2025-2026 Undergraduate Catalog

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About University of Jamestown

Catalog and Contact Information

Contact Information

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Jamestown, ND 58405

Phone: (701) 252-3467

Fax: (701) 253-4318

www.uj.edu

Fargo

Physical Therapy Building

4190 26th Avenue South

Fargo, ND 58104

Phone: (701) 356-2136

Fax: (701) 253-4492

UJ Graduate & Professional Studies Center

4820 23rd Avenue South

Fargo, ND 58104

Phoenix

3110 N Central Avenue

Ste L-190

Phone: (701) 557-8071

Fax: (701) 639-4176

accelerated.uj.edu

Office of Admission

Phone: (800) 336-2554

Email: admission@uj.edu (Residential Programs)

Email: onlineadmissions@uj.edu (Online Programs)

Effective Date of Catalog

August 25, 2025

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.

The Mission and History of the University of Jamestown

Throughout its more than 135-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.

Mission Statement

The University of Jamestown is a student-centered university dedicated to the development of wholeness in all members of our community. We adhere to a curriculum of academic excellence which blends the liberal arts with sound professional preparation. Our commitment to the Christian faith encourages an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Identity Statement

The University of Jamestown exists to develop wholeness in all members of our community and to serve its students in a friendly, caring environment. Supported by faculty and staff who are committed to the success of our students, we make the transitions into college and from college-to-career as stress-free as possible.

We value academic excellence as well as a highly engaged student body, faculty, and staff. We blend the liberal arts with professional programs with the goal of graduating

students who are well rounded and foundationally prepared for careers that are ever changing in an expanding global economy and lives that are lived in an increasingly complex society.

We believe that students can thrive in a variety of learning environments, whenever and however courses are offered. We promote a residential experience for our traditional undergraduate students, recognizing that a living-learning environment provides an outstanding opportunity for academic, social, and spiritual maturation and persistence. We provide online and hybrid offerings for learners who prefer the flexibility such formats offer while demanding a level of academic rigor that builds character, promotes ethical development, and leads to success in the workplace and further educational endeavors.

We are a Christian university founded in the Presbyterian tradition which welcomes students, faculty, and staff members of all faiths and denominations and fosters the spiritual lives of all members of our community.

Vision Statement

The University of Jamestown seeks to be the best career-oriented, liberal arts university in the Midwest with a presence that extends into other strategically chosen regions across the United States.

We will do so through offering innovative academic programs in a variety of formats that blend the best of the liberal arts tradition with professional training in an engaged, student-centered, Christian environment that cultivates lifelong personal and professional success.

Values Statement

You shall love the Lord our God with all our God with all your heart, and with all your soul, and with all your mind. This is the first and greatest commandment. And the second is like it: "Love your neighbor as yourself." (Matthew 22:37-39)

The University of Jamestown is a fully independent, self-governing institution that shares an historic relationship with the Presbyterian Church (USA). We are non-sectarian and welcome students, faculty, and staff 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.

As a Christian 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. We believe that learning and the search for truth are closely connected to faith.

We embrace the ongoing search for knowledge and truth as a way of liberating the human spirit and of understanding the world we share with others. The 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.

Institutional Objectives

The University of Jamestown is committed to measuring its success in fulfilling its mission and enhancing its academic offerings through continuous assessment of student learning. The following 15 institutional objectives guide the University's comprehensive assessment plan and serve as the bridge between program outcomes and the University mission.

University of Jamestown:

Student Learning

- maintains academic, professional, and pre-professional programs that prepare students for entry into the work force or for further education; (Academic Preparation)
- provides undergraduate students with a general education curriculum rooted in the liberal arts to improve critical thinking skills and increase general knowledge; (General Education)
- offers co-curricular opportunities to develop wholeness in students as they learn and grow on a personal, social and civic level; (Engagement)
- provides opportunities for students to learn basic ethical principles, serve others, and to engage in character-building activities; (Character Building)
- provides support services to assist students in achieving their academic and career goals; (Academic Support Services)
- 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)

- provides opportunities for students to be involved in Christian religious life activities and to explore their faith; (Christian Life/Religious Life Environment)

Community Engagement

- recognizes and fosters opportunities to connect with, integrate into, and participate and serve in the larger communities in which it resides; (Community)
- demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development; (Faculty Development)
- demonstrates its commitment to continuous improvement through staff development; (Staff Development)
- maintains mutually beneficial relationships with alumni and institutional friends; (Development)
- 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)

Stewardship and Fiscal Integrity

- uses current technology to enhance student learning, administrative efficiency, and institutional effectiveness; (Technology)
- maintains the infrastructure necessary to support both the academic program and student life; (Infrastructure)
- manages financial resources to support its objectives and strategies in a manner that ensures the institution's viability in the short- and long terms; (Sound Fiscal Management)

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 Center; Seibold and Prentice residence halls; Lyngstad Center, a modern classroom facility; the Reiland Fine Arts Center, with its exceptional concert/performance hall; the 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; the McKenna Thielsch Center with its nursing and science labs; and the Harold Newman Arena. The University also

completed a 13,350 square foot building in Fargo to house the Doctor of Physical Therapy Program, which matriculated its first class in the fall of 2013.

In January 2021 the University divided into the Undergraduate College and the College of Graduate and Professional Studies. The Undergraduate College is the home to all the undergraduate programs of study housed on the Jamestown campus with the exception of the School of Nursing. The graduate programs are in the College of Graduate and Professional Studies along with the University's online undergraduate programs and the School of Nursing.

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.

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 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.

Accreditation, Approvals, Memberships, and Affiliations

The 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/

The University of Jamestown has been continuously accredited since 1920.

University of Jamestown has been granted a Regular Accredited Vocational and Degree Program License AVD-01712 by the Arizona State Board of Private Postsecondary Education, 1740 W. Adams Street, Room 3008, Phoenix, AZ 85007, 602-542-5709,;http://ppse.az.gov

The teacher education programs are approved by the Education Standards & Practices Board of North Dakota.

The University of Jamestown Associate of Science in Nursing degree program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation (NLN-CNEA), located at 2600 Virginia Avenue, NW, Washington, DC, 20037. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received. (NLN -CNEA) https://cnea.nln.org

The Bachelor of Science in Nursing at University of Jamestown is accredited by the Commission of Collegiate Nursing Education (CCNE) (https://www.ccneaccreditation.org).

All nursing programs are state board approved:
https://www.ndbon.org/
North Dakota Board of Nursing
919 S. 7th Street, Suite 504
Bismarck, ND 58504

The Bachelor of Science Program in Mechanical Engineering is accredited by the Engineering Accreditation Commission of ABET, https://www.abet.org under the Program Criteria for Mechanical and Similarly Named Engineering Programs.

The Pathologists' Assistant program will be reviewed for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which has already begun that multi-year process. The program will achieve "Serious Applicant" status prior to the graduation of the first class, making students eligible to sit for the American Society of Clinical Pathology Board of Certification (ASCP-BOC) certification examination for Pathologists' Assistants. Student outcomes for the examination results will be posted per cohort.

The Physical Therapy Program at the University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; 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 Collegiate Athletic Association. The University also has a number of affiliation and consortium agreements with medical facilities that provide clinical experience for its students.

State Authorization and Reciprocity Agreements (NC-SARA): NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. NC-SARA is overseen by a National Council and administered by four regional education compacts. The members of NC-SARA are states, not institutions or students. Therefore, a state joins; or becomes a member of NC-SARA while a college or university operates under or participates in NC-SARA. NC-SARA pertains to approval of distance education courses and programs offered across state lines by institutions that already have degree authorization in at least one state. What NC-SARA does is centralize the authorization process for each institution in a single state called the institutions home state. Colleges or universities in an NC-SARA state therefore only need their home state authorization to offer distance education to any other NC-SARA member state.

Nondiscrimination Statement

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, religion, national origin,

sex, pregnancy, sexual orientation, gender identity, age, marital status, family medical history or genetic information, disability, political affiliation, military or veteran status, status with regard to public assistance, 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 employees 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/Title IX Coordinator, Becky Knodel (bknodel@uj.edu, 701-252-3467 ext 5566, Liechty Center/Taber Hall 219) or the alternate designee, Vice President for Student Affairs (Lyngstad), 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, harassment or other acts that create a hostile environment at the 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.

Academic Calendar

See Master of Science in Clinical Counseling calendar here.

2025-2026 Academic Calendar

Fall Term

Tuesday	Aug 18-19	New Faculty Orientation
Wednesday-Friday	Aug 20-22	Faculty Workshops
Friday-Sunday	Aug 22-24	New Student Orientation
Monday	Aug 25	Fall Classes Begin
Monday	Sep 1	Labor Day – No Classes – Offices Closed
Sunday	Oct 19	End of Midterm – First 8 Weeks
Monday	Oct 20	Fall Break – No Classes
Tuesday	Oct 21	Classes Resume
Thursday-Friday	Nov 27-28	Thanksgiving Break
Friday	Dec 5	Last Day of Fall Classes
Monday-Thursday	Dec 8-11	Fall Final Exams
Thursday	Dec 14	Fall Term Ends

Spring Term

Monday	Jan 5	Spring Classes Begin
Sunday	Mar 1	End of Midterm – First 8 Weeks
Monday-Sunday	Mar 2-8	Spring Break
Monday	Mar 9	Spring Classes Resume
Tuesday		Assessment Day
Friday	Apr 3	Good Friday – No Classes– Offices Closed
Monday	Apr 6	Easter Monday – No Classes– Offices Closed
Friday	Apr 24	Last Day of Spring Classes
Monday-Thursday	Apr 27-30	Spring Final Exams
Saturday	May 2	Commencement
Sunday	May 3	Spring Term Ends

Summer Term

Monday	May 4	Summer Term Starts

Sunday	June 28	Summer First 8 Week Session Ends
Monday	June 29	Summer Second 8 Week Session Starts
Friday	Aug 14	Last Day of Summer Classes
Monday-Thursday	Aug 17-20	Summer Full Term Finals
Sunday	Aug 23	Summer Term Ends

2026-2027 Academic Calendar

Fall Term

Tuesday	Aug 18	New Faculty Orientation
Wednesday-Friday	Aug 19-21	Faculty Workshops
Friday-Sunday	Aug 21-23	New Student Orientation
Monday	Aug 24	Fall Classes Begin
Monday	Sep 7	Labor Day – No Classes – Offices Closed
Sunday	Oct 18	End of Midterm – First 8 Weeks
Monday	Oct 19	Fall Break – No Classes
Tuesday	Oct 20	Classes Resume
Thursday-Friday	Nov 26-27	Thanksgiving Break
Friday	Dec 4	Last Day of Fall Classes
Monday-Thursday	Dec 7-10	Fall Final Exams
Thursday	Dec 13	Fall Term Ends

Spring Term

Monday	Jan 4	Spring Classes Begin
Sunday	Feb 28	End of Midterm – First 8 Weeks
Monday-Sunday	Mar 1-7	Spring Break
Monday	Mar 8	Spring Classes Resume
Tuesday		Assessment Day
Friday	Mar 26	Good Friday – No Classes– Offices Closed
Monday	Mar 29	Easter Monday – No Classes– Offices Closed
Friday	Apr 23	Last Day of Spring Classes
Monday-Thursday	Apr 26-29	Spring Final Exams
Saturday	May 1	Commencement
Sunday	May 2	Spring Term Ends

Summer Term

Monday	May 3	Summer Term Starts

Sunday	June 27	Summer First 8 Week Session Ends
Monday	June 28	Summer Second 8 Week Session Starts
Friday	Aug 13	Last Day of Summer Classes
Monday-Thursday	Aug 16-19	Summer Full Term Finals
Sunday	Aug 22	Summer Term Ends

2027-2028 Academic Calendar

Fall Term

Tuesday	Aug 24	New Faculty Orientation
Wednesday-Friday	Aug 25-27	Faculty Workshops
Friday-Sunday	Aug 27-29	New Student Orientation
Monday	Aug 30	Fall Classes Begin
Monday	Sep 6	Labor Day – No Classes – Offices Closed
Sunday	Oct 24	End of Midterm – First 8 Weeks
Monday	Oct 25	Fall Break – No Classes
Tuesday	Oct 26	Classes Resume
Thursday-Friday	Nov 25-26	Thanksgiving Break
Friday	Dec 10	Last Day of Fall Classes
Monday-Thursday	Dec 13-16	Fall Final Exams
Thursday	Dec 19	Fall Term Ends

Spring Term

Monday	Jan 10	Spring Classes Begin
Sunday	Mar 5	End of Midterm – First 8 Weeks
Monday-Sunday	Mar 6-12	Spring Break
Monday	Mar 13	Spring Classes Resume
Tuesday		Assessment Day
Friday	Apr 14	Good Friday – No Classes– Offices Closed
Monday	Apr 17	Easter Monday – No Classes– Offices Closed
Friday	Apr 28	Last Day of Spring Classes
Monday-Thursday	May 1-4	Spring Final Exams
Saturday	May 6	Commencement
Sunday	May 7	Spring Term Ends

Summer Term

Monday	May 8	Summer Term Starts
Sunday	July 2	Summer First 8 Week Session Ends
Monday	July 3	Summer Second 8 Week Session Starts
Friday	Aug 18	Last Day of Summer Classes
Monday-Thursday	Aug 21-24	Summer Full Term Finals
Sunday	Aug 27	Summer Term Ends

2028-2029 Academic Calendar

Fall Term

Tuesday	Aug 22	New Faculty Orientation
Wednesday-Friday	Aug 23-25	Faculty Workshops
Friday-Sunday	Aug 25-27	New Student Orientation
Monday	Aug 28	Fall Classes Begin
Monday	Sep 4	Labor Day – No Classes – Offices Closed
Sunday	Oct 22	End of Midterm – First 8 Weeks
Monday	Oct 23	Fall Break – No Classes
Tuesday	Oct 24	Classes Resume
Thursday-Friday	Nov 23-24	Thanksgiving Break
Friday	Dec 8	Last Day of Fall Classes
Monday-Thursday	Dec 11-14	Fall Final Exams
Thursday	Dec 17	Fall Term Ends

Spring Term

Monday	Jan 8	Spring Classes Begin
Sunday	Mar 4	End of Midterm – First 8 Weeks
Monday-Sunday	Mar 5-11	Spring Break
Monday	Mar 12	Spring Classes Resume
Tuesday		Assessment Day
Friday	Mar 30	Good Friday – No Classes– Offices Closed
Monday	Apr 2	Easter Monday – No Classes– Offices Closed
Friday	Apr 27	Last Day of Spring Classes
Monday-Thursday	Apr 30 - May 3	Spring Final Exams
Saturday	May 5	Commencement
Sunday	May 6	Spring Term Ends

Summer Term

Monday	May 7	Summer Term Starts

Sunday	July 1	Summer First 8 Week Session Ends
Monday	July 2	Summer Second 8 Week Session Starts
Friday	Aug 17	Last Day of Summer Classes
Monday-Thursday	Aug 20-23	Summer Full Term Finals
Sunday	Aug 26	Summer Term Ends

Academic Information and Policies

Academic Integrity Policy

Academic Integrity Policy

The University of Jamestown is committed to fostering a community that values self-discipline, responsibility, and the continuing growth of the individual. These values are the foundation of the pursuit of knowledge and the integrity of our academic environment. To achieve these values, we strive tomaintain an atmosphere of mutual trust between and among instructors and students. Through accident or intent, violations of academic integrity can be detrimental to our community and an individual's growth.

Expectations of Integrity

At its heart, academic integrity is the understanding that any work submitted is the original effort of the student or group, crediting others properly where appropriate and following the guidelines provided by instructors. If there is a question about how to do this best, asking the instructor is always the first place to start. Generative AI tools have made this more challenging for students and instructors. However, by committing to the core principles of the University of Jamestown's academic integrity policy, we can strengthen the foundation of trust and respect. All University of Jamestown Community members are encouraged to hold each other accountable for these shared values.

Violations of Academic Integrity

There are three main types of violations: cheating, inappropriate collaboration, and plagiarism.

- Cheating involves misrepresenting knowledge or experience. It reduces one's opportunity to learn, develop, and improve one's skills.

- Inappropriate collaboration occurs when unauthorized assistance is provided to others, requested, or received while completing an assessment. Unauthorized use of generative AI can constitute inappropriate collaboration.

- Plagiarism is the use of words, ideas, or data from another source than yourself without providing clear acknowledgment. Plagiarism can occur both accidentally and intentionally.

These violations may be determined based on a variety of tools and professional judgment.

See the Generative Artificial Intelligence Guiding Principles for additional clarification on how educational aids can influence academic integrity. The core approach should be to seek clarification from the syllabi statement on educational aids and course instructors when unsure how to approach utilizing, or not, educational aids such as generative artificial intelligence in a particular situation.

Disciplinary Process & Reporting Violations

The University of Jamestown values fairness, transparency, and accountability while doing its best to maintain academic integrity. We acknowledge that different viewpoints can be presented when addressing student work, which may lead to disputes. The following process describes the typical reporting and appeals process to resolve academic integrity disputes. All members of the university community are expected to uphold these standards.

Reporting Violations

All University of Jamestown community members share responsibility for maintaining academic integrity. Suspected violations should be reported to an instructor or the Dean of Academic Affairs. Instructors must report all cases of academic dishonesty to the appropriate Dean of Academic Affairs, who will maintain records of individual student AIP allegations until after graduation or departure from the university as required to maintain compliance with accreditation requirements.

- The form for reporting alleged academic integrity violations to the Dean of Academic Affairs can be found here: https://my.uj.edu/ICS/Academics/Academic_Affairs_Forms.jnz

Instructor Responsibilities

A course instructor who suspects a violation must:

- Inform the student(s) of the suspicion and present the evidence.
- Allow the student(s) an opportunity to respond to the allegations. This can be done after a report is filed and any responses are to be amended to the report.
- Determine the penalty if a violation is confirmed, which may range from requiring the assignment to be redone to a failing grade for the assignment or the course.
- The formal report submission may be deferred if the student accepts the determination. A consolidated report of violations should be submitted to the Dean of Academic Affairs to record if individual reports are not submitted.

- This is intended to allow for flexibility of course instructors to “batch” report periodically throughout a semester or to submit multiple students on the same report.

