

A photograph of a university campus scene, likely a quad or lawn, with many people walking and talking. In the foreground, there is a wooden picnic table. The background shows several large trees and a multi-story building. The entire image has a warm, orange-tinted color palette. The text 'University of JAMESTOWN' is overlaid in the top right corner.

University of  
**JAMESTOWN**

# Catalog

**2018-2019**





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## **Campus Offices for Quick Reference**

Correspondence should be addressed to the appropriate office, followed by:

University of Jamestown  
Jamestown, ND 58405

The telephone number for offices at University of Jamestown is (701) 252-3467, followed by the appropriate extension number listed below.

0	<i>University Switchboard</i> Campus directory assistance.
5562	<i>Admissions Office</i> 1-800-336-2554 (U.S. and Canada) Admission information, publications, and application forms
5476	<i>Bookstore (Jimmie Connection)</i>
5561	<i>Business Office</i> Status of student accounts
5520	<i>Career Services</i> Career planning, placement, and testing
5475	<i>Chaplain</i>
5556	<i>Financial Aid Office</i>
5576	<i>Institutional Advancement/Alumni Office</i>
5551	<i>President</i>
5614	<i>Provost (Dean)</i>
5415	<i>Public Relations/Marketing</i>
5530	<i>Raugust Library</i>
5554	<i>Registrar</i> Credit evaluation, graduation requirements, class schedules, grades, and transcript requests. Schedule problems, peer tutoring, learning disabilities, and advisor changes.
5453	<i>Residence Life Office</i>
5442	<i>Student Affairs</i>

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# Nondiscrimination Policy

## Nondiscrimination

The University of Jamestown is committed to fostering an atmosphere that is respectful and cooperative, and which promotes equal opportunity. University of Jamestown prohibits unlawful discrimination and/or harassment in the University environment, in its employment, and in all of its programs, including all academic, extra-curricular, and University-sponsored activities whether off or on campus. University of Jamestown is committed to ensuring an environment free from all discrimination and/or harassment based on race, color, national origin, gender, disability, sexual orientation, or other status with respect to which discrimination would be unlawful. Prohibited behaviors include disrespectful and offensive behavior, unwelcome remarks and/or physical conduct that denigrates or shows hostility or aversion toward an individual's race, color, national origin, gender, disability, sexual orientation, or other status with respect to which discrimination would be unlawful. All students, faculty, administrators, and staff are encouraged to work together to prevent acts of unlawful discrimination and/or harassment of any kind. University staff who observe acts of discrimination and/or harassment should intervene to stop discrimination and/or harassment, unless circumstances would make such intervention dangerous. Any student, faculty, administrator, or staff who believes he or she has been subjected to or witnessed discrimination, harassment, or a hostile environment shall promptly report such conduct to the Affirmative Action Officer in Human Resources (Liechty Center/Taber Hall 216) or the alternate designee, the Dean of Students (Nafus Center), so that the University can timely, fairly, and

appropriately investigate, document, and respond to any such reports. Any student, faculty, administrator, or staff found to have engaged in acts of unlawful discrimination or harassment or other acts that create a hostile environment at University of Jamestown, will be promptly disciplined. Such discipline may include, if circumstances warrant, discipline up to and including suspension, expulsion, and termination. Retaliation against any person who complains of discrimination or harassment, or who participates in the investigation of a complaint of discrimination or harassment, is prohibited. Individuals who are found to have engaged in retaliation will be subject to discipline up to and including termination of employment, suspension, or expulsion.

## Guidelines for Student Requests for Reasonable Accommodation on the Basis of a Learning Disability

1. Students are responsible for identifying themselves to the Associate Dean for Student Success as having a learning disability requiring reasonable accommodation. Even when parents are involved in requesting services, it is primarily the student's responsibility to initiate the request.
2. A newly accepted or currently enrolled student whose learning disability requires reasonable accommodation may make a request for accommodation at any time. Because the arrangements for some accommodations take a significant amount of time, the student should make a request as early as possible.

3. To be considered as a student with a learning disability under the law, the individual is responsible for providing relevant written documentation that substantiates his or her claim.

### **Reservation of the Right to Modify**

The programmatic and financial information herein are to be considered directive in character and not as an irrevocable contract between the student and the University. The University reserves the right to make changes that seem necessary or desirable, including course cancellations.

*Catalog information is subject to change without notice.*

University of Jamestown, founded in 1883, is a non-sectarian, independent four-year college known for integrating the liberal arts and the professions in a Christian environment.



## **2018-2019 Academic Calendar**

### **Semester I**

Tuesday	August 21	New Faculty Orientation
Wednesday-Friday	August 22-24	Faculty Workshops
Thursday-Sunday	August 24-26	New Student Orientation
Monday	August 27	Classes Begin
Monday	September 3	Labor Day—No Classes
Friday	October 19	End of Midterm, first 8-weeks
Monday	October 22	Fall Break—No Classes
Tuesday	October 23	Classes Resume
Saturday-Sunday	November 17-25	Thanksgiving Break
Friday	December 14	Last Day of Classes
Monday-Thursday	December 17-20	Finals
Thursday	December 20	Semester I Ends

### **Semester II**

Monday	January 7	Semester II Begins
Friday	March 1	End of Midterm, first 8-weeks
Saturday-Sunday	March 2-10	Spring Break
Monday	March 11	Classes Resume
Tuesday	April 16	Assessment Day
Friday	April 19	Good Friday—No Classes
Monday	April 22	Easter Monday—No Classes
Friday	April 26	Last Day of Classes
Monday-Thursday	April 29-May 2	Finals
Thursday	May 2	Semester II Ends
Saturday	May 4	Baccalaureate and Commencement

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# General Information

## History and Heritage

In 1861 Dakota Territory was created by the Congress of the United States to include the present states of North Dakota, South Dakota, Montana, and the northern half of Wyoming. Homesteading began in 1868, and Texas cowmen moved longhorn cattle to great open-range spreads in that portion of the territory known as “Little Missouri Country.” By 1872 the Northern Pacific Railway had reached Jamestown.

In the part of the territory that is now western North Dakota, a French nobleman, the Marquis de Mores, ranched and built a meat packing plant; another Frenchman, Pierre Wibaux, started a ranching operation that was to become the largest in the United States; and a young man from New York, Theodore “Old Four Eyes” Roosevelt, began a career that was to take him to the White House.

Amid this excitement and growth, dedicated Presbyterian settlers met to discuss the founding of a college. The first liberal arts college in the area, University of Jamestown was incorporated in 1883 and chartered in 1884 under sponsorship of the Presbyterian Church, which recognized its responsibility to “promote the progress of our divine religion and to maintain and improve Christian citizenship, believing that these objects cannot be attained without the proper education of our youth under Christian influences.”

The first classes at University of Jamestown began in September of 1886, three years before North Dakota became a state. By the end of the University’s second year, eighty-two students were pursuing degrees under the tutelage of five professors.

Physical facilities were meager and circumstances difficult on the open prairie. The college hill had only one building and a barn for horses. Wood stoves furnished heat and oil lamps provided light.

The extremely cold winter of 1886 contributed to the onset of economic problems. After closing during the financial panic of 1893, the University was reopened in 1909 by the North Dakota Synod under the leadership of President Barend H. Kroeze. Dr. Kroeze was to set in motion forces that would allow the University to grow and prosper as it “encouraged the development of an educated Christian citizenship” and sought “to offer a liberal culture combined with moral training.”

The current 110 acres of wooded land the campus now occupies bears little resemblance to the bleak site upon which the founders stood and pondered the future of their own lives and that of a fledgling college. Today, University of Jamestown overlooks a progressive city of sixteen thousand people which offers a variety of recreational facilities and warm hospitality. Modern facilities now grace “College Hill,” including the architectural prize-winning Raugust Library, which houses more than 150,000 items; Larson Lifetime Sports Center; Seibold and Prentice residence halls; Lyngstad Center, a modern classroom facility; the Reiland Fine Arts Center, with its exceptional concert/performance hall; the state-of-the-art Unruh and Sheldon Center for Business and Computer Science; the Ed and Elaine Nafus Student Center; the Foss Fitness Center; the remodeled Liechty Center-Taber Hall; and the new 21,350 square foot McKenna Thielsch Center. The College has also recently completed a 13,350 square foot building in Fargo to house the Doctor of Physical Therapy Program.

Only the University’s objectives have remained unchanged. These are reaffirmed in our goal of academic excellence in a Christian environment and in our determination to equip our students to face new problems and challenges in a changing world. Those

objectives are realized not only through a quality faculty and curriculum but also through outstanding facilities and co-curricular programs, such as athletics, choir, and drama.

We believe a Christian environment is crucial to the educational process. It provides discipline to the development and freedom of the mind and imparts a spiritual dimension of hope and grace. University of Jamestown and the Presbyterian Church in the United States of America (PCUSA) have an historical relationship, and they maintain their relationship by a covenant agreement to support one another in their respective missions.

Our size and location in a small North Dakota community facilitates our mission to provide students with meaningful individual guidance and support by competent and concerned faculty. That is the essence of the quality liberal arts education.

### **The Mission of the University**

Throughout its more than one hundred-year history, University of Jamestown has consistently stood for academic excellence and Christian principles in all that it does. Catalogs published by the University from the very earliest years declare the commitment of this institution to the highest and best.

The mission statement and current values of the University are included below:

#### **Mission Statement**

We are a community dedicated to the development of wholeness in our students. We adhere to a curriculum of academic excellence which balances the ideals of the liberal arts tradition and sound professional preparation. Our Christian tradition encourages an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

### **Foundational Values**

As an institution of higher education in the Presbyterian tradition, we celebrate God through the use of our minds and the exercise of reason, believing that God is the source of all truth. “You shall love the Lord our God with all your heart, and with all your soul, and with all your mind” (Matthew 22:37).

Our Christian and Reformed tradition embraces the liberal arts and the ongoing search for knowledge and truth as a way of liberating the human spirit and of understanding the world we share with others. University of Jamestown promotes education as a means to improve lives, search for vocation, and create lifelong seekers of truth and wisdom. We value the life of the mind and the life of the spirit and therefore hold that faith and reason reinforce each other and that through mind, heart, and hands one can honor God and serve humanity.

Historically, this strong belief that learning and the search for truth are closely connected to faith formed the basis for the Presbyterian Church’s early and significant commitment to higher education. As a result, prior to the Civil War, one-fourth of the colleges in the United States were Presbyterian. In 1883, when the Presbyterian Church extended its mission into the Dakota Territory’s frontier, University of Jamestown was founded in a newly incorporated city ninety miles west of Fargo.

University of Jamestown is a fully independent, self-governing institution that shares an historic relationship with the Presbyterian Church (USA). We are proudly non-sectarian and welcome students of all faiths and beliefs. Our Latin motto, “Lux et Veritas,” proclaims to all that the pursuit of truth lights our journey today as it has since 1883.

## **Accreditation, Approvals, Memberships, and Affiliations**

University of Jamestown is accredited by The Higher Learning Commission. You can obtain or review accreditation documents by contacting the Higher Learning Commission at the address provided below.

**The Higher Learning Commission**  
230 South LaSalle Street, Suite 7-500  
Chicago, Illinois 60604-1411  
Phone: 800.621.7440 / 312.263.0456  
Fax: 312.263.7462  
info@hlcommission.org  
<http://www.hlcommission.org/>

University of Jamestown has been continuously accredited since 1920. Its teacher education program is approved by the Education Standards & Practices Board of North Dakota; and its nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and by the State Board of Nursing Education and Nursing Licensure. The programs of the Business Department and the Roland E. Meidinger Center for Business are accredited by the International Assembly for Collegiate Business Education (IACBE.)

The Physical Therapy Program at University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The University also holds memberships in the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges, and the National Association of Intercollegiate Athletics. The University also has a number of affiliation and consortium agreements with medical facilities that provide clinical experience for its students.

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# Admission, Costs, and Financial Aid

## Admission

The University of Jamestown extends admission consideration to academically qualified students of good character and seriousness of purpose based on the following criteria: 1) high school and college academic records, 2) ACT or SAT scores, and 3) personal factors such as extra-curricular involvement, character, and leadership.

A full range of opportunities at the University of Jamestown is available to all students who meet admission requirements without regard to race, color, age, religion, gender, national origin, disabilities, sexual orientation, or veteran status, in accordance with the law.

The University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the University's functions.

## Application Information

Each applicant must submit the following:

- A completed online application form (no application fee).
- Official transcripts of all high school and previous college credits.
- Official scores of the American College Testing (ACT) Program or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.

All applicants should have satisfactorily completed a minimum of the following high school courses: four years of English and three years each of science, social studies, and mathematics.

## Engineering, Math and Chemistry Applicants

In addition to the above, all prospective engineering, mathematics, and chemistry majors should, at a minimum, have completed two years of algebra, one year of geometry, and one year of trigonometry or pre-calculus. Engineering applicants should have completed one year each of chemistry and physics.

The application form is available on the University web site, [www.uj.edu](http://www.uj.edu). A campus visit is highly recommended and may be arranged by contacting the Admission Office.

## Requirements for and Notification of Acceptance

Each application for admission is considered on an individual basis.

Each accepted student is required to pay an enrollment fee. All students pay a \$250 enrollment fee (non-refundable after May 1).

## Categories of Admission Status

### Good Standing

Students whose records indicate good accomplishment and potential are admitted in good standing.

### Special Admission

This classification includes the student carrying fewer than twelve semester credits who is not a candidate for a degree, the occasional student who has completed a baccalaureate degree, and the student whose program is limited to auditing courses.

### Former University of Jamestown Students

The files of all former University of Jamestown students requesting readmittance to the University will be reviewed by the Director of Transfer Admissions. Following

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## *Admission, Costs, and Financial Aid*

review, the student will be notified of one of the following:

1. Admitted in good standing
2. Admitted conditionally
3. Denied admission

### **Transfer Students**

Students transferring from other colleges or universities must follow the same procedure as detailed under the previous heading “Application Information.” In addition, a completed University of Jamestown transfer recommendation form from the previous institution is required.

All courses accepted at the University of Jamestown for transfer credit toward the bachelor’s degree will be entered on the University of Jamestown record and included in the computation of required averages for applicable scholarships or graduation honors.

The University of Jamestown will accept any course for credit that corresponds to programs of study offered at the University from institutions which meet the criteria listed below. Whether a course corresponds to a program of study at University of Jamestown will be determined by the registrar in conversation with the relevant department chair.

1. The institution must be accredited by a Council for Higher Education Accreditation approved regional accrediting association of schools and colleges.
2. The institution must offer an Associate of Arts, Associate of Science, Bachelor of Arts or Bachelor of Science degree. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees. Other courses will be evaluated according to our policies for courses from non-accredited institutions.

Only courses in which the student has earned a C- or better are eligible for transfer credit.

Courses graded only on a pass/fail basis will be transferred only if the student can provide documented evidence that he/she performed at a C- or better level in the course. Internships, credit for experiential learning, and advanced standing credit courses with a grade of Pass will be accepted for credit provided the courses meet all other transfer policies.

The University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements. Lower level undergraduate credits transferred from another college or university are generally classified as freshman and sophomore credits. A maximum of sixty-four semester credits of lower level credits will be accepted toward the baccalaureate degree. Exceptions may be granted by petition to the Provost.

The University of Jamestown accepts credit from foreign institutions. The official academic transcript is required to be translated into English and reviewed by a third party transcript-evaluating firm. The fee for the service will be paid by the students.

The University of Jamestown will accept credit from a non-accredited institution on a course by course basis. Each course a student wants to transfer to the University from a non-accredited institution will be evaluated by the department chair of the corresponding department. The student will be required to provide a course description along with a course syllabus and other course materials as requested. If the department chair determines the course meets the University of Jamestown standards, and the student received a C- or better in the course, we will accept the course for transfer credit.

A student who has been suspended from the University in which he or she was most recently registered must be out of school for

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## *Admission, Costs, and Financial Aid*

at least one semester before being admitted on academic probation. In admitting transfer students, the University of Jamestown will apply any academic sanction applied to the student at the time of his or her transfer unless those standards are in conflict with the University's requirements.

### **Veterans**

Veterans who have earned college credit in one of the programs of the United States Armed Forces Institute should request a transcript to be sent to the registrar. Such credit may be accepted by the University of Jamestown in accordance with the University's general policy governing correspondence study.

One semester credit of physical education activity is granted for each six-month period of military service up to a maximum of four semester credits with the stipulation that such credit may not be used to satisfy requirements for a major or a minor in physical education.

### **International Student Policies**

The University of Jamestown welcomes the cultural diversity international students bring to our liberal arts community. The majority of our students are from rural communities in the American Midwest, and University of Jamestown believes that introducing students to other cultures is a valuable part of a liberal arts education. Students enroll from a number of foreign countries including Australia, Brazil, Canada, China, Columbia, France, Germany, Iraq, Ireland, Malaysia, Mexico, South Korea, Spain, United Kingdom, and Vietnam.

### **The International Student Admission Requirements**

To begin your Journey to Success at the University of Jamestown – just follow these easy steps:

1. Apply – The International Student Application is available on-line only

(no application fee). To be certain that ample time is provided for processing international student applications, your application and credentials must be completed 60 days prior to the beginning of a term.

2. Submit official transcripts from all secondary schools and universities you have attended, (including all English speaking countries). International students are required to submit their academic transcripts to InCRED Transcript Evaluation Services for evaluation. Information and procedures can be found at [incredevals.org](http://incredevals.org).
3. Test Requirements – International students must provide a score from the TOEFL (code is 6318). A minimum TOEFL score of 525 on the paper test, 197 on the computerized version or 70 on the Internet-based TOEFL (iBT). The TOEFL may be substituted by the IELTS exam with a minimum score of 6.0 overall and a 5.5 minimum on any one test section. ACT or SAT scores are optional. (Note: if you are from an English-speaking country, the TOEFL requirement may be waived.)
4. Provide documentation of sufficient financial resources – The United States Department of Homeland Security regulations require international students to demonstrate the ability to finance their education prior to the release of their DHS Form I-20. Printable Declaration Of Finances. The University will also accept a dated bank statement with an official signature. The University of Jamestown will accept a dated bank statement with official signature and/or the DOF.
5. Health Insurance – Prior to arrival to the University of Jamestown's campus you must provide proof of health insurance that will cover you here in the United States in case of a health emergency.

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## 2018-2019 Annual Costs

Tuition and costs for new students during the 2018-2019 academic year are as follows:

### Basic

Tuition	\$21,196
Fees	\$780
Room	\$3,570*
Board	\$4,000, \$4,160 or \$4,316*
Total	\$29,546

\*(Watson Honors Dorm, \$4,120)

Tuition (and other costs) are subject to revision by the University on an annual basis.

The charge for tuition includes payments for laboratory facilities and placement service. Basic tuition does not cover items listed in Other Special Fees below.

Full-time students are admitted to all University athletic, cultural, and social events free of charge. Also, students will have free access to the Larson Sports Center and Foss Wellness Center.

### Board

Students may choose between three Meal Plans:

Block 150 – 150 Meals plus \$225 Jimmie Bucks\* per Semester

Block 225 – 225 Meals plus \$125 Jimmie Bucks\* per Semester

Unlimited – Unlimited Meals plus \$50 Jimmie Bucks\* per Semester

These options must be chosen at the time room contracts are signed. Changes may be made within the first two weeks of the semester and at semester break.

\*Jimmie Bucks are flexible dollars available for use at the Java Hut, the C-Store and the Knight Hall Dining Center. Additional Jimmie Bucks may be purchased throughout the semester as needed by contacting Sodexo directly.

### Room

A private room (if available) costs an additional \$800 per semester.

Seibold singles cost an additional \$700 per semester. Watson singles are \$700 single rate minus \$275. Watson special rate is \$425 per semester.

### Summer Session

Summer courses are offered on a contract basis with individual professors. Tuition for the 2018 Summer Session is \$393 per semester credit.

### Books and other Estimated Costs

Costs for books will vary depending on the curriculum pursued, but may be estimated at an average of \$1,300 per academic year. Personal costs for clothing, transportation, and incidentals will vary.



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## *Admission, Costs, and Financial Aid*

### **Dates for Payment of Charges**

Payment of all student bills is due on the first day of classes each semester. Those not paid in full on that date (with the exception of the work program portion and the Tuition Management Systems (TMS) monthly payment plan arrangement) will be charged interest at a rate of 1.5 percent per month.

If a student's account has not been cleared, the student may be put on a waiting list for classes and the residence halls until the bill is paid or payment arrangements have been made.

If a student has not satisfactorily met financial obligations to the University, the student may be suspended from participation in the campus food service program. Extra-curricular eligibility could also be affected by failure to comply promptly with Business Office procedures. Students who have not paid their account in full, or made special arrangements to do so, may be ineligible to take their final exams.

One half of financial aid awarded to the student will generally be applied to each semester. The student will not be allowed to register for the next semester and credits will not be issued until the account is paid in full. The University reserves the right to withhold statements of honorable dismissal, credits, transcripts, and diplomas until all financial obligations have been met with the Business and Financial Aid Offices.

### **Other Special Fees**

Part-time students (fewer than 12 semester credits) per semester credit .....	\$435
Customized Degree per semester credit (up to 6 credits) .....	\$310
Dual Credit for High School Students per semester credit (up to 6 credits) .....	\$220
Overload charges (more than 20 semester credits) per semester credit .....	\$435
Auditing (excludes full-time students) per semester credit .....	\$100
Clinical fee for second semester sophomore, junior and senior nursing students per 6 credit course .....	\$250
Nursing KAPLAN fee for junior and senior nursing students per semester .....	\$125
Student teaching fee per semester .....	\$350

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## Admission, Costs, and Financial Aid

Applied Music Lessons fee per semester credit .....	\$200
ISEP fee per semester .....	\$100
Athletic Insurance Fee per semester .....	\$85

### Miscellaneous Fees and Deposits

Enrollment Fee (one-time charge) .....	\$250
Change of Course (first 10 days free) .....	\$5
Graduation Fee .....	\$100
Senior Project Gift .....	\$25
Transcript	
First copy .....	No charge
Second copy .....	\$5
Active Placement File sent out .....	\$3
Inactive Placement File sent out .....	\$4
Challenge Examination (per semester credit) .....	\$50

## Financial Aid

Through an extensive program of scholarships, grants, work programs, and loans funded by federal, state, and institutional sources, the University of Jamestown is determined to ensure that no qualified student will be denied an education due to lack of adequate financial resources.

The majority of our full-time students participate in one or more of the financial aid programs available through the University. The admission and financial aid staff will work to prepare an individual package to fit the needs of each student. The Office of Financial Aid awards aid based on demonstrated need while most merit and talent based awards are determined by other departments such as admission, athletics, and fine arts.

### Application Procedure

All students must complete the Free Application for Federal Student Aid (FAFSA)

every year to be considered for need based aid. The FAFSA can be completed online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov) once the student and parent (if student is dependent) have FSA IDs ([www.fsaid.ed.gov](http://www.fsaid.ed.gov)). The Office of Financial Aid may require the FAFSA to be completed in other instances as well.

### Scholarships and Grants

To qualify for the following scholarships or grants the student must be enrolled full-time. Institutional scholarships and grants are renewable for four years unless otherwise stated.

### Academic Tuition Scholarships

The University of Jamestown awards academic tuition scholarships to incoming freshmen and transfer students to recognize scholastic achievement. Academic scholarships range from \$6,000 to full tuition.

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## *Admission, Costs, and Financial Aid*

### **Scholarships**

- Presidential
- Deans
- Honors
- Trustee
- Knight Award

### **Wilson Tuition Scholarship**

Wilson and Distinguished Scholarships are the most prestigious awards given by the University of Jamestown to incoming freshmen. The Wilson Scholarship is established in memory of the late Dr. and Mrs. John L. Wilson. Six students are selected each year in recognition of their academic and leadership achievements. Two students receive full tuition awards, four students receive \$14,000 per year awards, and Honors Scholarship Day participants who are not recipients of a Wilson Scholarship receive \$1,000 per year Distinguished Scholarships. These scholarships are renewable for up to four years.

### **Melvin R. Arnold Science and Mathematics Tuition Scholarship**

The Melvin R. Arnold Science & Mathematics Tuition Scholarship program was established in memory of Melvin R. Arnold to assist students majoring or minoring in chemistry.

The Melvin R. Arnold Science & Mathematics Tuition Scholarship is valued at \$1,500 in the first year, \$2,000 in the sophomore year, \$2,500 in the junior year, and \$3,000 in the senior year (this scholarship is in addition to one other academic scholarship with the total award not to exceed full tuition).

Mel Arnold Scholars must plan to major in chemistry, biochemistry, or minor in chemistry with a major in biology, math or clinical laboratory science. For further high school academic credential requirements see the admission office.

Scholarship renewability will be reviewed by the Melvin R. Arnold Scholarship Committee following the end of each semester. Mel Arnold Scholars must make “satisfactory progress” toward a chemistry degree or an appropriate major in combination with a chemistry minor.

### **Fine Arts Scholarship**

Fine Arts scholarships are awarded to incoming students and renewed at the discretion of the fine arts department. Auditions or portfolios may be required and continued eligibility is based on participation in the activity or program.

### **Athletic Scholarship**

Athletic scholarships are available for men and women participating in intercollegiate sports. University of Jamestown does not stack athletic awards on top of our traditional scholarships. Student athletes who receive a scholarship package from an athletic program are not eligible for additional academic scholarships.

### **Legacy Tuition Award**

The Legacy Tuition Award is designed to honor families who have supported the University of Jamestown with enrolling and graduating two or more family members (parent, grandparent, brother or sister). This award is valued at \$1,000 annually with a total value of \$4,000 over four years.

### **Federal Grants**

#### **Pell Grant**

The Pell Grant is designed to provide financial assistance to meet educational costs on the basis of need as determined by the FAFSA. For the 2018-2019 academic year, grants range from \$611 to \$6,096 per year. The Department of Education updates the Pell Grant chart on an annual basis.

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## *Admission, Costs, and Financial Aid*

### **Federal Supplemental Educational Opportunity Grant (SEOG)**

The Federal Supplemental Educational Opportunity Grant is awarded to students with exceptional need as determined by the FAFSA. Grants vary in amount from year to year.

### **North Dakota State Scholarships and Grants**

Additional information for each of the following programs that are administered by the North Dakota University System can be found at [www.ndus.edu/students/paying-for-college/grants-scholarships/](http://www.ndus.edu/students/paying-for-college/grants-scholarships/)

### **North Dakota Scholars**

The North Dakota Scholars program, a merit-based scholarship, provides scholarships to freshmen based on ACT scores. The scholarship at private institutions equals the average tuition at a North Dakota University System research university. The North Dakota Scholars Scholarship is renewable for up to three years provided the recipient maintains a cumulative 3.50 grade point average.

### **North Dakota State Grant**

The North Dakota State Student Incentive Grant Program provides grants to North Dakota residents pursuing their undergraduate degree and who are attending a postsecondary institution in North Dakota. For full-time enrollment status, the grant for 2018-2019 is \$1,950 per year.

### **North Dakota State Indian Grant**

The North Dakota Indian Scholarship program assists American Indian students in obtaining a college education by providing scholarships. This scholarship is based on scholastic ability and unmet financial need.

### **North Dakota Academic Scholarship and North Dakota Career and Technical Education Scholarship**

Two academic scholarship opportunities are available for high school seniors. These scholarships were authorized to encourage and reward high school students for taking more challenging course work in preparation for college. The amount of each scholarship is \$750 per semester based on full-time enrollment in an accredited North Dakota higher education institution. The scholarships are renewable provided the student maintains a minimum 2.75 grade point average and progress toward degree completion. The student may be eligible for up to \$6,000 within six academic school years. The application must be submitted to NDUS.

## **Student Work Programs**

### **Federal Work Study**

Federal Work Study is a need based work program that offers part-time employment to students and is subsidized by the federal government. Work awards may be limited by funds available as well as by individual student need in combination with other financial aid awarded.

### **University of Jamestown Work Program**

A limited number of part-time positions are available to students who do not qualify for the Federal Work Study program.

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## Admission, Costs, and Financial Aid

### Loan Programs

Loans allow students and parents to borrow money to meet educational costs at relatively low interest rates. In most cases, repayment is delayed until graduation or an enrollment status of less than six credits. Additional information regarding all loans below is available in the Financial Aid Office and on the college website.

### Federal Direct Loans

Federal Direct Loans are available to all students who have completed the FAFSA and are otherwise eligible. Direct Loans are characterized as subsidized or unsubsidized based on the FAFSA in combination with other financial aid awarded to the student. The federal government pays the interest on a Subsidized Direct Loan during the student's enrollment whereas the student is responsible for paying interest on an Unsubsidized Direct Loan. At the borrower's choice, the interest on an Unsubsidized Direct Loan can either be paid during enrollment or can be capitalized. A borrower must complete Direct Loan Entrance Counseling prior to the disbursement of any loan proceeds.

The maximum annual loan amounts for dependent students are:

Freshmen	\$5,500 (maximum of \$3,500 subsidized)
Sophomore	\$6,500 (maximum of \$4,500 subsidized)
Junior and Senior	\$7,500 (maximum of \$5,500 subsidized)

Repayment begins six months after the borrower is no longer enrolled at least half time. The annual fixed interest rate is 5.045% for undergraduates in the 2018-2019 award year.

### Federal Parent Loans for Undergraduate Students (PLUS)

Parents of dependent students may borrow funds through the PLUS program. Eligibility requirements include U.S. citizenship and an approved credit rating. Repayment generally begins sixty days after the second disbursement, but may be deferred upon request.

### Alternative Loans

The University of Jamestown will certify any alternative education loan that a student requests (up to the student's cost of attendance).

### Satisfactory Academic Progress

Satisfactory Academic Progress is language set forth in federal guidelines. It specifies the minimum academic progress required for a student to continue to participate in federal and state financial aid programs. The University of Jamestown has adopted similar guidelines for institutionally funded programs.

Student progress is monitored by the Financial Aid Office at the University of Jamestown after every semester, including summer school.

To demonstrate Satisfactory Academic Progress for financial aid purposes, all students must comply with the following three components:

- 1. Qualitative:** First time students must maintain a minimum cumulative grade point average (GPA) of 1.8 until the end of the second academic year, at which time, they must maintain a minimum GPA of 2.0 on a 4.0 scale.

Students transferring into or returning to the University of Jamestown after a period of non-attendance will be required

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## *Admission, Costs, and Financial Aid*

to maintain a minimum cumulative GPA of 2.0 without regard to number of semesters attended elsewhere.

2. **Pace or Quantitative:** All grade levels must complete (with a 'D-' or higher) at least 67% of all attempted credits. This ensures that the student will complete the program of study within the maximum timeframe.
3. **Maximum Timeframe or 150% Rule:** The maximum timeframe for an undergraduate program is measured in credit hours and is a period that is no longer than 150 percent of the published length of the educational program. The usual number of credits required for graduation is 124 credit hours at the University of Jamestown. However, some programs may require extra semesters to complete the degree so will be reviewed on a case-by-case basis by the Financial Aid Officer and/or designated committee.

### **Monitoring Procedure**

The first semester that a student fails to comply with satisfactory academic progress guidelines by either qualitative or pace calculation, a status of FINANCIAL AID WARNING is assigned. No appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester. The student will be notified by letter and by email of such action.

Should a student fail to make progress after a semester on FINANCIAL AID WARNING but (1) has successfully appealed and (2) has been notified that aid has been reinstated, will be assigned the status of FINANCIAL AID PROBATION and an ACADEMIC PLAN is created for the student.

ACADEMIC PLANS will be created by the Financial Aid Office, in consultation with the Registrar, using a standard format and formula to determine how many semesters it would reasonably take any student to regain compliance both qualitatively and quantitatively. The student's advisor will be notified of the plan.

If the student's APPEAL is denied after any semester or if a student chooses not to appeal, the student is no longer eligible to receive financial aid until such time as compliance has been regained. Any charges that the student incurs during this period of SUSPENSION are the personal responsibility of the student.

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## *Admission, Costs, and Financial Aid*

### Additional Information

- A detailed Satisfactory Academic Progress policy is available on the University website or in the Financial Aid Office.
- Only official forms will be accepted for appeals. All forms may be found on the University website.

Attempted credits include all courses taken for which a student receives a grade or 'W'. Attempted credits also include those taken during terms in which the student receives no aid as well as repeated courses and credits transferred into the University of Jamestown from other institutions.

Repeated courses will be counted only once for the total number of credits completed. However, both sets of credits will be counted toward the 150% Rule. The highest grade will be used to determine GPA.

Incompletes must be finished in a timely manner as determined by the Registrar. Action with regard to Satisfactory Academic Progress will be held until the prescribed period has elapsed.

### **Return of Federal Title IV Aid and Institutional Refund/Repayment Policy**

The University of Jamestown has adopted a policy for institutional refund/repayment that complies with the federal Return of Title IV Funds regulations.

A student is considered enrolled for attendance purposes until he/she has officially withdrawn from the University of Jamestown (see Official Withdrawal page 39) or until the end of the semester, whichever is first. The minimum amounts to be returned to Title IV programs are calculated according to federal guidelines.

Detailed information is provided to each student every year and is available on request in the Financial Aid Office as well as on the University website.

### **Consortium Agreement**

The United States Department of Education requires that a written consortium agreement exists between two federally eligible institutions whereby a student desires to take courses at the student's non-degree granting institution. When a consortium agreement is necessary, the financial aid administrators of the two institutions will sign an appropriate agreement. All transcripts for courses taken on a consortium agreement will be transferred to the University of Jamestown at face value.

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# Student Activities, Services, and Conduct

## Student Activities

University of Jamestown strives to offer a wide variety of opportunities for students to become engaged during this time in college. Events include dances, athletic events, convocations, concerts, clubs, and more. Among the major social events are New Student Orientation, Homecoming, Family Weekend, and Jimmie Jive Week.

## Student Senate

The Student Senate provides a formal platform for student opinion. This organization initiates student reform, promotes activities on campus, and nominates students to faculty committees. All students are encouraged to become involved with the Student Senate.

## Student Representatives on Committees

Student representatives on faculty committees participate actively in the selected functions of those committees. Students are invited to serve on a number of faculty and administrative committees.

## Convocations

A convocation series gives students the opportunity to attend performances, lectures, and other programs of special interest.

## University Chaplain

Throughout its history, The University of Jamestown has provided for the spiritual as well as the academic growth of its students. A chaplain works with others in providing for spiritual needs on campus. The chaplain, student chaplains, and the Religious Life Committee plan activities that work toward the goal of helping students grow in their relationship with Jesus Christ.

Activities are planned by the chaplain

and the Religious Life Committee to meet these five primary needs of the Christian community: worship, fellowship, nurture, service, and missions. Regular activities include a weekly chapel service, student ministry teams, student bible studies, retreats, service projects, and mission trips.

The chaplain is also available for personal counseling.

## Athletics

The University holds memberships in the National Association of Intercollegiate Athletics for both men and women and in the Great Plains Athletic Conference (GPAC).

Varsity athletic teams compete in football, basketball, wrestling, indoor and outdoor track and field, baseball, cross country, volleyball, fast-pitch softball, golf, and soccer.

## Music

The University of Jamestown students may participate in one of six performing ensembles: the University of Jamestown Wind Ensemble, the University of Jamestown Jazz Band, the University of Jamestown Chamber Orchestra, the University of Jamestown Concert Choir, and the University of Jamestown Chapel Choir. Additional small ensembles, both instrumental and vocal, provide further opportunities for students to diversify their musical experiences. The Concert Choir tours regionally or nationally each year and frequently undertakes European tours. The Wind Ensemble tours regionally and performs a wide variety of music, ranging from classical to jazz. The Music Department also offers a wide range of private lessons, including instrumental, vocal, piano, and organ.



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## *Student Activities, Services, and Conduct*

### **Drama**

The Theatre Department provides opportunities for students to participate in drama productions in the Reiland Fine Arts Center. Students from every academic major are cast in productions and have many chances to work on stage or backstage. No experience is necessary.

### **Campus Organizations**

Campus social and cultural organizations offer students the opportunity to develop leadership skills and to meet new people. University-recognized organizations are formed based on student interest, skill, and the availability of a staff or faculty advisor. Some of the activities/organizations include:

**Alpha Chi** (Honor Society)

**Alpha Mu Gamma**

(Foreign Language Honor Society)

**Ambassadors**

**Art Club**

**Criminal Justice Club**

**Cru** (Christian Fellowship Club)

**Exercise Science Club**

**Fellowship of Athletes in Christ** (FAIC)

**Habitat for Humanity**

**History Club**

**International Student Organization** (ISO)

**Intramural Sports**

(flag football, basketball, volleyball)

**Jamestown Activity Board** (JAB)

**Jimmie Janes** (Women's Social Organization)

**The Knight Society** (Men's Social Organization)

**Lambda Pi Eta** (Communication Honor Society)

**Ministry Teams**

**National Association of Music Education** (JC NAFME)

**Nursing Students Association** (NSA)

**Omicron Delta Kappa**

**Phi Beta Lambda** (PBL)  
(business and technology)

**Physical Education Student Organization**

**Pi Lambda Theta** (Education Honor Society)

**Plain Song** (literary magazine)

**Psi Chi** (Psychology Honor Society)

**Relay for Life**

**SAGA** (LBGTAQ)

**Science Club**

**Sigma Theta Tau — Xi Kappa Chapter**  
(Nursing Honor Society)

**Student North Dakota Education Association** (SNDEA)

**Student Psychology Association** (SPA)

**Student Senate**

**Students of Service**

**Theatre Club**

**The Collegian**

**Therapy Club**

**To Write Love on Her Arms**

**UJ College Republicans**

**UJ Wildlife Society**

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## *Student Activities, Services, and Conduct*

### **Student Services**

#### **Residence Halls**

First, second, and third year students are required to reside in university residence halls, with the exception of the following: students living with parents, married students, and/or students with children or those that meet exemption requirements.

#### **Residence Hall Contract**

All students residing in the residence halls are required to sign a yearly contract. There is a \$100 penalty for returning students who cancel their room contract prior to June 1. Cancellations by returning students after June 1 result in a \$200 penalty. Cancellation of the housing contract after Aug. 1 will result in a \$300 cancellation fee. Students looking to move off campus should review the Campus Residence Requirement Exemption Application on the Residents Life section of our website.

#### **Residence Hall Regulations**

All new students receive a copy of the *Student Handbook* each fall. The *Student Handbook* is also available in the Office of Student Life or on the University web site. All residence hall regulations are based on an attempt to balance the concern for the individual with the concern for the community. Each residence hall is staffed by a resident director and/or assistant resident director who oversee general residence hall living and who work closely with the resident assistants to develop optimum living conditions for all residents.

#### **Transcripts**

Transcript requests must be submitted in writing at least one week prior to the date needed. Either a completed transcript request form or a letter bearing the student's signature is acceptable. Federal law does not permit the University to honor requests for

transcripts made by telephone or by relatives or friends of the student. A request for a transcript of credits by a student who is in debt to the University will not be honored until the debt has been paid. The first transcript issued is free of charge. Thereafter, a fee of \$5 per transcript is charged. The written request by the student, accompanied by a check or money order payable to the University of Jamestown, if applicable, should be sent to the Registrar's Office, University of Jamestown, 6086 College Lane, Jamestown, ND 58405. Transcripts can be requested online through the National Student Clearinghouse for an additional \$2.25 per transcript. Each transcript includes the student's entire academic record to date. Partial transcripts are not issued. The University of Jamestown does not fax or e-mail official transcripts.

#### **Food Service**

All students under contract for university residence facilities (except seniors or those students in their fourth year on campus) must participate in the university food service board plan. The board plan is optional for seniors as long as the senior notifies the University at least two (2) weeks prior to the beginning of the semester that they will not be on a board plan. All students on the campus meal plan eat their meals in the Knight Hall dining in Westminster Hall. The Jimmie Java Hut (a coffee shop and convenience store) is available in the student center.

#### **Health Services**

Two health service providers are located close to campus: Essentia Health and Sanford Health. The Jamestown Regional Medical Center, Medallus Urgent Care, and the Central Valley Health Unit are within a short driving distance. The University does not provide health insurance for students or health services on campus.

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## *Student Activities, Services, and Conduct*

### **Counseling Services**

Counseling referral services exist for the purpose of helping students to develop their fullest potential and to explore any matters of concern. Typical concerns range from personal identity concerns and vocational planning to developing interpersonal skills. Students are assisted in making individual decisions and selecting appropriate counseling services so they are better prepared to cope. If you are struggling with mental health issues please reach out to us. We are here to provide support and listen. Contact Dean of Engagement and Student Affairs, Dustin Jensen, at extension 5442 or Chaplain, Candace Adams, at extension 5475.

Students with spiritual concerns may contact our Chaplain in Voorhees Chapel. For career concerns contact the Career Center Director, located in Raugust Library.

Students may obtain off-campus counseling assistance at the Human Service Center located in the community. A minimal fee is charged for the service. To schedule an appointment, call (701) 253-6300.

### **Academic Advising**

The academic advising program allows students to explore and develop educational plans appropriate to their life goals and aspirations. All incoming freshmen are registered in UJ Foundations. The course is designed to familiarize first-year students with University of Jamestown and college life in general. The course places particular emphasis on assisting students to “look inward” and to evaluate their strengths in order to help them form clear educational goals and a sense of vocation.

After the fall semester of the freshman year, students may declare a major and are then reassigned to a faculty advisor in their major area of interest. This is another opportunity for students to receive personal guidance as they

progress in their educational plans. Advisors are available to assist in the planning of class schedules and the selection of concentrations within a department. This also enables students to develop an ongoing relationship with faculty members.

### **Student Success Center**

The Student Success Center offers assistance to students who have not yet declared a major or who need further help in the development of suitable educational plans, the selection of appropriate classes, or the evaluation of academic progress. The Student Success Center strives to promote student development by helping students to identify and assess alternatives and consequences of their educational plans and decisions.

This center also provides students with the unique opportunity to receive peer tutoring free of charge. Peer tutors are available to assist students in most subject areas. Students experiencing academic difficulty may consult with the director of the center to develop a plan to help them achieve their academic goals. Consultation on advising concerns and assistance in reading skills, study skills, and time management are also available. The Student Success Center also provides accommodations for students with documented disabilities.

The SSC also offers study groups for a variety of subject areas. Students can find a complete listing of study groups on the SSC website. Students are encouraged to attend a study group first, if the subject area is offered. However, if the student finds they need more one-on-one attention, they can request a peer tutor. Students can request a peer tutor by emailing [tutors@uj.edu](mailto:tutors@uj.edu).

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## *Student Activities, Services, and Conduct*

### **Career Center**

The Career Center includes two departments: Career Services and Experiential Education. The primary responsibilities of Career Services are to provide career planning and job search preparation services to students and alumni. Experiential Education assists students in exploring and locating field experiences such as internships and cooperative education, job shadows, volunteer work, consulting projects, curricular and optional practical training for international students, and study abroad opportunities. Students and alumni may visit the center on a walk-in basis or by appointment. The following services and information are available:

#### Career Planning

- Career advising, development, and testing
- Computer aided career assessment, *Focus-2*
- Career Alumni Network (CAN)
- Career Insider
- Career library
- Career speakers and workshops
- Informational interviews
- Occupational files
- Market trends
- Graduate and professional school information
- Military career information
- Job vacancy lists (career, part-time, summer, internships)
- Employer contacts and files
- Job search assistance (resumé, cover letter, portfolio, interview skills)
- Mock interviews
- Salary information
- Job fairs

#### Experiential Education

- Internship and consulting project contacts and information

- Job shadows
- Internship fairs
- Volunteer fair
- Irish American Scholar Programs
- ISEP (International Student Exchange Program)
- Curricular and optional practical training application materials for international students
- Study abroad presentations
- Career planning, job search, and experiential education workshops
- Web site
- Career Center web site with information on career planning, internships and jobs, testing, upcoming career-related events, and study abroad ([www.uj.edu/career-center](http://www.uj.edu/career-center)).

### **CLEP Testing**

Exams for college credit offered through the College Level Examination Program (CLEP), are administered by appointment in Career Services. For more information call (701) 252-3467, ext. 5502, or visit the Career Services office, located in Raugust Library.

### **Student Conduct**

Admission to the University of Jamestown constitutes agreement that applicants will abide by the rules and regulations of the University. Policies and programs are directed toward assisting students to develop a maturity that allows them to work and think as free individuals within a community. Specific University regulations may be found in the *Student Handbook*, which is distributed to each new student in the fall. Additional copies are available from the Student Affairs office or on the University's web site.

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## *Student Activities, Services, and Conduct*

### **Smoking and Tobacco Use**

University of Jamestown strives to provide an atmosphere conducive to the physical and mental well-being of its employees, students and visitors. To support this atmosphere, the University of Jamestown is a Tobacco Free Campus. This policy applies to all employees, students, visitors, and contractors. The policy also applies to external individuals or companies renting space with the University of Jamestown and should be reflected in all agreements/contracts with such individuals or companies. The use of electronic (e-cigarettes) is also prohibited including all types of vaping devices.

### **Alcohol**

The use of alcohol on campus or at student University functions is prohibited. Under North Dakota law, alcoholic beverages are prohibited to anyone under twenty-one years of age. Procuring alcoholic beverages for a minor is a felony offense.

### **The University and the Law**

The University upholds municipal, state, and federal laws and cooperates fully with all law enforcement agencies. Violation of public law may result in University disciplinary action.

As a part of the larger community, students accept full responsibility for their own actions under federal, state, and local laws. While affording reasonable aid to its members in difficulties with the law, the University provides no immunity from the consequence of illegal acts.

### **Academic Integrity Policy**

At the University of Jamestown, we operate in an atmosphere of mutual trust between and among instructors and

students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic community. Such misrepresentations are violations of the Academic Integrity Policy. There are three main types of violations: **cheating, inappropriate collaboration, and plagiarism.**

**Cheating** involves the misrepresentation of knowledge or experience. For example, if students use unauthorized materials during an examination (for instance, by using crib sheets, looking at other students' exams, obtaining the questions in advance, and so on) they are falsely representing themselves as having recalled material or reasoned correctly, when, in fact, they did not. If students fake the data in a laboratory experiment, they are falsely suggesting that they acquired information in accordance with prescribed procedures.

**Inappropriate collaboration** involves presenting academic work as one's independent effort when it includes significant elements of the work of others. When important ideas or actual phrasings in an academic work belong to an unnamed colleague, misrepresentation has occurred. It is dishonest for one student to write some or all of another student's paper or presentation. It is equally wrong for one student to develop key ideas for a project that is represented as the work of another. Inappropriate collaboration is a violation for which both or all parties will be held accountable.

**Plagiarism** involves both theft and cheating. When someone appropriates, for use in formal course work, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt, it is considered theft. Plagiarism is also cheating in that one is

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## *Student Activities, Services, and Conduct*

creating a false impression about one's own intelligence, ability, and achievement. If students are unsure about what constitutes plagiarism, they should seek help from their instructors and refer to appropriate handbooks.

### **Disciplinary Process**

It is the responsibility of every member of the University of Jamestown community to maintain the integrity of the grading system; anyone with knowledge of violations of the Academic Integrity Policy must report this information to a faculty member, a member of the university staff or administration, or the Provost.

All cases of academic dishonesty must be reported to the Provost, who will maintain records on each student who has committed a violation of the policy.

Students who violate the Academic Integrity Policy of the University of Jamestown will be subject to disciplinary action.

A course instructor who suspects a violation of the Academic Integrity Policy should inform the student of his/her suspicion and present him/her with the evidence, allowing the student an opportunity for rebuttal.

Upon determination of a violation, the course instructor will decide the penalty to be imposed. Depending on the severity of the infraction, this may involve a requirement to complete the assignment again, failing the student for the assignment, or failing the student for the course.

If a dispute arises between a course instructor and a student about whether a violation has been committed, it is to be referred to the Provost for resolution no later than three weeks from the end of the

semester in which the dispute occurred. If the Provost determines that no question exists, the appeal process is terminated. If any question remains, the Provost may refer it to the Executive Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate about the commission of an offense will be final in all such cases.

If a student involved in a violation of the Academic Integrity Policy is not enrolled in a particular instructor's course, as in a case of inappropriate collaboration, the instructor should inform the Provost of the case for appropriate disciplinary action.

In the case of multiple violations of the Academic Integrity Policy by a student, the Provost may impose additional sanctions, which may include academic warning, academic probation, academic suspension, or expulsion. If any question remains, the Provost may refer it to the Executive Committee of the faculty for a hearing. The decision of the Executive Committee of the faculty will be final in all such cases.

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# Facilities

## **Classroom and Residential Buildings**

The University of Jamestown campus offers a unique architectural blend of both old and new. Classrooms, laboratories, and other student services are provided in the Foss Wellness Center, Hansen Center, Larson Center, Liechty Center-Taber Hall, Lyngstad Center, the McKenna-Thielsch Center, Or Lady Hall, Raugust Library, Reiland Fine Arts Center, Sorkness Center, the Unruh and Sheldon Center for Business and Computer Science, Voorhees Chapel, Westminster Hall, and the Harold Newman Arena.

One of the earliest buildings on campus, Voorhees Chapel, is listed on the National Register of Historic Buildings. It is the site of weekly chapel services and various student recitals, and houses the religion and philosophy department. The Harold Newman Arena is the most recent campus addition (completed in 2017).

Westminster Hall provides newly renovated dining facilities and convenience store, and the Badal-Nafus Student Center. It is connected by an indoor link to the Lyngstad Center which houses the bookstore, the post office, a newly created coffee shop, new student activity space and support offices, classrooms, faculty offices, and a computer lab.

Residential housing for single students is provided in Kroeze Hall, Nierling Hall, Prentice Hall, Seibold Hall, Watson Hall, Wilson Hall, Liechty Apartment Complex, and the newly acquired University Apartments. The freshman residence halls, Kroeze Hall and Watson Hall, were remodeled in the summer of 2014. All residence halls are air conditioned.

## **Athletic Facilities**

Athletic facilities include the Hansen Center which houses a volleyball and basketball court used primarily for intramural programs; Taylor Stadium/Rollie Greeno Field, which has a football field and an eight-lane, all-weather running track; the UJ Soccer Field; and the Larson Lifetime Sports Center, which houses a 6,000 square foot wrestling room newly renovated weight room, a 160 meter running track, coaches offices, volleyball and basketball courts, and multiple locker rooms. A newly lighted 82,000 square foot turf practice field is located next to the Larson Sports Center. The Foss Wellness Center provides a contemporary setting for all students who want to work out on modern aerobic and weight equipment. The Harold Newman Arena which opened in August 2017 is a 61,000 square foot facility which will be home to the University's volleyball, basketball, and wrestling contests. It also includes a large new training room as well as upscale locker rooms for many teams and a number of coaches offices. A booster room overlooking the main court and a large lobby will be available to host many social events. A distinguishing feature of the facility is the "victory bell tower" which houses an electronic hall of fame display as well as a bell which will be rung with each Jimmie victory.

The indoor winter sports complex owned by the City of Jamestown is also open to the University of Jamestown students. This houses locker room facilities for the University's club hockey team. Jack Brown Baseball Stadium, McElroy Park Softball Field, the Two Rivers Activity Center (TRAC), tennis courts, and the Municipal Golf Course, all located within walking distance of campus.

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## *Facilities*

### **Raugust Library**

Raugust Library, built in 1971, currently houses more than 150,000 items including books, periodicals, government documents, CDs, DVDs, and microforms. Computers and wireless access allow students to work in a comfortable setting with the best of both the print and online worlds. Special collections include the archives, the curriculum library (a collection of children's fiction, non-fiction, and textbooks), and a large collection of the works of Louis L'Amour in a dozen languages.

The library is a member of ODIN (Online Dakota Information Network) a network allowing access to all materials in Raugust Library along with eighty other North Dakota libraries. ODIN provides students with access to more than eighteen million items including 83,000 periodicals. Through this cooperative network, any materials located in North Dakota can usually be borrowed or copied for the student in less than a week or sent instantly online.

Raugust Library also subscribes to Encyclopedia Britannica Online, WorldCat, which accesses the holdings of more than 60,000 libraries in 1121 countries, FirstSearch, and about sixty on-line bibliographic and full text databases, giving access to more than 22,000 on-line journals, lesson plans, and streaming video. Through Ebsco eBooks, students have access to more than 15,000 e-books on-line, and through OverDrive, students can download ebooks, audio books, and videos to their computers and Playaways. Raugust Library has a dedicated staff, ready and willing to help students with questions and research.

The Career Center, the Collegian offices, the eSports game room, and the newly created student success center are located in the Raugust Library.



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# Curriculum, Honors, and Academic Regulations

## Curriculum

### Degree Options

University of Jamestown offers the following degree options:

**DPT** (see graduate bulletin for details)

**M.Ed.** (see graduate bulletin for details)

**M.A. in Leadership** (see graduate bulletin for details)

**M.S. in Clinical Counseling** (see graduate bulletin for details)

### BA only

Accounting  
Business Administration  
Communication  
Computer Science  
Criminal Justice  
Elementary Education  
English  
Financial Planning and  
Wealth Management  
Fine Arts  
French  
German  
Graphic Arts for E-Commerce  
Health and Fitness Administration  
History  
Information Technology  
Liberal Arts in Business Studies  
Management Information Science  
Mass Communication  
Music  
Physical Education  
Political Science  
Religion-Philosophy  
Spanish  
All double majors that include one of the  
above  
All majors taken in conjunction with  
secondary education

### BA or BS

Biochemistry  
Biology  
Chemistry  
Clinical Laboratory Science  
Exercise Science  
Mathematics  
Mechanical Engineering (BS only)  
Psychology

### BSN

Nursing

### Certificates

College requirements for the following certificates may be completed at University of Jamestown:

**Addiction Counseling Certificate**

**Certified Public Accountant**

**North Dakota Educators Professional Certificate**

**Registered Nurse**

The choice between a BA or BS in majors where both are offered must be made in consultation with one's academic advisor and with reference to the appropriate departmental section of the catalog.

If a student completes the general education requirements for a BA in one major area and a BS or BSN in another major, the diploma will designate a BA.

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## *Curriculum, Honors, and Academic Regulations*

### **Areas of Study**

#### **Majors**

- Accounting
- Biology
- Biochemistry
- Business Administration
- Chemistry
- Clinical Laboratory Science
- Communication
- Computer Science
- Criminal Justice
- Elementary Education
- English
- Exercise Science
- Financial Planning and Wealth Management
- Fine Arts - Music
- Fine Arts - Studio
- Fine Arts - Theatre
- French
- German
- Graphic Design for E-Commerce
- Health and Fitness Administration
- History
- Information Technology
- Liberal Arts Business Studies
- Management Information Science
- Mathematics
- Mechanical Engineering
- Music
- Nursing
- Physical Education
- Political Science
- Psychology
- Religion-Philosophy
- Spanish

#### **Minors**

- Accounting
- Art (Studio)
- Art History
- Biochemistry
- Biology
- Business Administration
- Character in Leadership
- Chemistry
- Christian Ministry
- Communication
- Computer Science
- Creative Writing
- Criminal Justice
- Emerging Media
- English
- French
- Game Design
- German
- Global Studies
- History
- Information Technology
- Italian Studies
- Management
- Marketing
- Mathematics
- Mass Communication
- Music
- Philosophy
- Physical Education
- Political Science
- Psychology
- Religion
- Spanish
- Theatre

#### **Concentrations\***

- Accounting
- Addiction Counseling
- Business Communication
- Coaching
- Creative Writing
- Cross-Cultural Communication
- Early Childhood Education
- Financial Planning
- Global Business
- Human Resource
- Information Technology Management
- Marketing
- Music
- Organizational Communication
- Special Needs Education
- Studio Art
- Theatre
- Writing

\*Concentrations must be taken with corresponding majors.

Courses required for majors and minors must carry a minimum grade of C-.

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## *Curriculum, Honors, and Academic Regulations*

### **Individually-Designed Majors and Minors**

For those students whose career or academic goals are not best served by a traditional major or minor offered at the University of Jamestown, it is possible to design a major or minor that spans several academic disciplines. Information on individually-designed major or minor application procedures may be obtained from the Faculty Senate President.

### **Pre-Professional and Certification Programs**

Pre-professional or certification programs are available in addiction counseling, chiropractic, coaching credentials, dentistry, engineering, law, medicine, occupational therapy, optometry, osteopathy, pharmacy, physical therapy, podiatry, theology, and veterinary medicine.

### **Registration**

Each student must enroll in all courses for which credit or audit recognition is desired and must assume the responsibility for being properly registered.

Cancellation of registration after July 1 will result in a \$50 cancellation fee for non-residence hall students (off campus). No registration is permitted after the first ten calendar days of a semester without the permission of the Provost.

### **Summer Sessions**

The University of Jamestown has a summer school program that includes classroom courses, directed and independent studies, and online courses. Information is available from the registrar.

### **Credit by Examination**

Programs for credit by examination include the following:

**Advanced Placement Tests of College Entrance Examination Board (CEEB):**

These tests are accepted to satisfy the University of Jamestown's equivalent course requirements. A grade of three (3) or higher is required for gaining credit on the basis of these examinations. Course equivalency is determined by the registrar in collaboration with the appropriate academic department chair. Students who have completed the English Literature and Composition AP test with a grade of three (3) or higher will be placed in English 102 on the basis of the test.

**Challenge Program:** The Challenge Program is designed to free the well-prepared student from taking courses in which he or she has already gained competence. The Provost and department chair shall determine the availability of challenge examinations for courses.

A student wishing to challenge a course shall make arrangements through, and seek advice of, the relevant department. Credit is granted for courses successfully challenged at C- level or better. A grade of P is assigned that does not affect the student's grade point average. A non-refundable fee will be assessed for each challenge (*see Costs: Miscellaneous Fees*). A student may not challenge a course that he or she has already taken for credit, nor may the same course be challenged more than once. Challenge application forms are available in the Registrar's Office.

**CLEP (College Level Examination Program):** Students may earn credit by CLEP examination at the University of Jamestown. General examinations and subject examinations are administered on campus by appointment. Inquiries should be directed to the Career Center in Raugust Library.

Students may not repeat by CLEP exam a course previously taken unless this is specifically approved by the department chair in that discipline. For more CLEP information go to [www.collegeboard.com/CLEP](http://www.collegeboard.com/CLEP)

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## *Curriculum, Honors, and Academic Regulations*

### **Directed/Independent Studies**

Directed and independent studies are non-classroom programs of study, arranged for and undertaken by a student under the supervision of a faculty member and at the discretion of that faculty member. Such studies must be judged to be of substantial weight, equal to or exceeding the merit, time, and attention given to a classroom course of equivalent credit. The purpose of these studies is to allow a student to do research beyond what is offered in the normal curriculum or to assist a student in resolving a serious scheduling conflict outside of his/her control that cannot be resolved by other means. Directed and independent studies are subject to the following requirements:

1. **Contact hours:** A directed study must have scheduled faculty-student contact hours equal to at least one third of the contact hours of a classroom course of equivalent credit. Contact hours for an independent study are at the instructing faculty member's discretion.
2. **GPA:** A student taking a directed study must have a GPA of at least 2.75. A student taking an independent study must have a GPA of at least 3.5.
3. **Class standing:** Students taking directed or independent studies must have completed at least twenty-four college semester credits.
4. A student who has received a D or F in a course may not take a directed or independent study in order to replace the grade for that course.

