIL 380. Existentialism. 3 Hours.
A careful examination of major existentialist thinkers (Kierkegaard, Nietzsche, Sartre, etc.) and dominant existential themes: ailenation, 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 Courses

PHYS 110. Astronomy. 4 Hours.
A study of the universe that begins with the earth as a planet, the planets and the satellities 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 110H. Honors 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. Evaluation of the methods and techniques of astronomy. Explicit training in use of the full spectrum of the MSU observatory equipment. Offered fall semester. Both day and night laboratories. Lecutre, 3 hours; laboratory, 3 hours. Prerequisite: Honors program admission or 3.30 cumulative GPA and permission of instructor.

PHYS 203. Introduction to Physics I. 4 Hours.
Elementary laws and principles of mechanics and fluids. Lecture, 2 hours; laboratory, 2 hours; recitation, 2 hours. Prerequisite: MATH 103.

PHYS 204. Introduction to Physics II. 4 Hours.
Elementary laws of electricity and magnetism, optics, and modern physics. Lecture, 2 hours; laboratory, 2 hours; recitation, 2 hours. Prerequisite: PHYS 203.

PHYS 221. General Physics I. 5 Hours.
Newton's law's; work and energy; impluse and momentum; angular momentum; oscillations; gravity; wave motion; thermodynamics. Lecture, 3 hours; laboratory, 2 hours; recitation, 2 hours. Corequisite: MATH 165.

PHYS 221H. Honors General Physics I. 5 Hours.
Newton's Laws; work and energy; impulse and momentum; angular mementum; oscillations; gravity; wave motionl; thermodynamics. Emphasis on sophisticated quantitative reasoning, order of magnitude estimation, in-depth application of calculation, and physical underpinnings of other sciences and technology. Lecture, 3 hours; Laboratory, 2 hours; recitation, 2 hours. Prerequisite: Math 165 and admission to the honors program or 3.30 cumulative GPA and permission of instructor.

PHYS 222. General 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 221. Corequisite: MATH 166.

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 inderpinnings of other sciences and technology. Lecture, 3 hours; laboratory, 2 hours; recitation, 2 hours. Corequisite: Math 166 Prequisite: Honors program admission.

PHYS 299. Special Topics. 1-8 Hour.

PHYS 394. Independent Study General Phys. 1-4 Hour.

PHYS 397. Spec Prob In Physics. 1-2 Hour.
3/94 Dropped Q For Pre Req Purposes.

PHYS 494. Independent Study Honors Phys. 1-8 Hour.

PHYS 499. Special Topics. 1-8 Hour.

POLS Courses

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.
Re-Activated 11-21-04.

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 306. Constitutional Law. 3 Hours.
Analyzes US Supreme Court decisions and interpretations which focuses on civil liberties, equal protections, due process and first amendment rights.

POLS 325. Graphic Novels and Politics. 3 Hours.
Graphic Novels - like any form of social commentary - has a history of addressing the politics of the day. This course will take critical look at how the Graphic Novels have addressed the political and civic issues today and historically. Drawing on primary source materials and analytical texts, the course examines not only how civic issues and politics shape Graphic Novels, but also how Graphic Novels impact larger civic and political discussions.

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 394. Independent Study General Ps. 1-4 Hour.

POLS 451. Political Sociology. 3 Hours.
Political sociology broadly conceived is the study of power and domination in social relationships to include the relationship between state and society. The course draws upon comparative history to analyze socio-political trends and thereby includes the analysis of the family, the mass media, universities, trade unions, etc. A typical research question might, for example, be: what factors explain why so few American citizens choose to vote.

POLS 494. Independent Study Honors Ps. 1-8 Hour.

POLS 499. Special Topics In Political Sci. 1-6 Hour.

PSY Courses

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. Prerequisite(s): PSY 111.

PSY 200D. Special Topics. 4 Hours.

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: PSY 111 and ASC 93 or higher.

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 methofologies will also be discussed. Prerequisites: PSY 241 or departmental approval.

PSY 252. Child Psychology. 3 Hours.
Overview of theories of human development form conception through childhood including physical, cognitive, language, social, and self-help skills in family, school, and community settings. Prerequisite: PSY 111.

PSY 255. Child & Adolescent Psychology. 3 Hours.
Overview of theories of human development from conception through adolescence including the physical, cognitive, language, social, and educational aspects of the individual development. Special emphasis will be given to the individuals learning capabilities. This course cannot be applies towards the Psychology or Addiction Studies majors, minors, or concentrations. 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. Abnormal Psychology. 3 Hours.
A survey of the classification, symptoms, and etiology of psychological disorders. Prerequisite: PSY 111.

PSY 297. Addiction Studies Practicum. 2 Hours.
Participation in individual, group, and family counseling in an agency or hospital involved in addiction counseling. 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, adn training. The effectiveness of individuals and groups within organizations, including leadership and control, conflict and cooperation, motivation, and organizational structure and design, is examined. Prerequisite: PSY 111.

PSY 338. Professional Relations & Ethics. 3 Hours.
Study of Federal Confidentiality Laws adn ND Connitment Law and process in order to protect the rights of the client. Prerequisite: PSY 111.

PSY 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.

PSY 349. Psychopharmacology. 3 Hours.
An introduction to behavioral pharmacology, including the basics of pharmacology, psychology, and neuroscience needed to understand drugs of abuse. Prerequisite: PSY 111.

PSY 352. Adolescent Psychology. 3 Hours.
Study of physical, cognitive, emotional, social, and behavioral parameters of adolescence from preteen to young adulthood. Prerequisite: PSY 111.

PSY 365. Evolutionary Psychology. 3 Hours.
Examines the important aspects of human behavior as it is explained as a result of natural selection. The course will focus on a number of topics including sex differences, mate selection, selfishness and altruism, homicide and violence. Prerequisite: PSY 111.

PSY 375. History & Systems of Psychology. 3 Hours.
Examines the historical development of the science of psychology. Special emphasis is placed upon cultural context and its influences on the developing systems of psychology. Prerequisite: PSY 111.

PSY 376. Social Psychology. 3 Hours.
An interdisciplinary approach to the study of behavior of individuals in relation to social stimulus situation. Prerequisites: PSY 111 and SOC 101.

PSY 379. Psychology of Adult & Aging. 3 Hours.
Overview of theories of human development from young adulthood through old age focusing on demands of personal adjustment, family, work, retirement, adn community life. Prerequisites: PSY 111; recommended: PSY 252 or 352.

PSY 394. Independent Study General Psych. 1-4 Hour.
Election of a topic and a course of study. Must be approved by a psychology staff member and the psychology chair. Student must be a psychology major and have 12 semester credits.

PSY 410. Cognitive Psychology. 3 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 413. Theories & Practice of Psychotherapy. 3 Hours.
Aimed at the development of a balanced view of teh major concepts of various therapies and an awareness of pratical applications and implementation of techniques used by the various therapists. Prerequisite: PSY 111.

PSY 420Q. Family Dynamics. 4 Hours.
Psy Exceptional Chldrn Dropped Spring 1990; New Course (Family Dynamics) Approved By Senate Spring 1990.

PSY 423. Introduction to Counseling. 3 Hours.
Study of the theories of counseling and application of these principles for dealing with behavioral problems in agencies, schools, or hospitals. Prerequisite: PSY 111.

PSY 424. Advanced Counseling. 3 Hours.
Further study of counseling theory with students being required to develop a workable methodology of their own. Prerequisite: PSY 111.

PSY 435. Theories of Learning. 3 Hours.
Examines the basic concepts of learning theory as viewed by the more prominent theorists in the area. Emphasis is placed on the comparison of the various perspectives within historical contexts. Prerequisite: 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. Prerequisite: PSY 111.

PSY 465. Physiological Psychology. 3 Hours.
An introduction to the neuroanatomical and neurophysiological bases of behavior, including learning, reinforcement, eating and drinking, sleep, sexual behavior, and mental disorders. Prerequisite: PSY 111.

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 requiredd. Prerequisite: PSY 111.

PSY 476. Group Dynamics. 3 Hours.
Actual group experience in a lecture/lab format. Readings and written assignments focus on organizing groups and skills required of group facilitators. A problem solving/personal growth group meets each week. Prerequisite: PSY 111.

PSY 485. Addiction Studies Practicum. 15 Hours.
Participation in the North Dakota consortia to provide experience in the addiction field. This is a 4.5 month, full time experience, where the student actively participates as an addiction counselor in training. Course restricted to psychology or addiction studies majors.

PSY 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 4.5 month, full time experience, where the student actively participates as an addition counselor in training. Course restricted to psychology or addiction studies majors.

PSY 491. Senior Seminar in Psychology. 3 Hours.
Overview of psychology as a displine and a synthesis of biological and psychological factors in human behavior. Prerequisites: PSY 111, 241, senior status and psychology major.

PSY 494. Directed Behavorial 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.

PSY 496. Senior Research Paper. 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.

PSY 499. Special Topics In Psychology. 1-8 Hour.

SCE Courses

SCE 101. Environments and Societies. 3 Hours.
Explores the intertwined relationships between communities and their environments at the local and global level from a social science perspective topics will include human impact on the environment and vice versa, the role of geography in human relations, historical perspectives on the role environment plays, resource use versus conservation, public and urban space issues, economic and ethical implications of environmental policy, and social problems related to environmental impacts that are unequally distributed among demographic groups of society.

SCE 102. Environments and Humanities. 3 Hours.
Students will be introduced to the basic underpinnings of environmental literature, ecocriticism, and place studies (with a focus on the US West), and will consider how place or nature intersect with race, class and gender. Student will also explore the basic underpinnings of environmental art, land art, eco-art, and public art. In addition, students will be introduced to environmental ethics, such as the duties to and rights of non-human species and responsibilities of humans to each other and the environment.

SCE 103. Environments and Sciences. 4 Hours.
Introduces students to environmental science, including environmental policies and the roles of science in policy development. Topics addressed include environmental systems, biodiversity, conservation and preservation, food and agriculture, environmental health, water and air pollution, global climate change, earth resources, energy, solid and hazardous wastes, and sustainability. The laboratory includes local field trips as well as laboratory investigations. Lecture 3 hours; laboratory 2 hours.

SCE 260. Collaborative Study. 3 Hours.
Collaborative investigation of a particular local community and environmental issue by a group of students using an interdisciplinary approach. Topic is set prior to the course based on student interests.

SCE 301. Environmental Values & Ethics. 3 Hours.
Introduces students to the field of inquiry that addresses values of nature and the ethical responsibilities of human to each other and to the environment with respect to community and environment issues. Different types of ethics will be studied and applied to concrete examples of community and environment problems. Examples of the different ethics include utilitarian ethics, deontic ethics, and concepts of justice. Also to be studied include whether duties or obligations exist to individuals-including nonhumans, other species as a group, ecosystems or the biosphere.

SCE 394. Directed Research. 1-3 Hour.
Investigation of a particular local community and environmental issue using an interdisciplinary approach. Topic is set prior to the course based on student interests and community needs. This course consists of an individual research project that is designed by the student with the help of a faculty mentor. It provides a platform for students to be engaged in research that is perhaps more focused on their particular field of interest, but that addresses a problem or issue of broader interest and that incorporates an appropriate level of interdisciplinary treatment. The research may be conducted under the direction of a single faculty member. In some cases, however, the nature of the project may require more than one faculty mentor. The research project may be an outgrowth of a SCE 291 Topics and Projects in SCE course, which is typically itself an outgrowth of SCE 101 Introduction to SCE. 3 hours per week per credit hour. May be repeated for credit.

SCE 397. Internship. 3 Hours.
An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field or profession, or provide valuable service to a community and its citizens. An internship is an excellent way to determine if the field or profession is the best career option to pursue. Interns not only gain practical work experience and build experience in a given profession or field, they also have the opportunity to share their academic and scholarly knowledge with people in a given community.

SCE 494. Senior Capstone. 2 Hours.
Students, having completed their research or creative project on a particular community and environmental issue in SCE 394, write a thesis, give a public presentation, and defend their work to their thesis committee.

SCI Courses

SCI 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.

SCI 240. Research Methods. 2 Hours.
This course will introduce students to library skills, computer skills and comminication skills used to plan and carry out research projects. Studentd will search for, read, adn 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 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.

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 405. Radiologic Technology Clinical. 6-15 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 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 entensive clinical experience. Lecture, 4 hours. Prerequisite: Admission to Teacher Education and ED 320. Corequisites: ED 320, 421, 422, 423, 424.

SCI 480. Seminar. 3 Hours.
Students present ans discuss original student research project. 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: 2 credits of GEOL 494, senior status, permission of instructors.

SCI 494. Independent Study Honors Sci. 1-8 Hour.

SCI 499. Special Topics. 1-8 Hour.

SOC Courses

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 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 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 252. Criminology. 3 Hours.
Study of criminal behavior, including the nature and causes of crime, and of official responses to criminal law violations. Prerequisite: SOC 101.

SOC 255. Changing American Family. 3 Hours.
An introduction to diverse family issues and concerns in American society. The course examines the changing functions, patterns and structures of the family as a major socail 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 280. Social Movement & Human Right. 3 Hours.
This course examines the complex relationship between social movements and human rights. Primary emphasis will be given to how grassroot movements/mobilizations have both shaped and contested our modern conceptions and practices of human rights in the US and globally. Prerequisite(s): SOC 110 or SOC 200H.

SOC 299. Special Topics in Sociology. 1-8 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 325. Environmental Sociology. 3 Hours.
This course examines the interrelationship between our community, culture, society and the global environment. Students will become engaged in diverse environmental projects, discussions and debates on eco-feminism, bio-diversity, bio-piracy, environmental degradation and future sustainability. Students will complete a final project that provides suggestions, recommendations and solutions to environmental preservation in the future.

SOC 357. Sociology of Religion. 3 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 101.

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 101.

SOC 363. 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. Prerequsite: SOC 101.

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 101.

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 101.

SOC 375. Social Change and Development. 3 Hours.
Designed to familiarize students woth the theories, methods, adn analytical frameworks for understanding social change and development in a global context. Topics covered include gender and race/ethnicity issues, social movements, and collective behavior, economic development, and globalization. Prerequisites: SOC 101 and three credits of Sociology.

SOC 376. Social Psychology. 3 Hours.
Study of the social sources and patterns of the aging perception, attribution, socialization, and interpersonal interaction. Prerequisite: SOC 101.

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 101, 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.

SOC 420. Drugs & 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 451. Political Sociology. 3 Hours.
Political sociology broadly conceived is the study of power and domination in social relationships to include the relationship between state and society. The course draws upon comparative history to analyze socio-political trends and thereby includes the analysis of the family, the mass media, universities, trade unions, etc. A typical research question might, for example, be: what factors explain why so few American citizens choose to vote.

SOC 476. Theory Construction & App. 3 Hours.
Course is based on a basic understanding of the properties, limitations, and applications of theory is important not only to producers of sociological knowledge but also as consumers of that knowledge. The goal of the class is develop an understanding of sociological theory by exploring some of the basic theoretical orientations sociologists use in studying social phenomena and some of the specific theories based on these orientations. By considering criteria appropriate for evaluating these orientations and the theories developed from them. And exploring the different ways that a sociological theory may and may not be used in resolving social problems. Prerequisite(s): SOC 110 or SOC 200H.

SOC 477. Sociological Theory. 3 Hours.
This course introduces students to the major nineteenth and twentieth century thinkers who shaped the development of sociological thought. In exploring the theoretical heritage of sociology, the course seeks to develop an appreciation of what theory is and how necessary and useful it is for examining and understanding the social world. A major assumption of the course is that sociological theory has an eminently practical function for understanding ourselves and the world we live in. Prerequisite(s): SOC 110 or SOC 200H and SOC 476.

SOC 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 Courses

SPAN 101. Beginning Spanish I. 4 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. 4 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 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of Spanish. Pre-requisite: Spanish or Spanish Education major or minor.

SPAN 201. Intermediate Spanish I. 4 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. 4 Hours.
Continuation of SPAN 201. Prerequisite: SPAN 201.

SPAN 220. 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 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. Speical Topics. 3 Hours.
Varying areas of content, issues, or themes in the study of Hispanic language, literature, culture, and civilization. Repeatable for credit as topics change.

SPAN 340. Conversation & Composition I. 3 Hours.
Advanced practice in oral and written skills using cultural readings and other media. .

SPAN 341. Conversation & Composition II. 3 Hours.
This is one of a pair of courses focusing on advanced practice in oral and written skills using cultural readings and other media.

SPAN 342. Introduction to Hispanic Literature. 3 Hours.
Designed to improve language skills with an emphasis on reading and to enhance the student's ability to understand literature. Includes study of poetry, drama, and narrative from the Spanish speaking world. Prerequisite: SPAN 341 or consent of instructor.

SPAN 343. Hispanic Culture. 3 Hours.
Readings in culture and society of the Spanish speaking world. Prerequisite: SPAN 341 or consent of instructor.

SPAN 344. Latin American Culture. 3 Hours.
Readings in culture and society of Latin America. Prerequisite: SPAN 341 or consent of instructor.

SPAN 394. Independent Study. 1-4 Hour.
Independent or directed study of special topics in the study of Spanish.

SPAN 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). Pre-requisites: Spanish or Spanish Education major or minor.

SPAN 399. Special Topics. 1-3 Hour.
Varying areas of content, issues, or themes in the study of Spanish. Pre-requisite: Spanish or Spanish Education major or minor.

SPAN 441. Hispanic Literature. 3 Hours.
Survey of the literature of the Spanish speaking world. Prerequisite(s): SPAN 342 or consent of instructor.

SPAN 443. Senior Thesis In Spanish. 3 Hours.

SPAN 450. Senior Capstone Project Spanish. 3 Hours.
Individual research project on a cultural topic approved by the instructor one semester prior to enrollment in the course. Course restricted to majors.

SPAN 496. Study Tour. 1-18 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 Courses

SPED 101. Introduction to IDD. 3 Hours.
A survey of the various types of developmental disabilities, the philosophy of service, team 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.
TThis course concentrates on basic medication concepts and procedures, health and wellness issues, nutrition information, oral hygiene, and issues in sexuality.

SPED 112. Health Care in Developmental Disabilities II. 2 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 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 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.

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 130. Expanding Leisure Options IDD I. 1 Hour.
This course focuses on strategies for promoting relationships between people with developmental disabilities and other community members and steps to avoid relationship obstacles. It also describes recreation and leisure concepts, leisure assessments, factors of equipment selection, potential leisure education needs, obstacles to community recreation integration, leisure program planning, and guidelines for leisure program planning and implementation.

SPED 140. Human Development. 2 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. Development of Young Children. 2 Hours.
In this course, students will learn typical and atypical development of children ages birth to age five. The course includes observation of development, introduction to service delivery models, and study of best practices in intervention.

SPED 201. Applied Behavior Analysis for Teachers. 2 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, SPED 115.

SPED 221. Promoting Personal Outcomes. 2 Hours.
This course introduces a value-based process for developing and evaluating major program goals for persons with disabilities, the relationship of assessment to goal setting, and strategies for achieving goals and objectives.

SPED 223. Dual Diagnoses: ID and Mental Health Disorders. 1 Hour.
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 234H. 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 310. Intro to Intellectual Disabilities and Autism Spectrum Disorders. 3 Hours.
In this survey course, students will explore definitions and issues related to individuals with intellectual disabilities (ID) and autism spectrum disorders (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.

SPED 317. Foundational Academics. 2 Hours.
Students will be taught evidence based practices validated for federally recognized categories of disability conditions in reading, math, written language, and content areas. Students will also learn to select, adapt, and use instructional strategies, curriculum, and materials according to characteristics of the individual with exceptional learning needs. Additionally, students will learn to use strategies that facilitate maintenance and generalization of skills across learning environments.

SPED 340. Assessment in SPED. 4 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. Prerequisite: Admission to Teacher Education.

SPED 379. Leadership in SPED. 3 Hours.
The student will engage in pre-professional activities that benefit individuals with diverse learning needs, their families, and community. Students will understand how their dispositions uphold high standards of competence and integrity and exercise sound judgment in the profession. Most importantly, students will focus on collaboration, partnerships, and involvement through a concerted and deliberate effort to connect higher education and the common good for persons with disabilities.

SPED 410. Introduction to High Incidence Disabilities. 3 Hours.
Students will understand the similarities and differences of individuals with exceptional learning needs which include specific learning disabilities, emotional behavior disorders, and speech or language impairment. Within the context of high incidence disabilities, students will understand the etiology and diagnosis related to various theoretical approaches to include behavioral, cognitive, developmental, social-emotional, medical, and neurological.