- If a dispute arises, the form for reporting alleged academic integrity violations (https://my.uj.edu/ICS/Academics/Academic_Affairs_Forms.jnz) should be utilized immediately. The dispute process will be followed upon submission, indicating that the student is disputing the allegation of violation.

Disputes

If a student disputes the allegation:

- The reporting form is submitted to the relevant Dean of Academic Affairs for review. Where appropriate, the Dean may refer the issue to the department chair or program director as the designated academic representative for the report. That representative contacts both the student and the instructor to gather

any additional required information. The academic representative will submit a final recommendation on the report to the Dean of Academic Affairs.

- The appeal process ends if the Dean of Academic Affairs determines the appeal is without merit. If the appeal has merit, based on a review or a recommendation from a designated academic representative, the Dean of Academic Affairs will work with the instructor and department chair or program director to find a method for addressing specific allegation concerns.
- If no solution can be agreed upon, the Dean of Academic Affairs may refer the matter to the Vice President of Academic Affairs (VPAA) for review. The VPAA's decision shall be final.

Generative Artificial Intelligence Guiding Principles

The University of Jamestown recognizes the presence of generative artificial intelligence tools, both in an academic setting and in our broader society. These guidelines aim to allow, where supported, the purposeful use of generative artificial intelligence in your academic experience while supporting learning, preserving fairness, and respecting the diverse perspectives of our community. These guidelines provide a foundation for students and instructors when considering or utilizing educational aids responsibly while maintaining academic integrity.

It is important to review any individual program guidelines that also cover artificial intelligence as they may have their specific policies. Each course syllabus has an "AI Statement" that outlines the individual course's expectations when it comes to what is expected when it comes to considering utilizing generative artificial intelligence tools. This tiered approach guides down to the individual course level while providing flexibility to adjust to rapidly evolving tools and discipline-specific needs.

Students who are alleged to have violated academic integrity attributed to unauthorized educational aid usage must follow the Academic Integrity Policy reporting process. Students should first work with their instructor, and only when they fail to resolve the concern, should they follow the Academic Integrity Policy dispute process.

Guidelines

- Instructor Guidelines
    - The instructor should provide clear direction regarding generative artificial intelligence within the course syllabus as to what is, and is not, acceptable.
    - Individual schools or department guidelines, if they exist, should be referenced and linked within course syllabi.
- Student Guidelines
    - Cite sources and be transparent
        - Students must acknowledge the use of generative artificial intelligence tools in their work when it is allowed within a course. This includes citing the specific tool utilized and clearly explaining how it was used to support their work (e.g., brainstorming, drafting, revisions, etc.). Seek instructor clarification if unclear when and how to cite usage.
    - Purposeful Use
        - Generative artificial intelligence can be utilized to support individual intellectual efforts but should not be used as a replacement. Wise usage of these tools can support holistic development and career preparation; however, poor usage and a misunderstanding of how generative artificial intelligence tool usage can impact one's academic journey could inadvertently cause academic integrity violations - to the detriment of yourself and the academic community.

The generative AI policy developed by Boston University inspired these guiding principles.

"Policy on the Use of AI Text Generation," Boston University, https://www.bu.edu/files/2023/02/GAIA-Final-2023.pdf. Accessed September 2024.

Other Student Notes

Individual assignment or assessment grade disputes on anything other than academic integrity violations will not be reviewed, and students are directed to follow the Grade Appeal Process once they are awarded a final grade in the course.

The Dean of Academic Affairs will determine appropriate disciplinary action for cases of inappropriate collaboration or other violations involving students not enrolled in the

reporting instructor’s course.

In cases of multiple violations, the Dean of Academic Affairs, in consultation with relevant parties, may impose additional sanctions.

Academic Standing

Adequate Progress toward a Degree and Academic Standing

The university defines “adequate progress toward a degree” as the maintenance of a cumulative GPA of 2.0 or higher at the undergraduate level and 3.0 or higher at the graduate level. Students are subject to the following academic sanctions when their cumulative GPA falls below 2.0 at the undergraduate level and 3.0 at the graduate level. Students are subject to academic sanction whenever both of the following conditions are met:

- Student is registered for at least half-time (6 credits at the undergraduate level and 3 credits at the graduate level) in a semester.
- In that semester, the undergraduate student's cumulative GPA falls below a 2.0 or the graduate student's cumulative GPA falls below a 3.0.

For the purposes of this policy, the university identifies fall term, spring term, and summer term as "semesters."

Academic Warning

A student is placed on academic warning when his/her cumulative GPA drops below the level defined above as “adequate progress.” The student will be removed from academic warning status whenever his/her 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 cumulative 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.

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

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 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. The suspension is two terms in length and is usually served in the term immediately following the suspension.

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 Dean and Vice President for Student Affairs. The student will be notified whether he or she will be re-admitted on academic probation or denied admission.

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 compliance standards of the athletics department, the NCAA Division II, and the athletics conference. Specific eligibility requirements can be found on the athletics website or by speaking with the compliance administrator in the athletics department.

Admission

General Admission Policy

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.

Student Conduct

Admission to the University of Jamestown constitutes an 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 available on the University's web site.

Undergraduate 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. personal factors such as extra-curricular involvement, character, and leadership.
3. access to Internet (for online programs)

Application Information

Each applicant must submit the following:

1. A completed online application form (no application fee).
2. Official transcripts of all high school and previous college credits.

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 and Chemistry Applicants: In addition to the above, all prospective engineering 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.

Requirements for and Notification of Acceptance

Each application for admission is considered on an individual basis. To matriculate from an accepted student to being officially enrolled, residential students must submit a $250 enrollment fee.

Categories of Admission Status

- Good Standing - Students whose records indicate good accomplishment and potential are admitted in good standing.
- Conditional Acceptance - Students whose records indicate additional support or guidance is required are admitted conditionally.
- Special Admission - This classification includes students 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.

Readmittance

The files of all former University of Jamestown students requesting readmittance to the University will be reviewed by the Director of Transfer Admissions. Following review, the student will be notified of one of the following:

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

Conditional Acceptance

Residential Students

On campus undergraduate admissions criteria are a cumulative high school GPA of 2.5 on a 4.0 scale for freshmen, or 2.0 cumulative college GPA for transfer students. Students whose GPA falls below that threshold

may be granted Conditional Acceptance based on personal essay or interview with the Director of Admissions and/or Vice President of Enrollment and an in depth transcript analysis. If granted Conditional Acceptance, students will be limited to 12 credit hours their first semester and must meet regularly with the Student Success Coordinator.

Online Students

Undergraduate students entering the University of Jamestown online programs with less than 24 transfer credits or with a cumulative grade point average (GPA) lower than 2.0 if more than 24 transfer credits, will be accepted for admission on a conditional basis. During their first two semesters of enrollment/four 8-week modules/32 weeks, conditional admittees must be limited to 12 credits (4 classes) in each semester/16 weeks and upon completion of the two semesters/32 weeks, must have a cumulative GPA of 2.0 to continue with additional courses.

Students who do reach a 2.0 GPA or higher following completion of 2 semesters/32 weeks, will have the conditional acceptance removed from their UJ file and will be allowed to continue with their courses at UJ.

Students who do not reach a 2.0 GPA upon completion of 2 semesters/32 weeks will be dismissed from the University of Jamestown and will need to apply for reinstatement if they choose to return to UJ after a period of at least 6 months.

These same rules would apply to graduate students who have an undergraduate GPA of less than a 3.0. These students would need to obtain a cumulative 3.0 GPA upon completion of two semesters/32 weeks of courses at UJ.

Additional Information

All students accepted on a conditional basis would still be eligible to receive Title IV funding if they meet the federal guidelines.

All students accepted on a conditional basis will have a registration hold placed on their account until their cumulative GPA can be calculated to determine if requirements of conditional acceptance have been met.

Graduate Admission

Admission into a University of Jamestown graduate program is made at the programmatic level. Interested students should consult the Admission sections of the Master's Degree, Doctoral Degree, and Graduate Certificate program pages for details about admission policies and procedures. Access to Internet is required to be considered for admission to all online and hybrid programs.

International Students

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 Belarus, Brazil, Canada, China, Germany, India, Italy, Japan, Kenya, Korea, Liberia, Mexico, Netherlands, Nigeria, Puerto Rico, Spain, South Africa, United Kingdom, and Zimbabwe.

International Student Admission Requirements

International students apply to the University of Jamestown using the following steps:

1. Complete the online International Student Application (no application fee).

2. Submit official transcripts from all secondary schools and universities you have attended, (including those from 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.

3. 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. The University will accept a dated bank statement with an official signature. The University of Jamestown will accept a dated bank statement with official signature.

Centers for Excellence

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 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, ND. Mr. Widmer is a graduate of the class of 1958 and a longtime College trustee.

The Center's facets include the following:

- **Studies in Information Technology**
- **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:

Degree Programs
The following degree programs are offered through the Roland E. Meidinger Center for Excellence in Business by its Department of Business, Accounting, and Economics:

- Bachelor of Arts degree in business administration with concentrations in accounting, business communication, general management, information technology, liberal arts, and marketing.
- Bachelor of Arts degree in accounting
- Bachelor of Arts in Liberal Arts Business Studies.

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.

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:

- 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.

Curriculum Delivery

Attendance Policy

The participation of students in all courses is considered an important part of the academic procedure. Students are

responsible for ascertaining attendance requirements for each course in which they are enrolled. Accordingly, each instructor shall make known to all students (preferably, as part of the syllabus), the policies on attendance for the class, including how attendance is used in grade computation. Instructors shall also make explicitly clear the extent to which class participation is requisite to the learning experience in that class. It is assumed that students will conscientiously fulfill this responsibility when courses are scheduled and will contribute to class activities. Instructors may consider irregular attendance in his/her evaluation of students' educational achievement.

Specific policies related to excused and unexcused absences can be found in the Student Handbook and on program pages in the Catalog. Programs offered entirely online are considered nonattendance taking programs.

Online Class Etiquette

Online course delivery is dependent on effective use of class meetings to deliver content, facilitate discussion, and answer questions. Recognizing that learners have a variety of unique needs, the following requirements ensure students are actively engaged in the learning and instructors are able to provide meaningful class sessions.

1. Attendance to class meetings is required. If students are unable to attend, prior permission must be granted from the instructor to receive an excused absence. Unexcused absences may lead to removal from the course.
2. Class meetings will be recorded so students may review the session. Students who were absent are responsible for viewing the recording and will be given an alternate task to compensate for missing class.
3. Preferably, students should use a computer or tablet for class meetings. Participating in class meetings is possible with a cell phone but is not ideal. Landlines should be used only when other devices aren’t working.
4. Students should mute their microphone upon entering the class meeting and unmute their mic to participate in discussion or to ask a question.
5. Students should have the camera on during the entire class meeting. If an emergency arrives, students may send a chat message privately to the instructor and turn off the video. Exceptions should be discussed with the instructor prior to the first class meeting if possible. Exceptions include:
    - Students have limited bandwidth or no webcam
    - Students are in an environment with a lot of visual distractions
    - Students need a private moment
    - The instructor sees issues with bandwidth and requests cameras be turned off
6. Use a headset if possible to improve audio quality.
7. All additional apps and screens should be closed unless they are essential to the class discussion. Students should also turn off music or other background noise.
8. When speaking, say your name then add your question or comment.
9. Use the chat window for questions and comments that are relevant to class discussion. The chat window is not a place for socializing or posting comments that distract from the course activities.
10. Reaction buttons, raising hands, and other emoticons are encouraged to show you are participating the discussion even though you are not speaking. Instructors may require use of reaction buttons, chat box, polling, discussion groups, or other options to encourage active engagement.
11. Interruptions as well as awkward silences may occur. The instructor will work through these issues as needed.
12. Privacy concerns:
    - Students who will be sharing their screens should open relevant documents ahead of class meeting time. Avoid showing the entire desktop.
    - Use the virtual background options or move to a location that doesn’t reveal your living space.
    - Students are able to click on Hide Self-View or place a sticky note over their faces if they are uncomfortable seeing themselves.
    - Avoid using names of colleagues, students, or school districts to maintain professional confidentiality.
13. Sharing the recording, taking screen shots, or distributing course content and discussion is not

authorized and may violate FERPA, copyright, or other personal rights of students and instructors.

Course and Program Cancellation

The University of Jamestown is committed to offering all of its courses and programs to enrolled students but reserves the right to modify programmatic offerings. In the unlikely event that the university is not able to offer all of the courses or programs described in this catalog, the university will do the following:

- Courses: The university reserves the right to offer an appropriate course as a substitution for a required course and count the substituted course toward program requirements if it is unable to offer a required course.
- Programs: If the university deactivates a program, the university will continue to offer all of the required courses for the program, or appropriate substitutions for them, in a timely manner to allow currently enrolled students to complete the program. For the purposes of this policy, "timely manner" means up to two terms beyond the period of time it would normally take an enrolled student to complete the program and/or until the last currently enrolled student completes the program, whichever comes first. If the university is forced to declare financial exigency, the university reserves the right to partner with other accredited institutions for a "teach out" in alignment with Higher Learning Commission requirements.

Credit Hour Policy

The University of Jamestown follows the "Carnegie Definition" of credit hour. A unit of credit (one credit hour) is defined as the equivalent of one 50-minute in-class period with a minimum of two hours of additional student work outside of class per week for approximately 15 weeks; or

The equivalent amount of student work over a different amount of time; or

The equivalent amount of student work by other instructional modes of delivery such as distance education (online), hybrid learning, or independent and directed studies.

Hence, a three-credit course would require the equivalent of 45 hours of class time and 90 hours of outside work. In the online accelerated (eight-week) environment, this translates to approximately 18 hours of student work per week for a three-credit course. Student work includes preparation time, reading, research, discussion board participation, assignments, exams, and practical application of materials.

Details of the policy:

- Laboratory Courses: Practical application type courses where the major focus is on 'hands on' experience to support student learning using equipment, activities, tools, machines etc. 1 credit hour is approximately 2-3 laboratory hours.
- Applied Music Lessons: Courses are individual lessons which meet once per week. Students receive 1-2 credits with lessons lasting 30-60 minutes. Additional independent practice is expected.
- Internships and Practicums: A pre-professional practical learning experience in an appropriate work environment that will benefit the student. 1 credit per 40 hours of internship, with an additional 2 hours or more of coursework, not to exceed 8 credits in one experience with the exception of student teaching.

Delivery Methods

The University of Jamestown offers programs in on-campus, online, and hybrid formats. On-campus and hybrid programs are offered at the Jamestown and Fargo locations. See individual program pages for details.

Directed/Independent Studies and Special Topics

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. All directed and independent study courses must be approved by the student's faculty advisor, the department chair or program director, and the Dean.

Directed Study courses are individualized offerings of courses currently approved and listed in the catalog. These

are often offered to assist a student in resolving a serious scheduling conflict outside of his/her control that cannot be resolved by other means.

Independent Study are individualized courses that allow a student to work with a faculty member to do research beyond what is offered in the normal curriculum.

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.

Special Topics are classroom-based courses for topics outside the normal curriculum. These are often used to address new questions in a field or to test whether the course should be approved for permanent listing in the catalog.

Grading and Honors

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.

Incomplete Grades

The grade "incomplete" is given only at the end of a term 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 the Dean for an extension of time. The Dean may grant an extension of time or a replacement of the incomplete with a W (Withdrawn). 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.

Pass-Fail Option for Undergraduate Programs

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.)

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+ = 4.00
A = 4.00
A- = 3.67
B+ = 3.33
B = 3.00
B- = 2.67
C+ = 2.33
C = 2.00
C- = 1.67
D+ = 1.33
D = 1.00
D- = 0.67
F = 0.00
Grades of P (Pass), W (Withdrawal), and I (Incomplete) do not affect the grade point average.

Two grade point averages are maintained for transfer students: The University of Jamestown GPA and a cumulative GPA that includes transfer credit. The cumulative GPA is also used in determining eligibility for scholarships and for all academic honors (other criteria beyond GPA may exist in some cases.) Grade points are rounded to the nearest one-thousandth.

Appealing Final Course Grade Policy

A student may appeal the final 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 instructor's part, and it is the student's responsibility 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 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 receives in a course.

Students wishing to appeal final course grades should follow this timeline and process:

Discuss the concern with the instructor involved no later than two weeks after the end of the course term. (Calendar weeks — University breaks such as spring break excluded.)

- Submit the circumstances of the grievance, specific concerns, and a possible remedy.
- The student should make an appointment and meet with the chairperson or program director as indicated by the department chair.
- It is the responsibility of the department chair or director to collect evidence from the student and the instructor if the instructor is not separated from the university prior to making a decision.
- The student and instructor will be notified in writing of the department or school’s administrative decision within three calendar weeks of the meeting between the student and department representative. The decision and all relevant materials will be submitted to the academic dean for archival with the original submission.
- If the student remains unsatisfied or the instructor who issued the grade is the department chairperson, the student should move directly to the next stage of the appeal process.

Appeal to the Dean of Academic Affairs in writing within one calendar week of notification of the department representatives' decision.

- Include in the written document the circumstances of the grievance, specific concerns, and a possible remedy.
- The student should make an appointment and meet with the Dean of Academic Affairs.
- It is the responsibility of the Dean of Academic Affairs to collect evidence from the student, the instructor (if not separated from the university), and the department chair and/or program director before making a decision.
- If there are extenuating circumstances, the grievance can be requested to be referred to the Vice President of Academic Affairs (VPAA) to render an opinion. That opinion will be added to the collected materials and used by the Dean of Academic Affairs to render a decision.
- All relevant parties will be notified in writing of the Dean of Academic Affairs' decision, which 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—as determined by the relevant academic administrator—the course grade will administratively be changed to a more appropriate grade, and the instructor of the course and student will be notified of the grade change within one calendar week.

Honors

The Dean's List of Outstanding Scholars

The dean's list of outstanding scholars includes all full-time undergraduate 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. At least 6 of the 12 credits must receive a letter grade.

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).

Distinction in Degrees

Undergraduate scholastic excellence is recognized through Latin honors with diploma designations as follows:

- Summa Cum Laude - 3.90 GPA or higher
- Magna Cum Laude - 3.70 to 3.899 GPA
- Cum Laude - 3.50 to 3.699 GPA

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 (leadership), Pi Kappa Delta (forensics), Phi Lambda Theta (education), Psi Chi (psychology), and Sigma Theta Tau (nursing).