### **International Study**

For many years, University of Jamestown students have pursued academic programs at approved foreign universities during the summer terms, semesters, or during entire years. The courses are selected by the student with the University's approval and resulting credits are accepted toward a degree and major requirements.

The University of Jamestown is a member of the International Student Exchange Program (ISEP), one of the largest student exchange organizations in the world. Students attending an ISEP member institution have access to more than 150 study sites in Africa, Asia, Canada, Europe, Latin America, Middle East, Oceania, South Pacific, and the United Kingdom for a full academic year, a semester, or a summer program.

The ISEP program provides the opportunity to become immersed in a foreign culture, earn credit towards a degree at the University of Jamestown, make friends in a host country, and meet students from all over the world. Students involved in the ISEP exchange program pay the same tuition, room and board costs that they would pay at the University of Jamestown. Federal and most other forms of financial aid can be applied toward participation in ISEP.

The Irish American Scholars Program, open to all majors, provides semester and full academic year options for study in Northern Ireland. See [www.presbyteriancolleges.org/irishamericanscholars.htm](http://www.presbyteriancolleges.org/irishamericanscholars.htm) for more details.

Contact the Career Center in Raugust Library and see [www.isep.org](http://www.isep.org) for more information on the ISEP program.

### **Experiential Education**

Experiential Education includes field experience such as internships and cooperative education, job shadows, volunteer work, consulting projects, and practicums.

Experiential Education is campus-wide in scope and available to all students regardless of major. Interns are placed with a site supervisor willing to provide training and supervision. Interns receive valuable on-the-job training while earning college credit, and in some cases are also paid. Work assignments must be relevant to the student's major program of study and relate to the student's educational and professional goals. Students may participate in the program in the fall or

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# Curriculum, Honors, and Academic Regulations

spring semesters or during the summer months which would enable them to work full-time at the site.

Students have access to on-campus, local, regional, national, and international contacts for internship opportunities through resources in Career Services and the Experiential Education Office, and on the Career Center web site: [www.uj.edu/career-center](http://www.uj.edu/career-center). Internships and other experiential education opportunities may not be available in all states and/or countries. Please see the Career Center Director for more information.

The Career Alumni Network, alumni and friends of UJ, provides contacts for job shadows and information regarding careers.

F-1 International students seeking curricular and optional practical training should consult the Director of International Admission.

For more Career information, contact the Career Center Director located in Raugust Library.

## Honors

### The Dean's List of Outstanding Scholars

The dean's list of outstanding scholars includes all full-time students who at the end of any given semester earn a grade point average of 3.50 or better with a minimum of twelve semester credits, exclusive of "Pass" credits.

### College Fellows

A limited number of outstanding junior and senior students are selected each year by the faculty for the distinction of College Fellow. Recipients are to be of exemplary character and must possess an overall cumulative grade point average of 3.3 or better as well as a grade point average of 3.50 or better in their majors. Fellows may tutor or teach under the direction of their department chair(s) and hold rank just below that of college instructor.

## Distinction in Degrees

Scholastic excellence is recognized with diploma designations as follows:

Latin Honor	Minimum GPA
Summa Cum Laude .....	3.90
Magna Cum Laude .....	3.70
Cum Laude .....	3.50

The honors-level grade point average must be maintained on both the University of Jamestown credits attempted and the cumulative grade point average, including all transfer credits.

## Honor Societies

Students who qualify may join honor societies that have chapters at the University of Jamestown. Current honor societies are Alpha Chi (academic), Alpha Mu Gamma (foreign language), Beta, Beta, Beta (Biology), Lambda Pi Eta (communication), Omicron Delta Kappa, Phi Lambda Theta (education), Psi Chi (psychology), and Sigma Theta Tau (nursing).

## Academic Regulations

### Academic Credit

A unit of credit (one credit hour) is defined as the equivalent of one 50-minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class, or the equivalent amount of work over a different amount of time. For internships, practicums and student teaching, credits awarded based on average hours per week with 40 hours per 1 credit including 2 or more hours of additional coursework. Measurement for Laboratory courses is equivalent of one credit for each 3 hour lab. For lessons, a credit is earned for each ½ hour of lesson time.

### Attendance

The participation of students in all regularly scheduled classes is considered an

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## *Curriculum, Honors, and Academic Regulations*

important part of the academic procedure. It is assumed that students will conscientiously fulfill this responsibility when classes are scheduled and will contribute to class activities. An instructor may consider irregular attendance in his/her evaluation of students' educational achievement. Students are responsible for ascertaining attendance requirements for each course in which they are enrolled.

Specific policies related to excused and unexcused absences can be found in the *Student Handbook*. Additional copies of this may be obtained by contacting the director of student housing.

### **Grades**

Tentative grades are reported at midterm to assist students in gauging their effort for the remainder of the term.

At the completion of each course the student is given a grade: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or P for passing work; I for incomplete work; and F for failure.

The grade "incomplete" is given only at the end of a semester in which the student, for justifiable reasons in the opinion of the professor, is unable to complete the course. If an incomplete course is not completed within four weeks of the next resident semester after the grade was given, or if an incomplete course is not completed within one semester by a student not in residence, the grade will be that which the professor submitted based on the assumption that the student received failing grades or zero points for all uncompleted work. Exceptions to this rule will be made only when there exist reasons clearly beyond the control of the student, and the student, with the professor's approval, has petitioned the office of Provost for an extension of time. The Provost may grant an extension of time or a replacement of the incomplete with a W (Withdrawn).

### **Pass-Fail Option**

Twelve *elective* credits may be taken on a pass-fail basis. Courses taken on a pass-fail basis cannot be courses that contribute to major, minor, or general education requirements. No more than one class may be taken on this basis during any given term. No more than twelve semester credits of pass-fail work may be counted toward the satisfaction of graduation requirements (student teaching and internships are the exception). Students taking a course on a pass-fail basis must attend all classes, take all examinations and possess all prerequisites required of students enrolling on a letter grade basis. Performance of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- caliber will be awarded a grade of "Pass," which does not affect the grade point average. Grades of F are included in the computation of the grade point average.

Students may elect (or reverse) the pass-fail option until two weeks after mid-term for semester-long courses, and until the fifth week of an eight-week course.

**Grading of Experiential Education and Internships:** All experiential education and internship credits will be graded Pass/Fail. If participation is not a requirement for a major or minor, it will contribute to the twelve-credit maximum for Pass/Fail. If participation is a requirement of a major or minor, it will be exempt from the twelve-credit limit (for example, student teaching.)

### **Appealing Grades and Other Academic Matters Not Pertaining to Academic Integrity Issues**

A student may appeal the grade she or he received in a course. Grounds for an appeal are limited to capriciousness, errors of fact, or evidence of bias on the part of the instructor, and it is the responsibility of the student to provide evidence that an appeal is warranted. The belief that an instructor graded in too difficult a manner, assigned too much work for a given course, and the like, are not grounds

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## *Curriculum, Honors, and Academic Regulations*

for a grade appeal. Grades on individual assignments, tests, or other measures of student learning are not appealable except to the extent that they affect the final grade a student received in a course.

Students wishing to appeal grades or other academic matters not related to academic integrity issues should follow this timeline and process:

1. Discuss the concern with the faculty member involved no later than two weeks into the beginning of the subsequent semester of the issuance of the final grade to initiate an appeal (into the fall semester for spring semester and summer term courses and into the spring semester for fall semester courses). If the student remains unsatisfied or if the instructor is separated from the University, the student should:
2. Appeal to the department chairperson in writing within five working days of discussing the grievance with the faculty member. Include the circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the chairperson. It is the responsibility of the department chair to collect evidence from the student and the faculty member, if the faculty member is not separated from the university, prior to making a decision. The student will be notified in writing of the chairpersons' decision within five working days of the meeting. If the student remains unsatisfied or if the faculty member who issued the grade is the department chairperson, the student should:
3. Appeal to the Provost in writing within five working days of notification by the chairperson's decision. Include in the written document circumstances of the grievance, specific concerns, and

a possible remedy. The student should make an appointment and meet with the Provost. It is the responsibility of the Provost to collect evidence from the student, faculty member, if the faculty member is not separated from the university, and the department chair prior to making a decision. The student will be notified in writing of the Provost's decision. In all cases, the decision of the Provost is final.

In cases where no evidence of capriciousness, errors in fact, or bias exist, the original grade will remain. In cases where evidence of capriciousness, errors in fact, or bias does exist, either the department chairperson or the Provost will administratively change the grade to a more appropriate grade and notify the instructor of the grade change within five business days of the notification.

### **Auditing**

Students must register for all classes they wish to audit. No credit is given for a class that is audited. Students must observe normal attendance requirements; however, they are not required to take tests or submit term papers. Students have until two weeks after mid-term for semester-long classes and until the fifth week for an eight-week course to elect to take the course for audit.

### **Adding or Dropping Classes**

Students may drop and/or add classes within the first ten days of the semester without receiving a grade, charge, or a "W" on their transcript. The class schedule that is in place after the ten-day drop/add period will be the class schedule charged out by the Business Office. No tuition refunds, other than government-mandated ones, will be paid after that date. Classes that run only eight weeks have a five day rather than a ten day drop/add deadline. A \$5 fee is charged for a change made after these deadlines. Classes added

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## *Curriculum, Honors, and Academic Regulations*

beyond these deadlines require approval of the Provost.

Students may withdraw from classes without receiving a grade until two weeks after mid-term or until the end of the fifth week for classes that run eight weeks; however, there will be a \$5 fee and a “W” will appear on the transcript. After this period a student may not withdraw from a course unless there exist reasons clearly beyond the control of the student, and the student has petitioned the office of the Provost for approval to withdraw.

Students who do not withdraw by the deadline will receive a grade for the course in accordance with their performance in the course. Students who stop attending a class without officially dropping will receive a failing (F) grade.

### **Grade Point Average (GPA)**

The University of Jamestown grade point average (GPA) is used to determine academic standing. The GPA is computed by dividing total grade points earned by the total number of semester credits attempted in which the student received a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. (Exception: If a course is repeated, only the higher grade is included in the GPA calculation; however, the lower grade remains on the transcript as well.) Grade points awarded per semester credit are the following:

A+ = 4, A = 4, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2, C- = 1.67, D+ = 1.33, D = 1, D- = .67, and F = 0.

Grades of P, W, and I (Incomplete) do not affect the grade point average.

Two grade point averages are maintained for each transfer student – the University of Jamestown GPA and an overall GPA that includes transfer credit. A minimum overall GPA of 2.00 must be maintained for graduation. The overall GPA is also used in determining eligibility for scholarships and for all academic honors (other criteria beyond

GPA may exist in some cases.)

### **Classification of Students**

Official classification of students is determined by the registrar as follows:

**Freshman:** fewer than thirty-two semester credits

**Sophomore:** a minimum of thirty-two semester credits and a maximum of sixty-three semester credits

**Junior:** a minimum of sixty-four semester credits and a maximum of ninety-five semester credits

**Senior:** a minimum of ninety-six semester credits

### **Academic Course Load**

Undergraduate students registered for twelve or more semester credits during a given semester are classified as full-time students. Students expecting to complete their degree program in four years must successfully complete an average of thirty-two semester credits per year. Students granted permission by the Provost to carry an overload in excess of twenty semester credits will be assessed a fee.

### **Official Withdrawal from College**

A student who must withdraw from college should obtain an “Official Withdrawal” form from the Student Success Coordinator. This form must be completed for official withdrawal from the University. An unofficial withdrawal results in failure in all courses.



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# Curriculum, Honors, and Academic Regulations

## Adequate Progress Toward a Degree

The GPA levels defined as “adequate progress toward a degree” are as follows:

	<b>Minimum GPA</b>
<b>Credits</b>	
First three semesters of undergraduate education .....	1.80
All others .....	2.00

## Academic Warning

A student is placed on academic warning when his/her semester GPA drops below the level defined above as “adequate progress.” The student will be removed from academic warning status whenever his/her semester and cumulative GPA return to the level required for adequate progress. Academic warning notifies a student that he/she has a GPA that might impede his/her ability to meet graduation requirements. Academic warning status does not restrict course load, eligibility for intercollegiate athletics, or the right to hold student office. It does specifically render the student ineligible for directed/independent studies.

## Academic Probation

A student is placed on academic probation when the student has been on academic warning status for one semester and has failed in the following semester to raise his/her semester GPA to the level required for adequate progress. The University, however, reserves the right to place a student on probation without a previous semester on warning.

- the student has been on academic warning status for one semester and has failed in the following semester to raise his/her semester GPA to the level required for adequate progress.

A student will be removed from academic probation when his/her semester GPA return to the level required for adequate progress.

Academic scholarships are reduced by ten percent during the semester in which a student is placed on probation. The reduction is not cumulative and the original scholarship is reinstated when the student returns to good academic standing per the Provost.

While on probation, the student is ineligible for intercollegiate athletics, and the course load is restricted — unless otherwise stated — to thirteen semester credits. In addition, the student on probation is ineligible for directed/independent studies and may be required to accept academic counseling.

## Academic Suspension

A student is placed on academic suspension after he/she has been on academic probation for one semester and has failed in the following semester to raise his/her semester and cumulative GPA to the level required for adequate progress. The University, however, reserves the right to suspend a student without a prior semester on academic probation.

Academic probation may be continued in lieu of suspension if the University of Jamestown cumulative grade point average improves but is below that required for good standing, providing the semester average is at or above adequate progress level.

A student who has been suspended may request re-admittance to the University of Jamestown after one semester. His or her status will be reviewed by the Provost and the Dean of Students. The student will be notified whether he or she will be re-admitted on academic probation or denied admission.

## Incompletes

Incompletes must be finished within four weeks of the beginning of the next semester. No final action will be taken until the four-week period has elapsed.

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## *Curriculum, Honors, and Academic Regulations*

### **Exceptions to Academic Regulations**

Academic regulations exist in order to ensure integrity and fairness in the academic programs of the University. Therefore, exceptions to academic regulations will be granted only when there are extenuating circumstances beyond the student's control that justify special consideration. If a student believes that such circumstances exist, he or she may petition for an exception to an academic regulation. The petition process is outlined below:

1. The student obtains a petition form from the Registrar's Office.
2. The student fills out the petition, stating clearly the reasons for the request and providing any supporting evidence.
3. The student signs the petition and returns it to the Registrar's Office. The registrar then passes the petition to the Provost. Upon the student's request, the registrar will also make an appointment for the student to speak with the Provost concerning the petition.
4. The Provost considers the petition, and if he/she deems it necessary, consults with the Curricular Council.
5. The Provost approves or denies the petition and returns the petition with an explanation to the registrar who informs the student of the decision.

### **Eligibility**

Student organization offices are restricted to full-time students who are not on academic probation.

Athletic eligibility is granted only to students who are not on academic probation and who meet the standards of the Great Plains Athletic Conference.

### **Student Papers**

Faculty may dispose of papers, projects, quizzes, exams, or other materials that remain unclaimed or unexamined by the student on the last day of classes of the next semester (excluding summer semester.)

### **Transfer Courses**

All students enrolled at the University of Jamestown who wish to complete courses at other academic institutions and to transfer those courses for credit to the University of Jamestown must have those courses pre-approved through the registrar's office. Whether a course corresponds in content and quality to a University of Jamestown course will be determined by the registrar in conversation with the relevant department chair and the Provost. A minimal expectation is that the course in question comes from an institution that is accredited by a CHEA approved regional accrediting association of schools and colleges that offers either associate or bachelor degrees.

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# Requirements for the Degree

A minimum of 124 semester credits must be earned. At least 45 credits must be upper-division (300-400) level. A maximum of 64 semester credits will be accepted from a junior college. The credits must include the following:

## General Education Requirements

The general education requirements at the University of Jamestown represent the faculty's best judgment regarding the knowledge and skills that any college-educated person should have. We believe that a broad general education program including exposure to diverse academic disciplines helps students in many ways. For example, such a program:

1. provides students with information that assists them in choosing a major or minor area of study
2. encourages students to interact with faculty members and students outside their own disciplines
3. stimulates students to think about issues and ideas of which they were previously unaware
4. enables students to make cross-disciplinary connections
5. prepares students to better understand written and oral discussions in which they will participate.

In addition to supporting these wider goals, however, our general education program is designed to help students meet eleven more specific outcomes that we deem important for college-educated people:

*Aesthetic Awareness:* Graduates will recognize the role of aesthetic expression in daily life.

*Christian Literacy:* Graduates will describe the basic tenets of the historic Christian faith and can explain the implications of those tenets for ethical living.

*Cultural and Social Literacy:* Graduates will demonstrate a basic level of knowledge of the social sciences and humanities.

*Ethical Literacy:* Graduates will describe and compare several major ethical theories and concepts to explain how these theories apply to particular issues, contexts, and communities.

*Global Awareness:* Graduates will develop a broad world view and demonstrate knowledge of global issues and other nations and cultures.

*Information Literacy:* Graduates will identify, evaluate, and apply information resources to specific tasks and use the appropriate citation method for their discipline.

*Quantitative Literacy:* Graduates will perform mathematical computations and identify and draw inferences from relevant quantitative information.

*Scientific Literacy:* Graduates will apply fundamental scientific principles and methods of inquiry and recognize the impact of scientific research and technology on individuals and the world.

*Oral communication:* Graduates will communicate effectively orally.

*Written Communication:* Graduates will communicate effectively in writing.

*Critical Thinking:* Graduates will be able to logically evaluate evidence, analyze and synthesize information from multiple sources, and reflect on varied perspectives.

## Requirements for the Degree

### General Education Requirement (Bachelor of Arts)

Moral & Civic Education	Credits
UJ Foundations	1
Ethics	3
American Government or American History	3
Global Perspectives	6
An Approved International Experience <sup>or</sup>	3 <sup>1</sup>
<b>Semester Credits</b>	<b>10-13</b>
Communication Skills	Credits
Freshman Composition I <i>(with a grade of C- or higher)</i>	3
Freshman Composition with Literature II <i>(with a grade of C- or higher)</i>	3
Oral Communication <i>(Comm 102 or 201)</i>	3
<b>Semester Credits</b>	<b>9</b>
Cultural & Social Heritage	Credits
Religion	3
Literature or History	3
Art, Music, or Theatre	3
Psychology, Sociology, Political Science, or Economics 110, 201, or 202	5-6
<b>Semester Credits</b>	<b>14-15</b>
Natural Science & Quantitative Reasoning	Credits
Natural Science <i>(with lab)</i>	4
Foundations of Science	2 <sup>2</sup>
Computer Science	3
Mathematics	3
<b>Total Semester Credits</b>	<b>12</b>
Personal Wellness	Credits
Fitness and Wellness/Physical Activity Course	1
<b>Semester Credits</b>	<b>1</b>
<b>Total Semester Credits</b>	<b>45-50</b>

### General Education Requirement (Bachelor of Science)

Moral & Civic Education	Credits
UJ Foundations	1
Ethics	3
American Government or American History	3
Global Perspectives	6
An Approved International Experience <sup>or</sup>	3 <sup>1</sup>
<b>Semester Credits</b>	<b>10-13</b>
Communication Skills	Credits
Freshman Composition I <i>(with a grade of C- or higher)</i>	3
Freshman Composition with Literature II <i>(with a grade of C- or higher)</i>	3
Oral Communication <i>(Comm 102 or 201)</i>	3
<b>Semester Credits</b>	<b>9</b>
Cultural & Social Heritage	Credits
Religion	3
Literature, Music, Art, or Theatre	3
Psychology, Sociology, Political Science, or Economics 110, 201, or 202	2-3
<b>Semester Credits</b>	<b>8-9</b>
Natural Science & Quantitative Reasoning	Credits
Natural Science <i>(with lab)</i>	8
Computer Science	3
Mathematics	3
<b>Total Semester Credits</b>	<b>14</b>
Personal Wellness	Credits
Fitness and Wellness/Physical Activity Course	1
<b>Semester Credits</b>	<b>1</b>
<b>Total Semester Credits</b>	<b>42-46</b>

<sup>1</sup>The six credits may be satisfied in one of two ways: Students with at least two years of the same high school foreign language with grades of C or better may select six hours from additional foreign language courses or other courses identified as meeting this requirement in the course catalog. Students without such high school foreign language experience MUST take six credits of one foreign language or three credits of a foreign language in addition to an approved international experience. Students with at least two years of the same high school foreign language may complete the Global Perspectives requirement by taking any approved international experience for a minimum of 3 credit hours.

<sup>2</sup>Foundations of Science may be replaced with an additional course in Biology, Chemistry, or Physics.

<sup>1</sup>The six credits may be satisfied in one of two ways: Students with at least two years of the same high school foreign language with grades of C or better may select six hours from additional foreign language courses or other courses identified as meeting this requirement in the course catalog. Students without such high school foreign language experience MUST take six credits of one foreign language or three credits of a foreign language in addition to an approved international experience. Students with at least two years of the same high school foreign language may complete the Global Perspectives requirement by taking any approved international experience for a minimum of 3 credit hours.

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# Requirements for the Degree

## General Education Requirements (Bachelor of Science in Nursing)

Refer to *Courses that Apply to Selected Requirements* in next section:

### Moral and Civic Education B.S.N. Credits

UJ Foundations	1
Ethics	3
American History or American Gov't	3
Global Perspectives (see list below)	3

### Communication Skills

English Composition I & II (grade must be C- or better)	6
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### Cultural and Social Heritage

Religion	3
Literature, Music, Art, Theatre	3
Psychology	3
Sociology	3

### Natural Science & Quantitative Reasoning

Natural Science	8
Computer	3
Math	3

### Physical Education

Fitness and Wellness/ Physical Activity Course	1
	43

## Courses which Apply to Selected Requirements

### American Government

Pols 104	American National Government
Pols 212	Congress and the Presidency
Pols 314	U.S. Constitutional Law
Pols 342	American Foreign Policy
Pols 352	U.S. Political Economy

### American History

Hist 207	The United States to 1865
Hist 208	The United States Since 1865
Hist 231	The American West
Hist 303	Civil War and Reconstruction
Hist 391	American Economic History
Hist 428	Seminar: Early American History

### Global Perspectives

Any Foreign language course	
Special topics and other courses approved by the Academic Council	
Art 210	Art History I
Art 211	Art History II
Art 312	Comparative Art Forms: East and West
Busn 410	Global Marketing
Comm 305	Cross-Cultural Communication
Comm 402	International Communication
Econ 309	Global Financial Markets
Econ 314	History of Economic Thought
Econ 354	Global Competition and Strategy
Econ 364	International Economics
Econ 490	Export Trade Management
Engl 210	World Literature to 1500
Engl 211	World Literature Since 1500
Engl 230	English Literature to 1785
Engl 231	English Literature Since 1785
Engl 305	Studies in the British Novel
Engl 319	Modern British Drama
Engl 320	British Romanticism
Engl 330	Victorian England
Engl 331	Shakespeare
Hist 202	Europe: 1900 to Mid-century
Hist 203	European Intellectual History I
Hist 204	European Intellectual History II
Hist 222	History of the Middle East
Hist 262	History of China
Hist 268	History of India
Hist 291	Western Civilization I
Hist 292	Western Civilization II
Hist 302	Topics in Non-U.S. Studies
Hist 304	Medieval Europe
Hist 305	Ancient Near East
Hist 306	Renaissance and Reformation
Hist 307	Ancient Greece
Hist 308	Ancient Rome
Mus 239	Music History I: Medieval & Renaissance
Mus 339	Music History II: Baroque
Mus 340	Music History III: Romantic and Modern Eras
Phil 303	Classical Philosophy
Phil 305	Medieval Philosophy
Phil 306	Modern Philosophy
Phil 307	Recent and Contemporary Philosophy
Pols 225	Comparative European Governments
Pols 233	World Politics
Pols 302	Topics in Non-U.S. Studies
Pols 335	The European Union
Pols 362	The Politics of China
Pols 368	The Politics of India
Rel 305	Ancient Near East
Rel 371	World Religions
Soc 320	Comparative Cultures
Thea 260	Masterpieces of Drama
Thea 316	Development of Drama to 1900
Thea 319	Modern British Drama

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## *Requirements for the Degree*

### **Major – Minor Policy**

Below is a list of majors and minors at the University of Jamestown, grouped into Fields of Study. A student who selects a major in any Field of Study may only choose a minor that is in the same Field of Study if at least nine credits are unique to the minor. A student cannot have the exact same major and minor; nor can a student have the exact same major concentration and minor.

### **Fields of Study**

Accounting

Biology, Clinical Laboratory Science

Business Administration, Financial Planning and Wealth Management, Health and Fitness

Administration, Liberal Arts Business Studies, MIS

Character in Leadership

Chemistry, Biochemistry, Science Composite Education

Communication, Mass Communication

Computer science, MIS

Criminal Justice

Elementary Education

Engineering

English, Creative Writing, International Studies

Exercise Science

Fine Arts in Theatre

Fine Arts in Studio Art

French, Global Studies

German, Global Studies

History, Global Studies

Information Technology

Mathematics

Mechanical Engineering

Music, Fine Arts in Music

Nursing

Physical Education, Health and Fitness Administration

Political Science, International Studies

Psychology

Religion/Philosophy, Christian Ministry, Religion, Philosophy

Spanish, International Studies

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## *Requirements for the Degree*

### **Major Field of Study**

At least half of the candidate's major must be completed at the University of Jamestown; modification of this requirement may be made by the department chair with the consent of the Provost.

### **Residence Requirement**

To fulfill the residence requirement, a minimum of thirty-five semester credits must be earned at the University of Jamestown, including a final full-time semester prior to graduation, unless the final semester or year is completed elsewhere as part of an approved University of Jamestown degree program or a petition is submitted to the Provost.

All students enrolled at the University of Jamestown who wish to complete courses at other academic institutions and to transfer those courses for credit to the University of Jamestown must have those courses pre-approved through the Registrar's Office. Whether a course corresponds in content and quality to a University of Jamestown course will be determined by the registrar in conversation with the relevant department chair and the Provost. A minimal expectation is that the course in question comes from an institution that is accredited by a CHEA approved regional accrediting association of schools and colleges that offers either associate or bachelor degrees.

### **Graduation Application**

A Graduation Intent Form must be submitted to the registrar at least one semester prior to graduation. This is the responsibility of the student. Forms are available in the Registrar's Office.

### **Grade Point Average**

1. Entry into the various majors of the University of Jamestown requires a grade of at least C- in each prerequisite course.
2. In addition, progression within the major is dependent on maintaining a grade of C- in each course. However, graduation from the University of Jamestown requires a cumulative GPA of 2.0.
3. A grade of D- received in a course at the University of Jamestown will count toward total credits but will not satisfy major or minor requirements.

### **Commencement**

Graduating seniors are expected to attend and participate fully in graduation activities including baccalaureate and commencement ceremonies. Mid-year or other graduates unable to return for commencement may request their degrees in absentia by writing to the Provost.

### Assessment

The University of Jamestown has a genuine interest in a continuing assessment of student learning as a way of measuring its success in meeting its mission and enhancing its academic programs.

The assessment process is guided by the foundational values and the mission of the University. To clarify this connection, fourteen institutional objectives provide linkage between program outcomes and the university mission. These are listed below:

#### Institutional Objectives:

University of Jamestown -

- a) *maintains academic, professional and pre-professional programs that prepare students for entry into the work force or for further education.* (Academic Preparation)
- b) *provides students with a general education curriculum rooted in the liberal arts to improve critical thinking skills and increase general knowledge.* (General Education)
- c) *provides opportunities for students to learn basic ethical principles and to engage in character-building activities.* (Character Building)
- d) *provides support services to assist students in achieving their academic goals.* (Academic Support Services)
- e) *manages financial resources to support its objectives and strategies in a manner that ensures the institution's viability in the short and long-term.* (Sound Fiscal Management)
- f) *provides extra-curricular opportunities for students to learn and grow on a personal, social, and civic level.* (Student Support Services)
- g) *fosters an appreciation of difference through the integration of curricular and co-curricular experiences that*

*are intentionally developed to help students integrate into a global society.* (Diversity)

- h) *operates within a system of shared governance in which the opinions and values of constituents contribute to decisions and responsibility for success is shared.* (Shared Governance)
- i) *recognizes and fosters opportunities to connect with, integrate into, and participate with the larger community in which it resides.* (Community)
- j) *maintains the infrastructure necessary to support both the academic program and student life.* (Infrastructure)
- k) *demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development.* (Faculty Development)
- l) *demonstrates its commitment to continuous improvement through staff development.* (Staff Development)
- m) *provides opportunities for students to be involved in Christian religious life activities and to explore their faith.* (Christian Life/Religious Life Environment)
- n) *uses current technology to enhance student learning, administrative efficiency, and institutional effectiveness.* (Technology)

A partial list of assessment activities follows:

- a) administration of the Noel/Levitz Survey of Student Satisfaction and the University of Jamestown Student Survey of Institutional Effectiveness (SSIE);



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## Assessment

- b) administration of standardized testing to graduating seniors in selected departments (e.g. MFT, CBE);
- c) analysis of reported performance on graduate and professional school examinations (including the Graduate Record Examination: General and Subject Tests, the Pre-Professional Skills Test and the Praxis II in Education); the Medical College Admission Test, the Law School Admission Test, and the National Council Licensure Examination in Nursing;
- d) internal academic program reviews rotating all departments on an every 5 year basis, with periodic external reviews;
- e) analysis of placement information based on alumni surveys;
- f) administration of a faculty and staff survey to gain knowledge of the opinion of faculty and staff about the institution;
- g) analysis of exit surveys from graduating seniors and classroom assessment summaries from every academic department;
- h) analysis of student retention, experiential education, career planning between education and career;
- i) linking assessment results to program development, and;
- j) an ongoing evaluation of our assessment program.

While formal and informal reports from alumni, employers, trustees and other constituencies comprise additional information relevant to assessment, student input constitutes the critical source of assessment data. Therefore, all students will be expected at various junctures during their tenure at University of Jamestown to contribute to our assessment program by completing surveys, standardized tests, and exit surveys as required by their curriculum.

### **Tk20 by Watermark**

The University of Jamestown utilizes Tk20 by Watermark, a web-based assessment system, to capture data from rubrics, course evaluations, satisfaction surveys, field experience binders, and other electronic assessment tools. Reports on these data contribute to our assessment of program outcomes and institutional objectives by providing valuable insight into student learning, faculty performance, campus life, and much more.

Tk20 accounts for faculty, staff, and students are accessible at [jc.tk20.com](http://jc.tk20.com). If you have any questions on Tk20, please contact the Tk20 Unit Administrator.

For questions or guidance contact:

#### **Mona Klose**

Associate Dean for Institutional Effectiveness  
[mklose@uj.edu](mailto:mklose@uj.edu)  
701-252-3467 ext. 5495

#### **Anna Munns Engdahl**

Director of Assessment  
Tk20 Unit Administrator  
[amunns@uj.edu](mailto:amunns@uj.edu)  
701-356-2136 ext. 5901

### **Harris Widmer Center for Excellence in Information Technology**

In early 1999, the University of Jamestown launched a major new initiative in information technology for the 21st century with the establishment of the Harris Widmer Center for Excellence in Information Technology.

The first venture of the newly established Center was to increase students' access to computers. Each room is networked for access to e-mail, the internet, and other network services.

This dramatic enhancement of computer accessibility to students was made at no additional charge to the students.

The Center's establishment was made possible with a generous lead gift from Harris and Arlyce Widmer, Fargo, N.D. Mr. Widmer is a graduate of the class of 1958 and a long-time College trustee.

The Center's facets include:

- **Studies in Information Technology** (See Computer Science section).
- **Software skills certification**, which involves training in word processing, spread sheets, databases, e-mail and Internet, web page design, presentation software, graphics, desktop publishing, and networking.
- **Special internship opportunities**, which will greatly enhance the resumé of University of Jamestown graduates.

### **Roland E. Meidinger Center for Excellence in Business**

Since its launch in the fall of 2000, the Roland E. Meidinger Center for Excellence in Business has become a premier center for management education with programs that compare favorably with those of any liberal arts college in the country. The Meidinger Center for Excellence in Business was named in honor of Roland E. Meidinger, trustee emeritus and longtime benefactor of University of Jamestown, and the recipient of the honorary degree Doctor of Laws, Honoris Causa, from the college in 1976.

In order to accomplish its mission of excellence in business education and to achieve its strategic goals, the Meidinger Center for Excellence in Business has implemented several major initiatives that have resulted in the following distinctive program hallmarks:

#### **Accreditation and Certification of Programs**

The following degree programs offered through the Roland E. Meidinger Center for Excellence in Business by its Department of Business, Accounting, and Economics are accredited by the International Assembly for Collegiate Business Education (IACBE):

- Bachelor of Arts degree in business administration with concentrations in accounting, business communication, financial planning, general management, global business, hospitality and tourism, and marketing
- Bachelor of Arts degree in accounting
- Bachelor of Arts in Liberal Arts Business Studies
- Bachelor of Arts in Financial Planning and Wealth Management.

### **Strong and Talented Faculty**

The faculty in the Meidinger Center for Excellence in Business are talented, respected, highly collaborative, committed to excellence in teaching and student learning, and are either doctorally- or professionally-qualified to teach in their particular disciplines.

### **Innovative New Programs**

An important initiative of the Meidinger Center for Excellence in Business is the development of new programs that expand offerings and widen the range of choices for students. The center has recently developed an option of a concentration in financial planning in the accounting major, a major in liberal arts business studies, liberal arts concentrations in the business administration major, an interdisciplinary major in health and fitness administration, and concentrations in hospitality and tourism management, and information technology.

### **Expanded Opportunities for International Experiences**

The Meidinger Center for Excellence in Business, through its Department of Business, Accounting, and Economics, currently offers students the following opportunities for international study in business, economics, and/or accounting:

- IACBE International Partnership for Study Abroad
- Irish American Scholars Study Program
- International Student Exchange Program (ISEP)

### **Expanded Internship and Experiential Education Opportunities**

The expanded opportunities for internships and other types of field experiences developed by the Meidinger Center for Excellence in Business provide students with experiential learning that is vital to the complete education of business students.

### **Nationally Recognized Student Organizations**

The Meidinger Center for Excellence in Business currently has a very strong and active chapter of Phi Beta Lambda, which is a national student business organization.

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## *The Jamestown Journey to Success*

With the first class of their first semester, University of Jamestown students begin a journey—a journey to success. The metaphor of the journey is apt because it reminds both students and those working with them to keep thinking about where the chosen path will lead. We want each student to make the most of his or her four years at the University of Jamestown. And as with any journey, the best way to make the most of it is to keep one's eyes open in order to see as much as possible. Therefore, the Jamestown Journey to Success emphasizes the importance of looking:

Students ***Look Inward*** through examining their own interests, strengths, goals, and dreams. This begins in UJ Foundations where students meet in small groups each week with a faculty/staff teacher and an upper-class student guide. Teachers and guides provide the students with analytic instruments and hold discussions to help them think carefully about what they want to accomplish both inside and outside the classroom during the next four years. This results in thoughtful choices of major and minor areas of study as well as involvement in co-curricular activities.

Students ***Look Outward*** by asking how to take the talents and strengths they have identified and use them not only to accomplish their own goals but to serve those around them. All students at the University of Jamestown do community service. Students also have the chance to help others distant from the college through mission trips with groups such as Habitat for Humanity and the Presbyterian Church in Kenya or to serve those in our own community through groups like Students of Service, Champions of Character, and many others.

Students ***Look Beyond*** in order to learn about people, cultures, and ways of life different than their own. This happens through overseas travel to places like China, Costa Rica, Kenya, or Italy or within the U.S. to cities like Minneapolis, Chicago, or New York. But travel is not the only way to learn about new ideas and diverse perspectives; right on our own campus students can take advantage of International Week, Foreign Film Festivals, or interaction with international students.

Students ***Look Forward*** as they make use of college resources to prepare themselves for that next step into the world of work or further graduate study. Career Services offers student individual assistance in searching for a job or selecting a graduate school. University programs allow students to choose among a wide range of sessions on topics such as networking, interviewing, business etiquette, resume writing, applying to graduate school, and many more.

The Jamestown Journey is our way of ensuring that each student's journey fits his or her needs, helps meet the needs of others, and leads to a successful future. The Journey also includes a ***four-year graduation guarantee, a guaranteed internship, and a co-curricular transcript*** for students who want them.\* There are very few times in students' lives when they will be surrounded by so many others dedicated to helping them reach their goals as during the years of their journey at the University of Jamestown.

\*The four-year graduation guarantee and the guaranteed internship are subject to specific conditions. More information is available in the Registrar's Office.



# Academic Departments

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# Art

*Associate Professor Cox (chair)*

## Mission Statement

The mission of the Art Department of the University of Jamestown is to prepare students in visual creativity, interpersonal and group communications proficiency, and to provide for them a learning experience that will help develop their personal growth within the college's liberal arts curriculum. We seek to expose students to traditional and innovative art cultures, trends, and media. From these studies and experiences, students will achieve academic excellence through a better understanding of the arts, civilization, religion, languages, literature, philosophy, government, and geography.

## Intended Student Learning Outcomes for the Fine Arts Major with a Concentration in Studio Art

1. Demonstrate the ability to use dry and wet graphic media, 3-D, digital, and innovative media.
2. Demonstrate the ability to render objects from life using graphic, 3-D and innovative media.
3. Demonstrate the ability to work alone and within a team setting.
4. Demonstrate the ability to learn from critiques and edit work accordingly.
5. Demonstrate the ability to think critically to solve problems and make adjustments accordingly.
6. Demonstrate the ability to connect art with historic time-periods and outcomes.
7. Demonstrate the ability to manage deadlines, participate in art shows, and be able to discuss their work in front of audiences.
8. Demonstrate an understanding of the principles and elements of design.
9. All students show their art work during that semester's All Student Art Exhibit.

A grade of C- or above must be earned in all courses required for a major or minor.

## Requirements for the Fine Arts Major with a Concentration In Studio Art

Dept.	Course No.	Course Title	Credits
Art	111	Drawing I	3
Art	112	Design	3
Art	209	Figure Drawing	3
Art	210	Art History I	3
Art	211	Art History II	3
Art	302	Printmaking	3
Art	309	Painting	3
Art	398	Sculpture or Ceramics	3
Art	399	Directed Studio Experience	3
Art	498	Senior Thesis Exhibition	3
Mus		Two approved courses	6
Thea		Two approved courses*	6
		<b>Total Semester Credits*</b>	<b>42</b>

\* Thea 201 and 202 will not fulfill this requirement.

Additional studio credits are strongly recommended. Courses in the division of humanities, music appreciation, and/or history of theatre are strongly recommended for all art students.

### Requirements for the Studio Art Minor

Dept.	Course No.	Course Title	Credits
Art	111	Drawing I	3
Art	112	Design	3
Art	209	Figure Drawing	3
Art	210	Art History I	3
Art	211	Art History II	3
Art	302	Printmaking	3
Art	309	Painting	3
<b>Total Semester Credits</b>			<b>21</b>

### Requirements for the Art History Minor

Dept.	Course No.	Course Title	Credits
Art	111	Drawing I	3
Art	112 <sup>or</sup>	Design	3
Art	210	Art History I	3
Art	211	Art History II	3
Art	300	Directed Studies in Art History	3
Art	312	Comparative Art Forms: East/West	3
Art	400	Directed Studies in Art History	3
<b>Total Semester Credits</b>			<b>18</b>

### Suggested Course Sequence for the Fine Arts Major with a Concentration In Studio Art

#### *Freshman Year*

Dept.	Course No.	Course Title	Credits
Art	111	Drawing I	3
Art	112	Design	3
Mus –or– Thea		Approved Course	3

#### *Sophomore Year*

Dept.	Course No.	Course Title	Credits
Art	209	Figure Drawing	3
Art	210	Art History I	3
Art	211	Art History II	3
Mus –or– Thea		Approved Course	3

#### *Junior Year*

Dept.	Course No.	Course Title	Credits
Art	302	Printmaking	3
Art	309	Painting	3
Art	398	Directed Studio Experience (Advanced Studio Area)	3
Mus –or– Thea		Approved Course	3

#### *Senior Year*

Dept.	Course No.	Course Title	Credits
Art	399	Directed Studio Experience	3
Art	498	Senior Thesis Exhibition	3
Mus –or– Thea		Approved Course	3

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## Course Descriptions

(ART)

### 103-3 Art Appreciation (for non-majors)

An introduction to the understanding and appreciation of the visual arts as a revelation of cultural values of the past and present. *Fall, even years*

### 111-3 Drawing I

An introduction to the basic perceptual and technical skills of drawing, with practice in a variety of methods and materials. *Fall, even years*

### 112-3 Design

An introduction to the basic elements of design, particularly as related to two-dimensional forms of the visual arts: line, color, form, and their properties — rhythm, proportion, scale, harmony, balance, unity. *Fall, odd years*

### 209-3 Figure Drawing

An intermediate level of perceptual and drawing skills applied to representing the human figure with a variety of drawing media. *Spring*

### 210-3 Art History I

An introductory survey of the art produced from the Paleolithic period through the late European Middle Ages, including an introduction to the art of the East, with emphasis on understanding the art within its cultural context. *Fall, odd years*

### 211-3 Art History II

A survey of art produced by western civilization from the Renaissance to the present, with emphasis on understanding the art within its cultural context. *Spring, even years*

### 212-3 Drawing II

An advanced level of study incorporating technical and perceptual drawing skills, developing personal style in a variety of methods and materials. *Fall, odd years*

### 302-3 Printmaking

An introduction to the basic relief and intaglio processes of traditional and contemporary printmaking.

### 309-3 Painting

An introduction to the basic materials and methods of painting.

### 311-3 A History of Modern Painting

A survey of European and American painting of the 19th and 20th centuries, with emphasis on the cultural influences that helped in shaping its development. *Offered as directed study*

### 312-3 Comparative Art Forms: East and West

A comparative study of two ways of knowing, as they are revealed in the traditional and contemporary art forms of the East and West. *Spring, odd years*

### 298-3

### 299-3

### 398-3

### 399-3 Directed Studio Experience

Advanced individual development in studio areas (drawing, design, painting, print-making, other media). See instructor for relevant prerequisites.

### 495-3 Independent Study

Advanced work in studio or history areas with the particular course of study to be planned by the student in consultation with the instructor.

### 498-3 Senior Thesis Exhibition

The final semester of undergraduate studio experience includes the following requirements: 1) A paper relating to the main studio area of interest; 2) An exhibition of the student's work in the gallery; and 3) An oral examination on the contents of both the paper and the exhibition.

## OTHER COURSES: Art

### 190-1-3 Special Topics

### 200-2-3 Directed Studies

### 290-1-3 Special Topics

### 300-2-3 Directed Studies

### 390-1-3 Special Topics

### 400-2-3 Directed Studies

### 490-1-3 Special Topics

(by arrangement)



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# Biology

*Professors Jensen (chair) and Solensky; Associate Professors Thorlakson and Uvino; and Assistant Professor Naglak*

## Mission Statement

The Biology Department strives to provide an education in biology of the highest possible quality. The biology curriculum offers career preparation, preparation for further study, and an introduction to biological concepts and scientific reasoning in the liberal arts tradition.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## Intended Student Learning Outcomes for the Biology Major

Upon completion of the biology major, the student will be able to:

1. Explain and apply the vocabulary, fundamental principles, and theories of the major areas of biology (cell and molecular biology, genetics, organismal biology, ecology and evolution).
2. Choose and safely use appropriate laboratory and field techniques and equipment.
3. Design and recognize an effective scientific study and demonstrate understanding of the process by which scientific concepts are evaluated, modified, and become accepted.
4. Identify relevant sources of information and evaluate their credibility.
5. Evaluate the quality of evidence supporting a hypothesis or theory and critically analyze, integrate, and draw conclusions from multiple lines of evidence.
6. Communicate precisely and analytically in scientific written and oral formats.
7. Make intellectual connections between biology and other disciplines and apply an interdisciplinary and ethical approach to challenges facing individuals, communities, and societies.

## Requirements for the Biology Major

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I	4
Biol	151	Introduction to Biology II	4
Biol	201	Biology Orientation	1
Biol	305	Cell Biology	5
Biol	430	Genetics	5
Biol	425/426	Biology Seminar	1 + 1
Biol	442	Evolution	4
Biol		Courses chosen in consultation with advisor at least one must be an upper level course with a substantial ecological component (304, 306, 308 or 310)	13
<b>Semester Credits</b>			<b>38</b>
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Math	151	Calculus I (or equivalent)	4
Math	205	Statistics	3
Phys	143/144	College Physics I or College Physics II	4
Phys	203/204	Physics I or Physics II	4
<b>Semester Credits</b>			<b>23 or 24</b>
<b>Total Semester Credits</b>			<b>61 or 62</b>

**Strongly recommended for students considering graduate school:**

Dept.	Course No.	Course Title	Credits
Math	152	Calculus II	4
Math	205	Statistics	3
Math	401	Mathematical Statistics I	3
Phys	203	Physics I	4
Phys	204	Physics II	4
(Some graduate schools require a full year of physics)			

Biology majors seeking **secondary education** certification must complete the major plus the requirements listed under “Requirements for Secondary Education Certification” in the *Teacher Education* section of this catalog. In addition, students seeking secondary education certification must complete the Bachelor of Arts general education requirements. The Bachelor of Science general education track is for students who are not pursuing a career in secondary education or a second major in any bachelor of arts field.

**Sample Course Sequence for the Biology Major**

*\*Important Note: Biology majors need not take General Chemistry (Chem 133-134) their freshman year with the following exceptions: Students considering a chemistry or biochemistry major or minor and students entering college in an even-numbered year and anticipating taking biochemistry. Students that do not take chemistry their freshman year should take an appropriate math instead.*

*Students can enroll in statistics (Math 205) or calculus I (Math 151) if they are prepared. The math should be chosen in consultation with an advisor.*

*Some sophomore, junior, and senior courses are offered in alternate years; therefore, their availability and sequence may differ from the schedule presented below. Students majoring in biology usually take at least two biology courses each year.*

*Freshman Year*

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I	4
Biol	151	Introduction to Biology II	4
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4

*Sophomore Year*

Dept.	Course No.	Course Title	Credits
Biol	201	Biology Orientation	1
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Math	151	Calculus or Statistics or determined by Math Department	3-5
Math	205	Statistics	3

Select one elective biology course from the following courses:

Biol	208	Human Anatomy and Physiology	5
Biol	216	Microbiology	4
Biol	304	Invertebrate Zoology	5
Biol	306	Vertebrate Zoology	5
Biol	308	Animal Behavior	5
Biol	310	Ecology	5

# Biology

## Junior Year

Dept.	Course No.	Course Title	Credits
Biol	305	Cell Biology	5
Biol		Biology I** (elective)	5
Biol		Biology II** (elective)	5
Biol	430	Genetics	4
Biol	442	Evolution	4
Phys	143/144	College Physics I or College Physics II	4
Phys	203/204	Physics I or Physics II	

## Senior Year

Dept.	Course No.	Course Title	Credits
Biol		Biology III** (elective)	5
Biol		Biology IV** (elective)	5
Biol	430	Genetics	5
Biol	442	Evolution	5
Biol	425/426	Biology Seminar	1 + 1

\* *Biochemistry may be registered either in biology or in chemistry, but credits will apply to only one department.*

\*\* *Biology electives include Biol 235 Human Parasitology, Biol 304 Invertebrate Zoology, Biol 306 Vertebrate Zoology, Biol 308 Animal Behavior, Biol 310 Ecology, Biol 312 Developmental Biology, Biol 333 Hematology, Biol 335 Immunology, Biol 412 Molecular Biology, and Biol 413 Biochemistry I.*

## Prospective Graduate School Students

Students planning to attend graduate school should consider a research internship during the summer after their sophomore and/or junior years. Prospective graduate school students should complete all courses required for the biology major, PLUS either Option 1 or Option 2 below:

### Option 1—For an emphasis in Environmental or Organismal Biology

Dept.	Course No.	Course Title	Credits
Biol	304	Invertebrate Zoology	5
Biol	216	Principles of Microbiology	4
Biol	306	Vertebrate Zoology	5
Biol	308	Animal Behavior	5
Biol	310	Ecology	5

### Option 2—For an emphasis in Cell Biology or Physiology

Dept.	Course No.	Course Title	Credits
Biol	216	Principles of Microbiology	4
Biol	312	Developmental Biology	5
Biol	412	Molecular Biology	4
Biol	413	Biochemistry I	3

## Requirements for the Biology Minor

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I	4
Biol	151	Introduction to Biology II	4
Biol	442	Evolution	4
Biol		Courses chosen in consultation with advisor	10
		<b>Semester Credits</b>	<b>22</b>
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
		<b>Semester Credits</b>	<b>8</b>
		<b>Total Semester Credits</b>	<b>30</b>

## Biochemistry Major

Please refer to the *Chemistry* section for this major.

## Health-Related Majors

A bachelor's degree is granted from University of Jamestown to students completing the clinical laboratory science major. The number of credits within this major make the BS degree the best option. Students seeking a BA in this major can expect to exceed the 124 semester credits required for graduation.

## Clinical Laboratory Science Major

Clinical laboratory scientists (medical technologists/medical laboratory scientists) are health professionals who supervise and conduct laboratory diagnostic tests on patients' body fluids and/or tissues, assisting the physician with diagnoses and treatments. An education in this field will prepare the student for a variety of career opportunities.

Two options are available in preparing for a career in clinical laboratory science (CLS.) Students can plan programs so that they need not decide immediately which option they will choose. Each includes a year of clinical internship in an accredited medical laboratory science (clinical laboratory science) program and prepares the student for the medical laboratory scientist certification exam from the Board of Registry of the American Society of Clinical Pathologists. As a member of the Western College Alliance for Medical Laboratory Science, a cooperative education program between several universities and colleges in the Midwest, University of Jamestown is affiliated with the clinical laboratory science program at the University of North Dakota (UND). The final professional year begins with a summer semester at the University of North Dakota. Fall and spring semesters are then spent at one of the many possible clinical sites. There are currently more than twenty-five clinical affiliates in North Dakota, Minnesota, and other western states.

### Option A

Students can complete Option A in four years, earning a Bachelor of Science degree from University of Jamestown with a major in clinical laboratory science. Three years are spent on campus at University of Jamestown completing prerequisite course work and general education requirements. During the fall semester of the junior year, the student applies to the affiliated CLS program. The senior year consists of twelve months of specialized clinical laboratory science education, beginning with summer session at the UND campus in Grand Forks. Fall and spring semesters are spent at one of the many clinical sites.

### Option B

Option B is a five-year program. The student spends four years at University of Jamestown completing a Bachelor of Science degree with a major in biology or chemistry before entering the one-year clinical training. During the fall semester of the senior year, the student may apply either to the UND program or to any accredited CLS program nationwide to complete the professional internship.

### Program note

The Clinical Laboratory Science major prepares students to transfer in three years to a CLS/MLS program outside of University of Jamestown. Acceptance into the off campus program is independent from University of Jamestown. Students should consult with the program director, registrar, Business Office, and Financial Aid Office early in their course of study to ensure a clear understanding of the CLS program, application procedure, and financial aid implications for the off-campus portion of the course of study.

# Biology

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There are two prerequisite courses (Hematology and Parasitology) that must be taken online from UND (or another institution) at the student's own expense.

In addition to the bachelor of science general education requirements, the following courses are required for students planning a major in clinical laboratory science:

## At University of Jamestown

Dept.	Course No.	Course Title	Credits
Biol	150-151	Introduction to Biology I and II (with lab)	8
Biol	208-209	Human Anatomy and Physiology I & II (with lab)	10
Biol	216	Microbiology (with lab)	4
Biol	335	Immunology (with lab)	3
Chem	133-134	General Chemistry I and II (with lab)	8
Chem	343-344	Organic Chemistry I and II (with lab)	8
Chem	413	Biochemistry I	3
Biol	305 <sup>or</sup>	Cell Biology (with lab)	5
CS		Computer Science	3
Math	111	College Algebra (or higher)	3
		<b>Semester Credits</b>	<b>56-58</b>

Required online courses from UND:

Dept.	Course No.	Course Title	Credits
Mls	234	Human Parasitology	
Mls	325	Hematology	
Mls	325L	Hematology Lab (hybrid with intensive laboratory occurring immediately prior to on-campus summer session at UND)	

## Highly Recommended Courses

Dept.	Course No.	Course Title	Credits
Biol	210	Medical Terminology	1
Biol	305	Cell Biology (with lab)	5
Biol	430	Genetics (with lab)	5
Busn	321	Business Management	3
Math	205	Statistics	3

The student must apply for admittance to an affiliated CLS program during the fall semester of the junior year. Minimum GPA is 2.8. There can be no more than one "D" in any math or science course, and the student must be recommended by the University of Jamestown CLS program director. The senior year is spent exclusively in professionally oriented courses in the twelve-month clinical program; therefore, all general education requirements must be completed before attending. Grades and credits earned at the affiliated program are transferred to University of Jamestown. Upon satisfactory completion of the program, the bachelor's degree is granted by University of Jamestown.

## Summer Semester (at the University of North Dakota, Grand Forks)

CLS 471		Clinical Chemistry I	2
CLS 472		Pre-analytical Testing Skills	1
CLS 473		Clinical Hemostasis I	2
CLS 474		Clinical Urinalysis I	2
CLS 477		Clinical Immunohematology I	1
CLS 477L		Clinical Immunohematology I Laboratory	1
CLS 478		Clinical Microbiology I	2
CLS 479		Clinical Hematology I	2
		<b>Credits</b>	<b>13</b>

**Fall Semester (at clinical site)**

CLS 480	Clinical Immunohematology II	2
CLS 481	Clinical Chemistry II	2
CLS 483	Clinical Hemostasis II	1
CLS 484	Clinical Microbiology II	2
CLS 485	Clinical Urinalysis II	1
CLS 487	Medical Mycology	1
CLS 488	Clinical Hematology II	2
CLS 489	Clinical Body Fluids	1
	<b>Credits</b>	<b>12</b>

**Spring Semester (at clinical site)**

CLS 490	Financial & Quality Management of the Clinical Lab	3
CLS 491	Clinical Chemistry III	2
CLS 492	Clinical Immunohematology III	2
CLS 494	Clinical Immunology	1
CLS 495	Clinical Microbiology III	2
CLS 498	Clinical Hematology III	2
	<b>Credits</b>	<b>12</b>
	<b>Professional Year Credits</b>	<b>37</b>

**Health-Related Pre-Professional Preparation** (Please refer to section beginning on page 209.)

<b>Medicine</b>	<b>Physical Therapy</b>	<b>Pharmacy</b>	<b>Dentistry</b>
<b>Optometry</b>	<b>Occupational Therapy</b>	<b>Chiropractic</b>	<b>Podiatry</b>
<b>Osteopathy</b>			

**Course Descriptions**

(Biol)

Laboratories must be taken concurrently with the lecture courses but will be graded separately.

**108-4 The Human Body**

An exploration of the process of science research, using the human body as a study system. Concepts covered include the structure and function of cells and organ systems as well as human genetics and health. (Not for major or minor credit.) 3/1 credits. *Spring*

**110-4 Environmental Science (Lec/Lab)**

A study of our natural environment and the physical and biological principles functioning in it. Emphasis on human activities and effects. (Not for major or minor credit.) 3/1 credits. *Fall*

**120-3 Essentials of Biology and Chemistry for Health Sciences**

An overview of principles of general biology, chemistry, and biochemistry relevant to health-related fields. This course is designed to prepare students in health-related majors such as nursing

and radiologic technology for subsequent courses in biology and professional classes. Not for major or minor credit. 3 credits. *Fall*

**150-4 Introduction to Biology I (Lec/Lab)**

Principles and processes of biology, including biochemistry, cell biology, histology, genetics, and evolution. 3/1 credits. *Fall and spring*

**151-4 Introduction to Biology II (Lec/Lab)**

Principles and processes of biology, including botany, ecology, the biology of selected animal systems, animal diversity, and behavior. Prerequisite: Biol 150. 3/1 credits. *Spring*

**180-3 Field Ecology (Lec/Lab)**

A field study of one or more natural ecosystems, including the diversity of and interactions between organisms living at the field site. The course includes a 10-12 day field trip during or following the semester in which it's offered. 1/2 credits.

# Biology

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## **201-1 Biology Orientation**

An exposure to literature searches, reading scientific papers, the methods of science, experimental design and analysis, science in society, the biology curriculum, and career opportunities in the biological sciences. Required for all biology majors in their sophomore year. *Fall*

## **208-5 Human Anatomy and Physiology I (Lec/Lab)**

A study of the structure and function of the human body, including gross and micro-anatomy. Physiological principles at the organ system and organ levels are emphasized. Focus on integumentary, skeletal, muscular nervous and endocrine systems. Prerequisite: Biol 150, Chem 114, or Chem 133. (In the 208-209 sequence, only 208 will count for major or minor credit.) 4/1 credits. *Fall*

## **209-5 Human Anatomy and Physiology II (Lec/Lab)**

Continuation of Biol 208. Focus on cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. Prerequisite: Biol 208. (Not for major or minor credit.) 4/1 credits. *Spring*

## **210-1 Medical Terminology**

Knowledge of medical terminology. *Fall and spring*

## **216-4 Microbiology (Lec/Lab)**

A study of the characteristics of microorganisms (bacteria, viruses, microorganisms), and principles of their growth and control. Interactions between host and microbe, including host defenses, infectious diseases, and epidemiology are also included. Prerequisite: Biol 151, Biol 120, or Chem 133. 3/1 credits. *Spring*

## **235-2 Human Parasitology (Lec/Lab)**

This combined lecture/laboratory course presents an overview of human parasitology with an emphasis on the medically relevant parasites. It is primarily designed for clinical laboratory science students. The course will cover basic knowledge of life cycles, pathologies produced, and laboratory diagnosis of human parasites. Prerequisite: Biol 151. *Spring*

## **304-4 Invertebrate Zoology (Lec/Lab)**

A study of the biological diversity of invertebrate animals, focused on the evolution, ecology, and morphology of major phyla. Prerequisite: Biol 151. 3/1 credits. *Fall, even years*

## **305-5 Cell Biology (Lec/Lab)**

A study of cell structure and function with emphasis on the eukaryotic cell and cellular processes. Prerequisites: Biol 151, Chem 134, and Chem 343 (or concurrently) or permission. 4/1 credits. *Fall*

## **306-4 Vertebrate Zoology (Lec/Lab)**

A study of biological diversity of vertebrate animals, focused on the evolutionary history, ecology and morphology of major lineages. Prerequisites: Biol 151 and junior standing or permission. 3/1 credits. *Spring, odd years*

## **308-4 Animal Behavior (Lec/Lab)**

A study of mechanisms and evolution of animal behavior. Examples will be drawn from a taxonomically diverse assemblage of animals, and labs will include field and lab-based studies. Prerequisite: Biol 150 and sophomore standing or permission of instructor. 3/1 credits. *Fall, odd years*

## **310-4 Ecology (Lec/Lab)**

Principles of population, community, and ecosystem ecology exemplified by plant and animal populations. Emphasis on population dynamics, trophic relationships, and environmental factors affecting the community. Prerequisites: Biol 151 and Chem 133. 3/1 credits. *Spring, even years*

## **312-4 Developmental Biology**

Patterns and principles of animal development with an emphasis on echinoderm and chordate developmental systems. Prerequisites: Biol 151 and Biol 305 (or concurrently) or permission. 4 credits. *Fall, odd years*

## **325-2 Histology (by arrangement)**

A study of mammalian cell structure, tissues, and their organization. Prerequisite: Biol 209

**333-4 Hematology (Lec/Lab)**

A detailed study of the nature and functions of human blood and clinical identification of blood-related diseases. Course primarily designed for CLS majors. Prerequisite: Biol 209 or permission. 3/1 credits. *Fall*

**335-3 Immunology**

An introduction to human immunochemistry, immunobiology, and development of the immune system. Prerequisite: Biol 216. 3 credits. *Spring*

**412-4 Molecular Biology (Lec/Lab)** A study of the structure and function of nucleic acids, the replication of DNA, and the regulation of the gene. Laboratory experience will involve the application of recombinant DNA techniques to molecular biology. Prerequisite: Biol 305. 2/2 credits. *Spring, even years*

**413-3 Biochemistry I**

The study of the important classes of biochemicals as well as enzymes and enzyme function. (Same as Chem 413) Prerequisite: Chem 344. *Fall, even years*

**414-3 Biochemistry II**

The study of intermediary metabolism and the synthesis and breakdown of small biomolecules. Prerequisite: Biol 413. *Spring, odd years*

**425-1 Biology Seminar I**

A focused investigation of a current topic in biology. Required of all majors (senior year). *Fall*

**426-1 Biology Seminar II**

A continuation of Biol 425. Required of all majors. *Spring*

**430-5 Genetics (Lec/Lab)**

A study of the principles and processes of inheritance. Classical, molecular, and population genetics are discussed. Prerequisites: Three courses in biology, including Biol 305 or permission. 4/1 credits. *Spring, odd years*

**442-4 Evolution (Lec/Lab)**

A study of changes in biological systems at the molecular, organismal, and populational levels. These biological changes are studied in the framework of concepts and causal mechanisms. Prerequisite: Biol 151. 3/1 credits. *Spring, even years*

**OTHER COURSES: Biology**

**190-1-3 Special Topics**

**200-1-4 Directed Studies**

**290-1-3 Special Topics**

**300-1-4 Directed Studies**

**390-1-3 Special Topics**

**400-1-4 Directed Studies**

**402-1-4 Research Problems**

**490-1-3 Special Topics**

**(by arrangement)**

Course content and requirements to be established jointly by the student and instructor.