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 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: 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: 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: 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 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. 4 Hours.
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.

SPED 497. Externship in IDD. 8 Hours.
Students will participate in a final practicum in the filed 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 498. Student Teaching in SPED. 12 Hours.
Students will participate in an advanced practicum in the public schools in an elementary and secondary classroom (6 weeks full time in each setting) to design, implement, and evaluate instructional practices and develop and apply knowledge, skills, and professional dispositions essential to highly qualified special educators.

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 Courses

SS 283. Ethnic and Cultural Diversity in America. 3 Hours.
This course examines the historical development of American ethnic and cultural diversity, including Native American, and places that diversity in global perspective. This course meets the Education Standards and Practices Board (ESPB) Native American Studies requirement for teacher certification.

SS 299. Special Topics In Social Science. 1-8 Hour.

SS 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 socal classroom. Prerequisite: Admission to Teacher Education. (Offered fall semester only.).

SS 394. Independent Study General Ss. 1-4 Hour.

SS 398. Secondary Hist/Soc Sci Practicum. 1 Hour.
This course is designed to give History and Social Science education majors an opportunity to have thirty hours of practical experience. Placements in school settings are arranged by the Teacher advisement and Field Placement Office. Co-requisite: SS 391. Prerequisite: Admission to Teacher Education, SS 391, or departmental approval, and History Education and Social Science Education majors.

SS 399. Readings in Social Science. 1-3 Hour.
Study and discussion of readings in social science, particularly those which cross disccplinary lines.

SS 494. Independent Study Honors Ss. 1-8 Hour.

SS 499. Special Topics In Social Science. 1-8 Hour.

SWK Courses

SWK DIV. Social Work Diversity. 99.00 Hours.
Used for incoming BSC courses for the social work program.

SWK ELE. SWK Elective. 0.5-99 Hour.

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 285. Child Welfare in Rural Comm. 3 Hours.
This course will examine the basic core of child welfare services: Services to protect children from neglect and abuse, family preservation services, foster care, adoption, and child advocacy. Additionally, it will examine the legal freamework that governs the affairs of children.

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.

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.

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: SWK 331 and 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 350. Rural Social Work Practice. 3 Hours.
Study and evaluation of rural, regional social services and delivery systems, characteristics of rural populations and community analysis, function and roles of social worker in a nonmetropolitan environment. Prerequisite: SWK 250, 255 and 256.

SWK 379. Aging Practices and Policies. 3 Hours.
Study of social welfare policies which sanction and direct services and welfare for the elderly.

SWK 394. Independent Study General Sw. 1-4 Hour.

SWK 401. Contemporary Issues with Native American Families. 3 Hours.
This course will survey contemporary issues that Native American families face in today's society and how these influence effect the context of family life and the helping process.

SWK 402. N.A. Children & 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 relatd 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. Prerequisites: SWK 340 and 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. Pre-requisites: SWK 330, 331, and 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. Pre-requisiste: Junior or Senior status.

SWK 429. Interprofessional Health Care Practice. 3 Hours.
Today's fast-paced, high acuity health care system demands health care professionals who can collaborate effectively using an interprofessional team approach in order to provide patient-centered care. Students will explore discipline specific roles and scope of practice as well as issues common to all health care professions such as communication, team dynamics, ethics, patient safety, and quality improvement. Pre-requisites: SWK 250, 256, 330, 331, 335, and 340.

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. Pre-requisites: SWK 250, 256, 330, 331, 335, and 340. Co-requisite: SWK 426.

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 240, or PSY 241.

SWK 489. Field Experience. 3-9 Hour.
Field experience is a course that provides structured and educationally directed learning experiences in public and private human service agencies, but is geared for those students who may want an additional field experience prior to Field Education. Pre-requisite: Admission to Teacher Education and consent of instructor.

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. Pre-requisite: Admission to the Social Work program. Co-requisite: 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 filed learning with a focus on professional and ethical issues. Co-requisites: SWK 490 and senior status.

SWK 494. Independent Study Honors Sw. 1-8 Hour.

SWK 499. Special Topics. 1-8 Hour.

THEA Courses

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.

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 & 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. The play list will carry over to the THEA 161 Acting 1 and be the basis for the students drama lit study for the remainder of the their theatre education.

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 reading various scripts for scene work, analysis, and characterization, with empasis on exploring the actors tools through voice and movement.

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 194. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of theatre. Pre-requisite: 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.
Paricipation 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 else where. The course will include selection, preparation, and presentation of the required artifacts or audition pieces.

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 fo creativity, and the relationshop 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 Design. 5 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 project in costuming, scenery, and lighting. Prerequisite(s): THEA 270.

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 350. Theatre History, Criticism & 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.

THEA 351. Theatre History Criticism,& 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.

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 and picturization, blocking, stage business, and rehearsal as applied to the directing of plays. Prerequisite: THEA 161 or consent of instructor.

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 ten-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.

THEA 394. Independent Study. 1-3 Hour.
Independent or directed study of special topics in the study of theatre. Pre-requisite: Theatre Arts major or minor.

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). Pre-requisite: Theatre Art major or minor.

THEA 399. Special Topics. 1-6 Hour.

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. Prerequsite: BADM 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 will include: script analysis/dramaturgy, vocal technique for the stage (including diction, pronunciation, and dialect as needed), and introduce the student to technical and aesthetic practices in stage combat. Students will do a variety of script analysis projects leading to production concepts as discussed by the ensemble. The final project will be a finished theatrical performance directed and acted by members of the course. Prerequisites: THEA 161, 301, 361, and 385.

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.

UNIV Courses

UNIV 110. First Year Seminar. 2-3 Hour.
An academic course linked to two other courses to form a first-year experience learning community. The course should inspire and support the transition to university life and learning and provide opportunities to engage with the campus and larger community. Topics vary according to the theme of the learning community.

WS Courses

WS 294. Independent Study. 1-3 Hour.
Directed topics of study.

WS 299. Special Topics. 1-3 Hour.
Special topics in Women's Studies.

WS 494. Independent Study. 1-3 Hour.
Directed topics of study.

WS 499. Special Topics. 1-3 Hour.
Special Topics in Women's Studies.

Center for Extended Learning (CEL)

The mission of the Center for Extended Learning (CEL) is to provide flexible, accessible, and quality lifelong learning opportunities. To serve this mission, CEL offers courses in a variety of locations and in a range of formats that meet the needs of today's learners.

Courses for university credit can be taken online, by video conferencing/IVN, at the Minot Air Force Base, in Bismarck, 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 CampusConnection (http://www.minotstateu.edu/cc). CampusConnection allows you to choose courses offered by several delivery methods. When registering for a course, review the Mode of Instruction list of delivery options. Courses not listed as Traditional Classroom are distance education courses offered by CEL and include a distance education access fee. Tuition and fees are separate from, and in addition to, any coursework taken in the Traditional Classroom mode. Any student interested in enrolling in a distance education course must be fully admitted to MSU, either as a degree-seeking or non-degree seeking student.

Non-credit courses may offer the option of Continuing Education Units (CEUs) or select professional association continuing education units.

Tuition and Fees

Distance education courses are charged per credit and are not covered under the tuition cap. The Business Office website (http://www.minotstateu.edu/busoffic/student_info.shtml) has a schedule of Distance Education tuition and fees. Financial aid is available for qualifying students who enroll in CEL course for university credit.

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) immunization for admission to MSU. A student immunization waiver request (http://www.minotstateu.edu/health/immunization.shtml) must be completed to grant an exemption. Students who choose to attend the campus at a later time will be required to submit proof of MMR immunization.

MSU Online

Minot State University is dedicated to the development of quality, flexible, web-based education. Internet courses allow students to receive undergraduate or graduate education in the convenience of their home, office, or school. These courses reflect the same rigorous academic and faculty standards that apply to the University's traditional programs and fulfill certain degree requirements.

Programs

- Associate of Science Degree in Human Services with a major in Intellectual and Developmental Disabilities (p. 206)
- Bachelor of Science in Human Services: Intellectual and Developmental Disabilities (p. 206)*
- Bachelor of Science in Management (p. 175)
- Bachelor of Science in Marketing (p. 176)
- Bachelor of Science in International Business (p. 173)
- Bachelor of Science in Management Information Systems (p. 185)
- Bachelor of Applied Science in Applied Management (p. 172)
- Bachelor of Applied Science in Applied Business Information Technology (p. 183)
- Bachelor of Science in Nursing for Registered Nurses (http://catalog.minotstateu.edu/undergraduate/collegeofeducationandhealthsciences/departmentofnursing/#bachelorstext)
- Bachelor of General Studies (p. 55)
- Certificate Program in Application Software Specialist (p. 183)

- Certificate Program in Web Development (p. 183)
- Certificate of Completion in Intellectual/Developmental Disabilities Certificate (p. 207)

* This degree program requires attending class on a specific day and time, however you can connect from anywhere in the world. For more information contact the Special Education department at 701-858-3050.

Out of State Students

State and federal laws require colleges and universities to be authorized to offer online degree programs in states other than their own. If you reside outside of North Dakota and would like to take online courses from MSU, please check our State Authorization (http://www.minotstateu.edu/online/stateauthorization.shtml) page for information on programs available in your area.

Minnesota Residents

North Dakota University System is a public institution 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.

Department	Location	Phone
MSU Online	Administration Building 358	701-858-3218

For more information, please visit the MSU Online website (http://www.minotstateu.edu/online) or email online@minotstateu.edu.

Minot Air Force Base (MAFB)

CEL sponsored classes and degree programs are available to military personnel, their dependents, and civilians, both at the Minot Air Force Base (MAFB) in the Francis X. Deignan Building and on the MSU campus. The University provides a coordinator at the MAFB to assist Air Force personnel with advising, selecting courses, tuition assistance, and registration. Students may register for MAFB classes via CampusConnection (http://www.minotstateu.edu/cc). Military members using tuition assistance must complete the required forms through the base education office and submit them to the MSU Business Office.

Computer Literacy Requirement

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

Withdrawals—Military

All military members using tuition assistance who wish to withdraw from courses or the university must complete the required form through the base education office and complete MSU's withdrawal procedures. Failure to follow the withdrawal procedures will result in a failing grade for each course for which the student has enrolled.

Department	Location	Phone
MSU at Minot Air Force Base	Francis X. Deignan Building, 156 Missile Avenue, Minot AFB, 58704	701-727-9044

For more information, please visit the CEL website (http://www.minotstateu.edu/cel/mafb.shtml).

Bismarck

MSU makes it convenient to earn your degree from a 4-year public university without having to leave Bismarck, 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, classes can also be taken online.

Programs

- Bachelor of Addiction Studies (p. 187)
- Bachelor of Arts in Psychology (p. 189)
- Bachelor of Social Work (p. 191)
- Bachelor of Science in Criminal Justice (p. 76)
- Bachelor of Science in Management (p. 175)

- Bachelor of Science in Marketing (p. 176)

Department	Location	Phone
MSU at BSC	1815 Schafer Street, Office 152, Bismarck, ND 58501	701-224-5496

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 department have teamed up for a collaborative degree program. Students can earn an HDFS degree from NDSU, Family Science option, and a B.S.W. in Social Work from Minot State University at the same time. All courses are taught on the NDSU campus, and the total degree credits required are only 133.

Department	Location	Phone
MSU at NDSU	NDSU 270 EML Hall, Fargo, ND 58108	701-231-9792
MSU Social Work	Memorial 230Q	701-858-3814

For more information, please visit the CEL website (http://www.minotstateu.edu/cel/msu-at-ndsu.shtml).

Interactive Video Network (IVN)

The North Dakota Interactive Video Network (IVN) is a statewide videoconferencing communication tool providing distance education opportunities throughout the state. IVN courses connect and instructor and students in one location to students in other locations. Information about IVN classes and room assignments for remote sections not on the MSU campus are posted on the CEL website (http://www.minotstateu.edu/cel/ivn.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 MSU 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 MSU 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 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.

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, scholarships, 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 University is considered for a variety of federal, state, or 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 his or her 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 awarded to students. Awards are based upon an evaluation of the student's eligibility as determined by the Free Application for Federal Student Aid form and the availability of funds. Financial assistance from Minot State University is redetermined annually.

Who May Apply

Students applying for federal financial aid must:

1. Be a U.S. Citizen or an eligible non-citizen.
2. Be enrolled and fully accepted for enrollment in a degree granting program.
3. Maintain satisfactory academic progress toward completion of a course of study.
4. Not be in default on any Federal Student Loan Program.
5. Not owe a repayment of any grant funds previously received.

How to Apply

Students applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA). When completing the FAFSA, applicants must list Minot State University as a university they plan to attend. The Minot State University school code is 002994.

All students (including first-year students, returning and transfer students) are encouraged to complete the FAFSA online at www.fafsa.gov (http://www.fafsa.gov). Students applying for financial aid for the summer term will also be required to complete an institutional financial aid application. Summer financial aid applications are available online at www.minotstateu.edu/finaid.

When to Apply

To receive priority funding for financial aid for the upcoming academic year, MSU must receive the results of the student's FAFSA and the student's application for admission by April 15. Students should file the FAFSA online by April 1 to meet the priority deadline. Students who meet the priority deadline will receive consideration for the campus based aid programs (Federal Supplement Educational Opportunity Grants, Federal Perkins Loans, and Federal Work Study) as well as the Federal Pell Grant and Federal Direct Loan Programs. Applications for financial aid will be accepted after April 15, but funding may be limited to the Federal Pell Grant and Federal loan programs.

CAUTION: Students completing the FAFSA incorrectly or omitting necessary information may be required to 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 University, students must provide documentation to prove the accuracy of the information provided on the FAFSA. As a part of this process, students and/or parents may need to provide a Tax Return Transcript and other requested documentation. Tax Return transcripts can be obtained at your nearest IRS Building or at IRS.gov (http://www.irs.gov). Financial aid may be canceled for failure to provide requested documentation within a reasonable length of time (30-45 days). If you purposely give false or misleading information, you may be fined up to $20,000, sent to prision, or both.

How Financial Aid is Awarded

Financial aid awards are based on need and the availability of funds. Need is defined as the difference between the estimated cost of education as determined by the University, and the expected family contribution (EFC) as determined by the FAFSA. A need exists if the expected family contribution is less than the estimated cost of education.

The estimated cost of education includes costs recognized by the federal government as necessary for a student to pursue an education. The estimated cost of education includes: tuition, fees, books, board, room, transportation, and other miscellaneous personal expenses. The expected family contribution formula considers:

1. Income of the student, spouse, and/or parent.
2. Assets of the student, spouse, and/or parent.
3. Family size.
4. Number of family members enrolled in college.
5. Age of the student, spouse, or parents.

Every effort is made to provide adequate funding to meet the student's educational costs. To view our actual cost of attendance visit our web site at www.minotstateu.edu/finaid/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 awards are subject to change, depending on enrollment status, other resources, participation criteria and availability of funds. If attending the academic year, grants, scholarships and loans will be disbursed in two allotments during the period of time for which the student is enrolled. Aid is disbursed each semester during the fee payment date and thereafter. Fee payment date information can be obtained at the Financial Aid Office or Business Office. The students' accounts will be credited and any excess aid will be disbursed by the Business Office during fee payment.

Students whose charges are less than the financial aid received are encouraged to have the excess financial aid direct deposited into his or her bank account. If a student does not complete a direct deposit request, an excess aid check will issued by the Business Office where the student may pick it up or request to have it mailed.

Withdrawal from the University

Students who find it necessary to withdraw from all courses must complete a Withdrawal Form either at the Financial Aid Office or online at www.minotstateu.edu/finaid/withdrawal.html. 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.

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 admissions requirements, be admitted into a degree granting program and must meet the following minimum standards:

1. **Grade Point Average (GPA).** By the end of the second academic year (4 semesters) students must have a 2.0 cumulative grade point average. All other students must meet the University's minimum academic standards.
2. **Attempted/Completed Credits.** Students must complete two-thirds or more (66%) of the cumulative credit hours attempted.
3. **Maximum Time Frame.** All students are required to 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 prior credits attempted while attending Minot State University and any 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.

Return of Title IV Funds Policy

Students who withdraw from school and who have received federal funds may have to repay a portion of those funds back to the federal aid programs. The portion of funds that must be returned is calculated by dividing the number of calendar days attended by the number of calendar days in the term. The return of funds will be calculated through 60% of the term, which is approximately the first 70 calendar days of a fall or spring semester.

Example: The term is 116 calendar days in length and the student decides to withdraw on the 21st calendar day of the term. The student has earned 18.1% of the funds received and must repay 81.9% of the funds. If the student received $2,600 the student would have to repay $2,129.40.

The impact this federal regulation will have on students who withdraw from school is that they will have to repay, at the time of withdrawal, a portion of the funds they received for the term of attendance. Students who owe a repayment of funds: (1) will not be entitled to enroll in subsequent terms, (2)

will not be eligible to receive additional federal funds, and (3) will have a hold put on his or her grade transcripts until his or her account is paid in full. In addition, these students may have his or her account reported to the U.S. Department of Education for further action.

Students who receive institutional scholarships may have to repay a portion of those funds based upon the return of funds formula. The full Return of Title IV Funds Policy is available online at www.minotstateu.edu/finaid/pdf/R2T4Policy14.pdf.

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), MSU 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, MSU will assume the student has unofficially withdrawn and will seek documentation of the student's last date of academic participation in his or her 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 MSU 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 MSU. A letter will be mailed to the student at the time of calculation notifying the student of their obligation to repay MSU for the unearned portion of the federal financial aid they received for the semester and a point of contact from the MSU Business Office will be identified in the letter. Students who unofficially withdraw will be placed on Financial Aid Disqualification following the term in which they received all F's, I's, or U's.

Appeal Process

A student with special circumstances may appeal his or her financial aid status by submitting documentation explaining and verifying the special circumstance to the Financial Aid Office.

Access to Records

Files containing information regarding individual students are not open to the general public under the provisions of the Family Educational Rights and Privacy Act of 1974.

Types of Financial Aid

Minot State University provides four types of financial aid:

1. Grants
2. Loans
3. Work Study
4. Scholarships

Grants are gifts of money that do not have to be repaid. Loans must be repaid. Work Study allows a student to work and earn money to offset educational expenses. Scholarships are gifts awarded to students on the basis of academic achievement, need, or other criteria. The financial aid programs listed below represent the major programs offered at Minot State University. Many students qualify each year for scholarships offered by private and public agencies, groups, and organizations. Students are encouraged to research other possible scholarship sources with his or her high school counselors, principals, library, and college deans.

Grants

Federal Pell Grant

The Federal Pell Grant may be awarded to undergraduate students pursuing his or her first bachelor’s degree. Students must meet the eligibility requirements. The amount of the grant is based on the expected family contribution (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 awards are available to undergraduate students who are eligible for a Federal Pell Grant. The deadline for priority funding is April 15. The FSEOG is a campus-based program and is administered by the Financial Aid Office. A student may apply for the FSEOG by completing the FAFSA.

Federal TEACH Grant

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to $4000 a year in grant assistance to undergraduate and graduate students who are completing course work needed to begin working in a high-need teaching field. Students must score above the 75th percentile on one part of an admissions test (such as the SAT, ACT, GRE, etc.) or achieve and maintain at least a 3.25 cumulative GPA for each semester in order to be eligible to receive a TEACH grant. Students receiving a TEACH Grant must sign an Agreement to Serve(ATS) each year that explains that each recipient must teach for four years within eight years of completing or ceasing enrollment in a TEACH Grant eligible program as a full-time highly-qualified teacher in a low-income elementary or secondary school in a high-need field such as Math, Science, Foreign Language, Special Education, Reading Specialists or other high-need fields listed on the US Department of Education's Nationwide Listing of Teacher Shortage Areas. A TEACH Grant recipient who fails to complete the required teaching service requirement must repay the grant as an Unsubsidized Federal Direct Loan with interest accruing from the date of the first disbursement.

North Dakota State Student Incentive Grant (SSIG)

North Dakota State Student Incentive Grant (State Grant) provides need-based grants to undergraduate North Dakota resident students who are enrolled at a North Dakota College or University and in need of financial assistance. A student may apply for the State Grant by completing the FAFSA. Priority consideration is given to students who complete the FAFSA by April 15. Additional information may be obtained from the North Dakota University System at 701-224-2541 or online http://www.ndus.edu/students/paying-for-college/.