Graduate Assistant Policy

The University of Jamestown graduate assistantship program provide students with education and training opportunities that align with the educational mission of their degree program. The appointment as a Graduate Assistant contributes to the graduate student's principal objective, which is to develop academically and earn a degree, while also providing financial support to assist in

the completion of the academic program.
Graduate assistants are typically full-time graduate students who participate in teaching, research, or administrative activities in exchange for financial support. Graduate assistantships are awarded to graduate students who, based on their credentials, are deemed likely to be highly successful as students.
Graduate students attend the University of Jamestown for the benefits that come because of the educational opportunities we provide in our programs. Graduate assistantships augment those education experiences and provide financial support to help our students focus on their educational goals. Graduate assistantships may be awarded outside of the student's home program. These assistantships require the continued approval of the graduate program director of the student's program, the student's adviser, or the Dean of the College of Graduate and Professional Studies.
Assistantship appointments may vary in length and are contingent upon the availability of funding. Some assistantships are granted for one academic term or year with reappointment dependent upon performance review. Other assistantships are for multiple years with annual performance reviews. A general guideline for maximum time allowed is two years for master's students. Additional time may be approved on a case-by-case basis if the work being accomplished by the student warrants such action.

- If a graduate assistant leaves their role at the University of Jamestown prior to their two-season or two-year commitment and choses to continue their studies, they will pay the remainder of the tuition cost.
- If a graduate assistant completes their two-season or two-year commitment and has remaining credits, they may finish out their credits with full tuition remission unless the remaining credits are for courses that are being retaken.
- If a graduate assistant must retake a course due to academic unsatisfactory performance, they are responsible for the cost of tuition.
- If a Graduate Assistantship is terminated, or the student resigns prior to the withdrawal date, the student is responsible for the prorated full tuition rates for the current term. Full tuition rates shall be assessed in all subsequent terms in which the student is not awarded a Graduate Assistantship.

GRADUATE ASSISTANT ELIGIBILITY
Students must be registered for credit each term they receive an assistantship and must be in good academic standing and maintaining satisfactory progress toward their degree. In addition, international students must maintain the appropriate residency status.
Recommendations for assistantships are made to the Dean of the College of Graduate and Professional Studies and are subject to the dean's approval. Before any assistantship can be awarded, students must be admitted into the academic program of the College of Graduate and Professional Studies as a degree-seeking student. Students placed on Academic Warning may retain their assistantship. Students placed on Probation may no longer receive an assistantship.
Students offered a graduate assistantship must pass a criminal background check.

GRADUATE ASSISTANT EXPECTATIONS
Students receiving a graduate assistantship are expected to maintain good academic standing and satisfactory progress toward their degrees. Graduate Assistants must maintain a minimum cumulative grade point average of 3.00 on a 4.00 scale. Please refer to the College of Graduate and Professional Studies catalog for more information.
Students receiving a graduate assistantship are expected to complete required trainings annually (e.g., Safety Training, Sexual Harassment Prevention Training, Title IX Training). Failure to complete training can lead to sanctions, including revocation of the tuition waiver and termination of the assistantship.
Students receiving a graduate assistantship are expected to fulfill their responsibilities adhering to the professional and academic expectations of their discipline and in compliance with University of Jamestown policies. Violations of these policies and expectations may result in sanctions, including loss of the assistantship and/or termination from the College of Graduate and Professional Studies.

PROGRAM DIRECTOR/SUPERVISOR EXPECTATIONS
Graduate programs may have specific requirements for eligibility. The College of Graduate and Professional Studies requires that a contract be provided to all graduate assistants. This document should specify expectations for the assistantship, including number of service hours, stipend amount, activities, etc. Programs/assistantship supervisors must provide periodic oral and written assessment and feedback regarding a graduate assistant's performance. This feedback should document areas where improvement is needed, and graduate assistants should be given adequate time to improve in those areas. Feedback should be provided annually at a minimum.
The responsibilities associated with a graduate assistantship may be variable in nature. Activities that are

relevant to each student's program of study and contribute to the university's teaching, research/creative activity, or service efforts must be incorporated. The hour commitment defined by an assistantship may be averaged across a given time period. Supervisors must also remain sensitive to the academic demands faced by graduate students.

GRADUATE ASSISTANT TUITION BENEFIT
Students awarded graduate assistantships receive tuition waivers covering up to 6 graduate credits per term at the base tuition rate for regular University of Jamestown graduate courses.
Students are responsible for:

- Any differential tuition
- All student fees
- Tuition for non-graduate credits, including undergraduate courses

Room and board waivers may also be available, depending on the specific assistantship position.

Students eligible for a graduate assistantship waiver may not also receive other tuition waivers. If a student is eligible for more than one waiver, then the waiver which results in the highest tuition to be waived will be applied.

Graduate assistantship stipends vary by discipline. Graduate Assistants cannot receive compensation greater than the value of a full grant-in-aid for a full-time student. The US Department of Labor defines the Graduate Assistant role as one that is primarily an educational relationship and not an employment relationship with the school or with a grantor. An employment relationship will generally exist when a student receives compensation and his or her duties are not part of an overall education program.

Graduation Requirements

Graduation Application

Graduation intent notices will be sent out by the Registrar's office to all students each spring for the following academic year. Students planning to graduate in December, May, or Summer of the following academic year are required to fill out the graduation intent form. It is the responsibility of the student to complete the graduation intent form in a timely manner. Failure to do so may result in the student missing important graduation notices and being omitted from graduation ceremony. If a student fills out the form and later chooses to change their intended graduation date, it is their responsibility to inform the Registrar's office. The link can be found on the uj.edu website by searching "Graduation Intent Form" or here: https://www.uj.edu/academics/graduation-intent-form/.

Commencement

The May commencement ceremonies recognize those students who graduate during that academic year. The academic year consists of a fall, spring, and summer term and begins in August. Graduating students are expected to attend and fully participate in graduation activities including baccalaureate and commencement ceremonies. Mid-year or other graduates unable to return for commencement may request their degrees in absentia in writing by contacting the Registrar's office.

In order to participate in commencement exercises, students must apply for graduation and meet one of the criteria below:

1. Student has completed, or will complete by the date of commencement, all requirements necessary for graduation.
2. Student has completed all requirements necessary for graduation except student teaching. The student must be registered for student teaching for the following fall term.
3. Student has 12 or fewer credits remaining to complete all requirements necessary for graduation, and the student has enrolled for those credits in the summer term following commencement at the University of Jamestown.

Online Course Enrollment Policy for students in residential programs

Online Course Enrollment Policy for Residential Students

- All students who are enrolled in residential programs are permitted to enroll in up to **6 semester credits of online coursework** per academic term.

Eligibility Restrictions

- **Students on Academic Sanctions:**
  Residential students who are currently on academic

warning or academic probation are **not permitted to enroll in online courses**.

- **First-Semester Freshmen:**
  First-time, full-time residential freshmen are not eligible to enroll in online courses during their initial semester of enrollment.

Enrollment Procedures

- Enrollment in online courses counts toward a student's maximum course load for the term.
- Requests for exceptions to these limitations must be submitted in writing using the Student Petition Form found on myUJ and submitted to the appropriate academic dean, and will be reviewed on a case-by-case basis.

Fees

- Residential undergraduate students will be charged an online per-credit course fee for each online course in which they enroll.
- Details of the current fee are available from the Business Office.

Additional Notes

- All students are responsible for meeting technical requirements and course participation expectations in online courses.
- The policy applies to fall and spring semesters, unless stated otherwise by the university.
- Students are encouraged to consult with their academic advisor before registering for online courses.

Payment and 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.

Cost of Attendance and Fees

https://www.uj.edu/admission-aid/tuition-fees-payment/

Financial Aid Application Procedure

Federal financial aid may be available for students who qualify. More information can be found online at www.studentaid.gov or on the UJ Financial Aid Office website. Students may also contact the UJ Financial Aid Office with questions.

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.studentaid.ed.gov. The Office of Financial Aid may require the FAFSA to be completed in other instances as well.

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 half time. 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 and a Master Promissory Note 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 for loans disbursed to undergraduate students after July 1, 2023, and before July 1, 2024, is 5.5%.

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).

Payment of Charges

Payment of all student bills is due on the first day of classes. Those not paid in full on that date will be charged interest at a rate of 1.5 percent per month.

First Day of the Semester/Term:

- All charges assessed by the University of Jamestown (tuition, fees, room, and board) are due and payable on the first day of the semester/term.
- Unpaid balances begin accruing finance charges on the first day of class, which are added monthly.
- A student may contact the cashier and discuss alternative payment arrangements for any unpaid balance. The cashier can be contacted by email at cashier@uj.edu or by telephone at 701-252-3467, ext. 5561.

Thirty Days after the First Day of the Semester/Term or the Completion of Four Weeks:

- Meal plan and participation in co-curricular activities will be suspended for students with past-due accounts, or if the student is not adhering to approved payment arrangements.

Sixty Days after the First Day of the Semester/Term or the Completion of Eight Weeks:

- The student is withdrawn from the University of Jamestown if a payment arrangement has not been approved or if an approved payment arrangement is delinquent.

Past due students accounts may be sent to a collection service.

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.

Return of Title IV Funds and Institutional Charge Policy for Withdrawals

Return of Federal Title IV Aid and Institutional Aid and Refund Policy

The UJ Return of Federal Title IV Aid and Institutional Aid and Refund Policy can be found at: https://www.uj.edu/public-disclosures/title-iv-required-disclosures/return-of-title-iv-funds-policy/.

Institutional Charge Policy for Withdrawals

Residential Programs: University of Jamestown has adopted a tuition charge policy for the residential programs that uses the same methodology as the Return of Title IV Funds Policy. This policy refers to withdrawal from the University of Jamestown, not to withdrawal from an individual course. Fee charges must be paid in full, regardless of the date of withdrawal. Housing and food charges are based on the date the student discontinues living on campus.

Online Programs: University of Jamestown has adopted a tuition charge policy for the online programs. This policy refers to a withdrawal from either the University of Jamestown or an individual course. Students who participate and withdraw during the first week of the module will incur a 25% tuition charge. After week one, students will be responsible for the entire tuition charge for the module. Fee charges must be paid in full, regardless of the date of withdrawal. Students who do not participate and withdraw during the first week of the module will not incur a tuition or fee charge.

A student is considered enrolled for attendance purposes until he/she has officially withdrawn from the University

of Jamestown (see Official Withdrawal) or until the end of the term, 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.

Satisfactory Academic Progress - Undergraduate Students

SATISFACTORY ACADEMIC PROGRESS GUIDELINES for FINANCIAL AID PURPOSES

Satisfactory Academic Progress (SAP) is language set forth in the federal guidelines [34 CFR §668.34] that specifies the minimum academic progress required of a student to avoid termination of funding provided by federal and state governments. The guidelines also relate to programs funded by the institution (except for tuition waivers) or as determined by the University of Jamestown (UJ). The academic standards for students receiving Title IV funds (federal aid) are the same as those for students not receiving Title IV funds.

To demonstrate SAP for financial aid purposes, all students must comply with the following components:

1. **Qualitative** Students must maintain a minimum cumulative grade point average (GPA) of 2.0.
2. **Pace or Quantitative** Students must successfully complete (grade of 'D' or higher) at least 67% of all attempted credits. Grades of incomplete on the last day of the term are included in the calculation and not recalculated for that term once the grade is entered. Credit hours from another school accepted at UJ will count as both attempted and completed hours.
3. **Maximum Timeframe or 150% Rule** Students must complete their program within 150% of the total credits required for completion.

Monitoring Procedure

The University of Jamestown monitors student progress after every payment period (term). Summer is considered a payment period for this purpose and, consequently, progress will be monitored for those students enrolled in summer school courses after the summer session as well.

Possible statuses of each SAP calculation are good standing, warning, and suspension. A student who fails SAP after one semester is placed on financial aid warning. A student who fails SAP the next consecutive semester after being placed on warning will be placed on financial aid suspension. A student placed on financial aid suspension may appeal the suspension by submitting an official *Financial Aid Suspension Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial*) by the stated deadline. A committee including the Associate Provost/Dean of the Undergraduate College, Vice-President of Enrollment Management, Registrar, Student Success Coordinator, and Director of Financial Aid, will review the appeal. If an appeal is granted by a majority vote of the committee, an academic plan will be generated for the student. The student and financial aid representative will sign the academic plan.

Students will be notified of SAP statuses of warning and suspension and be sent an academic plan by email to their UJ email. Requirements necessary to regain eligibility for financial aid will be included in an academic plan.

Additional Information

- Limited funding may be available through private sources explicitly stating that SAP is not required.
- The Financial Aid Office reserves the right to adjust SAP verbiage at any time.
- Grades of incomplete will be counted as not earned in the calculation immediately following the term in which the grade falls. If the grade changes to a letter grade, that grade will be considered in future calculations for SAP following subsequent periods of enrollment.
- A course in which a student received a passing grade may be repeated only one time for federal student aid payment of both times the course was taken. Federal student aid may not be used for a second repeat of the same course with a passing grade (D or higher). If a student receives a passing grade in a course and then subsequently fails the course, the student cannot receive federal aid for the course in any subsequent taking of the course after failing it. All course repeats count toward the total number of credits the student has attempted, which may affect pace and/or 150% calculations for SAP.

Glossary/Additional Information

ACADEMIC PLAN An academic plan will be created for the student and will include the number of semesters, specific coursework, and minimum grades and/or grade point average it will take the student to regain compliance.

The student's advisor will be notified of the plan. Once a student is in compliance, s/he is again considered to be in good standing. The academic plan will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

APPEAL Should a student fail to make progress after a semester on warning, an appeal is required for reinstatement to financial aid privileges. The appeal must be submitted by the published deadline on an official *Financial Aid Suspension Appeal Form*, which can be found on and submitted from the University of Jamestown website under *Current Students/Financial Aid*. Students have the right to appeal action taken regarding the University's Satisfactory Academic Progress policies. Prior appeals will be considered along with a current appeal if the student has appealed in the past. There is no limit to the number of appeals a student may submit.

Appeal Denied If a student's appeal is denied, s/he is no longer eligible to receive financial aid until compliance has been regained.

APPEAL GRANTED If a student's appeal is granted, an academic plan will be generated for the student. Once signed, the student is placed on probation and s/he is eligible to receive financial aid for the following term, after which the student's record will be reviewed.

Attempted Credits All courses taken for which a student receives a 'W' or grade on the transcript are counted. Attempted credits also include those taken during terms in which the student receives no aid as well as repeated courses and credits transferred into UJ from other institutions.

GOOD STANDING All three compliance factors are being met or surpassed. Student is eligible for financial aid.

Incompletes Courses for which a student receives an incomplete will be counted as not earned in the calculation immediately following the term in which the grade falls. If the grade changes to a letter grade, that grade will be considered in future calculations for SAP.

PACE The quantitative component for all grade levels, calculated to ensure the student successfully completes (grade of 'D' or higher) at least 67% of all (cumulative) attempted credits.

Repeated credits The highest course grade will be used in determining GPA compliance. Credits from a repeated course will be counted each time the course is taken for the pace calculation. All credits will be counted toward the 150% Rule.

WARNING The first semester that a student fails to make satisfactory academic progress, s/he is assigned the status of warning. This is an automatic action, and no appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester.

SUSPENSION Should a student be determined to not be in compliance with any one of the three components of Satisfactory Academic Progress and has not successfully appealed, s/he is no longer eligible to receive assistance under financial aid programs at UJ. Any charges that the student incurs during this period of suspension from financial aid privileges are the responsibility of the student.

TRANSFER CREDITS Credit hours from another school accepted toward the student's educational program will count as both attempted and completed hours and be considered toward total GPA.

https://www.uj.edu/about/policies-handbooks-and-forms/sap-undergraduate/

Satisfactory Academic Progress - Doctor of Physical Therapy and Master's Programs

SATISFACTORY ACADEMIC PROGRESS GUIDELINES for FINANCIAL AID PURPOSES

Satisfactory Academic Progress (SAP) is language set forth in the federal guidelines [34 CFR §668.34] that specifies the minimum academic progress required of a student to avoid termination of funding provided by federal and state governments. The guidelines also relate to programs funded by the institution (except for tuition waivers) or as determined by the University of Jamestown.

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

1. **Qualitative** Students must maintain a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
2. **Pace or Quantitative** Students must successfully complete at least 67% of all attempted credits.
3. **Maximum Timeframe or 150% Rule** Students must complete their program within 150% of the total credits required for completion.

Monitoring Procedure

The University of Jamestown monitors student progress after every payment period (term). Summer is considered a payment period for this purpose and, consequently, progress will be monitored for those students enrolled in summer school courses after the summer session as well.

Possible statuses of each SAP calculation are good standing, warning, probation, and suspension. A student who fails SAP after one semester is placed on financial aid warning. A student who fails SAP the next consecutive semester after being placed on warning will be placed on financial aid suspension. A student placed on financial aid suspension may appeal the suspension by submitting an official *Financial Aid Suspension Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial*) by the stated deadline. A committee including the Associate Provost/Dean of the Undergraduate College, Vice-President of Enrollment Management, Program Director, Registrar, Student Success Coordinator, and Director of Financial Aid will review the appeal. If an appeal is granted by a majority vote of the committee, an academic plan will be generated for the student. The student and financial aid representative will sign the academic plan.

Students will be notified of SAP statuses of warning and suspension and be sent an academic plan by email to their UJ email. Requirements necessary to regain eligibility for financial aid will be included in an academic plan.

Additional Information

- Limited funding may be available through private sources explicitly stating that SAP is not required.
- The Financial Aid Office reserves the right to adjust SAP verbiage at any time.
- Grades of incomplete that change to a letter grade will result in a recalculation of SAP, providing the change occurs within the same award year the class was taken. The registrar's office must notify the financial aid office of the grade change.
- A course in which a student received a passing grade may be repeated only one time for federal student aid payment of both times the course was taken. Federal student aid may not be used for a second repeat of the same course with a passing grade. All course repeats count toward the total number of credits the student has attempted, which may affect pace and/or 150% calculations for SAP.
- Credit hours from another school accepted toward the student's educational program will count as both attempted and completed hours and be considered toward total GPA.