**495-1-4 Independent Study**

**(by arrangement)**

Course content and requirements to be established jointly by the student and instructor.



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# Business, Accounting, and Economics

*Professor Sarabakhsh; Associate Professor Greshik; Assistant Professors Paulson (chair) and Weispfenning; Instructor Aesoph; Lecturer Morris*

## **Mission Statement**

The Department of Business, Accounting, and Economics fosters a comprehensive world-view in each of our students through an interdisciplinary integration of the liberal arts and business studies. Based on this foundation, it is our mission to pursue excellence in business education and to prepare students for successful professional careers, graduate studies, and a lifetime of learning, service, and personal growth.

## **Broad-based Goals**

In order to accomplish its mission, the Department of Business, Accounting, and Economics pursues a set of broad-based goals. They are as follows:

- to promote a dynamic environment of academic excellence that emphasizes student learning in all programs of study
- to enhance operational effectiveness and measure excellence in business education through comprehensive programs of outcomes assessment and continuous improvement that are fully integrated with strategic planning
- to engage in continuing curricular review and development
- to develop ethical leaders who excel in a variety of organizational environments through contributions to the personal and professional development of students
- to promote and engage in a variety of faculty development activities
- to provide significant opportunities for international study, experiential education, and co-curricular activities
- to foster a stimulating and effective learning and teaching environment for all students and faculty
- to establish and sustain internal and external collaborative educational relationships and partnerships
- to enhance visibility, reputation, and service presence by developing and sustaining community, regional, state, national, and international outreach initiatives

## **Assessment**

The Department of Business, Accounting, and Economics affirms the importance of continual and comprehensive assessment of student learning outcomes in all of its programs as a method of measuring excellence in business education. Consequently, the department is committed to the use of outcomes assessment results as a means to achieve its stated purposes and educational goals and to improve student academic and personal achievement. Therefore, all students who pursue majors offered by the department will be required to participate in its ongoing outcomes assessment program, which includes a national standardized test in business.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## **Accreditation**

Specialized business accreditation by an independent, external accrediting body is a means by which students, parents, the business community, and other stakeholders of the College can be assured that the institution's business degree programs meet high standards of excellence and follow best practice in business education.

University of Jamestown has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Arts in business administration with concentrations in accounting, business communication, financial planning, general management, global business, and marketing.
- Bachelor of Arts in accounting
- Bachelor of Arts in financial planning and wealth management
- Bachelor of Arts in liberal arts business studies

### **Study Abroad Opportunities**

The Department of Business, Accounting, and Economics currently offers students the following opportunities for international study:

1. In cooperation with the Presbyterian Church (USA), the British Council, and the Department for Employment and Learning in Northern Ireland, the department participates in the Irish/American Scholars Program. This program provides students with the opportunity to apply to study for either one semester or a full academic year at one of our partner institutions in Northern Ireland: Queen's University-Belfast, University of Ulster-Coleraine, University of Ulster, Magee College-Derry, University of Ulster-Jordanstown, University of Ulster-Belfast, or the Belfast Metropolitan College.
2. University of Jamestown is a member of the International Student Exchange Program (ISEP), which is the world's largest network of colleges and universities cooperating to provide international educational experiences for their students. Through the ISEP network, students have access to affordable, high-quality study abroad programs in any discipline, including business, economics, and accounting. The reciprocal exchange program is designed so that students pay all of their normal fees, including tuition and room and board, to University of Jamestown and then study abroad for a semester, a full academic year, or a summer. Programs in business, economics, and accounting are available in more than sixty universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

### **Requirements for the Accounting Major**

At the recommendation of the American Institute of Certified Public Accountants (AICPA), state law now requires that candidates who sit for the certified public accountant examination must have completed 150 academic credit-hours with either a major or concentration in accounting. The intent of the AICPA recommendation is to generate CPAs who possess a broader base of knowledge that extends beyond accounting. University of Jamestown currently requires a total of 124 credit hours for graduation with a Bachelor of Arts degree. Therefore, state law requires CPA candidates to complete an additional twenty-two credit hours in order to sit for the CPA exam.

The Department of Business, Accounting, and Economics offers two accounting program options. The first option, the accounting major, consists of the sixty-four credit-hour major requirements listed below. The second option, an accounting major with a concentration in financial planning, consists of the sixty-four credit-hour major requirements, plus a twenty-one credit-hour concentration. Students who plan to sit for the CPA exam may complete the recommended courses listed for either option in order to fulfill the additional twenty-two-credit-hour CPA requirement. They may also choose to complete the additional credits through graduate study.

### **Intended Student Learning Outcomes for the Accounting Major**

As outcomes of learning in the accounting major, students will be able to

1. Demonstrate knowledge of the core areas of accounting
2. Demonstrate the ability to work within a team setting
3. Demonstrate effective communication skills

4. Demonstrate the ability to analyze data
5. Demonstrate the ability to use decision-support tools
6. Demonstrate the ability to think critically to solve problems and make business and accounting decisions

### **Accounting Major Requirements**

#### **Accounting Core Requirements**

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Acct	301	Intermediate Accounting I	3
Acct	302	Intermediate Accounting II	3
Acct	311	Cost/Managerial Accounting	4
Acct	325	Governmental and Not-for-Profit Accounting	3
Acct	355	Income Tax Accounting I	3
Acct	356	Income Tax Accounting II	3
Acct	451	Auditing I	3
Acct	452	Auditing II/Senior Seminar	3
Acct	457	Advanced Accounting	3
<b>Total Accounting Core Credits</b>			<b>34</b>

#### **Correlative Requirements**

Busn	315	Business Law I	3
Busn	316	Business Law II	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
CS	240	Advanced Software Applications	3
CS	440	Management Information Systems	3
Math	205	Statistics	3
<b>Total Busn, Econ, CS and Math Correlative Credits</b>			<b>30</b>
<b>Total Semester Credits Required for the Accounting Major</b>			<b>64</b>

Students planning to sit for the CPA exam should choose additional courses in consultation with their advisor.

### **Accounting Major with a Concentration in Financial Planning**

Students who pursue the accounting major with a concentration in financial planning must complete the 64-credit-hour major requirements listed above plus the following concentration:

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Busn	301	Introduction to Financial Planning	1
Busn	305	Insurance Planning	3
Busn	310	Retirement and Benefits Planning	3
Busn	330	Sales and Sales Management	3
Busn	440	Investments	3
Busn	450	Estate Planning	3
Busn	451	Senior Financial Planning Colloquium	3
Econ	110	Personal Finance	2
<b>Total Semester Credits Required for the Concentration in Financial Planning</b>			<b>21</b>
<b>Total Semester Credits for Accounting Major with a Concentration in Financial Planning</b>			<b>85</b>

*Note 1:* Students who pursue the accounting major with a concentration in financial planning may not choose a concentration in financial planning in the business administration major.

*Note 2:* In order to complete 150 hours in a normal four-year undergraduate program, students would need to take an average of approximately nineteen credits per semester. Therefore, students who plan to sit for the CPA exam might consider summer courses, an additional semester or year, or graduate school to fulfill the 150-hour CPA requirement.

### **Requirements for the Business Administration Major**

Students must complete a minimum of fifty-nine credit hours, including the core curriculum in business and at least one area of business concentration. In addition, students may choose to pursue one or more liberal arts concentrations.

### **Intended Student Learning Outcomes for the Major in Business Administration**

As outcomes of learning in the business administration major, students will be able to

1. Demonstrate fundamental knowledge in the functional areas of business for entry-level professional positions and graduate studies
2. Demonstrate knowledge of the global dimensions of business
3. Demonstrate knowledge of the legal, social, and economic environment of business
4. Demonstrate the ability to use decision-support tools
5. Demonstrate the ability to communicate effectively
6. Demonstrate the acquisition of analytical, quantitative, and critical-thinking skills within a business context
7. Demonstrate effective teamwork skills
8. Demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decisions

### **Core Curriculum in Business**

#### **Accounting, Business, Economics Requirements**

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	120 or	Business in a Digital World	or 3
Econ	110	Personal Finance	2
Busn	315	Business Law I	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Busn	370	Production/Operations Management	3
Busn	455	Strategic Management	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
<b>Total Acct, Busn, Econ Credits</b>			<b>32-33</b>

### **Correlative Requirements**

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CS	140	Integrated Software Applications	3
Math	205	Statistics	3
Math	111 or	College Algebra	3
Math	106 or	Math Applications for Management A higher level math course (Confer with department chair)	
<b>Total CS and Math Correlative Credits</b>			<b>9</b>
<b>Total Semester Credits Required for the Core Curriculum in Business</b>			<b>41-42</b>

### Areas of Business Concentration

All students who major in business administration must choose at least one of the following areas of business concentration:

#### *Concentration in Accounting*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Acct	301	Intermediate Accounting I	3
Acct	302	Intermediate Accounting II	3
Acct	311	Cost/Managerial Accounting	4
Acct	355	Income Tax Accounting I	3
Acct	451	Auditing I	3
Acct	457	Advanced Accounting	3
<b>Total Semester Credits Required for the Concentration in Accounting</b>			<b>19</b>

*Note:* Students who pursue the major in accounting may not choose the accounting concentration as part of a business administration major.

#### *Concentration in Business Communication*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Busn	430	Advertising	3
Comm	314	Publicity and Public Relations	3
Comm	320	Organizational Communication	3

Choose one of the following two courses:

Comm	305	Cross-Cultural Communication	3
Comm	370	Diversity	3

Choose two of the following courses:

Comm	220	Interpersonal Communication	3
Comm	360	Nonverbal Communication	3
Comm	318	Computer Mediated Communication	3
Comm	405	Conflict Management	3
Comm	312	Writing in the Professions	3

**Total Semester Credits Required for the Concentration in Business Communication** **18**

#### *Concentration in Financial Planning*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Acct	355	Income Tax Accounting I	3
Busn	301	Introduction to Financial Planning	1
Busn	305	Insurance Planning	3
Busn	310	Retirement and Benefits Planning	3
Busn	330	Sales and Sales Management	3
Busn	440	Investments	3
Busn	450	Estate Planning	3
Busn	451	Senior Financial Planning Colloquium	3
Econ	110	Personal Finance	2
<b>Total Semester Credits Required for the Concentration in Financial Planning</b>			<b>24</b>

*Note:* Students who pursue the accounting major with a concentration in financial planning may not choose a concentration in financial planning as part of a major in business administration.

*Concentration in Management*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Busn	316	Business Law II	3
Busn	322	Human Resource Management	3
Busn	330	Sales and Sales Management	3
Econ	354 or	Global Competition and Strategy	3
Econ	390	Export Trade Management	3
Acct/Busn/Econ		Accounting, Business, or Economics Elective	3

Plus one of the following courses:

Busn	350 or	Internship	
Busn	490 or	Community Alliance for Management Consulting (CAMC)	3
Comm	305 or	Cross-Cultural Communication	
Comm	320 or	Organizational Communication	
Comm	312	Writing in the Professions	
<b>Total Semester Credits Required for the Concentration in General Management</b>			<b>18</b>

*Concentration in Information Technology*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CS	170 or	Structured Programming	3
CS	173	Visual Basic	
CS	251	Graphics Development	3
CS	342	Database Development	3
CS	365	Information Systems Security	3
CS	440	Management Information Systems	3

Choose two of the following courses:

CS	173	Visual Basic (if not selected above)	3
CS	180	Object-Oriented Programming	3
CS	272	Java Programming I	3
CS	325	Networking	3
CS	341	Introduction to Web Development	3
CS	343	Database Management	3
<b>Total Semester Hours Required for the Concentration in Information Technology</b>			<b>21</b>

*Concentration in Marketing*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Busn	330	Sales and Sales Management	3
Busn	410	Global Marketing	3
Busn	430	Advertising	3
Busn	470	Special Topics in Marketing	3
Busn	475	Marketing Research	3
Busn	480	Strategic Marketing	3
Busn	490	Community Alliance for Management Counseling (CAMC)	3
<b>Total Semester Credits Required for the Concentration in Marketing</b>			<b>21</b>

**Liberal Arts Concentrations**

In addition to the areas of business concentration in the business administration major, students may also choose a liberal arts concentration by completing eighteen credit hours from any one of the liberal arts minors listed below:

## Liberal arts minors

Studio Art	Communication	International Studies	Psychology
Art History	English	Mathematics	Religion
Biology	French	Music	Sociology
Chemistry	German	Philosophy	Spanish
Christian Ministry	History	Political Science	Theatre

Note: The eighteen credit hours must be selected in consultation with and approved by the chair of the department in which the concentration is chosen. If eighteen credit hours are selected from a minor that consists of exactly eighteen credit hours as previously specified by that department, then the student would have the option of choosing either a liberal arts concentration in that area or a usual minor in that area. If students choose to complete an entire liberal arts minor that consists of more than eighteen credit hours, then they would earn the normal minor designation as is currently the case.

Various courses in the areas of concentration are offered on an alternating year basis. Consequently, students must work closely with their academic advisors to ensure that the courses are taken in a timely manner for degree completion in the normal four-year time span. (See *Course Descriptions* for timing of course offerings.)

## Requirements for the Financial Planning and Wealth Management Major

### Intended Student Learning Outcomes for the Financial Planning and Wealth Management Major

As outcomes of learning in the financial planning and wealth management major, students will be able to

1. Explain the components of and activities involved in the financial planning process
2. Demonstrate fundamental knowledge of and skills in financial planning and related areas for entry-level professional positions and professional examinations
3. Demonstrate fundamental knowledge of and skills in the relevant functional areas of business
4. Apply ethical and legal principles and standards to the financial planning environment
5. Integrate wealth management areas and apply appropriate tools and skills to the development of a comprehensive financial plan
6. Demonstrate the acquisition of analytical, quantitative, and critical-thinking skills
7. Demonstrate effective professional communication skills

A grade of C- or above must be earned in all courses that are required in a major or a minor.

### Business Core

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	315	Business Law I	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Econ	110	Personal Finance	2
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
Econ	354	Global Competition & Strategy	3
<b>Total Business Core Credits</b>			<b>29</b>

### Correlative Requirements

Dept.	Course No.	Course Title	Credits
Comm	220	Interpersonal Communication	3
CS	140 or	Integrated Software Applications	3
CS	240	Advanced Office Applications	
Math	205	Statistics	3
<b>Total Correlative Credits</b>			<b>9</b>

### Financial Planning and Wealth Management Requirements

Dept.	Course No.	Course Title	Credits
Acct	355	Income Tax Accounting I	3
Busn	301	Introduction to Financial Planning	1
Busn	305	Insurance Planning	3
Busn	310	Retirement and Benefits Planning	3
Busn	330	Sales and Sales Management	3
Busn	440	Investments	3
Busn	450	Estate Planning	3
Busn	451	Senior Financial Planning Colloquium	3
<b>Total Financial Planning and Wealth Management Credits</b>			<b>22</b>

**Total Semester Credits Required for the  
Financial Planning and Wealth Management Major      60**

Note: Students who pursue the financial planning and wealth management major may not choose a concentration in financial planning as part of a major in business administration.

### Requirements for the Liberal Arts Business Studies Major

Students must complete a minimum of fifty-seven credit hours, including the core curriculum in business (see the major in business administration) plus one of the following options: (1) a liberal arts minor or (2) a liberal arts major from among those listed below.

#### Intended Student Learning Outcomes for the Liberal Arts Business Studies Major

As outcomes of learning in the liberal arts business studies major, students will be able to

1. Demonstrate fundamental knowledge in the functional areas of business for entry-level professional positions and graduate studies
2. Demonstrate knowledge of the global dimensions of business
3. Demonstrate knowledge of the legal, social, and economic environment of business
4. Demonstrate the ability to use decision-support tools
5. Demonstrate the ability to communicate effectively
6. Demonstrate the acquisition of analytical, quantitative, and critical-thinking skills within a business context
7. Demonstrate effective teamwork skills
8. Demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decisions
9. Demonstrate the acquisition of the knowledge and skills appropriate for a particular liberal arts discipline

#### *Liberal arts minors*

Studio Art	Communication	International Studies	Psychology
Art History	English	Mathematics	Religion
Biology	French	Music	Sociology
Chemistry	German	Philosophy	Spanish
Christian Ministry	History	Political Science	Theatre



## Liberal arts majors

Biology	English	German	Psychology: B.A.
Biochemistry	Fine Arts: Studio Art	History-Political Science	Psychology: B.S.
Chemistry	Fine Arts: Music	Mathematics	Religion-Philosophy
Communication	Fine Arts: Theatre	Music: Applied	Spanish
	French	Music: Education	

*Note 1:* Students who pursue Option 1 will earn a major in liberal arts business studies and a minor in the area chosen, whereas students who pursue Option 2 will earn a major in liberal arts business studies and a second major in the area chosen.

*Note 2:* Students may not double major in both business administration and liberal arts business studies.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## Interdisciplinary Majors

The Department of Business, Accounting, and Economics, in partnership with other departments at University of Jamestown, offers the following interdisciplinary majors:

1. Health and fitness administration major (For description and requirements, see the *Kinesiology* section of this catalog.)
2. Management information science major (For description and requirements, see the *Computer Science and Technology* section of this catalog.)

## Requirements for the Accounting Minor

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Acct	301	Intermediate of Accounting I	3
Acct	302	Intermediate of Accounting II	3
Acct	311	Cost/Managerial Accounting	4

Plus three of the following courses:

Acct	325	Governmental/Not-for-Profit Accounting	3
Acct	355	Income Tax 1	3
Acct	451	Auditing 1	3
Acct	457	Advanced Accounting	3
Acct/EE		Internship to be approved by dept.	3
Busn	315	Business Law I	3

**Total Semester Credits Required  
for the Accounting Minor** **25**

## Requirements for the Business Administration Minor

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	315	Business Law I	3
Busn	320	Marketing	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3

Plus one of the following:

Busn	321 or	Business Management	3
Busn	322	Human Resource Management	3
<b>Total Acct, Busn, and Econ Credits</b>			<b>21</b>

Plus one of the following:

Busn	490	or	Community Alliance for Management Consulting	
CS	140	or	Integrated Software Applications	
CS	240	or	Advanced Office Applications	3
Math	111	or	College Algebra	
Math	205		Statistics	

**Total CS or Math Credits** **3**

**Total Semester Credits Required for the Minor  
in Business Administration** **24**

### Requirements for the Management Minor

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Busn	321	Business Management	3
Busn	322	Human Resource Management	3
Busn	330	Sales & Sales Management	3
Busn	351	Financial Management	3
Busn	370	Production/Operations Management	3

Plus two of the following courses:

Busn	315	Business Law I	3
Busn	455	Strategic Management	3
Busn	490	Community Alliance for Management Consulting	3
Comm	370	Diversity Communication	3
Comm	405	Conflict Management and Mediation	3
Econ	201	Principles of Microeconomics	3

**Total Semester Credits Required  
for the Management Minor** **24**

### Requirements for the Marketing Minor

Dept.	Course No.	Course Title	Credits
Busn	320	Marketing	3
Busn	410	Global Marketing	3
Busn	430	Advertising	3
Busn	480	Strategic Marketing	3

Plus one of the following two courses:

Busn	470	Special Topics in Marketing	3
Busn	475	Marketing Research	3

Plus three of the following courses:

Busn	322	Human Resource Management	3
Busn/EE		Internship to be approved by dept.	3
Busn	490	Community Alliance for Management Consulting	3
Comm	305	Cross-Cultural Communication	3

**Total Semester Credits Required  
for the Marketing Minor** **24**

## **Course Descriptions**

### **ACCOUNTING (Acct)**

#### **201-3 Principles of Accounting I**

A study of the basic principles of the accounting cycle with emphasis on current assets; property, plant, and equipment; and current liabilities. Concludes with an introduction to partnerships. *Fall and spring*

#### **202-3 Principles of Accounting II**

A continuation of Acct 201, with emphasis on corporations, reporting and analysis, and managerial accounting. Prerequisite: Acct 201. *Fall and spring*

#### **301-3 Intermediate Accounting I**

A study of financial reporting and statements, current assets and liabilities; property, plant, and equipment; intangibles; investments; and long-term receivables. Prerequisite: Acct 202. *Fall*

#### **302-3 Intermediate Accounting II**

A continuation of Intermediate Accounting I with study of long-term debt, equity, revenue recognition, the statement of cash flows, and accounting for income taxes, post-retirement benefits, leases, and changes and errors. Prerequisite: Acct 301. *Spring*

#### **311-4 Cost/Managerial Accounting**

This course examines various topics in cost and managerial accounting. It focuses on the examination and analysis of cost data for performance evaluation and decision-making. Special emphasis is placed on job order costing, process costing, standard costs, the budgeting process, cost-volume-profit analysis, variable costing, capital budgeting, and capital investment. Prerequisite: Acct 202. *Spring*

#### **325-3 Governmental and Not-for-Profit Accounting**

This course introduces the accounting procedures used for governmental and nonprofit organizations. Emphasis will be placed on the use of special funds for governmental units, hospitals, and colleges. Prerequisite: Acct 302. *Spring*

#### **355-3 Income Tax Accounting I**

A study of the current environment surrounding the federal income taxation of individuals and businesses, tax planning, and tax minimization. Prerequisite: Acct 202. *Fall*

#### **356-3 Income Tax Accounting II**

A continuation of Income Tax Accounting I, with study expanding to the current rules surrounding the federal income taxation of property, partnerships, corporations, gifts, and estates. Prerequisite: Acct 355. *Spring*

#### **357-1-2 Tax Practicum: VITA**

A practicum offering students the opportunity to prepare individual tax returns. The program is offered under the auspices of the Taxpayer Service Section of the Internal Revenue Service. Prerequisite: Acct 355 or permission of instructor. *Spring*

#### **451-3 Auditing I**

Approaches auditing by emphasizing an understanding of the entity and its environment, assessing business risks and focusing on business processes as they pertain to the audit functions of planning, performance and testing, and reporting. Integrated topics include professional ethics, legal liability, internal controls, and business information systems. Prerequisite: Acct 302. *Fall*

#### **452-3 Auditing II/Senior Seminar**

A continuation of Auditing I. Forensic auditing and accounting applications to audit examinations, including its legal environment, Sarbanes-Oxley Act, analytical procedures, interviewing and interrogating, financial statement fraud, employee and vendor fraud are explored. Includes case studies to cover concepts and theories learned in the study of accounting as a major. Prerequisite: Acct 451. *Spring*

#### **457-3 Advanced Accounting**

A course of specialized accounting procedures and reporting with emphasis on multi-corporate entities, consolidations, multinational entities, and partnerships. Prerequisite: Acct 302. *Fall*

**BUSINESS (Busn)**

**120-3 Business in a Digital World**

This course provides an overview of business principles and technology proficiencies necessary in today's business environment. Emphasis is placed on developing essential skills for business career paths to enable students to be successful both personally and professionally in an information-based society. *Fall*

**301-1 Introduction to Financial Planning**

This course provides an overview of personal and family financial planning. Students will be introduced to the financial planning profession and the financial planning process. Topics include professional financial planner certification requirements, planner-client relationship and communication, personal financial statement creation and analysis, risk tolerance, professional ethics, and time value of money concepts. *Fall*

**305-3 Insurance Planning**

This course involves a comprehensive study that addresses the use of insurance for personal risk management within the overall financial planning context. Students will examine basic insurance principles, specific coverages provided by life, health, disability, homeowners, and automobile insurance policies, and strategies for determining appropriate coverages for individuals. Prerequisite or corequisite: Busn 301 and junior or senior standing. *Fall*

**310-3 Retirement and Benefits Planning**

This course examines and analyzes various benefit programs and retirement planning vehicles. Topics include customer needs analysis; individual plan characteristics; and the distribution, reporting, and taxation requirements specific to each plan type. The course focuses on strategies for integrating retirement planning and benefits into a sound overall personal financial plan. Prerequisite: Busn 301. *Spring*

**315-3 Business Law I**

This course introduces students to some of the areas of law applicable to personal and

organizational business decisions. Course content includes an introduction to law, court systems, torts, contracts, personal property, bailments, and agency. *Fall*

**316-3 Business Law II**

This course is a continuation of Business Law I. Topics include contracts for the sale of goods, negotiable instruments, secured transactions, creditors' rights, bankruptcy, partnerships, and corporations. Prerequisite: Busn 315. *Spring*

**320-3 Marketing**

This course examines the fundamentals of the marketing of goods and services, with an emphasis on marketing management. Most of the course will focus on consumer behavior, product planning, the price system, market segmentation, and promotional activities, including public relations and personal selling. *Fall*

**321-3 Business Management**

This course examines the principles, procedures, and policies involved in the organization of business enterprises. Special attention is given to the main functional areas of management: planning, organizing, staffing, directing, controlling, and the coordination of these activities. *Fall*

**322-3 Human Resource Management**

This course approaches human resource management from the dual perspectives of both human resource department personnel and managers from other organizational departments. In addition to the various environmental dimensions that influence organizational decision making, the course examines the human resource functions within the context of equal employment opportunity requirements. The human resource functions addressed in the course include planning and staffing, development, compensation, health and safety, and labor relations. Junior or senior standing. *Spring*

**330-3 Sales and Sales Management**

This course examines the various facets of relationship strategy, personal selling, and the

management of an organizational sales force. Major personal selling topics addressed in the course include types of selling, partnership building, communication, prospecting, sales presentation methods, sales closing, and post-sale service. Sales force management elements of the course include staffing, training, leading, compensating, motivating, and evaluating the sales force. Prerequisite: Junior or senior standing. *Spring*

### **351-3 Financial Management**

This course focuses on activities that maximize stakeholder value. Topics include financial statement analysis, working capital management, financing, valuation models, capital budgeting, the cost of capital and capital structure management, and tax management. Prerequisites: Acct 201, Econ 202, either Math 106, 111, or a higher level math course. Junior or senior standing. *Fall and spring*

### **370-3 Production/Operations Management**

This course examines and analyzes the planning, directing, and controlling of activities related to production and manufacturing. Topics include production planning and control, site location, facilities design, work methods measurement and improvement, inventory procurement and management, quality control and assurance, basic industrial processes, and operations decision-making. Prerequisite or corequisite: Busn 321. *Fall*

### **380-3 Entrepreneurship and Small Business Management**

This course examines the process of development and growth of a business. Topics include resource gathering, business plan development, innovation and creativity in growing a business, risk evaluation, and leadership skills. Discussed in detail is both theory and practical application of the small business principles necessary for the operation of a successful small business, including effective human resource management. Students will be required to write a business plan. *Offered when circumstances permit*

### **410-3 Global Marketing**

This course exposes students to marketing in a global context. The course examines the impact of differing cultural, economic, and political environments on marketing strategies and marketing management abroad. Topics covered in the course include the importance of international marketing to American business and the marketing procedures, techniques, and strategies that are used by multinational firms in foreign markets. Prerequisite: Busn 320. *Spring*

### **430-3 Advertising**

This course examines and analyzes integrated marketing communications, brand advertising, and media selection. General topics covered include consumer behavior, sales promotion, publicity, and public relations. Emphasis will be placed on the creation of a promotional campaign and its impact on the consumer decision-making process. *Fall*

### **440-3 Investments**

This course provides an introduction to financial markets and the fundamentals of securities valuation and selection in an efficient-markets context. The course integrates fundamental investment concepts and principles within the overall financial planning process. The course covers standard investments, tools of risk management, and practical applications. Prerequisites: Busn 301 and junior or senior standing. *Fall*

### **450-3 Estate Planning**

This course examines estate planning and its various components within the context of the comprehensive financial planning process. Approaching estate planning from the perspective of the financial planner, the focus of the course is on developing student skills for analyzing client needs and for designing comprehensive and integrated estate plans. Specific estate planning components addressed in the course include property ownership methods, wills, trusts, insurance, annuities, charitable gifts, and estate taxation. Prerequisites: Busn 301 and Acct 355, recommended senior standing. *Spring*

### **451-3 Senior Financial Planning Colloquium**

This is a capstone course that involves a comprehensive integration of the principles and concepts developed in the other courses comprising the financial planning curricula. Students will engage in a simulation in which they assume the role of financial planners who develop a comprehensive written financial plan for a client. Prerequisites or corequisites: Busn 305, Busn 310, Busn 440, Busn 450, and graduating senior. *Spring*

### **455-3 Strategic Management**

This is a capstone course that is designed to integrate and apply knowledge from the various business functional areas for the purpose of formulating and implementing corporate strategy at the upper levels of management. Prerequisites: Busn 320, Busn 321 or Busn 380, Busn 351, Busn 370, and graduating senior. *Spring*

### **470-3 Special Topics (Marketing, Management)**

A wide-ranging examination of selected contemporary topic areas in hospitality and tourism, marketing, and management. Topics may include hospitality/tourism marketing, new product introduction, consumer behavior, non-profit marketing, e-marketing, direct marketing, e-commerce, entrepreneurship/small business management, and international business. The specific area to be addressed will be determined by student demand as well as current relevancy of the topic. *Spring*

### **475-3 Marketing Research**

This course examines the tools and techniques employed in marketing research and the types of problems for which they are used. Various research design methods will be studied as well as data collection, methods selection, data analysis and interpretation, and the communication of results. Prerequisite or corequisite: Busn 320 and Math 205. *Fall*

### **480-3 Strategic Marketing**

This is a capstone course that is designed to integrate and apply the principles and concepts developed in the other courses comprising the concentration in marketing. The course requires students to develop a comprehensive and integrated marketing plan for both for-profit and non-profit organizations. Prerequisites or corequisites: Busn 410, Busn 430, Busn 475, and graduating senior. *Spring*

### **490-3 Community Alliance for Management Consulting (CAMC)**

The Community Alliance for Management Consulting program (CAMC) is a unique and innovative partnership between the Center for Excellence in Business and community economic and workforce development organizations, the Jamestown Chamber of Commerce, and various businesses and not-for-profit organizations. The program enables juniors and seniors, who work in supervised student teams, to provide consulting services to businesses and other organizations in the areas of business planning, marketing research, advertising and promotions, information systems, accounting and finance, and human resources. The CAMC program provides a unique opportunity for obtaining actual consulting and decision-making experience in an operating company. *Fall and spring*

## **ECONOMICS (Econ)**

### **110-2 Personal Finance**

(Open to all Majors) This course provides an introduction to consumer economic topics and principles and the ways in which they influence personal decision making. Students will learn how to analyze the financial situations they will face and make informed choices relating to cash flow and debt management, asset acquisition, risk management, retirement planning and investing. As a final project, each student will develop a personal plan of action, addressing their own financial goals. *Fall*.

### **201-3 Principles of Microeconomics**

This course serves as an introduction to the principles of microeconomic analysis. The course examines the behavior of consumers, firms, and resource owners and the manner in which they interact to determine prices and outputs under a variety of market structures. Recommended prior to enrollment: Math 106 or Math 111 or higher level math course. *Fall*

### **202-3 Principles of Macroeconomics**

This course serves as an introduction to the principles of macroeconomic analysis, which deals with the study of general economic aggregates such as total production, real income, employment, and the general price level in the economy as a whole. The course also examines questions relating to government use of various policy instruments in attempts to achieve goals relating to full employment and price level stability. Recommended prior to enrollment: Math 106, 111 or higher level math course. *Spring*

### **314-3 History of Economic Thought**

This course examines the origins of the discipline of economics, the ideas of important economists from Adam Smith to J.M. Keynes to contemporary theorists, and the evolution of economic concepts and their impact. *Offered when circumstances permit*

### **354-3 Global Competition and Strategy**

This course introduces general international business concepts and expands to include the dynamics of globalization, international trade and competition, and their implications for competitive business strategy. Prerequisites: Econ 201 and Econ 202. *Fall*

### **364-3 International Economics**

This course provides the foundation for understanding international trade, the international monetary system, and the functioning of an open macroeconomy. The course examines various theories of trade and explores topics relating to the political economy of trade policy. In addition, the course deals with the balances of payments, the basic functioning

of the foreign exchange market, the theories and realities of exchange-rate determination, and the relationships between exchange rates, money, interest rates, price levels, and output in an open macroeconomy. Prerequisite: Econ 354. *Offered when circumstances permit*

### **391-3 American Economic History**

This course is an examination of the history of economic development in America from colonial times to the present. Emphasis is placed on the development of the major agricultural, commercial, financial, industrial, and transportation enterprises in the United States. Same as Hist 391. Offered when circumstances permit.

### **OTHER COURSES: Acct, Busn, Econ**

#### **190-1-3 Special Topics**

#### **200-1-4 Directed Studies**

#### **290-1-3 Special Topics**

#### **300-1-4 Directed Studies**

#### **390-1-3 Special Topics**

#### **400-1-4 Directed Studies**

#### **490-1-3 Special Topics**

#### **495-1-4 Independent Study**

#### **350-1-8 Internship**

A practicum designed to help familiarize the student with the world of work that will be encountered when leaving the college environment. Work sites are arranged that will provide experience and/or occupational exposure opportunities with local employers. Integrated classroom study is designed to promote career and personal development by providing supervised practical experience in educational, vocational, and cultural learning situations outside the formal classroom environment. *Fall and spring*

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# Chemistry

*Professors Amaro and Steffan (chair)*

## Mission Statement

The mission of the Chemistry Department at University of Jamestown is to provide a strong chemistry foundation for students majoring in chemistry and for students pursuing a career in health professions which require some chemistry knowledge and to help provide a strong science background for students pursuing teaching careers.

## Intended Student Learning Outcomes for the Chemistry Major

- 1a. Chemistry and biochemistry majors will demonstrate a broad-based foundation that will allow highly competitive candidacy for industry, education and graduate school in chemistry, biochemistry or other related interdisciplinary fields such as environmental chemistry, pharmaceutical chemistry, food science, toxicology and forensic chemistry.
- 1b. Chemistry and biochemistry majors, biology majors, chemistry minors and others taking chemistry will demonstrate a strong chemistry background for careers in professional fields such as medicine, pharmacy, dentistry, optometry, clinical laboratory science and other related allied-health professions.
- 1c. Non-science majors will demonstrate a basic knowledge of chemistry and its importance in the world today.
2. Majors will demonstrate critical thinking and problem solving abilities.
3. Majors will demonstrate an understanding of the importance of chemistry as it relates to the other sciences, to the environment, to industry, and to life in general.
4. Majors will demonstrate the skills necessary for communicating scientific information.
5. Majors will demonstrate the skills necessary to develop and conduct research.

The student can elect to either major in chemistry or biochemistry. The student who is interested in pursuing graduate work in chemistry or a government or industrial job may elect the chemistry major. The student interested in pursuing biochemical research, a career in the health profession (medicine, pharmacy), a career in the food or pharmaceutical industry may elect the biochemistry major.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## Requirements for the Chemistry Major

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Chem	353	Chemical Methods of Analysis	3
Chem	354	Instrumental Methods of Analysis	3
Chem	373	Inorganic Chemistry I	3
Chem	374	Inorganic Chemistry II	3
Chem	390	Special Topics	2
Chem	413	Biochemistry I	3
Chem	423	Chemical Thermodynamics	3
Chem	424	Chemical Dynamics & Quantum Mechanics	3
Chem	493*	Seminar I	1
Chem	494*	Seminar II	1
Math	151	Calculus I	4
Math	152	Calculus II	4
Phys	203	Physics I	5



# Chemistry

Phys	204	Physics II	5
<b>Semester Credits</b>			<b>58* or 59</b>

Plus three of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	431	Advanced Lab I	1
Chem	432	Advanced Lab II	1
Chem	433	Advanced Lab III	1
Chem	434	Advanced Lab IV	1
<b>Semester Credits</b>			<b>3</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Math	205	Statistics	3
Math	253	Calculus III	4
Math	315	Linear Algebra	3
Math	352	Ordinary Differential Equations	3
<b>Semester Credits</b>			<b>3 or 4</b>
<b>Total Semester Credits</b>			<b>64* or 66</b>

*\*If the student has successfully completed a research program (such as a summer Research Experience for Undergraduates (REU)) and receives permission from the chair of the department, the student need not take Chem 493.*

It is highly recommended that those students intending to continue their studies at the graduate level (chemistry or biochemistry) take two semesters of either French or German as their Global Perspectives elective.

The mathematics elective for the chemistry major will be chosen in consultation with the student's advisor. It is expected that those going to graduate school will choose either Calculus III, Linear Algebra, or Ordinary Differential Equations, and those who plan to teach at the secondary school level will choose Statistics.

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I	4
Biol	151	Introduction to Biology II	4
Biol	305	Cell Biology	5
Biol	430	Genetics	5
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Chem	390	Special Topics	2
Chem	413	Biochemistry I	3
Chem	414	Biochemistry II	3
Chem	493*	Seminar I	1
Chem	494*	Seminar II	1
Math	151	Calculus I	4
Math	152	Calculus II	4
Phys	203	Physics I	5
Phys	204	Physics II	5
<b>Semester Credits</b>			<b>61* or 62</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Biol	216	Microbiology	4
Biol	412	Molecular Biology	4
Chem	345	Toxicology	3
<b>Semester Credits</b>			<b>3 or 4</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	325	A Survey of Physical Chemistry	3

Chem	423	Chemical Thermodynamics	3
<b>Semester Credits</b>			<b>3</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	431	Advanced Lab I	1
Chem	432	Advanced Lab II	1
<b>Semester Credits</b>			<b>1</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	433	Advanced Lab III	1
Chem	434	Advanced Lab IV	1
<b>Semester Credits</b>			<b>1</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	255	Quantitative Analysis	3
Chem	353	Chemical Methods of Analysis	3
Chem	354	Instrumental Methods of Analysis	3
<b>Semester Credits</b>			<b>3</b>

**Total Semester Credits** **72\* to 74**

*\*If the student has successfully completed a research program (such as a summer Research Experience for Undergraduates (REU)) and receives permission from the chair of the department, the student need not take Chem 493.*

## Suggested Course Sequence for the Chemistry Major

### Freshman Year

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Math	151	Calculus I	4
Math	152	Calculus II	4

### Sophomore Year

Dept.	Course No.	Course Title	Credits
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Phys	203	Physics I	5

### Junior Year

Dept.	Course No.	Course Title	Credits
Chem	253	Chemical Methods of Analysis	3
Chem	354	Instrumental Methods of Analysis	3
Chem	390	Special Topics	1
Chem	413	Biochemistry I	3
Chem	431	Advanced Lab I	1 or 2
Chem	432	Advanced Lab II	1 or 2
Phys	204	Physics II	5

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Math	205	Statistics (Education majors only)	3
Math	253	Calculus III	4
Math	315	Linear Algebra	3
Math	352	Ordinary Differential Equations	3

# Chemistry

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## Senior Year

Dept.	Course No.	Course Title	Credits
Chem	373	Inorganic Chemistry I	3
Chem	374	Inorganic Chemistry II	3
Chem	390	Special Topics	1
Chem	423	Chemical Thermodynamics	3
Chem	424	Chemical Dynamics & Quantum Mechanics	3
Chem	493	Seminar I	1
Chem	494	Seminar II	1
Chem	433	and/or Advanced Lab III	1 or 2
Chem	434	Advanced Lab IV	

## Suggested Course Sequence for the Biochemistry Major

### Freshman Year

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I	4
Biol	151	Introduction to Biology II	4
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4

### Sophomore Year

Dept.	Course No.	Course Title	Credits
Biol	216	Microbiology	4
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Math	151	Calculus I	4
Math	152	Calculus II	4
Phys	203	Physics I	5

### Junior Year

Dept.	Course No.	Course Title	Credits
Biol	305	Cell Biology	5
Biol	430	Genetics	5
Chem	255	Quantitative Analysis	
Chem	353 or	Chemical Methods of Analysis	3
Chem	354 or	Instrumental Methods of Analysis	
Chem	390	Special Topics	1
Chem	413	Biochemistry I	3
Chem	414	Biochemistry II	3
Chem	431 or	Advanced Lab I	1
Chem	432	Advanced Lab II	
Phys	204	Physics II	5

### Senior Year

Dept.	Course No.	Course Title	Credits
Biol	412	or Molecular Biology	4*
Chem	345	Toxicology	3*
Chem	390	Special Topics	1
Chem	325	A Survey of Physical Chemistry	
Chem	423 or	Chemical Thermodynamics	3
Chem	433 or	Advanced Lab III	1
Chem	434	Advanced Lab IV	
Chem	493	Seminar I	1
Chem	494	Seminar II	1

\*One of these courses needs to be taken.

\*\*One of these courses needs to be taken.

## Requirements for the Chemistry Minor

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	343	Organic Chemistry I	4
Chem	353	Chemical Methods of Analysis	3
Chem	373	Inorganic Chemistry I	3
Chem	423	Chemical Thermodynamics	3

Electives: three 3 or 4 credit courses (from at least two different areas of chemistry) (three Chem390 Special Topics can substitute for one three credit upper level) (Chem255 cannot be taken if Chem353 or 354 is taken) (Chem325 cannot be taken if Chem423 or Chem424 is taken)

**Total Semester Credits**

**20-22**

\*(analytical, inorganic, organic, physical, biochemistry)

## Course Descriptions

(Chem)

Laboratories must be taken concurrently with the lecture courses but are graded separately.

### 105-4 Experimental Chemistry (Lec/Lab)

Survey of chemical concepts using an experimental and “hands-on” approach. Acids and bases, states of matter, reduction/oxidation chemistry, elements of organic chemistry, structure of the atom, nuclear chemistry, energy and environmental chemistry will be covered. Not for major or minor credit. Counts towards general education lab science requirements. 4/0 credits. *Spring, odd years.*

### 113-4 Food, Chemistry, and You (Lec/Lab)

The course is a study of chemical concepts as applied to food. To gain a deeper understanding of why food is a unique chemical system, the study of carbohydrates, proteins, lipids, vitamins, antioxidants, and additives will be covered. This course will also examine such topics as food processing, food and health, and current food controversies. Not for chemistry major or minor credit. 3/1 credits. *Fall, odd years*

### 114-4 General, Organic, and Biological Chemistry (Lec/Lab)

An overview of principles of general, organic, and biological chemistry relevant to health-related fields. This course is designed to prepare students in health-related majors such as nursing and radiologic technology for subsequent courses in biology and professional classes. Not for chemistry major or minor credit. College algebra highly recommended. 3/1 credits. *Spring*

### 125-4 General Chemistry For Engineers.

Chemistry course for engineering students covering: stoichiometry, chemical reactions (aqueous ionic reactions, precipitation reactions, acid-base reactions, redox), gas laws, kinetics, thermochemistry and chemical equilibrium, quantum theory & atomic structure, electron configuration, chemical periodicity, shapes of molecules, bonding theories, and intermolecular forces. 3/1 credits. *Fall*

### 133-4 General Chemistry I (Lec/Lab)

An introduction to chemistry including a study of stoichiometry, gas laws, and colligative properties. A detailed look at atomic and molecular structure and their influence on chemical and physical properties. Prerequisites: One year of high school chemistry and two years of high school algebra. 3/1 credits. *Fall*

## **134-4 General Chemistry II (Lec/Lab)**

An introduction to thermodynamics, equilibria, electrochemistry, and kinetics. A study of the inorganic chemistry of the elements as well as an introduction to organic chemistry. Prerequisite: Chem 133. 3/1 credits. *Spring*

## **255-3 Quantitative Analysis (Lec)**

A review of stoichiometry and chemical equilibrium. A survey of statistics and data analysis, titrimetric and gravimetric methods of analysis, instrumental methods of analysis. *Not for credit for Chemistry majors. Credit for Biochemistry majors and Chemistry minors.*

## **325-3 A Survey of Physical Chemistry (Lec)**

A survey of important topics in physical chemistry: thermodynamics, quantum mechanics, kinetics, surface chemistry. *Not for credit for Chemistry majors. Credit for Biochemistry majors and Chemistry minors.*

## **343-4 Organic Chemistry I (Lec/Lab)**

The course is an in-depth study of the structure and reactivity of organic compounds with an emphasis on mechanisms to explain reactivity. The topics covered include acid-base chemistry, alkanes/cycloalkanes, stereochemistry, alkenes, alkyl halides, radical reactions, nucleophilic substitution reactions and elimination reactions. Prerequisite: Chem 134. 3/1 credits. *Fall*

## **344-4 Organic Chemistry II (Lec/Lab)**

This course applies the fundamentals learned in Chem 343 to study the chemistry of functional groups. Spectroscopic techniques are introduced and used to elucidate organic structure. Prerequisite: Chem 343. 3/1 credits. *Spring*

## **345-3 Toxicology (Lec)**

A study of fundamental topics in toxicology including dose-response relationships, factors affecting metabolism and disposition, toxic response to foreign compounds, and biochemical mechanisms of toxicity. Prerequisite: Chem 344. *Fall, odd years*

## **353-3 Chemical Methods of Analysis (Lec)**

A study of wet chemical techniques. Both qualitative and quantitative analytical methods will be discussed. Data analysis and treatment in relation to quantitative chemical analysis will be covered. Prerequisite: Chem 134. 3/1 credits. *As needed*

## **354-3 Instrumental Methods of Analysis (Lec)**

A study of instrumental methods of analysis, including electrochemical, chromatographic, spectroscopic and radiochemical methods. Prerequisites: Chem 134 and Math 151. *As needed*

## **362-3 Introduction to Geochemistry I (Lec)**

A study of the chemistry governing geological phenomena. Chemical aspects concerning the composition and formation of rocks and minerals will be discussed. Thermodynamics, chemical equilibria, phase equilibria, crystallography will be covered. Element distribution and isotope geology will be discussed. Prerequisites: Chem 134 and Math 151. *As needed*

## **363-3 Introduction to Geochemistry II (Lec)**

A study of the chemistry governing geological phenomena. Thermodynamics and chemical equilibria will be covered. Aquatic chemistry and organic geochemistry will be discussed. Prerequisites: Chem 134 and Math 151. *As needed*

## **373-3 Inorganic Chemistry I (Lec)**

A survey of modern inorganic chemistry, including a study of molecular symmetry and structure, molecular orbital theory, acids and bases, solid state chemistry, and an introduction to d-metal complexes. Prerequisites: Chem 134 and Math 152. *As needed*

## **374-3 Inorganic Chemistry II (Lec)**

A study of the chemical and physical properties of the elements. A continuation of the study of the chemistry of d-metal complexes. Prerequisite: Chem 373. *As needed*

**385-2 Chemistry Laboratory Management (Lec)**

The student will learn about current safety practices for the chemistry lab and procedures for ordering, storage, and disposal of laboratory chemicals. The student will assist in teaching a laboratory section of an introductory chemistry course with lab and gain experience in presenting laboratory lectures, preparing laboratory experiments, and grading assignments. Prerequisite: Chem 343 and permission. *As needed*

**413-3 Biochemistry I (Lec)**

The study of the important classes of biomolecules as well as enzymes and enzyme function. Prerequisite: Chem 344. *Fall, even years*

**414-3 Biochemistry II (Lec)**

The study of intermediary metabolism and the synthesis and breakdown of small biomolecules. Prerequisite: Chem 413. *Spring, odd years*

**423-3 Chemical Thermodynamics (Lec)**

A detailed mathematical study of thermodynamics as it applies to chemistry. Topics will include state functions and equations of state, chemical equilibria, phase equilibria, and electrochemistry. Statistical mechanics will be introduced in terms of its relation to thermodynamics. Prerequisites: Chem 344, Math 152, and Math 203. 3 credits. *As needed*

**424-3 Chemical Dynamics and Quantum Mechanics (Lec)**

A study of molecular dynamics and quantum mechanics. Topics in molecular dynamics will include kinetic molecular theory, reaction kinetics, and transport properties. Topics in quantum mechanics will include atomic structure, molecular structure, and spectroscopy. Prerequisites: Chem 423 and Math 204. 3 credits. *As needed*

**431-1 Advanced Lab I**

Chemical and instrumental laboratory experience involving environmental chemistry, geochemistry, analytical chemistry and inorganic chemistry. Prerequisite: Chem 363, or Corequisite Chem 363 or Chem 253. *As needed*

**432-1 Advanced Lab II**

Chemical and instrumental laboratory experience involving organic chemistry and biochemistry. Prerequisite: Chem 413. *As needed*

**433-1 Advanced Lab III**

Chemical and instrumental laboratory experience involving analytical chemistry and physical chemistry. Corequisite Chem 423. *Fall, odd years*

**434-1 Advanced Lab IV**

Chemical and instrumental laboratory experience involving physical and inorganic chemistry. Prerequisite: Chem 423 and Chem 373. *Spring, even years*

**493-1 Seminar I**

An introduction to chemical research and scientific communication. Prerequisite: Senior chemistry or biochemistry major or chemistry minor. *Fall*

**494-1 Seminar II**

A continuation of Chem 493 culminating in the presentation of the project to the campus community. Prerequisite: Chem 493 or successful participation in a research program (such as a summer undergraduate research experience) and permission of the chair. *Fall and spring*

**OTHER COURSES: Chemistry**

**190-1-3 Special Topics**

**200-3-4 Directed Studies**

**290-1-3 Special Topics**

**300-3-4 Directed Studies**

**390-1-3 Special Topics**

**400-3-4 Directed Studies**

**490-1-3 Special Topics**

**(by arrangement)**

**495-2-3 Independent Study, Research**

Original research in some area of chemistry under the direction of a faculty member of the department. *Fall and spring*

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# Communication

*Assistant Professor Hunt; Instructor Weber*

## **Mission Statement**

The Communication Department at the University of Jamestown is designed as part of an undergraduate liberal arts education that provides students with theoretical and practical life experiences in all aspects of communication.

The mission of this program is to provide students with a solid understanding of the communication discipline and its relevance to their lives; to prepare students for further education, career, and life beyond the University of Jamestown. The program is dedicated to students' needs and has recently revised and improved its foundation and core teachings, developing new courses and content based on regular and thorough assessment of industry needs and the communications environment.

Beginning with the fall 2014 semester, new concentrations have been designed in the Bachelor of Arts in Communication degree program.

The new *Emerging Media* concentration is designed to provide skills training and theory for students entering careers in today's media world.

The *Human Resources & Organizational Communication* is designed to teach theories and practices of effective communication within organizations, as well as examining human resource management practices and theories.

The *Interpersonal Communication* concentration is designed to teach critical thinking while learning about the complex interaction of social and psychological forces that have an impact on human relationships in our ever-increasing diverse world.

Minors in *Communication* and *Emerging Media* are also offered.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## **Intended Student Learning Outcomes for the Communication Major**

1. Write correctly and clearly in forms and styles appropriate to the audiences and purposes they serve.
2. Communicate orally to an audience a document in its intellectual, emotional and aesthetic entirety.
3. Demonstrate emotional intelligence of the diversity of peoples and cultures and the role of communication in a global society.
4. Utilize critical thinking in the application of the communication process as a responsible member of society.
5. Integrate research and theory in the skills of communication.
6. Demonstrate interpersonal skills.

**Requirements for the Communication Major with the Emerging Media Concentration**

**Departmental Foundation Courses**

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	250	Academic Research and Writing	3
Comm	301	Communication Theory	3
Comm	312	Writing in the Professions	3
Comm	318	Computer Mediated Communications	3
Comm	370	Diversity Communication	3
<b>Semester Credits</b>			<b>18</b>

**Emerging Media Core Courses**

Dept.	Course No.	Course Title	Credits
Comm	112	Understanding the Media	3
Comm	228	Emerging Media Journalism	3
Comm	314	Publicity and Public Relations	3
Comm	425	Communication Ethics and Law	3
CS	232	Digital Design & Typography	3
CS	251	Graphics Development	3
CS	317	Digital Audio and Visual Development	3
CS	341	Web Development	3
<b>Semester Credits</b>			<b>24</b>

**Emerging Media Elective Courses**

*Plus one of the following courses:*

Dept.	Course No.	Course Title	Credits
Busn	430	Advertising	3
Comm	338	Photojournalism	3
Comm	402	International Communication	3
EE	350	Internship in Communication	3
<b>Semester Credits</b>			<b>3</b>
<b>Total Semester Credits</b>			<b>45</b>

**Requirements for the Communication Major with the Human Resource and Organizational Concentration**

**Departmental Foundation Courses**

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	250	Academic Research and Writing	3
Comm	301	Communication Theory	3
Comm	312	Writing in the Professions	3
Comm	318	Computer Mediated Communications	3
Comm	370	Diversity Communication	3
<b>Semester Credits</b>			<b>18</b>

**Human Resources and Organizational Communication Core Courses**

Dept.	Course No.	Course Title	Credits
Comm	220	Interpersonal Communication	3
Comm	305	Cross Cultural Communication	3
Comm	320	Organizational Communication	3
Comm	360	Nonverbal Communication	3
Comm	405	Conflict & Mediation	3



# Communication

Busn	321	Business Management	3
Busn	322	Human Resources Management	3
<b>Semester Credits</b>			<b>21</b>

## Human Resources and Organizational Communication Elective Courses

Plus two of the following courses:

Dept.	Course No.	Course Title	Credits
Comm	314	Publicity and PR	3
Comm	402	International Communication	3
Comm	410	Communication Honors Research Methods	3
EE	350	Internship in Communication	3
<b>Semester Credits</b>			<b>6</b>
<b>Total Semester Credits</b>			<b>45</b>

## Requirements for the Communication Major with the Interpersonal Communication Concentration

### Departmental Foundation Courses

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	250	Academic Research and Writing	3
Comm	301	Communication Theory	3
Comm	312	Writing in the Professions	3
Comm	318	Computer Mediated Communications	3
Comm	370	Diversity Communication	3
<b>Semester Credits</b>			<b>18</b>

### Interpersonal Communication Core Courses

Dept.	Course No.	Course Title	Credits
Comm	220	Interpersonal Communication	3
Comm	305	Cross Cultural Communication	3
Comm	360	Nonverbal Communication	3
Comm	405	Conflict and Mediation	3
Flan	2XX	Intermediate Foreign Language	3
Flan	2XX	Intermediate Foreign Language	3
<b>Semester Credits</b>			<b>21</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Psyc	311	Theories of Personality	3
Psyc	315	Social Psychology	3
<b>Semester Credits</b>			<b>3</b>

### Interpersonal Communication Elective Courses

Plus two of the following courses:

Dept.	Course No.	Course Title	Credits
Comm	314	Publicity and PR	3
Comm	402	International Communication	3
Comm	410	Communication Research Methods	3
EE	350	Internship in Communication	3
<b>Semester Credits</b>			<b>6</b>
<b>Total Semester Credits</b>			<b>45</b>

## Requirements for the Communication Minor

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	305	Cross Cultural Communication	3

Comm	370	Diversity Communication	3
Comm	405	Conflict and Mediation	3
Comm		Elective	3
Comm		Elective	3
<b>Semester Credits</b>			<b>18</b>

**Requirements for the Emerging Media Minor**

**Departmental Foundation Courses**

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	228	Emerging Media Journalism	3
Comm	425	Communication Ethics and Law	3
Comm		Elective	3
CS	232	Digital Design & Typography	3
CS	317	Digital Audio & Video Development	3
<b>Semester Credits</b>			<b>18</b>

**Course Descriptions**

(Comm)

**101-3 Introduction to Communication Studies**

Introduction to the key concepts, terms, and theories used in analyzing human communication in a variety of contexts. *Fall*

**102-3 Fundamentals of Public Speaking**

This course covers intelligibility, volume, projection, and vocal variety; it also deals with presence and research and writing techniques. *Fall/Spring*

**112-3 Mass Media and Society**

An introductory course that surveys the history, economics, technology, evolution, ethics, and law of the mass media, as well as their ability to shape and be shaped by culture and society around the world. *Spring*

**201-3 Oral Interpretation of Literature**

Develops effectiveness in personal expression and abilities through study and practice of oral interpretation of various types of literature such as poetry, diaries, letters, autobiographies, essays, short stories, novels, and drama. *As determined by department*

**220-3 Interpersonal Communication**

Introduces students to the complex interaction of social and psychological forces that have an impact on human relationships. This course will introduce students to theoretical bases of interpersonal

communication as well as provide a focus on pragmatic skills for improved interpersonal communication competence. *Spring*

**250-3 Academic Research and Writing**

This course is designed to introduce students to the basic tenets of good academic research and writing in preparation for upper division coursework, the field of communication work, and graduate study. Particular emphasis will be given to learning to read and understand academic journals and writing, appropriately planning research, and learning APA writing style and format. *Offered spring*

**228-3 Emerging Media Journalism**

Focus is preparation for careers as professional electronic journalists. Emphasizes development of news judgment, journalistic responsibilities, and journalistic ethics. Students work in classroom and digital video environments to acquire and improve reporting, writing, and technical skills needed to succeed in the digital newsroom. Introduces the culture of the electronic, online news environment, including meeting deadlines and working in a team environment both in the field and in the newsroom. *Fall*

**301-3 Communication Theory**

Introduces students to the concepts and function of theory in social science and in the communication discipline. Students will be exposed to several

# Communication

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social scientific paradigms and will examine a variety of theories relevant to areas such as mass communication, organizational communication, small group communication, message production, and social and cultural reality. *Spring*

### **305-3 Cross-Cultural Communication**

A fundamental course in the theoretical and practical aspects of intercultural communication. The course includes the following components: a) an introduction to the relationships among customs, language, and etiquette; b) skill-building exercises aimed at developing sensitivity to differences in behaviors in other cultures; c) techniques for bridging cross-cultural communication barriers; d) case studies and profiles of specific cultures and countries. *Fall/Spring*

### **312-3 Writing in the Professions**

Study and practice of writing techniques and forms commonly used in business, the professions, and public relations. *Fall*

### **314-3 Publicity and PR**

Comprehensive study of various publicity techniques used in public relations efforts of business, government and nonprofit organizations. Preparation of public relations materials such as news releases, letters, memos, and other external and internal communications. *Spring*

### **318-3 Computer Mediated Communication**

This introductory course will explore how we communicate via technology. How has computer mediated communications affected interpersonal relationships? How has the Internet formed virtual communities that might not have become possible in the “real world?” How has language evolved because of the Internet? This class will introduce students to CMC theoretical perspectives as well as analyze problems and arguments that arise from CMC. We will survey different venues such as message boards, blogs, chat room, instant messaging, email, etc. Students will be introduced to scholarship in these areas to understand the importance of emerging new media. *Fall*

### **320-3 Organizational Communication**

Theory and practice of effective communication within organizations. Examines organizational structures and functions of communication theories and skills. *Spring, odd years*

### **338-3 Photojournalism**

The study of the principles and techniques of photography with an emphasis on composition and design. Students will learn and use digital darkroom techniques with the use of scanning software and image editing software. A digital SLR camera with manual exposure is recommended. *Spring*

### **340-3 Film Analysis**

An introduction to the study of film and the technical and aesthetic terminology describing it. Topics include narrative structure, camera movement, *misé-en-scène*, editing, sound, and music. Lectures, screenings, discussions, and shot-by-shot analysis of works by major directors. *As determined by department.*

### **360-3 Nonverbal Communication**

Seeks to expose students to the various types of nonverbal communication, including body movement, facial expressions, eye behavior, touch, use of space and color, vocalizations, and smell. Students will be exposed to current research in nonverbal communication and will examine cultural and social influences on nonverbal communication. *Fall*

### **370-3 Diversity Communication**

This course examines the role of gender, class, and race in the global context. Topics include readings and films based on historical events, case studies, literature, and theories. Students write reaction papers and make a film. *Fall*

### **402-3 International Communication**

This course is a summer seminar in one of the university’s study abroad locations. The course consists of in-country lectures, presentations by guest speakers and various site visits. Junior Standing. Prerequisite: COMM 305 and 370, Post Assessment Paper due September 1. 3 hours. *Summer*

**405-3 Conflict Management and Mediation**

Students will learn the underlying theories of interpersonal and organizational conflict. The positive and negative aspects of conflict will be discussed. Means of conflict management, resolution, and mediation will be presented.  
*Spring, even years*

**410-3 Communication Honors Research Methods**

This course will provide students with exposure to basic research methods in communication. Students will learn both quantitative and qualitative research methods. This course will focus on enabling students to read and comprehend research. Students will gain a clearer understanding of the processes used in communication research. *Spring*

**425-3 Communication Ethics and Law**

Provides an overview of current and emerging communications law and public policy as it relates to the principles by which mass media exercise their public functions and fulfill legal obligations to society. Examines right to know, truth and fairness, responsibility, libel, privilege, fair comment, privacy, contempt, copyright, and regulation of advertising and media ethics.  
*Fall*

**495-3 Internship in Communication**

Students gain hands-on experience applying the ideas they have learned in their communication studies. Minimum 120 hours' work during the semester taken. Advisor and department chair approval prior to beginning internship.  
*Spring/Fall/Summer*

**OTHER COURSES: Communication**

**190-1-3 Special Topics**

**200-1-3 Directed Studies**

**290-1-3 Special Topics**

**300-1-3 Directed Studies**

**390-1-3 Special Topics**

**400-1-3 Directed Studies**

**490-1-3 Special Topics**

**(by arrangement)**

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# Computer Science and Technology

*Associate Professors Lemm and M. Reed (chair); Assistant Professor Sand (chair)*

## **Mission Statement**

The Computer Science and Technology Department is dedicated to a curriculum of academic excellence that encourages the development of ethical technology professionals who are a benefit to society. The department serves the entire college community by providing sound instruction in the use of computer technology.