ND Academic Scholarship and ND Career and Technical Scholarship

North Dakota resident students may apply for either the Academic Scholarship or the Career and Technical Education Scholarship. Applicants must graduate from a ND high school and apply during their senior year with applications being accepted from March 1 - June 7. 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 award 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 look on the web at www.dpi.state.nd.us/resources/act/act.shtm (https://www.dpi.state.nd.us/resource/act/act.shtm).

Loans

Nursing Student Loan (NSL)

The Federal Nursing Student Loan is a low interest loan program administered by the Financial Aid Office and is available to students enrolled and accepted into the nursing program. Students may apply for NSL by completing the FAFSA. The deadline for priority consideration is April 15. The federal government pays the interest on the loan during periods of enrollment of half-time or greater. Repayment of the loan begins nine months after the student graduates, drops to less than half-time status, or withdraws from school. Students receiving a NSL are required to complete NSL loan entrance counseling 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 terminates enrollment at MSU.

Nursing Education Loan

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

Federal Perkins Loan

The Federal Perkins Loan is a low interest loan program administered by the Financial Aid Office. Students may apply for the Federal Perkins Loan by completing the FAFSA. The deadline for priority consideration is April 15. The federal government pays the interest on the loan during periods of enrollment of half-time or greater. Repayment of the loan begins nine months after the student graduates, drops to less than half-time status, or withdraws from school. Students receiving a Perkins Loan are required to complete Perkins Loan Entrance Counseling prior to the initial disbursement and each year annually as further disbursements are made. An exit interview is required at the time a student graduates or terminates enrollment at MSU.

Federal Direct Subsidized Loan

The Federal Direct Subsidized Loan is a long-term, low-interest rate loan that must be repaid. Students may apply for a Federal Direct Subsidized Loan by completing the FAFSA. The Federal government pays the interest that accrues while the borrower is in an in-school, grace, or deferment status. For Direct Subsidized Loans first disbursed between July 1, 2012, and July 1, 2014, the borrower will be responsible for paying any interest that accrues during the grace period. If the interest is not paid during the grace period, the interest will be added to the loan's principal balance.

Repayment of the loan begins six months after the student graduates, drops to less than half time status, or withdraws from school. Students receiving a Federal Direct Subsidized Loan must complete a loan counseling session before funds will be released. An exit interview is required at the time a borrower graduates or terminates enrollment at MSU.

Federal Direct Unsubsidized Loan

The same terms and conditions as the Federal Direct Subsidized Loan apply to this loan program with the exception that the borrower is fully responsible for paying the interest regardless of the loan status. Interest on unsubsidized loans accrues from the date of disbursement and continues throughout the life of the loan. Interest payments may be made quarterly or as determined by the lender. An exit interview is required at the time a borrower graduates or terminates enrollment at MSU.

Federal Direct Parents Loan for Undergraduate Students (PLUS)

Federal PLUS loans enable parents to borrow money to help pay for their children's education. Parents may borrow on behalf of a dependent student. The maximum amount of the loan is the difference between the cost of education less other financial assistance received. Repayment begins 60 days after final disbursement.

Work Study

Federal Work Study Program (FWS)

The Federal Work Study Program provides eligible students an opportunity to earn money which helps pay their educational costs. Minot State University offers FWS as part of a student's total financial aid package. Students apply for FWS by completing the FAFSA and by meeting the priority funding deadline of April 15th. Awards are based on the availability of funds.

Scholarships and Award Programs

To apply for undergraduate scholarships available through Minot State University, complete the MSU Undergraduate Scholarship and Awards Program Application. Application information is available at http://minotstateu.edu/finaid/scholarships.shtml. New freshman and transfer students are required to submit a paper application. Transfer students must include a copy of their most recent unofficial transcript. Returning students are encouraged to submit their scholarship application online at the link listed above.

Students interested in scholarships based on performance, such as music, theatre or athletic awards are requested to contact the individual departments. Individual departments may request additional information.

Other Sources of Funding

Native American Assistance

Individual Native American tribes administer their own 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.

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 National Guard or Air National Guard may be eligible for tuition assistance. For information or eligibility requirements, contact your local National Guard unit or the Adjutant General, P.O. Box 5511, Bismarck, ND 58506-5511.

Tuition and Other Fees

The academic year is divided into two semesters (fall and spring) of sixteen weeks each. In addition, there is an annual summer semester of eight weeks. The cost of tuition and fees is as follows (amounts listed are actual for 2014-2015; amounts subject to change without notice):

Cost of Tuition and Fees

(per semester, full time on-campus, 12-18 credit cap)

Undergraduate (full-time, per semester)

Undergraduate (full-time	per semester)	Cost	Graduate (full-time	per semester)	Cost
Resident		3112.92	Resident		3909.84
Contiguous States and Provinces		3112.92	Contiguous States and Provinces		3909.84
Minnesota Reciprocity		3112.92	Minnesota Reciprocity		3909.84

WUE/MHEC	3112.92	WUE/MHEC	3909.84
Non-Resident	3112.92	Non-Resident	3909.84

Under its new tuition plan, MSU will charge all students the resident rate.

The tuition and fees listed above are for MSU on-campus courses. The tuition and fees charged for most on-campus courses are capped at 12 credits up to 18 credits per academic career. Any credits above 18 will have an additional per credit charge. The tuition and fees for the graduate and undergraduate careers are calculated separately. Distance Education courses do not cap at 12 credits, charges are calculated on all credits. Also, in addition to tuition and fees, all distance education courses will be charged an access fee. An access fee is a per credit tuition charge to a student to cover the added costs associated with delivery of a course.

Tuition and fees are due in full at the beginning of each semester by the payment deadlines. Deadlines are available on the university calendar.

All students are encouraged to complete an institutional scholarship and awards program application.

Cancellation Policy

Registrations will be cancelled for those students who have not paid tuition and fees or requested a deferment by the payment deadline. A fee of $150 will be assessed to be reinstated in classes. If you need to request a payment deferment, please contact the Business Office.

Refunds of Tuition and Fees

Refunds on Class Changes

Any student who drops a class during the first 8.999% of the class days of a term will receive a 100% refund of tuition and fees for the credit hours attributable to the class or classes dropped. After the first 8.999% of the class days of a term, there will be no refund for a class which is dropped. However, classes of the same or fewer credits may be substituted when added prior to the 8.999% deadline for the dropped class at no additional tuition and fee charge. If added classes result in an increase in credit hours, or if an added class requires special course fees, the institution will charge the student for the additional credits and any special course fee.

Refunds for Officially Withdrawing Students

Any student who withdraws from MSU will receive a refund of tuition and fees according to the schedule below. Tuition and fees will be refunded based on the percentage which coincides with the exact day of the term in which the student formally withdraws.

Percentage of Completed Class Days	Refund Percentage
0-8.999%	100%
9.0-34.999%	75%
35.0-59.999%	50%
60.0-100.0%	0%

Refunds are calculated from the day classes commence to the date of application in writing and not from the date of last attendance at classes.

Fees

The tuition and fees listed on the previous page include the student activity fee, technology fee and the ConnectND fee. The tuition and fees listed exclude additional fees such as distance education access fee, special course fees to cover added and unique costs of the course, program fees for nursing and clinical lab science, parking permits, etc.

Undergraduate Award Program

In addition to the large variety of scholarships, Minot State University offers a variety of Award Programs. Application is made by submitting the MSU Undergraduate Scholarship Application.

Disclaimer: Award programs are subject to change without notice and subject to the affordability and the availability of funds.

The Financial Aid Office has the right to adjust any and all awards based on information received after the initial awards were made, the availability of funds, or changes to federal, state, or institutional policies and regulations.

Great Plains Exceptional Scholar Award

This award is designed for new freshmen students who have demonstrated high academic achievement and community leadership.

Eligibility requirements:

- 3.65 HS GPA and 30+ ACT Comp Score
- Live on campus for the 1st year
- Enrolled in Honors Program
- Enrolled in 15 or more credits of on campus courses
- Be actively engaged in one or more of the 60 clubs or organizations on campus
- U.S. or Canadian Residency

Great Plains Transfer Scholar Awards

Eligibility requirements:

- 3.5 Transfer GPA
- Completion of minimum of 24 and no more than 70
- transferable semester hours of earned credit.
- Enrollment in a minimum of 15 credits of on campus courses.

Distinctive & Engaged Scholars Award

This award is designed to recognize exemplary student performance in the classroom and in the community.

Eligibility requirements:

- 3.5 GPA for United States citizens/
- 85% for Canadian residents
- 18+ ACT
- Enrollment in a minimum of 12 credits of on campus courses.

Service for the Common Good Award

This award is designed to recognize exemplary student performance in the classroom and in the community.

Eligibility requirement:

- 3.0 GPA for United States citizens
- 75% for Canadian citizens
- 18+ ACT
- Enrollment in a minimum of 12 credits of on campus courses.

Diversity Tuition Waiver

Undergraduate new freshmen with a high school GPA of 2.25 and first-time transfer students with less than 75 credits and a transfer GPA of 2.25 are eligible for this award.

Resident 50% of actual tuition charged
Contiguous 25% of actual tuition charged
Non-Resident 10% of actual tuition charged
WUE 10% of actual tuition charged

Students must be enrolled full-time. Waiver applies only to the on-campus credits and off campus face-to-face credits. Students must complete 24 or more credits per academic year (fall/spring terms). Students must maintain at least a 2.25 GPA. Students must enroll in 12 or more credits each term and complete 24 credits per academic year.

Addiction Studies

George Shipley Addiction Studies Scholarship - Awarded to a student pursuing a degree in addiction studies with preference in counseling area. Financial need will be considered.

Athletic

Aufforth/Marean/Coleman Athletic Scholarship — Established in honor of Allan R. Aufforth, Ora ''Bud'' Marean, and James W. Coleman. Student must be enrolled full-time, maintain a GPA of 2.0 or 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.

Beaver Booster Athletic Scholarship — Established to support the athletic program at MSU. Scholarships are awarded by coaches and Athletic Department to athletes based on athletic ability.

Bert Leidholt Athletic Scholarship — Established in honor of Bert Leidholt, who was a MSU faculty member and coach. Student must be a MSU student-athlete with preference given to a football offensive lineman.

Clyde A. "Stretch" Nelson Scholarship — Established by family members and friends in memory of Clyde A. "Stretch" Nelson. This scholarship is awarded by the Athletic Department Scholarship Committee to a full-time MSU student playing basketball on the MSU team.

Cole Altringer Scholarship — Established in 2010 by Jay and Dyanne Altringer in memory of their son, Cole Altringer. Awarded to a regularly enrolled full-time student-athlete participating in the MSU varsity soccer program. Preference will be given to student-athletes from Minot. Recipients must possess a 2.5 cumulative GPA or greater. Entering freshman are eligible if they meet the athletic eligibility requirements for their ACT score, high school GPA, or class rank.

Douglas G. Lockrem Memorial Scholarship — Established by the Lockrem Family in memory of Doug G. Lockrem. Scholarship is awarded to student athletes from ND or surrounding states or provinces, who are good citizens and are involved in community activities.

Douglas J. Jaeger Memorial Basketball Scholarship Endowment – Established by Douglas J. Jaeger, who was a graduate of Minot State University 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 North Dakota 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 — Awarded annually in memory of George Mellem, long time 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.

Jerome "Wheaties" Peterson Memorial Scholarship — Established by friends of "Wheaties" Peterson in his memory.

Jim Thorpe Memorial Scholarship — Available to any race, color or creed, with preference given to 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 and 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.

Ken Becker Athletic Scholarship — Established by former student athletes, colleagues and friends in memory of Ken Becker. Scholarships will be awarded based on athletic ability.

Kevin and Leisa Harmon Scholarship — Established in 2009 by Kevin and Leisa Harmon. Scholarships will be awarded through the MSU Athletic Department with preference given to student-athletes participating in the wrestling program.

L.M. "Bud" Funk Memorial Scholarship — Established by Archie Funk in memory of L.M. "Bud" Funk.

Larry Fiedler Scholarship — Established in 1998 by family and friends in his memory. 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.

M&S Concessions Athletic Scholarship — Award is open to all MSU student-athletes.

Maynard and Jeanne Sandberg Scholarship — Awarded to full-time undergraduates with a minimum cumulative GPA of 2.5 or greater. Preference given to a 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.

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.

Rotary Club of Minot Scholarship — Established by the Minot Rotary Club for the benefit of MSU student-athletes. The scholarship is awarded to full-time students who are not freshman or graduate students. Preference will be given to student-athletes who may have participated in Interact in high school, but who are actively involved in the MSU Rotary Club.

Vence Elgie Athletic Scholarship — Established by the family of Vence Elgie, an MSU football coach. Award is open to all MSU student-athletes with a minimum GPA of 2.5. Scholarship is open to all academic majors with preference given to a football student-athlete.

Wes Luther Athletic Scholarship — Established to support a student involved in athletics.

Wiley Wilson Athletic Scholarship — Established by friends of Wiley Wilson, an MSU track and field and cross country coach. Award is based on athletic ability with an emphasis in track and field and cross country.

Zach Anderson Wrestling Scholarship — Established by Rory and Toni Anderson in memory of their son, Zach. Scholarships are awarded to student-athletes participating in the MSU wrestling program with preference given to residents of western ND or eastern MT.

Business

Aas Family Scholarship — Established by Lynn Aas and David and Kathy Aas for the benefit of full-time CoB students working towards a Bachelor's degree with a major offered under the CoB. 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 a students involved in a University-approved service organization, Greek organization or Student Government. Recipients may be awarded scholarship more than once.

Accounting Scholarship — Awarded to a junior or senior accounting major with a minimum 3.0 GPA.

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 CoB 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. Recipients names are placed on a plaque recognizing past recipients and prominently displayed in the CoB.

Ben and Theresa Wald Scholarship — Established by Theresa Wald for the benefit of full-time CoB undergraduate freshman, 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.

Brady, Martz, and Associates Scholarship — Awarded annually to an outstanding accounting major at the junior or senior level planning to pursue an accounting career and CPA certification. The award is based on merit. Preference is given to a native of ND.

Burckhard Family Scholarship Endowment – Established by Randy and Pat Burckhard. This scholarship will be awarded to a Business Administration major.

College of Business Scholarship — Awarded to a business major with a minimum 2.0 GPA.

Dale Atwood Scholarship — Established to honor Dale Atwood who served as Dean of the CoB from 1962 until 1991. Recipients must be full-time undergraduate students in the CoB, 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 CoB 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 — Awarded to a junior or senior student majoring in business or a graduate student in the Masters of Science in Management program.

Doris A. Slaaten Trust Scholarship — Provides awards based on academic performance and financial need and is open to all CoB majors.

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 CoB undergraduate sophomore, junior, or senior students. Preference given to finance majors. Recipients, including transfer students, must possess a 2.5 cumulative GPA or greater. Recipient names are placed on a plaque recognizing past recipients and prominently displayed in the CoB.

Dr. Richard Walker Scholarship — Awarded to a full-time students majoring in accounting.

E. James McIntyre Scholarship — Awarded to full-time students in the CoB 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 CoB 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.

Integrity Viking Funds Business Scholarship — Established by Integrity Viking Funds for the benefit of CoB 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 CoB 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 Masters 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.

John and Leslie Coughlin Scholarship — Established by John and Leslie Coughlin. John is president of Coughlin Construction and Development, and Leslie is a 2001 MSU graduate. Awarded to full-time CoB undergraduate freshman, sophomore, junior, or senior students. Recipients must possess a 2.5 GPA or greater.

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 CoB students. Recipients must be CoB 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 College of Business. Recipient will be expected to attend at least one Magic City Networking meeting each semester.

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 students. A 2.5 GPA or greater is required. Scholarship may be renewed annually up to four years.

Marv and Barb Semrau Scholarship Endowment – Established by Marv and Barb Semrau. This scholarship will be awarded to a sophomore, junior or senior student from the College of Business. Preference will be given to a student interested in marketing.

Mel Hoover and Spencer Hoover Business Scholarship - Established by Mel Hoover and Spencer Hoover for the benefit of regularly enrolled CoB undergraduate sophomore, junior or senior students. Financial need will be considered.

Ove Jorgensen Scholarship — Awarded to outstanding business students on the basis of academic performance and leadership. The requirements include a 3.5 GPA, full-time status, pursuit of a four-year business program, 24 credits in residence, and classification as a sophomore or above.

Pat and Mary Kay Jones Scholarship — Established in 2008 by Pat and Mary Kay Jones. Awarded annually through the CoB scholarship committee to full-time CoB 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.

Pearl Stusrud Memorial Scholarship — Awarded annually to students pursuing the B.S. degree in accounting. Additional requirements include a 3.0 cumulative GPA, a 3.5 GPA in the major, and classification as a sophomore or above. Selection is based on academic performance, leadership, and extracurricular activities.

Richard L. Muus Business Scholarship — Awarded annually to full-time MSU CoB students who are residents of ND.

Robert and Ilze Sando Scholarship — Established by Dr. and Mrs. Robert Sando, retired Dean of the MSU CoB. Recipients must be full-time undergraduate students in the CoB with preference given to a 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 CoB 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 CoB.

Severson Entrepreneurship Scholarship Endowment – Established by Clint Severson and Conni Ahart. This scholarship will be awarded to a College of Business junior or rising senior who demonstrates he/she is an active Entrepreneurship Club member. A 3.0 or higher GPA is preferred.

Communications Disorders

Edna Gilbert Scholarship — Scholarship available for any major in communication disorders.

Hearing and Training Center — Scholarship available to graduate students in the communication disorders program. A minimum 3.5 GPA is required.

Lunday Scholarship — Named after Audrey Lunday, professor emeritus, who taught speech-language pathology for 39 years at MSU. Recipients must be first-year graduate students in the Department of Communication Disorders and a single parent, male or female, or from a country other than the U.S., Canada, or Mexico.

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.

North Dakota Speech, Language, and Hearing Association Scholarship — Established by the North Dakota Speech, Language, and Hearing Association for the benefit of graduate and undergraduate students of at least junior-level status majoring in communication disorders. Selection shall be based on academic performance, clinical promise, and participation and personal involvement in the advancement of the profession.

Susan Haanstra Elsom Scholarship — Established by friends and family of Susan Haanstra Elsom in her memory. Recipients must be enrolled as full-time students majoring in Communication Disorders or Speech Language Pathology. Contact the department chair for other possible financial assistance.

Criminal Justice

Criminal Justice Scholarship -— Scholarship available to criminal justice majors.

Dan Draovich 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 is 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 long time member of the Minot Kiwanis Club who epitomized the attributes of serving others and 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.

Lambda Alpha Epsilon Criminal Justice Scholarship - Awarded to a Criminal Justice major.

Education

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.

Bernadine H. Kunkel Endowed Scholarship — Established by Bernadine H. Kunkel in memory of Marie and Sarah J. Wick, Pretoria Ogg and Mae and Norman Swearingen, all of whom were instrumental in helping Bernadine finish high school in Minot. This scholarship is also in memory of Miss Huldah Winsted and Miss Florence Perkett, who provided their assistance and guidance to Bernadine during her college years at MSU. This is awarded to a full-time student studying to be a teacher. Recipient must possess a cumulative GPA of 3.0.

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.

Edith Carpenter Rose Scholarship — Awarded to a student of Education 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 — Awarded to an undergraduate elementary education major with a minimum 2.0 GPA.

Glenn Bonness Scholarship — The Glenn Bonness Scholarship was established in May 1999. No less than 50% of available monies will be directed to students enrolled in the university teacher education program. Recipients must be an enrolled full-time MSU undergraduate first-year student (freshman), 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.

Hazall D. Johnson Scholarship — Established in memory of Hazall D. Johnson by her family. The scholarship is awarded to a junior or senior student in education majoring in speech-language pathology, music education, or history education. Financial need and academic achievement are considered.

Helen Gaheen Myhra Scholarship — Initiated by Thomas J. Myhra and established by family members in memory of Helen Gaheen Myhra, one of 99 students in the first class (1913) of Minot Normal School (now Minot State University).

John F. and Veronica Grimes Scholarship — Established by Veronica Grimes for the benefit of students attending 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 and Josephine Huesers Memorial Scholarship — Established by Howard Huesers in memory of his parents, John and Josephine Huesers. Awarded to students from Ward County, ND, with an interest in teaching. Financial aid is considered.

Margaret Ann Brooks Memorial Scholarship — Established by Dr. Fred O. Brooks in 2007. Awarded annually through the Financial Aid office to 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.