Glossary/Additional Information

ACADEMIC PLAN The status of ACADEMIC PLAN is assigned when a student's appeal has been granted. An ACADEMIC PLAN will be created by the Director of Financial Aid and the Registrar to determine how many semesters it would reasonably take any student to regain compliance both quantitatively and qualitatively. There is no set length for an ACADEMIC PLAN. Once a student is in compliance, s/he is again considered to be in GOOD STANDING. The personalized ACADEMIC PLAN will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

APPEAL Should a student fail to make progress after a semester on WARNING, an APPEAL is required for possible reinstatement to financial aid privileges. The APPEAL must be submitted by the published deadline on an official *Financial Aid Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial Aid*). Students have the right to appeal action taken regarding the University's Satisfactory Academic Progress policies. However, for any given circumstance, a student may only appeal once. There is no limit to the number of appeals a student may submit.

Appeal Denied If a student's appeal is denied, s/he is no longer eligible to receive financial aid until compliance has been regained.

APPEAL GRANTED If a student's appeal is granted, s/he is eligible to receive financial aid for the followingsemester, after which the transcript will be reviewed.

Attempted Credits All courses taken for which a student receives a 'W' or grade on the transcript are counted. 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.

GOOD STANDING All three compliance factors are being met or surpassed. Student is eligible for financial aid.

Incompletes Courses for which a student receives an incomplete must be finished in a timely manner as determined by the Registrar. Action will be held until the

prescribed period has elapsed (unless the course would have no impact on the decision).

PACE The quantitative component for all grade levels, calculated to ensure that the students successfully complete (grade of 'D' or higher) at least 67% of all (cumulative) attempted credits.

Repeated credits Credits earned from a repeated course will be counted only once for total number of credits completed. However, both sets of credits will be counted toward the 150% Rule. The highest course grade will be used in determining GPA compliance.

WARNING The first semester that a student fails to make satisfactory academic, s/he is assigned the status of WARNING. This is an automatic action, and no appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester.

SUSPENSION Should a student be determined to be in noncompliance with any of the three components of Satisfactory Academic Progress and has not successfully appealed, s/he is no longer eligible to receive assistance under financial aid programs at the University of Jamestown. Any charges that the student incurs during this period of SUSPENSION from financial aid privileges are the responsibility of the student.

TRANSFER CREDITS Credit hours from another school accepted toward the student's educational program will count as both attempted and completed hours and be considered toward total GPA.

https://www.uj.edu/about/policies-handbooks-and-forms/sap-graduate/

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.

UJ Scholarships

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.

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. Four students are selected each year in recognition of their academic and leadership achievements. Four students receive full tuition awards and Wilson Scholarship Day participants who are not recipients of a Wilson Scholarship receive a $1,000 per year Distinguished Scholarship. These scholarships are renewable for up to four years.
- Athletic Scholarship
    - Athletic scholarships are available for men and women participating in the Great Plains Athletic Conference. 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 Award
    - The Legacy 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.
- Other Scholarship Awards
    - The University of Jamestown offers additional awards such as major-related and participation scholarships. For further information see the admissions office.

Federal Grants

The Federal Pell Grant is designed to provide financial assistance to meet educational costs on the basis of need as determined by the FAFSA. For the 2024-2025 academic

year, grants range from $749 to $7,395 per year. The Department of Education updates the Pell Grant chart on an annual basis.

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

Residents of North Dakota who have graduated from a North Dakota high school may be eligible for a variety of scholarships or grants made available through the North Dakota University System. Additional information for each of the following programs that are administered by the North Dakota University System can be found at www.ndus.edu/paying-for-college/.

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 2023-2024 is up to $1,375 per term.

North Dakota State Native American Grant

The North Dakota Native American Scholarship program assists Native American 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 after high school completion. 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.

VA Benefits

All students receiving VA benefits must provide the institution with a certificate of eligibility (COE) or a statement of benefits from the VA. Once the student provides the institution with the COE or statement of benefits from the VA, the student will be allowed to attend and participate in all academic activity without fulfilling their financial obligation to the institution. Students waiting for VA benefits will not receive penalties from the institution such as late fees, denial of access to classes or denial of any campus facilities or services due to an outstanding bill. The institution will not require VA students waiting for benefits to borrow any additional funds to fulfill their financial obligation. This policy is in effect until the date the VA pays the student or until 90 days after the institution certifies tuition and fees for the student whichever is earlier.

Petition for 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 for students in

undergraduate and master's programs is outlined below:

1. The student completes the Academic Petition form found in the Student tab in MyUJ, stating clearly the reasons for the request and providing any supporting evidence.
2. The student submits the completed form, either in electronic or physical format, to the Dean.
3. The Dean considers the petition, and if he/she deems it necessary, consults with the appropriate faculty council.
4. The Dean approves or denies the petition and returns the petition with an explanation to the registrar who informs the student of the decision.

Registration

Registration Policy

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

No registration is permitted after the first ten business days of a 16-week term, or after the first five days of an 8-week term, without the permission of the Dean.

Academic Advising

All students at the University are assigned an academic advisor by the Registrar's Office and/or their program director. Students should meet with their advisor for assistance in selecting classes for the next academic terms, professional advice, and help navigating the university.

Academic Course Load and Full-Time Student Status

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-one semester credits per year. Students granted permission by the Dean to carry an overload in excess of twenty semester credits will be assessed a fee.

Graduate students registered for six or more semester credits during a given semester are classified as full-time students.

Adding and/or Dropping Classes

Students may drop and/or add classes within the first ten business days of a 16-week term, or within the first five business days of an 8-week term, without receiving a grade, charge, or a "W" on their transcript. The class schedule that is in place after the term add/drop deadline 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 added beyond these deadlines require approval of the Undergraduate Dean. Students should use the university Add/Drop Form to initiate the process, which can be found here:

https://www2.uj.edu/current-student/academics/classes-catalogs-calendars/registrars-office/add-drop-form

Students may withdraw from a course without receiving a grade until 60% of the length of the course has been completed; however, 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 Undergraduate Dean 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.

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 60% of the length of the course has been completed to declare the course for audit.

Classification of Undergraduate Students

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

- Freshman: fewer than 30 semester credits
- Sophomore: a minimum of 30 semester credits and a maximum of 59 semester credits
- Junior: a minimum of 60 semester credits and a maximum of 89 semester credits

- Senior: a minimum of 90 semester credits

Transcripts

Requests for official transcripts can be made online at www.studentclearinghouse.org, in person in the Registrar's office, or by letter. The transcript request form can be found in MyUJ or on the university website. Students may access their unofficial transcript at any time through MyUJ. Official transcripts can be sent by email to a designated party, or the student may request a paper copy to be mailed by US Post Office. Federal law does not permit the University to honor requests for transcripts made by telephone, by email, 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 university assesses a $15 charge 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. The University of Jamestown is not responsible for documents not received by the intended party once we have completed the order.

Retention of Records

Student Record Retention Policy

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.

All students at the University of Jamestown have the right to review their university records at any time. In order to do so, students should contact the registrar's office (registrar@uj.edu).

Registrar's Office Document Retention

Designated Retention

Document	Time Period
Academic Record (Transcript)	Permanent
Advanced Approval Transfer-in Form	5 years after grad or withdrawal
Application File	5 years after grad or withdrawal
College Transcripts from other Schools	5 years after grad or withdrawal
Credit By Examination (AP, CLEP, Etc.)	5 years after grad or withdrawal
Directed-Study/Independent Study Forms	1 year after submission
Drop Slip	1 year after submission
Dual Credit Form	5 years after grad or withdrawal
Eligibility Form	5 years
Grade Change Form	Permanent
Grade Sheets	Permanent
Graduation Intent Form	5 years after graduation
Official Withdrawal Forms	2 years after withdrawal
Pass/Fail Form	Permanent
React Form	1 year after submission
Registration Form	1 year after submission
Standardized Test Results	5 years after grad or withdrawal
Status Change Form	1 year after submission
Student Petition Form	5 years after grad or withdrawal
Surveys	Permanent
Transcript Request Forms	1 year after submission
VA Form	5 years after grad or withdrawal

(Aligned with NDUS Records Retention Schedule)

Services and Resources

Accommodations for Academic Programs

University of Jamestown is committed to participating in an interactive process to identify and coordinate reasonable and appropriate accommodations for students with disabilities to have an equal opportunity to participate in an academic program. Accommodations will vary dependent on students' specific needs and according to individual course requirements. Guidelines for Student Requests for Reasonable Accommodation on the Basis of a Disability:

1. Students requiring accommodations due to a disability are responsible for initiating their request by contacting the Registrar. Students are responsible for engaging in the interactive process as outlined by the University to determine limitations caused by the disability and accommodations which are reasonable and appropriate. Student preferences are considered but are not determining.
2. A newly accepted or currently enrolled student whose 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. Accommodations cannot be applied retroactively.
3. To be considered as a student with a disability under the law, the individual may be required to provide relevant written documentation that identifies the student as having a disability that substantially limits one or more major life activities. Students may also be asked to provide documentation explaining how disability-caused limitations require accommodations to access University programs, services or facilities.

Campus Ministry

Throughout its history, The University of Jamestown has provided for the spiritual as well as the academic growth of its students. The Director of Campus Ministry works with others in providing for spiritual needs on campus. The Director and student-led ministry teams, along with the Christian, Faith, and Life Committee plan activities that work toward the goal of helping students grow in their relationship with Jesus Christ.

The Campus Ministry division strives to meet these five primary needs of the campus 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.

Career Services and Experiential Education

The Office of Career Services and Experiential Education serves all UJ students and alumni in a variety of ways. 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 Services
- 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
- College Level Examination Program (CLEP) administered by appointment – call (701) 252-3467, ext. 5502, or visit the Career Services office

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

More information about Career Services and Experiential Education can be found online at www.uj.edu/career-center.

International Study

For many years, University of Jamestown students have pursued academic programs at approved foreign universities during summer terms, Fall or Spring semesters, or entire academic 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.

Contact the Career Center in Raugust Library and visit ISEP's website for more information on the program.

The Irish American Scholars Program, open to all majors , provides semester and full academic year options for study in Northern Ireland.

Complaint Policy and Procedure

Students and others who wish to file a complaint about the university may do so with one of the following procedures:

Formal Student Complaint Process

UJ is dedicated to providing students with resources that will better equip them to have the best possible college experience in positive and empowering ways. This policy and procedure is available to students who have a complaint regarding a process or person of the university community not covered by existing policies (academic grade policy, discrimination/harassment, grade appeal and resident life conflict). The objective of the complaint policy is to resolve issues as quickly and efficiently as possible at the level closest to the student.

Complaint: A statement that a situation is unsatisfactory or unacceptable.

Procedure:

1. The student will submit the complaint utilizing the online form on the UJ website. The submission will be received by the Vice President for Student Affairs/Dean of Students.
2. Complaints will be forwarded to the appropriate academic or nonacademic area for follow up as noted below.
    a. Academic complaints to the Office of the Provost or their designee.
    b. Athletics complaints to the Director of Athletics or their designee.
    c. Student Affairs complaints to the Vice President

for Student Affairs/Dean of Students or their designee.

d. Business Office complaints to the Chief Financial Officer or their designee.

e. Financial Aid complaints to the Chief Financial Officer or their designee.

f. Records and Registration complaints to the Office of the Provost or their designee.

g. Unlawful Discrimination and Harassment complaints to the Vice President for Student Affairs/Dean of Students or their designee.

h. A complaint against a member of the President's Cabinet will be directed to the President.

i. A complaint against the President is submitted to the Chair of the Board of Trustees.

j. Complaints not fitting into categories a - i will be directed to the appropriate member of the President's Cabinet.

Level 1 Complaint Process

Absent extraordinary circumstances, the person to whom the complaint has been submitted conducts, within fifteen (15) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The interviewer confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within fifteen (15) business days of the first formal conference. The recommendation is sent to the student and the other involved person or persons. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Vice President for Student Affairs/Dean of Students for a minimum of five years.

Level 2 Complaint Process

The student or one of the other involved parties may, with fifteen (15) business days of receipt of the level 1 recommendation, appeal to the Vice President for Student Affairs/Dean of Students in writing via email. The Vice President for Student Affairs/Dean of Students and/or the Director of Human Resources and/or the Executive Vice President, will hear the appeal. Absent extraordinary circumstances, a meeting will be held within fifteen (15) business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fifteen (15) business days of such meeting. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the Vice President for Student Affairs/Dean of Students for a minimum of five years.

Level 3 Complaint Process

The student or one of the other involved parties may, with fifteen (15) business days of receipt of the level 2 recommendation, appeal to the Vice President for Student Affairs/Dean of Students in writing via email. Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the level 2 recommendation will be heard by the President. Absent extraordinary circumstances, a meeting will be held within fifteen (15) business days of receipt of the level 2 recommendation. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the student and other parties within fifteen (15) business days of receiving the level 3 appeal. In cases of appeals to level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the Vice President for Student Affairs/Dean of Students for a minimum of five years.

Appeals

The student or one of the other involved parties may, within fifteen (15) business days of receipt of the level 1 or level 2 recommendation, appeal to the Vice President for Student Affairs/Dean of Students in writing via email. Failure to appeal within the allotted time will render the original decision final and conclusive. Grounds for an appeal shall be based upon either of the following:

- Specified procedural errors or errors in interpretation of University regulations were so substantial as to effectively deny the student a fair hearing.
- New and significant evidence became available which could not have been discovered by a properly diligent student before or during the original hearing.

All requests for appeals shall be reviewed by the Vice President for Student Affairs/Dean of Students, who shall notify, in writing via official university email, all parties involved of the results of that review. If the request for an appeal is denied, the original decision becomes final. If an appeal is granted, all parties involved shall be informed, in writing via official university email, that a review of the original decision is being conducted through the level 2 or

level 3 processes.

Documentation

Student Complaints will be recorded with outcomes in the Vice President for Student Affairs/Dean of Students office. Quarterly reports will be submitted to the President's Cabinet with the following information:

- Total number of complaints
- Nature of complaints received by generic category
- Summary record of each complaint received and action taken
- Total number or appeals and percentage of decisions which were either upheld or overturned
- An annual analysis of any trends in complaints noticed and steps already taken or recommended courses of action to address these trends.

Complaints outside the Realm of Due Process

Any complaint that would fall out of the realm of due process regarding the Program and/or University may be addressed to the Program Director. If an individual has concerns about sending the complaint to Program personnel, he or she may send it to the Provost, University of Jamestown. The Program and University take all complaints seriously and will review any complaint in an expedient manner and take any appropriate action that is warranted.

Once a complaint is made, the Program Director or the Provost will be directly involved in contacting the complainant and gathering any available information (within fifteen (15) business days). The Provost will be notified of all complaints. If the matter is resolved, the Program Director or the Provost will write a letter to the complainant acknowledging resolution of the matter. A copy of the letter will be kept on file in the Program Director's office and the Provost's office for five (5) years.

If the matter is not resolved to the satisfaction of the complainant or the complaint is about the Program Director, the complainant may submit a written complaint directly to the Provost, University of Jamestown. The Provost will meet with each party separately and may schedule a combined meeting with the two parties in order to resolve the complaint. A letter outlining the resolution by the Provost will be filed with the complaint in the Provost's office. A copy of the resolution may be sent to the complainant at the discretion of the Provost. A copy of the letter will be kept on file in the Provost's office for five (5) years.

Filing a Complaint with CAPTE

Any complaint regarding the University of Jamestown Physical Therapy Program may also be filed with the Commission on Accreditation in Physical Therapy Education (CAPTE):

Department of Accreditation

APTA

3030 Potomac Ave., Suite 100

Alexandria, VA 22305-3085

Telephone: 703-684-2782/800-999-2782

Fax: 703-684-7343

Email: accreditation@apta.org

Website: http://www.capteonline.org

Filing a Complaint with NC-SARA

A student complaint not resolved through the University's procedures as described in this handbook may be filed with the National Council for State Authorization and Reciprocity Agreements. These complaints can be mailed or emailed to the following individuals:

Claire Gunwall

Director of Academic Affairs

North Dakota University System

600 E Boulevard Ave, Dept 215

Bismarck, ND 58505-0230

Phone: 701-328-4140

Email: claire.gunwall@ndus.edu

Information about the NC-SARA complaint process can be found online at https://ndus.edu/state-authorization-sara

Filing a Complaint with the Arizona State Board for Private Post-Secondary Education (AZPPSE)

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details. The State Board

address is:

1740 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

Website: https://ppse.az.gov/

Counseling Services

The UJ Counseling Center is constructed to provide short-term solution-focused counseling and the services are free and confidential for our students. The Counseling Center is located on the third floor of Taber Hall in the 300 suite. To schedule an appointment: counseling@uj.edu (anytime) Counseling 701-659-0834 (during business hours). The UJ Counseling Center is here to provide support and listen. We can also help you connect with local counseling providers. Our licensed counselors are not, by law, licensed to prescribe, manage or recommend medications.

Services for Students in Fargo, ND

There are several options available to students in Fargo, also intended to provide short-term solutions:

Southeast Human Service Center is a regional human service center that provides a wide range of behavioral health services. The center is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

- Address: 2624 9th Avenue South, Fargo, ND 58103
- Phone: 701-298-4500 or toll free 888-342-4900
- Website: https://www.hhs.nd.gov/HSC/region-5
- No one will be denied access to services due to inability to pay; there is a discounted/sliding fee schedule available.
- OPEN ACCESS Walk-in Behavior Health Assessments – no appointment needed. Available Monday through Friday 8:00 a.m. to 5:00 p.m.

Counseling Community Outreach Center at MSUM provides services with counselors by appointment only. Email or by phone.

- Address: Lommen Hall 113 -1213 6th Ave. S, Moorhead, MN 56563
- Phone: 218-477-2513
- Website: https://www.mnstate.edu/academics/graduate/counseling/counseling-services/
- Email: counseling@mnstate.edu

NDSU Community Counseling Services provides services with counselors by appointment only. Call the clinic to make an appointment.