## **Computer and Internet Facilities**

The Computer Science and Technology Department is housed on the second floor of the Unruh-Sheldon Center for Business and Computer Science. The hardware lab and three classroom labs provide students with a modern facility in which to learn, question, discuss, and analyze theory and application of computer and information technology.

## **About the Majors and Minors**

The Department of Computer Science (CS) and Technology offers four majors and four minors.

- Computer Science (major)
- Graphic Design for E-Commerce (major)
- Information Technology (major)
- Management Information Science (major)
- Computer Graphic Design (minor)
- Computer Science (minor)
- Game Design (minor)
- Information Technology (minor)

The computer science (CS) major provides a well rounded technical and theoretical background to the student. This major gives students a firm foundation in programming and theory so that they can design and implement computer-based solutions to significant problems. Computer science majors are prepared to enter graduate school or pursue technical software positions.

The graphic design for e-commerce (GRDSN) major combines the application of visual art, communication, marketing, and computer technology skills, all of which are needed to aid current business and industry. This major is offered for students whose interests and future endeavors may involve the creation or implementation of computer developed visual communications.

The information technology (IT) major gives students the skills to apply computer and network concepts to solve a wide range of technology problems for individuals, organizations, and businesses. Students will study theory and applications of databases, web design, computer programming, networks, and operating systems. Students will learn to identify and evaluate current and emerging technologies and to assess their applicability to the users' needs. The liberal arts environment at the University of Jamestown allows students with an aptitude for technology to take courses in areas of individual interest: music, communication, art, psychology, etc.

The management information science (MIS) major is intended for students who are interested in working with computer systems in a business setting. Computer science courses are combined with business courses such as accounting, finance, management, and marketing to expose the student to computer systems and business functions. Career goals of students with this major include systems analyst, system designer, application programmer, and information retrieval specialist.

The computer science minor provides students with the basics of computer programming and theory. The minor is a good combination with math, education, psychology, business, or engineering majors.

The computer graphic design minor is offered for students whose interests and future endeavors may involve the creation or implementation of computer developed visual communications. The minor would complement a major in fine arts, business, computer science, information technology, communication and other majors.

The information technology minor is designed to provide experience with technology to students in any major. Students completing this minor and a major in another field should be well prepared to apply computer and Internet technology to their chosen field. Several tracks can be chosen with this minor.

The game design minor teaches basic iterative design and prototyping skills while providing students the opportunity to explore design for new technologies. It offers a core of foundational studies with intermediate and advanced course options in game animation, game sound and music, and game design and development.

### **Intended Student Learning Outcomes for the Computer Science and Technology Department**

At the conclusion of their program, students will be able to:

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem solving skills to generate possible solutions to technology-related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

### **Requirements for the Computer Science Major**

*Note:* Many required courses and most CS electives are offered in alternate years.

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CS	130	Introduction to Computer Principles	3
CS	170	Structured Programming	3
CS	180	Object-oriented Programming	3
CS	230	Introduction to Algorithm and Data Analysis	3
CS	300	Data Structures and Algorithms	3
CS	309	Computer Organization and Architecture I	3
CS	310	Computer Organization and Architecture II	3
CS	325	Networking	3
CS	330	Computer Foundations	3
CS	342	Database Development	3
CS	343	Database Management	3
CS	360	Comparison of Programming Languages	3
CS	365	Information Systems Security	3
CS	481	Senior Seminar I	2
CS	482	Senior Seminar II	1
CS	3XX/4XX	Upper Division CS Elective or Internship in CS	6
Plus two additional programming courses. (Choose from CS 173, CS 272, CS 372, CS 373, CS 441, CS 471, CS 472, CS 390/490)			6
<b>Semester Credits</b>			<b>54</b>

The following courses are suggested because they address skills often sought by employers:

Dept.	Course No.	Course Title	Credits
Acct	201 and 202	Principles of Accounting	6
Phil	251	Introduction to Critical Thinking	3
Comm/Engl	312	Business and Professional Communication	3

The following courses are strongly recommended for graduate school:

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	315	Linear Algebra	3

## Requirements for the Graphic Design for E-Commerce Major Core Curriculum in Graphic Design

Dept.	Course No.	Course Title	Credits
CS	130	Introduction to Computer Principles	3
CS	173	Introduction to .NET Programming	3
CS	232	Digital Design and Typography	3
CS	251	Graphics Development	3
CS	317	Digital Audio and Video Development	3
CS	341	Introduction to Web Development	3
CS	342	Database Development	3
CS	361	Advanced Computer Graphic Design	3
CS	371	Computer Animation	3
CS	441	E-Commerce Web Development	3
CS	481	Senior Seminar I	2
CS	482	Senior Seminar II	1
<b>Total Required CS Credits</b>			<b>33</b>

## Correlative Requirements

Dept.	Course No.	Course Title	Credits
Art	111	Drawing 1	3
Art	112	Design	3
Busn	320	Marketing	3
Busn	430	Advertising	3
Comm	314 or	Publicity and Public Relations	3
Comm	318	Computer Mediated Communications	3
Comm	338	Photojournalism	3
<b>Correlative Semester Credits</b>			<b>18</b>

Plus six upper division credits from ART, CS, BUSN, COMM or Internship 6

**Total Semester Credits for the Graphic Design for E-Commerce Major 57**

## Requirements for the Information Technology Major

Dept.	Course No.	Course Title	Credits
CS	130	Introduction to Computer Principles	3
CS	140 or	Integrated Software Packages	3
CS	240	Advanced Office Applications	3
CS	170	Structured Programming	3
CS	232 or	Digital Design and Typography	3
CS	251	Graphics Development	3
CS	272	Java Programming I	3
CS	309	Computer Organization and Architecture I	3
CS	322	Windows Server I	3

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CS	325	Networking	3
CS	341	Introduction to Web Development	3
CS	342	Database Development	3
CS	343	Data Base Management	3
CS	352	PC Assembly & Troubleshooting	2
CS	365	Information Systems Security	3
CS	422	Windows Server II	3
CS	423	UNIX/LINUX	3
CS	440	Management of Information Systems	3
CS	441	E-Commerce Web Development	3
CS	481	Senior Seminar I	1
CS	482	Senior Seminar II	1
CS	3xx/4xx	Upper division CS elective or internship in IT	3
Plus one additional programming courses. (Choose from CS 173, CS 180, CS 372/472)			3
<b>Total Semester Credits</b>			<b>59</b>

### **Requirements for the Management Information Science Major**

*Note:* CS 342 and CS 343 may be taken in the sophomore or junior years. CS 420 and CS 440 should be taken in the junior or senior year.

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CS	130	Introduction to Computer Principles	3
CS	140	Integrated Software Applications	3
CS	240	Advanced Office Applications	3
CS	170	Structured Programming	3
CS	230	Introduction to Algorithm and Data Analysis	3
CS	272	Java Programming I	3
CS	325	Networking	3
CS	342	Database Development	3
CS	343	Database Management	3
CS	365	Information Systems Security	3
CS	420	Systems Analysis Methods	3
CS	440	Management of Information Systems	3
CS	481	Senior Seminar I	1
CS	482	Senior Seminar II	1
CS	3xx/4xx	Upper division CS elective or internship in IT	2
<b>Total Required CS Credits</b>			<b>38</b>

Plus one of the following courses:

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CS	173	Introduction to .NET Programming	3
CS	180	Object Oriented Programming	3
CS	341	Introduction to Web Development	3
CS	372	Java Programming II	3
CS	472	Mobile App Development	3
<b>Semester Credits</b>			<b>3</b>
<b>Total Required CS Credits</b>			<b>41</b>

### **Correlative Requirements**

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
<b>Semester Credits</b>			<b>9</b>



Plus two of the following courses:

Dept.	Course No.	Course Title	Credits
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
<b>Semester Credits</b>			<b>6</b>
<b>Total Required Busn, Acct, Econ Credits</b>			<b>15</b>
<b>Total Semester Credits for the MIS Major</b>			<b>56</b>

The following courses are suggested because they address skills often sought by employers:

Dept.	Course No.	Course Title	Credits
Comm	312	Writing in the Professions	3
Phil	251	Introduction to Critical Thinking	3

## Requirements for the Computer Graphic Design Minor

Dept.	Course No.	Course Title	Credits
Art	111 or	Drawing I	3
Art	212	Drawing II	
Art	112	Design	3
Busn	320	Marketing	3
CS	232	Digital Design and Typography	3
CS	251	Graphics Development	3
CS	341	Introduction to Web Development	3
<b>Semester Credits</b>			<b>18</b>

Plus one the following courses:

Dept.	Course No.	Course Title	Credits
Busn	430	Advertising	3
Comm	338	Photojournalism	3
CS	317	Digital Audio and Video Development	3
Other course with CS department approval			3
<b>Total Semester Credits</b>			<b>21</b>

## Requirements for the Computer Science Minor

Dept.	Course No.	Course Title	Credits
CS	130	Introduction to Computer Principles	3
CS	170	Structured Programming	3
CS	180	Object-oriented Programming	3
CS	300	Data Structures and Algorithms	3
CS	309	Computer Organization and Architecture I	3
CS	310	Computer Organization and Architecture II	3
CS	3xx/4xx	Upper Division CS Elective	3
<b>Semester Credits</b>			<b>21</b>

Plus one course in an object oriented language:

Dept.	Course No.	Course Title	Credits
CS	173	Introduction to .NET Programming	3
CS	272	Java Programming I	3
<b>Semester Credits</b>			<b>3</b>
<b>Total Semester Credits</b>			<b>24</b>

### Requirements for the Game Design Minor

Dept.	Course No.	Course Title	Credits
CS	170	Structured Programming	3
CS	180	Object-oriented Programming	3
CS	251	Graphics Development	3
CS	272	Java Programming I	3
CS	317	Digital Audio and Video Development	3
CS	371	Computer Animation	3
CS	471	Game Development	3
<b>Total Semester Credits</b>			<b>21</b>

### Requirements for the Information Technology Minor

Dept.	Course No.	Course Title	Credits
CS	130	Introduction to Computer Principles	3
CS	140	Integrated Software Applications	3
CS	240 <sup>or</sup>	Advanced Office Applications	3
CS	170	Structured Programming	3
CS	325	Networking	3
CS	342	Database Development	3
CS	XXX	Three elective CS courses with advisor approval	8 or 9
<b>Total Credits</b>			<b>23 or 24</b>

#### Recommended Selection Choices - Emphasis in Programming

Dept.	Course No.	Course Title	Credits
CS	173	.Net Programming	3
CS	180	Object Orientated Programming	3
CS	272	Java Programming	3
CS	341	Introduction to Web Development	3
CS	372	Java Programming II	3

#### Recommended Selection Choices - Emphasis in Web Development

Dept.	Course No.	Course Title	Credits
CS	251	Graphics Development	3
CS	322	Windows Server I	3
CS	341	Introduction to Web Development	3
CS	423	UNIX/LINUX	3
CS	441	E-Commerce Web Development	3

#### Recommended Selection Choices - Emphasis in IT Systems / Hardware

Dept.	Course No.	Course Title	Credits
CS	309	Computer Organization and Architecture I	3
CS	322	Windows Server I	3
CS	352	PC Assembly and Troubleshooting	2
CS	365	Information Systems Security	3
CS	422	Windows Server II	3
CS	423	UNIX/LINUX	3

#### Recommended Selection Choices - Emphasis in IT Management

Dept.	Course No.	Course Title	Credits
CS	365	Information Systems Security	3
CS	420	Systems Analysis Methods	3
CS	440	Management of Information Systems	3

## Course Descriptions

(CS)

### 130-3 Introduction to Computer Principles

This course will present an overview of several important areas of the computer field (e.g. data representation and storage, networking, operating systems, machine architecture, logic, functions and algorithms) while seeking to develop a practical, realistic understanding of the field and prepare students for future courses. Ethical and legal aspects of areas such as Internet security, software engineering, and database technology are also introduced in order to enable students to be responsible users of technology. *Fall*

### 140-3 Integrated Software Applications

This course will show how to integrate data from word processors, spreadsheets, and databases into a single document or presentation. This will be done by using separate, stand-alone applications as well as using an integrated software application. *Fall and spring*

### 170-3 Structured Programming

This course will introduce the student to the C++ programming language and its many features. Structured programming will be stressed as I/O, data types, decision structures, functions, and looping. Iteration will be introduced and incorporated into programming projects. *Fall*

### 173-3 Introduction to .NET Programming

An introduction to the .NET programming framework to develop Windows and Web applications. Topics include basic concepts of programming, problem solving, file I/O operations, programming logic, exception handling, and design techniques of an object-oriented language within a visual development environment. *Spring*

### 179-1-3 Special Topics in Programming Languages

### 180-3 Object-Oriented Programming

This course approaches programming from an object-oriented methodology by examining C++ structures and classes. Data structures such as arrays, strings, and linked lists are introduced and studied. Common searching and sorting algorithms will be discussed. The relationship between data structures and algorithms will be explored. Algorithms will be analyzed in regard to time and space efficiency. Prerequisite: CS 170. *Spring*

### 230-3 Introduction to Algorithm and Data Analysis

This course examines the application of probability in the computer science field and its use in the analysis of algorithms. Students will learn how probability theory has become a powerful computing tool and what current trends are causing the need for probabilistic analysis. Computer science examples are used throughout, in areas such as: computer networks; data and text mining; computer security; remote sensing; computer performance evaluation; software engineering, robotics and data management. Prerequisites: CS 130 or instructor permission. *Spring*

### 232-3 Digital Design and Typography

Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of words, phrases, sentences and short paragraphs. Students will also learn how to incorporate type successfully with graphics and backgrounds to create a variety of digital and print publications. *Fall*

### 240-3 Advanced Office Applications

This course will cover advanced aspects of the Microsoft Office Suite, particularly Excel. Topics will focus on concepts and tasks that are necessary in today's business world. Students taking this course should have a working knowledge of file management, as well as basic word processing, and spreadsheet applications. Prerequisite: sophomore standing. *Spring*

### **251-3 Graphics Development**

This course provides the student with hands-on instruction in the creation and manipulation of a variety of computer generated graphics using industry standard software tools. Students will learn to create and edit full-color illustrations exhibiting line and shape, volumetric form, and shading and depth by using vector illustration techniques. Additional concepts will include basic photo editing techniques that involve color corrections, retouching and repairing, working with selections, layer and mask basics, correcting and enhancing digital photographs, typographic design, and preparing files for the web. *Fall and spring*

### **272-3 Java Programming I**

This course introduces the syntax and features of the Java Programming language. Students learn to create a variety of apps using visual components. Object-oriented design, event-handling and exception-handling concepts are presented and used in programming projects. Other topics include input-output management, data types and structures, class structures, calendar and date objects, and decision structures. Prerequisite: CS 170. *Fall*

### **279-2-3 Special Topics in Programming Languages and Their Applications**

### **300-3 Data Structures and Algorithms**

This course is a continuation of CS 180 and is an advanced study of data structures such as stacks, queues, trees, and graphs. File access methods and powerful search and sort algorithms will also be discussed. Algorithms studied will also be analyzed for efficiency. Prerequisite: CS 180. *Fall*

### **309-3 Computer Organization and Architecture I**

The purpose of this course is to introduce the function and design of the various components necessary to process information digitally. The study of computer organization focuses on how various electronic circuits and components fit together to create working computer systems. Concepts of machine level representation of

data, assembly level machine organization, and memory system organization are also included. Prerequisite: CS 170. *Fall*

### **310-3 Computer Organization and Architecture II**

The purpose of this course is to focus on the structure and behavior of the computer system and the logical aspects of system implementation as seen through the eyes of the programmer. Concepts of memory system architecture are more fully developed. Interfaces and I/O communication fundamentals, as well as multiprocessing, alternative architecture systems, and emerging technologies are also presented. Prerequisite: CS 309. *Spring*

### **317-3 Digital Audio and Video Development**

This course examines multiple aspects of digital video and audio technologies, including creating graphics for video, camera and lighting techniques, capturing video, non-linear editing, and compression of audio/video media. *Spring*

### **322-3 Windows Server I**

This course will cover the basics of the Windows Server Family of operating systems. Topics will include installation, Active Directory, user management, file management, device management, data storage, Group Policies, and basic networking within a Windows environment. *Fall*

### **325 - 3 Networking**

This course examines computer networks and data communication. Topics covered include: telecommunications history; transmission media; transmission characteristics; error detection and correction; local and wide area networking applications; standard network models; industry standards; protocols; network management; wireless and mobile networks; network security. *Spring*

### **330-3 Computer Foundations**

This course is a survey of discrete mathematical structures and its applications pertaining to the study of computer science and information

technology. A broad overview of topics will be covered including but not limited to: finite number systems, counting and apportionment algorithms, mathematical induction, probability and Monte Carlo simulations, game theory, graphs, trees, and recursion. Software simulations and programs will be included to enhance understanding and application. Prerequisites: CS 170. *Spring, odd years*

### **341-3 Introduction to Web Development**

This course will introduce the essential topics of Internet programming, Students will design Interactive Web pages using HTML, CSS, JavaScript, and other client side script technology. Concepts such as cookies, manipulating multimedia, and publishing and managing a remote site will be discussed. *Fall*

### **342-3 Database Development**

This course introduces students to the essentials of database development and construction. Throughout the course students will use a database management system to create tables, joins, queries, forms, reports, macros, and switchboards. In addition, by exploring the concepts of normalization and entity relationship diagrams, students will learn how to create a structurally sound database that minimizes data redundancy. *Fall*

### **343-3 Database Management**

This course is an investigation into database concepts and the management of a database with a focus on the relational model. Topics include entity relationship modeling, normalization, SQL, the database life cycle, concurrency control, and distributed database management systems. Prerequisite: CS 342. *Spring*

### **352-2 PC Assembly and Trouble Shooting**

This hands-on laboratory course covers identification of PC components including power supplies, mother boards, memory, and peripherals. Students will learn to assemble and disassemble PCs and trouble shoot and repair PC systems. *Fall*

### **360-3 Comparison of Programming Languages**

This course will survey the major programming language paradigms of imperative, functional, object-oriented and logic languages. Theoretical coverage of underlying principles of programming languages will be studied and then demonstrated through practical examples from languages representative of each paradigm. Prerequisite: CS 170. *Fall, even years*

### **361-3 Advanced Computer Graphic Design**

This course engages upper-level design students in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets and phones. Students will create digital portfolios that demonstrate competency in graphic design. Prerequisites: CS 232, CS 251. *Offered as needed*

### **365-3 Information Systems Security**

The objective of this course is to provide an overview of modern computer security concepts. Topics covered may include security terminology, risk management, security policy and strategy, security awareness, cryptography, operating system security, network security, physical security and digital forensics. The course will contain a lab component where students will investigate current hardware and software tools for vulnerability analysis and penetration testing. *Fall*

### **371-3 Computer Animation**

This course is an introduction to basic animation principles as they are applied to both 2D and 3D environments. Includes basic principles of character animation and expressive form in motion utilizing open source computer software. Students will also develop static 3D models. Prerequisites: CS 251 recommended. *Offered as needed*

### **372-3 Java Programming II**

This course covers aspects of the Java programming language that are used to create apps which are used in Android mobile devices. Projects will use Java and XML to create GUIs.

Object-orientated methodology will be stressed, along with fundamentals of structured logic using decision statements, event-handling, and array manipulation. Prerequisite: CS 272. *Offered as needed*

### **373-3 Advanced Visual Basic**

This course will cover topics the student is most likely to meet in programming for the office or enterprise: Object linking and embedding, advanced graphical user interface design, object-oriented programming with Visual Basic, database programming and SQL, Windows API, multimedia and networking controls, and Visual Basic for Applications. Prerequisite: CS 173. *Offered as needed*

### **420-3 Systems Analysis Methods**

This course presents an overview of the systems development life cycle. Emphasis will be placed on current system documentation through the use of both structured and object-oriented tools and techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Also included will be discussions of information gathering and reporting activities. Prerequisite: CS 343. *Fall, odd years*

### **422-3 Windows Server II**

This course will cover more advanced topics within the Windows Server Family of operating systems. Topics will include TCP/IP, WINS, DNS, RRAS, data and system recovery, performance monitoring, and security. It will also cover scripting in Windows environment using VBS. Prerequisites: CS 322. *Spring*

### **423-3 UNIX/LINUX**

This course will cover the basics of the Unix-like computer with a primary focus on open source Linux distributions. The operating systems will be investigated in regards to their features and usability as a small business desktop or as various network servers. Topics covered will include shell commands, file management, basic applications, utilities, user interfaces, networking, process control, user management, installation

of software, and security. Network servers for user authentication, file management, web, database, and email will be implemented in a lab environment. Prerequisites: Sophomore, junior, or senior standing. *Spring, odd years*

### **440-3 Management of Information Systems**

This course demonstrates the principles and concepts involved in the management of organizational information systems resources. Topics include CIO functions, information systems planning, legal and professional issues, and the strategic impact of information systems. Prerequisite: Junior or senior standing. *Spring*

### **441-3 E-Commerce Web Development**

This course will advance the web site design and development skills introduced in CS 341. Topics include web forms, database implementation, XML, server side scripting, web server implementation and configuration, and discussion of design and development issues and problems. Prerequisites: CS 341, and CS 342. *Spring*

### **350/450-3-8 Cooperative Education**

This practicum is designed to help familiarize the student with the world of work that will be encountered upon leaving the college environment. Work sites are arranged that will provide experience and/or occupational exposure opportunities with local employers. This practicum is designed to enhance career development and self awareness by integrating classroom study with supervised practical experience in educational, vocational, and cultural learning situations outside the formal classroom environment. Prerequisite: Junior or senior standing. *Fall and spring*

### **460-3 Robotics and Artificial Intelligence**

This course provides an introduction to robotics and artificial intelligence. Topics include history of robotics and artificial intelligence, robot components, hardware, sensors, robot behaviors, methods of control and programming, and robots now and in the future. Students will have the opportunity to work hands-on with robotics

hardware and programming. Prerequisites: CS 272 and junior standing. *Offered as needed*

### **471-3 Game Development**

Students will use an open source game engine and computer programming to experiment with games in various genres. Students will also develop game design skills needed for level editing and design, prototyping, and working in game engines. Prerequisites: CS 180 or CS 272, CS 371. *Offered as needed*

### **472-3 Mobile App Development**

This course will cover best practices in mobile application development and hands-on programming experience in order to give the student a foundation in designing, creating, and deploying apps for the mobile market. The actual topics covered, the programming language, the platform and the IDE used may vary from semester to semester due to the fluid nature of the mobile device market. However, topics such as views, activities, intents, widgets, databases and app deployment will be covered. Prerequisites: CS 180 or CS 272, CS342. *Offered as needed*

### **481-2 Senior Seminar I**

This course provides discussion and reflection on professionalism and ethics within the computer technology fields. Job search skills, including resume preparation and interviewing, will be covered. This course will also involve selection and approval of a student project that will be continued in CS 482. Prerequisite: senior standing. *Fall*

### **482-1 Senior Seminar II**

This course will provide the student with an opportunity to conduct research or complete an approved project relevant to their major program. A research paper or project report and a class presentation will be required. Senior standing. *Spring*

### **200-1-4 Directed Studies**

### **300-1-4 Directed Studies**

### **400-1-4 Directed Studies**

Selected readings or projects to supplement current CS and MIS courses directed by a department faculty member. Offered by arrangement with a faculty member from the department.

### **190-1-3**

### **290-1-3**

### **390-1-3**

### **490-1-3 Special Topics**

Further in-depth study on topics reflective of advances in state-of-the-art computing. *Offered as scheduling allows*

### **495-1-4 Independent Study (by arrangement)**

Special readings or projects accomplished by the student under the supervision of a department faculty member.

### **499-6 Honors**

Research leading to an honors project under the supervision of a faculty member and the honors committee of the college. Prerequisite: Admission into the honors program and junior or senior standing. *Spring*

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# Criminal Justice and Sociology

*Associate Professor Froelich (Chair); Lecturers Fremgen, Kaiser, Pringle, and Rummel*

## Mission Statement

The mission of the Department of Criminal Justice and Sociology at University of Jamestown is two-fold. Sociology courses support the curricula in general education, teacher education, and nursing. Their aim is to sensitize the student to the role of social forces (e.g. homogeneity, stratification, urbanization) and social institutions (e.g. the family, education, religion, politics, and the economy) as they impact our individual and collective lives. In criminal justice, students are prepared to pursue one of three distinct, though not necessarily mutually exclusive, options. The focus of the major is a solid preparation for entry-level careers in law enforcement, corrections, or adult or juvenile probation and parole. In addition, discipline-specific writing is an explicit student outcome goal to which the department is committed.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## Intended Student Learning Outcomes for the Criminal Justice Major

Students in the Criminal Justice Major will be able to:

- 1) Demonstrate that they have knowledge of the dominant theories and approaches for understanding deviant and criminal behavior.
- 2) Demonstrate that they understand the basic structure of the American criminal justice system, which includes policing, courts, and corrections.
- 3) Demonstrate that they have the writing skills and knowledge of the basic reporting requirements needed to be successful as criminal justice practitioners.
- 4) Demonstrate basic knowledge of the criminal law and legal procedures sufficient to prepare them for an entry level police position.
- 5) Demonstrate knowledge of institutional and community corrections sufficient for an entry level position in corrections, probation, or parole.

## Requirements for the Criminal Justice Major

Dept.	Course No.	Course Title	Credits
CJ	101	Introduction to Criminal Justice	3
CJ	102	Deviance and Social Control	3
CJ	202	Writing in Criminal Justice	3
CJ	311	Corrections	3
CJ	312	Police Science	3
CJ	330	Criminal Law and Procedure	3
CJ	420	Criminal Justice Capstone	3
CJ	450	Criminal Justice Internship	3
CJ	497 <sup>or</sup>	Criminal Justice Thesis	3
<b>Semester Credits</b>			<b>24</b>

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
CJ	313	Community Policing and Problem Solving	3
CJ	320 <sup>or</sup>	Crime and Delinquency	3
<b>Semester Credits</b>			<b>27</b>



Plus three themed electives (at least two from the same theme):

## Psychology Theme

Dept.	Course No.	Course Title	Credits
Psyc	202	Research Methods	3
Psyc	215	Applied Behavior Analysis	3
Psyc	302	Abnormal Psychology	3
Psyc	315	Social Psychology	3
Psyc	360	Psychopharmacology	3
Psyc	365	Dynamics of Addiction	3
Psyc	410	Fundamentals of Counseling	3

Note: These courses may have prerequisites.

## Business Theme

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	315	Business Law I	3
Busn	316	Business Law II	3
Busn	322	Human Resource Management	3

## Law Theme

Dept.	Course No.	Course Title	Credits
Busn	315	Business Law I	3
Busn	316	Business Law II	3
Phil	351	Philosophy and Law	3
Pols	104	American National Government	3
Pols	314	U.S. Constitutional Law	3
Psyc	430	Psychology and Law	3
<b>Semester Credits</b>			<b>9</b>
<b>Total Semester Credits</b>			<b>36</b>

## Requirements for the Criminal Justice Minor

Dept.	Course No.	Course Title	Credits
CJ	101	Introduction to Criminal Justice	3
CJ	102	Deviance and Social Control	3
CJ	202	Writing in Criminal Justice	3
CJ	311	Corrections	3
CJ	312	Police Science	3
CJ	313 or	Community Policing and Problem Solving	3
CJ	320	Crime and Delinquency	3
CJ	330	Criminal Law and Procedure	3
CJ	420	Criminal Justice Capstone	3
<b>Semester Credits</b>			<b>24</b>

## Sample Course Sequence for the Criminal Justice Major

### Freshman Year

Dept.	Course No.	Course Title	Credits
CJ	101	Introduction to Criminal Justice	3
CJ	102	Deviance and Social Control	3
Engl	101	Freshman Composition I	3
Engl	102	Freshman Composition II with Literature	3

*Sophomore Year*

Dept.	Course No.	Course Title	Credits
CJ	202	Writing and Information Literacy	3
CJ	311	Corrections	3
CJ	313	Community Policing and Problem Solving	3
		Themed Elective	3

*Junior Year*

Dept.	Course No.	Course Title	Credits
CJ	312	Police Science	3
CJ	330	Criminal Law and Procedure	3
		Themed Elective	3

*Senior Year*

Dept.	Course No.	Course Title	Credits
CJ	320	Crime and Delinquency	3
CJ	420	Criminal Justice Capstone	3
CJ	450	Criminal Justice Internship	3
CJ	497 <sup>or</sup>	Criminal Justice Thesis	3
		Themed Elective	3

**Course Descriptions**

(CJ)

**101-3 Introduction to Criminal Justice**

This course examines the entire range of criminal justice issues including legislation, enforcement, prosecution, the courts, and corrections. Theory, practice, and an analysis of historical and contemporary controversies constitute the substance of the course. This course is a prerequisite for all other CJ courses. *Fall*

**102-3 Deviance and Social Control**

This course examines the creation and stigmatization of deviant categories, theories and perspectives for understanding deviance, in-depth analysis of various forms of deviance (e.g., criminal, sexual, political, mental, physical, and institutional), and societal responses aimed at control or change. Same as Soc102. *Spring*

**202-3 Writing in Criminal Justice**

Using materials gathered and annotated in CJ 201, the course will focus on writing essays, reports, and literature reviews as well as thesis development, organization, logic, proofreading, and feedback. Prerequisites: Engl 102. *Spring*

**311-3 Corrections**

This course provides a broad overview of topics and issues in the field of corrections including the evaluation of treatment, personnel, classification, counseling and crisis intervention, and special areas of correctional treatment. It also explores the areas of probation, parole, and community corrections. This course will prepare the student (and is a prerequisite) for certain internships with local criminal justice agencies. Prerequisite: CJ 101. *Fall, even years*

**312-3 Police Science**

This course includes familiarization with the history and practice of policing; administrative, organizational, evaluative, investigative, and evidentiary issues; and court, prosecutor, and community relations. This course will prepare the student for certain internships with local criminal justice agencies. Prerequisite: CJ 101. *Spring, even years*

**313-3 Community Policing and Problem Solving**

This course is intended to provide the student with a thorough understanding of the role of community policing in modern law enforcement. The course will also present students with the basic core values that are vital to the success of a highly effective police officer and the community that they serve. Prerequisite: CJ 101. *Spring, odd years*

## **320-3 Crime and Delinquency**

This course takes an integrated approach to theories of crime and delinquency inasmuch as biological and psychological perspectives will supplement the traditionally prominent sociological views. The course also focuses on the blurring of the distinctions between the two as juvenile crime is perceived as increasingly serious and the practice of juvenile certification (transfer to adult court) becomes more prevalent. Prerequisite: CJ101 or Soc 101. Same as Soc 310. *Fall*

## **330-3 Criminal Law and Procedure**

This course examines the limitations of criminal liability, the basic requirements of a criminal act, defenses, the law as it relates to specific types of crimes, and the processes and procedures that relate to policing, the courts, and corrections. Prerequisite: CJ101. *Fall, odd years*

### **200-1-4 Directed Study**

### **300-1-4 Directed Study**

### **400-1-4 Directed Study**

Individualized study in special content areas not covered in CJ course offerings. Restricted to areas of faculty expertise. Weekly progress reports and a written report are required.

## **420-3 Criminal Justice Capstone**

This course provides a summary overview of the full range of criminal justice topics and issues, akin to the basic overview provided in the introductory course (CJ101), but at an advanced level that features the use of primary resources, student research, and a critical analysis of issues and controversies in the field, all in a seminar setting. Prerequisite: CJ101 and senior standing. *Spring*

## **450-2-8 Criminal Justice Internship**

A practicum designed to familiarize the student with law enforcement and/or correctional agencies, both juvenile and/or adult, including local, state, and/or federal. Working relationships with several sites have been developed, though the student is encouraged to develop his/her own site in consultation with the CJ faculty. Career development and the integration of classroom study with hands-on practical experience are the primary objectives. Signed receipt of "Guidelines

for Criminal Justice Internships," approval of the department chair, evaluation by the participating agency, and a written report by the student are required. Prerequisite: Junior standing.

### **190-1-4 Special Topics**

### **290-1-4 Special Topics**

### **390-1-4 Special Topics**

### **490-1-4 Special Topics**

A study of a wide range of topics in CJ not otherwise included in department offerings. Minimum enrollment of five students with related interests. *Offered on sufficient demand*

### **495-2-4 Independent Study**

Special readings or projects accomplished by the student under the supervision of a department faculty member.

### **497-3-6 Criminal Justice Thesis**

The purpose of this course is to allow the student to conduct his/her own empirical research or to explore by way of a library research paper a narrowly defined topic of particular interest. Approval of the topic and an agreement regarding expectations must be obtained from the instructor prior to registration. Prerequisites: CJ 202 and a minimum GPA of 2.75.

## **Course Descriptions**

(Soc)

### **101-3 Introduction to Sociology**

The course will introduce the student to the sociological process (including concepts, theories, and methods,) the study of groups, stratification and conflict, social institutions, and social change. *Fall*

### **102-3 Deviance and Social Control**

This course examines the creation and stigmatization of deviant categories, theories and perspectives for understanding deviance, in-depth analysis of various forms of deviance (e.g., criminal, sexual, political, mental, physical, and institutional), and societal responses aimed at control or change. Same as CJ 102. *Spring*

### **201-3 Social Problems**

This course takes a problem-solving approach to the issue of social problems. The structure of the course is topical, and typical topics include politics, poverty, work, education, family, health care, aging, gender, racial inequality, drugs and alcohol, crime, violence, and the environment. Odd years, *Spring*.

### **230-3 Sociology of the Family**

This course looks at the basic findings of the social sciences with reference to the institution of marriage and family. It examines in particular the contemporary American couple throughout all stages of the life cycle. Factors are identified that should be considered when making critical decisions, such as to marry, to have children, to divorce. Topics include diversity in the areas of sexuality, marriage and family, and selected issues that confront American families today. *Fall*

### **310-3 Crime and Delinquency**

This course takes an integrated approach to theories of crime and delinquency inasmuch as biological and psychological perspectives will supplement the traditionally prominent sociological views. The course also focuses on the blurring of the distinctions between the two as juvenile crime is perceived as increasingly serious and the practice of juvenile certification (transfer to adult court) becomes more prevalent. Same as CJ 320. Prerequisite: Soc 101 or CJ 101. *Fall*

### **315-3 Social Psychology**

This course covers the principles of the interbehaving of individuals with other individuals and groups with an emphasis on attitudes, attribution, social perception, and small-group behavior. Same as Psyc 315. Prerequisite: Psyc 101. *Fall*

### **320-3 Comparative Cultures**

This course is designed to develop knowledge and understanding of different cultural and ethnic settings and backgrounds. Armed with a comparative framework, each student conducts research on an assigned nation, creates a "cultural guidebook" for that nation, and presents his/her findings to the entire class. *Spring*

### **495-2-4 Independent Study**

Special readings or projects accomplished by the student under the supervision of a department faculty member.

### **497-3-6 Sociology Thesis**

The purpose of this course is to allow the student to conduct his/her own empirical research or to explore by way of a library research paper a narrowly defined topic of particular interest. Approval of the topic and an agreement regarding expectations must be obtained from the instructor prior to registration. Prerequisites: Soc 101 and a minimum of two upper division Sociology courses.

### **OTHER COURSES: Sociology**

**190-1-4 Special Topics**

**200-1-4 Directed Studies**

**290-1-4 Special Topics**

**300-1-4 Directed Studies**

**390-1-4 Special Topics**

**400-1-4 Directed Studies**

**490-1-4 Special Topics**

**(by arrangement)**

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# Engineering

*Assistant Professors Baboly, Bauer-Reich, Mao, and Yesudasan*

## Mission Statement

The mission of the Department of Engineering at the University of Jamestown is to provide students majoring in engineering with a solid foundation in the discipline within the broader mission and values of the university. The engineering curriculum offers both preparation for a career and advanced academic study, and students gain the knowledge and skills necessary to ethically perform the duties of an engineer in today's global society.

## Intended Learning Outcomes for the Major in Mechanical Engineering

Students graduating from the University of Jamestown with the degree of Bachelor of Science and a major in mechanical engineering will have:

1. an ability to apply knowledge of mathematics, science, and engineering
2. an ability to design and conduct experiments, as well as to analyze and interpret data
3. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. an ability to function on multidisciplinary teams
5. an ability to identify, formulate, and solve engineering problems
6. an understanding of professional and ethical responsibility
7. an ability to communicate effectively
8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. a recognition of the need for, and an ability to engage in life-long learning
10. a knowledge of contemporary issues
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

## Requirements for the Major in Mechanical Engineering

Students must complete the following courses. A grade of C- or higher must be earned in all courses required in a major or a minor.

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Econ	202	Macroeconomics	3
Engr	110	Introduction to Engineering	3
Engr	112	Introduction to Computer-Aided Design	3
Engr	121	Engineering Computing	3
Engr	210	Statics	3
Engr	211	Dynamics	3
Engr	212	Materials	3
Engr	220	Mechanics of Materials	4
Engr	310	Manufacturing Processes	3
Engr	330	Instrumentation and Measurement	4
Engr	340	Fluid Mechanics	4
Engr	350	Thermodynamics I	3
Engr	351	Thermodynamics II	3
Engr	360	Statistical and Linear Methods	3
Engr	361	Numerical Methods	3

Engr	362	Control Systems	3
Engr	370	Machine Design	3
Engr	380	Fundamentals of Electric Circuits	4
Engr	410	Mechanical Engineering Design I	3
Engr	411	Mechanical Engineering Design II	3
Engr	450	Heat Transfer	3
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	253	Calculus III	4
Math	352	Ordinary Differential Equations	3
Phys	203	Physics I	5
Phys	204	Physics II	5
<b>Semester Credits</b>			<b>96</b>

Electives - choose one:

Engr	420	Intermediate Mechanics of Materials	3
Engr	460	Finite Element Analysis	3
Engr	470	Machine Dynamics	3
Engr	471	Vibrations	3
Engr	480	Introduction to Electronic Packaging	3
Engr/Phys	401	Classical Mechanics	3
<b>Semester Credits</b>			<b>3</b>
<b>Total Semester Credits</b>			<b>99</b>

## Course Descriptions

(ENGR)

### 110-3 Introduction to Engineering

Introduction to Engineering provides preparation for the field of engineering. Students will practice academic and professional skills such as time management, study skills, problem solving, teamwork, and project design. Assignments will integrate technical oral and written communication skills as well as engineering ethics. *Fall*

### 112-3 Introduction to Computer-Aided Design

This course covers the fundamentals of engineering graphics including the drawing of orthographic, isometric, and auxiliary projections. Other topics include scaling, sectioning, dimensioning, and drawing documentation. Students learn to use computer-aided design (CAD) software commonly used in industry and are introduced to CAD interface, structure, and commands.

### 121-3 Engineering Computing

Engineering Computing covers methods to apply engineering problem-solving techniques and develop computer programs to solve engineering problems. Students will develop, write, test,

and debug simple programs for the solution of engineering problems using Excel and Matlab. Co-requisite: Math 151. *Spring*

### 210-3 Statics

Statics is a study of static equilibrium: forces, moments, couples, equilibrium of structures, and friction. Engineering applications include trusses, frames, and machines. Prerequisite: Phys 203. *Fall*

### 211-3 Dynamics

Dynamics examines kinematic motion including rectilinear motion, curvilinear motion, and projectiles. A study of dynamics of particles and of rigid bodies, work and energy, impulse and momentum, and conservation laws. Prerequisite: Engr 210 with a grade of C- or better. *Spring*

### 212-3 Materials

Materials examines the relationship between the structure of materials and the subsequent mechanical, electrical, optical, and thermal properties. Topics covered will also include bonding, atomic structure and arrangement, crystal structure, symmetry, and defects, phase equilibria, and microstructural development. Prerequisite: Chem 133. *Fall*

## **220-4 Mechanics of Materials (Lec/Lab)**

Mechanics of Materials applies the principles of mechanics to the design of structural and machine members. General principles of stress, strain, shear, torsion, beams, columns, and connections are covered. Other topics covered include the properties and strength of various engineering materials. Prerequisite: Engr 210 with a grade of C- or better. *Spring*

## **330-3 Manufacturing Processes**

Manufacturing Processes provides an overview of the manufacturing process including discussion of the forming and molding of plastics and the machining, forming, welding, and the casting of metals. Emphasis is placed on connecting the design and manufacturing processes for optimal design and efficiency. Prerequisite: Engr 212. *Spring*

## **340-4 Fluid Mechanics (Lec/Lab)**

Fluid mechanics introduces physical properties of fluids, fluid statics, and the mechanics of fluid flow. Applications studied include Bernoulli's equation for incompressible flow, hydrostatic forces on gates, friction loss, lift and drag, and sizing of pipes and pumps. Prerequisite: Engr 211. *Fall*

## **350-3 Thermodynamics I**

Thermodynamics I discusses properties of pure substances and develops a fundamental understanding of the first and second laws of thermodynamics and their application to a wide range of systems. Prerequisites: Chem 133, Math 152. *Fall*

## **351-3 Thermodynamics II**

Thermodynamics II covers exergy, moist air properties, vapor and gas power cycles, and refrigeration cycles. Prerequisite: Engr 350. *Spring*

## **360-3 Statistical and Linear Methods**

Statistical and Linear Methods develops understanding of practical mathematical analysis with a focus on engineering applications. Topics include probability, statistical analysis, linear algebra, and matrices. Prerequisites: Math 152. *Spring*

## **361-3 Numerical Methods**

The Numerical Methods course provides an introduction of current methods in numerical analysis. Topics will include polynomial approximation and interpolation, numerical differentiation and integration, differential equations, functional approximation, linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prerequisites: Engr 360 and Math 253. *Spring*

## **362-3 Control Systems**

Control systems introduces mathematical modeling of dynamic lumped parameter systems. Topics include analysis of linear systems and system response to transient and periodic inputs, block diagram system representation using Laplace transforms, and feedback control of linear systems. Prerequisites: Engr 211 and Math 253. *Spring*

## **370-3 Machine Design**

Machine Design addresses the principles of the design and analysis of machines. Topics include the design of machine elements such as gears, shafts, bearings, brakes, and clutches. Other topics include fatigue analysis and failure theories. Prerequisite: Engr 220. *Spring*

## **380-4 Fundamentals of Electric Circuits (Lec/Lab)**

Fundamentals of Electric Circuits is an introduction to electrical engineering for mechanical engineers. Topics covered include DC and AC circuit steady-state analysis, transients, basic electronics, digital logic, op-amps, transformers, and machines. Prerequisites: Math 253 and Phys 204. *Fall*

## **381-4 Instrumentation and Measurement (Lec/Lab)**

Instrumentation and Measurement covers experimental methods, statistical estimates of experimental uncertainty, calibration, signal conditioning, selected transducers for mechanical measurements, electronics for instrumentation, data acquisition/processing. Temperature, pressure, humidity, stress-strain, force, velocity, flow/radiative properties. Prerequisite: Engr 220. Co-requisites: Engr 340 and Engr 350. *Fall*

## **401-3 Classical Mechanics**

A study of the foundations of advanced mechanics. Three-dimensional formulations of Newtonian physics will be developed. Variational methods, Lagrangian and Hamiltonian dynamics, non-inertial reference frames, and dynamics of rigid bodies will also be discussed. Prerequisites: Math 352 and Phys 204.

## **410-3 Mechanical Engineering Design I**

Engr Design I allows students to synthesize technical, professional, and general knowledge. Skills such as project management are introduced. Prerequisites: Senior standing in mechanical engineering. *Fall*

## **411-3 Mechanical Engineering Design II**

Engr Design II is a continuation of Engr Design I where students will complete the project proposed in Engr Design I. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. *Spring*

## **420-3 Intermediate Mechanics of Materials**

Intermediate Mechanics of Materials expands on Engr 220 and provides more advanced applications of mechanics of materials. Topics include curved beams, thick-walled cylinders, unsymmetrical bending, failure theories and energy methods for statically indeterminate problems. Prerequisite: Engr 220.

## **450-3 Heat Transfer**

Heat Transfer covers concepts involving the transfer of heat through steady state and transient heat conduction in solids, forced and free convection in fluids, and thermal radiation. Prerequisites: Engr 340 and Engr 350. *Fall*

## **460-3 Finite Element Analysis**

Finite element analysis provides an introduction to the theory and application of the finite element method. Students will use commercial software to solve problems in stress analysis, heat transfer, and fluid mechanics. Prerequisites: Engr 220 and Math 352.

## **470-3 Machine Dynamics**

Machine dynamics covers graphical, analytical, and computer based analysis methods for mechanisms and machines. Applications focus

on synthesis and analysis of mechanical linkage mechanisms and cams. Additional topics include machine balancing and flywheels. Prerequisite: Engr 211.

## **471-3 Vibrations**

Vibrations covers the fundamentals of vibration analysis with application of simple machine and structural members. Topics include harmonic motion, free and forced vibration, resonance, damping, isolation, and transmissibility. Single and multiple degree-of-freedom systems are examined. Prerequisites: Engr 211 and Math 352.

## **480-3 Introduction to Electronic Packaging**

An introduction to microelectronic packaging with an emphasis on mechanical issues. The course will examine thermal, mechanical, electrical, and materials considerations in design optimization. Assembly, special packages, and reliability will also be discussed. Prerequisites: Engr 380, senior standing.

## **Course Descriptions**

(PHYS)

### **143-4 College Physics I (Lec/Lab)**

A non-calculus-based introduction to physics, including Newton's laws, energy, linear and angular momentum, conservation laws, simple harmonic motion, and thermodynamics. Prerequisite: Math 112. *Spring*

### **144-4 College Physics II (Lec/Lab)**

A continuation of Phys 143. Topics include waves, sound, electricity and magnetism, optics, and atomic physics. Prerequisite: Phys 143. *Fall*

### **203-4 Physics I (Lec/Lab)**

A calculus-based introduction to physics including Newton's laws, energy, linear and angular momentum, conservation laws, simple harmonic motion, and thermodynamics. Corequisite: Math 151. *Spring*

### **204-4 Physics II (Lec/Lab)**

A continuation of Phys 203. Topics include waves, sound, electricity and magnetism, optics and atomic physics. Prerequisite: Phys 203. *Fall*



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# English and Theatre Arts

*Professors Brown (chair), Flory, and Godfrey; Assistant Professor McIntyre; Writer in Residence Woiwode*

## Mission Statement

The English and Theatre Arts Department provides undergraduate education in the discipline of English and theatre, which includes studies in the language itself, in literature that expresses the accumulated resources of human thought and experience, and in the effective use of language in written and oral expression. English and theatre are presented chiefly as an area of knowledge important to the liberal arts tradition but also as preparation for post-graduate or professional study and as preparation for a career immediately following graduation.

The department maintains that the understanding and appreciation of the art of theatre can best be taught by participation. Students from all majors may participate in theatre classes and University productions.

A grade of C- or above must be earned in all courses required in a major or a minor.

## Requirements for the English Major

The English major requires 37 English credits beyond English 102. Please note that like all undergraduates at University of Jamestown, English majors and minors must successfully complete both English 101 and 102 with a minimum grade of C-. Neither course counts toward the major or minors. English 102, moreover, is a prerequisite for all 200-level and higher English courses.

## Intended Student Learning Outcomes for the English Major

English Department Outcomes: The graduate with a degree in English will be able to

1. Write college-level expository and argumentative essays and, as appropriate, creative nonfiction, fiction, and poetry;
2. Apply basic information literacy methods and techniques as appropriate to expository and argumentative essays, including preparation of formal research papers;
3. Demonstrate an understanding of the history of the English language as well as an understanding of its grammatical and rhetorical components;
4. Interpret literature at the college level;
5. Relate literature to history and culture, including (as appropriate) Christian thought, experience, and values;
6. Demonstrate an understanding of the history of literature in English in terms of major periods and authors;
7. Demonstrate an understanding of a range of literary and rhetorical genres.

The following courses are required for the major:

Dept.	Course No.	Course Title	Credits
Engl	201	Introduction to Literary Study and Analysis	3
Engl	210	World Literature to 1500	3
Engl	230	English Literature to 1785	3
Engl	231	English Literature Since 1785	3
Engl	250	American Literature to 1865	3
Engl	251	American Literature since 1865	3
Engl	331	Shakespeare	3

Dept.	Course No.	Course Title	Credits
Engl	351 or	History of the English Language	3
Engl	401	English Grammar (English Ed majors must take both)	
Engl	497	Writing Portfolio	1
Engl		Writing Elective (must be upper division)	3
Engl		Electives	9
<b>Total Semester Credits</b>			<b>37</b>

### Requirements for the English Education Major

Teaching Major: Students who plan to teach English must take these specific courses as part of the 37 credits required for the major:

Dept.	Course No.	Course Title	Credits
Engl	201	Introduction to Literary Study and Analysis	3
Engl	210	World Literature to 1500	3
Engl	230	English Literature to 1785	3
Engl	231	English Literature since 1785	3
Engl	250	American Literature to 1865	3
Engl	251	American Literature since 1865	3
Engl	314	Advanced Expository Writing	3
Engl	331	Shakespeare	3
Engl	351	History of the English Language	3
Engl	401	English Grammar	3
Engl	414	Advanced Multi-Genre Writing	3
Engl	497	Writing Portfolio	1
Engl		Elective (must be upper division)	3
<b>Total Semester Credits</b>			<b>37</b>

English education majors must also take co-requirements for teacher certification as required by the Teacher Education Department. See the *Teacher Education* section of this catalog.

**Writing concentration.** Students may elect to complete a writing concentration within the English major. These students must meet the requirements stated above but include within the thirty-six-credit major at least three upper-division writing courses.

**Postgraduate study.** Two years of a foreign language are strongly recommended for majors going to graduate school.

### Requirements for the English Minor

The English minor requires at least twenty semester credits of English beyond 102, including at least one course in British literature and at least three upper-division courses.

### The Creative Writing Minor

The minor in Creative Writing can enhance virtually any professional program as it offers students the opportunity to learn the craft of writing by studying the works of published writers, by writing and revising their own work, and by examining, critiquing, and supporting each other's work. The minor in Creative Writing will be awarded only on completion of a baccalaureate degree at University of Jamestown.

## Requirements for the Creative Writing Minor

- A minimum of 18 credit hours (six three-hour courses)
- A minimum of four creative writing courses (12 hours) and of two literature courses (6 hours), to be chosen from list on following page.
- All courses taken to fulfill the minor must be taken for a letter grade (no pass/fail), with a grade of C- or better required in each of the six courses making up the 18 hours of the minor
- English majors taking the Minor in Creative Writing may apply no more than 6 hours of credit, and no more than one literature and no more than one writing course to the minor.

## Courses that fulfill the Creative Writing Requirement

The four Creative Writing courses must be chosen from the following. English 102 is a prerequisite for all courses in the Creative Writing minor.

Dept.	Course No.	Course Title	Credits
Engl	313	Creative Writing (Short Fiction)	3
Engl	340	Advanced Creative Writing - Poetry	3
Engl	341	Advanced Creative Writing - Fiction	3
Engl	342	Creative Non-Fiction	3
Engl	390	Special Topics - Playwriting	3
Engl	414	Advanced Multi-Genre Writing	3

## Courses that fulfill the Literature Requirement for the Creative Writing Minor

The two literature courses must be chosen from the following. English 102 is a prerequisite for all literature courses in the Department. Though it is not a prerequisite for other literature courses, English majors should complete English 201 as early as possible, especially prior to undertaking 300- and 400-level literature courses.

Dept.	Course No.	Course Title	Credits
Engl	201	Introduction to Literary Study and Analysis	3
Engl	210	World Literature to 1500	3
Engl	211	World Literature since 1500	3
Engl	230	English Literature to 1785	3
Engl	231	English Literature since 1785	3
Engl	250	American Literature to 1865	3
Engl	251	American Literature since 1865	3
Engl	305	Studies in the British Novel	3
Engl	308	Studies in the American Short Story	3
Engl	310	Modern Poetry	3
Engl	320	British Romanticism	3
Engl	330	Victorian England	3
Engl	331	Shakespeare	3
Engl	360	Studies in the American Novel	3
Engl	370	Images of Woman in Literature	3
Engl	420	African-American Literature	3
Thea	220	Appreciation of Drama	3
Thea	318	Development of American Drama	3

## Intended Student Learning Outcomes for the Fine Arts Major with a Concentration in Theatre

1. Direct and perform in a broad range of dramatic styles and genres.
2. Demonstrate an understanding of the significance of cultural, societal, and political effects upon

the evolution of the art form.

3. Recognize significant dramatic literature from the past and present.
4. Comprehend and apply standard methods and processes of the technical, management, box office, and public relations aspects of theatre.
5. Generate and defend astute critical analysis of theatrical performance, design, and literature in writing and in oral expression.
6. Conceive and create original work in the forms of playwriting and technical design.
7. Acquire and refine interpersonal skills necessary for effective theatrical production.

### **Requirements for the Fine Arts Major with a Concentration in Theatre**

Thirty-eight semester credits including a minimum of twenty-six credits in theatre and two approved courses in music (six semester credits) and two approved courses in art (six semester credits).

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Art		Two approved courses	6
Comm	201	Oral Interpretation of Literature	3
Mus		Two approved courses	6
Thea	190	Introduction to Theatre	3
Thea	201/202	Drama Performance/Theatre Practice	4
Thea	303	Stagecraft and Lighting	4
Thea		Dramatic Literature*	3
Thea		Electives	9
		<b>Semester Credits</b>	<b>38</b>

Students majoring in fine arts are encouraged to work in close cooperation with the three departments to develop their artistic expression through participation in the various public outlets available at the College, such as art shows, theatre productions, and musical ensembles.

If further concentration in theatre is required for the fine arts major, students are encouraged to explore the possibility of a concurrent minor in theatre or a double concentration: theatre and music or theatre and art.

\* Thea 220 - Appreciation of Drama, Thea 318 - Development of American Drama, or Eng 331 - Shakespeare fulfill this requirement.

### **Requirements for the Theatre Minor**

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Comm	201	Oral Interpretation of Literature	3
Thea	190	Introduction to Theatre	3
Thea	201/202	Drama Performance/Theatre Practice	4
Thea	303	Stagecraft and Lighting	4
Thea		Electives	6
		<b>Semester Credits</b>	<b>20</b>

### **Requirements for a Theatre Minor for Students Majoring in Fine Arts**

The student must have twenty semester credits from within the theatre offerings in addition to the two theatre courses taken to satisfy the requirements for a fine arts major. The Theatre Department chair may recommend as electives additional courses from among the department's offerings or in supporting fields as indicated by the student's educational and career objectives.

## Course Descriptions

### ENGLISH (Engl)

#### 101-3 Freshman Composition I

Should be taken in the first semester of the freshman year. A course introducing students to writing, rhetoric, and critical thinking. *Fall*

#### 102-3 Freshman Composition II with Literature

Should be taken during the freshman year. Continues aims of English 101, particularly synthesis and argument, and introduces research writing and documentation. Prerequisite: Engl 101 with grade of C- or higher. *Spring*

Note: Course grades of C- or higher are required for completion of Engl 101 and Engl 102.