Naomi E. Adams Scholarship — Established in August 1995 in memory of Naomi E. Adams whose personal commitment to education and fond memories of her years here at the State Normal School in 1929 prompted her endowment. Recipients of this scholarship must be students of education and plan to teach after graduation.

Nels T. and Oline Blikre Scholarship — Awarded to 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.

Physical Education Academic Scholarship Endowment — Awarded to a physical education majors with a minimum 2.0 GPA.

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.

SNDEA Scholarship — Awarded by the North Dakota Education Association to members of the Student North Dakota Education Association who have been active in the organization for at least one year and have a 3.0 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.

Wihelmina Thompson Scholarship — Awarded to education students demonstrating academic achievement.

Honors

Philip and Barbara Fallis Scholarship — Established by family members and friends in memory of Philip and Barbara Fallis. This scholarship is awarded by the Honors Society program student advisory board in conjunction with the Director of the Honors Society Program to junior or senior students who are active members of the Honors Society Program working towards a full four year honor degree.

Humanities

Division of Humanities Scholarship — Scholarship fund 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.

Frank Hornstein Memorial Scholarship — Established by Catharine B. Hornstein in memory of Frank Hornstein, a long time editor. The scholarship is offered first to the editor of the Red and Green, secondly to someone enrolled in journalism.

First-year student (freshman) Theatre Arts Award — Scholarship awarded to incoming freshmen who are declared Communication Arts majors and who actively participate in forensics or theatre activities.

Harold and Verna Aleshire Scholarship — Awarded to upperclass 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 Award — Established in memory of Helen Hoar by her sisters Marianne Howard and Kay McNeil and her friend Margaret Dixon. This award is given annually to outstanding students in French.

Myrtle Nordwick Canata Endowed Scholarship — Established in 1993 through the estate of Myrtle Nordwick Canata, a 1930 MSU graduate. The scholarship is awarded to English students demonstrating financial need.

Vadell Family Scholarship Endowment – Established by Aisha Vadell. This scholarship will be awarded to a Broadcasting major.

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 long time 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.

Erma Fahlgren Scholarship Endowment – 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 — Awarded to full-time math or science education majors who are of junior or senior status.

Gordon R. Olson Applied Math Scholarship Endowment – Established by Gordon R. Olson, retired professor of Math and Computer Science at Minot State University. This scholarship will be awarded 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 and Computer Science, suitable for publication, relating how math can be applied to solving a real world problem(s).

Integrity Viking Funds Computer Science Scholarship — Award based on financial need. Partial consideration will be given to recipients 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 students. A 2.5 GPA or greater is required. Scholarship may be renewed annually up to four years.

Math and Computer Science Scholarship — Awarded 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.

Xcel Energy Scholarship Endowment — Awarded to math, science, or energy economics students. Recipients must be sophomores, juniors, or seniors with a minimum 2.0 GPA.

Geology

Huldah Winsted Geology and Geography Scholarship — Awarded each year to outstanding MSU geology and/or geography students with a 3.0 GPA or greater.

Music

Bert Skakoon String Scholarship — Awarded to outstanding orchestral string students who attend MSU. Recipients must perform with the Minot Symphony Orchestra at all rehearsals and concerts.

Dr. Ira Paul Schwarz Scholarship — Established in 2008. Awarded by the MSU Music scholarship committee.

Dr. Joseph M. and Jackie Hegstad Scholarship — Established in 2008 by the Minot Heritage Singers, Voices of Note, and Dr. Joseph and Jackie Hegstad. Preference is given to full-time MSU music students that are full-time participants in an MSU choral/vocal ensemble. A major or minor in music is not required. .

Evelyn Sampson Music Scholarship — Awarded to piano students demonstrating exceptional performance accomplishments as determined by the recital committee.

Francis Leach-Blanche Lynch Memorial Scholarship — Established through contributions by the late Mrs. Thomas W. Leach of Towner, 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 Endowment – Established by Gwenlyn Lawlar Marsh who is a graduate of Minot State University with degrees in Elementary Education and Music. This scholarship will be awarded to a full-time student from North Dakota who is an instrumental music major in piano or organ.

Harvey and Arlone Twyman Scholarship — Awarded to music majors.

John and Ann Jermiason Scholarship Endowment – Established by John and Ann Jermiason. Both John and Ann are graduates of Minot State University. 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.

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 Endowment – Recipients of this scholarship should be a full-time student pursuing a degree in music. Preference will be given to North Dakota students who maintain a GPA of 3.0 or higher.

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 and Symphony League Scholarship — Presented to outstanding woodwind, brass, percussion, or orchestral string students at MSU. Awards are based on performance ability and recipients must perform with the Minot Symphony Orchestra at all rehearsals and concerts.

Music Division Scholarship — Awarded annually, this scholarship requires participation in choral and instrumental activities.

Northwest International Music Festival Scholarship — Awarded annually, this scholarship requires participation in choral and instrumental activities.

Petrucci Kiwanis String Scholarship — Scholarship for an MSU student who plays violin, viola or cello, or acoustic string bass. Awarded by the Minot Kiwanis Club in memory of Arturo Petrucci. The award is based on ability and requires performance with the Minot Symphony Orchestra at all rehearsals and concerts.

Ralph Wallin Keyboard Scholarship — Scholarship for 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 awarded 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 Division of Music, 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 awarded to students who are at least sophomores, ND resident 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 — Awarded to violin students who are majoring or minoring in music, preferably freshman who perform with the Minot Symphony Orchestra.

Sigma Alpha Iota Scholarship — Offered by the Minot Alumnae Chapter of Sigma Alpha Iota International Fraternity for Women. Presented to Music Majors who are members of SAI on the basis of solo performance, academic achievement and leadership. Determined by vote of the music faculty.

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.

Nursing

Betsy Nokleby Scholarship — Established by the Student Association in honor of Betsy Nokleby who served as College Nurse for 26 years. Two nursing students are selected for scholarships each spring semester.

Clarence Kringlee Nursing Scholarship Trust Fund – This scholarship will be awarded 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 North Dakota who indicate a sincere intention of working in the healthcare field in North Dakota.

Dean's Award-Fabricius-Steinle Scholarship — Available to one or more students who have benefited nursing or made a lasting, positive effect on nursing by: 1. displaying innovation, creativity, or leadership; 2. communicating an idea or raising a question; or 3. implementing a project. Students are recommended by the faculty.

Department of Nursing Alumni Scholarship — Scholarships awarded to benefit students in the nursing program. An essay is required.

Dr. Elizabeth Ann Pross Scholarship — Established by Nicole and Kathryn Keen in memory of Elizabeth Pross, a nurse and nurse educator for over 30 years. Awarded to 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 Endowment Scholarship — Established by Don and Deb Wahus and Elisabeth D. Wahus Davison in honor of Emma Misner who grew up near Grassy Butte, ND. Awarded to two junior year nursing majors who are ND residents. A one page essays 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 awarded 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.

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 Endowment – 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 — A trust fund established by Gunnar Solberg, a long time farmer/rancher. Nursing students must be at least a junior and must demonstrate financial need. The number of scholarships depends on trust fund income.

Halvor and Orma Nesheim Nursing Scholarship — Established in 2008 by the family of Halvor and Orma Nesheim. Awarded annually by the Department of Nursing to students maintaining a 3.0 or higher GPA and are residents of Mountrail or Ward County, ND. Preference given to students intending to stay in ND following graduation.

Hazel B. Berve Trust — This scholarship was established by Hazel B. Berve because her husband had expressed a great appreciation for the male nurses who attended to him during his illness prior to his death. It is awarded to male students from ND or MN to help defray the last two years of educational expenses.

Helen Chatfield Shurr Scholarship — Scholarship honoring a pioneer registered nurse who was a member of the first graduation class of St. Joseph's Hospital School of Nursing in 1911. Preference is given to a RN or LPN pursuing a BSN degree. Requirements include being a ND resident, GPA of 3.0, planned enrollment in 4-6 credits of nursing courses, eligibility for 400 level nursing courses, and completion of at least 38 credits in nursing courses.

Jim and Karen Jensen Nursing Scholarship Endowment – Established by Jim and Karen Jensen for the benefit of Nursing students.

Joan Love Christianson Memorial Nursing Scholarship — This scholarship was established by the family of Joan Love Christianson. It is awarded to students enrolled full-time in the nursing program. Recipients must maintain at least the minimum academic standards.

Keith and Elema Cunningham Scholarship — Established by Elsie Cunningham in memory of her husband, Keith, and his first wife, Elema. Scholarship is awarded to nursing students with consideration given to financial need.

Leona R. Rubbelke Memorial Scholarship — The Leona R. Rubbelke scholarship fund was established as outlined in her last will and testament. Scholarships are awarded in the health services area.

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 Scholarship — Established by Loren Holub in honor of his mother Loretta, a "Heritage Nurse," one that has worked in nursing more than 40 years. Students must be enrolled in the nursing program. Financial need is considered.

Maloney Educational Trust Scholarship — Established from the estate of Mable and Ethel Maloney and awarded to 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 Nursing Scholarship — Established to provide scholarships for students enrolled in the MSU nursing program who have shown good character, citizenships, and academic promise, and who are from northwestern ND. Awarded to those who have demonstrated financial need.

Mark Ronde Memorial Scholarship — Established by relatives and friends of Mark Ronde. Preference is given to an RN returning to school for a BSN degree. A cumulative GPA of at least 3.0 is required and financial need will be considered.

Minot Moose Lodge Scholarship — Established by the Loyal Order of Moose Lodge No. 822, Minot, from interest generated from the Moose Lodge No. 822 Educational Trust Fund. These scholarships are awarded to MSU students pursuing nursing, radiologic technology, medical technology, pre-medicine, pre-dentistry, or pre-pharmacy who are ND residents. Criteria for the award are financial need, academic performance, character, and citizenship.

Nels T. and Oline Blikre Scholarship — Awarded to students who are residents of Mountrail County, ND, posses 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 (NURS 256). A cumulative 3.0 GPA required.

Patrick Kelly Muus 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 College of Education and Health Sciences, be a ND resident, and planning to advance to a career as a CRNA.

Patty Lou Pietsch Trzpuc Memorial Scholarship — This scholarship was established for the benefit of the top MSU nursing student. The scholarship will be awarded to a fourth year nursing major during the junior year of the nursing program to be used during the senior year. The recipient must be enrolled as a full-time student.

Roger Drobash Nursing Education Scholarship — Awarded to a relative of a current or former member of either Trench Rat Dugout No. 436 or Disabled American Veterans Chapter No. 4.

St. Joseph’s Community Foundation-Mable Meng Scholarship — Established by St. Joseph’s Community Foundation in honor of Sister Mabel Meng, a dedicated nursing professional. The student must be enrolled in MSU’s nursing program and be from the counties of Bottineau, Burke, McHenry, McLean, Mountrail, Pierce, Renville, Rolette, Sheridan, Ward, or Wells; or evidence an interest to work in one of the 11 counties. Academic performance, financial need (not based on federal guidelines), family status, and other factors determined by MSU to affect the ability of a student to attain a nursing degree will be considered.

Tracy Petersen Snyder Scholarship — This fund was established by the parents and husband of Tracy Petersen Snyder in her memory to benefit a junior or senior nursing student. The award will be given to students who demonstrates scholastic excellence and display attributes of being dedicated students of professional nursing.

Yvonne Falstad Hoover Nursing Scholarship — Established by Mel and Yvonne Hoover for the benefit of nursing students. Financial need will be considered.

Psychology

Dr. Richard Sheldon Psychology and Addiction Counseling Scholarship — Awarded to students majoring in either psychology or addiction studies.

Science

Agnes and Ray Ladendorf Scholarship — Recipients must be regularly enrolled as full-time MSU freshman, sophomore, junior, or senior students pursuing a degree in math, computer science, science, or education with a 2.5 GPA or greater. Students must also 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 display outstanding academic achievement in science or mathematics. Financial need is considered.

Clinton and Adlyn Morgan Scholarship — Established by Dr. Rose Morgan in memory of her parents. Applicants must be majoring in medical technology or biology with the intent of entering a health related profession.

Computer Science and Math Scholarship Endowment — Awarded to Math/Computer Science or Science Majors who have had a minimum grade average of a B in high school. Special application is required.

Cyril Moore Scholarship — Awarded to 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 — Awarded to science majors with a minimum 2.0 GPA.

Erma Fahlgren Scholarship Endowment – 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 Olgar Bauman Scholarship — Awarded to full-time education majors in math or science who are junior or seniors.

Glenn Bonness Scholarship — Recipients must be full-time MSU undergraduate freshman, sophomore, junior or seniors enrolled in the science program.

J. Spencer Overholser Scholarship — Awarded to sophomore or higher students of the natural sciences, preference in chemistry.

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 students. A 2.5 GPA or greater is required. Scholarship may be renewed annually up to four years.

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 demonstrates an interest in botany/horticulture. Recipienst 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.

Xcel Energy Scholarship Endowment — Awarded 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 — Awarded 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. This annual 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.

Paul Morrison Scholarship — Awarded to junior or seniors who are majoring in economics, history, social science or sociology. A minimum 3.0 GPA is required.

Social Science Division Scholarship Endowment — Awarded to a social science student with a minimum 2.0 GPA.

Virginia P. George Scholarship — Established through the estate of Virginia P. George, a life-long social studies educator. Awarded to social science students with a GPA no greater than 3.0.

Social Work

Jim Wahlberg Social Work Scholarship — Established in memory of longtime faculty member and social work chair, James Wahlberg. Awarded to students who has 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 — Awarded 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 memebers of the Student Social Work Organization.

St. Joseph's Community Foundation Scholarship in Honor of the Sister's of St. Francis - Recipients must be enrolled in the MSU Social Work Program and be from the counties of Bottineau, Burke, McLean, Montrail, Pierce, Renville, Rolette, Sheridan, Ward or Wells; or evidence an interest to work in one of the eleven counties. Academic performance, financial need (not based on federal guidelines), financial circumstance, family status and other factors determined by the department to affect the ability of students to attain a social work degree will be considered.

Special Education

Bane-Sather Scholarship — Established by H. Paul Crockett and Frances Bane Crockett in memory of his wife's father, Walter James Bane, and his mother, Mary Elva Sather. Applicants must be a full-time, older than average student maintaining a 2.0 GPA and demonstrate financial need. This annual scholarship is awarded to a student in Education of the Deaf.

Dr. Ronald E. Archer Memorial Scholarship — Established by Hazel Archer in memory of her husband who was a major influence in the well-being of mentally retarded citizens of ND. Applicants must be junior or seniors majoring in the education of mentally retarded.

Elsie May Deeter Hearing Impaired Scholarship — Established by Elsie May Deeter, who spent her entire teaching career working with the hearing impaired. It is for the benefit of hearing impaired students or those students studying to be a teacher for the hearing impaired. Awarded to graduate students in Deaf Education requiring approval from the Dean of the College of Education and Health Sciences.

Florence Lake Scholarship — Established by Florence Lake, a leader in the education of the hearing-impaired children who was instrumental in establishing the program at MSU. This annual scholarship is awarded to students in Education of the Deaf on the basis of academic achievement and financial need.

Frances V. Leach Scholarship — Established by the late Mrs. Thomas W. Leach of Towner, 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 awarded to an undergraduate students from Towner or McHenry County majoring in Special Education.

Hooterville F Lions Edwin R. Hovrud Memorial Scholarship — Established by the Hooterville Flion Lions in memory of Lion Edwin Hovrud. Awarded annually to junior or seniors in the Special Education program.

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 — Awarded to graduate students with a minimum 3.0 GPA.

General Scholarships

Alumni Association Scholarship — Emphasis is given to children/grandchildren of MSU alumni, faculty, and/or staff (former or present) with consideration of academic performance. Scholarship awarded by Alumni Association committee. Separate application required.

American Association of University Women Scholarship (AAUW) — Available to all disciplines, this scholarship is awarded to a senior demonstrating academic achievement, with the required completion of a need analysis.

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 awarded to entering freshmen from the Makoti area who are graduates of North Shore High School. Relatives of Mr. and Mrs. Blowers will be given priority. Recipients must maintain at least a 2.0 GPA. Financial need, character, desire to obtain a degree, and citizenship will be considered.

Bobbie Williams Scholarship — This scholarship was established in memory of Bobbie Williams who attended Minot State Teachers College. Scholarship is open to all areas of study.

Burger King Scholarship — Awarded to an employee or family member of an employee at a Minot Burger King. Recipient must have a 3.0 or higher GPA or ACT score over 24.

Charles A. Wiley Memorial Scholarship — Established in memory of Charles A. Wiley. The award is open to all majors and is based on academic achievement.

Dell M. Clarke Memorial Scholarship — This scholarship in memory of Dell M. Clarke was established by a bequest from her estate. 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. This scholarship is awarded 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 descendents of a Delta Epsilon Phi alumna.

Diversity Tuition Waiver — Beginning in the fall of 1993 the State Board of Higher Education adopted a tuition waiver program to recruit, assist, and retain minority students.

Dr. and Mrs. C.P. Lura Scholarship — Established by Dr. and Mrs. C.P. Lura to provide one or two annual scholarships. Junior and senior students maintaining academic progress are eligible to apply. One scholarship is awarded to a male student and one is awarded to a female student. The award is open to all majors. Dr. Lura was President of MSU from 1956 to 1967.

Dr. Joel A. Davy Memorial Scholarship — This scholarship was established by the family of Dr. Joel A. Davy in his memory. Dr. Davy was a long time administrator at MSU. Recipients must be enrolled full-time and may receive this scholarship for more than one semester.

E.R. Manning Scholarship — Available to all students who have demonstrated academic excellence. The award is open to all majors.

Edith L. Barrett Memorial Scholarship — Established in memory of Edith Barrett by son and daughter-in-law, John W. and Marilyn J. Barrett. This scholarship is awarded to full-time students, with a priority given to students who graduated from Ellendale or Divide County High Schools, both in 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 awarded 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 awarded 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 Endowment — Established by General David C. and Lois M. Jones. Scholarships will be awarded to students with a minimum 2.0 GPA.

Gertrude M. "Tillie" Eck Scholarship — Awarded to MSU undergraduate students who show serious financial need, good character, and academic promise. Awards are restricted to students whose principal place of residence is one of the following ND counties: Bottineau, Burke, Divide, McHenry, McKenzie, McLean, Mountrail, Pierce, Renville, Rolette, Sheridan, Ward, Wells, and Williams.

Gordon B. Olson Scholarship — Established in 1992 by many private contributors and the MSU Development Foundation in honor of Dr. Gordon B. Olson for his 25 years of service as President of MSU. Awarded to full-time MSU students demonstrating academic achievement. Scholarships are available to students from all academic disciplines. No more than one scholarship may be awarded annually on the basis of athletics achievement or performance.

Grant and Ruth Norem Scholarship — Established by family members in memory of Grant M. (a long time MSU educator) and Ruth Norem. Awarded annually, this scholarship is open to all junior or senior students who have achieved high academic excellence and demonstrate financial need.

Hazel McCulloch Scholarship — Established through the estate of Hazel McCulloch and donations by family and friends in her memory and awarded primarily on the basis of financial need to students with sound scholastic standing. Preference is given to 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. This scholarship is awarded by the MSU Scholarship Committee with a preference given to students who are family members of faculty and staff employed by 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.

James A. Sjol Memorial Scholarship — Established through the estate of James A. Sjol for the benefit of MSU students. Students must be residents of Mountrail County and of sophomore, junior, or senior status. A 2.75 GPA or above is required.

Jerome Wrahlstad Scholarship — Application is made through the Financial Aid Office and is open to all regularly enrolled full-time MSU students. Recipients may receive this scholarship for more than one semester by continuing to make satisfactory progress.

The Brigadier General Jerome T. Hagen Retired Military Member Scholarship — Available to any active duty military, National Guard or Reserve members and their dependents. Priority given to full-time students with financial need. Recipients may receive scholarships more than once.

John and Ethel Score Scholarship — Awarded annually, this scholarship is available to 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 awarded annually through the the Financial Aid office. Preferrence given to older than average students and members of the Key Club.

June E. (Steinke) Votaw Scholarship — This scholarship in memory of June E. (Steinke) Votaw was established by a bequest from her estate. Scholarship is awarded to enrolled full-time undergraduate students. This scholarship may be renewed dependent on the student's academic progress. Priority will be given based on financial need.

Kenneth G. and Francis L. Huso Scholarship — One half of annual awards shall go to students who have graduated from Anamoose, Drake, Karlsruhe or Velva, ND schools. Based on financial need.