- Address: 1230 Albrecht Blvd (Morrill Hall Building), Fargo, ND 58102
- Phone: 701-231-9750
- Website: https://www.ndsu.edu/ceduc/community_counseling_services/

River Haven Counseling of Fargo provides services with counselors by appointment, and is conveniently located next to the Physical Therapy Building. Call to make an appointment.

- Address: 4143 26th Ave S, Fargo, ND 58104
- Phone: 701-566-0204
- Website: https://www.riverhavenfargo.com/

In addition, there are multiple helplines and chat lines available:

- FirstLink (North Dakota 24-hour Crisis Services): Call 211 or text your zip code or ND4me to 898-211
- Suicide & Crisis Helpline: Call 988
- 24-hour Crisis Line: 701-298-4500 or 888-342-4900
- Suicide Prevention: 1-800-273-TALK (8255)
- Crisis Text Line: text HOME to 741741 to text with a trained counselor for free
- National Sexual Assault Hotline: 1-800-656-4673 or chat via https://hotline.rainn.org/

Facilities

Classroom, Residential, and Student Activities 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, Orlady Hall, Raugust Library, Reiland Fine Arts Center, Sorkness Center, the Unruh and Sheldon Center for Business and Computer Science, Voorhees Chapel, Badal-Nafus Student Center/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, in addition to housing the religion and philosophy department. The Charlotte and Gordon Hansen Stadium (renovation completed in 2021) and the Legacy Center (purchased in 2022) are the most recent campus additions.

Westminster Hall provides dining facilities, and the Badal-Nafus Student Center. It is connected by an indoor link to the Lyngstad Center which houses the Jimmie Connection which sells books and Jimmie apparel, the post office, a campus coffee shop, student activity space and support offices, classrooms, faculty offices, and a computer lab.

Residential housing for students is provided in Kroeze Hall, Nierling Hall, Prentice Hall, Seibold Hall, Watson Hall, Wilson Hall, Liechty Apartments, University Apartments, Legacy Center, and UJ Place. All residence halls are air conditioned.

Athletic Facilities

Athletic facilities include the newly renovated Charlotte and Gordon Hansen Stadium, which includes the Rollie Greeno Field, a nine-lane, 400-meter track, a new press box, and visitor suites; the UJ Soccer Field; and the Larson Lifetime Sports Center, which houses a 6,000 square foot wrestling room a recently renovated weight room, a new indoor running track, coaches' offices, volleyball and basketball courts, and multiple locker rooms. A lighted 82,000 square foot turfed 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 is a 61,000 square foot facility which plays host 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 are available to host 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 is rung with each Jimmie victory.

The indoor winter sports complex owned by the City of Jamestown is also open to University of Jamestown students. This facility houses a locker room and rink for the University's hockey teams. Jack Brown Baseball Stadium and Trapper Field, located in McElroy Park, provide impressive diamonds for our baseball and softball teams. Two Rivers Activity Center (TRAC), tennis courts, and the Municipal Golf Course are all located within walking distance of campus.

Health Services

UJ partners with the Central Valley Health District to host on campus, walk-in, support for students. Additionally, Sanford Health has two clinics within walking distance of campus. The Jamestown Regional Medical Center, Medallus Urgent Care, Essentia Health, and the Central Valley Health District are within a short driving distance. The University does not provide health insurance for students or health services on campus.

Raugust Library

Raugust Library, built in 1971, is located at the heart of the Jamestown campus. For many students, the library is their favorite learning and meeting place. In the library, you will find a comfortable learning environment with wireless internet access and an entire second floor dedicated to quiet study.

We offer the UJ community – students, faculty, and staff – a wide range of services and resources:

- One-on-one research and citation help
- Online how-to guides, videos and tutorials
- Individual and group study spaces with whiteboards and TV displays
- More than 150,000 books, DVDs, and other materials
- Online resources providing 24/7 on and off-campus access to millions of articles, ebooks, and streaming videos and music
- A 1-credit research skills course (ID201)
- Course-integrated information literacy instruction
- Course Reserve materials for individual classes
- Interlibrary Loan
- Mail delivery of library resources (distance students)
- Printing and photocopying

- University Archive and special collections

The library is a member of ODIN (Online Dakota Information Network), allowing access to an additional eighteen million items from other libraries in the state of North Dakota. Moreover, the library has access to other interlibrary loan networks that allow library staff to fulfill requests using the collections of libraries all over the world.

Our special collections include the University Archive, which houses university and local historical records, the Curriculum library, which contains children's books and educational materials, and an extensive collection of the works of Louis L'Amour in a dozen languages.

The library building is also home to other student support services including the UJ Writing Center, the Student Success Center and Career Services.

Student Success Center

The Student Success Center, located in Raugust Library, 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 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.

Tobacco & Nicotine Free

In the interest of promoting a healthy, substance-free environment on all the UJ campuses, UJ is a tobacco and nicotine free campus. The use of tobacco and nicotine, in any form, are prohibited on all university properties, except for inside personal vehicles. If a student is found responsible for using tobacco or nicotine on-campus or at a university sponsored event they will be accountable for sanctions outlined in the UJ Student Handbook.

Transfer and Prior Learning Credit

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.

Credit by Examination

Programs for credit by examination include the following:

Advanced Placement Tests or 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 Undergraduate Dean 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.

Credit for Prior Learning

Contact the appropriate program director for a copy of the University's Lifelong Learning Guide.

Credit for 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.

Transfer Courses - Undergraduate Level

Students transferring from other colleges or universities must follow the same procedure as detailed under the "Undergraduate Admission" section in this catalog.

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 undergraduate 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 or program director.

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 international 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 or program director 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 or program director determines the course meets the University of Jamestown standards, and the student received a C- or better in the course, the university 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 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.

All undergraduate 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. For general education and elective courses, the Registrar's office will determine whether a transfer course corresponds in content and quality to a University of Jamestown course. For courses in a student's major, that determination is made by the relevant department chair, program chair, and/or the Dean. 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's or bachelor's degrees.

Transfer Courses - Graduate Level

A graduate transfer course accepted for credit must meet the criteria listed below:

1. The institution must be accredited by a CHEA approved regional accrediting association of schools and colleges.
2. The institution must offer a Master's or Doctoral Degree and must be approved to offer graduate level courses by its regional accrediting association. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees.

Each transfer course may be considered under one of the following distinct categories:

- Graduate program course equivalencies
- Graduate advanced standing credit for doctoral candidates

Graduate Program Course Equivalencies

A graduate transfer course accepted for credit must correspond to program courses described in this publication. Whether a course corresponds to one of the program courses described in this publication will be determined by the Registrar in conversation with the Program Director.

Only courses in which students have earned a B or better are eligible for graduate transfer credit. Courses graded only on a pass/fail basis will be transferred only if students can provide documented evidence that they performed at a B or better level in the course. University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements. The number of transfer credits accepted by the University of Jamestown varies by graduate program. Any exception to this policy must be requested through the "Appeals Process" listed above.

Graduate Advanced Standing Credit for Doctoral Candidates

A maximum of 45 graduate advanced standing credits may be granted to doctoral candidates and applied toward total credit hours required for the doctorate degree. Only graduate-level courses will be accepted for advanced standing credits and must be approved by the relevant Program Director. Only courses in which a student earned a letter grade of C- or better or earned a non-letter passing grade are eligible for graduate advanced standing credits.

Courses accepted for graduate advanced standing credit will be reflected on the student's transcript. The transcript will reflect the accepted number of credit hours as general transfer credit. Accepted graduate advanced standing credits will not be calculated in the student's cumulative GPA or program GPA.

Withdrawal from the University

Official Withdrawal from University

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.

Medical Withdrawal

A student who has a medical condition that prevents

her/him from completing all of the coursework in a given term may request a medical withdrawal from the Registrar's Office at any time during the term. In order for the request to be granted, documentation from a medical professional may be required and the medical condition must prevent the student from successfully completing all of her/his courses for the term. In the event that the request is approved, the student will receive a "W" for all of her/his courses for the term. If the request is made after the completion of 60% of the term, the student will receive no refund for tuition, fees, room, and board. Students who receive a medical withdrawal for a given term are not impacted in their ability to register for future terms unless already impacted by other policies, such as academic sanction.

Administrative Withdrawal

Residential Students

Students are expected to be properly registered for courses and to abide by all drop/add and late registration procedures and deadlines stated in the UJ catalog and/or communicated by the Registrar. Students are also expected to attend all courses in which they are enrolled.

In certain circumstances, a student may be administratively withdrawn from their courses. Although the college reserves the right in each instance to determine when administrative withdrawal appears appropriate, normally this process will be initiated when a student is not attending the courses for which he or she is registered or when attendance and work for over half of those courses are erratic. Administrative withdrawal will only take place after one or both of the following conditions have occurred:

The student does not respond appropriately to reasonable requests from faculty instructors, his/her advisor, the Registrar, the Dean, and other University personnel for explanation of nonattendance.

The student is on academic probation and is not following through with expectations for academic recovery.

If the student has authorized disclosure of educational records to his/her parent(s)/guardian(s) under FERPA, the student's parent(s)/guardian(s) may be notified.

Online Students

Online students at the University of Jamestown are expected to participate in their courses multiple times each week. If a student does not have any academically-related activity in any of their classes for 12 consecutive days (including weekend days), they will be administratively withdrawn from the university. They will also be removed from courses scheduled in subsequent terms. A student who does not have any academically-related activity in one of their courses but is participating in other courses will be removed from the course in which they are not participating.

A student who is administratively withdrawn from the University of Jamestown is still financially responsible for the cost of the entire term for which they were enrolled.

A student who is administratively withdrawn may re-enroll at the University of Jamestown in future terms following the filing of an appeal and contingent upon approval from the appeals committee.

Extended Absence Policy

While occasional absences from a class session should be addressed with instructors directly as needed, students may be faced with a longer period of absence from classes due to extended illness, surgery, personal issues, or other circumstances. Students are highly encouraged to schedule elective medical procedures that will lead to extended absence from the course to periods of time outside of the academic term, so as not to disrupt their participation in academic activities. However, the university recognizes that this is not always possible.

For absences that will last longer than two weeks, students must petition the Dean of Academic Affairs for an extended absence from the university. The petition will include a rationale for the request and an expected date of return to full participation. The Dean will engage with the student in an iterative process to determine the viability of their request and whether it can be granted. Approval for such an extended absence is not guaranteed. If it is granted, the Dean will work with the student and their instructors to determine how the extended absence will be implemented. This policy assumes that students granted an extended absence will return to full course participation within the current term.

During the extended absence, students should expect to continue working in their classes as their circumstances permit. Students will be expected to communicate regularly with their instructors and the Dean to keep them apprised of their situation and their expected return to

regular course participation. Failure to do may result in a revocation of the extended absence and subject the student to penalties listed in their course syllabi for unexcused absences.

Given the wide range of activities that happen in university classes, it is not possible to guarantee that the university can accommodate an extended absence in all classes. If it is determined that an extended absence is not possible in a course or courses, the student may be required to withdraw from the course or courses that cannot be accommodated. If this is true of all classes for which the student is registered, then the student may be granted a medical withdrawal from the university for that term. The implications of these decisions for tuition refunds, financial aid, and university status will be discussed with the student as part of the iterative process before decisions are finalized.

Attendance (Current language from UC catalog)

The participation of students in all regularly scheduled classes is considered an 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' education 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.](https://uj.smartcatalogiq.com/en/2022-2023/university-student-handbook/academic-and-administrative-policies/absence)

Leave of Absence

ACADEMIC LEAVE OF ABSENCE POLICY FOR UJ ONLINE STUDENTS

Leave of Absence (LOA) refers to a specific period during a degree program when a student will not be attending/participating in their online courses. An LOA must meet certain requirements to be counted as a temporary interruption in a student's enrollment rather than being counted as a full withdrawal from the university. There must also be a reasonable expectation that the student will return to courses once the LOA has expired for the LOA to be approved.

Eligibility Requirements:

- Must be enrolled and participating in class the term preceding the beginning of the LOA.
- Must be a degree seeking fully online student.
- LOA application must be filed prior to completion of a student's current 8-week enrollment term.
- An LOA cannot be taken in the middle of an 8-week term.
- Cannot be out of attendance for more than 180 days in a 12-month rolling period.
- A student who does not return from an LOA will be withdrawn from UJ effective the last day of documented attendance/participation in their prior class.
- A student can return early from an LOA by contacting the UJ Retention & Student Success Coordinator as long as a new term will start after the date the request to return has been approved.

LOA Request Process:

- Student must initiate LOA process with UJ's Retention & Student Success Coordinator prior to the end of their current term.
- Student will complete an LOA form on which they will state the reason for the LOA along with the date they want their LOA to start (day after current 8-week term) and the date they plan to return to class (first day of desired term).
- LOA must be approved by UJ's LOA committee.
- If approved, the LOA will officially end on the day prior to the scheduled return date.
- The Retention & Student Success Coordinator will explain the impact of how taking the LOA will impact the student's Federal Title IV funds as well as the terms of the student's loan repayment obligation upon withdrawal or graduation.
- UJ will not assess any charges to the student while on an LOA.

- Title IV funds will not be disbursed to a student while on an LOA unless Title IV funds were already in process prior to the start of the LOA.
- If the LOA is not approved and the student does not continue to the next term OR the student does not return as scheduled from an approved LOA, this time of nonattendance will be counted against any grace period for Title IV student loan repayment.

Academic Units

Foss School of Kinesiology, Sport Science, and Physical Therapy

Clinical Research Mission Statement

Our mission is to provide students with rigorous academic preparation which produces independent investigators who can conceptualize research inquiry that positively impacts the University, community and global society. Students will gain the expertise needed to perform ethical data collection and analysis across a variety of disciplines and modalities.

Physical Therapy Mission Statement

Our mission is to integrate education, research, and clinical practice to provide sound professional preparation in order to graduate physical therapists who are competent, compassionate, and ethical and who will serve their patients/clients and communities through the practice of quality, evidence-based physical therapy.

Kinesiology Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and physical education teacher education, and coaching. The Kinesiology programs at the University of Jamestown provide 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.

Undergraduate Degree Programs

- Exercise Science, BS
- Health and Fitness Administration, BA (p. 167)
- Health and Physical Education Teacher Education (teaching), BA
- Physical Education (non-teaching), BA (p. 198)

Minors

- Coaching Minor (p. 212)
- Physical Education Minor (p. 218)
- Physical Education Teacher Education Minor (p. 219)

Graduate Degree Programs

- Doctor of Physical Therapy
- PhD in Clinical Research

Graduate Certificates

- Graduate Certificate in Clinical Research
- Graduate Certificate in Health Professions Education
- Graduate Certificate in Health Services Research

Courses

- Clinical Research Courses (CRES)
- Kinesiology Courses (KNS) (p. 360)
- Physical Therapy Courses (PT)

Faculty

Foss School of Kinesiology, Sport Science, and Physical Therapy Faculty

Unruh School of Character in Leadership

The Unruh School of Character in Leadership was established to meet growing need for ethical leaders of character and integrity. Through interdisciplinary study at the undergraduate and graduate levels the Unruh School of Character in Leadership guides individuals in learning leadership skills at the apprentice, practitioner, and developer levels. The core ethos of the School's philosophy stems from a position of service for the greater good of all.

Mission Statement

As an academic community dedicated to pursuing knowledge in an atmosphere of Christian love, the University of Jamestown recognizes the need for leaders of

integrity and courage. The Unruh School of Character in Leadership prepares students by developing the knowledge, values, attitudes, and skills that will enable them to live and lead with character and integrity.

Undergraduate Degree Programs

- Religion-Philosophy, BA

Minors

- Character in Leadership Minor (p. 211)
- Christian Ministry Minor
- Philosophy Minor
- Religion Minor

Graduate Degree Programs

- Doctor of Leadership
- Master of Arts in Leadership

Graduate Certificates

- Graduate Certificate in Business Leadership
- Graduate Certificate in Healthcare Leadership
- Graduate Certificate in Non-Profit Leadership
- Graduate Certificate in Sports Leadership

Courses

- Leadership Courses - Undergraduate (LDRS) (p. 382)
- Leadership Courses - Graduate (LDRS)
- Philosophy Courses (PHIL) (p. 422)
- Religion Courses (REL) (p. 438)

Faculty

Unruh School of Character in Leadership Faculty

School of Nursing

Mission Statement

The mission of the School of Nursing (SON), utilizing an integrated curriculum, is to teach and promote holistic health for individuals, families, and communities. Our purpose is to prepare practice-ready, entry-level nurse generalists and increase the overall number of nurses in the workforce. The Associate, Bachelor, RN-BSN, and Direct Entry Master of Science in Nursing programs meet the learner where they are, thus laying the foundation to practice as a professional nurse and/or to pursue further education. The School of Nursing's mission is also to serve our campus and our community by assisting in health-related activities.

Degrees

The SON offers four distinct degree tracks.

- Associate of Science in Nursing (ASN) (p. 86)
- Bachelor of Science in Nursing (BSN)
- Direct Entry Master of Science in Nursing (DEMSN)
- RN to BSN (online)

The ASN, BSN, and DEMSN are prelicensure programs that prepare the graduate to sit for the NCLEX-RN exam.

National Accreditation

The University of Jamestown Associate of Science in Nursing degree program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation (NLN-CNEA), located at 2600 Virginia Avenue, NW, Washington, DC, 20037. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received. (NLN -CNEA) https://cnea.nln.org

The Bachelor of Science in Nursing at University of Jamestown is accredited by the Commission of Collegiate Nursing Education (CCNE) *(https://www.ccneaccreditation.org)*.

All nursing programs are state board approved: https://www.ndbon.org/

North Dakota Board of Nursing

919 S. 7th Street, Suite 504
Bismarck, ND 58504

Courses

- ASN Nursing Courses (NRSG) (p. 406)
- BSN Nursing Courses (NRSG) (p. 412)
- DEMSN Nursing Courses (NRSG)
- Health Professions Courses (HLTH) (p. 353)

Faculty

School of Nursing Faculty

Department of Arts and Humanities

English and Theatre Mission Statement

The English and Theatre Arts programs provide 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.

Music Mission Statement

The Music programs at the University of Jamestown prepare 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 employment or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

Foreign Language Mission Statement

The mission of the Foreign Language programs 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.