#### 201-3 Introduction to Literary Study and Analysis

Introduces a range of literary genres (poetry, fiction, and drama), a technical vocabulary related to the study of works of those genres, and traditional and contemporary critical approaches to such works. English majors should complete English 201 as early as possible, especially prior to undertaking 300- and 400-level literature courses. *Fall, odd years*

#### 210-3 World Literature to 1500

Survey of literature exclusive of the British Isles from the ancient world to 1500. *Fall, even years*

#### 211-3 World Literature since 1500

Survey of literature exclusive of the British Isles and the U. S. from 1500 to the present. *Spring, odd years*

#### 230-3 English Literature to 1785

A survey of major figures such as Chaucer, Spenser, Shakespeare, Donne, Jonson, Milton, Dryden, Pope, and Swift. Prerequisite: Engl 102 or permission. *Fall, odd years*

#### 231-3 English Literature since 1785

A survey of major figures such as Blake, Wordsworth, Keats, Tennyson, Browning, Yeats, Conrad, Woolf, and Lawrence. Prerequisite: Engl 102 or permission. *Spring, even years*

#### 250-3 American Literature to 1865

Survey of major periods, works, and writers in American literature through the Civil War. Emphasis on the development of a genuine American literature from Colonial through American Romantic periods. *Fall, even years*

#### 251-3 American Literature since 1865

Survey of major works and writers in American literature from the Civil War to the present. Emphasis on Realism, Naturalism, and Modernism. *Spring, odd years*

#### 305-3 Studies in the British Novel

Study of selected British novels from Defoe to Woolf. Prerequisite: Engl 102 or permission. *Fall, even years*

#### 308-3 Studies in the American Short Story

Study of representative works of such writers as Poe, Hawthorne, Twain, Fitzgerald, Hemingway, Welty, O'Connor, and Updike. Prerequisite: Engl 102 or permission. *Fall, odd years*

#### 310-3 Modern Poetry

Study of selected works by such modern poets as Hardy, Yeats, Pound, Eliot, Frost, Williams, and Stevens. Prerequisite: Engl 102 or permission. *Spring, odd years*

#### 312-3 Writing in the Profession

Study and practice of writing techniques and forms commonly used in business and the professions. Prerequisites: Engl 102 or permission. Same as Comm 312. *Spring, even years*

#### 313-3 Creative Writing

Study and practice in writing original short fiction. Prerequisites: Engl 102 or permission. *Fall*

#### 314-3 Advanced Expository Writing

Study and practice of expository writing across the curriculum, including rhetorical modes and formal writing strategies for various audiences. Study and practice of research strategies. Prerequisite: Engl 102 or instructor's permission. English education majors please note: Engl 314 and Engl 414 do not have to be taken sequentially. *Spring, odd years*

**318-3 Development of American Drama**

Study of the development of principal styles and forms of American drama from colonial times to the present; application of research strategies and critical principles to American dramatic literature. Prerequisite: Engl 102. Same as Thea 318. *Spring, even years*

**319-3 Modern British Drama**

Survey of 20<sup>th</sup>-century drama in Britain from Shaw to Stoppard. Prerequisite: Engl 102. Same as Thea 319. *Spring, even years*

**320-3 British Romantics**

A study of the principal writers of the Romantic Period (1798-1832), including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. *Fall, even years*

**330-3 Victorian England**

A study of the principal writers of the Victorian Age (1837-1901), including Carlyle, Mill, Newman, Ruskin, Tennyson, Browning, and Arnold. *Fall, odd years*

**331-3 Shakespeare**

Study of selected comedies, histories, and tragedies. Prerequisite: Engl 102 or permission. *Spring*

**340-3 Advanced Creative Writing–Poetry**

Study and practice of the diverse forms and patterns English poetry employs, from Anglo-Saxon and ballad to concrete and spatial, with a portfolio of poems in a dozen forms due at semester's end. Other emphases may include free-form poetry or the forms found in foreign languages. Prerequisite: Either Engl 313, status as English major, or permission of the instructor. May be repeated for credit with permission of the instructor.

**341-3 Advanced Creative Writing–Fiction**

Study and discussion of the short story as the essential narrative form, with emphasis on qualities apparent in successful short stories and the methods and techniques used to achieve that success in aesthetically satisfying stories, with a portfolio at least three revised stories required

by semester's end. Recent emphases include The Traditional Short Story, The Brief Short, and Flash Fiction. Prerequisite: In addition to Engl 102, either Engl 313, status as English major, or permission of the instructor. May be repeated for credit with permission of the instructor.

**342-3 Advanced Creative Writing–Creative Non-Fiction**

Advanced practice in Creative non-fiction, or artful methods of dealing with facts and personal opinions, with a portfolio of a least five revised pieces due by semester's end. Recent emphases have included these three genres: The Creative Essay, The Memoir, The Creative Op-Ed Piece. Prerequisite: Either Engl 313, status as English major, or permission of the instructor. May be repeated for credit with permission of the instructor.

**351-3 History of the English Language**

Explores the history and development of the English language from its origins to the present, focusing on the details of the sound and structure of the language in its various stages of development, and the historical conditions that contributed to the evolution of Old English to modern English. Also introduces basic concepts of linguistics, the scientific study of the way languages work and the relationship between languages. *Spring, even years.*

**360-3 Studies in the American Novel**

Study of selected American novels. Prerequisite: Engl 102 or permission. *Spring, even years*

**370-3 Images of Woman in Literature**

An exploration of the images of woman in literature. Prerequisite: Engl 102 or permission. *Spring, odd years*

**401-3 English Grammar**

A review of grammatical methodologies. Prerequisite: Engl 102 or permission. *Fall, even years*

**414-3 Advanced Multi-Genre Writing**

Advanced study and practice of creative non-

fiction writing, including personal essays, memoir, cultural criticism, and a multi-genre (narrative, poetry, audio, video, hypertext) research project. This course stresses research methods for creative non-fiction writing. Prerequisite: Engl 102 or instructor's permission. English education majors please note: Engl 314 and Engl 414 do not have to be taken sequentially. *Spring, even years*

### **420-3 African-American Literature**

Study of representative major African-American writers from colonial times to the present, including such figures as Douglass, Hughes, Wright, Ellison, Baldwin, and Walker. Prerequisite: Engl 102 or permission. *Spring, odd years*

### **190-1-3 Special Topics**

### **290-1-3 Special Topics**

### **390-1-3 Special Topics**

### **490-1-3 Special Topics**

Topics will be announced in the yearly schedule. Recent offerings have included Introduction to Poetry, Travel Literature, Literature of the American West, Late Twentieth-Century American Fiction, Classic Modern Short Novels, and Native American Literature. Prerequisite: English 102 or permission.

### **200-2-4 Directed Studies**

### **300-2-4 Directed Studies**

### **400-2-4 Directed Studies**

(by Arrangement)

### **495-2-4 Independent Study**

The following courses in the Theatre Department may also be taken for English credit: Appreciation of Drama, Modern British Drama, Development of Drama to 1900, Development of American Drama, and Masterpieces of Drama.

### **497-1 Writing Portfolio**

Each senior English/English education major will assemble and submit a portfolio of writing samples spanning her or his career at University of Jamestown. The samples will be selected by the student from work previously completed for designated English courses. The portfolio will be accompanied by a substantial cover essay explaining the choice of papers and how they

manifest the student's growth in knowledge and skills. Portfolio and cover essay will be reviewed and evaluated by the entire English faculty. *Spring*

## **THEATRE**

(Thea)

### **190-3 Introduction to Theatre**

Introductory course in the understanding and appreciation of the theatre arts designed to assist the beginning playgoer and to serve as a background for all formal theatre courses. Open to students at any level. *Fall and spring*

### **201-1 Drama Performance**

Credit for participation in major productions before an audience; may be repeated for credit. Maximum drama performance applicable to a major or minor is four credits, whether as Thea 201 or combined with Thea 202. Thea 201/Thea 202 cannot be used as any of the theatre credits for an art or music concentration. *Fall and spring*

### **202-1 Theatre Practice**

Credit for technical work: stagecraft, lighting, costuming, or other technical aspects of theatre; may be repeated for credit. Maximum theatre practice credits applicable to a major or minor is four, whether as Thea 202 or combined with Thea 201. Thea 201/Thea 202 cannot be used as any of the theatre credits for an art or music concentration. *Fall and spring*

### **213-3 Acting**

An introduction to the basic techniques of acting: stage movement, vocal projection, pantomimic action, and character analysis. There will be laboratory assignments of acting roles from representative plays. *Fall, even years*

### **220-3 Appreciation of Drama**

Introductory course in the understanding and appreciation of the major genres of drama, designed to show how playwrights, both past and present, have shaped their plays in different ways to express different aspects of their times and their diverse attitudes toward life. Open to students at any level. *Spring, odd years*

**260-3 Masterpieces of Drama**

A comprehensive survey of the drama from the 5th century B.C. to the present, emphasizing the theories of drama and the significance of individual plays with some attention to philosophical, social, and theatrical environments of each play's performance. Prerequisite: Engl 102. *Spring, even years*

**303-4 Stagecraft and Lighting**

A lecture/laboratory course in the technical aspects of scenic construction, lighting, tools and materials, scenic painting, and beginning design. Prerequisite: Thea 190.

**316-3 Development of Drama to 1900**

Study of the development of principal styles and forms of world drama from origins in Greece to 1900; application of research strategies and critical principles to world dramatic literature. Prerequisite: Engl 102. *Offered as directed study*

**318-3 Development of American Drama**

Study of the development of principal styles and forms of American drama from colonial times to the present; application of research strategies and critical principles to American dramatic literature. Prerequisite: Engl 102. Same as Engl 318. *Spring, even years*

**319-3 Modern British Drama**

Survey of 12th century drama in Britain from Shaw to Stoppard. Prerequisite: Engl 102. Same as Engl 319. *Spring, even years*

**321-3 History of the Theatre**

Historical survey of the development and evolution of the theatre as an institution from its origins to the present, emphasizing the interaction of the theatre with the socioeconomic and political conditions of each society. *Offered as directed study*

**323-3 Acting: Period Styles**

Study and practice in advanced performance techniques and methods and in period styles.

Areas of focus will include Greek, Elizabethan, Restoration, commedia dell'arte, didactic, and experimental forms. Periodic performance projects are required. Prerequisite: Thea 190 or permission. *Fall, odd years*

**333-3 Scene Design**

An intensive study in the methods and techniques of stage design, including perspective, rendering, working drawings, detail drawings, and styles of design; technical problems, or specific college productions. Prerequisite: Thea 190 or a design course in the Art Department.

**335-3 Musical Theatre**

Study of the genre from its origins to the present day. The student will be exposed to a substantial number of musical theatre works and their creators through examination of librettos, scores, audio and visual recordings, and live performances. The student will also gain experience in the preparation and presentation of performance projects. Prerequisite: Thea 190 or permission.

**350-3 Directing**

Fundamental study of principles and techniques of directing and student direction of appropriate scenes for class presentation. A critical examination and practical application of contemporary directing theories of historical and modern plays, including student direction of one-act plays for workshop production. Prerequisite: Thea 190 and permission.

**401-4 Senior Project in Play Production**

Individual guidance to the production problems and directorial techniques, including selecting, casting, rehearsing, and mounting of plays; student direction of new and experimental plays for a public audience. Prerequisites: Senior standing and permission.

**190-1-3 Special Topics**

**290-1-3 Special Topics**

**390-1-3 Special Topics**

**490-1-3 Special Topics**

Topics include children's theatre, play writing, the



Oriental theatre; stage movement, stage make-up, and theatre management. May be repeated for credit.

**200-2-4 Directed Studies**

**300-2-4 Directed Studies**

**400-2-4 Directed Studies**

**(by arrangement)**

An extensive reading and intensive study of dramatic literature or theatre history to develop a critical sense and the beginning of research methods, with weekly discussions and a series of progress papers; or individual development of advanced techniques in acting or staging through supervised participation in public productions. Admission to directed studies is with permission of the instructor only.

**495-1-4 Independent Study**

Special experimental seminar or individual development of advanced techniques of research through supervised research projects in dramatic literature or theatre history intended to cover topics not treated by regular course offerings; weekly progress papers and a formal research paper will be submitted. Open to seniors with permission of the instructor.

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# Fine Arts

*Professors Valentine; Associate Professors Cox and Lynch; Assistant Professors McDermid, and McIntyre; Lecturers Christianson and Geffre*

## **Mission Statement**

The fine arts program at University of Jamestown embraces art, music, and theatre as artistic disciplines that have traditionally been an integral part of the liberal arts. The program seeks to help students express themselves through widely varied artistic means.

The program offers three majors:

- Fine Arts-Studio
- Fine Arts-Music
- Fine Arts-Theatre

Students majoring in fine arts are strongly encouraged to work in close cooperation with their respective departments to develop their artistic abilities through participation in the various public outlets available at the College, such as art shows, theatre productions, and musical ensembles.

If further concentration in a particular area beyond that required for the fine arts major is desired, students are encouraged to explore the possibility of a concurrent minor in a particular area.

The requirement for the fine arts major is forty-two semester credits, including twenty-six semester credits in an area of concentration and two approved courses in each of the other areas. The department chair of an area of concentration may recommend additional courses as electives from among its own offerings or from supporting fields in accordance with the student's educational and career objectives.

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# Foreign Language

*Associate Professor Stevenson (chair); Assistant Professor Lefter*

## **Mission Statement**

The mission of the Foreign Language Department at University of Jamestown is to help prepare the liberal arts student as a citizen of our global community. We seek to expose students to other languages and cultures, thereby broadening their concepts of language, civilization, culture, philosophy, government, religion, geography, art, aesthetics, and literature with a firm anchoring in a Christian perspective and academic excellence. In order to determine student progress toward these ends, the department assesses student learning and departmental effectiveness on a regular basis.

## **Foreign Language Department Overview**

The Foreign Language Department of the University of Jamestown offers a wide range of language learning opportunities that allow students to continue to learn languages they began in high school or begin to learn new languages they first encounter at the university level.

Majors are available in German, French and Spanish to students who pursue a semester or two summers of study abroad; language minors in German, French, and Spanish can be completed on campus by students majoring in other subjects, and the interdisciplinary Italian Studies minor offers a combination of language, history, art and study abroad to students majoring in other subjects as well.

Courses in beginning and intermediate-level Mandarin Chinese are offered every fall semester by a visiting scholar from the University's partner Huizhou University in Huizhou City, Guangdong Province, PR China. Courses in Portuguese, Romanian and Latin are also offered on demand.

## **Intended Student Learning Outcomes for the Foreign Language Major**

Every course offered through the Foreign Language Department is designed to develop language proficiency in reading, writing, speaking and listening in the target language as well as presenting aspects of the cultures where the target language is spoken. The four major skills of language acquisition form the core outcomes for students majoring in German, French and Spanish:

1. **Reading:** The student will be able to read unedited target language texts in his/her field of interest.
2. **Writing:** The student will be able to express him/herself in writing in the target language on a wide variety of topics of personal interest and will be able to produce simple to complex academic texts.
3. **Speaking:** The student will become a more effective oral communicator in the target language and will be able to speak on a variety of personal topics with accuracy of tense usage and will be able to give opinions on abstract topics of personal interest.
4. **Listening:** The student will be able to follow the gist of conversations among native speakers and will be able to understand broadcasts and films in the target language with adequate help and preparation.

In addition, students who complete target-language majors will address the following additional outcomes:

1. **Literature:** The student will have read and discussed selected poems, novels, short stories, and dramas from a variety of periods and peoples in the literature of the target language.
2. **History:** The student will be able to discuss important historical events and trends in the country/countries of the target language, including developments in art, music, science, architecture and/or technology.

- 3. Geography and Culture:** The student will be able to identify important geographical, cultural, economic and demographic features of the country/countries in which the target language is spoken.
- 4. Language Acquisition:** The student will demonstrate knowledge about the theoretical challenges inherent in the acquisition of the target language and will demonstrate increased facility in understanding the structure of his/her first language.

### **Placement and Advanced Standing in French, German and Spanish**

The first semester beginning courses in French, German, and Spanish are aimed at students with no prior instruction in those languages. A student who has completed high school course work in a foreign language is encouraged to consult with foreign language faculty members to receive advanced placement in a course beyond 101.

Students who receive advanced placement into French, German, or Spanish 102 and complete the course with an earned grade of C- or higher will also receive three college credits for 101. Students who enroll directly in a 200-level French, German, or Spanish course will receive six advanced placement credits for language courses at the 101 and 102 levels when they complete the 200-level course with a C- or higher.

The advanced standing credits count on the student's record but do not count as part of the semester course load. The credits count toward fulfilling general education requirements in the area of Global Perspectives. The advanced standing credits will be awarded at no charge to the student.

The Foreign Language Department awards advanced standing credit for the German, French or Spanish 201 course requirement based on student performance on CLEP tests, which are administered through the Career Services. There is a charge for the CLEP exams.

### **Majors in French, German, or Spanish**

The Foreign Language Department offers majors in French, German, and Spanish that require a minimum of twenty-four credit hours of coursework on campus or the equivalent thereof combined with 12-18 credit hours of advanced language study in the student's major language. The advanced credits will be gained during study abroad or participation in a US-based language immersion program. Students wishing to major in French, German, or Spanish must complete all courses leading to the minor at University of Jamestown, then take additional coursework in their study abroad to complete the major. Credits gained through advanced placement or CLEP exams will be counted as coursework leading to the minor.

All external upper-division courses must be approved by the Foreign Language Department prior to the student's study abroad or participation in an immersion program. Courses in the exchange institution that will meet departmental approval include but are not limited to literature of the target language, film, linguistics, grammar and composition, history, communication and media studies, business, music history, and art history. Courses must be taught in the target language in order to be approved for the major. Successful completion of required coursework while enrolled in the exchange institution is a prerequisite for fulfilling requirements for the major. Students are expected to remain in contact with their on-campus language major advisors during the course of their study abroad.

Students majoring in French, German, or Spanish may participate in an ISEP-sponsored study abroad program, or they may participate in approved summer immersion or study abroad programs (program list available upon request). Students majoring in Spanish may enroll in two summers of post-minor study in the MLSA-University of Jamestown program at the University of Costa Rica in San Jose. All ISEP participants must present a minimum GPA of 2.75 at the time of application and be accepted into a program that offers the student's major language. The department recommends that students study abroad in their junior year. For more ISEP information, students may consult the ISEP section of this catalog.

## Foreign Language

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Upon returning from study abroad, the student will be required to present the department with evidence of academic achievement, such as papers, exams, and research projects as proof of fulfillment of the major requirements. An official transcript must be sent from the study abroad institution to the University of Jamestown Registrar's Office.

### **Minors in French, German, or Spanish**

The Foreign Language Department offers minors in French, German, and Spanish that require twenty-four credit hours of coursework on campus or the equivalent thereof. Of the twenty-four credit hours, at least twelve of the credit hours must be earned in courses at the 300 or 400-level as outlined in the program requirements below. A grade of C- or above must be earned in all courses required for completing the target language minor.

### **Minor in Italian Studies**

The Italian Studies Minor is an interdisciplinary program that combines language study with selected coursework in Art, Music, Religion & Philosophy and History & Political Science. This program exposes the student to the realities of a different country and provides the language skills that the student can use to seek employment where Italian skills are needed. Additional culture-based coursework in English improves the student's critical thinking skills and/or appreciation for history and the arts. The Italian Studies Minor as a whole exposes the student to sociocultural diversity which facilitates personal growth and linguistic integration in the global society.

### **Courses in Classical and Biblical Languages**

Courses in New Testament Greek (Rel 301, Rel 302) fulfill the Global Perspectives general education requirement. The Religion Department also offers courses in Biblical Hebrew on request. The Foreign Language Department offers beginning Latin (Flan 300: Special Topics) on request.

### **Special Topics Courses**

Special Topics courses are offered at the 100 (beginning) and 200 (intermediate) levels in modern foreign languages that are not part of the departmental major or minor language curricula. These currently include beginning and intermediate courses in Mandarin Chinese and beginning-level courses in Portuguese and Romanian.

Special Topics courses at the 300 or 400-level can be offered in Spanish, French, or German. These courses are taught in the target language and can be used by students to replace any 300-level course for the minor or count toward the major.

Special Topics courses in secondary foreign language teaching methods and French, German, or Spanish linguistics are offered on request to students majoring in French, German, or Spanish who are working toward secondary education certification in their teaching majors. These courses are part of a program leading to secondary certification in a foreign language. Any student wishing to pursue secondary certification in French, German or Spanish must consult with the Foreign Language Department Chair as to the current availability of the program. For the academic year 2018-2019, the program is suspended.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

### **Requirements for the French Major**

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Fren	101	Beginning French I	3
Fren	102	Beginning French II	3
Fren	201	Intermediate French I	3

Fren	202	Intermediate French II	3
Fren	310	French Conversation and Composition	3
Fren	320	French Culture and Civilization	3
Fren	330	Survey of French Literature	3
Fren	340	Survey of Francophone Literature	3
Fren	390-490	French-language courses, either special-topics courses taken on campus or in an approved study abroad program	12
<b>Total Semester Credits</b>			<b>36</b>

Note: A French 300: Special Topics course can replace another 300-level French course.

### Course Requirements for Secondary Teaching Major in French

Core Curriculum in French:

Dept.	Course No.	Course Title	Credits
Educ	201	Introduction to Teaching	3
Educ	205	A Study of Native American Cultures	2
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	319	Instructional Media and Technology	3
Educ	353	Applied Cognitive Theories	3
Educ	305	Managing and Monitoring the Learning Environment	3
Educ	308	Principles/Practices of Tchg. in Middle & Secondary Schools	3
Educ	398	Junior Seminar	1
Educ	399B	Classroom Practicum (Secondary)	1
Educ	420	Student Teaching	16
Flan	200	Special Topics: Foreign Language Teaching Methods	3
Fren	400	Special Topics: Introduction to French Linguistics	3
Fren	101	Beginning French I	3
Fren	102	Beginning French II	3
Fren	201	Intermediate French I	3
Fren	202	Intermediate French II	3
Fren	310	French Conversation and Composition	3
Fren	320	French Culture and Civilization	3
Fren	330	Survey of French Literature	3
Fren	340	Survey of Francophone Literature	3
Fren	390-490	French-language courses, either special-topics courses taken on campus or in an approved study abroad program	12
Psyc	203	Developmental Psychology	3
<b>Semester Credits</b>			<b>83</b>

*Note: The French Secondary Teacher Education program is currently suspended.*

### Requirements for the German Major

Dept.	Course No.	Course Title	Credits
Ger	101	Beginning German I	3
Ger	102	Beginning German II	3
Ger	201	Intermediate German I	3
Ger	202	Intermediate German II	3
Ger	310	German Conversation and Composition	3
Ger	320	German Culture and Civilization	3
Ger	330	Survey of German Literature I	3
Ger	340	Survey of German Literature II	3
Ger	390-490	German-language courses, either special-topics courses taken on campus or in an approved study abroad program	12
<b>Total Semester Credits</b>			<b>36</b>

Note: A German 300: Special Topics course can replace another 300-level German course.

## Course Requirements for Secondary Teaching Major in German

Core Curriculum in German

Dept.	Course No.	Course Title	Credits
Educ	201	Introduction to Teaching	3
Educ	205	A Study of Native American Cultures	2
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	305	Managing and Monitoring the Learning Environment	3
Educ	308	Principles/Practices of Tchg. in Middle & Secondary Schools	3
Educ	319	Instructional Media and Technology	3
Educ	353	Applied Cognitive Theories	3
Educ	398	Junior Seminar	1
Educ	399B	Classroom Practicum (Secondary)	1
Educ	420	Student Teaching	16
Flan	200	Special Topics: Foreign Language Teaching Methods	3
Ger	101	Beginning German I	3
Ger	102	Beginning German II	3
Ger	201	Intermediate German I	3
Ger	202	Intermediate German II	3
Ger	310	German Conversation and Composition	3
Ger	320	German Culture and Civilization	3
Ger	330	Survey of German Literature I	3
Ger	340	Survey of German Literature II	3
Ger	490	Special Topics: Introduction to German Linguistics	3
Ger	390-490	German-language courses, either special-topics courses taken on campus or in an approved study abroad program	12
Psyc	203	Developmental Psychology	3
<b>Semester Credits</b>			<b>83</b>

*Note: The German Secondary Teacher Education program is currently suspended.*

## Requirements for the Spanish Major

Dept.	Course No.	Course Title	Credits
Span	101	Beginning Spanish I	3
Span	102	Beginning Spanish II	3
Span	201	Intermediate Spanish I	3
Span	202	Intermediate Spanish II	3
<b>Semester Credits</b>			<b>12</b>

A minimum of twelve credits from the following:

Span	310	Advanced Spanish I	3
Span	320	Advanced Spanish II	3
Span	330	Spanish Peninsular Cultural Studies I	3
Span	340	Spanish Peninsular Cultural Studies II	3
Span	370	Latin American Cultural Studies I	3
Span	380	Latin American Cultural Studies II	3
<b>Semester Credits</b>			<b>12</b>

Twelve additional credits from the following:

Span	390-490	Spanish Language Courses selected from additional courses from those above, Special-Topics Spanish Courses or pre-approved courses from a Spanish Immersion Study Abroad Program	12
<b>Semester Credits</b>			<b>12</b>

**Total Semester Credits (including 100 and 200 level courses) 36**

Note: A Spanish 300: Special Topics course can replace another 300-level Spanish course.

## Course Requirements for Secondary Teaching Major in Spanish

Core Curriculum in Spanish

Dept.	Course No.	Course Title	Credits
Educ	201	Introduction to Teaching	3
Educ	205	A Study of Native American Cultures	2
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	305	Managing and Monitoring the Learning Environment	3
Educ	308	Principles/Practices of Tchg. in Middle & Secondary Schools	3
Educ	319	Instructional Media and Technology	3
Educ	353	Applied Cognitive Theories	3
Educ	398	Junior Seminar	1
Educ	399B	Classroom Practicum (Secondary)	1
Educ	420	Student Teaching	16
Flan	200	Special Topics: Foreign Language Teaching Methods	3
Psyc	203	Developmental Psychology	3
Span	101	Beginning Spanish I	3
Span	102	Beginning Spanish II	3
Span	201	Intermediate Spanish I	3
Span	202	Intermediate Spanish II	3
<b>Semester Credits</b>			<b>56</b>

A minimum of twelve credits from the following:

Dept.	Course No.	Course Title	Credits
Span	310	Advanced Spanish I	3
Span	320	Advanced Spanish II	3
Span	330	Spanish Peninsular Cultural Studies I	3
Span	340	Spanish Peninsular Cultural Studies II	3
Span	370	Latin American Cultural Studies I	3
Span	380	Latin American Cultural Studies II	3
<b>Semester Credits</b>			<b>12</b>

Twelve additional credits from the following:

Span	300-490	Spanish Language Courses selected from additional courses from those above, Special-Topics Spanish Courses or pre-approved courses from a Spanish Immersion Study Abroad Program	
<b>Semester Credits</b>			<b>12</b>
Span	490	Special Topics: Introduction to Spanish Linguistics	3
<b>Total Semester Credits</b>			<b>83</b>

*Note: The Spanish Secondary Teacher Education Program is currently suspended.*

## Requirements for the French Language Minor

Dept.	Course No.	Course Title	Credits
Fren	101	Beginning French I	3
Fren	102	Beginning French II	3
Fren	201	Intermediate French I	3
Fren	202	Intermediate French II	3
Fren	310	French Conversation and Composition	3
Fren	320	French Culture and Civilization	3
Fren	330	Survey of French Literature	3
Fren	340	Survey of Francophone Literature	3
<b>Total Semester Credits</b>			<b>24</b>

Note: A French 300: Special Topics course can replace another 300-level French course.



# Foreign Language

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## Requirements for the German Language Minor

Dept.	Course No.	Course Title	Credits
Ger	101	Beginning German I	3
Ger	102	Beginning German II	3
Ger	201	Intermediate German I	3
Ger	202	Intermediate German II	3
Ger	310	German Conversation and Composition	3
Ger	320	German Culture and Civilization	3
Ger	330	Survey of German Literature I	3
Ger	340	Survey of German Literature II	3
<b>Total Semester Credits</b>			<b>24</b>

Note: A German 300: Special Topics course can replace another 300-level German course.

## Requirements for the Italian Studies Minor

Three semesters of language study (9 credits required)

Dept.	Course No.	Course Title	Credits
Ital	101	Beginning Italian I	3
Ital	102	Beginning Italian II	3
Ital	201	Intermediate Italian I	3

Three additional electives focused on Italy (9 credits) chosen from the following:

Dept.	Course No.	Course Title	Credits
Art	210	Art History I	3
Art	211	Art History II	3
Art	398	Sculpture or Ceramics	3
Busn	290	Spec. Topics: Bus. Aspects of Italy & EU	3
Engl	210	World Literature to 1500	3
Hist	306	Renaissance and Reformation	3
Hist	308	Ancient Rome	3
Hist	390	Spec. Topics: Nineteenth Century Europe	3
Pols	335	The European Union	3
Rel	290	Spec. Topics: Italian Renaissance	3
<b>Total Semester Credits</b>			<b>18</b>

Note: The Cagliari, Italy, study abroad program includes two Italian culture and/or language-based content courses offered each year on site and can be counted as electives or as part of the language study sequence. Additional courses with a partial focus on Italy may count toward the minor at the discretion of the minor advisor.

## Requirements for the Spanish Language Minor

Dept.	Course No.	Course Title	Credits
Span	101	Beginning Spanish I	3
Span	102	Beginning Spanish II	3
Span	201	Intermediate Spanish I	3
Span	202	intermediate Spanish II	3

Students may take any four of the following advanced courses. Up to 6 credits of advanced coursework may be completed in programs abroad.

Dept.	Course No.	Course Title	Credits
Span	310	Advanced Spanish I	3
Span	320	Advanced Spanish II	3
Span	330	Spanish Peninsular Cultural Studies I	3
Span	340	Spanish Peninsular Cultural Studies II	3
Span	370	Latin American Cultural Studies I	3
Span	380	Latin American Cultural Studies II	3

**Total Semester Credits (including 100 and 200 level courses) 24**

Note: A Spanish 300: Special Topics course can replace another 300-level Spanish course.

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**Course Descriptions**

**FOREIGN LANGUAGES (FLAN)**

**MANDARIN CHINESE**

**190-3 Special Topics: Beginning Chinese I**

The basic skills of listening, speaking, reading, and writing Mandarin Chinese are developed in class, including introduction to Pinyin transcription of Chinese, basic strokes and stroke order for writing simplified Chinese characters, and pronunciation of tones. *Fall*

**191-3 Special Topics: Beginning Chinese II**

A continuation of FLAN 190: Beginning Chinese I. *Fall*

**290-1-3 Special Topics: Intermediate Chinese I**

A continuation of FLAN 191: Beginning Chinese II. *Fall*

**291-1-3 Special Topics: Intermediate Chinese II**

A continuation of FLAN 290: Intermediate Chinese I. *Fall*

**PORTUGUESE**

**190-3 Special Topics: Beginning Portuguese I**

The basic skills of listening, speaking, reading, and writing are developed in class. *Offered by request*

**191-3 Special Topics: Beginning Portuguese II**

A continuation of FLAN 190: Beginning Portuguese I. *Offered by request*

**ROMANIAN**

**190-3 Special Topics: Beginning Romanian I**

The basic skills of listening, speaking, reading, and writing are developed in class. *Offered by request*

**191-3 Special Topics: Beginning Romanian II**

A continuation of FLAN 190: Beginning Romanian I. *Offered by request*

**190-1-3 Special Topics**

**191-1-3 Special Topics**

**200-3 Special Topics: Secondary Foreign Language Teaching Methods**

An introduction to second-language teaching theories, including methods for developing reading, writing, listening and speaking skills, and approaches to language testing. This course is designed for students majoring in a foreign language who are preparing for secondary education certification in a teaching major. *Offered by request*

**300 -3 Special Topics: Beginning Latin I**

A fundamental course in the practical aspects of translating classical prose including selections from Caesar, Cicero, and Sallust. Note: Beginning Latin II, a continuation of the first course, will be offered on request. *Offered by request*

**200-2-4 Directed Studies**

**290-1-3 Special Topics**

**291-1-3 Special Topics**

**300-2-4 Directed Studies/Special Topics**

**390-1-3 Special Topics**

**391-1-3 Special Topics**

**400-2-4 Directed Studies/Special Topics**

**490-1-1 Special Topics**

**491-1-3 Special Topics**

**(by arrangement)**

**FRENCH**

(FREN)

**101-3 Beginning French I**

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required. *Fall*

**102-3 Beginning French II**

A continuation of Fren 101. *Spring*

**190-1-3 Special Topics**

**191-1-3 Special Topics**

## Foreign Language

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### **201-3 Intermediate French I**

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this course. Prerequisite: Fren 102 or permission. *Fall*

### **202-3 Intermediate French II**

Discussion and composition skills are developed through the discussion of topics of daily interest in French-speaking countries. Prerequisite: Fren 201 or permission. *Spring*

### **310-3 French Conversation and Composition**

Continued development of fluency in the use of French as a means of oral and written expression and intensive French grammar review are the main emphases. Prerequisite: Fren 202 or permission. *Odd years, Fall*

### **320-3 French Culture and Civilization**

The course consists of a general history of France emphasizing modern trends in French culture and civilization. Conducted in French. Prerequisite: Fren 202 or permission. *Spring, even years*

### **330-3 Survey of French Literature**

The student will read excerpts of French literature from the medieval era to the present. Conducted in French. Prerequisite: Fren 202 or permission. *Fall, even years*

### **340-3 Survey of Francophone Literature**

A survey of Francophone writings and cinema of the Twentieth Century. The course centers on questions of identity in post-colonial Africa and in the French Antilles or modern Quebec and French Polynesia in alternate years. A combination of literary works, essays, and films makes up the material for the course. Prerequisites: Fren 202 or permission. *Spring, odd years*

### **400-3 Introduction to French Linguistics (Special Topics)**

The course focuses on primary and second language acquisition, linguistic analysis of French, French phonetics, key elements of French

pronunciation, use of the international phonetic alphabet, and the historic development of the French language. The course is intended as part of a North Dakota secondary French teaching program of study.

*Offered on demand only to secondary education majors; however the secondary education program is currently suspended.*

### **200-2-4 Directed Studies**

### **290-1-3 Special Topics**

### **291-1-3 Special Topics**

### **300-2-4 Directed Studies/Special Topics**

### **390-1-3 Special Topics**

### **391-1-3 Special Topics**

### **400-2-4 Directed Studies/Special Topics**

### **490-1-1 Special Topics**

### **491-1-3 Special Topics**

**(by arrangement)**

## **ITALIAN**

(ITAL)

### **101-3 Beginning Italian I**

Beginning Italian I introduces students to the fundamentals of speaking, reading, listening and writing in Italian. It fosters the development of survival-level communicative skills and the acquisition of basic proficiency in a cultural context. *Spring*

### **102-3 Beginning Italian II**

Beginning Italian II continues to develop student skills in speaking, reading, listening and writing in Italian. It continues the development of survival-level communicative skills and the acquisition of basic proficiency in a cultural context. *Fall*

### **201-3 Intermediate Italian I**

Students will develop Intermediate-Low to Intermediate-Mid Proficiency in the target language on the ACTFL Scale in speaking, reading, listening and writing in Italian. Their proficiency will be evaluated through chapter tests, compositions, and oral exams. *As needed*

**GERMAN**

(GER)

**101-3 Beginning German I**

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required. *Fall*

**102-3 Beginning German II**

A continuation of Ger 101. *Spring*

**190-1-3 Special Topics**

**191-1-3 Special Topics**

**201-3 Intermediate German I**

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this class. Prerequisite: Ger 102 or permission. *Fall*

**202-3 Intermediate German II**

Discussion and composition skills are developed through the study of short prose works by German authors. Prerequisite: Ger 201 or permission. *Spring*

**310-3 German Conversation and Composition**

Continued development of fluency in the use of German as a means of oral and written expression and intensive German grammar review are the main emphases. Prerequisite: Ger 202 or permission. *Fall, odd years*

**320-3 German Culture and Civilization**

Students will be exposed to a general history of the German-speaking countries of Europe and will examine modern trends and institutions. Conducted in German. Prerequisite: Ger 202 or permission. *Spring, even years*

**330-3 Survey of German Literature I**

A survey of German poetry, short stories, essays, and novellas from Goethe to the present. Includes a comprehensive introduction to German literary terminology. Conducted in German. Prerequisite: Ger 202 or permission. *Fall, even years*

**340-3 Survey of German Literature II**

A survey of longer prose in German from Goethe to the present, with emphasis on novels and dramas. Representative literature from Germany, Switzerland, and Austria will be presented. Conducted in German. Prerequisite: Ger 202 or permission. *Spring, odd years*

**400-3 Introduction to German Linguistics (Special Topics)**

The course focuses on primary and second language acquisition, linguistic analysis of German, key elements of German pronunciation, use of the international phonetic alphabet, and the historic development of the German language. The course is intended as part of a North Dakota secondary German teaching program of study. *Offered on demand only to secondary education majors; however the secondary education program is currently suspended.*

**200-2-4 Directed Studies**

**290-1-3 Special Topics**

**291-1-3 Special Topics**

**300-2-4 Directed Studies/Special Topics**

**390-1-3 Special Topics**

**391-1-3 Special Topics**

**400-2-4 Directed Studies/Special Topics**

**490-1-1 Special Topics**

**491-1-3 Special Topics**

**(by arrangement)**

**SPANISH**

(SPAN)

**101-3 Beginning Spanish I**

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required. *Fall*

**102-3 Beginning Spanish II**

A continuation of Span 101. *Spring*

**190-1-3 Special Topics**

**191-1-3 Special Topics**

**201-3 Intermediate Spanish I**

Vocabulary development, grammar review, and

## Foreign Language

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development of conversational and writing skills are the main goals of this course. Prerequisite: Span 102 or permission. *Fall*

### **202-3 Intermediate Spanish II**

A continuation of 201, involving improvement of vocabulary, conversation, and composition skills, with special attention to the review and introduction of the most advanced structures of language. Prerequisite: Span 201 or permission. *Spring*

### **310-3 Advanced Spanish I**

This course focuses on honing the four language skills (reading, writing, speaking and listening) through a comprehensive review of grammar structures. Specific attention will be paid to the acquisition of idiomatic expressions, mastery of the subjunctive, and written & oral analysis of brief socioliterary texts. Prerequisite: Span 202 or permission. *Fall*

### **320-3 Advanced Spanish II**

A continuation of SPAN 310. Specific attention will be paid to the acquisition of idiomatic expressions, mastery of the sequence of tenses, and written & oral analysis of brief socioliterary texts. Prerequisite: Span 202 or permission. *Spring*

### **330-3 Spanish Peninsular Cultural Studies I**

Students will be exposed to representative events, personalities, films, and literary texts germane to Spanish Peninsular culture. Emphasis is on the evolution of Spanish cultural identity from the Golden Age until 1936. Prerequisite: Span 202 or permission. *Fall, even years*

### **340-3 Spanish Peninsular Cultural Studies II**

A continuation of SPAN 330. Emphasis is on the evolution of Spanish cultural identity from 1936 until the present. Prerequisite: Span 202 or permission. *Spring, odd years*

### **370-3 Latin American Cultural Studies I**

Students will be exposed to representative events, personalities, films, and literary texts germane to Latin American countries. Emphasis is on the evolution of Latin American cultural identity from the Conquest until 1898. Prerequisite: Span 202 or permission. *Fall, odd years*

### **380-3 Latin American Cultural Studies II**

A continuation of SPAN 380. Emphasis is on the evolution of Latin American cultural identity from 1898 until the present. Prerequisite: Span 202 or permission. *Spring, even years*

### **400-3 Introduction to Spanish Linguistics (Special Topics)**

An introduction to the basics of linguistics and its various fields of research with the objective of a gaining a better understanding of second language acquisition. The course will be taught in Spanish and will focus not only on the grammatical and phonological aspects of the language, but also on sociolinguistic contexts and variance. *Offered on demand only to secondary education majors; however the secondary education program is currently suspended.*

### **200-2-4 Directed Studies**

#### **290-1-3 Special Topics**

#### **291-1-3 Special Topics**

### **300-2-4 Directed Studies/Special Topics**

#### **390-1-3 Special Topics**

#### **391-1-3 Special Topics**

### **400-2-4 Directed Studies/Special Topics**

#### **490-1-1 Special Topics**

#### **491-1-3 Special Topics**

**(by arrangement)**

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# History-Political Science

*Professors Johnson and Joy; Associate Professor Weinzierl (chair)*

## Mission Statement

The Department of History and Political Science seeks to foster in their students an awareness of and appreciation for their cultural, historical, and political heritage as well as an understanding of important national and global issues. The department's curriculum helps develop students' critical thinking, research, writing, and communication skills in order to prepare them to be effective learners and leaders.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## Objectives for the History Major

The History major develops in students an understanding of and critical outlook toward American and European history and international affairs. The History major prepares students for secondary school teaching, for historical research and for graduate school in history or public history, as well as for other professional fields requiring critical thinking and writing skills.

## Intended Student Learning Outcomes for the History Major

1. By the completion of their program of study, students will demonstrate an understanding of the important historical concepts, theoretical approaches, and major issues and events
2. In their capstone courses, students will demonstrate an understanding of and the ability to apply basic research methods, including the proper use and attribution of sources, and the ability to draw appropriate and logical conclusions.
3. In their capstone courses, students will demonstrate the ability to develop and apply critical thinking skills in the analysis of historical sources and issues.
4. By their junior and senior years, students will demonstrate competency in information literacy, including the effective use of library resources, databases, and online resources.
5. By their junior and senior years, students will demonstrate the ability to communicate effectively, both orally and in writing.

## Requirements for the History Major

Dept.	Course No.	Course Title	Credits
Hist	207	The United States to 1865	3
Hist	208	The United States Since 1865	3
Hist	291	Western Civilization I	3
Hist	292	Western Civilization II	3
Hist	340	Historiography and the Historical Profession	3
<b>Semester Credits</b>			<b>15</b>

Plus *three* of the following courses:

Dept.	Course No.	Course Title	Credits
Hist	222	History of the Middle East	3
Hist	262	History of China	3
Hist	268	History of India	3
Hist	301	Special Readings or Topics in non-U.S. Studies	3
Hist	304	Medieval Europe	3
Hist	305	Ancient Near East	3
Hist	306	Renaissance and Reformation	3
Hist	307	Ancient Greece	3
Hist	308	Ancient Rome	3

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Hist	320	Europe, 1900 to Mid-Century	3
Hist	321	European Intellectual History I	3
Hist	322	European Intellectual History II	3
Hist	450	Internship in History (if area involved is non-U.S.)	3
Pols	225	Comparative European Governments	3
Pols	335	European Union	3
<b>Semester Credits</b>			<b>9</b>

Plus *three* of the following courses:

Dept.	Course No.	Course Title	Credits
Hist	301	Selected Readings or Topics in U.S. Studies	3
Hist	303	Civil War and Reconstruction	3
Hist/Educ	312	North Dakota History	3
Hist/Rel	316	Religion in American History	3
Hist	330	American West	3
Hist	391	American Economic History	3
Hist	450	Internship in History (if area involved is U.S.)	3
Pols	311	Federal Indian Policy	3
Pols	342	American Foreign Policy	3
<b>Semester Credits</b>			<b>9</b>

Plus senior seminar:

Dept.	Course No.	Course Title	Credits
Hist	480	Senior Seminar in History	3
<b>Semester Credits</b>			<b>3</b>
<b>Total Semester Credits</b>			<b>36</b>

### Requirements for the Secondary History Education Major

Students who plan to teach history must take these specific courses as part of the 36 credits required for the History major:

Dept.	Course No.	Course Title	Credits
Hist	207	The United States to 1865	3
Hist	208	The United States Since 1865	3
Hist/Educ	312	North Dakota History	3
Hist		Non-Western History Course at 300 level or above	3

Plus *one* of the following courses:

Dept.	Course No.	Course Title	Credits
Pols	225	Comparative European Governments	
Pols	233	World Politics	
Pols	335	European Union	3
Pols	342	American Foreign Policy	
Pols		Any Other Current Affairs Course	

Students who plan to teach history must also take co-requirements for teacher certification as required by the Teacher Education Department. They must also have a 12 credit hour concentration in a second social science. See the Teacher Education section of this catalog.

### Requirements for the History Minor

Dept.	Course No.	Course Title	Credits
Hist	340	Historiography and the Historical Profession	3

Select *one* of the following two sets of courses:

Dept.	Course No.	Course Title	Credits
Hist	207	The United States to 1865	3
Hist	208	The United States Since 1865	3

Hist	291	Western Civilization I	3
Hist	292	Western Civilization II	3
<b>Semester Credits</b>			<b>9</b>

Plus nine additional credit hours in History, including at least one course from the American History course offerings and at least one course from the non-American History course offerings, and including at least six credits at the 300 level or above.

**Total Semester Credits** **18**

**Objectives for the Political Science Major**

The Political Science major develops in students an informed critical outlook toward the origins, nature, and functioning of the U.S. Constitution and the institutions of government it creates as well as their role in shaping the debate on the important social, political, and economic issues of the contemporary world. It also acquaints them with the comparative politics of other states and with the intricacies of the relations between states and other actors. The Political Science major prepares students for law school, graduate school, and careers in government service, with nongovernmental and intergovernmental organizations, and in other professional fields.

**Requirements for the Political Science Major**

Dept.	Course No.	Course Title	Credits
Pols	104	American National Government	3
Pols	211	Congress and the Presidency (W)	3
Pols	225	Comparative European Governments (W)	3
Pols	233	World Politics (W)	3
Pols	352	U.S. Political Economy (W)	3
Pols	396	Modern Political Thought	3
<b>Semester Credits</b>			<b>18</b>

Plus *three* of the following courses:

Dept.	Course No.	Course Title	Credits
Pols	311	Federal Indian Policy (W)	3
Pols	314	U.S. Constitutional Law I (W)	3
Pols	316	U.S. Constitutional Law II (W)	3
Pols	335	The European Union (W)	3
Pols	342	American Foreign Policy (W)	3
Pols	362	The Politics of China (W)	3
Pols	368	The Politics of India (W)	3
Pols	391	American Economic Development (W)	3
<b>Semester Credits</b>			<b>9</b>

Special Topics classes, Internships, and Independent Study classes can be used to satisfy one Political Science elective requirement.

**Political Science Research and Writing Requirement:** Majors must write at least three research papers for their Political Science classes; those classes which offer this as an option or requirement are indicated above with a (W).

Plus *three* of the following related, non-political science courses:

- Busn** 315, 316, 351, 410
- Comm** 301, 305, 314, 320, 405, 425
- CJ** 312, 313, 320, 330
- Econ** 201, 202, 303, 309, 314, 352, 353, 354, 364, 391
- Fren** 310, 320, 330, 340
- Hist** 222, 262, 268, 303, 304, 305, 306, 307, 308, 316, 391
- Ger** 310, 320, 330, 340
- Phil** 251, 303, 304, 305, 306, 307
- Psyc** 202, 306, 311, 315, 318, 319, 323, 370



# History-Political Science

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Rel 304, 305, 316, 320, 371

Soc 315, 320

Span 310, 320, 330, 340

## Semester Credits

9

Students cannot take both Pols 362 and Hist 262; nor can they take both Pols 368 and Hist 268. Special topics classes in any department can be used to fulfill part of this requirement with the approval of the Department of History and Political Science

Plus the senior capstone:

Dept.	Course No.	Course Title	Credits
Pols	498	Senior Essay in Political Science	3
		<b>Semester Credits</b>	<b>3</b>
		<b>Total Semester Credits</b>	<b>39</b>

Foreign language is recommended for students who plan to attend graduate school.

**Teaching Major:** Students who plan to teach history must take these specific courses as part of the thirty-six credits required for the History major.

## Intended Student Learning Outcomes for the Political Science Major

1. By the completion of their program of study, students will demonstrate understanding of the major political concepts, theoretical approaches, and issues and trends.
2. In their capstone essay, students will demonstrate an understanding of and the ability to apply methods of political science research.
3. In their capstone essay, students will demonstrate the ability to apply critical thinking skills to the analysis of political issues.
4. By their junior year, students will demonstrate competency in information literacy, including the effective use of library resources, databases, and online sources.
5. By their junior year, students will demonstrate the ability to communicate effectively on issues of politics in oral and written forms.

## Requirements for the Political Science Minor

Dept.	Course No.	Course Title	Credits
Pols	104	American National Government	3
Pols	225	Comparative European Governments (W)	3
Pols	396	Modern Political Thought	3
		<b>Semester Credits</b>	<b>9</b>

Plus *three* of the following elective courses (9 credit hours):

Dept.	Course No.	Course Title	Credits
Pols	211	Congress and the Presidency (W)	3
Pols	233	World Politics (W)	3
Pols	311	Federal Indian Policy (W)	3
Pols	314	U.S. Constitutional Law I (W)	3
Pols	316	U.S. Constitutional Law II (W)	3
Pols	335	The European Union (W)	3
Pols	342	American Foreign Policy (W)	3
Pols	352	U.S. Political Economy (W)	3
Pols	362	The Politics of China (W)	3
Pols	368	The Politics of India (W)	3
Pols	391	American Economic Development (W)	3
		<b>Semester Credits</b>	<b>9</b>

Special Topics courses, Internships, and Independent Study classes can be used to satisfy one Political Science elective requirement.

**Political Science Research and Writing Requirement:** Minors must write at least one research paper for their Political Science classes; those classes which offer this as an option or requirement are indicated above with a (W).

**Total Semester Credits** **18**

**Requirements for the Global Studies Minor**

Dept.	Course No.	Course Title	Credits
Flan		Two consecutive foreign language courses beyond the minimum college requirements	6
Comm	305	Cross-Cultural Communication	3
<b>Semester Credits</b>			<b>9</b>

Plus *three* of the following courses:

Dept.	Course No.	Course Title	Credits
Hist	202	Europe: 1900 to Mid-century	3
Hist	222	History of the Middle East	3
Hist	262	History of China	3
Pols	362	The Politics of China	3
Hist	268	History of India	3
Pols	368	The Politics of India	3
Pols	225	Comparative European Governments	3
Pols	233	World Politics	3
Pols	335	The European Union	3
<b>Semester Credits</b>			<b>9</b>

Special Topics courses, Internships, and Independent Study classes can be used to satisfy one of these requirements with the approval of the Department of History and Political Science.

Plus *two* of the following courses:

Dept.	Course No.	Course Title	Credits
Art	312	Comparative Art Forms: East and West	3
Engl	230	English Literature to 1785	3
Engl	231	English Literature from 1785	3
Engl	305	Studies in the British Novel	3
Engl	320	British Romanticism	3
Engl	330	Victorian England	3
Engl	331	Shakespeare	3
Engl	351	History of the English Language	3
Flan		Special topics courses in cultural studies, literature, or film at the 300-level and above	3
Fren	320	French Culture and Civilization	3
Fren	330	Survey of French Literature	3
Fren	340	Survey of Francophone Literature	3
Ger	320	German Culture and Civilization	3
Ger	330	Survey of German Literature I	3
Ger	340	Survey of German Literature II	3
Span	320	Culture and Civilization of Spain	3
Span	330	Survey of Spanish Literature	3
Span	340	Survey of Spanish-American Literature	3
<b>Semester Credits</b>			<b>6</b>

Special Topics courses, Internships, and Independent Study classes can be used to satisfy one of these requirements with the approval of the Department of History and Political Science.

**Total Semester Credits** **24**

## Course Descriptions

*The abbreviations following course titles indicate how the course may be counted toward general requirements.*

### HISTORY (Hist)

#### 202-3 Europe: 1900 to Mid-century

Internal developments and the external relations of European states from 1900 to the outbreak of the Cold War.

#### 203-3 European Intellectual History I

A survey of the most influential thinkers of the European tradition from the Middle Ages through the Scientific Revolution. *Fall*

#### 204-3 European Intellectual History II

A continuation of Hist 203, this course focuses on the important thinkers from the Enlightenment to the early 20th century. *Spring*

#### 207-3 The United States to 1865

The United States from the colonial period to the close of the Civil War. *Fall*

#### 208-3 The United States Since 1865

From the Civil War to the present. *Spring*

#### 222-3 History of the Middle East

The development of the Middle East from Muhammad to the modern world, including contemporary problems.

#### 231-3 The American West

The history of frontier expansion from the colonial period through the early 20th century, with primary emphasis on the settlement of the trans-Mississippi West in the 19th century. Also considers the 20th century development of the West. *Open to freshmen*

#### 262-3 History of China

A survey of Chinese history, covering the earliest dynasties, Imperial unification, political, economic, and social development, foreign challenges, civil war and revolution, Sino-American relations, and contemporary issues in

the People's Republic. Not open to students who have already taken Pols 362. *Offered every other spring*

#### 268-3 History of India

This is a survey of the history, geography, culture, and politics of the Indian subcontinent, investigating its archaeological prehistory, epic culture, Mughal glory, British Raj, independence, and politics and society in contemporary India. Not open to students who have already taken Pols 368. *Offered every other spring*

#### 291-3 Western Civilization I

An introduction to the history of the Near East and Europe from prehistoric times to the Renaissance.

#### 292-3 Western Civilization II

Introduction to the history of Western Europe from early modern times to the present.

#### 301-2-4 Special Readings and Topics in U.S. Studies

Individually directed and structured readings or topics in U.S. history. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

#### 302-1-4 Special Readings and Topics in Non-U.S. Studies

Individually directed and structured readings or topics in non-U.S. history. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

#### 303-3 The Civil War and Reconstruction

An examination of the sectional controversy, the Antebellum South and slavery, the failure of the political system to resolve peacefully the conflict between the North and South, the conduct of the War, and the nature of Reconstruction.

#### 304-3 Medieval Europe

The development of medieval society, culture, religion, and political institutions from A.D. 325 to 1453.

**305-3 Ancient Near East**

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as Rel 305.

**306-3 Renaissance and Reformation**

Europe in transition from medieval to early modern institutions and values. Themes include the rediscovery of the classical heritage and reinterpretation of Christianity.

**307-3 Ancient Greece**

The history and civilization of the Greek world from the Minoan-Mycenaean period to the Hellenistic kingdoms.

**308-3 Ancient Rome**

The history and civilization of Rome from its foundation to the reign of Diocletian.

**312-3 North Dakota History**

Same as Educ 312. Will not satisfy a history general requirement. *Spring, even years*

**316-3 Religion in American History**

An examination of the history of religion in America and the role religion has played in the development of American culture. Emphasis is placed on the development of major American denominations, on non-Christian religions, and on the relationship of religion and politics in America. Same as Rel 316. *Fall odd years*

**330-3 The American West**

The history of frontier expansion from the colonial period through the early 20th century with primary emphasis on the settlement of the trans-Mississippi West in the 19th century. Also considers the 20th century development of the West. *Open to freshmen*

**340-3 Historiography and the Historical Profession**

A study of how history is written, the ethics and standards of the history profession, and an introduction to various sub-fields within the discipline of history. History majors only or instructor permission.

**391-3 American Economic Development**

An examination of the history of economic development in America from colonial times to the present. Emphasis is placed on the development of the major agricultural, commercial, financial, industrial, and transportation enterprises in the United States.

**450-1-3 Internship in History**

A supervised experiential learning course for students interested in public history. A written report on the experience will be required, and preliminary readings and a report from the agency involved may be required.

**480-3 Senior Seminar in History**

A capstone course in which students will read and discuss advanced historical texts, and each student will conduct an extensive research project. Precise topic or sub-field of history will vary.

**POLITICAL SCIENCE (Pols)**

**104-3 American National Government**

An examination of the origins, structures, and processes of the institutions of the U.S. government, with an emphasis on constitutional design. *Fall and spring*

**211-3 Congress and the Presidency**

This class examines the roles played by the political branches of the U.S. government in the policymaking process. It addresses the history, evolution, and contemporary nature of the executive-legislative relationship, the inputs provided by political parties, interest groups, and political leadership, and how these factors structure and influence the policymaking process in the United States. *Offered every other spring.*

## **225-3 Comparative European Governments**

A survey of the historical and political development of and contemporary politics, institutions, and societies in the United Kingdom, France, and Germany. *Offered every other fall*

## **233-3 World Politics**

An examination of the history and practice of international politics, looking at conceptual approaches, war and peace, institutions of global governance and cooperation, and the structure and functioning of the global political economy. *Offered every other spring*

## **301-2-4 Special Readings and Topics in U.S. Studies**

Individual and structured readings or topics in political science. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

## **302-2-4 Special Readings and Topics in Non-U.S. Studies**

Individual and structured readings or topics in political science. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

## **311-3 Federal Indian Policy**

An examination of the U.S. government's policies toward the native peoples of North America. Topics covered include warfare, education and civilization programs, land cessions, Indian citizenship, the debate over tribal citizenship, the debate over tribal sovereignty, and the special concerns of non-reservation Indians.

## **314-3 U.S. Constitutional Law I**

An exploration of how the powers delegated and rights protected in the U.S. Constitution are interpreted by the Supreme Court. Topics include federalism, taxing and spending powers, commerce, criminal justice, freedom of expression, and freedom of religion. Offered every other spring. *Offered every other spring*

## **316-3 U.S. Constitutional Law II**

An exploration of how the powers delegated and rights protected in the U.S. Constitution are

interpreted by the Supreme Court. Topics include legislative-executive relations, electoral politics, property rights and due process, the Bill of Rights, privacy rights, and wartime powers. *Offered every other spring*

## **335-3 The European Union**

An inquiry into the background, structure, and politics of the European Union, covering the history of European integration, its institutions, and the theory, practice, and problems of the contemporary EU. *Offered every other fall*

## **342-3 American Foreign Policy**

An examination of the origins, history, and practice of American foreign relations from the Revolution through today, with an emphasis on recurring themes as well as the tensions between ideals and pragmatism. *Offered every other fall*

## **352-3 U.S. Political Economy**

This course investigates political economy, the interplay of politics and economics, focusing on U.S. domestic policymaking. It explores the evolution, structure, and politics of U.S. policymaking in the context of the national and global political economy. *Offered every other fall.*

## **362-3 The Politics of China**

This is a survey of Chinese history and politics from the earliest dynasties through today, covering Chinese political, economic, and social development, Sino-American relations, and the political structures and issues in the contemporary People's Republic of China. Not open to students who have already taken Hist 262. Prerequisite: permission of instructor. *Offered every other spring.*

## **368-3 The Politics of India**

This is a survey of Indian history and politics from its archaeological prehistory through today, covering Indian political, economic, and social development, Indo-American relations, and the political structures and issues in the contemporary Republic of India. Not open to students who have already taken Hist 268. Prerequisite: permission of instructor. *Offered every other spring*

**391-3 American Economic Development**

An examination of the history of economic development in America from colonial times to the present. Emphasis is placed on the development of the major agricultural, commercial, financial, industrial, and transportation enterprises in the United States.

**396-3 Modern Political Thought**

This is a seminar on the development of modern political traditions and practice through an engagement with a selection of major political writers from the sixteenth through nineteenth centuries with an emphasis on their influence on American politics. Prerequisites: Junior standing. *Offered every other spring*

**401-2-4 Selected Readings or Topics in History-Political Science**

Individually directed and structured readings or topics in history and political science.

**450-1-3 Internship in Political Science**

A supervised experiential learning course for students interested in politics and public policy programs. A written report on the experience will be required, and preliminary readings and a report from the agency involved may be required.