Kevin Michael Hill Scholarship — Established by Michael Hill in memory of his son, a former MSU student. Awarded to full-time MSU students of sophomore status, maintaining a 3.0 GPA.

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.

Lofty Goals Scholarship Endowment – Established by Darrel and Teresa Loftesnes. This scholarship will be awarded to a senior or graduate student.

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 a 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 Model Alumni Association Scholarship — Established to perpetuate the name and memory of Minot Model High School. Applicants must be direct descendents of students who attended the high school on the MSU campus prior to its closing in 1968. The application deadline is April 15 with a seperate application required.

Minot Quota Club Scholarship — Awarded 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.

Minot Young Professionals Network Scholarship Endowment – 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 — Awarded 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.

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. (i.e. ND Texas Hold'em Poker Tournament, MSU GALA, MSU Beaver Boosters' Bert Leidholt Night, Minot CVB, NDSF Marketing and the Minot Hostfest).

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.

Neil 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.

North Dakota Fire Chiefs' Scholarship — Available to a student whose parent is an active (volunteer or full-time) or a deceased firefighter of ND. Primary consideration is given to students who shows academic promise with a 2.5 GPA. Awards are made every third year, (12-13, then 15-16).

Orvald J. Bjerken Scholarship — Non-athletic scholarship awarded to students demonstrating academic achievement and financial need.

Plum Valley Women's Scholarship — Established by the Minot Commission on the Status of Women, this scholarship will be awarded annually 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 R.J. Doebler family. The scholarship is awarded to full-time students at MSU. Financial need and academic ability may be considered, but are not the sole criteria.

Ralph Hubbard Scholarship — Established through the estate of Ralph Hubbard, who taught biology at 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. They were early pioneers in Renville County. Awarded to sophomore, junior, or seniors on the basis of financial need and academic achievement, and is open to all majors. Recipient may be awarded 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 demonstrat financial need determined by the Financial Aid Office. Scholarship may be renewed more than once.

Robert and June Marsh Scholarship — The Robert and June Marsh Scholarship was established after Mrs. Marsh's death in 1999. The university was able to establish the scholarship through the generosity of Mrs. Marsh's estate, the proceeds of which were gifted to the university. Robert Marsh served for many years in the Air Force including World War II and finished his career there. A portion of his military memorabilia is on display in the Westlie Room. Mrs. Marsh was a former member of the Board of Regents and felt a close relationship with the university since she lived most of her life within blocks of the campus.

Roger and Jeanette Christ Scholarship — Scholarships are awarded to regularly enrolled full-time MSU students. Scholarship may be renewed dependent on the student's maintenance of satisfactory academic progress.

The Native American Scholarship — Recipients must be of Native American/American Indian ancestry (a verifiable minimum 1/4 tribal blood) and a MSU freshman and/or first year tribal college transfer student. Scholarship is a one year non-renewable duration scholarship.

Sue Cree Memorial Scholarship — Established by the Minot Center for Family Medicine employees for the benefit of Cree family members attending MSU. Recipients must be full-time MSU undergraduate or graduate students. Preference will be given to any of Sue Cree's children and their descendants and her nieces and nephews and their descendants.

Theodore and Nan Monson Scholarship — Established in February 1995 in memory of Theodore and Nan Monson who left no surviving children and chose to help higher education benefit many youth through their gift. Recipients are selected based on financial need.

Tom and Mary Probst Family Scholarship — Awarded by the Financial Aid Office to students studying in one of the following colleges: College of Business, College of Education and Health Sciences, or the Department of Nursing.

Verendrye Electric Cooperative Scholarship — Awarded to a student from the Verendrye Electric service area of ND, who demonstrates academic achievement. Award is open to all majors.

Westlie Scholarship — Students must demonstrate financial need, and possess a record of satisfactory academic progress are eligible. The award is open to all majors. Applicants must be residents of the Northwest 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. Awarded to outstanding Native American students from the Fort Berthold Reservation. Students must be full-time students, maintaining a 3.0 GPA.

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) and be of freshman and/or 1st year tribal college transfer student status. Scholarship is a one year non-renewable duration scholarship.

Services to Region

Institute for Rural Human Services

The Institute for Rural Human Services (IRHS) is a unique project in which various human service entities collaborate. The Institute draws together various professional disciplines and service providers to address human problems of rural families and to seek solutions through a team approach. Its

three-fold mission is to provide direct clinical and outreach services, technical assistance, and conduct educational activities that assist rural families in understanding and meeting their human service needs.

Interactive Video Network

The Interactive Video Network (IVN) offers statewide video conferencing providing distance education opportunities throughout North Dakota.

IVN utilizes Internet-based videoconferencing technology (H. 323) over the state network (STAGEnet) to significantly enhance communication and learning opportunities. Videoconferencing services extend beyond higher education and tribal colleges to include K-12 schools, NDSU Extension and Research Centers, and state government agencies.

More information about classes and meetings at MSU is available on the CEL website (http://www.minotstateu.edu/cel/ivn.shtml).

Minot Symphony Orchestra

The Minot Symphony Orchestra is a joint university/community/professional orchestra which presents 3 classical concerts, a family concert, a pops concert, and children's concerts each season. Membership is dependent upon the needs of the ensemble and is open to university students and community/regional members through audition. More information can be found at www.minotsymphony.com (http://www.minotsymphony.com).

North Dakota Geographic Alliance

The North Dakota Geographic Alliance is a statewide organization of teachers, professional geographers, and other persons interested in promoting geography education within the state of North Dakota. The Alliance administrative office is located in the Mount Vernon Building, 900 N. Broadway, Minot. The Alliance publishes a quarterly newsletter, holds an annual meeting and professional development programs, and offers other types of geography-related resources. Students are invited to join the Alliance, to submit articles for publication in the Alliance newsletter, and to participate in Alliance-sponsored programs.

Communication Disorders Clinic

Each year over a thousand children and adults with disabilities come to the clinic for assessment and treatment services and to take advantage of sophisticated equipment and expert faculty. A unique team of professionals provides assessment and designs individual habilitative programs which are carried out at home, in the public schools through cooperative planning with teachers and parents, or in the clinic itself. Undergraduate and graduate students, under the close supervision of faculty members nationally certified, work with clients. Services are free of charge to full-time MSU students and their immediate family and are reduced for part-time students. Call 701-858-3030 for additional information.

Western Plains Opera Company

The Western Plains Opera Company is a joint University/community opera which presents a major production each year. The Opera Company performs a variety of representative works. It is open to university students and community members through audition.

Great Plains Center of Community Research & Service

The mision of the Great Plains Center for Community Research & Service (GPCCRS) is to strengthen the quality of life in rural communities through community/university research and service partnerships that will identify, research, and take steps toward solving rural community quality of life issues and problems.

GPCCRS utilizes research actvities to assist communities in identifying proirity issues, engaging students and faculty in researching those issues, and collectively developing an action plan to address the issues. The development activites include disseminating information, grant writing support, and engagement of students in local communites with real purpose.

Faculty and students should use GPCCRS as a resource to enhance classroom activites by reaching out to local communities and addressing real life issues.

Centers of Excellence

The University has two established Centers of Excellence—the North Dakota Center for Persons with Disabilities and the Rural Crime and Justice Center. The centers have developed from University areas of expertise and complement its research and service components.

North Dakota Center for Persons with Disabilities

The North Dakota Center for Persons with Disabilities (NDCPD) is a University Center of Excellence on Developmental Disabilities, Education, Research, and Services. We are part of a national network of 67 similar programs at universities throughout the United States called University Centers for Excellence on Developmental Disabilities (UCEDDS). NDCPDs mission is to provide service, education, and research which empower communities to welcome, value, and support the well-being and quality of life for people of all ages and abilities. NDCPD serves a diverse population of people with disabilities and their families, service providers and educators, and people in the public and private sector through the following activities:

- Providing interdisciplinary training to students in multiple disciplines.
- Providing evidence-based in-service training for practicing professionals and others serving people with disabilities and their families.
- Providing education to individuals with disabilities, families, and support providers that will allow them to practice greater self-determination and exert greater choice and control.
- Disseminating information and research findings through publications, presentations, and the internet.
- Providing direct services and supports to people with disabilities to minimize disparities in health care, enhance educational opportunities, develop work skills, and other services that will ensure that communties are accessible and responsive to the needs of individuals with developmental disabilities and their families.
- Providing techinical assistance to public policy makers and entities serving the disability community.
- Conducting research, evaluation, and analysis in areas of importance to the field of disabilities.

NDCPD provides many opportunities for students to participate in its projects and activities. NDCPD offers an interdisciplinary training experience for MSU students. Working with traditional academic dpartments such as Communication Disorders, Psychology, Social Work, and Special Education, NDCPD faculty provide students with leadership experiences that supplement their discipline-specific coursework. NDCPD also provides training and educational programs for professionals and paraprofessionals in the disability community. Working with academic departments, NDCPD makes a variety of worksheps, courses, and professional development programs available in communities throughout North Dakota. Students from all disciplines are invited to become involved in the NDCPDs varied research, service, training, and dissemination activites. For more information call JoLynn Webster, NDCPDs Pre-Service Interdisciplinary coordinator at 800-233-1737 or 701-858-3206, or stop at the NDCPD offices located in Memorial Hall 203.

Rural Crime and Justice Center

The Rural Crime and Justice Center (RCJC) is a self-contained research organization located at Minot State University in Minot, ND. The center was initially established in 1999 to explore the unique characteristics of rural crime and deviance. Over the years, RCJC's role has expanded to include research and evaluation of various aspects related to criminal justice.

In February 2002, RCJC became a Center of Excellence on the campus of Minot State University. The North Dakota State Board of Higher Education (SBHE) defines "Centers of Excellence" as "…public/private partnership research /economic development efforts that will have a positive, long-term, measurable impact on the state's economy and gross state product and may include the following components: creates private sector jobs; includes public/private sector partnerships; leverages other funding; stimulates new wealth; fosters and practices entrepreneurship; links to the New Economy Initiative clusters; grows North Dakota's economy; addresses depopulation; supports bold aggressive initiatives; and represents major efforts intended to fund projects in the range of $1 million dollars each."

The RCJC consists of three divisions including research, training, and business administration. Each division has a unique role and provides an organizational framework that allows RCJC to successfully manage and complete multiple projects, staff, and financial transactions.

Rural Methamphetamine Education Project (RMEP)

The main goal of the project is to develop and deliver a public awareness and education campaign to children, schools, teachers, parents, and communities. The public awareness campaign is a multi-faceted approach involving the printing and dissemination of materials regarding methamphetamine to the direct delivery of schools, victims, former users, and treatment counselors.

Presentations are also available for community stakeholders (i.e. public officials, teachers, business leaders, and parents) and the general public to learn about how methamphetamine is affecting the state, their community, and how they can respond to it.

Grants to Encourage Arrest (GTEA)

This project allows RCJC and NDDoH along with the North Dakota Council on Abused Women's Services (NDCAWS) and the University of North Dakota's Tribal Judicial Institute (TJI) to establish best practices for responding to domestic violence, provide statewide training and technical assistance on sexual assault investigation, and improve the standards for domestic violence and sexual assault data collection.

During the project, much of the focus will be on the Northwest portion of North Dakota. This funding will enable project staff to develop community teams in the Northwest region, including law enforcement, domestic violence advocacy programs, and state's attorneys, to deveop strategies for improving the collaborative response to domestic violence incidents. At a statewide level, the project will look to build on past efforts regarding sexual assault investigative policies for law enforcement by providing training and technical assistance on the adaption of the state's model policy.

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: the Center for Engaged Teaching and Learning, the Bookstore, the Student Success Center, the POWER Center, Office of International Programs, Student Health and Development Center, Veteran's Center, Multicultural Support Services, and Vocational Rehabilitation.

Campus Buildings

Administration

Offices of the President, Vice President for Academic Affairs, Vice President for Administration and Finance, Vice President for Student Affairs, Center for Extended Learning, Business Office, Registrar's Office, Academic and Institutional Projects, Financial Aid, Public Information, Enrollment Services, Veterans Center, Dakota College at Bottineau, and, Human Resources are housed here. Also included are three Interactive Video Network (IVN) studios located on the third floor and the campus information center/post office/central receiving/parking office.

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.

Campus Apartments

Campus Heights Apartments

Completed in 1984, it houses 18 efficiency and 12 two-bedroom apartments. Open to all students. Families have preference for the two-bedroom units.

Pioneer Hall

This is a family/student housing facility. It contains 40 one-bedroom apartments.

Cyril Moore Science Center

This building houses administrative offices for the life and physical sciences. A lecture-demonstration auditorium seating 233, and classrooms, laboratories, and research facilities for biology, chemistry, geoscience, physics, and science education are located here.

Dome

The administrative office of the Department of Athletics is housed in this building. This structure also provides facilities for a wide variety of activities such as handball, racquetball, basketball, volleyball, tennis, wrestling, and indoor track with seating for over 10,000 people. The building also has lockers, showers, classrooms, and offices, plus other use areas.

Facilities Management

This building houses the central heating plant, carpenter and welding shop and the campus security office.

Hartnett Hall

The administrative offices of the College of Arts and Sciences and the Division of Humanities are located in this building. There are classrooms and studios for art, broadcasting, communication arts, English, and foreign languages. A 200-seat theater for lectures, recitals, and theater productions and an art gallery displaying works of nationally recognized, contemporary American artists are also housed there. A computer lab is in this building.

Library

The Gordon B. Olson Library houses basic library facilities and two computer-lab centers. Containing over 420,000 volumes in books, bound periodicals, and government documents, it also houses special collections of North Dakota materials, a children's collection, media materials (over 14,000 video recordings, filmstrips, slides, and other 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.

Memorial Hall

In 1996, Memorial Hall was remodeled and expanded. It houses the Rural Crime and Justice Center, five academic departments, the Graduate School, and the North Dakota Center for Persons with Disabilities. The five departments located in Memorial Hall are communication disorders; special education; criminal justice; nursing; and addiction studies/psychology/social work. A computer lab is in this building.

Model Hall

Completely renovated in 1990, this building houses administrative offices for mathematics and computer science. There are two instructional computer labs, four tiered multimedia classrooms, and numerous classrooms for lecture.

Old Main

This first building on campus underwent a $8.6 million remodel between 2001-2003. It provides classroom and office space for the College of Business, the Job Corps Executive Management Program, and the Divisions of Music and Social Science. It also houses the office of Information Technology, the Center for Engaged Teaching and learning (CETL), and the Severson Entrepreneurship Academy. Ann Nicole Nelson Hall provides facilities for the performing arts with a seating capacity for 950.

Residence Halls

Cook Hall

A five-story residence for 188 women, it was completed in 1965.

Crane Hall

A $4.4 million remodel of Crane Hall was completed in 2006. It is now an ultramodern residence hall with two-room suites for four students with private bathrooms. The hall accommodates 88 students.

Dakota Hall

As of fall 2014 Dakota Hall is a co-ed residence hall. It also houses the ESL program and the Residence Life/Housing Office.

Lura Manor

Lura Manor is a co-ed residence hall that houses 143 students in four-person suites. The Student Health and Development Center is located on the lower level.

McCulloch Hall

This men's residence for 145 students was completed in 1960.

Pioneer Hall

A 40 unit apartment building. They are one bedroom apartments. 4 are handicap accessible, 6 are designated as single student apartments and the remaining 30 apartments are considered family apartments for married couples are single students/couples with a child.

Student Center (SC)

The Student Center is located at the heart of the Minot State University campus. A new information center and post office was established at the east end of the Student Center to greet visitors to campus beginning spring 2008.

In 2007, a $1.1 million facelift of an antiquated ballroom in the Student Center created the new student activity center, called the Beaver Dam. The sumptuous lounge contains pool tables, an electronic shuffleboard, a 20-foot big-screen TV, plasma TVs, soft furniture and a fireplace. Beverage service and snack food options are housed inside the Beaver Dam.

Newly remodeled offices for the Student Government Association were located near the Beaver Dam during the project. The offices of the Student Center director, student activities coordinator, Student Success Center and POWER Center are also located nearby.

Other amenities in the Student Center include laptop computer stations, two convenience stores, a swimming pool and the MSU Bookstore, which is affiliated with Barnes & Noble. The residence dining center, Beaver Creek Cafe, is located on the second floor and Buckshot's, a snack bar open to the public, is located on the lower level.

The Student Center also houses the Multicultural Center, Native American Cultural Center, and the offices of International Programs, Red & Green (student newspaper), Advancement, Alumni and Sodexo, the contracted food service provider.

While the Student Center has been designed to serve students, it also houses a functional conference center on the third floor that is used for numerous campus and community events.

Swain Hall

Renovated and re-opened in 2010, it houses the Department of Teacher Education and Human Performance.

Wellness Center

The Wellness Center houses activity courts for basketball, volleyball, floor hockey and other activities. It also contains space for fitness classes, weight lifting, cardio equipment, spinning classes, intramurals, personal training, student dances, and other student activities.

Residence Life

Parking

All vehicles parked on the campus must have a parking permit. Permits are available in the Parking Office in Facilities Management. The cost is $55 for unreserved parking space and $65 for reserved parking space for the academic year. Refunds are available by the semester, if one no longer wishes to park on campus. Campus parking is supervised; tickets will be issued and cars improperly parked will be towed at the owner's expense. Further information may be obtained by contacting the Parking Office at the mail room/information center in the Administration Building or at 701-858-3318.

Housing

Residence Hall housing is available for students desiring to reside on campus. Students must be enrolled Full Time in on-campus classes to be eligible for on campus housing.

Required Housing Policy

University housing can provide both educational and social opportunities important to the success of students. Studies show that students who live on campus are more likely to complete their degrees, are more involved with university activities, and graduate at higher rates than students living off campus.

To promote student success, Minot State University requires undergraduate students who have earned fewer than 24 semester hours and are under 20 years of age prior to the first day of the current semester, to live on campus and purchase a meal plan. Our residence hall programs will help you meet people, grow as a person, enjoy residential life, and to have the experience of a lifetime on campus.

Requests for exemption to the Required University Housing Policy should be directed to the Office of Residence Life. Requests must be received by July 1 for Fall Semester and November 1 for Spring Semester. Exceptions may include students who are:

- 20 years or older at the start of semester
- Married
- Commuting from the permanent home of your parents or legal guardian (within 25 miles of campus)
- A veteran of military service or active duty personnel
- A single parent
- Transferring more than 24 credits to MSU

Exceptions may require verification involving the following documentation for each respective category: copy of marriage license; signed statement from parent or guardian; copy of DD Form 214 or Military ID; copy of child/children's birth certificate(s).

The University Housing Committee will review each request for exemption and will notify the student of approval or denial within 10 business days of the request and submission of all required supporting documents.

The residence hall program, just as all programs at Minot State University, is administered, without discrimination on the basis of race, color, religion, national origin, sex, marital status, disability, veteran status, age or sexual orientation.

Residence Halls

Each residence hall has lounge areas for recreation and entertaining, coin operated laundry facilities, a small kitchen area for personal cooking, and landline service that is offered for $7.77 per month. Cable TV and internet access are available in each room. Unless otherwise noted, each room has two beds, a desk and shelving unit, a closet, and dresser drawers. Cook Hall is primarily for freshmen women. McCulloch Hall is a freshen men's residence hall. Beginning fall 2014, Dakota Hall will be a co-ed residence hall. Lura Manor's rooms are arranged in suites (two double rooms and a private bath per suite). Lura Manor is a co-ed residence. Crane Hall, coed residence, houses sophomore–graduate students.

No soliciting is permitted in the residence halls without the approval of the administration. Pets are not permitted in campus housing facilities.

Room Rates

Residence halls are contracted for the academic year or spring only. Room fees are subject to change by action of the State Board of Higher Education. Board and room rates do not include semester breaks.

Women's Residence Halls

Hall Name	Average Rate
Cook Hall	

Double Occupancy	$925.00
Single room, if available	$1650.00

Men’s Residence Halls

Hall Name	Average Rate
McCulloch Hall	
Double Occupancy	$925.00
Single room, if available	$1650.00

Co-ed Residence Hall

Hall Name	Average Rate
Lura Manor	
Double Occupancy	$1125.00
Single room, if available	$1950.00
Crane Hall	
Double Occupancy	$1125.00
Single room, if available	$1950.00
Dakota Hall	
Double Occupancy	$925.00
Single room, if available	$1650.00

In case of damage to a room or if the room is left in unsatisfactory condition, the student will be held liable for repairs and cleaning. Housing for male and female students is also available during summer sessions. Housing may not be available during semester breaks.