Undergraduate Degree Programs

- Applied Music, BA (p. 93)
- English, BA (p. 145)
- English Education, BA
- Fine Arts - Music, BA (p. 160)
- Fine Arts - Theatre, BA (p. 161)
- French, BA (p. 163) (p. 165)
- German, BA (p. 165)
- Music Education, BA
- Spanish, BA (p. 207)

Minors

- English Minor (p. 215)
- French Minor (p. 215)
- (p. 215)German Minor (p. 216)
- Music Minor
- Spanish Minor (p. 220)
- Theatre Minor (p. 220)

Certificates

- Certificate in Professional Writing (p. 228)

Courses

- Art Courses (ART) (p. 240)
- English Courses (ENGL) (p. 323)
- Foreign Language Courses (FLAN) (p. 340)
- French Courses (FREN) (p. 340)
- German Courses (GER) (p. 343)
- Italian Courses (ITAL) (p. 358)
- Music Courses (MUS) (p. 390)
- Spanish Courses (SPAN) (p. 444)
- Theatre Courses (THEA) (p. 447)

Faculty

Department of Arts and Humanities Faculty

Department of Business,

Accounting, and Economics

Department 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.

Business Studies Mission Statement

The online Business Studies programs are committed to providing robust and rigorous academic programs in an online format to University of Jamestown students regardless of location. Focusing on the education of post-traditional students, the department seeks to blend sound professional preparation with the ideals of the liberal arts to develop wholeness and continual growth in our students.

Undergraduate Degree Programs

- Accounting, BA
- Business Administration - Accounting, BA
- Business Administration - Agricultural Management, BA
- Business Administration - Business Communication, BA
- Business Administration - Information Technology, BA
- Business Administration - Liberal Arts, BA
- Business Administration - Management, BA
- Business Administration - Marketing, BA
- Business Studies, BA (online)
- Business Studies - Banking, BA (online) (p. 120)
- Business Studies - Industrial Management, BA (online) (p. 120)
- Liberal Arts Business Studies, BA

Minors

- Accounting Minor (p. 210)
- Business Administration Minor (p. 210)
- Business Studies Minor (online) (p. 211)
- Management Minor (p. 217)
- Marketing Minor (p. 217)

Certificates

- Certificate in Digital Marketing and Analytics (online) (p. 224)
- Certificate in Project Management (online) (p. 228)

Graduate Program

- Master of Business Administration, MBA

Courses

- Accounting Courses (ACCT) (p. 237)
- Business Courses - Undergraduate (BUSN) (p. 260)
- Business Courses - Graduate (BUSN)
- Business Studies Courses (BSST) (p. 255)
- Economics Courses - Undergraduate (ECON) (p. 300)
- Economics Courses - Graduate (ECON)

Faculty

Department of Business, Accounting, and Economics Faculty

Department of Computing, Design, and Communication

Communication Mission Statement

The Communication programs at the University of Jamestown are 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.

Computer Science and Technology Mission Statement

The Computer Science and Technology programs are 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.

Undergraduate Degree Programs

- Applied Information Technology, BA (online)
- Communication - Human Resource and Organizational Communication, BA
- Communication - Interpersonal Communication, BA
- Communication - Online Journalism and Social Media, BA
- Communication - Sports Communication, BA
- Communication Studies, BA (online) (p. 133)
- Computer Science, BA
- Digital Design, BA
- Information Technology & Systems, BA

Minors

- Communication Minor (p. 213)
- Communication - Online Journalism and Social Media Minor (p. 213)
- Communication Studies Minor (online) (p. 213)
- Computer Science Minor
- Cybersecurity Minor (online)
- Digital Design Minor (p. 214)
- Full Stack Developer Minor (online) (p. 215)
- Game Design Minor
- Information Technology Minor
- Information Technology Minor (online)
- Web Design Minor

Certificates

- Certificate in Cybersecurity Fundamentals (online)
- Certificate in Advanced Cybersecurity (online) (p. 222)
- Certificate in Full Stack Developer (online) (p. 224)
- Certificate in Advanced Full Stack Developer (online) (p. 222)
- Certificate in CompTIA A+ (online)
- Certificate in IT Service Management (online)

Courses

- Communication Courses (COMM) (p. 282)
- Communication Studies Courses (CMST) (p. 281)
- Computer Science Courses (CS) (p. 287)
- Digital Design Courses (DIG) (p. 297)
- Technology Courses - Undergraduate (TECH)
- Technology Courses - Graduate (TECH)

Faculty

Department of Computing, Design, and Communication Faculty

Department of Engineering

Mission Statement

The University of Jamestown Department of Engineering seeks to provide its students with a comprehensive education that is supported by the liberal arts tradition. The educational mission of the department is to prepare students for careers demanding technological innovation, creativity, critical thinking, project management, systems thinking, teamwork, leadership, professional ethics, multidisciplinary projects, and communication skills. This mission is achieved through an integrated curriculum which blends liberal arts, mathematics, science, and engineering. The department strives to continually improve the educational experience of our students by utilizing feedback from our constituents.

Undergraduate Degree Programs

- Civil Engineering, BS
- Environmental Science, BS (p. 150)

- Mechanical Engineering, BS (p. 182)

Minors

- Applied Mathematics Minor (p. 210)
- Environmental Science Minor (p. 215)
- Physics Minor (p. 219)

Courses

- Civil Engineering Courses (CENG) (p. 269)
- Earth and Environmental Science Courses (EESC) (p. 316)
- Engineering Courses (ENGR) (p. 330)
- Environmental Engineering Courses (ENVI) (p. 339)
- Mathematics Courses (MATH) (p. 384)
- Physics Courses (PHYS) (p. 425)

Faculty

Department of Engineering Faculty

Department of Natural Science

Biology Mission Statement

The Biology programs strive 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.

Chemistry Mission Statement

The mission of the Chemistry programs 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.

Undergraduate Degree Programs

- Biochemistry, BS (p. 96)
- Biology, BS
- Biology Education, BA
- Chemistry, BS (p. 121)
- Medical Laboratory Science, BS (p. 184)

Minors

- Biology Minor (p. 210)
- Chemistry Minor (p. 212)

Courses

- Biology Courses (BIOL) (p. 248)
- Chemistry Courses (CHEM) (p. 273)
- Clinical Lab Science Courses (MEDT) (p. 390)
- Medical Laboratory Science Courses (MLS) (p. 390)

Faculty

Department of Natural Science Faculty

Department of Social Science

Criminal Justice and Sociology Mission Statement

The mission of the Criminal Justice and Sociology programs 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.

Psychology Mission Statement

The mission of the Psychology programs 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.

Students in any major may pursue the department’s addiction counseling concentration, but only those with a BS in psychology or another human service degree would be qualified to get licensed.

History-Political Science Mission Statement

The History and Political Science programs seek 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.

Clinical Counseling Mission Statement

The mission of the University of Jamestown Master of Science in Clinical Counseling program is to educate our students through the integration of scientific research and clinical practice, infuse diversity throughout all areas of the program, and train competent, multiculturally sensitive, and ethically sound entry-level professionals in the field of counseling.

Undergraduate Degree Programs

- Behavioral Health, BA (Online)
- Criminal Justice, BA (p. 138)
- History, BA
- History Education, BA
- Political Science, BA (p. 199)
- Psychology, BS (p. 201)
- Psychology - Addiction Counseling, BS (p. 203)

Minors

- Criminal Justice Minor (p. 214)
- Global Studies Minor
- History Minor (p. 217)
- Political Science Minor (p. 219)
- Psychology Minor (p. 220)
- Rhetoric and Reasoning Minor

Certificates

- Certificate in Psychology for Health Care Professionals (Online) (p. 229)

Graduate Degree Programs

- Master of Science in Clinical Counseling (Hybrid)

Courses

- Behavioral Health Courses (BEHL) (p. 243)
- Clinical Counseling Courses (COUN)
- Criminal Justice Courses (CJ) (p. 278)
- History Courses (HIST) (p. 346)
- (p. 346)Political Science Courses (POLS) (p. 426)
- Psychology Courses (PSYC) (p. 429)
- Sociology Courses (SOC) (p. 442)

Faculty

Department of Social Science Faculty

Department of Teacher Education

Teacher Education Mission Statement

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Graduate Teacher Education Mission Statement

The graduate programs in Teacher Education further the undergraduate mission of "Teachers as reflective practitioners" to support the personal and professional growth of teachers. Through critical inquiry, collaboration, and authentic work, participants build their confidence and capacity as teacher leaders to transform their school community.

Core Values:

- Visionary Teacher Leadership
- Interactive, Inclusive Learning
- Reflection and Accountability
- Coaching for Change
- Professional Advocacy
- System-wide Innovation

Undergraduate Degree Programs

- Biology Education, BA
- Curriculum and Instruction, BA (p. 140)
- Elementary Education, BA
- English Education, BA
- Health and Physical Education Teacher Education, BA
- History Education, BA
- Music Education, BA

Minors

- Driver's Education Minor (p. 215)
- Physical Education Teacher Education Minor (p. 219)

Graduate Degree Programs

- Master of Education in Curriculum and Instruction
- Master of Education in Teacher Leadership

Courses

- Teacher Education Courses - Undergraduate (EDUC) (p. 302)
- Teacher Education Courses - Graduate (EDUC)

Faculty

Department of Teacher Education Faculty

Honors Program

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.

Undergraduate Programs

- Honors Program (p. 230)

Courses

- Honors Courses (HNRS) (p. 354)

Faculty

Honors Program Faculty

Undergraduate College

Undergraduate Degree Programs

- General Studies, BA (online) (p. 165)
- Liberal Studies, BA (p. 181)

Courses

- Career Education Courses (CE) (p. 269)
- Collegian Courses (COLL) (p. 282)
- Experiential Education Courses (EE) (p. 315)
- Foundations of Science Courses (NSCI)
- Information Literacy/Writing Courses (ID) (p. 357)
- Journey Courses (JOUR) (p. 359)

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Associate Professor of Business, Accounting, and Economics

Joan Morris, CPA
Assistant Professor of Business, Accounting, and Economics

Mort Sarabakhsh, PhD
Professor of Business, Accounting, and Economics

Trent Sletto, BA
Instructor of Business, Accounting, and Economics

Tonie Stoen, MS
Assistant Professor of Business, Accounting, and Economics

William Weispfenning, CPA
Associate Professor of Business, Accounting, and Economics

Department of Computing, Design, and Communication

Jakob Barnard, PhD
Associate Professor of Computer Science and Technology

Olugbenga Dosunmu, EdD
Assistant Professor of Computer Science and Technology

Francisco Casaroti, MA
Assistant Professor of Computer Science and Technology

Zia Muhammad, MS
Instructor of Computer Science and Technology

Joanna Reule, PhD

Associate Professor of Communication

Erik Sand, MS
Assistant Professor of Computer Science and Technology

Amanda Swenson, MA
Instructor of Communication

Department of Engineering

Isil Anakok, PhD
Assistant Professor of Engineering

Katrina Christiansen, PhD
Associate Professor of Engineering

Kevin Jauregui, MS
Assistant Professor of Mathematics

Charles Keesee, PhD
Associate Professor of Engineering

Jonathan Lasco, PhD
Associate Professor of Engineering

Poornima Patil, PhD
Assistant Professor of Engineering

Kathleen Schnaars Uvino, PhD
Professor of Environmental Science

Department of Natural Science

Anthony Amaro, PhD
Professor of Chemistry

Jessie Arneson, PhD
Assistant Professor of Biology

Bruce Jensen, PhD
Professor of Biology

Mikaela Maneely, MS
Instructor of Biology

Elizabeth Naglak, PhD
Associate Professor of Biology

Katsu Ogawa, PhD
Associate Professor of Chemistry

Department of Social Science

Marc Carpenter, PhD
Professor of History

Jennifer Gatzke, PhD
Assistant Professor of Behavioral Health and Clincial Counseling

Thomas Johnson, PhD
Professor of Political Science

Ben Kirkeby, MS
Associate Professor of Psychology

Jennifer Lipetzky, PhD
Professor of Psychology

Elsie Motter, MS
Assistant Professor of Behavioral Health and Clinical Counseling

Dana Wallace, PhD
Professor of Psychology

John Weinzierl, PhD
Professor of History

John Worden
Instructor of Criminal Justice and Sociology

Department of Teacher Education

Christine Amsler, EdD
Assistant Professor of Teacher Education

James Bear, MEd
Associate Professor of Teacher Education

Kris Crabtree-Groff, EdD
Professor of Teacher Education

Courtney LaLonde, PhD
Associate Professor of Teacher Education

Heidi Larson, PhD
Professor of Education

Jessica Schlect, MA
Instructor of Teacher Education

Mundi Schmidt, PhD
Assistant Professor of Teacher Education

Jeffrey Stotts, EdD
Associate Professor of Teacher Education

Honors Program

Sean Flory, PhD
Professor of English

Michelle Solensky, PhD
Professor of Biology

Richard Walentine, DMA
Professor of Music

Faculty Emeriti

Sue Anderson, MS
Professor Emerita of Teacher Education

Charles Ault, PhD
Professor Emeritus of Biology

Phyllis Bratton, MSLS
Librarian Emerita

Sharon Cox, MFA
Associate Professor Emeritus of Art

James Dick, MBA
Professor Emeritus of Business Administration

David Godfrey, PhD
Professor Emeritus of English

Vicki Greshik, MBA
Professor Emerita of Business Administration

Caroline Hagen, PhD
Professor Emerita of Teacher Education

Geneal Hall, PhD
Professor Emerita of Nursing

Dorothy Holley, MA
Professor Emerita of English

Mark Joy, PhD
Professor Emeritus of History

Mona Klose, RN, MS, CPHQ
Professor Emerita of Nursing and Institutional Effectiveness

Dina Laskowski, MEd
Professor Emerita of Teacher Education

Jacqueline Mangnall, PhD
Professor Emerita of Nursing

Louvicia Mayer, MS, RN
Professor Emerita of Nursing

Irene Paasch, PhD
Professor Emerita of Communication

Cecil Roth, MA
Professor Emeritus of Foreign Language

Carolgene Wolf- Matthiesen, MEd
Professor Emerita of Teacher Education

William Wojnar, PhD
Professor Emeritus of Music

Degree Requirements

Associate Degree Requirements

Requirements to earn an Associate's Degree

To earn an associate degree from the University of Jamestown, a minimum of 60 semester credits must be earned.

Requirements specific to earning the ASN Degree

To earn the degree of ASN a student must do the following:

1. Successfully complete a minimum of 70 semester credit hours
2. Earn at least 24 credits at the 200 level or higher.
3. Maintain an overall GPA of 2.00 or above.
4. Successfully complete the coursework prescribed in all general education requirements and the major field of study with a C- or better.
5. Complete a graduation application.

Residency Requirement for the ASN Degree

To fulfill the residence requirement, a minimum of 15-semester credits must be earned at the University of Jamestown. These credits may be earned entirely online, on campus, or in any combination thereof.

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 Site Director and Executive Director of the School of Nursing (EDSON). A minimal expectation is that the course in question comes from a CHEA-approved regional accrediting association of schools and colleges that offers either associate or bachelor's degrees.

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 Site Director or the EDSON.

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 or the Site Director's office for programs that are not located in Jamestown.

Commencement

Graduating students 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 Dean of the CGPS.

Bachelor's Degree Requirements

Requirements for the Degree

In order to earn the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing from the University of Jamestown, a student must do the following:

1. Successfully complete a minimum of 124 semester credit hours
2. Earn at least 36 credits at the upper-division (300-400) level.
3. Transfer in a maximum of 64 semester credit hours from a junior college.
4. Complete the University's residency requirement by earning at least 35 semester credit hours from the University of Jamestown.
5. Maintain an overall GPA of 2.00 or higher.
6. Successfully complete the coursework prescribed in the general education requirements.
7. Successfully complete all of requirements for a major field of study offered in the college with a C- or better in all major courses.
8. Complete a graduation application.

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

Fields of Study

- Accounting
- Biology, Medical Laboratory Science
- Business Administration, Health and Fitness Administration, Liberal Arts Business Studies
- Character in Leadership
- Chemistry, Biochemistry, Science Composite Education
- Communication, Mass Communication
- Computer science, Digital Design
- Criminal Justice
- Elementary Education, Curriculum and Instruction
- Civil Engineering, Mechanical Engineering
- English, International Studies
- Environmental Science
- Exercise Science, Physical Education
- Fine Arts in Theatre
- French, Global Studies
- German, Global Studies
- History, Global Studies
- Information Technology
- Music, Fine Arts in Music
- Nursing
- Physical Education, Health and Fitness Administration
- Political Science, International Studies, Rhetoric & Reasoning
- Psychology
- Religion/Philosophy, Christian Ministry, Religion, Philosophy Spanish, International Studies

Major Field of Study

At least half of the credits in the candidate's major must be completed from the University of Jamestown; modification of this requirement may be made by the department chair with the consent of the Undergraduate Dean.

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.

Grade point averages are rounded to the nearest thousandth.

Residency Requirement

Residency Requirement

To fulfill the residency requirement, a minimum of 35 semester credits must be earned at the University of Jamestown. These credits may be earned entirely online, on campus, or in any combination thereof. Transfer credits do not fulfill the residency requirement. Please see the Transfer Courses section of this catalog for additional information on policies concerning transfer credits.

General Education - Associate of Science in Nursing Degree

Overview

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:

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.

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.

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.

General Education Course Requirements - College of Graduate and Professional Studies (ASN)

Associate of Science in Nursing Requirements

Communication Skills	Credits
English Composition	3
Cultural & Social Heritage	Credits
Psychology, Sociology, or Political Science	3
Moral & Civic Education	Credits
Ethics	3
Natural Science & Quantitative Reasoning	Credits
Natural Science (at least one with lab)	12
Mathematics	3
Total Semester Credit Hours:	24

Total Credit Hours: 24

Note: A single course may not be used to satisfy more than one general education course requirement. A single course may be used to satisfy both a major/minor course requirement and a general education course requirement.

General Education - Bachelor of Science in Nursing Degree

Overview

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.