**495-3 Independent Study**

**498-3 Senior Essay in Political Science**

This capstone experience allows majors to synthesize what they have learned in their study of politics by designing, investigating, and writing a major research project in political science. Students choose a topic of contemporary political concern and conduct research under the supervision of departmental faculty. *Offered every semester.*

**OTHER COURSES: History and Political Science**

**190-1-3 Special Topics**

**200-1-3 Directed Studies**

**290-1-3 Special Topics**

**300-1-3 Directed Studies**

**390-1-3 Special Topics**

**400-1-3 Directed Studies**

**490-1-3 Special Topics**

**(by arrangement)**

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# Kinesiology

*Associate Professors Kirkeby and Thorlakson, Assistant Professors Mahoney (chair) and Walter; Lecturers Becker, Crabtree, Hager, Hegerle, Lovell, Neville, Nienhaus, Ulland, and Vasichek*

## Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, physical education teacher education, and coaching. The Department of Kinesiology at the University of Jamestown provides exceptional instruction and learning experiences that play a vital role in the holistic development of students. Through the academic disciplines, students will gain the knowledge, skills, and abilities required to apply the concepts of physical activity and healthy living in a variety of professional settings. Students will be prepared to pursue a career in the fields of fitness, teaching, or coaching, or continue in graduate studies in exercise physiology, physical therapy, athletic training, or related fields.

A grade of C- or above must be earned in all courses that are required in a major, minor, or emphasis.

## Intended Student Learning Outcomes for the Exercise Science Major

1. The Exercise Science graduates will have the scientific and theoretical knowledge required to become a competent Exercise Specialist Fitness professional.
2. The Exercise Science graduates will apply the knowledge, skills and abilities gained to function as an Exercise Specialist Fitness professional.
3. The Exercise Science graduates will exhibit effective coaching skills to assist in behavior modification, motivation and lifestyle change.
4. The Exercise Science graduates will possess the knowledge, skills and abilities to employ safety and injury prevention, perform emergency first aid and emergency cardiac care.
5. The Exercise Science graduate will delineate and apply basic principles of business management, program administration and marketing to create quality fitness and health promotion programs.
6. The Exercise Science graduates will demonstrate dispositions essential to becoming effective professionals.

## Requirements for the Exercise Science Major

Choose one of the following pre-requisites for Biology 208 / 209:

Dept.	Course No.	Course Title	Credits
Biol	150	Intro to Biology I OR	4
Chem	114	Chemistry for Health Sciences OR	4
Chem	133	General Chemistry I	4
		<b>Semester Credits</b>	<b>4</b>

## Exercise Science Course Requirements

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	240	Nutrition and Wellness	2
KNS	260	Technology Integration in PE, Health and Fitness	3
KNS	310	Biomechanics of Human Movement	3
KNS	385	Sports First Aid & Injury Care	3
KNS	403	Advanced Exercise Physiology	3
KNS	403L	Advanced Exercise Physiology Lab	1
KNS	410	Methods in Aerobic & Resistance Training	3
KNS	425	Exercise Science Internship	6
KNS	430	Exercise Prescription and Weight Management	4

KNS	431	Exercise Management in Chronic Disease	3
KNS	452	Senior Seminar in Exercise Science	2
<b>Semester Credits</b>			<b>35</b>

### Exercise Science Correlative Requirements

Dept.	Course No.	Course Title	Credits
Biol	208	H. Anatomy & Physiology I – Lecture / Lab	5
Biol	209	H. Anatomy & Physiology II – Lecture / Lab	5
Biol	210	Medical Terminology	1
Busn	320	Marketing	3
Busn	322	Human Resource Management	3
Psych	101	General Psychology	3
Psych	203 <sup>or</sup>	Developmental Psychology	3
Psych	330	Health Psychology	3

Plus one of the following three courses:

Dept.	Course No.	Course Title	Credits
Psych	317	Motivation and Emotion	3
Psych	302 <sup>or</sup>	Abnormal Psychology	3
KNS	415 <sup>or</sup>	Sociological and Psychological Aspects of Sport	3
<b>Semester Credits</b>			<b>26</b>

**Total Semester Credits** **65**  
 A total of 124 Semester Credits is required for a Bachelor's Degree  
 (No less than 45 credits must be upper – division (300 – 400) level)

### Intended Student Learning Outcomes for the Health & Fitness Administration Major

1. The HFA graduates will have the scientific and theoretical knowledge required to become a competent fitness professional.
2. The HFA graduates will apply the knowledge, skills and abilities gained to function as a fitness professional.
3. The HFA graduates will possess the knowledge, skills and abilities to employ safety and injury prevention, perform emergency first aid and emergency cardiac care.
4. The HFA graduates will delineate and apply basic principles of business management, program administration, and marketing to create quality fitness and health promotion programs.
5. The HFA graduates will demonstrate dispositions essential to becoming effective professionals.

### Requirements for the Health and Fitness Administration Major Core Requirements

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	184	Health Education	3
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3
KNS	260	Technology Integration in PE, Health, & Fitness	3
KNS	309	Basic Biomechanics	3
KNS	402	Exercise Physiology	3
KNS	402L	Exercise Physiology Lab	1
KNS	410	Methods in Aerobic & Resistance Training	3
KNS	416	Health and Fitness Internship/Field Experience	2
KNS	451	Seminar in HFA/PE	2
<b>Semester Credits</b>			<b>28</b>



## Core Business Requirements

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	322	Human Resource Management	3
Econ	201	Principles of Microeconomics	3
<b>Semester Credits</b>			<b>18</b>

## Correlative Requirements

Choose one of the following two courses:

Dept.	Course No.	Course Title	Credits
Comm	314	Publicity and Public Relations	3
Comm	320	Organizational Communication	3
<b>Semester Credits</b>			<b>3</b>
<b>Total Semester Credits</b>			<b>49</b>

## Other Requirements and Recommendations

Recommended – Students are encouraged to double major with Business Administration and pass a Personal Training Certification Exam.

## Intended Student Learning Outcomes for the Physical Education Teacher Education Major

1. Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.
2. Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12.
3. Physical education teacher candidates plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state, and national standards to develop physically educated individuals.
4. Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
6. Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

## Requirements for the Physical Education Teacher Education (P.E.T.E.) Major

### Physical Education Course Requirements

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	184	Health Education	3
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3
KNS	260	Technology Integration in PE, Health, & Fitness	3
KNS	261	Methods & Activities for Teaching Elementary PE	3
KNS	262	Middle School Activities & Materials	3
KNS	263	High School Activities & Materials	3
KNS	264	Teaching Fitness Education	2

KNS	305	Curriculum, Standards, & Assessment of PE	3
KNS	309	Basic Biomechanics	3
KNS	311	Motor Learning and Development	3
KNS	346	Adaptive Physical Education	2
KNS	361	Methods in Physical Education (includes field exp.)	4
KNS	402	Exercise Physiology	3
KNS	402L	Exercise Physiology Lab	1
KNS	450	Seminar in PE	2
<b>Semester Credits</b>			<b>46</b>

And the following activity classes:

Dept.	Course No.	Course Title	Credits
KNS		Dance	1
KNS		Swimming	1
KNS		Weight Training and Fitness	1
<b>Semester Credits</b>			<b>3</b>
<b>Total Semester Credits</b>			<b>49</b>

### Teacher Education Core/Professional Requirements

Dept.	Course No.	Course Title	Credits
Comm	102	Fundamentals of Public Speaking	3
Comm	201	Oral Interpretation of Literature	
Comm	305	Cross-Cultural Communication	3
Soc	320	Comparative Cultures	
Polis	104	American National Government	3
Hist	207	The United States to 1865	
Hist	208	The United States since 1865	
Math	102	Intermediate Algebra or College Algebra	3

### Teacher Education Course Requirements

Dept.	Course No.	Course Title	Credits
Educ	201	Introduction to Teaching [includes field experience]	3
Educ	205	A Study of Native American Cultures	2
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	353	Applied Cognitive Theories	3
Educ	398	Junior Seminar	1
Educ	399C	Classroom Practicum [Secondary] [JR/SR yr, 35 hrs]	1
Educ	419	Student Teaching in Elementary/Secondary Schools	16
Psyc	203	Developmental Psychology	3
<b>Total Semester Credits</b>			<b>32</b>

\*Admission into the Teacher Education program at University of Jamestown requires students to progress through three levels (see the Teacher Education section of this catalog for the levels and requirements)

\*Physical Education Teacher Education (P.E.T.E.) majors are strongly encouraged to complete an Emphasis In Coaching

### Intended Student Learning Outcomes for the Physical Education Major

1. Graduates will know and apply discipline-specific scientific and theoretical concepts towards their personal health & wellness.
2. Graduates will become physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated by NASPE.
3. Graduates will possess the knowledge, skills, and abilities to assess student/athlete fitness levels and prescribe fitness plans to meet a variety of goals.

4. The graduate will be able to distinguish and compare various psychological and sociological concepts, principles, and strategies that apply to physical activity and sport.
5. Graduates will demonstrate dispositions essential to becoming effective professionals.

## Requirements for the Physical Education Major (non-teaching)

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	184	Health Education	3
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3
KNS	260	Technology Integration in PE, Health, & Fitness	3
KNS	309	Basic Biomechanics	3
KNS	346	Adapted Physical Education	2
KNS	402	Exercise Physiology	3
KNS	402L	Exercise Physiology Lab	1
KNS	420	Organization and Administration of Physical Education and Athletics	3
KNS		Physical Education Electives (see advisor)	11
		<b>Semester Credits</b>	<b>37</b>

And the following activity classes:

Dept.	Course No.	Course Title	Credits
KNS		Dance	1
KNS		Beginning Swimming	1
KNS		Weight Training and Fitness	1
KNS		Elective activity classes	2
		<b>Semester Credits</b>	<b>5</b>
		<b>Total Semester Credits</b>	<b>42</b>

## Requirements for the Physical Education Minor

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	184	Health Education	3
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3
KNS	260	Technology Integration in PE, Health, & Fitness	3
KNS	309	Basic Biomechanics	3
KNS	420	Organization and Administration of Physical Education and Athletics	3
KNS		Theory Electives	4
		<b>Semester Credits</b>	<b>24</b>

And the following activity classes:

Dept.	Course No.	Course Title	Credits
KNS		Dance	1
KNS		Beginning Swimming	1
KNS		Weight Training and Fitness	1
KNS		Elective activity classes	2
		<b>Semester Credits</b>	<b>5</b>
		<b>Total Semester Credits</b>	<b>29</b>

## Courses Required for the Emphasis in Coaching

Dept.	Course No.	Course Title	Credits
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3

KNS	309	Basic Biomechanics	3
KNS	351	Coaching Principles	3
KNS	385	Sport First Aid & Injury Care	3
KNS	415	Sociological and Psychological Aspects of Sports	3
KNS	420	Organization and Administration of Physical Education and Athletics	3
<b>Semester Credits</b>			<b>21</b>

4 credits chosen from the following courses:

KNS	249	Theory of Coaching Football	2
KNS	250	Theory of Coaching Basketball	2
KNS	252	Theory of Coaching Soccer	2
KNS	254	Theory of Coaching Wrestling	2
KNS	255	Theory of Coaching Baseball	2
KNS	257	Theory of Coaching Track and Field	2
KNS	259	Theory of Coaching Volleyball	2
<b>Semester Credits</b>			<b>4</b>
<b>Total Semester Credits</b>			<b>25</b>

## Course Descriptions

(KNS)

### THEORY COURSES

#### 182-2 Introduction to Kinesiology

A basic course with emphasis on concepts, requirements, trends, career opportunities, and the place of these disciplines in everyday life. *Fall & Spring*

#### 184-3 Health Education

This course provides a peripheral view of the fundamental principles and philosophies of personal health as well as school and community health issues that confront education. Emphasis is placed on sound knowledge and attitudes toward one's health. *Fall and spring*

#### 217-3 Essentials of Anatomy & Physiology I

The study of the shape and structure of the human body as it pertains to the anatomical system. The study of the functions of the human body and its parts as it pertains to the physiological systems. *Fall*

#### 218-3 Essentials of Anatomy & Physiology II

A continuation of KNS 217. Prerequisite: KNS 217 or Bio 208. *Spring*

#### 240-2 Nutrition and Wellness

An introduction to human nutrition with emphasis on the relationship of nutrition to

growth, development, health, physical and mental functioning. Sources, functions, interrelationships and human requirements of the nutrients, protein, carbohydrate, fat, minerals and vitamins will be examined as will energy needs throughout the life cycle. Current issues having to do with weight management, fad diets, food safety, additives, behavioral effects of foods, advertising, etc., will be included. The course content will also give students an overview of information on decision-making, analyzing health information, developing a positive self-image and understanding the need for a lifelong commitment in the development of a health promoting lifestyle. *Spring*

#### 249-2 Theory of Coaching Football

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate football. *Spring*

#### 250-2 Theory of Coaching Basketball

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate basketball. *Fall*

#### 252-2 Theory of Coaching Soccer

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate soccer. *Spring, even years*

## **254-2 Theory of Coaching Wrestling**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate wrestling. *Spring, odd years*

## **255-2 Theory of Coaching Baseball**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate baseball. *Fall*

## **257-2 Theory of Coaching Track and Field**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate track and field. *Spring*

## **259-2 Theory of Coaching Volleyball**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate volleyball. *Spring, even years*

## **260-3 Technology Integration in Physical Education, Health, and Fitness**

This course provides students with a practical understanding of computer software, hardware, and hand held devices and monitors designed to enhance instruction and feedback in a variety of health and physical education related professions. *Fall*

## **261-3 Methods & Activities for Teaching Elementary Physical Education**

This course is designed to teach activities, materials, methods of instruction, planning and development of programs, and basic characteristics of children and how they learn motor skills. This information is applied to teaching, organizing, and evaluating a school physical education program. Prerequisite: PETE or elementary education major or permission. *Spring*

## **262-3 Middle School Activities & Materials**

This course will provide instruction of various fundamental movements for middle school students. Students will be exposed to such activities as team sports, personal fitness, and

games. *Fall, odd years*

## **263-3 High School Activities & Materials**

This course will provide instruction of various fundamental movements for high school students. Students will be exposed to lifetime activities and personal fitness. *Fall, even years*

## **264-2 Teaching Fitness Education**

This course will learn how to incorporate health-related physical fitness and lifetime activity into physical education programs. The course will involve an in-depth look at strategies, research, and activities of the Physical Best program and FITNESSGRAM. *Spring, even years*

## **305-3 Curriculum, Standards, and Assessment in PE**

This course connects theory and practice by providing a practical approach to curriculum writing, standards development and assessment techniques used in K-12 physical education programs. *Spring, odd years*

## **309-3 Basic Biomechanics**

An introduction to the concepts of mechanics as they apply to human movement, particularly those pertaining to physical activity, sport and exercise. Students will gain a basic understanding of mechanical and anatomical principles that govern human motion and develop the ability to link anatomical structure of the human body with its function from a mechanical perspective. Prerequisite: KNS 217 or Biol 208. *Spring*

## **310-3 Biomechanics of Human Movement**

An in-depth study of human movement and physiological performance, specifically the musculoskeletal system. An appreciation of the basic principles of assessing the effects of physical activity on the human body. Prerequisite: KNS 217 or Biol 208. *Fall & Spring*

## **311-3 Motor Learning and Development**

The study of theories, principles, and concepts that increase the capability of a person in performing a motor or sport skill from the developmental perspective. The student will be involved in lectures and small group experiences in motor learning, control, and development.

Students will develop an understanding of the cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning. Special attention is given to the relationship between motor skill acquisition/learning and motor control theories. *Fall, even years*

### **346-2 Adaptive Physical Education**

A study of the physical education and recreation program designs geared to the needs and desires of children with various types of physical handicaps. This course provides experience in planning and administering programs, with practical experiences in local community programs. *Fall, odd years*

### **351-3 Coaching Principles**

This course will provide the foundation of what it takes to be a successful coach, using a philosophy of an Athletes First, Winning Second approach, and how you can put that into action. The course will investigate coaching philosophies, coaching styles, communication, motivation, and management. It also looks at the approach to coaching, and how to teach the technical and tactical skills of sports. *Fall*

### **361-4 Methods in Physical Education**

This course is designed to teach activities, materials, methods of instruction. This course includes the planning and development of programs and basic characteristics of students. This information is applied to teaching, organizing, and evaluating a school physical education program. Prerequisite: KNS 261 and junior standing. *Spring*

### **385-3 Sport First Aid & Injury Care**

This course will cover protocols for conducting emergency action steps in the field of competition. Procedures such as conducting the physical assessments, administering first aid for bleeding, tissue damage, moving an injured athlete, and returning athletes to play will be covered. Strategies for greatly reducing athletes' risk of injury or illness will be covered. Students will complete their CPR and AED certifications in the course. Prerequisite: KNS 217 or Biol 208. *Fall and spring*

### **402-3 Exercise Physiology**

This course provides an overview of exercise physiology theory and principles related to acute and chronic exercise including concepts such as muscular work, fatigue, differences in response to exercise related to gender, age, training and detraining. Environmental conditions will also be discussed. HFA and PE majors. Prerequisite: KNS 217 and 218. *Fall*

### **402L-1 Exercise Physiology Lab**

An applied course that reinforces principles learned in Exercise Physiology lecture. Students will gain experience in HR response and blood pressure monitoring, body composition and anthropometric assessments. Students will conduct aerobic, anaerobic, flexibility and strength fitness assessments. HFA and PE majors. Co-requisite: KNS 402. *Fall*

### **403-3 Advanced Exercise Physiology**

Advanced study of exercise physiology including metabolic calculations, physiologic and metabolic responses to acute and chronic exercise and exercise testing, basic ECG reading, understanding abnormal response to exercise and effects of common medications on exercise response. Environmental conditions will also be discussed. Exercise Science / Biology majors Prerequisite Biol 208 and 209. *Fall*

### **403L-1 Advanced Exercise Physiology Lab**

An applied course that reinforces principles learned in Advanced Exercise Physiology lecture. Students will gain experience in 12 lead EKG, metabolic measurement and calculation, body composition and anthropometric assessments. Students will conduct aerobic, anaerobic, flexibility and strength fitness assessments with emphasis on data collection and analysis. Exercise Science / Biology majors Corequisite: KNS 403. *Fall*

### **410-3 Methods in Aerobic and Resistance Training**

This course will investigate the major components of physical fitness, exercise prescription for aerobic and resistance training and the principles related to their development. The subjects of exercise testing, informed consent along with the benefits and risks associated with exercise will be addressed. The introduction to the modification of

# Kinesiology

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exercise for special populations will be covered. Prerequisite: KNS 402 or 403. *Spring*

## **415-3 Sociological and Psychological Aspects of Sport**

This course addresses the psychological and social dimensions of coaching. Content includes personality factors of the athlete, motivation, conducting effective practices, cultural and minority problems, and learning and training factors. *Spring*

## **416-1-8 Health and Fitness Administration Internship**

This Capstone experience is the culminating experience in a student's academic preparation, bridging the gap from the academic setting to the professional. Students will utilize the knowledge, skills and abilities they have mastered and apply them in an approved internship setting. Prerequisite: KNS 402 or 403. *Fall, Spring, or Summer*

## **420-3 Organization and Administration of Physical Education and Athletics**

This course analyzes problems of organization, administration, and supervision in interscholastic athletic programs. Curriculum planning and design, budgeting, legal liabilities, administrative policies, and evaluation are included. *Spring*

## **425-1-8 Exercise Science Internship**

This Capstone experience is the culminating experience in a student's academic preparation, bridging the gap from the academic setting to the professional. Students will utilize the knowledge, skills and abilities they have mastered and apply them in an approved internship setting. Prerequisite: KNS 385 and KNS 403. *Fall, Spring, or Summer*

## **430-4 Exercise Prescription and Weight Management**

In depth experience in creating safe and effective exercise prescription and progression for healthy populations and modification of exercise programs for special populations. Special emphasis will be placed on body composition, obesity, and exercise prescription for weight management. In depth study of energy balance and nutritional guidelines, consequences of inappropriate weight loss, and

exercise prescription for weight management will be covered. Advanced experience in assessing body composition. Prerequisite: KNS 402 or 403 and KNS 410. *Spring*

## **431-3 Exercise Management in Chronic Disease**

This course focuses on the care and treatment of clients with chronic disease and/or disability and provides students with knowledge for designing appropriate exercise prescriptions that can positively affect functional capacity and/or slow or prevent exercise intolerance. Students will learn how to develop appropriate exercise prescriptions for clients with chronic diseases including hypertension, heart disease, arthritis, low back pain, fibromyalgia, cancer, osteoporosis, and more. Prerequisite: KNS 402 or 403 and KNS 410. *Fall*

## **450-2 Senior Seminar in PE**

This is a capstone course to prepare the physical educator for student teaching and seeking employment. The course will integrate discussion of strategies for effective instruction, procedures and expectations of student teaching, resume development, and job search skills. Prerequisites: Senior status; semester prior to student teaching. *Fall*

## **451-2 Senior Seminar in Health & Fitness Administration**

This Capstone course is designed to prepare students to successfully sit for the ACSM Certified Personal Trainer Examination and prepare students for their professional life. Students will practice the practical fitness assessment skills required to pass the exam as well as focus on the fundamental knowledge required to pass the exam. *Fall*

## **452-2 Senior Seminar in Exercise Science**

This Capstone course is designed to prepare students for their professional life. Students will practice the practical fitness assessment skills and the fundamental knowledge required to pass the exam. Mock HFS exam will be taken. Prerequisite: KNS 403, 410, and senior status. *Fall & Spring*

## ACTIVITY COURSES

### 111-1 Beginning Swimming

American Red Cross program in beginning swimming. Basic introduction for non-swimmers. This course will be taken at the Two Rivers Activity Center (TRAC) pool, and has a \$25 lab fee. *Fall and spring*

### 207-1 Beginning Weight Training and Fitness

Instruction in the fundamentals and practical applications of weight training and physical fitness principles. *Fall and spring*

### 208-1 Intermediate Weight Training and Fitness

This course continues and advances the objectives set forth in KNS 207: Beginning Weight Training. It will allow students to work with the overload principle and develop split routines. Prerequisite: KNS 207 or permission. *Fall and spring*

### 209-1 Advanced Weight Training and Fitness

Participation in strength evaluation. Instruction in designing weight training programs for personal fitness trainers, physical education teachers, coaches, and others working in areas of physical fitness. *As needed*

### 215-1 Social and Contemporary Dance I

Instruction and practice in modern and contemporary dance patterns and steps.

### 216-1 Social and Contemporary Dance II

This course is a continuation of KNS 215. It offers a more intense practice and development of routines for the dances learned in the previous class. *Spring*

### 219-1 Tennis/Golf

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of tennis and golf. *Fall*

### 221-1 Bowling

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of bowling. *Spring*

### 270-1 Intercollegiate Athletics

Credit may be earned through satisfactory participation in the following sports: baseball, basketball, cross country, dance and cheer, football, golf, hockey, soccer, softball, track and field, volleyball, and wrestling. Two credits per sport up to a total of four will count toward the total credits for graduation. *Fall and spring*

### 190-1-3 Special Topics

### 200-2-4 Directed Studies

### 290-1-3 Special Topics

### 300-2-4 Directed Studies

### 390-1-3 Special Topics

### 400-2-4 Directed Studies

### 490-1-3 Special Topics

### 495-2-4 Independent Study



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# Mathematics

*Assistant Professors Harpster and Patel*

## Mission Statement

The mission of the Department of Mathematics is to provide students with a high quality education that enables them to understand the logical structure, application, and historical background of mathematics. Upon graduation, students should be well prepared to either enter the job market or continue their education in a graduate program. Ultimately, our students should become independent lifelong learners.

## Intended Student Learning Outcomes for the Mathematics Major

1. Demonstrate proficiency in solving routine mathematical problems.
2. Reason abstractly by constructing viable arguments and proofs.
3. Disseminate knowledge of mathematics to others either orally or in writing.
4. Critique the reasoning of others.
5. Demonstrate an understanding of the basic structures of mathematics such linear algebra, real analysis, algebraic structures, and Euclidean geometry (Secondary Mathematics Education Major). Utilize connections to different areas of mathematics when working within those structures (different areas might include algebra, calculus, or FOAM).

## Double Majors

Double majors with mathematics as a component are fruitful and deservedly popular. Currently, most popular combinations are with computer science, chemistry, accounting, and education.

A grade of C- or above must be earned in all courses that are required in a major or minor.

## Requirements for the Mathematics Major

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Math	230	Fundamentals of Advanced Math	3
Math	253	Calculus III	4
Math	314	Technology in Mathematics	3
Math	315	Linear Algebra	3
Math	352	Ordinary Differential Equations	3
Math	360	Junior Seminar	1
Math	405	Real Analysis	3
Math	415	Algebraic Structures	3
Math	460	Senior Seminar	1
Phys	203	Physics I	5
<b>Semester Credits</b>			<b>38</b>

*Plus 9 credits from the following math electives:*

Dept.	Course No.	Course Title	Credits
Math	310	Discrete Mathematics	3
Math	353	Partial Differential Equations	3

Math	359	Topology	3
Math	401	Mathematical Statistics I	3
Math	402	Mathematical Statistics II	3
Math	404	Geometry	3
Math	406	Complex Analysis	3
Math	412	History of Mathematics	3
Math	300,390, 400 490, 495	Directed Study, Independent Study, or Special Topics	3
<b>Semester Credits</b>			<b>9</b>
<b>Total Semester Credits</b>			<b>47</b>

### Suggested Course Sequence for the Mathematics Major

#### Freshman Year

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Phys	203	Physics I	4

#### Sophomore Year

Dept.	Course No.	Course Title	Credits
Math	230	Fundamentals of Advanced Math	3
Math	253	Calculus III	4
Math	315	Linear Algebra	3
Math	352	Ordinary Differential Equations	3

#### Junior Year

Dept.	Course No.	Course Title	Credits
Math	314	Technology in Mathematics	3
Math	360	Junior Seminar	1
Math	405	Real Analysis	3
Math	415	Algebraic Structures	3
Math		300-level Electives	3

#### Senior Year

Dept.	Course No.	Course Title	Credits
Math	460	Senior Seminar	1
Math		Two 400-level Electives	6

### Requirements for the Mathematics Minor

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	205	Statistics	3
Math	230	Fundamentals of Advanced Math	3
Math	253	Calculus III	4
Math	315	Linear Algebra	3
Math		Two 400-level Electives	5 or 6
Phys	203	Physics I	5
<b>Total Semester Credits</b>			<b>31 or 32</b>

## Secondary Mathematics Education

This major is designed for individuals who seek a career in teaching secondary school mathematics. Additional co-requirements for teacher certification are offered by the Teacher Education Department (see the *Teacher Education* section of this Catalog.) Supporting programs in science and/or computer science are encouraged.

### Requirements for the Secondary Mathematics Education Major

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Math	205	Statistics	3
Math	230	Fundamentals of Advanced Math	3
Math	314	Technology in Mathematics	3
Math	315	Linear Algebra	3
Math	360	Junior Seminar	1
Math	404	Geometry	3
Math	405	Real Analysis	3
Math	410	Secondary Mathematics Education	3
Math	412	History of Mathematics	3
Math	415	Algebraic Structures	3
Math	460	Senior Seminar	1
Phys	203	Physics I	5
<b>Total Semester Credits</b>			<b>43</b>

### Suggested Course Sequence for the Secondary Mathematics Education Major

#### *Freshman Year*

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Math	205	Statistics	3

#### *Sophomore Year*

Dept.	Course No.	Course Title	Credits
Math	230	Fundamentals of Advanced Math	3
Math	315	Linear Algebra	3
Math	405	Real Analysis	3
Phys	203	Physics I	4

#### *Junior Year*

Dept.	Course No.	Course Title	Credits
Math	314	Technology in Mathematics	3
Math	360	Junior Seminar	1
Math	404	Geometry	3
Math	410	Secondary Mathematics Education	3
Math	412	History of Mathematics	3

Senior Year

Dept.	Course No.	Course Title	Credits
Math	415	Algebraic Structures	3
Math	460	Senior Seminar	1

**Course Descriptions**

(MATH)

**101-3 Ideas in Mathematics**

An overview of basic mathematics concepts — logic, sets, number theory, operations and properties of sets of numbers, algebra, geometry, measurement and problem solving, consumer math, and the historical roots of mathematics.

*Fall and spring*

**102-3 Intermediate Algebra**

Topics include linear and quadratic equations and inequalities, polynomials, factoring, rational functions, exponents, and graphing. Prerequisite: two years of high school algebra, or by placement.

*Fall and Spring*

**106-3 Mathematical Applications for Management**

A study of math concepts used as tools, specifically in business functions, linear equations and inequalities, linear programming, matrices, mathematics of finance, and math modeling. Prerequisite: Two years of high school algebra or college equivalent. *Offered as needed*

**111-3 College Algebra**

A study of exponents, radicals, linear and quadratic equations and inequalities, polynomials, rational functions, logarithms, and graphing. Prerequisite: Two years of high school algebra or college equivalent. Placement exam required or a grade of C- or higher in Math 102. *Offered as needed*

**112-3 Trigonometry**

A study of right-triangle and circular trigonometry, including trigonometric functions, identities, and laws, analytic trigonometry, and applications. Prerequisite: Placement exam or a grade of C- or better in Math 111. *Offered as needed*

**130-3 Applied Calculus**

Elementary concepts of differential and integral calculus as applied to business and economics. Includes a discussion of limits and continuity. Prerequisite: Two years of high school algebra and trigonometry or college equivalent. *Offered as needed*

**151-4 Calculus I**

Elementary concepts of differential and integral calculus as applied to algebraic and transcendental functions. Includes a discussion of limits and continuity. Prerequisite: Two years of high school algebra and trigonometry, or college equivalent. Placement exam required. *Fall and spring*

**152-4 Calculus II**

A continuation of Math 151. A further study of limits and continuity, the derivative and integral vectors, polar coordinates, parametric equations, and applications. Prerequisite: Math 151. *Offered as needed*

**175-1 LaTeX**

This course provides students with an introduction to technical writing and computer presentation with LaTeX. What is LaTeX? LaTeX is based on Donald Knuth’s TeX typesetting language to produce well-structured documents particularly those containing scientific formulae, mathematical proofs or computer programs for publication. This course will cover the following topics: History of LaTeX, LaTeX Installation, Typesetting Basics, Math Typesetting, Tables, Graphics, Packages, Programming, Document Classes, BibTeX, Beamer and Creating Packages. *Spring*

## 205-3 Statistics

An introduction to descriptive and inferential statistics. Intended primarily for students of the social sciences, business, psychology, and education. Includes organizing and describing data, probability, random variables, sampling distributions, estimation, hypothesis testing, correlation, regression, and analysis of variance. Prerequisite: One year of high school algebra or college equivalent. *Fall and spring*

## 230-3 Fundamentals of Advanced Mathematics

A study of selected topics designed to prepare the student for advanced mathematics courses. Topics include logic and set theory, methods of proof, mathematical induction, mathematical recursion, and problem solving. Prerequisites: Math 152 or permission. *Fall*

## 253-4 Calculus III

A continuation of Math 152. Differential and integral calculus in three dimensions with vector analysis. Prerequisite: Math 152. *Offered as needed*

## 310-3 Discrete Mathematics

A study of sets, binomial coefficients, lattice paths, inclusion-exclusion, combinations and permutations, recursions, induction, and graph theory. Applications to computer science and operations research. Prerequisite: Math 230 or permission. *Offered as needed*

## 314-3 Technology in Mathematics

The goal of this course is to learn in an exploratory fashion how to use programming skills and mathematical software to solve a variety of mathematical/scientific problems. The course will concentrate on programming. The initial foundation in programming will be built using Python and will also investigate the integration of various freely available software programs (like Geogebra, GNUPlot, R) into mathematics education. Prerequisite: Math 152. *Offered as needed*

## 315-3 Linear Algebra

A study of systems of linear equations, matrices, vector spaces and linear transformations, determinants, eigenvalues, and eigenvectors. Prerequisite: Math 230 or permission. *Offered as needed*

## 352-3 Ordinary Differential Equations

A study of exact equations, integrating factors, undetermined coefficients, linear systems variations of parameters, and Laplace transformations. Prerequisite: Math 152. *Offered as needed*

## 353-3 Partial Differential Equations

A study of Fourier Series, Fourier Transforms, boundary value problems for partial differential equations of mathematical physics, series solutions, and Sturm-Liouville problems. Prerequisite: Math 253 or Math 352. *Offered as needed*

## 359-3 Topology

A study of sets, relations, functions, countable and uncountable sets, real numbers, metric and general topological spaces, continuous functions, convergence, compactness, and connectedness. Prerequisites: Math 230 and Math 253. *Offered as needed*

## 360-1 Junior Seminar

Students will begin the process of investigating a mathematical concept or process, or the historical development of an idea. At the end of this course, students will have completed an abstract, introduction, table of contents, and the first chapter of their paper. *Spring*

## 401-3 Mathematical Statistics I

A study of probability density functions, distribution functions, moment generating functions, estimators, and statistical inference. Prerequisite: Math 152. *Offered as needed*

**402-3 Mathematical Statistics II**

A continuation of Math 401. A study of inference, maximum-likelihood and least-squares estimation, goodness of fit, non-parametric methods, regression analysis, and unbiased estimators. Prerequisite: Math 401. *Offered as needed*

**404-3 Geometry**

Topics include differential geometry, non-Euclidean geometry, advanced Euclidean geometry, and fractals. Prerequisites: Math 230. *Offered as needed*

**405-3 Real Analysis**

A study of continuity, differentiability, Riemann-Stieltjes integral, and uniform convergence. Prerequisites: Math 230. *Offered as needed*

**406-3 Complex Analysis**

A study of complex plane, functions of a complex variable, Cauchy's theorem and integral formula, Taylor's and Laurant's theorems, residue calculus, and conformal mappings. Prerequisites: Math 405. *Offered as needed*

**410-3 Secondary Mathematics Education**

An applied study of current strategies, materials, technologies, and content related to the learning and teaching of secondary school mathematics. Units and lessons in applied arithmetic, algebra, geometry, functions, probability and statistics, trigonometry, and discrete mathematics, with attention to the historical significance of ideas. Includes hands-on investigations with manipulatives, visuals, graphing calculators, and computers. Also included are graphing and drawing programs. A field experience component will be required. Required of secondary math education majors. This course will not apply toward the math major or minor requirements. Prerequisite: Math 151. *Fall as needed*

**412-3 History of Mathematics**

A survey of the history of mathematics from antiquity through the present time. Contributions by various individuals and cultures will be examined. Both European and non-European mathematical developments will be explored, with an emphasis on the interrelationship between mathematics and the culture of the time. Prerequisite: Math 230. *Offered as needed*

**415-3 Algebraic Structures**

A study of basic ideas of abstract algebra that includes groups, rings, vector spaces, fields, and polynomials. Prerequisite: Math 230. *Offered as needed*

**460-1 Senior Seminar**

Students will complete the process of investigating a mathematical concept or process, or the historical development of an idea. This will culminate in a final paper and a presentation of their findings before fellow students and faculty members. Prerequisite: Math 360. *Fall*

**OTHER COURSES: Mathematics**

**100-2-4 Directed Studies**

**200-2-4 Directed Studies**

**300-2-4 Directed Studies**

**400-2-4 Directed Studies**

**495-2-5 Independent Study**

**190-2-4 Special Topics**

**290-2-4 Special Topics**

**390-2-4 Special Topics**

**490-2-4 Special Topics**

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# Music

*Professor Valentine (chair); Associate Professor Lynch; Assistant Professor McDermid; Lecturers Christianson and Geffre*

## Mission Statement

The Music Department at the University of Jamestown prepares students to become professional musicians, teachers of music, and life-long patrons of music. The curriculum in music is presented as an integral part of the liberal arts tradition and prepares students for professional or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

## Admittance to the Program

Prospective students who are interested in pursuing a major or minor in music should arrange for an on-campus visit and audition. If travel distance is prohibitive a video recording may be submitted. The Admission Office can assist with such arrangements. Prospective music students are also encouraged to apply for music major scholarships and/or participation scholarships, which are awarded each year.

Students who declare a music performance or music education major are requested to do so in consultation with the department chair.

## Individual Performance Progress Assessment

In order to support the primacy of performance in all music majors, students must exhibit musical performance competency on a musical instrument or voice, as demonstrated in a jury the fall semester of the sophomore year. Students will also field questions in the jury that demonstrate a fundamental theoretical and historical knowledge of their art that informs performance, as defined by the applied faculty of individual performance areas (keyboard, voice, and winds/brass/percussion). Weaknesses identified in the jury must be addressed to the satisfaction of the faculty by the spring jury or student will not be permitted to continue in the program.

## Intended Student Learning Outcomes for the Music Major

1. The student will demonstrate skills in music theory as an expressed understanding of the six elements (i.e. melody, harmony, rhythm, texture, timbre, form) of music.
2. The student will demonstrate fluency in music history and the stylistic characteristics of the six major periods in Western Music (i.e. Medieval, Renaissance, Baroque, Classical, Romantic, and 20th/21st century).
3. The student will demonstrate college-level performance skills in her/his major area of applied study, i.e. their major instrument.
4. The Music Education student will demonstrate skills in 1) music pedagogy, 2) classroom management, 3) rehearsal methods, and 4) ensemble conducting, with a demonstrated knowledge of those ideologies in print, course lecture and field observation.

## Requirements for the Music Major

A major in music consists of the core requirements plus the requirements for either the Applied Music major or the Music Education major.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## Core Requirements

Dept.	Course No.	Course Title	Credits
Mus	100	Music Performance Seminar*	0
Mus	160	Harmony-Theory I	3
Mus	161	Harmony-Theory II	3
Mus	162	Ear Training I	2
Mus	163	Ear Training II	2

Mus	239	Music History I	3
Mus	262	Ear Training III	2
Mus	263	Ear Training IV	2
Mus	266	Introduction to Conducting	2
Mus	339	Music History II	3
Mus	340	Music History III	3
Mus	360	Harmony-Theory III	3
Mus	361	Harmony-Theory IV	3
Mus		Applied Lessons in one area	8
Mus		Ensemble Music-4 Years* † (i.e. Chapel Choir, Concert Choir, Wind Ensemble)	8
<b>Semester Credits</b>			<b>43</b>

\* Consideration given to transfer and late music major declaration students.

\* All majors and minors enrolled in applied lessons are required to take Mus 100.

† Voice majors must register for Chapel Choir or Concert Choir as their ensemble. Instrumental majors must register for Wind Ensemble as their ensemble.

### Piano Proficiency

All music majors and music minors must pass the piano proficiency requirement. Please see Dr. Aybar for the list of requirements.

### Requirements for the Applied Music Major (Music Performance)

The Core Requirements (forty-three credits), plus the following:

- Additional eight credits in the student's primary performance area for a total of sixteen credits
- Junior recital (approximately thirty minutes in length)
- Senior recital (approximately forty-five minutes in length)
- Two semesters of French and/or German
- Two semesters of humanities sequence (i.e., Hist 203 and 204: European Intellectual History I and II, or Hist 291 and 292: Western Civilization I and II).

### Requirements for the Music Education Major

The Core Requirements (43 credits), plus the following:

Dept.	Course No.	Course Title	Credits
Educ	100	PPST Completed	0
Educ	201	Introduction to Teaching	3
Educ	205	A Study of North Dakota Native American Cultures	2
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	353	Applied Cognitive Theories	3
Educ	398	Junior Seminar	1
Educ	399	Classroom Practicum	1
Educ	419	Student Teaching: Elementary and Secondary	16
Educ	XXX	Praxis I	0
Mus	271	Brass Techniques	2
Mus	272	Woodwind Techniques	2
Mus	273	String Techniques	2
Mus	274	Percussion Techniques	2
Mus	291	Music Methods in the Elementary School	3
Mus	292	Music Methods: Secondary Choral	2
Mus	293	Music Methods: Secondary Instrumental	2
Mus	319	Instructional Media and Technology for Music	3
Mus	363	Choral Arranging	2
Mus	367	Advanced Conducting Choral	1
Mus	368	Advanced Conducting Instrumental	1
Mus	380	Junior Recital	1



# Music

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Mus		Choral Ensemble Music – 1 year* (Chapel Choir or Concert Choir)	2
Psyc	203	Developmental Psychology	3
<b>Total Semester Credits</b>			<b>57</b>

\*This applies to instrumental applied students - two semesters of applied work could be substituted for this requirement with approval.

## Notes:

- 1) The Pre-Professional Skills Test (Praxis I) and the Praxis II (Content Knowledge) are required (see the Teacher Education section of this catalog.)
- 2) Music Education majors must take:

Dept.	Course No.	Course Title	Credits
Engl	101	Freshman Composition	3
Engl	102	Freshman Composition/Literature	3
Comm	102 or	Fundamentals of Public Speaking	3
Comm	201	Oral Interpretation of Literature	
Hist	207 or	The United States to 1865	3
Hist	208 or	The United States to 1865	
Pols	104	American National Government	3
Math	102	Intermediate Algebra or higher	3
Comm	305 or	Cross-Cultural Communication or	3
Soc	320	Comparative Cultures	

- 3) All music education majors must pass a guitar proficiency requirement. Details are available each semester from the Music Department.

## Requirements for the Fine Arts Major with a Concentration In Music

### The requirements for the music minor plus:

Dept.	Course No.	Course Title	Credits
Art		Two approved courses in art	6
Thea		Two approved courses in theatre*	6
<b>Total Semester Credits</b>			<b>38</b>

\*Thea 201 and 202 will not fulfill this requirement.

For additional information on the fine arts-music major, see the Fine Arts section of this Catalog.

## Requirements for the Music Minor

Dept.	Course No.	Course Title	Credits
Mus	100	Music Performance Seminar*	0
Mus	160	Harmony-Theory I	3
Mus	161	Harmony-Theory II	3
Mus	162	Ear Training I	2
Mus	163	Ear Training II	2
Mus	266	Intro to Conducting	2
Mus		Applied Lessons	4
Mus		Ensemble Music-2 years* (Choir or Wind Ensemble)	4
Compliance with recital policy (See dept. chair)			
Piano proficiency requirements			

\* All majors and minors enrolled in applied lessons are required to take Mus 100.

Plus two of the following courses:

Dept.	Course No.	Course Title	Credits
Mus	239	Music History I	3
Mus	339	Music History II	3
Mus	340	Music History III	3
<b>Total Semester Credits</b>			<b>26</b>

\*Consideration given to transfer and late music minor declaration students.

## Suggested Course Sequence for the Music Major

### Freshman Year

Dept.	Course No.	Course Title	Credits
Mus	100	Music Performance Seminar	0
Mus	160	Harmony-Theory I	3
Mus	161	Harmony-Theory II	3
Mus	162	Ear Training I	2
Mus	163	Ear Training II	2

One of the following two courses:

Dept.	Course No.	Course Title	Credits
Mus	varies	Applied Lessons	2
Mus	varies	Applied Lessons	4

One of the following two courses:

Dept.	Course No.	Course Title	Credits
Mus	208	Ensemble Music-Wind Ensemble	2
Mus	209	Ensemble Music-Chapel Choir	2
Mus	210 <sup>or</sup>	Concert Choir	2

### Sophomore Year

Dept.	Course No.	Course Title	Credits
Educ	100	PPST Completed	0
Educ	201	Introduction to Teaching (Mus Ed)	3
Educ	205	A Study of Native American Cultures (Mus Ed)	2
Mus	100	Music Performance Seminar	0
Mus	239	Music History I	3
Mus	266	Introduction to Conducting	2
Mus	271	Brass Techniques (Mus Ed)	2
Mus	272	Woodwind Techniques (Mus Ed)	2
Mus	273	String Techniques (Mus Ed)	2
Mus	274	Percussion Techniques (Mus Ed)	2
Mus	291	Music Methods in the Elementary School (Mus Ed)	3
Mus	292	Music Methods: Secondary Choral (Mus Ed)	2
Mus	293	Music Methods: Secondary Instrumental (Mus Ed)	2
Mus	339	Music History II	3
Mus	360	Harmony-Theory III	3
Mus	361	Harmony-Theory IV	3
Psyc	203	Developmental Psychology (Mus Ed)	3

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Mus	varies	Applied Lessons	2
Mus	varies	Applied Lessons	4

# Music

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Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Mus	208	Ensemble Music-Wind Ensemble	2
Mus	209	Ensemble Music-Chapel Choir	2
Mus	210 <sup>or</sup>	Concert Choir	2

## Junior Year

Dept.	Course No.	Course Title	Credits
Educ	303	Introduction to Teaching Students with Exceptionalities (Mus Ed)	3
Educ	353	Applied Cognitive Theories (Mus Ed)	3
Educ	398	Junior Seminar (Mus Ed)	1
Educ	399	Classroom Practicum (Mus Ed)	1
Mus	100	Music Performance Seminar	0
Mus	262	Ear Training III	2
Mus	263	Ear Training IV	2
Mus	271	Brass Techniques (Mus Ed)	2
Mus	272	Woodwind Techniques (Mus Ed)	2
Mus	273	String Techniques (Mus Ed)	2
Mus	274	Percussion Techniques (Mus Ed)	2
Mus	291	Music Methods in the Elementary School (Mus Ed)	3
Mus	292	Music Methods: Secondary Choral (Mus Ed)	2
Mus	293	Music Methods: Secondary Instrumental (Mus Ed)	2
Mus	319	Instructional Media and Technology (Mus Ed)	3
Mus	380	Junior Recital	0
Mus	340	Music History III	3
Mus	363	Choral Arranging (Mus Ed)	2
Mus	367	Advanced Conducting Choral	1
Mus	368	Advanced Conducting Instrumental	1

Plus one of the following courses:

Mus	varies	Applied Lessons	2
Mus	varies	Applied Lessons	4

Plus one of the following courses:

Mus	208	Ensemble Music-Wind Ensemble	2
Mus	209 <sup>or</sup>	Ensemble Music-Chapel Choir	2
Mus	210	Concert Choir	2

## Senior Year

Dept.	Course No.	Course Title	Credits
Educ	419	Student Teaching: Elementary and Secondary	16
Mus	100	Music Performance Seminar	0
Mus	400	Directed Studies (by arrangement)	2 or 4
Mus	480	Senior Recital	0

Plus one of the following courses:

Mus	varies	Applied Lessons	2
Mus	varies	Applied Lessons	4

Plus one of the following courses:

Mus	208	Ensemble Music-Wind Ensemble	2
Mus	209 or 210	Ensemble Music-Chapel Choir or Concert Choir	2

## Course Descriptions

(MUS)

### 100-0 Music Performance Seminar

The purpose of this seminar, required for all majors and minors, is to bring together students, faculty, and guests for discussion of special topics, presentation of projects, performances, and master classes. Grading is pass/fail. *Fall and spring*

### 101-3 Music Appreciation

This course is a basic survey of the music of the Western world. Emphasis will be placed on elements of music, terminology, and form within an historical context. Students will learn to listen and react to music on an emotional and intellectual level. The goal is to establish in the student a life-long enjoyment of this art form. For non-music majors. *Spring*.

### 102-3 Music in Film

This course will cover music fundamentals and some music history, particularly as they pertain to film music. Study will be provided in how music and sound function in film as well as the history of music and sound in film from the silent era to the present. Prior musical knowledge is not required.

### 150-2 Vocal Diction I

Study will include the International Phonetic Alphabet for learning pronunciation of English and Italian. Students will recite song texts and sing songs in foreign languages with attention to pronunciation, accent, inflection, and the differences between the spoken and sung language. The student will combine performance with song study and preparation.

### 151-2 Vocal Diction II

Study will continue to refine and use knowledge of the International Phonetic Alphabet for learning pronunciation of German and French. Students will recite song texts and sing songs in foreign languages with attention to pronunciation, accent, inflection, and the differences between the spoken and sung language. The student will combine performance with song study and preparation.

### 160-3 Harmony/Theory I

In this class the student will gain the ability to discern the design, proportions, and patterns of music by developing skills in musical notation, scales, tonality, key, modes, intervals, transportation, chords, cadences, non-harmonic tones, melody, texture, and simple voice leading. *Fall*

### 161-3 Harmony/Theory II

In this class the student will gain the ability to discern the design, proportions, and patterns of music by developing skills in 4-part voice leading, harmonic progressions, 7th chords, modulation, and secondary chords. Prerequisite: Mus 160. *Spring*

### 162-2 Ear Training I

Intervallic, melodic, harmonic, rhythmic dictation, and sight singing. *Fall*

### 163-2 Ear Training II

Advanced intervallic, melodic, harmonic, rhythmic dictation, and sight singing. Prerequisite: Mus 162. *Spring*

### 208-1 Wind Ensemble

The wind ensemble allows music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the traditional band and wind ensemble repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a large ensemble context. The wind ensemble rehearses four times each week plus sectionals, performs several concerts each semester, and enjoys a regional tour each year. Membership is open to all with high-school-level proficiency, as assessed by the conductor. *Fall and spring*

### 209-1 Chapel Choir

Membership by audition. This choir performs at campus functions and at area churches. Two regular rehearsals per week. *Fall and spring*

### 210-1 Concert Choir

Membership by audition. The choir has a spring tour to various sections of the United States and Canada. Five regular rehearsals per week. *Fall and spring*

# Music

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## 212-1-2 Small Ensembles

Both vocal and instrumental ensembles are offered to enrich the music experience of interested and qualified performers. Rehearsals are held at the convenience of the director and the students involved. *Fall and spring*

### 212A Jazz Ensemble

The jazz ensemble allows music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the swing, jazz, funk, rock, Latin, and popular repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a small ensemble context. The jazz ensemble rehearses two times plus sectionals each week and performs several concerts each semester. Membership is open to all with high-school-level proficiency, as assessed by the conductor. *Fall and spring*

### 212B Men's Choir

The Men's Choir is a non-auditioned group providing opportunity for the performance of male chorus literature. A multi-faceted range of repertoire includes classical, hymns, spirituals, folk songs, and popular arrangements.

### 212D Chamber Ensembles

Chamber ensembles allow music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the orchestral repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a small ensemble context. Chamber ensemble rehearses two times each week, accompanies the fall music one presents a concert in the spring. Membership is open to all with high-school-level proficiency, as assessed by the conductor. *Fall and spring*

## 239-3 Music History I: Medieval and Renaissance

This is the first semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from ancient civilizations through the sixteenth century. The student will study the style, forms, and major composers of the given historical periods. Prerequisite: Mus 161. *Fall*  
164

## 262-2 Ear Training III

Advanced intervallic and melodic dictation including intervals ascending and descending through the major 10th. Advanced harmonic dictation including secondary triads and sevenths. Advanced sight singing of diatonic and chromatic melodies including modulation. Prerequisite: MUS 163. *Fall*

## 263-2 Ear Training IV

Further advanced intervallic and melodic dictation including church modes whole-tone scales and non-tonal interval successions. Advanced harmonic dictation including remote modulations, two-part dictation, and augmented sixth chords. Advanced sight singing in major and minor diatonic and chromatic melodies as well as non-tonal and whole tone melodies. Prerequisite: MUS 262. *Spring*

## 266-2 Introduction to Conducting

An introduction and beginning study of the essential skills and techniques involved in the use of the baton, score reading, and in organizing and directing an ensemble. The course includes practices that apply to both choral and instrumental conducting. Prerequisites: Mus 161 and Mus 163. *Fall, alternate years*

## 271-2 Brass Techniques

An introduction to the fundamentals of playing, teaching, and maintaining brass instruments, including hands-on experience with various instruments and simulated classroom situations. *Fall, alternate years*

## 272-2 Woodwind Techniques

An introduction to the fundamentals of playing, teaching, and maintaining woodwind instruments, including hands-on experience with various instruments and simulated classroom situations. *Spring, alternate years*

## 273-2 String Techniques

An introduction to the fundamentals of playing, teaching, and maintaining string instruments, including hands-on experience with various instruments and simulated classroom situations. *Fall, alternate years*

### **274-2 Percussion Techniques**

An introduction to the fundamentals of playing, teaching, and maintaining percussion instruments, including hands-on experience with various instruments and simulated classroom situations. *Spring, alternate years*

### **291-3 Music Methods in the Elementary School**

Methods and materials used in teaching K-5 music classes, emphasizing Orff and Kodály approaches for developing musicianship in children, with an overview of Dalcroze, Feldenkrais, and Suzuki. Topics include foundations and philosophies of music education, curriculum development, lesson planning, student teacher interaction, diverse learners, assessment of student learning, and program administration. Field observations, classroom simulations, and videotape analysis are used to help students master skills in each area. Prerequisites: Mus 161 and Mus 163. *Fall, alternate years*

### **292-2 Music Methods: Secondary Choral**

Methods and materials used in teaching in secondary school choral music programs. Topics include foundations and philosophies of music education, curriculum development, lesson planning, student teacher interaction, diverse learners, assessment of student learning, and program administration. Field observations, classroom simulations, and videotape analysis are used to assist students to master skills in each area. Prerequisites: Mus 161 and Mus 163. *Spring, alternate years*

### **293-2 Music Methods: Secondary Instrumental**

Methods and materials used in teaching in secondary school instrumental music programs. Topics include foundations and philosophies of music education, curriculum development, lesson planning, student teacher interaction, learning diversity, assessment of student learning, and program administration. Field observations, classroom simulations and videotape analysis are used to help students master skills in each area. Prerequisite: Mus 161 and Mus 163. *Spring, alternate years*

### **319-3 Instructional Media and Technology for Music**

A course designed for music education majors to familiarize them with the national technology education standards, theories, and applications of various media and technologies for use in music education. Practical exercises and assignments will be used. Topics include composition and instrumental arranging using music notation software, sound reinforcement, recording, sound editing, podcasting, music theory training, computer accompaniment, performance assessment, legal, ethical, and social issues with technology use, emphasizing copyright law. Topics that cross-over into the general classroom include roster management, grade books, and SmartBoard™ technology. Prerequisite: computer course or permission. *Fall alternate years*

### **339-3 Music History II: Baroque and Classical**

This is the second semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from the Baroque and Classical eras. The student will study the style, forms, and major composers of the given historical periods. Prerequisite: Mus 239. *Spring*

### **340-3 Music History III: Romantic and Modern Eras**

This is the third semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from the Romantic and Modern eras. The student will study the style, forms, and major composers of the given historical periods. Prerequisite: Mus 339. *Fall*

### **360-3 Harmony/Theory III**

An examination of the various late eighteenth and nineteenth century compositional practices and techniques, including borrowed chords, Neapolitan 6th chords, augmented 6th chords, extended tertian harmonies, and altered dominants and their relationship to the style, form, and literature of the period. Prerequisites: Mus 160 and Mus 161. *Fall*

# Music

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## 361-3 Harmony/Theory IV

A study of the diverse approaches to musical composition from the last decades of the nineteenth century to the present. Topics include musical impressionism, expressionism, neoclassicalism, neoromanticism, expanded tonality, atonality, and electronic music.

Prerequisite: Mus 360. *Spring*

## 363-2 Choral Arranging

A study of techniques of arranging music for male, female, and mixed vocal groups, including Finale music-notation software. Prerequisites: Mus 163 and Mus 360. *Offered alternate years*

## 365-2 Orchestration

A study of techniques of arranging music for various instrumental groupings, including Finale music-notation software. Prerequisites: Mus 163 and Mus 360.

## 367-1 Advanced Conducting - Choral

A study of the essential gestures, techniques, and administrative skills required to lead a choral ensemble. Topics covered will include gesture, leadership and communication, choral fundamentals, score study, programming, repertoire, and rehearsal techniques. Prerequisite: Mus 266. *Spring, alternate years*

## 368-1 Advanced Conducting - Instrumental

A study of the essential gestures, techniques, and administrative skills required to lead an instrumental ensemble. Topics covered will include gesture, leadership, instrumental ensemble fundamentals, score study, programming, repertoire, and rehearsal techniques. Prerequisite: Mus 266. *Spring, alternate years*

## 460-2 Counterpoint

A study in the contrapuntal practices of J.S. Bach through analysis and written exercises. This course is available as an elective. Prerequisite: 360.

## APPLIED LESSONS

### Private Instruction

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. By permission of instructors only. Music education majors normally carry one credit of lessons per semester,

which represents a one half-hour lesson per week. Music Performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week.

Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

### Ensemble Music requirements by area

Voice majors must participate in choral ensembles and instrumental students must participate in instrumental ensembles. Keyboard majors must participate in either choral ensembles or instrumental ensembles. Music majors enrolled in applied music lessons must also be concurrently enrolled in ensemble music for credit.

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## COURSE NUMBERS FOR APPLIED LESSONS

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
Voice	120	220	320	420
Piano	121	221	321	421
Guitar	122	222	322	422
Brass – Trumpet	123A	223A	323A	423A
Brass – French Horn	123B	223B	323B	423B
Brass – Trombone	123C	223C	323C	423C
Brass – Euphonium	123D	223D	323D	423D
Brass – Tuba	123E	223E	323E	423E
WW – Flute	124A	224A	324A	424A
WW – Oboe	124B	224B	324B	424B
WW – Clarinet	124C	224C	324C	424C
WW – Sax	124D	224D	324D	424D
Strings - Violin	125A	225B	325C	425D
Strings – Viola	125B	225B	325B	325D
Percussion	126	226	326	426

*Note: A lesson fee is required for all students each semester. Course numbers can be repeated second semester. See registrar to register for 2 credits.*

**380-0-1 Junior Recital**

**480-0-1 Senior Recital**

Students who take Mus 380 and/or Mus 480 for one credit will be required to furnish well researched program notes for their performance.

**200-2-4 Directed Studies**

**300-2-4 Directed Studies**

**400-2-4 Directed Studies**

**(by arrangement)**

These are individual or small group projects that augment the basic music curriculum. Popular directed studies include piano pedagogy, vocal literature, and vocal pedagogy. These courses are intended for music majors who wish to pursue more specialized study. *Fall and spring*

**190 1-3 Special Topics**

**290 1-3 Special Topics**

**390 1-3 Special Topics**

**490 1-3 Special Topics**

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal pedagogy, vocal literature, piano literature, choral literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study. *Fall and spring*



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# Nursing

*Professor Rittenbach; Assistant Professors Ash (chair), Briese, Fogarty, Gunderson, Hournbuckle, and Klose; Instructor Entzie*

The four-year baccalaureate nursing program at University of Jamestown maintains approval by the North Dakota Board of Nursing and accreditation by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education (CCNE)

655 K Street NW

Suite 750

Washington, DC 20001

Phone: 202-887-6791

ccneaccreditation.org

## **Mission Statement**

The mission of the Nursing Department is to prepare a generalist in nursing who has the foundation to practice as a professional and/or to pursue graduate studies. The department provides a curriculum based on the concepts that promote holistic health for individuals, families, and communities. The department also serves as a resource for campus and community health-related activities.

## **Intended Student Learning Outcomes for the Nursing Major**

1. Approach the patient-centered care of the individual as a biopsychosocial-spiritual human being.
2. Synthesize knowledge of individuals, families, and communities into the practice of nursing.
3. Collaborate with health team members to assist individuals/families/communities/world toward optimum wellness as they vacillate on the health continuum.
4. Apply nursing research, evidence-based practice, and knowledge from the liberal arts in refining nursing practice.
5. Utilize critical thinking in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
6. Promote quality health care in a safe environment.
7. Responsibly engage in unselfish service to human kind.
8. Apply technology and information management tools to support safe and effective patient care.