Reservation Fees

A reservation fee of $100.00 is required to confirm a room assignment. This fee is payable in the form of a check, money order, credit card, or bank draft to Minot State University, and should be attached to the housing form, and sent to Residence Life and Housing. Students may apply apply online for housing using credit card or check through their Campus Connection. Students may also pay for the reservation fee over the phone with a credit card. Applications will be processed on a first come first serve basis.

Refund of Room Fees

Fees sent to the University for a room reservation will be refunded if a student submits a contract cancellation form by June 1 for full year contracts and December 15 for spring semester only contracts. Students who are re contracting will be refunded 50% of their reservation fee if they submit a contract cancellation form by June 1. After June 1 for the fall semester, reservation fees are non-refundable.

Occasionally, a student will have to leave the residence hall during the academic year. The unused portion of the room rental will be refunded on a weekly basis when the student leaves school during the semester because of illness, or due to an emergency in the immediate family of the student or complete withdraw from the university. For students who choose to move off campus during the contract term (full year or spring only), students will be responsible for 50% of the remaining room and board contract. A room occupied any part of a week will count as one full week.

Campus Apartment Housing

There are 70 student apartment units on campus, six of which are designed for accessibility by persons with disabilities. Two-bedroom, one-bedroom, and efficiency units are available.

Apartments are unfurnished but each contains a stove and a freezer-refrigerator. A laundry room with coin-operated machines is provided.

Rents range from $390.00 to $620.00 per month. Students desiring apartment housing should contact the Residence Life Office.

Photo ID

Eligibility and Procedures

Following are the eligibility requirements and the procedural steps necessary to obtain a Student or Faculty/Staff ID Card. Please refer to this information as your guide to helping individuals better understand who is eligible to receive an ID card and how, when and where it can be obtained. ID Cards can be obtained in the Photo ID office located on the second floor of the Student Center.

An individual must meet one of the following criteria prior to obtaining an ID card:

- Students (undergraduate, graduate and professional) must be admitted or registered with the University. Note: University entitlements are based on current status, not future status.

- Faculty, academic staff, staff, and graduate students must be entered into PeopleSoft.

A good indication that an individual is in PeopleSoft and is ready to receive a card is when they have received an official University e-mail address.

Terms and Conditions

Your ID card is the official identification card of Minot State University and, as such, may be required for admission to University functions and certain contracted services. Your card is valuable and should be treated like cash or a credit card. Violations of the following terms and conditions may result in confiscation of the card. The card must be returned upon request. ID card information and photos may be used for various official campus uses. A government issued photo ID must be presented at the time of card issuance.

Minot State University issues an ID card to all registered students, and employed faculty and staff subject to the following:

1. The ID card is the property of the Minot State University. The University reserves the right to revoke use of the card or any of its accounts at any time. The card is non-transferable and may be used only by the individual to whom it is registered.
2. The ID card, transactions related to the use of the card, and any account balances are the sole responsibility of the individual Cardholder until the University is notified in writing that the card is lost or stolen. For all on-line accounts, the Cardholder will not be held liable for any unauthorized transaction which occurs after the University has been notified of a loss, theft, or possible unauthorized use of the card.
3. 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.
4. 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.
5. 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

Students have a variety of options to accommodate their schedules; meals served in the Beaver Creek Café are all-you-care-to-eat. We offer three (3) entrees at lunch and dinner, including vegetarian options, and two (2) soups daily. A changing choice of side items is offered along with the main entrees daily. A rotating grill option and deli bar provide additional choices at lunch and dinner. Our daily entrees for lunch and dinner have included; pastas, tacos, wrapped sandwiches, baked potatoes, pancakes, omelets and pizza. A full salad bar in offered at lunch and dinner. You'll also find fresh fruits and vegetables, whole grain breads and cereals, dairy products, fish, poultry, lean meats, soft-serve ice cream with assorted toppings. Our own bakery on campus provides daily deliveries of scrumptious pastries and desserts. An endless variety of beverages from Coke, Pepsi and Sunkist are also available. The food service area is an integral part of the residence hall community. We offer a variety of options at affordable prices. By letting us do the menu planning, shopping, preparation and clean-up, you will have more time for studying, campus activities, work or relaxation! All residence hall students are required to participate in a meal plan. The food service is managed by Sodexo. Additional information on various plans can be obtained from the Student Center Directors Office in the Student Center, 2nd floor between the hours of 8 a.m. and 4:30 p.m.

Dining Service Meal Plans, 2015–2016

All residence hall students have a choice of three unlimited dining plans. This unique format offers unlimited continuous service to students for convenience, flexibility, and value. We think you will appreciate the nutritional and dietary benefits of lighter and more frequent meals during the day. It's great if you like to snack or keep irregular hours.

Unlimited Silver, (Inquire at ID Card Office for current pricing information)

Includes $75 Flex Dollars and five guest passes

Unlimited Gold, (Inquire at ID Card Office for current pricing information)

Includes $100 Flex Dollars and ten guest passes

Unlimited Platinum, (Inquire at ID Card Office for current pricing information)

Includes $200 Flex Dollars and fifteen guest passes

All residence hall students MUST be on one of the meal plans described above.

Dining plan meals are served in the Beaver Creek Café, located on the 2nd floor of the Student Center during the following hours.

Monday - Friday 7:00 a.m. - 7:30 p.m.

Weekends: Brunch is served 11:30 a.m. to 1:00 p.m. Dinner is served 5:00 p.m. - 7:00 p.m.

Flex dollars and guest passes are included in all meal plans. Flex Dollars is a declining balance program that allows you to make purchases at ALL food service locations across campus. Guest passes may be used for a friend or a visiting family member. Flex dollars and guest passes are not re-loadable.

Dining plans are purchased and activated at the Student Center Director's office located on the 2nd floor of the Student Center. All dining plans, as well as included Flex Dollars and guest passes expire at the end of the semester.

Beaver Bucks

Beaver Bucks is a debit service, which is linked to the MSU ID card, available to students, faculty and staff. Beaver Bucks can be used at Buckshots, The Beaver Creek Café, Symbols C-Store, Copies for U, Sandellas and Barnes & Noble Bookstore at MSU. A statement of all transactions can be provided for all cardholders upon request. Meal plans and Beaver Bucks are activated in the Student Center Directors office. Your account will remain active until you graduate or terminate employment with the University. Beaver Bucks deposits to all accounts can be made through the Student Center Directors Office, Monday–Friday during regular business hours.

Student Services

Richard Jenkins, Vice President for Student Affairs & Dean of Students

Student affairs staff are involved in student counseling and development. Areas of involvement pertaining to students are: housing (on-campus, off-campus, married student, apartment, and summer workshops), career planning and placement, university policy and procedures pertaining to students, Student Government Association, student health, and general student policies. The staff serve on several committees on behalf of students and because of their varied responsibilities, can help students with almost any type of problem. Questions should be directed to the Vice President for Student Affairs & Dean of Students on the lower level of the Administration Building or to the specific office providing the service.

Center for Engaged Teaching and Learning (CETL)

CETL is committed to providing MSU students with an engaging and successful student experience at Minot State University. CETL provides a number of programs to assist with the success of MSU students, including first-year experience learning communities, engaged teaching and advising support for faculty and staff, campus and community engagement opportunities for students, and peer mentoring and peer tutoring services.

For more information on any of these programs, visit the CETL website at http://www.minotstateu.edu/cetl/index.shtml, visit us at our office located in Old Main 101, or call us at 701-858-4040.

TRANSITIONS

TRANSITIONS is Part II of the orientation experience at Minot State University. This mandatory experience introduces first-year students to campus and community resources that are vital to their success. TRANSITIONS will start on the MSU campus: students will discover student success services and will be introduced to campus culture by a current MSU student (Transitions Leader). After exploring the MSU campus, students will then participate in an off-campus activity, where each student will make a difference in our regional community through service. New Minot State University students will be able to engage with the community, meet fellow students, and learn essential student success information all while participating in this fun half-day program.

First-Year Experience (FYE)
The First-Year Experience at Minot State University is an opportunity for first-year students to participate in a powerful learning experience that will inspire the transition to university life and learning through participation in unique learning communities, peer mentor interactions, and opportunities to engage with the campus and larger community.

As part of an FYE, students work with talented, engaging faculty and staff members who care about students, are focused on student success, and provide learning experiences that are unique, challenging, and relevant. Students also receive the assistance of a peer mentor, an upper-class student trained to provide support and guidance to first-year students.

Peer Mentoring Program

The Peer Mentoring program is designed to assist in the personal, social and academic acclimation of first-year students to MSU through cultivating relationships with outstanding upperclassman 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
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 a 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.

The Peer Tutoring Program

The Peer Tutoring Program is aimed at providing students with the essential learning tools and resources integral to their academic success. Through the use of highly qualified and trained tutors, the CETL Peer Tutoring Program seeks to empower the students being served in their pursuit of becoming independent learners. All peer tutors hired by CETL have been highly successful in the courses they tutor. Currently, CETL offers Drop-in Tutoring. Visit CETL (Old Main 101/103) or the website for a schedule.

The Peer Tutoring Program at Minot State University is certified by the College Reading and Learning Association's International Tutor Training Program. This allows MSU to train and certify tutors at Level I of the ITTPC program. Level I requires 25 hours of actual compensated tutoring and participation in 10 hours of training experiences.

Academic Advising

The focus of academic advising in CETL is to provide advising services to students in the Enhanced Success Program (ESP) and students pursuing the Bachelor of General Studies (BGS) degree. CETL'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 advisors campus wide, providing support and guidance to faculty and staff advisors. The CETL advising program assists with academic advisement and registration at CONNECT/Orientation sessions, creates and maintains the Academic Advisor Handbook, advising website, and advising newsletters, and coordinates advisor development workshops/trainings.

Enhanced Success Program (ESP)
The Enhanced Success Program is a collaborative program with services provided by the Center for Engaged Teaching & Learning (CETL), Student Success Center, and POWER Center. This program is designed to provide students with direct assistance and support during their first year of enrollment. ESP students meet regularly with their academic advisor, in CETL or the POWER Center, and attend three Student Success Workshops, coordinated by the Student Success Center, in their first year of attendance.

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 service to enhance the educational experiences at Minot State University.

Student Success Center

The Student Success Center (SSC) provides programs and services to students to aid in the development and implementation of their educational plans and goals. Through the SSC's programs and services, our goal is to assist students from the beginning to the end - beginning with new student orientation and ending with the final stages of the job search process. We provide new and current students, as well as alumni, with the support they need to be successful.

The Student Success Center is responsible for the following areas - career services, CONNECT (orientation/registration), Early Alert, and student programs and workshops.

Career Services

Services and programs are provided to help students explore career options, clarify their career goals, and link those goals to appropriate academic paths. A variety of career assessment and decision-making resources are available in the major and career exploration process. Browse through a variety of resources that provide detailed descriptions of different occupations, labor market information and the certification and education requirements necessary to enter the world-of work for specific careers.

The Student Success Center staff provides assistance to students and alumni in defining career and employment goals and assists in their search for employment opportunities. In addition, the SSC staff offers guidance on job search strategies, including resume preparation, cover letter writing, and interviewing techniques.

The office also coordinates activities such as on campus interviews, specialized career workshops, and an annual job fair and etiquette luncheon.

CONNECT (Orientation and Registration)

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

TRANSITIONS

TRANSITIONS is Part II of the orientation experience at Minot State University. This mandatory experience introduces first-year students to campus and community resources that are vital to their success. TRANSITIONS will start on the MSU campus: students will discover student success services and will be introduced to campus culture by a current MSU student (Transitions Leader). After exploring the MSU campus, students will then participate in an off-campus activity, where each student will make a difference in our regional community through service. New Minot State University students will be able to engage with the community, meet fellow students, and learn essential student success information all while participating in this fun half-day program.

Early Alert

The Early Alert Program provides assistance to aid in the detection of students are struggling, chronically absent from class, or having other kinds of issues that affect academic performance.

Programming/Workshops

The Student Success Center, along with the POWER Center, provides a variety of programs designed to enhance student success from entrance to the university and throughout the university experience. Topics include: time management, career exploration, study skills, money management, writing for college coursework, and stress techniques.

POWER Center (Providing Opportunities With Enhanced Resources)

The POWER Center serves students that are the first in their family to earn a four year degree and/or students who fall within specified income guidelines (Taxable income within 150% of poverty level) or have a documented disability. Opportunities and enhanced resources are provided to these 200 participants to assist them in achieving success while completing their post-secondary education. POWER provides a variety of services including free tutoring, academic advising, career planning, financial aid counseling, study skill tips, workshops, and extra resources to help students make the most of their MSU experience.

- Location – Student Center, 2nd Floor
- Days and Hours – Monday - Friday, 8:00am-5:00pm
- Contact Person: Keryl Lesmann
- Phone: 701/858-4047
- Website: www.minotstateu.edu/power/
- Email: keryl.lesmann@minotstateu.edu

POWER is funded by a TRiO Student Support Services grant from the U.S. Department of Education serves U.S. citizens working on their first Bachelor's degree.

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: http://www.minotstateu.edu/international.

The Student Health & Development Center (SHDC) is located on the lower level of Lura Manor. Elevator access is available at the northwest door.

Student Health Center

The goal of the Student Health Center is to improve the status of health and ultimately the quality of life of MSU students while they are on campus and as they plan for the future. Focus is on health promotion, risk reduction through surveillance and control of health hazards, health education, and referral to other campus or community services as needs are identified.

The Student Health Center is staffed by a nurse practitioner, registered nurse, and a licensed practical nurse, with a referral service to Minot Center for Family Medicine as needed. These providers diagnose and treat a variety of acute health problems in an ambulatory clinic setting and make referrals as indicated by the health care needs of students. Student health care is intended to supplement private health care. It is **not** intended to provide comprehensive medical care.

At the discretion of the Student Health Center staff, assistance provided may include, but is not limited to:

- Immunizations
- Allergy injections
- Women's healthcare
- STD education and testing
- Preparation and maintenance of medical records

- Blood pressure monitoring
- Routine urinalysis
- General health needs
- Health education/promotion programs
- General sick care
- Prescriptions as necessary
- Tuberculosis testing
- Reporting required illness to public safety agencies
- Reporting required injuries/crimes to public safety agencies
- Sports and employment physicals

It is the responsibility of each student to maintain his/her own immunization record and to provide copies to employers and to schools to which they may transfer. Do NOT turn in your original immunization record, but submit a copy.

Student Development Center

The Student Development Center offers a variety of services including: individual counseling, disability services, learning services, and testing services (for entrance into college and graduate school, and professional exams).

Individual Counseling

Individualized, short term confidential counseling is offered to students with personal, social, and academic needs. Referrals to university and community resources will be made as appropriate. Educational prevention programming and activities are provided throughout the year for the general student body. For more information, please contact the Student Development Center at 701-858-3371. While walk-ins are welcome, appointments are preferred.

Disability Services

In accordance with the Americans with Disabilities Act (ADA), any MSU student with a disability is eligible for services. Written documentation of the disability, usually in the form of a diagnostic report, should be provided by the student to the Disability Services (DS) coordinator prior to receiving any accommodations. Also, students who suspect they have a disability should meet with the DS coordinator to discuss his/her concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability. For more information on DS, please call 701-858-3371 or go to www.minotstateu.edu/disability_services.

Testing Services (Paper-based)

The Student Development Center serves as a test center for ACT (American College Testing), LSAT (Law School Admissions Test), GRE Subject (Graduate Record Exam-Subject), MAT (Miller Analogies Test), TEAS (Tests of Essential Academic Skills) for Nursing, SSAT (Secondary School Aptitude Test), and other tests upon request. There are fees for these tests, and most have registration deadlines.

Veteran Educational Benefits

The Veterans Center certifies eligible student veterans and dependents for Veterans Affairs (VA) educational benefits and acts as a liaison between the student and the VA. Services also include providing eligible students with information regarding VA policies and procedures.

Student veterans and dependents attending Minot State University while receiving assistance from the Department of Veterans Affairs are required to maintain the academic standards of progress as outlined in the “Academic Requirements (http://catalog.minotstateu.edu/undergraduate/academicinformation/academicrequirements/)” section of this catalog. Benefit recipients who fail to maintain the required cumulative grade point average and make progress toward the completion of their educational objectives will be reported to the VA for unsatisfactory progress. Students who receive failing grades for a semester will be reported to the VA. Drop dates for those classes will be determined by contacting the instructor for each of the failed classes, and students will owe an overpayment to the VA. In order to avoid this consequence, students should formally drop a class or withdraw from the semester if they stop attending classes. Contact the VA Certifying Officer for questions about withdrawing from classes.

All students who wish to be certified to use VA educational benefits at Minot State University must complete a Minot State Veteran Center VA worksheet at the beginning of each term. The worksheet is available online at http://www.minotstateu.edu/veterans/va-certification-worksheets.shtml. Student veterans and dependents using VA benefits for the first time must submit an application for benefits or a certificate of eligibility and supporting documentation including a copy of their DD 214 member copy 4 and a notice of basic eligibility (N.O.B.E). Transfer students must complete a request for change of place of training (DD 22-1995 http://www.vba.va.gov/pubs/forms/VBA-22-1995-ARE.pdf) at the beginning of their first term at MSU. Benefit recipients wishing to receive advance payment should contact the Veterans Center approximately 45 days in advance of the term for which they plan to register. A separate form is required for advance payment (https://gibill.custhelp.com/app/answers/detail/a_id/17/~/am-i-eligible-for-an-advance-payment-of-my-education-benefits%3F). Graduate students are also required to submit a degree plan to the school certifying official before your enrollment can be certified to the VA for a second term.

Students who elect to repeat a course for which a passing grade (A, B, C, D, P) has been earned will not be permitted to include the repeated course in their VA certification for the term, unless a better grade is required for graduation. Students who repeat a course for which a failing (F) grade has been assigned may be able to include the course for certification if the course is required for graduation. All course work undertaken must be applicable to the student's chosen degree program. Courses may include elective courses and prerequisite courses as well as required courses.

Transfer veterans will not be certified until official transcripts from all attended colleges and universities are recorded in the Registrar's Office. It is the veteran student's responsibility to ensure that transcripts have been evaluated to determine the number of transfer credits accepted by Minot State University for VA purposes.

Your instructor will be contacted if you receive a failing grade. It is important to understand that the VA pays you for being in class, not just registering for the course(s).
The VA will not pay for repeated courses (unless the course you are repeating requires a higher grade than you received initially)
The VA will not pay for audited course.
Chapter 30, 1606 and 1607 recipients must verify their enrollment monthly (online via W.A.V.E. or by phone)
All student veterans and dependents receiving subsistence allowances under the Montgomery GI Bill or the Survivors' and Dependents' Education Assistance program are required by law to report promptly to the Minot State Veteran Center any changes in their enrollment which may affect the amount of money they receive. If a student drops below full time attendance or withdraws from the University, they must inform the VA certifying official in the Veterans Center. FAILURE TO NOTIFY THE MINOT STATE VETERANS OFFICE OF CHANGES TO YOUR SCHEDULE MAY RESULT IN AN OVERPAYMENT OF BENEFITS WHICH THE RECIPIENT WILL BE RESPONSIBLE TO PAY BACK TO THE VA.

In order to be considered full-time, benefit recipients generally must be enrolled in at least 12 credits per semester (fall and/or spring), 6 credits per semester (summer). Exceptions to this guideline occur when a student is certified for condensed courses that meet for less than the regular 16 week semester. Students should contact the VA certifying official with questions about full-time status.

More detailed information on VA educational benefits is located on the Veteran Center website, http://www.minotstateu.edu/veterans/index.shtml. Questions concerning VA policies may be addressed directly to the VA Regional Office, PO Box 66830, St. Louis, MO 63166-6830 (toll-free regional number 1 (888) GIBILL-1) or to the GI Bill website www.gibill.va.gov (http://www.gibill.va.gov).

Veterans Center

The Veteran's Center certifies eligible student veterans and dependents for Veterans Affairs (VA) educational benefits and acts as a liaison between the student and the VA. Services also include providing eligible students with information regarding VA policies and procedures.