General Education Course Requirements - Undergraduate College (BSN)

Total Credit Hours: 43

Bachelor of Science in Nursing Requirements

Moral & Civic Education	Credits
UJ Foundations	1
Ethics	3
American Government or American History	3
Global Perspectives	3
Communication Skills	Credits
ENGL 101 and ENGL 102 (with a grade C- or higher)	6
Cultural & Social Heritage	Credits
Religion	3
Literature, Music, Art, or Theatre	3
Psychology	3
Sociology	3
Natural Science & Quantitative Reasoning	Credits
Natural Science (with lab)	8
Computer Science	3
Mathematics	3
Personal Wellness	Credits
Fitness and Wellness/Physical Activity Course	1
Total Semester Credit Hours:	43

Note: A single course may not be used to satisfy more than one general education course requirement. A single course may be used to satisfy both a major/minor course requirement and a general education course requirement.

General Education - Bachelor of Arts and Bachelor of Science Degrees

General Education Goal Statement

In support of the mission of the University, the General Education curriculum fosters academic excellence by developing well-rounded students who are critical and creative thinkers, effective and empathetic communicators, and engaged and globally minded citizens. University of Jamestown graduates will be equipped to face new problems and challenges in a changing world.

Course Requirements

- Undergraduate College (BA and BS) (p. 75)
- College of Graduate and Professional Studies (BA and BS) (p. 80)

Learning Objectives

THINKERS

- *Scientific Literacy*: Graduates will apply fundamental scientific principles and methods of inquiry to solve problems in a variety of contexts.
- *Quantitative Reasoning*: Graduates will draw inferences and make decisions from relevant quantitative information.
- *Aesthetic Appreciation*: Graduates will understand the complex layers of the creative process, its reflection of human society, and its power to impact.
- *Social Inquiry*: Graduates will understand the relationship between human social structures and behavior.

COMMUNICATORS

- *Communication*: Graduates will effectively communicate in a variety of settings and modes.
- *Information Literacy*: Graduates will identify, evaluate, and apply information within relevant contexts.

CITIZENS

- *Wellness*: Graduates will apply elements of wellness to their lives by implementing healthy lifestyle choices.
- *Ethical Reasoning*: Graduates will understand ethical theory and its application to their personal and professional lives.
- *Cultural Engagement*: Graduates will develop the attitudes, knowledge, and skills necessary to navigate the challenges and opportunities of a global society.
- *Christian Engagement*: Graduates will examine the relationship between faith and reason and how it informs the values and experiences of a diverse world.

General Education Course Requirements - Undergraduate College (BA and BS)

Use the Thinkers, Communicators, and Citizens tabs below to view which courses fulfill each general education requirement.

Overview

THINKERS	**Credits**
Principles of Natural Science Course	3-4
Social Science Course	3
Quantitative Reasoning Course	3
Aesthetic Appreciation Course	3
Historical Perspectives Course	3
COMMUNICATORS	**Credits**
Core Communication Course: ENGL 101	3
Core Communication Course: ENGL 102	3
Oral Communication Course	3
Applicational Communication Course	3
CITIZENS	**Credits**
Core Course: JOUR 101	1
Core Course: KNS 180	1
Physical Activity Course	1
Core Courses: PHIL 252 / PHIL 352	3
Two Cultural Engagement Courses*	6
Religion Course	3

*Students without 2 years of the same high school foreign language 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 no more than 3 credits from any one distinct prefix, except for GER, FREN, SPAN, FLAN.

Thinkers

Scientific Literacy

Graduates will apply fundamental scientific principles and methods of inquiry to solve problems in a variety of contexts.

Principles of Natural Science Course (3 credits)

BIOL 112	Foundations of Science	3
BIOL 120	Essentials of Biology and Chemistry for Health Sciences	3
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 180	Field Ecology of Costa Rica	1/2
CHEM 113	Food Chemistry(Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
EESC 150	Environmental Science (Lec/Lab)	3/1
EESC 160	Organismal Biology (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1
EESC 180	Field Ecology - The Arctic	3
EESC 181	Culture & Ecology of the Hawaiian Islands	3
EESC 200	Prairie Ecology	3
PHYS 143	College Physics I (Lec/Lab)	4/1
PHYS 203	Physics I (Lec/Lab)	4/1
		Subtotal: 3-4

Social Science Course (3 credits)

CJ 102	Deviance and Social Control	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
SOC 101	Introduction to Sociology	3
SOC 230	Sociology of the Family	3
		Subtotal: 3

Quantitative Reasoning

Graduates will draw inferences and make decisions from relevant quantitative information.

Quantitative Reasoning Course (3 credits)

CS 230	Data Analysis	3
ECON 110	Personal Finance	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
EDUC 203	Mathematics for Educators	3
MATH 101	Ideas in Mathematics	3
MATH 106	Mathematical Applications for Management	3
MATH 111	College Algebra	3
MATH 113	Pre-Calculus	4
MATH 205	Statistics	3
MATH 251	Calculus of Derivatives	3
PHYS 143	College Physics I (Lec/Lab)	4/1
PHYS 203	Physics I (Lec/Lab)	4/1

Subtotal: 3-4

Aesthetic Appreciation

Graduates will understand the complex layers of the creative process, its reflection of human society, and its power to impact.

Aesthetic Appreciation Course (3 credits)

ART 112	Design	3
DIG 111	Digital Design	3
DIG 112	Vector Design	3
DIG 251	Graphics Development	3
ENGL 115	Popular Literature and Analysis	3
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	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 247	Film Analysis	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 Romantics	3
ENGL 330	Victorian England	3
ENGL 331	Shakespeare	3
ENGL 340	Advanced Creative Writing - Poetry	3
ENGL 341	Advanced Creative Writing - Fiction	3
ENGL 360	Studies in the American Novel	3
ENGL 370	The Images of Woman in Literature	3
ENGL 420	African-American Literature	3
FREN 330	Survey of French Literature	3
FREN 340	Survey of Francophone Literature	3
GER 330	Survey of German Literature I	3
GER 340	Survey of German Literature II	3
MUS 101	Music Appreciation	3
MUS 102	Music in Film	3
MUS 103	History of Popular Music	3
MUS 160	Harmony/Theory I	3
PHIL 302	Philosophy of Art	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
THEA 190	Introduction to Theatre	3
THEA 213	Acting	3
THEA 260	Masterpieces of Drama	3
THEA 303	Stagecraft and Lighting	4
THEA 318	Development of American Drama	3
THEA 323	Acting: Period Styles	3
THEA 333	Scene Design	3
THEA 335	Musical Theatre	3

Subtotal: 3-4

Social Inquiry

Graduates will understand the relationship between human social structures and behavior.

Historical Perspectives Course (3 credits)

CJ 101	Introduction to Criminal Justice	3
ENGL 351	History of the English Language	3
HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 291	Western Civilization I	3
HIST 292	Western Civilization II	3
HIST 303	The Civil War and Reconstruction	3
HIST 304	Medieval Europe	3
HIST 306	Renaissance and Reformation	3
HIST 307	Ancient Greece	3
HIST 308	Ancient Rome	3
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 312	North Dakota History	3
HIST 316	Religion in American History	3
HIST 320	Europe: 1900 to Mid-Century	3
HIST 322	History of the Middle East	3
HIST 331	The American West	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3

HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 370	American Constitutions and Revolutions	3
HIST 374	History of Medicine	3
MUS 239	Music History I: Medieval and Renaissance	3
POLS 104	American National Government	3
POLS 312	Congress and the Presidency	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	3
		Subtotal: 3

Communicators

Communication and Information Literacy

Communication: Graduates will effectively communicate in a variety of settings and modes.
Information Literacy: Graduates will identify, evaluate, and apply information within relevant contexts.

Core Communication Course: ENGL 101 (3 credits)

ENGL 101	Expository Writing	3
		Subtotal: 3

Core Communication Course: ENGL 102 (3 credits)

ENGL 102	Argumentative and Analytical Writing	3
		Subtotal: 3

Oral Communication Course (3 credits)

COMM 102	Fundamentals of Public Speaking	3
COMM 201	Oral Interpretation of Literature	3
ENGR 411	Engineering Design II	3
FREN 102	Beginning French II	3
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
GER 102	Beginning German II	3
GER 201	Intermediate German I	3
GER 202	Intermediate German II	3
HIST 370	American Constitutions and Revolutions	3
NRSG 426	Nursing Leadership/Management	7
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
THEA 213	Acting	3
THEA 323	Acting: Period Styles	3
		Subtotal: 3

Applicational Communication Course (3 credits)

CS 140	Integrated Software Applications	3
EDUC 219	Instructional Media and Technology	3
ENGL 414	Multimodal Composition	3
		Subtotal: 3

Citizens

Wellness

Graduates will apply elements of wellness to their lives by implementing healthy lifestyle choices.

Core Course - JOUR 101 (1 credit)

JOUR 101	UJ Foundations	1
		Subtotal: 1

Core Course - KNS 180 (1 credit)

KNS 180	Personal Health and Wellness	1
		Subtotal: 1

Physical Activity Course (1 credit)

KNS 111	Beginning Swimming	1
KNS 207	Beginning Weight Training and Fitness	1
KNS 208	Intermediate Weight Training and Fitness	1
KNS 215	Social and Contemporary Dance I	1
KNS 216	Social and Contemporary Dance II	1
KNS 219	Tennis/Golf	1
KNS 220	Pickleball	1
KNS 221	Bowling	1
KNS 223	Spinsanity	1

KNS 224	Archery	1
KNS 225	Disc Golf	1
KNS 227	High Intensity Interval Training (HIIT)	1
KNS 228	Tennis	1
KNS 229	Golf	1
		Subtotal: 1

Ethical Reasoning

Graduates will understand ethical theory and its application to their personal and professional lives.

Core Course - PHIL 252/ PHIL 352 (3 credits)

PHIL 252	Ethics	3
PHIL 352	Ethics	3
		Subtotal: 3

Cultural Engagement

Graduates will develop the attitudes, knowledge, and skills necessary to navigate the challenges and opportunities of a global society.

Two Cultural Engagement Courses (6 credits)

NOTE: Students without 2 years of the same high school foreign language must take 6 credits of one foreign language or 3 credits of a foreign language in addition to an approved international experience for a minimum of 3 credit hours.

Students with at least 2 years of the same high school foreign language may complete this requirement by taking no more than 3 credits from any one distinct prefix, except for GER, FREN, SPAN, FLAN or by taking an approved international experience for a minimum of 3 credit hours.

BIOL 180	Field Ecology of Costa Rica	1/2
COMM 305	Cross-Cultural Communication	3
EE 290	Study Tour	3
EESC 180	Field Ecology - The Arctic	3
EESC 181	Culture & Ecology of the Hawaiian Islands	3
ENGL 115	Popular Literature and Analysis	3
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	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 247	Film Analysis	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 314	Introduction to Rhetorical Theory	3
ENGL 320	British Romantics	3
ENGL 330	Victorian England	3
ENGL 331	Shakespeare	3
ENGL 360	Studies in the American Novel	3
ENGL 370	The Images of Woman in Literature	3
ENGL 414	Multimodal Composition	3
ENGL 420	African-American Literature	3
ENGR 402	Sustainable Engineering	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
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
HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 320	Europe: 1900 to Mid-	3

	Century	
HIST 322	History of the Middle East	3
HIST 354	Evolution of War	3
HIST 362	History of China	3
ITAL 101	Beginning Italian I	3
ITAL 102	Beginning Italian II	3
ITAL 201	Intermediate Italian I	3
KNS 280	Sport History in Ancient Greece	3
NRSG 425	Community Health Nursing	6
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	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
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
THEA 260	Masterpieces of Drama	3
THEA 318	Development of American Drama	3

Subtotal: 6

Christian Engagement

Graduates will examine the relationship between faith and reason and how it informs the values and experiences of a diverse world.

Religion Course (3 credits)

HIST 316	Religion in American History	3
REL 211	Old Testament	3
REL 212	New Testament	3
REL 224	Life and Teachings of Jesus	3
REL 262	Christian Scriptures and Beliefs	3
REL 315	Christian Traditions	3
REL 330	History of Christian Thought	3
REL 340	Do I have a Soul?	3

Subtotal: 3

Total Credit Hours: 42-45

Note: A single course may not be used to satisfy more than one general education course requirement. A single course may be used to satisfy both a major/minor course requirement and a general education course requirement.

General Education Course Requirements - College of Graduate and Professional Studies (BA and BS)

Use the Thinkers, Communicators, and Citizens tabs below to view which courses fulfill each general education requirement.

Overview

THINKERS	**Credits**
Natural Science Course	3-4
Social Science Course	3
Quantitative Reasoning Course	3
Aesthetic Appreciation Course	3
Historical Perspectives Course	3
COMMUNICATORS	**Credits**
Written Communication Course: ENGL 101 or ENGL 105	3
Additional Written or Oral Communication Courses	6
Applicational Communication Course	3
CITIZENS	**Credits**
Wellness Course: JOUR 102	3
Ethical Reasoning Course	3
Cultural Engagement Course	3
Christian Engagement Course	3

Thinkers

Scientific Literacy

Graduates will apply fundamental scientific principles and methods of inquiry to solve problems in a variety of contexts.

Principles of Natural Science Course (3 credits)

BIOL 112	Foundations of Science	3
BIOL 120	Essentials of Biology and Chemistry for Health Sciences	3
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 180	Field Ecology of Costa Rica	1/2
CHEM 113	Food Chemistry(Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
EESC 110	The Environment and You (Lec/Lab)	3/1
EESC 150	Environmental Science (Lec/Lab)	3/1
EESC 160	Organismal Biology (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1
EESC 180	Field Ecology - The Arctic	3
EESC 181	Culture & Ecology of the Hawaiian Islands	3
EESC 200	Prairie Ecology	3
PHYS 143	College Physics I (Lec/Lab)	4/1
PHYS 203	Physics I (Lec/Lab)	4/1
	Subtotal: 3-4	

Social Science Course (3 credits)

CJ 102	Deviance and Social Control	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
SOC 101	Introduction to Sociology	3
SOC 230	Sociology of the Family	3
	Subtotal: 3	

Quantitative Reasoning

Graduates will draw inferences and make decisions from relevant quantitative information.

Quantitative Reasoning Course (3 credits)

CS 230	Data Analysis	3
ECON 110	Personal Finance	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
EDUC 203	Mathematics for Educators	3
MATH 101	Ideas in Mathematics	3
MATH 106	Mathematical Applications for Management	3
MATH 111	College Algebra	3
MATH 113	Pre-Calculus	4
MATH 205	Statistics	3
MATH 251	Calculus of Derivatives	3
PHYS 143	College Physics I (Lec/Lab)	4/1
PHYS 203	Physics I (Lec/Lab)	4/1
PSYC 318	Statistics for the Behavioral Sciences	3
	Subtotal: 3-4	

Aesthetic Appreciation

Graduates will understand the complex layers of the creative process, its reflection of human society, and its power to impact.

Aesthetic Appreciation Course (3 credits)

ART 112	Design	3
CMST 133	Introduction to Visual Communication	3
DIG 111	Digital Design	3
DIG 112	Vector Design	3
DIG 251	Graphics Development	3
ENGL 115	Popular Literature and Analysis	3
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	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 247	Film Analysis	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 Romantics	3
ENGL 330	Victorian England	3
ENGL 331	Shakespeare	3
ENGL 340	Advanced Creative Writing - Poetry	3
ENGL 341	Advanced Creative Writing - Fiction	3
ENGL 360	Studies in the American	3

	Novel	
ENGL 370	The Images of Woman in Literature	3
ENGL 420	African-American Literature	3
FREN 330	Survey of French Literature	3
FREN 340	Survey of Francophone Literature	3
GER 330	Survey of German Literature I	3
GER 340	Survey of German Literature II	3
MUS 101	Music Appreciation	3
MUS 102	Music in Film	3
MUS 103	History of Popular Music	3
MUS 160	Harmony/Theory I	3
PHIL 302	Philosophy of Art	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
THEA 190	Introduction to Theatre	3
THEA 213	Acting	3
THEA 260	Masterpieces of Drama	3
THEA 303	Stagecraft and Lighting	4
THEA 318	Development of American Drama	3
THEA 323	Acting: Period Styles	3
THEA 333	Scene Design	3
THEA 335	Musical Theatre	3
		Subtotal: 3-4

Social Inquiry

Graduates will understand the relationship between human social structures and behavior.

Historical Perspectives Course (3 credits)

BEHL 280	Introduction to Addiction Studies	3
CJ 101	Introduction to Criminal Justice	3
ENGL 351	History of the English Language	3
HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 291	Western Civilization I	3
HIST 292	Western Civilization II	3
HIST 303	The Civil War and Reconstruction	3
HIST 304	Medieval Europe	3
HIST 306	Renaissance and Reformation	3
HIST 307	Ancient Greece	3
HIST 308	Ancient Rome	3
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 312	North Dakota History	3
HIST 316	Religion in American History	3
HIST 320	Europe: 1900 to Mid-Century	3
HIST 322	History of the Middle East	3
HIST 331	The American West	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3
HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 370	American Constitutions and Revolutions	3
HIST 374	History of Medicine	3
MUS 239	Music History I: Medieval and Renaissance	3
POLS 104	American National Government	3
POLS 312	Congress and the Presidency	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	3
		Subtotal: 3

Communicators

Communication and Information Literacy

Communication: Graduates will effectively communicate in a variety of settings and modes.
Information Literacy: Graduates will identify, evaluate, and apply information within relevant contexts.

Written Communication Course (3 credits)

ENGL 101	Expository Writing	3
ENGL 105	Unpacking Academic Writing and Research	3

Subtotal: 3

Additional Written or Oral Communication Courses (6 credits)

ENGL 102	Argumentative and Analytical Writing	3
COMM 101	Introduction to Communication Studies	3
COMM 102	Fundamentals of Public Speaking	3
COMM 201	Oral Interpretation of Literature	3
COMM 220	Interpersonal Communication	3
COMM 250	Academic Research and Writing	3
ENGR 411	Engineering Design II	3
FREN 102	Beginning French II	3
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
GER 102	Beginning German II	3
GER 201	Intermediate German I	3
GER 202	Intermediate German II	3
HIST 370	American Constitutions and Revolutions	3
NRSG 426	Nursing Leadership/Management	7
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
THEA 213	Acting	3
THEA 323	Acting: Period Styles	3

Subtotal: 6

Applicational Communication Course (3 credits)

CS 140	Integrated Software Applications	3
EDUC 219	Instructional Media and Technology	3
ENGL 414	Multimodal Composition	3

Subtotal: 3

Citizens

Wellness

Graduates will apply elements of wellness to their lives by implementing healthy lifestyle choices.