## **Declaration of Major**

Students planning to apply to the nursing program are encouraged to declare a nursing major in the freshman year. Declared students receive important communication from the Department of Nursing.

## **ADMISSION AND PROGRESSION**

There are two types of admissions into the nursing program. 1. Traditional Admission. Occurs after three semesters of nursing prerequisite and general education courses. A student may be admitted conditionally if all admission criteria are not fully met. 2. Freshman Admission. Some students may be admitted formally into the nursing program as entering freshmen (*refer to the University of Jamestown catalog, page 163*).

## **TRADITIONAL ADMISSION**

Students must apply and be accepted to the University of Jamestown prior to applying for acceptance into the nursing program. Applications are available on-line via the UJ Department of Nursing web page during the month of November. Notification regarding admission into the nursing program will be sent out at the end of December.

The criteria for admission to the nursing program are as follows:

1. Completion of all nursing pre-requisites or their equivalents: Psych 203, Nrsg 205, Biol 208 and Lab, Biol 216 and Lab, and Soc 101 or Soc 223. Biol 209 and lab may be taken before or concurrently with sophomore courses. Students who have received a grade lower than a C- in one prerequisite may repeat that course and still be eligible to apply for the nursing program. *Students who have received a grade lower than a C- in more than one prerequisite course will not be considered for admission into the nursing program.*
2. A Cumulative Grade Point Average of 3.2 or higher is required for application to the nursing program.
3. Submit a brief essay describing the extracurricular and work activities in which you have been involved that have contributed personally to you and/or the community. Indicate how you believe these experiences have prepared you for a career in nursing.
4. Enrollment is limited. Students are admitted to the program using a formula that relies significantly on the cumulative grade point average. The formula used to determine acceptance also gives University of Jamestown students some advantage over transfers. No candidate is excluded on the basis of race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.
5. Acceptance into the nursing program may be rescinded at the discretion of the University of Jamestown based on the results of a criminal background check.
6. Prerequisites cannot be fulfilled via CLEP or PEP.
7. All transcripts of credit transfers from other colleges and universities must be in the Registrar's Office before entrance into the nursing program.
8. Following admission, a grade of C- or above must be earned in all nursing courses. Refer to the Readmission Policy as stated below.

### **Readmission After Nursing Course Failure**

After receiving one failing grade (D+ or below) in a nursing course the student will be required to submit a letter requesting re-admission to the nursing program. The nursing faculty will meet and consider the student's re-admission status. A decision will be made based on the student's perceived ability to successfully progress through the major and to pass the NCLEX. Students who fail a nursing course are strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion. After receiving a D+ or below in a subsequent nursing course the student will be ineligible for continued progression through the major.

## **FRESHMAN ADMISSION**

A select number of students may be admitted directly into the nursing program on entrance to the

University. Admission to the nursing program will be made once each year for incoming University of Jamestown freshmen. The Application deadline is February 1st for fall enrollment.

The criteria for Freshman Admission to the nursing program are as follows:

1. Applicant must be admitted to University of Jamestown before application to the nursing program will be accepted.
2. Minimum high school GPA of 3.4 on 4.0 scale.
3. Preferred ACT score of 25 or SAT (R&M) score of 1200.
4. High school biology and chemistry strongly recommended.
5. Essay.

### **Progression in the Nursing Major for Freshman Admits**

All freshmen accepted to the nursing program will be required to achieve a minimum cumulative GPA of 3.0 prior to the beginning of the nursing coursework. Failure to achieve a cumulative GPA of 3.0 will make the student ineligible to enter the nursing program in the second semester of their sophomore year, even though they were admitted as a freshman. The student may reapply to the program when all admission criteria are met. Freshman students enrolled in the nursing program need to pass all prerequisite courses with a grade of C- or higher. A student earning a grade lower than a C- in two one more prerequisite courses will be deemed ineligible for progression in the nursing program.

All nursing prerequisites or their equivalents must be completed prior to beginning clinical coursework: Psych 203, Nrsng 205, Biol 208 and lab, Biol 216 and lab, Soc 101 or Soc 223. Biol 209 and lab may be taken before or concurrently with sophomore nursing courses. Students who have received a grade below C- in one prerequisite may repeat that course and still be eligible to apply for the nursing program.

Freshman students accepted into the nursing program are expected to work very closely with their academic advisor to help ensure necessary coursework is completed on time.

### **CLINICAL REQUIREMENTS**

Each semester, prior to beginning any clinical experience, the following documentation must be on file before a student will be allowed to attend clinicals.

1. Health Record Requirement:
  - Record of a current TB Test (completed through the Department of Nursing, if not obtained prior to admission). **NOTE: Although the CDC requires a chest x-ray for a positive TB test, the student should follow her/his health care provider's advice.**
  - Record of MMRs (rubeola or rubella vaccination), **OR** Positive Titer, unless born before 1957.
  - Record of 2 Chicken Pox (Herpes Varicella/Zoster) Varicella/Zoster) Vaccinations, **OR** a Positive Titer.
  - Record of Tdap.
  - Record of annual influenza vaccine.
  - Record of 3 Hepatitis B Vaccinations **OR** a signed Release Form.
  - Record of Health History Report.
  - Proof of Health Insurance/Health Insurance Waiver mailed with acceptance letter.

2. Disability Accommodation—Reasonable accommodations will be made in assisting students who have disabilities to fulfill clinical and professional requirements. The ultimate determination regarding the reasonableness of accommodations will be based on the preservation of client safety and the resources of University of Jamestown and the Department of Nursing. Students requesting disability accommodations should refer to the Office of Disability Services located in Taber Hall and to the website [www.uj.edu](http://www.uj.edu).
3. A criminal background check will be completed per affiliating healthcare agencies requirements. This process will be initiated by the Department of Nursing. Participation in the criminal background check is necessary for obtaining clearance for a student's participation in clinical learning opportunities at various healthcare facilities. Depending on the criminal background check results, the student may be denied progression in the nursing program. For the complete policy, refer to the Department of Nursing Student Handbook.

## **FEES AND EXPENSES**

Nursing majors pay the designated college expenses. In addition, while enrolled in clinical nursing courses, students will pay some additional expenses related to the clinical experience. A clinical fee of \$250 is added for each clinical course. Uniforms, stethoscopes, and lab supply totes are purchased during the sophomore year. In the sophomore year, a criminal background check is required which costs approximately \$70. Additionally, there will be costs for required immunizations which will vary according to health insurance and current immunization status. Clinical software costing approximately \$300 dollars is purchased beginning the junior year, and that fee continues each year in the nursing program. The software is an application for a hand-held smart phone or other device that can be carried during clinical experiences, therefore the purchase of a smart phone or other hand-held device is required. Juniors and seniors also pay an integrated testing fee of \$125 per semester. Transportation to and from clinical facilities is the student's responsibility. Financial aid may cover additional expenses.

University of Jamestown provides professional liability insurance for sophomore, junior, and senior nursing students. Coverage only applies while the insured is acting in his/her capacity as a student of the University. Students are expected to provide their own health and accident insurance and required immunizations.

## **TRANSFER STUDENTS**

Applicants with previous college credits are evaluated in terms of college and departmental requirements. Students seeking transfer into the nursing major should contact the Admissions Department for enrollment into the college. All nursing prerequisites must be completed prior to entrance into the second-semester sophomore courses.

## **RNS AND LPNS**

RNs and LPNs wishing to earn baccalaureate degrees may enroll in the nursing program at University of Jamestown. It is recognized that RNs and LPNs possess certain requisite knowledge and skills. Therefore, RNs and LPNs may be allowed credit in designated courses. General education requirements may be fulfilled through the approved transfer of previously earned college credit.

The length of time required to complete the baccalaureate program depends on the approved transfer of college credits and whether the student is enrolled part-time or full-time.

A grade of C- or above must be earned in all courses that are required in a major.

## Suggested Course Sequence for a Nursing Major

### Freshman Year

Dept.	Course No.	Course Title	Credits
Biol	120	Essentials of Biology and Chemistry	4
Psyc	203	Developmental Psychology	3
One of the following two courses:			
Biol	216	Microbiology	4
Soc	101	Introduction to Sociology	3
Soc	230	Sociology of the Family	3

### Sophomore Year

Dept.	Course No.	Course Title	Credits
Biol	208	Human Anatomy and Physiology I	5
Biol	209	Human Anatomy and Physiology II	5
Nrsg	205	Nutrition	2
Nrsg	206	Health Assessment	3
Nrsg	210	Nursing Foundations	6

### Junior Year

Dept.	Course No.	Course Title	Credits
Nrsg	331	Child/Adult Health I	7
Nrsg	332	The Childbearing Family	5
Nrsg	333	Child/Adult Health II	7
Nrsg	334	Child/Adult Mental Health	5
One of the following two courses:			
Psyc	302	Abnormal Psychology	3
Psyc	365	Dynamics of Addiction	

### Senior Year

Dept.	Course No.	Course Title	Credits
Nrsg	424	Child/Adult Health III	6
Nrsg	425	Community Health Nursing	6
Nrsg	426	Nursing Management	7
Nrsg	427	Nursing as a Profession	2
Nrsg	428	NCLEX Success	2
Nrsg	490	Special Topics (Elective)	1-2
Nrsg	497	Nursing Research	2
Nrsg	498	ACLS/PALS (Elective)	3
<b>Total Semester Credits</b>			<b>94-95</b>

Note: All graduating seniors must be full-time students (12 credits or more) for spring semester.

## Bachelor of Science in Nursing (continuing) to Doctor of Physical Therapy

The BSN to DPT Curriculum enables highly motivated students to achieve a BSN degree while they are completing Pre-Physical Therapy Requirements. Students are advised to declare a nursing and pre-PT major during their freshman year in order to receive important communication from the Department of Nursing and from the DPT Program.

Policies for admission to the Nursing Program (described in this catalog under Nursing), and to Doctor of Physical Therapy Program will apply.

**Suggested Course Sequence for BSN to DPT Curriculum***Freshman Year*

FALL SEMESTER		SPRING SEMESTER		SUMMER	
Course	Credits	Course	Credits	Course	Credits
UJ Foundations	1	Developmental Psych	3	Microbiology/Lab (avail on line)	4
Freshman Comp 101	3	Freshman Comp II	3		
General Psych	3	Sociology (102 or 230)	3		
General Chem I/Lab	4	General Chem II/Lab	4		
Biology I/Lab	4	Global Perspective (GE)	3		
Trigonometry	3	Music/Art/Theater/ Literature(GE)	3		
TOTAL	18		19		4

*Sophomore Year*

FALL SEMESTER		SPRING SEMESTER		SUMMER	
Course	Credits	Course	Credits	Course	Credits
Anatomy and Physl /Lab	5	Anatomy and Physl /Lab	5	Ethics (GE)	3
Physics I/Lab (Math 143)	4	Physics II/Lab (Math 144)	4		
Statistics	3	Nursing Foundations	6		
Nutrition	2	Health Assessment	3		
Computer (GE)	3	CPR/PE	1		
TOTAL	17		19		3

*Junior Year*

FALL SEMESTER		SPRING SEMESTER		SUMMER	
Course	Credits	Course	Credits	Course	Credits
Child/Adult Health I	7	Child/Adult Health II	7	American History/Govt (GE)	3
Childbearing Family	5	Mental Health Nursing	5	Nursing Cooperative (elective)	1-4
Abnormal Psych	3	Religion (GE)	3		
		Medical Terminology	1		
TOTAL	15		15		3 +

*Senior Year*

FALL SEMESTER		SPRING SEMESTER	
Course	Credits	Course	Credits
Child/Adult Health III	6	Leadership/Management	7
Community Health Nursing.	6	Nursing as a Profession	2
Nursing Research	2	NCLEX Success	2
		Nursing Elective	1-3
TOTAL	14		12-14

GE= General Elective Requirement

## Course Descriptions

(Nrsrg)

### 205-2 Nutrition

This course focuses on the role of nutrition principles across the life cycle within the context of various cultures. Food needs for energy, proteins, fats, carbohydrates, and the regulation of vitamins and minerals will be studied in relation to maintaining a healthy nutritional status. The course is designed to provide a foundation for further study of clinical nutrition and has applicability to the student's own nutritional life-style. Open to all students. *Fall*

### 206-3 Health Assessment

This course includes theory and practice in the collection of subjective and objective health-related data through physical assessment and interview, using classmates for practice. Theory and supervised practice guide the student in recognizing normal and abnormal physiological states and understanding their significance. In addition, the student will be able to use the findings to formulate a therapeutic plan of care. Prerequisites: Must be accepted into nursing major, Biol 208, and Biol 216. Corequisites: Biol 209 and Nrsrg 210. *Spring*

### 210-6 Nursing Foundations

This course focuses on the concepts of people, health, and nursing and serves as the basis for the remaining nursing curriculum. Individuals are viewed as bio-psycho-social-spiritual beings who vacillate on the health care spectrum throughout the life cycle. The role of the nurse in the health care delivery system and principles of medication administration are introduced. The nursing process is used in providing individualized nursing care. Learning experiences are provided in the classroom, learning laboratory, and health care agencies. Prerequisites: Must be accepted into nursing major. Nrsrg 205, Biol 208, Biol 216, and Psych 203. *Spring*

### 331-7 Child/Adult Health I

The focus is on care of clients through the life

cycle. The content areas of the course includes an introduction to care of the surgical patient; care of the patient with inflammation/infection, immune system; renal system alterations; maintenance of fluid and electrolyte/acid-base balance; the musculoskeletal system; care of the client with cancer; and End-of-Life care. Content and learning experiences focus on maintenance of optimum physiological, behavioral, and social responses relative to the content areas. The nursing process is used to implement the preventive, therapeutic, and supportive care of clients and families evidencing various states of health and illness. Prerequisites: Nrsrg 205, Nrsrg 206, Nrsrg 210, and all supportive courses. *Fall*

### 332-5 The Childbearing Family

This course focuses on the family who is experiencing the normal human phenomenon of childbirth. The content areas of the course consist of nursing needs and care during the antepartal period, labor and delivery, the postpartal period, and for the normal newborn and the high risk newborn. The reproductive health of men and women throughout the life span is presented. Nursing care approaches incorporate prior learning in the biopsychosocial sciences through the application of the nursing process to the childbearing family. Learning experiences in a variety of settings provide an opportunity to develop knowledge in preventive, supportive, and therapeutic nursing care of clients in the childbearing cycle. Prerequisites: Nrsrg 205, Nrsrg 206, Nrsrg 210, and all supportive courses. *Fall*

### 333-7 Child/Adult Health II

The primary content areas are maintenance of oxygenation, gastrointestinal, endocrine, and integumentary function. Learning experiences will focus on bio-psycho-social-spiritual assessment and the implementation of nursing interventions to enhance and promote adaptation for the child, adult, and family. Various resources and agencies will be used to provide the student with appropriate nursing care situations. Prerequisite: Nrsrg 331. *Spring*

### **334-5 Child/Adult Mental Health**

This course weaves together the threads of research, theory, and practice into a fabric of knowledge and competencies essential to psychiatric-mental health nursing. The content and processes for the care of identified psychiatric patients are emphasized but are also relevant to the care for all those with whom nurses interact. The nurse's role as a multidisciplinary team member is emphasized. The clinical experience is divided into two components. One clinical component will take place at the State Hospital. The second component will include community our autistic child clinical experience and a prison health service experience. Prerequisites: Nrsrg 332. *Spring*

### **397-1-4 Nursing Cooperative Experience**

This course is designed to allow students to work in an expanded role as nurse technicians or nurse interns in a health care facility during the summer before their senior year in the nursing major. Students will work under the supervision of registered nurses while they are employed by the health care facility. Registration for this course allows the student to work in the capacity of an intern or a nurse technician rather than as a Certified Nurse Assistant during summer employment. Prerequisites: Nrsrg 333 and Nrsrg 334. *Summer*

### **424-6 Child/Adult Health III**

This course focuses on the nursing care of clients and families experiencing multiple problems or striving to maintain or regain optimal health within the context of a variety of cultures. The physical systems covered are the cardiovascular and neurological systems. Selected nursing care situations require the student to synthesize knowledge from previous nursing courses and supportive courses while using the nursing process as a framework to provide nursing care. Learning takes place in a variety of settings: classroom, college laboratory, Sanford, Sanford Children's Hospital, and the Anne Carlsen Center for Children. Prerequisites: Nrsrg 332, Nrsrg 333, and Nrsrg 334. *Fall*

### **425-6 Community Health Nursing**

This course provides experience in using all prerequisite courses and nursing knowledge as it applies to the health of families, population groups, and communities. Conceptualizing a holistic view of the family/community includes an analysis and interpretation of bio-psycho-social-spiritual factors including culture, community resources, and epidemiology in relation to health. A synthesis of all steps of the nursing process is applied in working with families. Clinical experiences are gained from involvement with various community agencies. The student gains experience in assuming the role of the nurse in collaborating with health team members in the delivery of primary care. Prerequisites: Nrsrg 332, Nrsrg 333, and Nrsrg 334. *Fall*

### **426-7 Nursing Leadership/Management**

This course focuses on the development of the student in the role of a beginning nurse leader in a clinical practice discipline. The purpose is to provide the nursing student with the basic concepts and theories needed for nursing management and the crucial components of nursing leadership. The content is focused on skills that nurses need to manage care for groups of patients, manage care within the changing health care environments, manage resources for care, delegate and supervise the work of other licensed and unlicensed assistive personnel, and coordinate care with other health care disciplines. The purpose of the clinical experience is to provide the nursing student with application of skills that support the basic concepts and theories needed for effective management of client care. Prerequisites: Nrsrg 424, Nrsrg 425, and Nrsrg 497. *Spring*

### **427-2 Nursing as a Profession**

This course is an in-depth examination of concepts of nursing, the nursing role, and related issues that influence health care delivery. Both the role of professional nursing within the health care delivery system as well as the role of the individual nurse as an integral member of the health team are analyzed. Nursing is viewed as



a dynamic growing profession that is striving to define and develop its unique body of knowledge through nursing theories. Student-directed seminars are used to study current nursing theories. Prerequisites: Nrsrg 424, Nrsrg 425, and Nrsrg 497. *Spring*

## **428-2 NCLEX Success**

This course, designed for the final semester student nurse, focuses on the development of NCLEX success strategies. The student will participate in a review of nursing knowledge, study skills, stress management techniques and test-taking strategies. This course will be blended in that there will be a classroom component while students are on campus, online expectations when the students are off campus at capstone preceptorship experiences, as well as independent study requirements. Kaplan methodologies for NCLEX success will be embedded in this course. Prerequisite Classes: Nrsrg 424, Nrsrg 425. *Spring*

## **497-2 Nursing Research**

Nursing research is examined as an inherent component in the development of nursing theory and nursing practice. This course is designed to present the process of nursing research to impart understanding of quantitative and qualitative approaches to generating knowledge. The overarching goal is to enable each student to use research findings and evidence-based clinical practice guidelines in a meaningful way to influence nursing care. Throughout the course the students apply the implications of research for evidence-based practice. Prerequisite: Senior nursing student or permission. *Fall*

## **498-3 ACLS/PALS**

Following successful completion of the course, the student will receive a certification of completion in Advanced Cardiac Life Support and Pediatric Advanced Life Support from the American Heart Association. Students will learn to recognize life-threatening dysrhythmias, utilize appropriate mechanical and pharmacological interventions, and implement advanced airway management skills. The learner will be able

to cognitively state and apply the American Heart Association standards and guidelines for advanced emergency cardiac and respiratory care and resuscitation as broadly as possible in a variety of hypothetical situations. *Spring*

## **OTHER COURSES: Nursing**

**190-1-3 Special Topics**

**200-1-3 Directed Studies**

**290-1-3 Special Topics**

**300-1-3 Directed Studies**

**390-1-3 Special Topics**

**400-1-3 Directed Studies**

**490-1-3 Special Topics**

**(by arrangement)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but that have not been addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global contexts.

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# Psychology

*Professor Wallace; Associate Professors Kirkeby (chair) and Lipetzky; Lecturer Busch*

## **Mission Statement**

The mission of the Psychology Department is to contribute to a balanced program in the liberal arts through an emphasis on both scientific and philosophical considerations of the behavior of organisms, including human beings, in order to prepare students for graduate study and/or professional work.

In order to meet the needs of the diversity of students who wish to major in psychology, students may pursue either a Bachelor of Science or a Bachelor of Arts degree. Students whose career goals might include a doctoral degree in psychology should pursue the Bachelor of Science degree. Students whose immediate career goals do not include a doctoral degree (i.e., who wish to enter a master's program in psychology or a related field or enter the job market following graduation) should pursue a Bachelor of Arts degree. Students in any major may pursue the department's addiction counseling concentration, but only those with a BS or BA in psychology or another human service degree would be qualified to get licensed.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## **Intended Student Learning Outcomes for the Psychology Major**

1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills: Students will communicate effectively in a variety of formats.
8. Personal Development: Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
9. Career Planning and Development: Students will pursue realistic ideas about how to implement psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
10. Sociocultural and International Awareness: Recognize, understand, and respect the complexity of sociocultural and international diversity.

## **Core Requirements for Psychology Majors**

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Biol	150	Introduction to Biology I with Lab	4
Psyc	101	General Psychology	3
Psyc	201	Psychology in Context	3
Psyc	202	Research Methods	3
Psyc	318	Statistics for the Behavioral Sciences	3

# Psychology

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## Human Characteristics

Plus one of the following courses:

Psyc	302	or	Abnormal Psychology	
Psyc	311		Theories of Personality	3

## Biological Bases of Behavior

Plus one of the following courses:

Psyc	321		Biological Psychology	3
Psyc	330		Health Psychology	3
Psyc	360		Psychopharmacology	3

## Experimental Courses

Plus two of the following courses:

Psyc	315		Social Psychology	3
Psyc	317		Motivation and Emotion	3
Psyc	319		Cognition	3

## The Capstone Courses

Psyc	391		Junior Seminar	1
Psyc	450		History & Systems	3

**Semester Credits** **32**

Psyc			Electives	at least 12
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**Total minimum for major (required + elective)** **44**

Students are encouraged to seek internship experiences in psychology through the Career Resource Center.

*Note:* Psychology majors should note that some of the courses in the addiction counseling track do not satisfy the requirements in any of the areas above. Specifically, Psyc 411, Psyc 412, Psyc 413, and Psyc 420 will not count as psychology electives for the major or the minor.

## Requirements for the Psychology Minor

Dept.	Course No.	Course Title	Credits
Psyc	101	General Psychology	3
Psyc	201	Psychology in Context	3
Psyc	215	Applied Behavior Analysis	3
		Additional courses chosen in consultation with an advisor from the Psychology Department	12
<b>Total Semester Credits</b>			<b>21</b>

Minors in psychology must be declared and the elective courses approved prior to the senior year.

## The Addiction Counseling Concentration

The following courses are required for certification as an addiction counselor by the state of North Dakota. These courses, when combined with the psychology core courses, the general education requirements of University of Jamestown, and an appropriate grade point average will constitute a bachelor of arts degree in psychology with an addiction counseling concentration. Students are advised that certification as an addiction counselor in North Dakota requires a four-year degree. Because some of these courses are offered only during summer sessions and a number of them have prerequisites, students entering the addiction counseling concentration should carefully plan their program with their faculty advisor.

**Courses Required for Addiction Counseling Concentration**

Dept.	Course No.	Course Title	Credits
Comm	370	Diversity	3
Psyc	101	General Psychology (prerequisite course)	3
Psyc	203	Developmental Psychology	3
Psyc	299	Sophomore Experience in Addiction Counseling	1
Psyc	302	Abnormal Psychology	3
Psyc	360	Psychopharmacology	3
Psyc	365	Dynamics of Addiction	3
Psyc	401	Professional Ethics	3
Psyc	410	Fundamentals of Counseling	3
Psyc	411	Group Counseling	3
Psyc	412	Advanced Counseling	3
Psyc	413	Family Counseling	3
Psyc	420	Theories of Psychotherapy	3
Psyc	498-499	Training Practicum in Addiction Counseling (if applicable)	6-12
<b>Semester Credits</b>			<b>37-49</b>

Further information on the clinical practicum, work experience, and certification examination requirements for addiction counselors may be obtained from the Psychology Department.

**Course Descriptions**

(PSYC)

**101-3 General Psychology**

This course examines the foundation of behavior and is an overview of the field of psychology with an emphasis on fundamental processes and principles. Topics that are covered include scientific method, the nervous system and behavior, sensory processes and perception, learning, memory, motivation, cognition, personality, and behavior disorders. The general purpose of the course is to have students demonstrate a knowledge of the basic concepts, principles, theories, and issues related to these topics. This course is a prerequisite for all courses in psychology except Psyc 203. *Fall and spring*

**201-3 Psychology in Context**

This course includes components on information literacy, critical thinking, writing in APA style, avoiding plagiarism, ethical principles for psychologists, graduate education in psychology, and careers in psychology. Prerequisite or Corequisite: Psyc 101. *Spring*

**202-3 Research Methods**

This course will provide an introduction to the methodologies used in psychological research. Topics will include naturalistic observation, correlational and regression methods, reliability and validity of measurements, Special attention will be given to techniques that control or reduce error variance. Students will also be introduced to and become proficient with the technical writing style of the American Psychological Association (APA). This course will provide a basic foundation for the understanding of the research process and is intended as a prerequisite for other 300-level psychology courses in which such knowledge is essential. Prerequisites: Psyc 101 and Psyc 201. *Fall*

**203-3 Developmental Psychology**

This course is an overview of the concepts related to the development of humans from conception to old age. Emphases include the physical, intellectual, emotional, and social development of normal children, adolescents, and adults. *Fall and spring*

**204-3 Adolescent Psychology**

This course focuses on the changes in human behavior that occur during adolescence and some

of the problems associated with these changes. Issues addressed include transitions in ways of thinking, bodily changes, and ambiguities in the expectation of society. The age range covered is from age 11 to the mid-20s. Prerequisite: Psyc 101 or Psyc 203. *May be taken as a directed study under supervision of appropriate faculty members*

### **215-3 Applied Behavior Analysis**

This course is an introduction to the methods of behavior modification. It surveys the practical application of learning principles to the improvement of behavior in a variety of individual and group settings. Prerequisite: Sophomore standing or permission. *Fall*

### **299-1 Sophomore Experience in Addiction Counseling**

Students in this course will engage in job-shadowing with one or more licensed addiction counselors (LACs) for a one-week period (40 hours) during the summer of the sophomore year (or as soon as possible upon entering University of Jamestown if transferring from another school). This experience will take place at South Central Human Services, the North Dakota State Hospital, or some other approved location. The experience will be completed one week over the summer. Pre-requisite: Psyc 365. Requires permission of the department chair. *By arrangement, Summer*

### **302-3 Abnormal Psychology**

This course reviews the modern concepts of psychopathology from the perspective of the most current classification system. It stresses the etiology, diagnosis, and treatment of most of the major and minor behavior disorders. Prerequisite: Psyc 101 or Psyc 203 at least sophomore standing. *Fall and spring*

### **306-3 Industrial and Organizational Psychology**

This course provides an in-depth survey of the application of empirically obtained psychological principles to business and industrial settings. Prerequisite: Psyc 101 or Psyc 203. *Summer*

### **311-3 Theories of Personality**

This course provides an introduction to the major theories of personality: psychoanalytic, trait, biological, humanistic, behavioral, and cognitive. Each theory will be critically examined with respect to its ability to explain human behavior and to generate strategies for assessing and modifying personality. Prerequisite: Psyc 101 and at least sophomore standing. *Spring, even years*

### **315-3 Social Psychology**

This course examines the effect of the social situation on individuals' thoughts, feelings, and behaviors. Some of the topics include social perception, attitudes, prejudice, the self, attraction, interpersonal relationships, helping behavior, aggression, and small-group behavior. Same as Soc 315. Prerequisite: Psyc 101 or Psyc 203. *Fall*

### **316-3 Tests and Measurement**

The general objective of this course is to provide an understanding of the basic concepts and principles used in the psychological measurement of human characteristics. Prerequisites: Psyc 318. *May be taken as a directed study under supervision of an appropriate faculty member.*

### **317-3 Motivation and Emotion**

This course provides a basis for understanding the ways in which biological processes, learning, and cognitive components interact to determine human motivation and emotions. Topical coverage includes but is not limited to the history of the study of motivation and emotion, drives and needs, hunger and eating, love and sexuality, arousal and attention, sleep and dreams, drug use and addiction, aggression and anger, stress and health, intrinsic and extrinsic motivation, and negative and positive emotions. The course will enable students to identify and understand the major theories of motivation and emotion and apply theories to understand their own behavior, thoughts, and feelings. Prerequisite: Psyc 101 or 203 at least sophomore standing. *Spring, even years*

### **318-3 Statistics for the Behavioral Sciences**

This course builds upon material covered in Psyc

202 and is the culmination of the two-course sequence in statistics and design. The course will examine more complex statistics and research methods in psychology, including power, advanced hypothesis testing, factorial designs, one-way and two-way analyses of variance, nonparametric statistics, and advanced statistical computer applications. The major emphases will be on research design, data collection, analysis, interpretation, and professional APA reporting of research results. Students will conduct research under the direction of the instructor and present that research at the research symposium. Prerequisite: Psyc 202. *Spring*

### **319-3 Cognition**

This course presents the empirically based principles of human cognitive behavior. Some topics include perception, attention, memory, visual imagery, categorization, problem solving, decision making, creativity, and expertise. Prerequisite: Psyc 318. *Spring, odd years*

### **321-3 Biological Psychology**

This course covers the biological bases of behavior including the neurophysiological correlates of behavior: learning, memory, emotion, hunger, and thirst. In addition to coverage of the gross anatomical characteristics of the nervous system and the structural and functional characteristics of neuronal and synaptic transmission, emphasis is placed on an overview of research techniques in neuropsychology. Prerequisite: Psyc 101 or Psyc 203. *Spring, odd years*

### **323-3 Judgment and Decision Making**

The purpose of this course is to introduce and discuss the functional uses of critical thinking, problem solving, and decision making as well as prominent psychological theories related to thinking, memory, and language. Students will learn basic strategies that facilitate critical thinking, unbiased judgment, effective problem solving, and superior decision making through the discussion and analysis of research. Pre-requisites: Psyc 101 or 203. *Summer*

### **330-3 Health Psychology**

The purpose of this course is to explore a variety of health-related issues from a biopsychosocial model. Some of the topics to be covered include health behavior and prevention, stress and coping, management of chronic illness, cardiovascular disease, psychoneuroimmunology, and patient-practitioner relationships. Prerequisite: Psyc 101 or Psyc 203. *Fall*

### **360-3 Psychopharmacology**

This course presents a survey of the historical and sociological perspectives of drug use and abuse, the physiological and psychological effects of drugs, the identification and pharmacological characteristics of drugs, and the legal implications of drug abuse. A special focus on contraindication, drug interactions, and side effects is included. Prerequisites: Psyc 101 and one upper division psychology course or enrollment in the addiction counseling program. *Spring, even years*

### **365-3 Dynamics of Addiction**

This course is intended to explore the theories and scope of addiction from both personal and social viewpoints. It examines the impact of addiction on the individual, the family, and society. Addiction symptomology and causation will be covered. Prerequisites: Psyc 101 or 203. *Fall*

### **370-3 Psychology of Religion**

This course examines the nature and development of religious behavior. Its emphases include philosophical, theoretical, and methodological problems encountered in studying religious behavior and a survey of the available data pertaining to the acquisition and modification of religious beliefs, attitudes, and behavior from childhood through old age. *Spring, even years*

### **373-3 Psychology of Human Sexuality**

This course is designed to give students breadth of exposure to the psychology of human sexuality in which they will survey behavioral, personality, and psychophysiological components of human sexuality and delineate the facts regarding human sexual behavior. The course will focus on historical and sociocultural views of sexual behavior,

anatomy and physiology, communication patterns, emotions, attraction, relationships, love, and sexual health. Course objectives include providing students with the opportunity to study various topics relating to human sexuality in an objective, non-judgmental manner; to assist students in determining and clarifying their values about issues related to human sexuality; to provide information that may assist students in making decisions about sexuality related feelings and behaviors; and to enable students to better understand society's past and current attempts to regulate sexuality. Prerequisite: Sophomore standing. *Fall, odd years*

### **391-1 Junior Seminar**

This seminar course is designed to engage students in advanced study of emerging and/or controversial areas. Selected topic areas are intended to draw together the content and theory of major areas in psychology, with an emphasis on enduring issues in the field. Pre-requisites: Psyc 318 or consent of the instructor. Junior psychology majors only. *Spring*

### **395-1 Thesis Development**

The purpose of this course is to survey and critique current original research in psychology. Students will prepare a detailed theoretical and empirical literature review for class presentation. This literature review should point toward a senior thesis the following year. Pre-requisites: Psyc 202 and 318. Specifically for junior psychology majors who plan to complete senior thesis. *Spring*

### **401-3 Professional Ethics**

This course provides a survey of the ethical issues in the practice of psychology. Prerequisites: Psyc 101 and psychology major status. *Spring, odd years*

### **410-3 Fundamentals of Counseling**

A basic course in the principles and techniques of counseling in educational, industrial, and community settings. Prerequisites: Psyc 101 or Psyc 203, at least sophomore standing. *Fall*

### **411-3 Group Counseling**

This course provides a study of the principles and techniques of group work and the application of these principles to counseling. This course does not fulfill elective requirement for the psychology major or minor. Prerequisite: Psyc 410 or enrollment in the addiction counseling program. *Spring, even years*

### **412-3 Advanced Counseling**

This course examines various counseling theories and techniques that emphasize the best known techniques in psychotherapy by means of audio-visual presentation. This course does not fulfill elective requirement the psychology major or minor. Prerequisite: Psyc 410 or enrollment in the addiction counseling program. *Spring, odd years*

### **413-3 Family Counseling**

This course provides a study of family counseling principles and techniques and their application in a variety of settings but with special emphasis on the families of substance abusers. This course does not fulfill elective requirement the psychology major or minor. Prerequisite: Psyc 410 or enrollment in the addiction counseling program. *Fall, odd years*

### **420-3 Theories of Psychotherapy**

This course examines in-depth various theories and approaches to psychotherapy, combining lecture, discussion, and multi-media presentations. This course does not fulfill elective requirement for the psychology major or minor. Prerequisites: Psyc 410 or enrollment in the addiction counseling program. *Fall, even years*

### **430-3 Psychology and Law**

This seminar course introduces the student to the interconnected nature of applied psychology and the legal system. Students are offered an opportunity to explore the vast nature of the field and understand the ways in which psychology and the legal system affect and inform each other. Emphasis is on psychology and the courts, juries and jury decision-making, eyewitness testimony, evidence and related issues, the psychology of criminal behavior, and the psychology of law enforcement. Students will have the opportunity

to explore elements of course content that are of particular interest to them. Prerequisite: Psyc 101, or Psyc 203, or permission. *May be taken under supervision of appropriate faculty member.*

#### **440-3 Psychology of Gender**

This course is an overview of the psychology of gender, its issues, theories, and research methods. A review and examination of both theories and research related to the psychology of gender are conducted. Topics in this course include research methods, biological influences, socialization, relationships and sexuality, and applied settings such as school and work influenced by gender. Prerequisite: Psyc 101 and at least junior standing. *Spring, odd years*

#### **450-3 History and Systems**

This course is designed to acquaint students with the historical and philosophical antecedents of contemporary psychology. As such, it is a lecture/discussion class in which it is assumed that the student is already familiar with modern empirical and theoretical psychology. Prerequisites: Psyc 318 and graduating senior or permission of department chair. *Spring*

#### **491-1 Senior Research Seminar**

This seminar course is designed to allow senior psychology majors with additional opportunities for advanced study of emerging and/or controversial areas. Selected topic areas are intended to draw together the content and theory of major areas in psychology, with an emphasis on enduring issues in the field. Pre-requisites: Psyc 391 and Psyc 395. Senior psychology majors. Co-requisite: Psyc 497. *Spring*

#### **497-3-6 Independent Research in Psychology: Senior Thesis**

Directed research in a topic area worked out with a member of the psychology faculty. The purpose of this course is to provide the student with direct experience doing research. The thesis should be designed during the second semester of the junior year so that the data may be collected early enough in the fall to permit analysis and submission to a regional psychological association meeting

for presentation in the spring and submission for publication before the student graduates. Prerequisite: Permission.

#### **498-1-12 Training Practicum in Addiction Counseling**

Addiction counseling students will take course credit while completing their NDBACE-approved training practicum in addiction counseling. This will be accomplished over the course of two consecutive terms (including summer). Students must make acceptable progress in Psyc 498 to be eligible for enrollment in Psyc 499. Students enrolled in Psyc 498 may have no more than two uncompleted addiction counseling concentration courses. Students with alternative financial support for the training practicum may petition to have this requirement waived.

#### **499-3-6 Training Practicum in Addiction Counseling**

Addiction counseling students will take course credit while completing their NDBACE-approved training practicum in addiction counseling. This will be accomplished over the course of two consecutive terms (including summer).

#### **200-1-4 Directed Studies**

#### **300-1-4 Directed Studies**

#### **400-1-4 Directed Studies (by arrangement)**

#### **190-1-4 Special Topics**

#### **290-1-4 Special Topics**

#### **390-1-4 Special Topics**

#### **490-1-4 Special Topics**

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

#### **495-2-4 Independent Study**



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# Religion-Philosophy

*Professors Lang and S. Reed (chair)*

## Mission Statement

The mission of the Religion-Philosophy Department at University of Jamestown is to promote the significance of Christian faith and thought for all areas of life and to provide students with a sound educational foundation in the fields of religion and philosophy.

A grade of C- or above must be earned in all courses that are required in a major or a minor.

## Intended Student Learning Outcomes for the Religion and Philosophy Majors

1. Students will demonstrate their ability to produce clear and cogent writing.
2. Students will demonstrate their knowledge of the contents and messages of the books of the Christian Bible.
3. Students will demonstrate an historical and theoretical foundation in the field of philosophy.
4. Students will explain the key elements of major ethical theories.
5. Students will demonstrate their knowledge of the key elements of the historic Christian faith.

## Requirements for the Religion-Philosophy Major

Dept.	Course No.	Course Title	Credits
Rel	211	Old Testament	3
Rel	212	New Testament	3
Rel	362	Christian Beliefs	3
Rel	296/396 or 297/397	A study of selected texts of the Bible	3
<b>Semester Credits</b>			<b>12</b>

Dept.	Course No.	Course Title	Credits
Phil	252	Ethics	3

Plus three of the following four courses:

Dept.	Course No.	Course Title	Credits
Phil	303	Classical Philosophy	3
Phil	305	Medieval Philosophy	3
Phil	306	Modern Philosophy	3
Phil	307	Recent and Contemporary Philosophy	3
<b>Semester Credits</b>			<b>12</b>

Dept.	Course No.	Course Title	Credits
Rel/Phil		Electives	12
<b>Semester Credits</b>			<b>12</b>

**Total Semester Credits** **36**

## Recommended Courses

Dept.	Course No.	Course Title	Credits
Rel	371	World Religions	3

## Requirements for the Religion Minor

Dept.	Course No.	Course Title	Credits
Rel	211	Old Testament	3
Rel	212	New Testament	3

Rel	362	Christian Beliefs	3
Rel		Electives	9
<b>Total Semester Credits</b>			<b>18</b>

**Requirements for the Christian Ministry Minor**

Dept.	Course No.	Course Title	Credits
One of the following three courses:			
Comm	101	Introductory Communication Studies	
Comm	102	Fundamentals of Public Speaking	
Comm	201	Oral Interpretation	3
Rel	211	Old Testament	3
Rel	212	New Testament	3
Rel	315	Christian Traditions	3
Rel	319	Introduction to Christian Ministry	3
Rel	362	Christian Beliefs	3
Rel	415	Field Experience	3
<b>Total Semester Credits</b>			<b>21</b>

**Requirements for the Philosophy Minor**

Dept.	Course No.	Course Title	Credits
Phil	252	Ethics	3
Plus two of the following four courses:			
Phil	303	Classical Philosophy	3
Phil	305	Ancient and Medieval Philosophy	3
Phil	306	Modern Philosophy	3
Phil	307	Recent and Contemporary Philosophy	3
<b>Semester Credits</b>			<b>6</b>
<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Phil		Electives	9
<b>Total Semester Credits</b>			<b>18</b>

**Course Descriptions**

**RELIGION**

(REL)

**211-3 Old Testament**

A study of the origins and transmission of the Old Testament writings in their historical, religious, and cultural contexts. The messages of these books for their original readers will be examined for their continuing significance for today.

**212-3 New Testament**

A study of the origins and transmission of the New Testament writings in their historical, religious, and cultural contexts. The messages of these books for their original readers will be examined for their continuing significance for today.

**220-3 Psalms**

A study of the content, themes, genres, and messages of the book of Psalms. Consideration will be given to the historical and cultural backgrounds that are reflected within the texts. Modern methods for the study of the Psalms will be used to determine the messages of these Psalms when first written and to reflect on their continuing significance for today.

**222-3 Short Stories of the Old Testament**

A study of a selection of short stories found in the Old Testament, such as Samson, the birth of Samuel, and David and Bathsheba, as well as short books of the Old Testament, such as Jonah, Ruth, and Esther. Attention will be given to how the stories are entertaining, realistic reflections of everyday life with moral and religious significance.

### **224-3 Life and Teachings of Jesus**

This course will examine the various ways that the life and teachings of Jesus are depicted in Matthew, Mark, Luke, and John. Students will be introduced to literary and historical methods used by modern scholars to study the literary aspects of the gospels as well as the historical details related to the life of Jesus. Attention will be given to the various ways that Jesus has been understood and interpreted in the Gospels and to how the Gospels continue to provide nourishment and challenge to modern day readers.

### **226-3 Paul's Letters to Corinth**

A study of Paul's letters to the Christian church that he founded at Corinth. Attention will be given to the nature and background of the church at Corinth and to the struggles it was undergoing as well as to how Paul's letters provided guidance, direction and challenge to the community there. Paul's understanding of the Christian faith has practical implications for life in this early first century church and has some analogous implications for contemporary concerns.

### **228-3 Parables**

A study of the parables of Jesus in Matthew, Mark, and Luke. Attention will be given to the literary characteristics of these texts as well as to the historical and cultural contexts that shaped them. Consideration will be given to how the parables functioned within the ministry of Jesus and the early church as well as to their continued relevance for today.

### **230-3 The Spiritual Life**

This course investigates the practice and significance of Christian spirituality in the ancient, medieval, and modern periods. Students will read and discuss classic spiritual texts in the Roman Catholic, Protestant, and Eastern Orthodox traditions.

### **301-3 New Testament Greek I (Beginning)**

An introduction to the grammar, syntax, and vocabulary of the Koine Greek of the New Testament. This is the first semester of a two semester course. It is designed to introduce the

student to reading the Greek New Testament with the aid of a lexicon. The class will use an inductive approach by reading through the book of First John.

### **302-3 New Testament Greek II (Beginning)**

An introduction to the grammar, syntax, and vocabulary of the Koine Greek of the New Testament. This is the second semester of a two semester course. It is designed to introduce the student to reading the Greek New Testament with the aid of a lexicon. The class will use an inductive approach by reading through 1 John 2:28-5:21; 2 John, 3 John, John 1:1-18.

### **304-3 Philosophy of Religion**

An examination of the classical arguments for the existence of God, the seeking of a definition for religion, and the exploration of the thoughts of several philosophers about religion. Special attention is given to the problem of evil. Same as Phil 304. *Offered every two years*

### **305-3 Ancient Near East**

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as Hist 305. *Offered every other year*

### **315-3 Christian Traditions**

A survey of the differences in theology and polity of the major Christian traditions/denominations (e.g., Catholic, Lutheran, Reformed, Baptist, etc.), particularly as to how those differences influence the practical and daily ministry of the church. Ministers from various traditions represented in the local community will participate. Each student will have the opportunity to engage in a class project related to his/her particular tradition.

**316-3 Religion in American History**

An examination of the history of religion in America and the role religion has played in the development of American culture. Emphasis is placed on the development of major American denominations, on non-Christian religions, and on the relationship of religion and politics in America. Same as Hist 316.

**319-3 Introduction to Christian Ministry**

A survey and discussion of various approaches to different forms of ministry in the Church: adult, youth, children, small group, hospital visitation, etc. Ministers from the local community with experience in various areas of ministry will participate. Each student will have an opportunity to engage in a class project in his or her area of interest.

**320-3 Reformation**

A survey and analysis of the European Reformation during the 16th century. An examination of the life and teachings of various Protestant reformers such as Luther, Calvin, Cranmer, Muntzer, and Menno Simmons as well as Roman Catholic reformers such as Erasmus, Savonarola, and Ignatius of Loyola. A survey of various Christian groups and movements that arose during this time such as Anabaptist, Presbyterian, Lutheran, and Jesuits will also be given. The influence of the period of time for the contemporary understanding of the Christian faith will be addressed.

**362-3 Christian Beliefs**

An examination of the teachings of classical Christianity—the beliefs that have been held in common by most Christians throughout the centuries. *Offered every two years*

**371-3 World Religions**

An introduction to major world religions including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, and others. Each religion will be studied within its historical context and attention will be given to central concerns of each religion. *Offered every two years*

**415-3 Field Education**

A course designed to help familiarize the student with the daily practical world of ministry in the local church. Students will work under the supervision of a minister in a local community and a member of the Religion/Philosophy department. Prerequisite: Rel 319 or permission from the department chair. *Note:* This course does not fulfill the general education requirement in religion.

**196-2-3**

**296-2-3**

**396-2-3 Selected Texts of the Old Testament**

An opportunity to examine selected texts and themes of the Old Testament.

**197-2-3**

**297-2-3**

**397-2-3 Selected Texts of the New Testament**

An opportunity to examine selected texts and themes of the New Testament.

**190-1-3 Special Topics**

**290-1-3 Special Topics**

**390-1-3 Special Topics**

**490-1-3 Special Topics**

A study of the basic works of a prominent theologian or movement or the study of a specialized theme within the field of religion. Topics will vary from offering to offering and will be announced in the class schedule. *Offered occasionally*

**200-2-3**

**300-2-3**

**400-2-3 Directed Studies**

Prerequisite: At least one year in religion. May not duplicate any regular course in the department without permission from the department chair.

**495-2-3 Independent Study**

Prerequisite: At least one directed study in religion. May not duplicate any regular course in the department without permission from the department chair.

## PHILOSOPHY

(PHIL)

### 251-3 Introduction to Critical Thinking

An introduction to concepts and methods for understanding and evaluating claims and arguments in everyday life. Attention is given to informal fallacies and to the analysis of deductive and inductive arguments.

### 252-3 Ethics

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse. Sophomore standing required. *Offered every semester*

### 303-3 Classical Philosophy

An examination of the central themes of western philosophy from their beginnings in the presocratic period through the classical Greek formulations of Plato and Aristotle to the Roman classical period and the writings of the later stoic and neo-platonic philosophers (approx. 800 B.C. to 300 A.D.). *Offered every two years*

### 304-3 Philosophy of Religion

An examination of the classical arguments for the existence of God, the seeking of a definition for religion, and the exploration of the thoughts of several philosophers about religion. Special attention is given to the problem of evil. Same as Rel 304. *Offered every two years*

### 305-3 Medieval Philosophy

The examination of medieval philosophical thought from its roots in neoplatonism and the thought of St. Augustine through its scholastic systemization in St. Thomas Aquinas to its beginning transition to modern formulations in the 14th century (approx. 400 A.D. through 1400 A.D.). *Offered every two years*

### 306-3 Modern Philosophy

The examination of selected philosophical classics from the Renaissance to the early 19th century. *Offered every two years*

### 307-3 Recent and Contemporary Philosophy

An examination of various philosophical movements of the past century and a half (and today) such as pragmatism, existentialism, and analytic philosophy. *Offered every two years*

### 351-2-3 Issues in Philosophy

A study of the basic works of a prominent philosopher or movement. The specific topic will change from year to year and will be announced in the class schedule. No prerequisite.

### 483-3 Philosophy of History

An investigation of the ways in which analytic and speculative thinkers have viewed the nature of history from St. Augustine to contemporary times. Same as Hist 381.

### 200-2-3

### 300-2-3

### 400-2-3 Directed Studies

Prerequisite: At least one year of philosophy. May not duplicate any regular course in the department without permission from the department chair.

### 190-1-3 Special Topics

### 290-1-3 Special Topics

### 390-1-3 Special Topics

### 490-1-3 Special Topics

### 495-2-3 Independent Study

Prerequisite: At least one directed study in philosophy. May not duplicate any regular course in the department without permission from the department chair.

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# Teacher Education

*Associate Professors Crabtree-Groff; Assistant Professors Nelson (Chair) and Stotts*

## **Mission Statement**

“Teachers as Reflective Decision-Makers” is the organizing theme that integrates the University of Jamestown Teacher Education program’s mission, philosophy, belief statements, and goals. Our mission is to provide opportunities for students to acquire the knowledge, skills, attitudes, and behaviors that will allow them to deliver optimum learning experiences for diverse pupils in changing classroom environments. It is our belief that this program model serves to balance the ideals of the liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual. This department believes that continual and comprehensive assessment of student learning in our program is essential for determining the achievement of ongoing program goals and supports the use of outcomes assessment results to this end.

## **Intended Student Learning Outcomes for the Teacher Education Major**

1. The student will demonstrate general knowledge in the core areas of reading, writing and mathematics.
2. The student will demonstrate content knowledge in his/her major area.
3. The student will demonstrate an understanding of pedagogy and related skills/abilities.
4. The student will demonstrate an understanding of disposition as it relates to education and personal reflection.
5. The student will demonstrate the ability to transfer learning to effective classroom performance.
6. The student will demonstrate the ability to be an effective reflective decision-maker.

## **Master’s of Education in Curriculum and Instruction**

For information regarding this program, please see the University of Jamestown graduate publication.

## **Admission to the Teacher Education Program**

Approved areas for teacher licensure at University of Jamestown include biology, chemistry, English, foreign language, history, mathematics, music, physical education, and elementary education. (Music education and physical education teacher education are K-12 areas.)

Students in Teacher Education at University of Jamestown progress through three levels in their program. Teacher Education students are referred to as candidates.

### **Level I (entry level)**

The entry level is provisional admission and entrance into teacher education and involves several steps as determined by the department and the Teacher Education Council. Candidates apply for admission to the program while enrolled in Educ 201: Introduction to Teaching.

Provisional admission at the entry level includes the following criteria:

1. Completion of Educ 201: Introduction to Teaching with a minimum grade of C- and satisfactory completion of the 12 hour field experience. This includes completion of the entry level forms during this semester.
2. Completion of Educ 100: Praxis Preparation
3. Minimum grade of C- in Engl 101 and Engl 102
4. Minimum grade of C- in Comm 102 or 201 for the speech requirement

5. Minimum cumulative GPA of 2.70
6. Recommendation from Educ 201 instructor
7. Approval of the advisor, Teacher Education Department, and the Teacher Education Council
8. Completion of the Praxis I (Core Academic Skills) tests

### **Level II (application for full admission into program)**

Upon completion of a listed requirements, candidate will be considered by the department for full admission into teacher education. Candidates are reviewed on the basis of academic record, character traits, and skills in oral and written communication. If the Teacher Education Council must deny admission to candidates that do not meet the criteria, assistance will be offered through the Career Services for developing other career plans. In addition to unconditional acceptance or denial, the Teacher Education Council may grant a conditional review for provisional admission to the program following a meeting with the teacher education department. Specific criteria for admission can be found in the Policies and Procedures Manual.

Full admission at the mid-level includes the following criteria:

1. A grade of C- or above must be earned in all courses that are required in a major or a minor.
2. 2.70 cumulative GPA
3. No Incomplete grades
4. Successfully completing the Praxis I (Core Academic Skills) tests as described below

In order to be recommended for teacher licensure, North Dakota requires candidates to take the Praxis I (Core Academic Skills) tests prior to applying for licensure and achieve the following minimum scores: Reading 156, Writing 160, Math 150. The state allows a composite score of 466 if two of the three tests are passed with the minimum passing score. Once approved by the TEC, candidates are eligible to register for the following courses:

1. Educ 398: Junior Seminar, Educ 399: Classroom Practicum
2. Candidates apply for student teaching during Educ 398.

### **Level III (final level - the Student Teaching Semester)**

The semester devoted to student teaching is a demanding one. Application for student teaching must be made one semester before the student teaching semester, typically during Educ 398: Junior Seminar. Approval for student teaching is granted by the Education Department and the Teacher Education Council.

Candidates must plan their programs carefully to be free of other classes and activities. Any involvement or participation in on-campus activities must meet with prior approval of the chair of the Teacher Education Department. Out-of-area assignments require candidate and departmental pre-planning and approval and should begin two semesters before student teaching.

All plans for the student teaching semester must be arranged with the Teacher Education Department faculty. Only those elementary and secondary schools that are fully accredited will be used as sites for student teachers. Additional information is available in the University of Jamestown Student Teaching Handbook.

Fees: Student teachers will pay a semester fee to be determined by the administration in addition to designated college expenses. Seminars: Local/area student teachers are required to attend seminar sessions as scheduled. Out-of-area student teachers are encouraged to attend available sessions where they are practice teaching. Pertinent information will be forwarded to out-of-area student teachers.

Note: It is recommended that candidates take the Praxis II in their content area before student teaching, and the Praxis II PLT during student teaching. Check the ESPB website at [www.nd.gov/esp](http://www.nd.gov/esp) or [www.ets.org](http://www.ets.org) to find test number and cut score. The Praxis II tests are a program exit requirement and are required for ND licensure. Students planning to student teach out of state need to check the state's licensing site for state specific information.

## **Requirements and Suggested Sequence for the Elementary Education Major**

General Education requirements include

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Engl	101	Freshman Composition	3
Engl	102	Freshman Composition/Literature	3
Comm	102	Fundamentals of Public Speaking	3
Comm	201 <sup>or</sup>	Oral Interpretation of Literature	
Comm	305	Cross-Cultural Communication	3
Soc	320 <sup>or</sup>	Comparative Cultures	
Pols	104	American National Government	3
Hist	207 <sup>or</sup>	The United States to 1865	
Hist	208 <sup>or</sup>	The United States Since 1865	
Hist		Non-Western History	3
Math	102	Intermediate Algebra	3
Math	111 <sup>or</sup>	College Algebra (or higher)	

### *Sophomore*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Educ	100	Praxis Preparation	0
Educ	201	Introduction to Teaching	3
Educ	202	Science for Elementary Teachers	3
Educ	203	Mathematics for Elementary Teachers	3
Educ	205	A Study of Native American Cultures	2
Educ	210	Curriculum and Teaching in the Elementary School	3
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	319	Instructional Media and Technology	3
Educ	353	Applied Cognitive Theories	3
KNS	184	Health Education	3
KNS	261	Methods & Activities for Teaching Elementary PE	3
Psyc	203	Developmental Psychology	3

### *Junior*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Educ	301	Methods: Elementary Mathematics	3
Educ	305	Managing and Monitoring the Learning Environment	3
Educ	314	Creative Arts in the Schools	3
Educ	315	Methods: Elementary Social Studies	3
Educ	316	Assessment/Evaluation	3
Educ	342	Methods: Elementary Language Arts	3
Educ	343	Children's Literature and Reading across the Curriculum	3
Educ	344	Young Adult Literature	3
Educ	351	Geography for Teachers	3
Educ	398	Junior Seminar	1
Educ	399A	Classroom Practicum (Elementary)	1
Educ	405	Methods: Elementary Content Reading	3
Educ	415	Methods: Elementary Science	3



## Senior

Dept.	Course No.	Course Title	Credits
Educ	418	Student Teaching in the Elementary School (includes seminars) or	16
Educ	419	Student Teaching in Elementary and Secondary Schools (includes seminars)	
<b>Total Semester Credits</b>			<b>103</b>

## Concentration Area

In addition to the general education and professional education requirements, each elementary education major must choose, with his or her advisor, an area of concentration with a minimum of sixteen credits. A second option would be to choose two concentrations with a minimum of eight credits in each. Acceptable areas of concentration include biology, chemistry, English, foreign language, history, mathematics, music, physical education, middle school, early childhood, and special needs. Other areas may be acceptable with the approval of the chair of the Education Department. Changing state/federal standards and the state standards may require program modifications.

Changing state/federal standards and may require program modifications. Concentrations are not equivalent to teaching certifications but provide an opportunity for students to become specialized in an area beyond their elementary, secondary, or K-12 education major. Students are encouraged to discuss with their advisor the additional courses necessary to complete the full teaching certification in a concentration area.

## Recommended electives:

Although not required for the major, students are able to choose elective courses to broaden their knowledge and experience.

Dept.	Course No.	Course Title	Credits
Educ	200/300/400	Directed Studies	1-4
Educ	309	Learning Disabilities	3
Educ	325	Middle School Foundations	3
Educ	354	Early Childhood Program Management	3
Educ	412 or	Honors Tutoring or	1
Educ	412SN	Special Needs Tutoring	1
Educ	423	Diagnostic and Corrective Reading	2
Educ	423B	Clinical Field Experience for Educ 423 (must be taken concurrently)	2
Educ	450	Special Topics/Electives may include: Philosophy of Education, School Law, Portfolios, Brain Research, Assessment and Evaluation, among others. Students may take a 2-3 credit elective with advisor approval.	2
Educ	495	Independent Studies	1-4
KNS	346	Adaptive Physical Education	2
Mus	291	Music Methods in the Elementary School	3
Psyc	316	Tests and Measurements	3

## Requirements and Course Sequence for Secondary Education Certification

Co-requirement: at least one major in a field taught in public schools: UJ approved areas for secondary teacher licensure include biology, chemistry, English, history, mathematics, music, and physical education (music education and physical education are K-12 areas.).

**Secondary Education, Music, and Physical Education Professional Component**

General requirements include

Dept.	Course No.	Course Title	Credits
Engl	101	Freshman Composition	3
Engl	102	Freshman Composition/Literature	3
Comm	102	Fundamentals of Public Speaking	3
Comm	201 or	Oral Interpretation of Literature	3
Comm	305 or	Cross-Cultural Communication	3
Soc	320 or	Comparative Cultures	3
Pols	104	American National Government	3
Hist	207 or	The United States to 1865	3
Hist	208 or	The United States Since 1865	3
Hist		Non-Western History	3
Math	102	Intermediate Algebra	3
Math	111 or	College Algebra (or higher)	3

All secondary education majors must pursue the Bachelor of Arts general education requirements.

*Sophomore*

Dept.	Course No.	Course Title	Credits
Educ	100	Praxis Preparation	0
Educ	201	Introduction to Teaching	3
Educ	205	A Study of Native American Cultures	2
Educ	209	Principles/Practices of Teaching in Middle and Secondary Schools (music and PE should refer to their catalog section)	3
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	319	Instructional Media and Technology (music and PE should refer to their catalog section)	3
Educ	353	Applied Cognitive Theories	3
Psyc	203	Developmental Psychology	3

*Junior*

Dept.	Course No.	Course Title	Credits
Educ	305	Managing and Monitoring the Learning Environment	3
Educ	310	Reading Methods: Middle & Secondary Schools	3
Educ	316	Assessment/Evaluation	3
Educ	398	Junior Seminar	1
Educ	399B or	Classroom Practicum (Secondary) or	1
Educ	399C or	Physical Education/Music Practicum	1
Educ	399D or	(Elementary/Secondary) or	1
Educ	399E	Special Needs Practicum	1

*Senior*

Dept.	Course No.	Course Title	Credits
Educ	419	Student Teaching in Elementary and Secondary Schools	16
	or	(includes seminars) or	
Educ	420	Student Teaching in the Secondary School (includes seminars)	

Total Semester Credits 68 plus courses specific to departments.