Student veterans and dependents attending Minot State University and receiving assistance from the Department of Veterans Affairs are required to maintain the academic standards of progress as outlined in the "Academic Requirements" section of this catalog. Benefit recipients who fail to maintain the required cumulative grade point average and make progress toward the completion of his/her educational objectives will be reported to the VA for unsatisfactory progress. Students who receive all failing grades for a semester will be reported to the VA as having unofficially withdrawn. Drop dates for those classes will be determined by contacting the instructor for each of the failed classes and students will owe an overpayment to the VA. In order to avoid this consequence, students should formally withdraw from the semester if they stop attending classes. Contact the VA certifying officer for questions about withdrawing from all classes.

Benefit recipients must request certification from the Veteran's Center for each term of enrollment. Returning students who have previously been certified by Minot State University must complete a VA worksheet at the beginning of each term. The VA worksheet is available online at www.minotstateu.edu/veterans. Student veterans and dependents using VA benefits for the first time must submit an application for benefits or a certificate of eligibility and supporting documentation including a copy of his or her discharge papers or a notice of basic eligibility. Transfer students must complete a request for change of place of training at the beginning of his or her first term at MSU. Benefit recipients wishing to receive advance payment should contact the Veteran's Center approximately 45-days in advance of the term for which they plan to register. A separate form is required for advance payment.

Students who elect to repeat a course for which a passing grade (A, B, C, D, P) has been earned will not be permitted to include the repeated course in his or her VA certification for the term, unless a better grade is required for graduation. Students who repeat a course for which a failing (F) grade has been assigned may be able to include the course for certification, if the course is required for graduation.

All course work undertaken must be applicable to the student's chosen degree program. Courses may include elective courses and prerequisite courses as well as required courses.

Transfer veterans will not be certified until official transcripts from all attended colleges and universities are recorded in the Registrar's Office. It is the veteran student's responsibility to ensure that transcripts have been evaluated to determine the number of transfer credits accepted by Minot State University for VA purposes.

All student veterans and dependents receiving subsistence allowances under the Montgomery GI Bill, the Post 9/11 GI Bill, or the Survivors' and Dependents' Education Assistance program are required by law to report promptly to the VA any changes in their enrollment which may affect the amount of money they receive. If a student drops below full-time attendance or withdraws from the university, he or she must inform the VA certifying official in the Veteran's Center. In order to be considered full time, benefit recipients generally must be enrolled in at least 12 credits per semester.

Exceptions to this guideline occur when a student is certified for condensed courses that meet for less than the regular 16-week semester. Students may contact the VA certifying official with questions about full-time status.

Questions concerning VA policies may be addressed directly to the VA Regional Office, PO Box 66830, St. Louis, Mo 63166-6830 (toll-free regional number 1-888-GIBILL-1) or to the GI BIll web site www.gibill.va.gov (http://www.gibill.va.gov).

The Native American Cultural Center is located on the third floor of the Student Center, and the Multicultural Center is located on the first floor of the Student Center. Both centers provide supportive services to diverse student populations and international students at MSU.

The student must obtain approval from Vocational Rehabilitation which specifies in detail the funds that will be provided for tuition, fees, and other expenses. This approval should be obtained well in advance of the beginning of classes. Vocational Rehabilitation will provide written authorization to the MSU Business Office.

Student Life and Activities

Student Government

All registered university students automatically belong to the Student Government Association. Governmental matters which pertain to student affairs are regularly handled by the Student Senate, which elects its officers and senators in the spring. An election is held in the fall to elect two first-year student (freshman) senators. Participating students have the opportunity to view democracy in action. Student Government Association meetings are open to the public.

MSU Life Committee

The MSU: Life Committee exists to provide a fun and engaging social atmosphere here at Minot State University. Led by the Directors of Entertainment and comprised of a group of enthusiastic student voluneers, the MSU: Life Committee 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. This committee is open to any interested MSU student and interviews for the Co-Directors of Entertainment are held each spring.

Athletics

Minot State University men's and women's athletic programs are members of the National Association of Intercollegiate Athletics and the Dakota Athletic Conference (DAC). The men's competition includes football, basketball, track and field, golf, baseball, and cross-country. The women's competition includes basketball, cross-country, track and field, volleyball, softball, and golf.

Intramural Programs

A variety of sport activities are offered for both men and women throughout the school year. This program is sponsored by the Student Government Association 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 Music is an accredited member of the National Association of Schools of Music and provides exciting opportunities for the study and performance of all disciplines within music. Concert and lecture offerings are listed on the Music Division website. Performance opportunities available to all university students include choir, women's chorus, band, orchestra, and jazz ensemble.

Publications

There are two student publications on campus. The Red & Green, the student newspaper, is published weekly during the regular school year. The Coup, the student literary magazine, is published annually. Student editors receive salaries paid from student activity fees. Students may earn one hour of journalism credit for working on the Red & Green. The publications are advised by faculty members and governed by policy developed by the Board of Student Media.

Radio Station (KMSU)

KMSU, the campus radio station, operates over the local access television channel. Students who live in the dorms may listen by tuning their television to channel 19. The signal is also broadcast over the local cable access channel (KMSU TV) to over 15,000 homes in the local area.

Students who wish may work with KMSU as a disc jockey doing on air shows or working in one or more of the behind the scenes jobs connected with the radio station by registering for radio activities. This one-credit class is available to all MSU students.

The Media Ink Club is open to all students interested in the media, be it electronic print, advertising, or public relations.

Native American Cultural Center

The Native American Cultural Center provides counseling, advising, and academic student transitional assistance to Native American/American Indian students at Minot State University. Student personal, social, financial, and career concerns are also addressed at this “home away from home” rest and relaxation student center. Coordination and correspondence with area tribal councils, offices and colleges is also maintained to benefit and support our students.

Campus and community events are developed and presented to promote public awareness, understanding and appreciation of Native American people and their culture. A portion of the MSU Native American Collection of cultural artifacts is also on display for public viewing.

The Native American Cultural Center is open Mon.–Fri., 8 a.m. to 4:30 p.m.

Multicultural Center

The Multicultural Center is designed to provide a safe and comfortable location for all diverse student populations and international students. The Multicultural Center also exists to provide a campus location for the appreciation of diverse populations and cultures. Throughout the year, the center hosts a number of events that celebrate ethnic and cultural diversity. Events include ethnic food sampling, speakers, films, and other cultural presentations. The Multicultural Center is located on the 1st floor of the Student Center. Hours are 8 a.m. to 4:30 p.m. Mon.–Fri.

Theatre Arts

The Campus Players is the student organization open to all university students. It sponsors several major productions each year. Theatre facilities include the Harold G. Aleshire Theatre, the Black Box for less formal and locally-written shows, and the Amphitheatre located on the north side of the campus. The Theatre Arts Program also hosts workshops, guest lectures, and touring professional companies.

Student Organizations

Campus-Based Organizations

Minot State University offers a full range of organizations which students may participate during their University years.

Club/Organization	Contact Information	Phone
Accounting Club	Carla Cabarle - Main 302G	3824
African & Caribbean Students Assoc.	Rick Watson - HH 302E	3014
American Chemical Society	Mikhail Bobylev - CM 329	3066
Arabic Club	Scott Sigel - HH 319W	4265
Archery Club (Inactive)	Tiffany Fylling - SC 2nd Floor	4044
Art Club	TBD - HH 226W	3297
Augite (Geology)	Dr. John Webster - CM 121	3873
Beaver Athletic Band	Devin Otto	3189
Beavers on Business	JoAnn Linrud - Main 304	3110
DECA	Kristi Berg - Main 302E	4337
Delta Epsilon Chi (Marketing)	Kristi Berg - Main 302E	4337
Phi Beta Lambda (Business)	Sharon Reynolds - Main 301E	3088
Beta Gamma Phi (Science)	Dr. Robert Crackel - CM 333B	3852
Beta Theta Sorority	Kim Nielsen - Alumnae Advisor	838-0092
Biology Club	Dr. Heidi Super - CM 217	3079
Book Club, "The Spine"	Patty Hunt - Library	3095
Campus Crusade for Christ (CRU)	Jay Wahlund - Main 301C	3207
Campus Players (Drama)	Kevin Neuharth - HH 145W	3878
Chi Alpha	Gary Ross - Main 307A	3291
Computer Science Club	Larry Atwood - Model 307	3863
Criminal Justice Club	Melissa Spelchen - Mem 408	3465
Dance/Cheer Team	Rick Hedberg - Dome 236	3042
English Club/Sigma Tau Delta	Margaret Sherve - HH 142W	4266

Entrepreneurship Club	Chuck Barney - Main 310C	3019
French Club	TBD	
Gaming Club	Rick Heit - SC 309	4156
German Club	Dr. Jean-Francois Mondon - HH 324W	3093
Honors Program & Society	Laurie Geller - Model 108	3282
International Student Organization	Elizabeth Sund - SC 2nd Fl	3348
Intramural Sports	Courtenay Corpe, Wellness Center	4082
League of Social Sciences		
Lesbian, Gay, Bisexual, Transgender, Supporters, and Questioning	TBA	
Lutheran Campus Ministry	Kari Williamson	839-3949
Media Ink (Broadcast, Journalism, PR)	Audra Myerchin - HH 144W	4238
Men’s Club Hockey	Lisa Eriksmoen - Dak Hall, So. Door	3993
Music Educators National Conference	Joe Alme - Main 113	3189
MSCOPE (Phys. Ed., Corp. Fit.)	Dr. Terry Eckmann - Main 201C	3155
MSU Band Club	Joe Alme - Main 113	3189
MSU Inklings (Creative Writing)	Nicole Thoms-Arens - Hartnett Hall 141W	3245
National Student Speech Language & Hearing	Lesley Magnus - Mem 104K	3092
(NSSLHA) Speech Path		
Mu Sigma Tau Fraternity	Tom Froelich - Mem 104F	3059
Native American Cultural Awareness Club	Annette Mennem - SC 305	3365
Nursing Students Assn.	Dawn Frederich - Mem 314	3470
Nursing Honors Society	Department of Nursing - Mem 302	3101
Organization of Athletic Trainers (OATS)	Heather Golly - Swain 108E	3276
Pacesetters (Christian)	Wes Matthews - Admin. 3rd Fl	3352
Phi Beta Lambda (PBL)	Sharon Reynolds - Main 301E	3088
Pi Omega Pi (Bus. InfoTech.)	Jan Repnow - Main 301K	3086
PRSSA	Audra Myerchin - HH 144W	4238
Psychology and Addiction Studies Club	Vicki Michels - Mem 230P	3594
	Deborah Olson - Mem 230K	4258
Red & Green (Student newspaper)	Frank McCahill - SC 303	3397
Residence Hall Association	Camila Van Dyke - Dak Hall, S. Entrance	3584
Rotoract	Kevin Harmon - Admin165	3140
Sigma Delta Sorority	Janna McKechnie - Student Center 302	3373
Student Council for Exceptional Children	Johnna Westby - Mem 210J	4245
(SCEC) Special Ed		
Spanish Club	Paul Cristofaro - HH 204E	4048
Student Activities Committee (MSU Life)	Aaron Hughes - SC 2nd Fl	3987
Student Ambassadors	Cole Krueger - Admin 165	3351
Student Government Assn.	Aaron Hughes - SC 2nd Fl	3987
	Leon Perzinski - SC 2nd Fl	3364
	Dick Jenkins - Sr. Advisor, Admin. 164	3299
Student N.D. Education Association.	Pat Jorgenson - Swain 218J	4239
Students for Life	Cole Krueger - Admin 165	4361
Student Social Work Org.	Dionne Spooner - Mem 230L	3142
Student Veterans of America	Andy Heitkamp - Admin 1st Fl	3583
Students in Free Enterprise	TBD	
Women’s Club Hockey	Neil Sharpe - Mem 203C	3596
Young Democrats	Dr. Tom Seymour - Main 302F	3307

See MSU website at www.minotstateu.edu/sga/clubs-list.shtml for most up-to-date list.

Non-campus Organizations

All non-campus organizations must get the approval of the Student Welfare and University Affairs committee before they are permitted to function on campus. Any campaigning or soliciting by non-campus organizations must have the approval of the Vice President for Student Affairs.

Student Safety

Sexual Violence

This section will describe the different policies and procedures related to sexual offenses, how they are reported, privacy policies, programs for victims of sexual violence, investigation requirements, special arrangements for the complainant and the accused, University disciplinary measures and other procedures.

I. Policy on Sexual Assault

Minot State University's commitment to students and employees is to provide a campus free from all forms of sexual assault and sexual harassment. This behavior will not be tolerated.

Definition:

In accordance with the ND Century Code 12.1-20-07/03 and MSU, sexual assault and gross sexual imposition is any sexual act or sexual contact performed upon one person by another to which one person does not or cannot consent. Consent is defined as speech or conduct indicating freely given agreement to participate in sexual activity. Silence or the use of alcohol/drugs are NOT an indication of consent.

Minot State University prohibits any behavior (sexual acts/contacts) in which:

1. The victim is compelled to submit to force or by threat of force.
2. The victims power to appraise or control his/her conduct is impaired by administering the use of intoxicants.
3. The victim is unaware that a sexual act/contact is being committed upon him or her. For example: a state of intoxication due to alcohol or drug use; loss of consciousness; lack of knowledge that the act in question is sexual assault.
4. Knows or has reasonable cause to believe that the other person suffers from a mental disease or defect which renders him or her incapable of understanding the nature of his/her conduct.

Reporting:

Sexual assault victims may contact various individuals, departments and agencies for assistance. Information will be confidential unless consent is given.

Minot City Police Department

911 or 852-0111 - 24 hours a day

Campus Security

7:30 a.m. to 4:30 p.m - 858-3210
24 hours a day - 833-9118 or 721-2361
HELP Line - 858-HELP (4357)

Vice President for Student Affairs - 858-3329

8 a.m. - 4:30 p.m. M-F, Administration

Student Health and Development Center - 858-3371

8 a.m. - 4:30 p.m. M-F, Lura Manor

Director of Residence Life - 858-3363

8 a.m. - 4:30 p.m. M-F, Dakota Hall

Residence Hall Director - See Hall Directory[1]

24 hours a day

Residence Assistant - See Hall Directory[1]

24 hours a day

North Central Human Service Center - 857-8500

24 hours a day

Domestic Violence Crisis Center - 852-2258

Crisis Line - 857-2000
24 hours a day

Rape Crisis - 857-8500

24 hours a day

Legal Assistance of ND - 852-3870

24 hours a day

Trinity Medical Center - 857-5000

24 hours a day

[1] Residence Hall staff report to the Director of Residence Life.

Procedure:

1. Obtain medical care and help as soon as possible after the sexual assault whether or not you choose to report to the police.
2. North Dakota's mandatory reporting law requires hospitals to report crimes of sexual assault to the police.

Key Points:

1. Take a change of clothing to the hospital if possible.
   a. Do not bathe, douche, brush teeth, use mouthwash, or change clothes before getting medical attention in order to avoid elimination of evidence.
   b. Medical treatment will assist in dealing with any concerns about pregnancy and sexually transmitted diseases.
2. It is the victime's decision as to whether he/she wants to talk to the police. He/she is not required to press charges.
   a. Victims are encouraged to file a report with the police and preserve all evidence should they decide at a later date to exercise their legal rights.
   b. Filing a report with the police may also help others from becoming victims.
   c. Victims may file a Blind Report -no names.
3. North Dakota Crime Victims Reparation Act
   a. May cover emergency room costs if you do not have public or private medical insurance. If approved, may also be reimbursed for out of pocket medical expenses, loss of earnings, and psychological counseling.
4. Seek professional counseling either on campus or through an off-campus agency.
5. For information about the Crime Victims Compensation Program (Division of Adult Services, ND Dept. of Corrections), call 701-328-6195, toll free to 1-800-445-2322, or in Ward County to 701-857-6480, or visit their website at www.ndcrimevictims.org (http://www.ndcrimevictims.org).
   a. To be eligible you must report the crime within 72 hours, cooperate with the investigation, and fill out an application within 1 year of the crime. You MUST NOT have consented to, provoked, or incited the crime, or been assisting in or committing a criminal act causing your injuries.
6. Refer to departments, agencies listed under Reporting Section.

Response:

The Vice President of Student Affairs or his/her designate will promote informational material and programs to aid in the prevention of sexual assault. Following a sexual assault on campus and the filing of a complaint, the Vice President of Student Affairs or his/her designate will:

1. Assist the victim in securing medical treatment.
2. Take steps to promote confidentiality in working with victims.
3. Assist the victim in arranging for professional counseling.
4. Assist the victim in pursuing a criminal complaint if so desired.
5. Initiate an investigation and take appropriate disciplinary action in accordance with the MSU Student Conduct Policy.
6. Institutional Disciplinary Action may be taken regardless of any decision or penalty by civil authorities.
7. Disciplinary proceedings will afford the accuser and the accused equal rights as stated in the Student Conduct Policy, section IV, letter L. Student Rights.
8. Offer the victim the following services if appropriate:

a. Withdrawal from a class/University.
b. Assistance in securing a restraining order.
c. Change in housing, phone, parking assignment.
d. Request increase in security coverage.

9. Promote educational programs and information in the residence halls for the campus community.
10. Request ongoing reviews and updating of campus lighting and security enhancements. (Assistant VP for Facilities Management.)

II. Policy on Sexual Harassment

Minot State University's commitment to equal opportunity includes an assurance to its employees and students that they will not be subjected to sexual harassment; as such conduct is prohibited at the university. Minot State University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education requirement; (2) submission to or rejection of such conduct by an individual is used as the basis for emplyment decisions, educaitonal decisions (grades, etc.) affecting such individual; (3) such conduct has the purpose or effect of substantially interfering with an individual's work or learning performance or creating an intimidating or demeaning, or hostile, offensive working/classroom environment.

This definition is in compliance with Title VII of the Civil Rights Act of 1964.

Employees or students concerned about violations of this policy may request assistance from the university's Human Resource Officer, in the Administration building, the Student Health and Development Center, located in Lura Manor, or an appropriate administrator. In addition, the university's affirmative action plan and equal opportunity grievance procedure shall be available for any person who wishes to file a complaint alleging a violation of this policy.

Approved by Minot State University, March 9, 1981.
Revised on January 21, 1994.

III. Prevention, Awareness, and Victim Services

The Domestic Violence Crisis Center (DVCC) in Minot provides comprehensive services in a four county area, including Ward, Pierce, McHenry, and Renville counties. Their website (www.courage4change.org) has valuable information for victims of abuse (sexual or otherwise), and for those who know someone who is a victim. They also provide prevention and awareness information, as well as holding events throughout the year for the purposes of prevention, awareness, and fundraising to continue their services in the area.

DVCC Contact Information

Office - 701-852-2258
Crisis Line - 701-857-2200 or 800-398-1098
Rape Crisis Line - 701-857-2500

Student Conduct

See the Student Handbook.

Administration and Faculty

North Dakota State Board of Higher Education

The North Dakota State Board of Higher Education is a constitutional body created by a vote of the people of North Dakota in 1938 and is charged with the governance of the North Dakota Higher Education System, of which Minot State University is a part.

Officers of The University

Dr. Steven W. Shirley, President
Dr. Lenore Koczon, Vice President for Academic Affairs
Mr. Marv Semrau, Vice President for Advancement
Mr. Brian Foisy, Vice President for Administration & Finance
Dr. Richard R. Jenkins, Vice President for Student Affairs
Mr. Kevin Harmon, Assistant Vice President, Enrollment Management
Ms. Jonelle Watson, Assistant Vice President, Business Services/Controller

Members of the Board

Don Morton, ‘16, Fargo
Kathleen Neset, ‘17 Tioga
Terry Hjelmstad, ‘15 Minot
Kevin Melicher, ‘18 Fargo
Grant Shaft, ‘15 Grand Forks
Christopher McEwen, ‘15 Fargo, Student Member
Kari Reichert, ’17, Bismarck
Eric Murphy, ‘15 Grand Forks, Faculty Advisor
Janice Hoffarth, ‘15 Grand Forks, Staff Advisor

Minot State University Board of Regents

The Board of Regents is an advisory board which is designed to facilitate the positive growth and development of Minot State University. This select group of influential individuals provides valuable input and guidance by participation in the University's ongoing strategic planning process. The Board of Regents also works with university administrators to accomplish specifically identified projects and activities.

Executive Committee

Leslie Coughlin, Executive Chair
Valerie Bruels, Past Executive Chair
Dan Langemo, Executive Chair Elect
Dr. Steven W. Shirley, MSU President
Brian Foisy, Treasurer
Marv Semrau, Secretary
Randy Burckhard, Member at Large

Minot State University Development Foundation

The MSU Development Foundation is an independent, nonprofit, 501 (c)(3) I.R.C., organization which has been established for the purpose of soliciting, receiving and managing resources for the benefit of Minot State University. The foundation seeks funding from all appropriate external sources to supplement state appropriations, strengthen endowments, enhance scholarship opportunities, and insure the highest level of educational programming for Minot State University. The four standing committees of the foundation are:

1. Investment Advisory Committee
2. Special Gifts Committee
3. Development Strategies Committee
4. Nominating Committee

Executive Committee

Maynard Sandberg ‘55, President
Tom Probst ‘67, Vice President
Dr. Steven W. Shirley, MSU President
Brian Foisy, Treasurer
Marv Semrau, Executive Director

Tom Probst ‘67, Investment Advisory Committee
Robert Sando, Vice President Special Gifts Committee
Karen Krebsbach ‘62, Development Strategies Committee
Doris Slaaten ‘49, Nominating Committee

Minot State University Alumni Association

The MSU Alumni Association is a nonprofit, 501(c)(3) I.R.C. organization whose mission is to “promote positive relationships that encourage alumni, students, community, and friends to be actively and emotionally identified with Minot State University.” The Alumni Association Board of Directors works closely with the MSU Director of Alumni Relations to accomplish this by sponsoring various special programs and events, such as regional gatherings, reunions, the annual MSU GALA Dinner and Auction, Golden Awards Banquet, travel programs, and the publication of the magazine “Connections.” There are no membership dues. Each graduating class is entered in the Alumni database and current addresses are maintained. The Alumni Office is part of the University Advancement team.

Executive Committee

Kelsey Holt ‘97, President
Ryan Hertz ‘00 Past President
Kristi Berg '01/95 President Elect
Jaimie Jundt Brunner '00, Vice President for Promotions
Chelsea Kirkhammer '06, Vice President for Events
Kristi Berg '01/95, Vice President of Outreach

Minot State University Office of University Advancement

The Office of University Advancement has been established on the campus of Minot State University to oversee and coordinate all alumni, development efforts. The Vice President for Advancement serves as the chief advancement officer, reports directly to the President of the University, and supervises the activities of the Director of Alumni Relations and Annual Giving, Donor Relations Officer, Director of Marketing, Major Gifts Officer, and Office of Publications and Design. The advancement office is responsible for creating and maintaining a positive public image for the University, cultivating meaningful relationships with the institution’s various constituencies, and developing external resources from all available sources.

Accreditation

Minot State University is accredited by:

1. The Higher Learning Commission A Commission of the North Central Association of Colleges and Schools
   30 North LaSalle St, Suite 2400
   Chicago, IL 60602-2504
2. National Council for Accreditation of Teacher Education
   2010 Massachusetts Ave. NW, Suite 500
   Washington, DC 20036-1023
3. National Association of Schools of Music
   11250 Roger Bacon Dr, Suite 21
   Reston, VA 20190
4. Council for Education of the Deaf
   Kent State University
   Kent, OH 44242-001
5. Council on Academic Accreditation of the American Speech-Language Hearing Association
   10801 Rockville Pike
   Rockville, MD 20852-3279
6. Council on Social Work Education Baccalaureate level
   1600 Duke St.
   Alexandria, VA 22314-3421
7. National League for Nursing Accrediting Commission
   350 Hudson Street,
   New York, NY 10014; 1-800-669-1656
8. National Association of School Psychologists
   PO Box 791089
   Baltimore, MD 21279-1089
9. International Assembly for Collegiate Business Education
   11403 Strang Line Road
   Lenexa, KS 66215

10. Commission on Accreditation of Athletic Training Education
    2201 Double Creek Drive Suite 5006
    Round Rock, TX 78664

Administrative Staff

Note: Figure in parenthesis represents first year of service at MSU.

Askvig, Brent; Director, North Dakota Center for Persons with Disabilities
B.S., M.S., Minot State University
Ph.D., University of Idaho (1990)

Banister, Stephen; Director, Gordon B. Olson Library
B.A., Nicholls State University
M.L.I.S., Louisiana State University (2010)

Barnett, Caren; Director, Student Health
B.S.N., Southern Illinois University
M.A., Central Michigan University (2001)

Bertsch, Lynda; Director of Student Success Center
B.A., B.S., Minot State University (1983)

Claerbout, Libby; Director of International Programs
B.A., University of Northern Colorado
M.A., American University School of International Service (2006)

Davidson, Conrad; Dean, College of Arts and Sciences; Professor of Communications Arts
B.A., Dickinson State University
M.A., North Dakota State University
Ph.D., University of North Dakota (1986)

Eriksmoen, Lisa; Director of Student Wellness and Development
B.S.S.W., M.A., University of North Dakota (1991)

Foisy, Brian; Vice President for Administration & Finance
B.S., M.A., Southern Utah University; C.P.A. (2010)

Gamas, Warren; Interim Dean, College of Education & Health Sciences; Assoc. Prof. Teacher Ed & HP
B.A., Montana State University
M.ED., Montana State University

Ph.D., Arizona State

Harmon, Kevin; Assistant Vice President for Enrollment Management
B.S., Minot State University
M.S., University of North Dakota (2008)

Hedberg, Rick; Athletic Director
B.S.E., Minot State University
M.E., University of North Dakota (2001)

Heitkamp, Andy; Director, Veterans Center
B.S., Mayville State University (1995)

Huck, Alysia; Director of Public Information
B.S., Valley City State University (2000)

Jenkins, Richard R.; Vice President for Student Affairs and Dean of Students
B.A., M.S., North Dakota State University
Ed.D., Mississippi State University (1983)

Kinzell, Deborah; Associate Registrar
B.A., Minot State University (2007)

Klimpel, Evelyn; Disabled Student Services Counselor

B.S., M.S., Minot State University (1989)

Koczon, Lenore; Vice President of Academic Affairs
B.S., University of Notre Dame
Ph.D., University of Nebraska-Lincoln

Markel, Paul.; Interim Dean, College of Education & Health Sciences; Prof. Psychology
B.A., University of Mary
M.A, Ph.D., University of Colorado

Major, Holly; Director, POWER Center (TRiO)
B.S., Minot State University
M.S., Central Michigan University (2010)

McCall, Devin; Director, Residence Life
B.B.A., M.B.A., University of North Dakota (2012)

Mennem, Annette; Director, Native American Center
A. A., Turtle Mountain Community College
B.S.E., M.S.M., Minot State University (2011)

Mikula, Brigitte; MAFB Program Coordinator and Student Services Officer
B.S.E., University of Moncton (2009)

Loftesnes, Teresa; Director of Marketing
B.S., Minot State University (1979)

Matthews, Wesley; Director of Human Resources
B.S., University of Nebraska
M.H.R., University of Oklahoma (2000)

Mrozik, Jacek; Dean, College of Business; Assistant Professor of Business;
B.S. University of Manchester, United Kingdom
M.S., University of Warsaw
M.B.A., Clemson University
Ph.D., University of Warsaw (2011)

Odahlen, Elizabeth; Director of the Center for Engaged Teaching and Learning
B.S., University of North Dakota
M.S. University of Utah (2009)

Olson, Cari; Director, Institutional Research
B.S., M.S., Minot State University (2001)

Orluck, Gary; Director of Campus Security
B.S., Minot State University (2014)

Perzinski, Leon; Student Center Director
B.A., Minot State University (1990)

Porter, Rebecca; Registrar
B.A, M.S., Minot State University (2005)

Semrau, Marv; Vice President for Advancement
B.S., University of North Dakota (2007)

Shirley, Steven; President
B.S., M.B.A., and Ph.D., University of North Dakota (2014)

Wald, Doreen; Director, Publications and Design Services (1987)

Warmoth, Kris; Dean, Center for Extended Learning
A.A., Palomar College
B.A., M.A., San Diego State University
Ed.D., University of San Diego (1999)

Watson, Jonelle; Assistant Vice President for Business Services/ Controller

B.S., M.S., Minot State University
C.P.A., North Dakota (1992)

Weber, Laurie; Director of Student Financial Aid
B.S., M.S., Minot State University (1997)

Withus, George; Director, Information Technology Center (2000)

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 Offices		
Accounting and Finance Department	Old Main 301	858-3089
Addiction Studies, Psychology and Social Work Department	Memorial Hall 230C	858-3145
Biology Department	Moore Hall 140	858-3161
Business Administration Department	Old Main 315	858-3204
Business Information Technology Department	Old Main 301	858-3308
Communication Disorders	Memorial Hall 116	858-3031
Speech and Hearing Clinic	Memorial Hall 109	858-3030
Criminal Justice Department	Memorial Hall 400	858-3303
Graduate School	Memorial Hall 200	858-3250
Humanities Division	Harnett Hall 148W	858-3170
Math and Computer Science Department	Memorial Hall 108	858-3072
Music Division	Old Main 220	858-3185
Nursing Department Memorial	Hall 302	858-3101
Science Division	Moore 140	858-3161
Social Science Division	Main 202A	858-3130
Special Education Department	Memorial Hall 116	858-3050
Media Center	Memorial Hall 126A	858-3033
Teacher Education and Human Performance Department	Old Main 202A	858-3028
Field Placement/Advisement Office	Old Main 202	858-3838
Admissions	Administration1st Floor	858-3361
Advancement Office	Student Center 302	858-3399
Alumni Office	Student Center 308	858-3234
Art Galleries	Hartnett Hall 234W	858-3264
Athletic Director	Dome 236	858-3041
Beaver Boosters Office	Dome 243	858-4451
Bookstore	Student Center 1st Floor	858-3390
Business Office	Administration 2nd Floor	858-3333
Accounting and Budget		858-3224
Accounts Payable and Travel		858-3320
Accounts Receivable		858-3233
Cashier		858-3333
Controller		858-3368
Grants and Accounting		858-4145
Payroll		858-3225
Student Accounts		858-3328
Center for Engaged Teaching and Learning (CETL)	Main 101	858-4040
Tutoring		858-4039
Center for Extended Learning	Administration 3rd Floor	858-3822
Bismarck Coordinator	Bismarck State College	224-5496
Correspondence	Administration 3rd Floor	858-3990
Instructional Technology	Administration 3rd Floor	858-3280 or 3832
MAFB Coordinator	Administration 3rd Floor	858-3990

Online	Administration 3rd Floor	858-3430
Online Degree Advisor	Administration 3rd Floor	858-4422
Professional and Community Education	Administration 3rd Floor	858-3989
Registration and Fiscal Coordinator	Administration 3rd Floor	858-3983
Central Receiving	Facilities Management	858-3210
Colleges (Deans' Offices)		
Art and Sciences	Hartnett Hall 150W	858-3159
Business	Old Main 304	858-3110
Center for Extended Learning	Administration 3rd Floor	858-3168
Education and Health Sciences	Memorial Hall 336	858-3150
Graduate School	Memorial Hall 200	858-3250
Copies for U.	Pioneer Basement	858-3143
Copy Center	Pioneer Basement	858-3026
Dome	Athletic Facility	858-3041
Dome	Ticket Offices North	858-3287
Dome	Ticket Offices South	858-4484
Enrollment Services	Administration 1st Floor	858-3350
Financial Aid	Administration 2nd Floor	858-3375
Food Services and Catering (Sodexo)	Student Center 2nd Floor	858-4465
Beaver Creek Cafe (Resident Dining)	Student Center 2nd Floor	858-3834
Buckshot's (Snack Bar)	Student Center 1st Floor	858 -3393
		Fax Line 858-4467
Student Meal Plans	Student Center Director	858-3364
Convenience Store	Student Center 2nd Floor	858-3394
Graduate School	Administration 2nd Floor	858-3250
Honors Program	Model Hall 208	858-3574
Human Resources	Administration 2nd Floor	858-4610
Infant Development Program	Memorial Hall 384	858-3054
Information Technology Central (ITC)	Old Main 108	858-4444
Institutional Research Coordinator	Administration 3rd Floor	858-3323
Interactive Video Network (IVN)	Administration 3rd Floor	858-3984
International Center	Student Center 1st Floor	858-3367
International Programs Office	Student Center 1st Floor	858-4155
Study Abroad	Student Center 1st Floor	858-4155
International Students	Student Center 1st fFoor	858-3348
Library		
Gordon B. Olson		858-3200
Acquisitions		858-3306
Cataloging		858-3859
Director		858-3858
Front Desk		858-3201
Hours		858-3029
Interlibrary Loan		858-3201
Periodicals		858-4285
Reference		858-3296
MAFB Education	MAFB Education Center	727-9044
Minot Symphony Orchestra	Old Main 215	858-4228
MSU–Bottineau Coordinator	Administration 1st Floor	858-4339
Multicultural Center	Student Center 1st Floor	858-3418
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

Parking Office	Facilities Management	858-3318
Payroll	Administration 2nd Floor	858-3225
Photo ID	Student Center Director	858-3364
Facilities Management	Facilities Management	858-3210
Post Office	Student Center 1st Floor	858-3010
President’s Office	Administration 2nd Floor	858-3300
Press Boxes	Dome	858-3813
Parker Football Stadium		858-3219
Publications and Design Services	Pioneer Basement	858-3272
Public Information	Administration 2nd Floor	858-3298
Registrar’s Office	Administration 1st Floor	858-3345
Graduation		858-3345
Registrar		858-3126
Registration and Information		858-3339
Returning Students		858-3152
Transcript Requests		858-3340
Transfer Students		858-3347
Residence Halls		
Cook Hall		858-3701
Crane Hall		858-4501
Dakota Hall		858-3501
Lura Manor		858-3901
McCulloch Hall		858-3601
Rural Crime and Justice Center	Memorial Hall 402	858-3440
Sports Information Director	Dome 233	858-3261
Student Activities Coordinator	Student Center 2nd Floor	858-3987
Student Government Association	Student Center 2nd Floor	
President, Vice President, Secretary		858-3091
Public Relations, Intramurals		858-3090
Entertainment		858-3412
Student Affairs Office	Administration 1st Floor	858-3299
Student Center Director	Student Center 2nd Floor	858-3364
Student Meal Plans		858-3364
Photo ID		858-3364
Meeting Room Reservations and Schedule		858-3364
Swimming Pool Schedule		858-3364
Student Development Center	Lura Manor Lower Level	858-3371
Counseling		858-3371
Testing (paper-based)		858-4233
Student Health Center	Lura Manor Lower Level	858-3371
Student Wellness Center	Student Wellness Center	858-1021
Residence Life/Housing	Dakota Hall 1st Floor	858-3363
Student Meal Plans	Student Center Director	858-3364
Student Newspaper (Red & Green)	Student Center 304	858-3354
Student Radio/TV(KMSU)	Hartnett Hall 124E	
Business Line		858-3829
Request Line		858-3573
Student Success Center	Student Center 2nd Floor	858-3362
Career Counselor	Student Center 2nd Floor	858-3996
Theater Ticket Office	Hartnett Hall	858-3173
Summer Theatre Tickets	Amphitheater	858-3228
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 3rd Floor	858-4483
VP for Student Affairs	Administration 1st Floor	858-3299
Western Plains Opera Company	Old Main 215	858-3185
Writing Center	Library Lower Level	858-3060

Faculty

Tenure Track Faculty

Note: Figure in parenthesis represents first year of service at MSU.

Anderson, Erik; Professor of Music;
B.M., M.M, University of Idaho;
D.M.A., University of Cincinnati. (2003)

Andreasen, Bethany; Professor of History;
B.A., University of Wisconsin-Eau Claire;
M.A., Ph.D., Cornell University. (1991)

Askvig, Brent; Executive Director of NDCPD; Professor of Special Education;
B.S., M.S., Minot State University;
Ph.D., University of Idaho. (1984)

Benavides, Heidi; Instructor of Nursing;
A.S., Trident Technical College;
M.S., Medical University of South Carolina. (2011)

Berg, Kristi-Ann; Associate Professor of Business Information Technology;
B.S.E., M.S.M., Minot State University;
Ph.D., Capella University. (2001)

Bertsch, Andrew; Professor of Management;
B.S., M.S., Minot State University;
Ph.D. Henley Business School, United Kingdom. (2002)

Beste-Guldborg, Ann; Assistant Professor of Communication Disorders;
B.S., M.A., Ph.D., University of Minnesota-Duluth. (2011)

Bloom, Micah; Assistant Professor of Art;
B.S., Southwest Minnesota State University,
M.A., M.F.A., University of Iowa. (2011)

Bobylev, Mikhail; Professor of Chemistry;
M.S., Moscow State University;
Ph.D., Institute of Plant Protection Chemicals. (2002)

Borden-King, Lisa; Associate Professor of Education;
B.A., M.S, University of North Dakota;
Ph.D., Indiana University. (1997)

Borisinkoff, Evan; Assistant Professor of Special Education;
B.S. M.S., Minot State University;
Ph.D., University of New Mexico. (2014)

Bowen, Ashley; Assistant Professor of English;
B.A., University of Arkansas;
M.A., University of Louisiana;
M.F.A., University of Arkansas;
Ph.D., University of North Texas. (2014)

Bowles, DeVera; Professor of Music;

B.A., Pfeiffer College;
M.M., East Carolina University;
Ph.D., Texas Tech University. (1994)

Bowles, Kenneth; Chairperson for Department of Music, Professor of Music;
B.M.E., Texas Christian University;
M.M.E., D.M.A., University of Oklahoma. (1993)

Burke, Donald M.; Professor of Psychology;
B.A., Gonzaga University;
M.A., California State University at Los Angeles;
Ph.D., Washington State University. (1980)

Cabarle, Carla; Assistant Professor of Accounting;
M.S. Colorado State University;
C.P.A., North Dakota. (2004)

Cebulak, Wojciech; Professor of Criminal Justice;
Master's in Law, Copernicus University-Poland;
Ph.D., Rutgers, The State University of New Jersey. (1999)

Chu, Larry; Professor of Mathematics;
B.S., Fu Jeng Catholic University, Taiwan;
M.A., Emporia State University;
Ph.D., Kent State University. (1985)

Cole-Harding, Shirley; Professor of Psychology;
B.A., University of Colorado-Denver;
M.A., University of Northern Colorado;
M.A., Ph.D., University of Colorado-Boulder. (1992)

Crackel, Robert; Associate Professor of Chemistry;
B.S., South Dakota State University;
Ph.D., Iowa State University. (1986)

Cresap, Linda, Associate Professor Business Info Tech;
B.A., University of Montana
M.S., Ph.D., University of North Dakota. (1994)
Collette, Joseph; Assistant Professor Geology;
B.S., University of Massachusetts;
M.S., University of Massachusetts, Amherst;
Ph.D., University of California; (2014)

Curl-Langager, Rita; Professor of Psychology;
B.A., Illinois Wesleyan University;
M.S., University of Illinois;
Ph.D., University of Kansas. (1991)

Davidson, Conrad; Dean, College of Art and Sciences; Professor of Communications Arts;
B.A., Dickinson State University;
M.A., North Dakota State University;
Ph.D., University of North Dakota. (1986)

Deufel, Alexandra; Professor of Biology;
B.S., University of Calgary;
Ph.D., Lehigh University. (2002)

Dimler, Laurel; Assistant Professor of Nursing;
B.S., Minot State University;
M.S., University of North Dakota. (2008)

Dobrinski, Darren; Associate Professor of Psychology;
B.A., Concordia College-Moorhead;
M.A., Ph.D., University of South Dakota. (2006)

Donovan, Andrea; Associate Professor of Humanities;

B.S., M.A., Ph.D., Western Michigan University; (2007)

Eckmann, Terry; Professor of Physical Education;
B.S., B.S.E., M.S., Minot State University;
M.S., University of Montana;
Ed. D., University of North Dakota. (1999)

Engler, Joseph, Assistant Professor Psychology;
B.A., Minot State University
Ph.D., University of South Dakota. (2014)

Eklund, Julianne; Associate Professor of Business Information Technology;
B.S., Minot State University;
M.S., University of North Dakota. (1984)

Fedje, Patricia A.; Chairperson, Division of Accounting and Finance, Assistant Professor of Accounting;
B.S., Minot State University,
M.Acct., University of North Dakota;
C.P.A., North Dakota. (1982)

Fischer, Ronald; Associate Professor of English;
A.A., Montana College of Science & Technology;
B.S.E., Western Montana College;
M.F.A., University of Montana;
D.A., Idaho State University. (2000)

Frantsvog, Dean; Associate Professor of Accounting;
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12. Questions concerning grade appeals, students' rights, etc., should be directed to the Registrar's Office (858-3340).
13. Communications concerning gifts and bequests to the University should be directed to the Vice President for Advancement (858-3399).

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