**Special Methods Courses and Additional Courses Specific to Departments**

Special Methods Courses specific to departments are taken during the junior and senior years. Content area requirements can also be found in the department sections of the catalog.

# Teacher Education

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## *Biology and Chemistry Education Majors*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Educ	406	Science Methods: Middle/Secondary School	3
Math	205	Statistics	3

## *English Education Majors*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Educ	326	English Methods: Middle/Secondary School (required for English majors)	3
Educ	344	Young Adult Literature	3

## *History Education Majors*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Educ	351	Geography for Teachers	3
Educ	407	Social Studies Methods: Middle/Secondary School	3
Hist	207	The United States to 1865	3
Hist	208	The United States since 1865	3
Hist/Educ	312	North Dakota History	3
Pols	225	Comparative European Governments or	3
Pols	342 <sup>or</sup>	American Foreign Policy, or another current affairs course	3

Concentration in second social studies area

## *Mathematics Education Majors*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Educ	406	Science Methods: Middle/Secondary School	3
Math	205	Statistics	3
Math	412	History of Math	3
Math	415	Algebraic Structures	3

## *Music Education Majors*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Mus	291	Music Methods in the Elementary School	3
Mus	292	Music Methods: Secondary Choral	3
Mus	293	Music Methods: Secondary Instrumental	2

## *Physical Education Majors*

<b>Dept.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
KNS	261	Methods & Activities for Teaching Elementary KNS	3
KNS	262	Middle School Activities & Materials	3
KNS	263	High School Activities & Materials	3
KNS	361	Methods in Physical Education	3

## **Additional Information for Prospective Secondary Teachers**

Prospective secondary teachers need to meet and discuss their programs early with both their academic advisors and their advisors in the Education Department; the meeting should occur during the first semester of the sophomore year. Generally, the major in the discipline for secondary teaching is the same as the regular major, but there are some additional requirements for teaching:

### **For more information, see the specific major or department.**

Special methods courses for teaching in the disciplines at the secondary level are also required. (See preceding paragraph on special methods.) Early contact, advising, and planning are necessary in order to meet state standards and departmental requirements so that teacher Education candidates can succeed in the growing demands of the profession. Changing state/federal standards may require program modifications and changes.

**Recommended electives:**

Although not required for the major, students are able to choose elective courses to broaden their knowledge and experience.

Dept.	Course No.	Course Title	Credits
Educ	200/300/400	Directed Studies	1-4
Educ	309	Learning Disabilities	3
Educ	325	Middle School Foundations	3
Educ	344	Young Adult Literature	3
Educ	354	Early Childhood Program Management	3
Educ	412 or	Honors Tutoring or	1
Educ	412 SN	Special Needs Tutoring	1
Educ	423	Diagnostic and Corrective Reading	2
Educ	423B	Clinical Field Experience for Educ 423 (must be taken concurrently)	2
Educ	450	Special Topics/Electives may include: Philosophy of Education, School Law, Portfolios, Brain Research, Assessment and Evaluation, among others. Students may take a 2-3 credit elective with advisor approval.	2
Educ	495	Independent Studies	1-4
KNS	346	Adaptive Physical Education	2
Mus	291	Music Methods in the Elementary School	3
Psyc	316	Tests and Measurements	3

**Requirements and Suggested Sequence for the Early Childhood Education Concentration**

The elementary education major wanting to teach pre kindergarten and/or kindergarten must take the starred coursework for the ECH concentration listed below. This will allow them to apply for a kindergarten endorsement along with their elementary education major. Only elementary education candidates may take this entire concentration, which includes student teaching. Part of the student teaching experience is at the kindergarten level.

Dept.	Course No.	Course Title	Credits
Educ	206*	Introduction to Early Childhood Education	3
Educ	350*	Language and Literacy Development in Early Childhood	2
Educ	352	Health Issues and Concerns in Early Childhood	2
Educ	373*	Methods and Materials in Early Childhood Education	3
Educ	374*	Preschool and Day Care Practicum	1
Educ	417	Student Teaching in the Kindergarten (may only be taken in conjunction with Educ. 418A-10) (includes seminars)	6
<b>Total Semester Credits</b>			<b>18</b>

\*Courses required for endorsement and two additional hours.

**Requirements for Middle School Endorsement (current state requirements)**

These courses will assist you in obtaining the Pedagogy for the endorsement for North Dakota but not the content area equivalency. University of Jamestown may or may not have all the necessary courses for all the content area equivalency endorsements. Contact the ESPB or licensure office in the state for requirements to teach varied concentrations or endorsements. This Middle School Pedagogical Concentration does not give you all the requirements to teach that content area. You would need to contact ESPB and apply for endorsements in Middle School Pedagogy and also Middle School Content when applying for licensure. If the content is not complete, you have the option of a ‘Program of Study’ for the coursework, or doing the Praxis II content test in your chosen endorsement area.

# Teacher Education

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Dept.	Course No.	Course Title	Credits
Educ	209	Principles/Practices of Tchg. in Middle & Secondary Schools	3
Educ	310	Reading Methods: Middle & Secondary Schools	3
Educ	405 or	Methods: Elementary Content Reading	
Educ	325A	Middle School Foundations and	3
Educ	325B	Middle School Field Experience	0
Psyc	203	Developmental Psychology	3

Plus hours in content area

## Special Needs Concentration (16 credits)

Dept.	Course No.	Course Title	Credits
Educ	207	Curriculum Development and Creative Options	3
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	304	Interpersonal Communication/Collaboration	3
Educ	307	Accommodations/Modifications/Enrichment	3
Educ	309	Learning Disabilities	3
Educ	311	Transition	3
Educ	316	Assessment/Evaluation	3
Educ	399E	Special Needs Practicum	1
Educ	450	Special Topics: Gifted	2
Educ	450	Readings in Special Needs	2

## Course Descriptions EDUCATION (EDUC)

### 100-0 Praxis Preparation

This course is taken concurrently with Educ 201: Introduction to Teaching. The course prepares students to take the Praxis I (Core Academic Skills) tests required for teacher licensure and full admission to the Teacher Education major. Prerequisite: Sophomore standing or permission. *Fall and spring*

### 201-3 Introduction to Teaching

The first course in education for the pre-service prospective teacher. History and philosophy of American education are surveyed along with the personal and professional requirements of teaching. Course requirements include field experience in an accredited public or private classroom. Prerequisite: Sophomore standing or permission. *Fall and spring*

### 202-3 Science for Elementary Teachers

This course is a study of the basic science concepts from biology, chemistry, physical science, space science and earth science that elementary teachers are expected to know. Several types of teaching

and evaluation techniques are examined in this course. Prerequisite: College level science class or permission. *Spring*

### 203-3 Mathematics for Elementary Teachers

A continuation of basic college mathematics with additional topics from elementary algebra, geometry, mathematical reasoning, basic number operations, probability, and the history of mathematics. The curriculum includes investigations with manipulatives, calculators, and computers. Prerequisite: Math 102 or higher level math course. *Spring*

### 205-2 A Study of Native American Cultures

Emphasis is placed on the study of Indian tribes of the Northern Great Plains, specifically North Dakota. Past, present, and future aspects of Indian life will be examined. *Fall*

### 206-3 Introduction to Early Childhood Education

A course designed to provide an overview of the growth and development of early childhood education in the United States and elsewhere. Curriculum organization and components (as well as the management of a classroom) will

be studied. Theories and philosophies pertinent to early childhood education will be examined. Course requirements include field experience in public or private settings. *Fall, Spring as needed*

### **207-3 Curriculum Development and Creative Options**

A study of methods, procedures, strategies, materials, modifications, and current trends and research in the instruction of students with disabilities. Learning theories and philosophies will be discussed to lay a foundation for appropriate assessment and planning of effective programs for this population. *Offered at the discretion of the department (SN)*

### **209-3 Principles and Practices of Teaching in Middle and Secondary Schools**

Principles of teaching, planning for teaching, curriculum developments, guidance, evaluation, and specific teaching procedures. The student/teacher relationship will be a major focus of this course. Includes field experience. *Fall at the discretion of the department*

### **210-3 Curriculum and Teaching in the Elementary School**

Principles of teaching, planning for teaching, curriculum developments, guidance, evaluation, and specific teaching procedures. Includes tutoring and small group teaching experience as well as field experience. *Fall*

### **301-3 Mathematics Methods: Elementary and Middle School**

An overview of elementary and middle school mathematics education — history, issues, and national standards. Methods of teaching standards-based topics for elementary mathematics will be examined, practiced, and applied for teaching in elementary schools. A field experience component will be required. Emphasis is given to problem-solving strategies with manipulatives, visuals, and other instructional technologies. Prerequisites: Educ 201, 203, and entry level admission to teacher education. Prerequisite or Corequisite: Educ 210. *Fall*

### **303-3 Introduction to Teaching Students with Exceptionalities**

Designed to provide prospective elementary and secondary school teachers with the knowledge and skills to understand and teach students with exceptionalities. *Fall and spring*

### **304-3 Interpersonal Communication/ Collaboration**

An introductory course on the understanding and development of effective interpersonal communication skills and working relationships among families, professionals, and students with exceptionalities. *Offered at the discretion of the department (SN)*

### **305-3 Managing and Monitoring the Learning Environment**

This course provides prospective educators with a proactive, comprehensive, and practical guide for the understanding and development of skills necessary to create a positive learning environment, encourage appropriate social interactions, and advance engagement learning. Emphasis is on recognizing and empowering desired behavior and addressing undesirable behavior. Teacher disposition is also explored for its effect on student learning, motivation, and development as well as the educator's own professional growth. *Spring*

### **307-3 Accommodations/Differentiation**

A foundations course on adapting instruction to provide appropriate services for students with exceptionalities, including students with disabilities, at-risk for failure, and those needing enrichment. *Offered at the discretion of the department (SN)*

### **309-3 Learning Disabilities**

An introductory course that studies the characteristics of students with learning disabilities and offers practical suggestions and methods for teaching these students in an inclusive setting. *Offered at the discretion of the department (SN)*

### **310-3 Reading Methods in Middle and Secondary Schools**

A course designed to improve vocabulary, reading comprehension, and study for middle school and junior and senior high school students through the identification of skills and processes needed to perform textbook reading tasks. Course includes evaluation of reading abilities, creation of reading exercises, and field experience. *Spring*

### **311-3 Transition**

Designed to provide prospective educators with an understanding of transitional issues involving students with special needs. *Offered at the discretion of the department (SN)*

### **312-3 North Dakota History**

A course designed for education majors that presents the geographical and climatic environment of North Dakota as well as its prehistory and development from the days of the fur traders through the 20th century. Required for secondary education certification in history. *Spring, even years*

### **314-3 Creative Arts in the Classroom**

An exploration of the stages of growth in children's artistic development as it applies to the K-12 classroom, including direct experiences with methods and materials in art, music, creative drama, and movement education. School site experiences will be included, and state standards will be addressed. *Fall*

### **315-3 Social Studies Methods: Elementary School**

Explores method and content of elementary school social studies curriculum. Current developments in social studies education will be examined. School site experiences will be included, and state standards will be addressed. *Spring*

### **316-3 Assessment/Evaluation**

A study of methods, procedures, strategies, materials, modifications, and current trends and research in the assessment and evaluation of children and youth. Learning theories and philosophies will be reviewed to lay a foundation for appropriate assessment and evaluation that will lead to sound planning for instruction and effective programming for teachers to plan instruction and assess student performance. *Fall*

### **319-3 Instructional Media and Technology**

A course designed for education majors to familiarize them with the national technology education standards, theories, and applications of various media and technologies for use in education. Practical exercises and assignments will be used. Topics include design, software, hardware, visual and audio media, internet, and legal, ethical, and social issues with technology use. Prerequisite: computer course or permission. *Fall and spring*

### **320-2 Physical Science for Middle and Secondary School Teachers**

This course is a study of the basic science concepts from chemistry, physics, earth science, and space science that middle and secondary science teachers are expected to know. Several types of teaching and evaluation techniques will be examined in this course. Prerequisite: A declared science major or permission of the instructor. *Offered at the discretion of the department.*

### **325A-3 Middle School Foundations**

This course covers the philosophy, curriculum, and organizational structures characteristic of middle level education. The candidates will study integrating the curricular offerings at the middle level, adapting curriculum and instruction to individual learning needs, fostering active learning, problem solving and communication skills, employing effective evaluation skills, and working cooperatively with teachers, staff members, resource persons, and community groups. School site experiences will be included, and state standards will be addressed. Educ 310 - Reading Methods in Middle and Secondary School will rotate with this class. *Spring as needed*

### **325B-0 Middle School Field Experience**

A concurrent course with Educ 325: Middle School Foundations, the course requires a 20 hour placement in a middle level school.

### **326-3 English Methods: Middle and Secondary Schools**

A specific course designed for prospective teachers in middle and secondary English. Prerequisite: junior or senior standing with a minimum 2.70

grade point average, and near completion of English major and professional education component. A field experience component if required. *Fall or spring as needed*

### **342-3 Language Arts Methods: Elementary School**

Examines the nature of language through different theoretical approaches so that sound principles of language development may be applied as children learn to use and control language through reading, writing, listening, and speaking in the classroom. Includes field experience. *Spring*

### **343-3 Children's Literature and Reading Across the Curriculum**

Introduces prospective elementary teachers to the field of children's literature and explores a variety of approaches, including reading-based literature and reading strategies and methods across the curriculum for appropriate use in an elementary classroom. *Fall*

### **344-3 Young Adult Literature**

Introduces prospective upper elementary and secondary teachers to the world of young adult literature that is appropriate to upper grades and secondary classrooms. Emphasis on classroom application. *Spring*

### **350-2 Language and Literacy Development in Early Childhood**

An examination of the development and acquisition of language in children; examination of the value of literature to young children and the methodology appropriate for its use in early childhood classrooms. Field experience required. *Fall/Spring as needed*

### **351-2 Geography for Teachers**

This course is designed to increase student understanding and ability to present the elements of geography and the concepts and skills that are fundamental to geography. Candidates will be introduced to the five themes of geography and the eighteen geography standards along with the opportunity to apply these concepts. On-site observation in the school will be required. *Spring*

### **352-2 Health Issues and Concerns in Early Childhood Education**

This course provides prospective educators with a comprehensive, practical guide for the care of children in addition to knowledge and awareness of issues relevant to the young child. The major areas investigated in this course include growth and development, nutritional adequacy, safety and hygiene, and current health issues. *Fall/Spring as needed*

### **353-3 Applied Cognitive Theories**

This course offers a constructivist approach to the theories of cognition for instruction, emphasizing the use of applied psychology. Students will deal with issues of learning and candidates that they will encounter in their teaching careers. In addition, candidates will conduct and evaluate their own research. Prerequisite: Psyc 203. *Fall and spring*

### **354-3 Early Childhood Program Management**

This course presents useful information to the prospective director who has background in early childhood education but has limited business knowledge and experience. In keeping with the current movement to standards-based programs, directors must understand their role in the curriculum selection and development and the related issue of assessment of young people. *Offered as needed only, not required for endorsement*

### **373-3 Methods and Materials in Early Childhood Education**

A study of the methods of instruction that are suitable for early childhood education, as well as an in-depth exploration of materials useful for instruction of children in preschool, kindergarten, and primary programs. Field experience required. Prerequisites: Educ 206, Educ 350, or permission. *Fall/Spring as needed*

### **374-1 Preschool and Day Care Practicum**

Reflective study and discussion of selected readings as they relate to required field experience in preschool and/or day care programs in the community. *Fall and spring*



### **398-1 Junior Seminar**

This seminar series is designed to prepare the student for the senior student teaching semester. Seminar topics such as legal issues for the educator, classroom management and organizational issues, professional organizations and development, state and national educational standards, and educational program models will be presented during the semester. Student teaching applications and forms will be introduced as well as specific procedures related to setting up the professional semester. Formal application for full admission into the program is done during “Junior Seminar.” Prerequisites: Junior standing with a minimum 2.70 grade point average and near completion of professional education component. *Fall and spring*

### **399 Classroom Practicum**

This course is designed as a pre-student teaching experience to be completed under the supervision of a qualified educator. The prospective student teacher will observe and practice, on a small scale (35 hours per credit), those skills developed through course work and earlier field experience. The course will be taken for 35 hours (one week) during Christmas or Spring Break of the junior year. Students are required to take one practicum for each teaching area.

#### **399A-1 Elementary Practicum**

#### **399B-1 Secondary Practicum**

#### **399C-1 Physical Education/Music Practicum**

#### **399D-1 Middle School Practicum**

*Can be used towards endorsement*

#### **399E-1 Special Needs Practicum**

*Can be used towards Concentration*

### **405-3 Teaching Elementary and Middle School Reading: Content**

An examination of the physical, psychological, and social factors involved in learning to read through grade 8. Reading theories and philosophies will be discussed. Candidates will be introduced to techniques, procedures, strategies, methods, and materials in reading instruction. Field experience required. Prerequisite: Educ 342, junior or senior standing, or permission. *Fall*

### **406-3 Science Methods: Middle and Secondary Schools**

A specific methods course designed for prospective teachers of secondary science that includes a discussion of the history and philosophy of science based on the basic science concepts. Teaching and evaluation concepts will be incorporated into this class. A field experience component will be required. Prerequisites: junior or senior standing with a minimum 2.70 grade point average; near completion of science major and professional education component. *Spring as needed*

### **407-2 Social Studies Methods: Middle and Secondary Schools**

A specific course designed for prospective teachers of secondary history and related areas of social studies. Prerequisites: junior or senior standing with a minimum 2.70 grade point average; near completion of history major and professional education component. *Fall as needed*

### **410-3 Mathematics Methods: Middle and Secondary Schools**

An applied study of current strategies, materials, technologies, and content related to the learning and teaching of secondary school mathematics. Covers units and lessons in applied arithmetic, algebra, geometry, functions, probability and statistics, trigonometry, and discrete mathematics, with attention to the historical significance of ideas. Includes hands-on investigations with manipulatives, visuals, graphing calculators, and computers. A field experience component is required. Prerequisites: Declared major in secondary math education; 2.70 GPA; and Math 151. Same as Math 410. *Fall as needed*

### **412-1 Honors Tutoring or**

#### **412SN-1 Honors Tutoring for Special Needs**

Education students with exceptional ability may receive one semester credit for 15 contact hours of tutoring students in elementary or secondary schools. The course may be repeated up to a maximum of three semester credits. Prerequisites: Junior or senior standing, academic departmental approval, and a grade point average of 3.00 or higher. *Offered at the discretion of the department*

**415-3 Science Methods: Elementary School**

A theory and standards-based course designed to prepare elementary teachers for effective teaching of science in elementary schools. Methods and materials are introduced and opportunities for practice, evaluation, and reflection. Topics include overview of elementary science education, national science education standards-based instruction, the nature of science, critical thinking and questioning techniques, and designing a guided discovery (inquiry) based science unit. A field experience component is required. Prerequisite: Educ 202, Educ 302, and admission to teacher education. *Fall*

**417-6 Student Teaching in the Kindergarten**

A student teaching experience at the kindergarten level for completion of the early childhood education minor (including seminars). Corequisite: Educ 418A-10.

**418-16 Student Teaching in the Elementary School**

Full-time student teaching in fully accredited classrooms, grade level one through six, after all prerequisites and requirements have been met (including seminars).

**418-A-10 Student Teaching in the Elementary School**

Full-time student teaching in fully accredited classrooms, grade level one through six, after all prerequisites and requirements have been met (including seminars). Corequisite: Educ 417-6.

**419-16 Student Teaching in Elementary and Secondary Schools**

Full-time student teaching in fully accredited classrooms for those majors requiring both elementary and secondary student teaching experiences after all prerequisites and requirements have been met (including seminars).

**420-16 Student Teaching in the Secondary School**

Full-time student teaching at a secondary grade level in subject areas in fully accredited classrooms after all prerequisites and requirements have been met (including seminars).

**423-2 Diagnostic and Corrective Reading**

Designed to help pre-service and in-service teachers become familiar with techniques in determining types of reading problems and presenting appropriate corrective procedures. Includes clinical field experience (423B-2). (preparation for a Title I credential in reading) Prerequisite: 405 or permission. *Offered at the discretion of the department for those seeking the reading credential.*

**450-2 Special Topics in Education**

Offers specific topics for students in education on a cyclical basis. Topics may include philosophy of education, school law, and assessment, Special needs readings, and middle school readings. Two topics courses are required for elementary education majors and candidates seeking secondary certification. An option can be one special topics and one approved clinical field experience.

**200-1-4 Directed Studies**

**300-1-4 Directed Studies**

**400-1-4 Directed Studies**

**495-1-4 Independent Study  
(by arrangement)**

### ***Additional information of importance to students seeking elementary education majors and/or secondary, music, and physical education teaching licensure:***

Education programs at University of Jamestown lead to a recommendation for teacher licensure in North Dakota. Approved areas for teacher licensure at University of Jamestown include biology, chemistry, English, foreign language, history, mathematics, music, physical education, and elementary education. Since each state has its own licensure requirements and administers its own licensing process, candidates who plan to teach in states other than North Dakota should consult with that state's education department by writing to the specific state(s) that they are considering, or visiting the intended teaching state's web site for licensure requirements.

Completion of noted courses in the early childhood concentration, along with a completed major in elementary Education, will qualify the pre- or in-service teacher for preschool or kindergarten teaching in North Dakota. The course Educ 418A: Student Teaching in the Elementary School will be 10 semester credits and taken during the same semester as Educ 417-6: Student Teaching in the Kindergarten (6 semester credits). Changing state/federal standards and common core standards may require program modifications.

Candidates for the North Dakota Educator's Professional License in Secondary Education must choose at least one major in a field taught in public schools. Candidates are responsible for meeting the major requirements as well as the professional component requirements.

Candidates seeking licensure in secondary Education must confer with an Education Department advisor during registration. Along with the major requirements, forty-seven semester credits in the Education Department are required for University of Jamestown's recommendation for teacher licensure in North Dakota. (ND Licensure: [www.nd.gov/espb](http://www.nd.gov/espb))

Candidates are encouraged to join the Student North Dakota United (SNDU), a professional organization, to gain greater knowledge of their field and to meet other pre-service and in-service Educators. This organization also provides liability insurance during student teaching. Candidates may use other sources for liability insurance if they wish but must provide evidence of insurance to the department. An alternative is the International Christian Education Association. Other professional organizations in early childhood, reading, math, music, science, and special needs also afford opportunities for participation and access to Liability Insurance.

Students who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

*(Programs and requirements are subject to change to meet state approval.)*

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# Other Academic Programs and Courses

## Minor in Character in Leadership

*Assistant Professor Hunt; Lecturer Hoke*

### Mission Statement

As an academic community dedicated to the pursuit of knowledge in an atmosphere of Christian love, University of Jamestown recognizes the need for leaders of integrity and courage who are actively concerned for the needs of our world. Through the Character in Leadership program we commit ourselves to assist students in the development of the knowledge, attitudes, values, and leadership skills that will enable them to live and to influence others to live with the sound character that naturally leads to service for the greater good of all.

### Intended Student Learning Outcomes for the Character in Leadership Minor

1. Students will be able to articulate personal motivating values and their responsibility in decision-making.
2. Students will have identified their personal leadership philosophy including a personal plan for leadership.
3. Students will master leadership concepts including: theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity.
4. Students will engage in identifying and understanding their personal strengths and weaknesses.
5. Students will engage in practical application of leadership skills and team building activities.

### Program

The heart of the Character in Leadership program is its academic core. Each student who participates will receive a minor in leadership. University of Jamestown values its reputation for quality education and therefore is committed through its Character in Leadership program to providing a broad and sound intellectual foundation that will enable its students to provide ethical leadership in an ever-changing world.

The Character in Leadership program also provides opportunities outside the classroom for students to further their understanding of character and leadership.

- Retreats
  - Off-campus team building experiences
  - Motivational speakers
  - Role playing for skill development
- Group service projects
- Development of a personal leadership plan

### Admission to Program

Approximately thirty students are admitted to the program each year. To be considered for admission, students must have a cumulative 3.0 GPA in high school and must submit a separate application to the Character in Leadership program. Applications are available in the Admission Office and online.

### Requirements for the Character in Leadership Minor

Dept.	Course No.	Course Title	Credits
Ldrs	101	Character in Leadership I	3
Ldrs	102	Character in Leadership Seminar I	1

## Other Academic Programs and Courses

Phil	252	Ethics (Character in Leadership Section)	3
Ldrs	201	Service Project I	1
Ldrs	301	Character in Leadership II	3
Ldrs	302	Service Project II	1
Ldrs	401	Character in Leadership III	3
Ldrs	402	Character in Leadership Seminar II	1
One elective course chosen in consultation with the director of the Character in Leadership Program			3
Attendance at all fall conferences (4) and fall retreats (4)			2
<b>Total Semester Credits</b>			<b>21</b>

### Course Sequence for Character in Leadership Minor

#### Freshman Year

Dept.	Course No.	Course Title	Credits
Ldrs	101	Character in Leadership I	3
Ldrs	102	Character in Leadership Seminar I	1

#### Sophomore Year

Dept.	Course No.	Course Title	Credits
Ldrs	201	Service Project I	1
Phil	252	Ethics (Character in Leadership Section)	3

#### Junior Year

Dept.	Course No.	Course Title	Credits
Ldrs	301	Character in Leadership II	3
Ldrs	302	Service Project II	1

#### Senior Year

Dept.	Course No.	Course Title	Credits
Ldrs	401	Character in Leadership III	3
Ldrs	402	Character in Leadership Seminar II	1

### Course Descriptions (LDRS)

#### 101-3 Character in Leadership I

The purpose of this course is to study the basic principles of leadership from both theoretical and practical perspectives. The course addresses leadership and ethical theory as well as an introduction to effective communication and group/teamwork. The course will establish a foundation of knowledge and experience with leadership to initiate the development process of the students' personal plans for leadership in their lives. *Fall*

#### 102-1 Character in Leadership Seminar I

The purpose of this seminar is to engage students in discussions about their leadership experiences, ethical questions of leadership that arise from experiences, and problems of ethics and leadership from professionals in the fields of business, government, religion, non-profit service, and other areas. *Spring*

#### 201-1 Service Project I

This course meets weekly to determine, plan, and execute a community service project. Students will work together as a group to examine the needs within the local community and choose a work project that will benefit a particular organization or group of people within the community. Special attention will be given to documenting and reflecting on the group processes. *Spring*

#### 301-3 Character in Leadership II

The purpose of this course is to further study leadership principles from both theoretical and practical perspectives. Students will engage in topics such as Servant Leadership, transforming leadership, and justice and forgiveness. Special attention will be given to leadership that is based on sound ethical foundation. *Spring*

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## Other Academic Programs and Courses

### 302-1 Service Project II

This course meets weekly to determine, plan, and execute a service project that relates to a global need. Students will work together as a group to determine a work project that will benefit a community or group of people living outside the United States with a particular need (e.g. hunger issues, clean water need, medical help). Special attention will be given to documenting and reflecting on the group process. *Fall*

### 401-3 Character in Leadership III

The purpose of this course is to continue the exploration of the nature and dynamics of

leadership. A continuation of LDRS 301, this course will explore leadership topics such as diversity, creativity in leadership, organizational leadership, and the Servant Leadership model. Students will submit a finalized version of their future action plan for leadership in their lives.

*Fall*

### 402-1 Character in Leadership Seminar II

Students will work in small groups to prepare and present a leadership topic to the freshman leadership students enrolled in LDRS 102.

Each student will complete a paper that reflects on the preparation and execution of the presentation. *Spring*

## Honors Program

*Professor Solensky*

### Mission Statement

The mission of the University of Jamestown Honors program is to challenge students to explore and integrate ideas from multiple disciplines, and to think critically and creatively.

### Admission to Program

The Honors Program will admit approximately 20 students each year. Students who have been admitted to the University of Jamestown and meet these criteria are invited to apply to the Honors Program:

- Incoming freshmen with a 26 or higher ACT score AND a 3.2 or higher high school GPA
- Current UJ students with a 26 or higher ACT score AND a 3.2 or higher UJ GPA
- Transfer students with a 26 or higher ACT score AND a 3.2 or higher post-secondary GPA

We will admit as many applicants as we can accommodate. Applications will be reviewed based on three criteria: ACT score, high school and / or post-secondary GPA, and student essay response to the application question.

### Remaining in the Program

Students may continue to participate in the Honors Program as long as they maintain at least a 3.2 cumulative GPA, and have earned at least one Honors credit by the end of their first year at UJ, at least three Honors credits by the end of their second year at UJ, and at least 5 Honors credits by the end of their third year at UJ. Students who fail to meet these criteria will receive a written notice that they have one semester to achieve these standards in order to remain in the Honors Program.

### Requirements for completion of the Honors Program

Dept.	Course No.	Course Title	Credits
Jour	101	UJ Foundations – Honors	1
Hnrs	401	Honors Capstone I	2
Hnrs	402	Honors Capstone II	1

**6 Honors Seminars (1 credit each)**

**or 3 Honors Seminars + 3-credit Honors Contract course 6**

\* Students may replace UJ Foundations – Honors with a 1-credit Honors Seminar.

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## Other Academic Programs and Courses

### Course Descriptions

*NOTE: Honors Program students will have priority in registering for Honors Seminars (HNRS 2xx courses), but any remaining seats may be filled by any UJ student who has at least a 3.2 cumulative GPA.*

#### **HNRS 210-1 Monsters and Mayhem: Exploring the History of Science through Fiction**

Scientific discoveries can generate public fear of the potential implications for science to be abused or applied with horrific outcomes. The science fiction genre includes novels that explore this public fear, and often feature some combination of science-generated monsters or mayhem. Students will read several works of science fiction, explore the science behind the fiction, and discuss the interplay between the science, literary works, and cultural paradigms. The class format will primarily feature group discussion of assigned reading.

#### **HNRS 220-1 Good Vibrations – The Art and Physics of Music**

Sound is created by vibrations that cause waves, but not all sound waves create music. One way to understand the distinction between sound and music is through physics. This course is intended to provide students with insight into the scientific basis for sound and music and how that in turn influences how we understand music as art. Topics covered in the course will include the basic physics of sound, resonance, scales and tuning, the acoustic properties of instruments, the effect of instrument combinations, the acoustic properties of performing spaces, the effect of music on the auditory system, and the emotional effects of sound. The class format will primarily feature group discussion of assigned reading. The ability to read traditional musical notation is strongly recommended. Students must have completed high school levels of algebra with some familiarity with trigonometry.

#### **HNRS 230-1 Feeding Mars: Understanding the Impact of War on Humanity through Literature and Film**

War always leaves an indelible mark on those that it touches; the men and women who serve, as well as the civilians, the families, and the children in its path. The experience of war certainly brings death and destruction, but it is those who survive the crucible that must live changed lives. Many suffer post traumatic injury and are unable to embrace anything normal again. In this class, students will consider important works of literature and film that will allow them to gain insight and weigh for themselves the impact of war over the last century. The discussion format of the class will encourage students to probe the meaning of war, and why it has always been part of human culture.

#### **HNRS 401-2 Honors Capstone I**

Students will explore interdisciplinary work, including papers, speeches, academic blogs, TED talks, and other media formats. Drawing upon prior coursework, students will develop a topic of study that incorporates ideas from at least two academic disciplines and plan a project focused on that interdisciplinary topic. Prerequisites: 3 honors seminars and junior or senior standing. 2 credits. *Fall*

#### **HNRS 402-2 Honors Capstone II**

Students will complete the interdisciplinary project developed during Honors Capstone I. Prerequisites: HNRS 401. 1 credit. *Spring*

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## Other Academic Programs and Courses

### Course Descriptions

#### Career Education

The following one-credit courses, offered by the Career Center, are designed to help students develop sound career planning and job search skills:

##### EE 100-1 Intro to Experiential Education

Introduces students to job shadows and observations, internships, consulting projects, study/intern abroad, and volunteer/community service projects. Students participate in community service projects of their choice. *Fall and spring*

##### CE 101-1 Career Decision Making

An overview of the world of work, career exploration, and career testing. Appropriate for students who are deciding on or exploring career choices for their major. *Spring*

##### EE 300-1 Internship Preparation

Students learn about internships, locate sites, prepare application materials, develop interview skills, and visit with current/past interns. A non-credit internship preparation seminar/self-study is also available. *Fall and spring*

##### EE 350 Internship

Provides a pre-professional practical learning experience in an appropriate work environment that will benefit the student and the organization. The course is structured to integrate classroom and work site learning experiences relevant to the student's educational and career objectives. One to eight credits. *Fall, spring, and summer*

##### CE 401-1 Job Search Skills

This course will give a broad overview of activities involved in an effective job search. Seniors only. *Fall and spring*

##### EE 450 Consulting

Students apply the theoretical foundations of their studies to a practical situation. Student teams assist businesses and organizations in areas designated by the project contact. The student consulting team is usually assigned to each project for eight to sixteen weeks and receives two to four credits. *Fall, spring, and summer*

##### Coll 100-1 Student Senate

A credit for students who serve on the student senate executive board or chair a senate committee.

##### Coll 200-1 Collegian

A credit for students who write and/or work for the University of Jamestown newspaper – The Collegian.

##### ID 100-1 Skills for Academic Success

This course is designed to prepare students for the rigor of college-level coursework by covering topics like notetaking, test taking strategies, time management, and study skills.

##### ID 201-1 Information Literacy

This course is designed to develop information literacy skills for both academic and real world settings. Information literacy involves the ability to find, evaluate, and use information for a specific purpose. Students will learn different research methods, academic citations, and critical thinking skills. The primary assignment for this course involves the development of a research plan for a topic of the student's choice. The objective of this assignment is to allow students to gain practical research experience in their chosen field of study.



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## *Other Academic Programs and Courses*

### **EE 290-1-3 Study Tour**

Led by faculty of various academic disciplines, students will participate in an international experience that will include study, research, and/or mission work in an international location. Previous destinations have included China, Kenya, and Italy.

### **NSCI 110 Foundations of Science**

A course introducing the student to the nature of science, scientific reasoning and the application and relevance of science to the individual and to society. The course will focus on these issues as they relate to a particular topic or area of science.

## **General Education**

### **UJ Foundations**

UJ Foundations is a one-credit course designed especially for first-year students to help them make a successful adjustment to college and to provide time for personal reflection and planning for their educational journey.

Students in UJ Foundations are given opportunity to “look inward” in order to discover and confirm their own talents, strengths, and goals, and to develop their sense of vocation. Students will explore their personal strengths through StrengthsQuest, the nationally recognized strengths inventory, as well as navigate FOCUS, an online career research tool. UJ Foundations classes are designed to encourage class discussion and participation.

Through class activities and assignments, students in UJ Foundations will also become acquainted with the many opportunities at University of Jamestown. They will attend a city-wide block party, become prepared to use the equipment at the Foss Wellness Center, review research skills in the Raugust Library, participate in the annual leadership conference, and attend a chapel service together in the historic Voorhees Chapel.

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# Pre-Professional Preparation

## Pre-Engineering Program

The 3-2 engineering program provides a three-year course of study at the University of Jamestown with an additional two years of study in one of many engineering programs at universities around the country. Students completing the program receive two degrees: a Bachelor of Arts degree in mathematics from the University of Jamestown and a Bachelor of Science in engineering from the university at which they complete their engineering courses. Recent University of Jamestown engineering students have completed their studies at several universities, including:

- \* Montana Tech (College of Mineral Science and Technology)
- \* North Dakota State University
- \* South Dakota School of Mines
- \* University of North Dakota
- \* University of South Dakota
- \* Washington University, St. Louis, Mo.

## Pre-Law

Law schools do not generally require a specific pre-law program. Those pursuing an undergraduate curriculum in preparation for law school should consult with the director of the Student Success Center and the history-political science faculty.

## Health-Related Pre-Professional Preparation

The University of Jamestown offers pre-professional preparation for a number of health-related fields such as medicine, dentistry, optometry, pharmacy, podiatry, osteopathy, chiropractic, physical therapy, and occupational therapy. Traditionally, more than 85 percent of our science (biology and chemistry) majors pursue further study or professional degrees in the health professions, graduate research, and/or teaching. *Note: Students preparing for health profession programs should obtain scheduling advice from advisors in biology or chemistry before registering for classes.*

## Pre-Medicine

Most American medical colleges select for admission only those applicants with a four-year college degree and prefer students with a well-rounded liberal arts education. Admission to medical school is strongly influenced by two measures: the student's score on the nationally administered Medical College Admission Test (MCAT) and the overall grade point average (GPA).

The University of Jamestown students historically have received excellent preparation for successful performance on the MCAT. We believe the key to this success is the availability of our instructors to help students. Students' scholastic achievements and their successful attainment of career goals are important to us.

Pre-medicine students are not limited to a single set of courses. Students plan their programs in consultation with the pre-medical advisors. Medical schools usually require only a few basic courses. Beyond this minimum, courses may be chosen according to the student's own interests. The majority of the University of Jamestown pre-medical students choose to major in either biology, chemistry, or biochemistry; but a major in a different area may be satisfactory. It should be noted, however, that the first two years of medical school consist of intensive coursework in biology and chemistry.

### Suggested Biology Courses:

Pre-Medicine students should have schedule plans checked by a biology advisor.

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I	4
Biol	151	Introduction to Biology II	4
Biol	208-209	Human Anatomy and Physiology I & II (with lab)	10
Biol	216	Microbiology	4
Biol	305	Cell Biology	5
Biol	312	Developmental Biology	5
Biol	430	Genetics	5
Biol	425/426	Biology Seminar	1 + 1

### Suggested Chemistry Courses:

Pre-Medicine students should have schedule plans checked by a biology advisor.

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4

### Suggested Courses in other departments:

Dept.	Course No.	Course Title	Credits
Chem	413	Biochemistry I	3
Math	151	Calculus I	4
Math	203	Physics I (and lab)	4
Math	204	Physics II (and lab)	4
Psyc	101	General Psychology	3
Soc	101	Introduction to Sociology	3

### Pre-Chiropractic, Pre-Dentistry, Pre-Optometry, Pre-Osteopathy, Pre-Podiatry, and Pre-Veterinary

Collegiate preparation for admission to schools of dentistry, optometry, veterinary, and other health professions is essentially the same as that for medical school. United States dental schools require that applicants take the Dental Admission Test (DAT) and schools of optometry require the Optometry Admission Test (OAT).

Students interested in these fields should contact advisors in biology or chemistry to prepare a course program to meet their individual objectives. Also, professional schools may differ in what courses they desire applicants to have taken.

### Pre-Pharmacy

The University of Jamestown traditionally has provided a strong background for students pursuing a degree in pharmacy. The Student Success Center and health professions advisors should be consulted when planning a pre-pharmacy schedule.

## **Pre-Physical Therapy**

There are two avenues to be admitted into the University of Jamestown Physical Therapy Program, Freshman Direct Entry and PTCAS (Physical Therapist Centralized Application Service), [www.ptcas.org](http://www.ptcas.org).

### **FRESHMAN DIRECT ENTRY**

Incoming freshmen who have been officially admitted to the University of Jamestown's undergraduate program in a pre-physical therapy track major (e.g. biology, biochemistry, chemistry, exercise science, or nursing) may apply for Direct Entry to the University of Jamestown Physical Therapy Program. Fifteen slots are designated for Direct Entry students.

Freshman Direct Entry application criteria are as follows:

- Acceptance to the University of Jamestown
- High school transcript showing minimum 3.00 GPA (4.00 scale)
- A minimum ACT Composite of 25 or SAT (R=M) of 1200

To apply to Freshman Direct Entry, the following items must be submitted:

- Completed application for Direct Entry into Doctor of Physical Therapy Program
- Official transcript(s)
- Essential Function Requirements form
- Personal essay
- Student records release form
- Interview with a University of Jamestown Doctor of Physical Therapy Program admissions representative.

The first deadline for completed applications is January 1, year of freshmen entry. Successful applicants will be notified by February 1.

The second deadline for completed applications is April 1, year of freshmen entry. Successful applicants will be notified by May 1.

### **MAINTAINENCE OF ELIGIBILITY IN FRESHMEN DIRECT ENTRY**

Grades and Pre-professional Behavior

Freshman Direct Entry students are required to maintain:

- Cumulative GPA in all undergraduate course work ( $\geq 3.00$ )\*
- Cumulative GPA in all undergraduate prerequisite course work ( $\geq 3.25$ )\*
- Appropriate pre-professional behavior such as:
  - No campus violations
  - Attend Direct Entry meetings

\* If the student's cumulative GPA falls below 3.00, the student has one semester to raise his or her GPA to 3.00 or higher. If the student is unable to raise his or her GPA above 3.00 after one semester, he or she is dismissed from Freshman Direct Entry but is eligible to remain at the University and is eligible to apply to the Doctor of Physical Therapy Program through PTCAS when appropriate.

\* Human anatomy and physiology I and II with lab must be completed at the University of Jamestown. Online courses will not be accepted.

## Prerequisite Requirements

Minimum Required Semester Hours	Prerequisite	Acceptable Courses	UJ Equivalent
8 Total Semester Hours	Human Anatomy and Physiology I with Lab <b>OR</b> Human Anatomy with Lab	Human Anatomy and Physiology I <b>OR</b> Human Anatomy  <i>**Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</i>	Biol 208*
	Human Anatomy and Physiology II with Lab <b>OR</b> Human Anatomy with Lab	Human Anatomy and Physiology II <b>OR</b> Human Anatomy  <i>**Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</i>	Biol 209*
8 Total Semester Hours	General Biology I with Lab	Cell Biology or General Biology I	Biol 150
	General Biology II with Lab	Cell, Embryology, General Biology II, Genetics, Histology, Immunology, Microbiology, Molecular, Zoology  <i>**Botany not accepted</i>	Biol 151
8 Total Semester Hours	General Chemistry I with Lab	General Chemistry I	Chem 133
	General Chemistry II with Lab	General Chemistry II, Biochemistry, Inorganic, Organic	Chem 134
4 Total Semester Hours	Physics I with Lab	Physics I	Phsy 143 or 203
4 Total Semester Hours	Physics II with Lab	Physics II	Phsy 144 or 204
3 Total Semester Hours	General Psychology	General Psychology	Psyc 101
3 Total Semester Hours	Lifespan Development	Developmental Psychology	Psyc 203
3 Total Semester Hours	Abnormal Psychology	Abnormal Psychology	Psyc 302
3 Total Semester Hours	Statistics	Biostatistics, Business Statistics, Math Statistics, Psychology Statistics	Psyc 202 or Math 205
1 Total Semester Hour	Medical Terminology	Medical Terminology	Biol 210

\*Must be taken at the University of Jamestown for Freshman Direct Entry.

\*\*\*If the student's cumulative prerequisite GPA falls below 3.25, the student has one semester to raise his or her GPA in those courses to 3.25 or higher. If the student is unable to raise his or her GPA in those courses to 3.25 or higher after one semester, he or she is dismissed from Freshman Direct Entry but is eligible to remain at the University and is eligible to apply to the Doctor of Physical Therapy Program through PTCAS when appropriate. If prerequisite courses are retaken, grades will be averaged into the cumulative GPA.

*If the student violates any of the above criteria, the student may be dismissed from Freshman Direct Entry.*

## **MATRICULATION INTO THE PHYSICAL THERAPY PROGRAM**

To matriculate in the Doctor of Physical Therapy Program the following criteria must be met by May 1 of the year of entry to the professional program (for example, by May 1, 2019, for entry in the fall semester of 2019).

Freshman Direct Entry students must complete their undergraduate degree in four years in order to matriculate into the DPT program.

### **Essential Function Requirements**

Because a student's ability to carry out the essential function requirement of a physical therapist may change between the student's initial matriculation into the University of Jamestown as an undergraduate and his/her graduation, an additional signed **Essential Function Statement** is required. This additional form is separate from the Essential Function Statement that was signed during the application process. This is required prior to matriculation into the Doctor of Physical Therapy Program.

### **Observation of Hours**

Record of a minimum of 40 hours of observation in a physical therapy setting (e.g., inpatient acute/subacute care, geriatrics, pediatrics, neurological rehabilitation, orthopedics) using the **Direct Entry Observation Hours form**, which must be filled out and signed by a physical therapist from each setting observed. Additional copies of this form can be made for additional settings.

### **Letters of Recommendation**

One recommendation from a work-related supervisor using the **Direct Entry Letter of Recommendation, Supervisor form** is required. This recommendation can be sent directly from the reference to: University of Jamestown, 4190 26th Ave S, Fargo ND 58104. It can also be handed in directly to the University of Jamestown Physical Therapy Program in a sealed envelope with the supervisor's signature across the sealed, back side of the envelope.

One recommendation from a physical therapist using the **Direct Entry Letter of Recommendation, Physical Therapist form** is required. This recommendation can be sent directly from the reference to: University of Jamestown, 4190 26th Ave S, Fargo ND 58104. It can also be handed in directly to the University of Jamestown Physical Therapy Program in a sealed envelope with the physical therapist's signature across the sealed, back side of the envelope.

### **Background Check**

A background check is required. Contact Brittany Anderson at ext. 5921 to obtain information. There is an estimated \$75 fee.

### **GRE**

All Direct Entry students are required to take the GRE and obtain a score of 140 or higher on quantitative and 145 or higher on verbal.

### **PHYSICAL THERAPIST CENTRALIZED APPLICATION SERVICE (PTCAS)**

Students who have completed required course work and will be receiving a bachelor's degree are able to apply to the University of Jamestown Physical Therapy Program using the Physical Therapist Centralized Application Service (PTCAS) online application at [www.ptcas.org](http://www.ptcas.org). **PTCAS deadline for applications is February 1, (year of entry)**. PTCAS must receive all information by the application deadline. Incomplete applications will not be accepted.

Qualified applicants invited to interview will attend a face-to-face interview at the University of Jamestown, Fargo campus, in the spring prior to beginning the physical therapy program. The program does not interview candidates via Skype or other similar programs. All costs associated with this interview are the responsibility of the applicant.

University of Jamestown Doctor of Physical Therapy Program gives preference to University of Jamestown, Minnesota State University Moorhead, and Concordia College, Moorhead, MN graduates. Contact with applicants will be via the contact information provided in PTCAS.

Admission to the Program is determined on the following criteria:

- Completion of a Bachelor's degree from an accredited institution prior to matriculation.
- Official transcripts from all higher learning institutions that you have attended.
- A minimum GPA of 3.00/4.00 in all undergraduate courses (GPA calculation includes repeated courses).
- A minimum GPA of 3.00/4.00 in all prerequisite courses listed in the prerequisite table (GPA calculation includes repeated courses).
- Completion of a minimum of 40 hours observation, volunteer, and/or paid work in a physical therapy setting signed by a licensed physical therapist.
- Signed Essential Function Requirements.
- Personal essay.
- Two letters of recommendation:
  - o One from work supervisor
  - o One from licensed physical therapist
- Submission of GRE scores:
  - o The Program currently does not have a minimum GRE score.
  - o University of Jamestown PTCAS GRE code: 3885
- Submission of TOEFL scores, if applicable. Acceptable scores are as follows:
  - o TOEFL score 525 Paper
  - o TOEFL score of 195 Computer
  - o TOEFL score of 70 Internet-based
  - o An IELTS band score of 5.5

### Doctor of Physical Therapy Prerequisites

Nine of the thirteen prerequisite classes must be completed by the end of the fall semester prior to beginning the Doctor of Physical Therapy Program. All coursework and a Bachelor's degree from an accredited institution must be completed by June 1st prior to beginning the Program. Any coursework completed after the fall semester will not count toward cumulative or prerequisite GPA calculations but will need to be completed and meet minimum requirements prior to matriculation.

*Please refer to prerequisite table on page 212.*

**If your application is selected for admission, and upon accepting the offer of admission, you will be agreeing to an annual national background report and also agreeing to comply with health, immunization, and education requirements of the clinical education program.**

University of Jamestown protects applicant rights, including due process. If an individual feels that he or she has been treated unfairly in the admissions process, he or she may wage a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Director of the Physical Therapy Program and the Vice President for Academic Affairs.

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### **Pre-Occupational Therapy**

In addition to specific science courses, a background in psychology is recommended for occupational therapy. Students may complete two or three years of coursework at the University of Jamestown and apply for the professional programs at other institutions. Alternatively, students may complete four years of training in a major at University of Jamestown and then apply for Master of Science programs. As with other professional programs, admission to occupational therapy at the graduate level is competitive. Students considering this program should consult the Student Success Center and health professions advisors in biology or chemistry when planning their coursework.



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Chief Information Officer

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Associate Dean for Institutional  
Effectiveness

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Director of the Physical Plant

*Tanya Ostlie (2006)*

Manager of Jimmie Connection/Post  
Office

*Leena Po (2016)*

Director of Dining Services

*Tonya (McIlonie) Sletto (1998)*

Controller

*Eric Thorson (2016)*

Director of Residence Life

*Mike Woodley (2018)*

Associate Dean for Student Success

## President Emeriti

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President Emeritus

*James Walker, Ph.D. (1983-1996)*

President Emeritus

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Dean Emerita

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Education

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Political Science

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Professor Emerita of Nursing

*Helen Hample, B.A.*

Professor Emerita of English

*Dorothy Holley, M.A.*

Professor Emerita of English

*Jerome Knoblich, Ph.D.*

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Professor Emerita of Nursing

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Foreign Language

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Professor Emerita of Teacher

Education

*William Wojnar, Ph.D.*

Professor Emeritus of Music

## Full-Time Faculty, 2018-2019

An asterisk denotes a department chair; the date after a name denotes the person's first year at the University.

*Amie Aesoph (2018)*

Instructor of Business

M.A., University of Phoenix

*Anthony Amaro (1998)*

Professor of Chemistry

Ph.D., University of California-Davis

*Brittany Anderson (2016)*

Assistant Professor of Physical

Therapy

D.P.T., University of North Dakota

*Kim Ash (2007)\**

Assistant Professor of Nursing

M.S., Moorhead State University

*Jacob Barnard (2018)*

Instructor of Computer Science

M.S., Boston University

*Cherish Bauer-Reich (2016)*

Assistant Professor of Engineering

M.S., North Dakota State University

*Phyllis Bratton (1984)*

Associate Professor and Librarian

M.S.L.S., Drexel University

*Penny Briese (2014)*

Assistant Professor of Nursing

M.S., University of North Dakota

*Mark Brown (1991)\**

Professor of English

Ph.D., Vanderbilt University

*Sharon Cox (1992)\**

Associate Professor of Art

M.F.A., University of Georgia

*Kris Crabtree-Groff (2015)*

Associate Professor of Teacher

Education and Director of the

M.Ed Program

Ed.D., Drake University

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Instructor of Nursing

M.S.N., Walden University

*Sean Flory (2008)*

Professor of English

Ph.D., Louisiana State University,

Baton Rouge

*Paula Fogarty (2016)*

Assistant Professor of Nursing

M.S.N., Walden University

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Associate Professor of Sociology and

Criminal Justice

Ph.D., South Dakota State University

*Mohammadhosein Ghasemi Baboly (2017)*

Assistant Professor of Engineering

Ph.D., University of New Mexico

*David A. Godfrey (1988)*

Professor of English

Ph.D., University of Kentucky

*Vicki Greshik (1991)*

Associate Professor of Accounting

M.B.A., Moorhead State University

*Sheri Gunderson (2008)*

Assistant Professor of Nursing

M.S.N., Minnesota State University

Moorhead

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D.P.T., University of North Dakota

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Assistant Professor of Mathematics

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Moorhead

*Liz Hunt (2014)\**

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Leadership and Communication  
M.A., North Dakota State University

*Bruce Jensen (1993)\**

Professor of Biology  
Ph.D., University of Wisconsin-  
Madison

*Thomas Johnson (2006)*

Professor of History-Political Science  
Ph.D., American University

*Mark Joy (1991)*

Professor of History-Political Science  
Ph.D., Kansas State University

*Brenda Kaspari (2017)*

Assistant Professor of Leadership  
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*Ben Kirkeby (2008)\**

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M.S., North Dakota State University

*Mona Klose (2003)*

Assistant Professor of Nursing  
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*Brian Lang (2003)*

Professor of Religion-Philosophy  
Ph.D., University of Missouri-  
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*Alexandru Lefter (2015)*

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Science  
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D.A., University of Northern Colorado

*Jackie Madsen (2015)*

Assistant Professor of Physical  
Therapy  
D.P.T., University of Minnesota

*Christopher Mahoney (1997)\**

Assistant Professor of Kinesiology  
M.Ed., Northern State University

*Shaolin Mao (2018)*

Assistant Professor of Mechanical  
Engineering  
Ph.D., Florida State University

*J. Aaron McDermid (2006)*

Assistant Professor of Music  
D.M.A., University of Arizona

*Michael McIntyre (1998)*

Assistant Professor of Theatre  
M.F.A., Mankato State University

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Assistant Professor of Biology  
Ph.D., University of Arkansas for  
Medical Sciences

*LeAnn Nelson (2014)\**

Assistant Professor of Education  
Ed.D., University of North Dakota

*Paul Olson (2014)*

Professor of Sociology  
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Accounting, and Economics  
M.B.A., University of Mary

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## University Personnel

---

*Mary Reed (2000)\**

Associate Professor of Computer  
Science  
M.B.A., California State Polytechnic  
at Pomona

*Stephen Reed (1997)\**

Professor of Religion/Philosophy  
Ph.D., Claremont Graduate University

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M.A., Middlebury College

*Jeffrey Stotts (2017)*

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Associate Professor of Biology  
Ph.D., City University of New York

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Instructor of Kinesiology  
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Associate Professor of Physical Therapy  
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Professor of Music  
D.M.A., University of Colorado

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Assistant Professor of Kinesiology  
M.S., University of Arizona

*Mary Weber (2015)\**

Instructor of Communication  
M.Ed., Benedictine University

*John Weinzierl (2015)\**

Associate Professor of History  
Ph.D., Florida State University

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Assistant Professor of Accounting  
M.B.A., University of North Dakota

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Associate Professor of Physical Therapy  
D.P.T., University of North Dakota  
Ph.D., North Dakota State University

*Sumith Yesudasan Daisy (2018)*

Assistant Professor of Mechanical  
Engineering  
Ph.D., Syracuse University

\*indicates department chair

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**M,N**

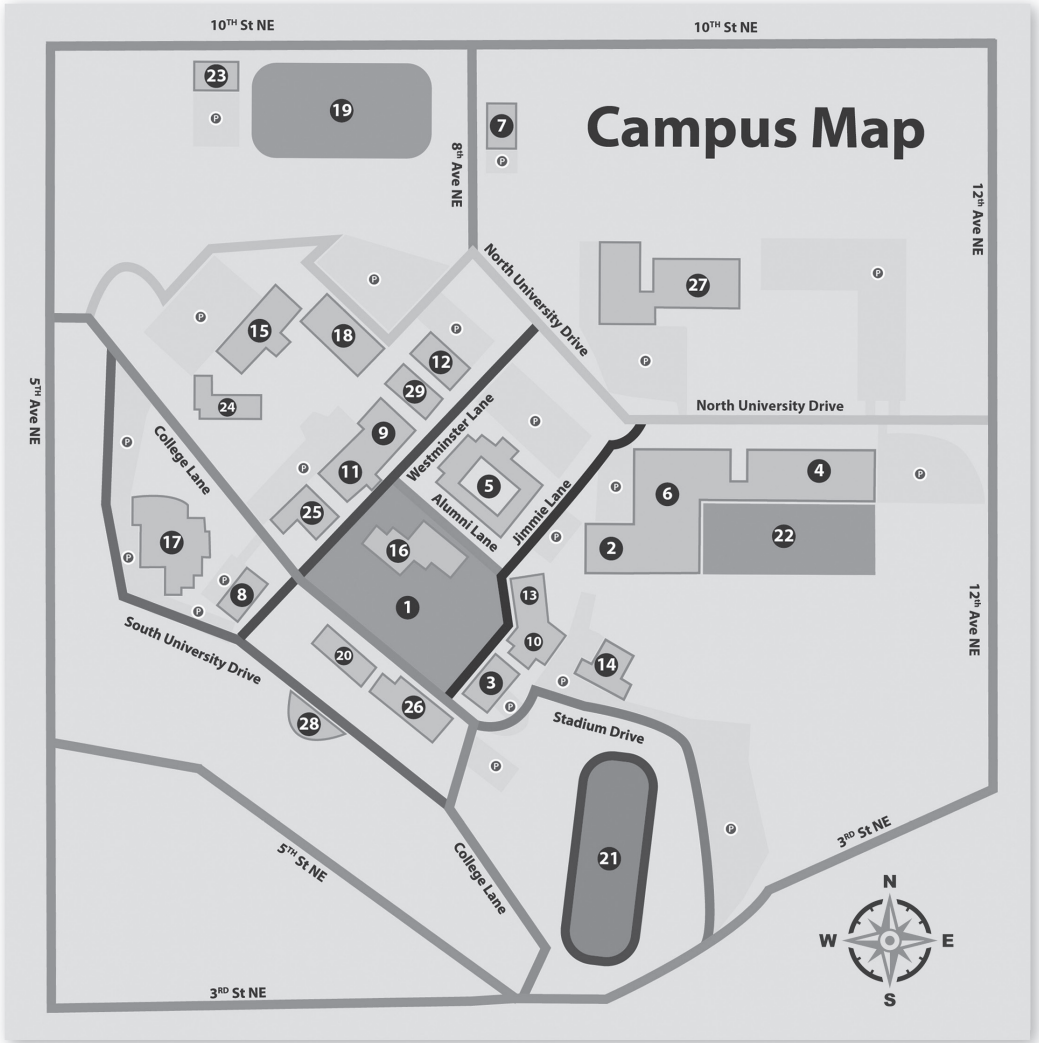
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### Location Key

- |                              |  |                              |                              |
|------------------------------|--|------------------------------|------------------------------|
| 1. Allen Field               | 9. Lyngstad Center                           | 16. Raugust Library          | 24. Unruh and Sheldon Center |
| 2. Foss Wellness Center      | 10. McKenna Thielsch Center                  | 17. Reiland Fine Arts Center | 25. Voorhees Chapel          |
| 3. Hansen Center             | 11. Badal Nafus Center /<br>Westminster Hall | 18. Seibold Hall             | 26. Watson Hall              |
| 4. Harold Newman Arena       | 12. Nierling Hall                            | 19. Soccer Field             | 27. Wilson Arena             |
| 5. Kroeze Hall               | 13. Orlady Hall                              | 20. Sorkness Center          | 28. Wilson Memorial          |
| 6. Larson Center             | 14. Physical Plant                           | 21. Taylor Stadium           | 29. Wilson Hall              |
| 7. Liechty Apartments        | 15. Prentice Hall                            | 22. Turf Field               |                              |
| 8. Liechty Center Taber Hall |  | 23. University Apartments    | <b>P</b> Parking             |

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