Wellness Course (3 credits)

JOUR 102	Foundations of Success for Online Students	3

Subtotal: 3

Ethical Reasoning

Graduates will understand ethical theory and its application to their personal and professional lives.

Ethical Reasoning Course (3 credits)

BSST 311	Management and Leadership of Organizations	3
BEHL 360	Professional Ethics in Practice	3
PHIL 252	Ethics	3
PHIL 352	Ethics	3

Subtotal: 3

Cultural Engagement

Graduates will develop the attitudes, knowledge, and skills necessary to navigate the challenges and opportunities of a global society.

Cultural Engagement Course (3 credits)

BIOL 180	Field Ecology of Costa Rica	1/2
COMM 305	Cross-Cultural Communication	3
COMM 370	Diversity Communication	3
EE 290	Study Tour	3
EESC 180	Field Ecology - The Arctic	3
EESC 181	Culture & Ecology of the Hawaiian Islands	3
ENGL 115	Popular Literature and Analysis	3
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	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 247	Film Analysis	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 314	Introduction to Rhetorical Theory	3
ENGL 320	British Romantics	3
ENGL 330	Victorian England	3
ENGL 331	Shakespeare	3
ENGL 360	Studies in the American Novel	3

ENGL 370	The Images of Woman in Literature	3
ENGL 414	Multimodal Composition	3
ENGL 420	African-American Literature	3
ENGR 402	Sustainable Engineering	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
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
HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 320	Europe: 1900 to Mid-Century	3
HIST 322	History of the Middle East	3
HIST 354	Evolution of War	3
HIST 362	History of China	3
ITAL 101	Beginning Italian I	3
ITAL 102	Beginning Italian II	3
ITAL 201	Intermediate Italian I	3
KNS 280	Sport History in Ancient Greece	3
NRSG 425	Community Health Nursing	6
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	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
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
THEA 260	Masterpieces of Drama	3
THEA 318	Development of American Drama	3

Subtotal: 3

Christian Engagement

Graduates will examine the relationship between faith and reason and how it informs the values and experiences of a diverse world.

Religion Course (3 Credits)

HIST 316	Religion in American History	3
REL 211	Old Testament	3
REL 212	New Testament	3
REL 224	Life and Teachings of Jesus	3
REL 262	Christian Scriptures and Beliefs	3
REL 315	Christian Traditions	3
REL 330	History of Christian Thought	3
REL 340	Do I have a Soul?	3
REL 371	World Religions	3

Subtotal: 3

Total Credit Hours: 39-42

Note: A single course may not be used to satisfy more than one general education course requirement. A single course

may be used to satisfy both a major/minor course requirement and a general education course requirement.

Associate Degree Programs

Associate of Science in Nursing (Hybrid)

Overview

Requirements

Degree Requirements

See Degree Requirements for the ASN (p. 69)

General Education

See General Education Course Requirements for the ASN (p. 71)

Core Courses

NRSG 101	Concepts of Professional Nursing Practice	3
NRSG 110	Fundamental Nursing Skills	6
NRSG 106	Nursing Assessment Across the Lifespan	3
NRSG 131	Nursing Across the Lifespan I	7
NRSG 134	Psychiatric Nursing	4
NRSG 233	Nursing Across the Lifespan II	7
NRSG 232	Childbearing Family Nursing	4
NRSG 244	Nursing Across the Lifespan III	7
NRSG 247	Nursing Practice: Quality and Safety	3
NRSG 248	Content Mastery and NCLEX Success	2

General Education Support Courses

ENGL 101	Expository Writing	3
HLTH 216	Microbiology (Lec/Lab)	3/1
MATH 102	Intermediate Algebra	3
PHIL 252	Ethics	3
PSYC 203	Developmental Psychology	3
HLTH 208	Anatomy and Physiology for Health Professions I	3/1
HLTH 209	Anatomy and Physiology for Health Professions II	3/1

Subtotal: 70

Admission

The pre-licensure Associate of Science in Nursing (ASN) program is designed for individuals with limited or no college experience. The ASN program prepares the student for the NCLEX-RN licensure examination and entry-level practice as a registered nurse. The University of Jamestown will accept transfer credits for students who have general education coursework already completed and meet the requirements presented in the College of Graduate Studies and Professional Studies (CGPS) catalog transfer credit policy.

Declaration of Major

The ASN student applying to the University should declare the degree at the time of application to the University. Declared students receive important communication from the School of Nursing.

Admission and Progression

1. Students must apply and be accepted to the University of Jamestown prior to applying for acceptance into the nursing program.

For students with no history of college or university attendance:

- Minimum high school GPA of 3.0 on 4.0 scale.
- A Cumulative Grade Point Average (CGPA) of 3.0 or higher is required for application to the ASN program. If a student's CGPA does not meet the 3.0 requirements but the CGPA is at or above 2.35 (no rounding will be applied), the student may take the TEAS (Version 7.0). If the student scores 60% or above (no rounding will be applied), the student will be considered qualified for admission. The student will be allowed a maximum of 3 attempts on the TEAS. It is the responsibility of the student to register, schedule, and pay for the TEAS exam using the link below. When registering for the TEAS choose "Remote Online" and then choose "ATI Remote Proctor-Nursing" for the student to take the exam on their own through the ATI system. The TEAS must be completed by the week prior to the start of the spring semester. Once the student completes the exam, they must share the score with the University of Jamestown by logging into their student ATI account and clicking "Send Transcript."

Link to ATI TEAS exam registration: https://atitesting.com/teas

- Preferred ACT score of 25 or SAT (R&M) score of 1200.
- High school science and math courses are strongly recommended.
- Following admission, a grade of C- or above must be earned in all nursing courses as well as all support courses: Microbiology, Anatomy and Physiology I and II, Anatomy and Physiology I and II lab, and Developmental Psychology. Refer to the Readmission Policy as stated below.
- Enrollment is limited. No candidate is excluded based on race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.
- The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values, and a criminal background check.
- Prerequisites cannot be fulfilled via CLEP or PEP.
- Admitted students are considered conditionally approved until all required documents are received, including all clinical requirements.

For students *who have previously attended a college or university*:

- All official transcripts of credit transfers from other colleges and universities must be in the Registrar's Office before entrance into the nursing program.
- A Cumulative Grade Point Average (CGPA) of 3.0 or higher is required for application to the ASN program. If a student's CGPA does not meet the 3.0 requirements but the CGPA is at or above 2.35 (no rounding will be applied), the student may take the TEAS (Version 7.0). If the student scores 60% or above (no rounding will be applied), the student will be considered qualified for admission. The student will be allowed a maximum of 3 attempts on the TEAS. It is the responsibility of the student to register, schedule, and pay for the TEAS exam using the link below. When registering for the TEAS choose "Remote Online" and then choose "ATI Remote Proctor-Nursing" for the student to take the exam on their own through the ATI system. The TEAS must be completed by the week prior to the start of the spring semester. Once the student completes the exam, they must share the score with the University of Jamestown by logging into their student ATI account and clicking "Send Transcript." Link to ATI TEAS exam registration: https://atitesting.com/teas
- Following admission, a grade of C- or above must be earned in all nursing courses as well as all support courses: Microbiology, Anatomy and Physiology I and II, Anatomy and Physiology I and II lab, and Developmental Psychology. Refer to the Readmission Policy as stated below.
- Enrollment is limited. No candidate is excluded based on race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.
- The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values, and a criminal background check.
- Prerequisites cannot be fulfilled via CLEP or PEP.
- All official transcripts of credit transfers from other colleges and universities must be in the Registrar's Office before entrance into the nursing program.
- Admitted students are considered conditionally approved until all required documents are received, including all clinical requirements.

Readmission After Nursing Course Failure

After receiving one failing grade (D+ or below) in a nursing course or a support course (see above) 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, or support course, the student will be ineligible for continued progression through the major.

Fees and Expenses

In addition to tuition and general university fees, nursing

students assume additional fees. Fees are attached to your bill each semester you are in the nursing program. ATI (an integrated testing service utilized in the nursing department) fees will be assessed the first four semesters of the program. A one-time lab supply fee will be charged with enrollment in Fundamental Nursing Skills (NRSG 110). Students will be assessed a Skills/Simulation Lab Fee Semesters 2-5. Students who transfer into the program will also be assessed the same lab supply fee their first semester of enrollment.

You will be required to open an account with an external compliance tracker that will maintain and store your immunization records. Before you are formally admitted to the nursing program, a criminal background check will be required. The external compliance tracker and criminal background check are additional charges that you pay directly and are not billed for through the billing department.

All the above are required as part of the nursing program. Total fees and charges assessed by the billing department will be approximately $4,000.00 over the course of the program.

Additionally, costs incurred to maintain the current immunization status, as required by the SON, are the responsibility of the student nurse. These costs will vary dependent on your health insurance coverage.

The University of Jamestown provides professional liability insurance for students admitted to the ASN, BSN, RN-BSN, and DEMSN nursing programs. Coverage applies while the insured is acting in his/her capacity as a student at the University. Students are expected to provide their own health insurance and required immunizations.

Transfer Students

Applicants with previous college credits are evaluated in terms of CGPS and SON program requirements. Students seeking transfer into the nursing major should contact the Admissions for enrollment into the college. Staff in the Admissions and the Registrar's office along with the Site Director will perform a complete transcript review. All nursing requirements stated above in the "*Admission and Progression"* section apply.

LPNs wishing to earn an ASN may enroll in the nursing program at the University of Jamestown. It is recognized that LPNs possess certain requisite knowledge and skills. Therefore, 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 ASN program depends on the approved transfer of college credits. A grade of C- or above must be earned in all courses that are required in the major.

Disability Accommodation

Reasonable accommodation 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 the University of Jamestown and the School of Nursing. Students requesting disability accommodation should refer to the Office of Disability Services.

Plan of Study

Semester 1		
1st 8 Weeks		
HLTH 208	Anatomy and Physiology for Health Professions I	3/1
NRSG 101	Concepts of Professional Nursing Practice	3
2nd 8 Weeks		
ENGL 101	Expository Writing	3
HLTH 209	Anatomy and Physiology for Health Professions II	3/1
Semester 2		
16 Weeks		
NRSG 106	Nursing Assessment Across the Lifespan	3
NRSG 110	Fundamental Nursing Skills	6
1st 8 Weeks		
HLTH 216	Microbiology (Lec/Lab)	3/1
2nd 8 Weeks		
MATH 102	Intermediate Algebra	3
Semester 3		
16 Weeks		
NRSG 131	Nursing Across the Lifespan I	7
NRSG 134	Psychiatric Nursing	4
1st 8 Weeks		
PSYC 203	Developmental Psychology	3

Semester 4

16 Weeks

NRSG 232	Childbearing Family Nursing	4
NRSG 233	Nursing Across the Lifespan II	7

1st 8 Weeks

PHIL 252	Ethics	3

Semester 5

16 Weeks

NRSG 244	Nursing Across the Lifespan III	7
NRSG 247	Nursing Practice: Quality and Safety	3
NRSG 248	Content Mastery and NCLEX Success	2

Outcomes

Associate of Science in Nursing Student Learning Outcomes (SLO)

ASN Student Learning Outcomes were derived from the SON's mission, philosophy, and core competencies for professional nursing practice. The ASN graduate will be prepared to provide safe, compassionate, and quality healthcare services to culturally diverse patients within a variety of healthcare settings.

The ASN student, upon graduation, will be able to:

1. Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
2. Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness.
3. Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.
4. Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care.
5. Apply technology and current evidence to support safe and effective patient care.

Bachelor's Degree Programs

Accounting, BA

Overview

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.

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 universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

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 & Not-for-Profit Accounting	3
ACCT 355	Income Tax Accounting I	3
ACCT 356	Income Tax Accounting II	3
ACCT 457	Advanced Accounting	3
ACCT 453	Auditing/Senior Seminar	4
		Subtotal: 32

Correlative Courses

BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 316	Business Law II	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
CS 240	Introduction to Business Intelligence	3
CS 440	Management of Information Systems	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
		Subtotal: 30

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

Subtotal: 62

Plan of Study

Freshman

Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3

Spring

ACCT 202	Principles of Accounting II	3

Sophomore

Fall

ACCT 301	Intermediate Accounting I	3
BUSN 320	Marketing	3
CS 240	Introduction to Business Intelligence	3
ECON 201	Principles of Microeconomics	3
MATH 105	Applied Business Statistics	3

Spring

ACCT 302	Intermediate Accounting II	3
ACCT 311	Cost/Managerial Accounting	4
ECON 202	Principles of Macroeconomics	3

Junior

Fall

ACCT 355	Income Tax Accounting I	3
BUSN 315	Business Law I	3

Spring

ACCT 356	Income Tax Accounting II	3
BUSN 316	Business Law II	3

Senior

Fall

ACCT 457	Advanced Accounting	3

Spring

ACCT 325	Governmental & Not-for-Profit Accounting	3
CS 440	Management of Information Systems	3
ACCT 453	Auditing/Senior Seminar	4

Students who plan to sit for the CPA exam: 150 semester credits are required.

Additional Courses for CPA Candidates credits should

be chosen in consultation with advisor. CPA Exam candidates must have 150 overall semester hours of education in order to sit for the exam.

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.

Students might consider summer school classes, an additional semester or year, or graduate school to fulfill the 150-hour requirement.

Outcomes

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

1. Knowledge of the core areas of accounting
2. The ability to work within a team setting
3. Effective communication skills
4. The ability to analyze data
5. The ability to use decision-support tools
6. The ability to think critically to solve problems and make business and accounting decisions

Applied Information Technology, BA (Online)

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies

IT Service Management Certificate

Complete all courses in the IT Service Management Certificate.

CS 160	Introduction to Computer Principles	3
CS 203	Hardware Installation and Maintenance	3
CS 201	IT Helpdesk Administration	3
CS 325	Networking	3
		Subtotal: 12

Fullstack Developer Certificate

You will take all courses from the Full Stack Developer Certificate.

CS 152	Introduction to Web Development	3
CS 321	JavaScript Technologies	3
CS 342	Database Development	3
CS 441	Dynamic Web Design	3
		Subtotal: 12

Additional Required Courses:

CS 230	Data Analysis	3
	or	
MATH 105	Applied Business Statistics	3
CS 365	Information Systems Security	3
CS 311	Security Policies and Procedures	3
CS 326	Network Security	3
ENGL 312	Business Writing	3
	or	
ENGL 316	Technical Writing	3
COMM 318	Computer Mediated Communication	3
		Subtotal: 18

Plus 6 elective credits from list (with advisor approval):

CS 301	Agile Project Management	3
CS 312	Secure Operating Systems	3
CS 344	Python	3
CS 354	Source Code Control and Virtualization	3
CS 403	Ethical Hacking	3
CS 401	Defensive Network Security	3
CS 402	Computer Forensics	3
CS 272	Java Programming I	3
CS 372	Java Programming II	3
CS 360	Comparison of Programming Languages	3
CMST 133	Introduction to Visual Communication	3
CMST 316	Group and Team Communication	3
CMST 321	Business and Professional Communication	3
CS 423	Linux Administration	3
		Subtotal: 6
		Subtotal: 48

Plan of Study Outcomes

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.

Applied Music, BA

Overview

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 employment or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

Individual Performance Progress Assessment

Applied Music and Music Education majors must exhibit musical performance competency on a musical instrument or voice, as demonstrated in a jury the fall semester of the sophomore year. They will also field questions in the jury that demonstrate a fundamental theoretical and historical knowledge 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 they will not be permitted to continue in those degree plans.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

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: Medieval and Renaissance	3
MUS 262	Ear Training III	2
MUS 266	Introduction to Conducting	2
MUS 339	Music History II: Baroque and Classical	3
MUS 340	Music History III: Romantic and Modern Eras	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	8
		Subtotal: 45

**Consideration given to transfer and late music major declaration students.*

**^ MUS (Ensemble Music – 4 Years): i.e. Chapel Choir, Concert Choir, Wind Ensemble*

Plus the following:

- Applied students will sign up for 2-credit lessons each semester for a total of sixteen lesson credits
- A graded recital, approximately thirty minutes in length, performed during the Junior year
- A graded recital, approximately forty-five minutes in length, performed during the Senior year
- Two semesters of French (p. 340) and/or German (p. 343) (or other approved foreign language)
- Two semesters of approved general history (i.e. HIST 291 (p. 347) and HIST 292 (p. 347))

Plan of Study

Fall Odd Year Start

Freshman

Fall

MUS 100	Music Performance Seminar	0
MUS 160	Harmony/Theory I	3
MUS 162	Ear Training I	2
MUS	Applied Lessons	1-2

All music majors must pass the Piano Proficiency sequence - MUS 116, MUS 117, MUS 118, MUS 119. The Keyboard Instructor will determine with class is the most appropriate beginning level depending on the student's incoming skill.

One of the following courses

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Spring

MUS 100	Music Performance Seminar	0
MUS 161	Harmony/Theory II	3
MUS 163	Ear Training II	2
MUS	Applied Lessons	1-2

One of the following courses

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Sophomore

Fall

MUS 100	Music Performance Seminar	0
MUS 262	Ear Training III	2
MUS 360	Harmony/Theory III	3
MUS 266	Introduction to Conducting	2
MUS	Applied Lessons	1-2
	Flan Approved Language	2

One of the following courses

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Spring

MUS 100	Music Performance Seminar	0
MUS 361	Harmony/Theory IV	3
MUS 275	Vocal Techniques	2
	Flan Approved Language	2
MUS	Applied Lessons	1-2

One of the following courses

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Junior

Fall

MUS 100	Music Performance Seminar	0
MUS 266	Introduction to Conducting	2
MUS	Applied Lessons	1-2
HIST	HIST Approved History Course	3
MUS 239	Music History I: Medieval and Renaissance	3

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Spring

MUS 100	Music Performance Seminar	0
MUS 339	Music History II: Baroque and Classical	3
MUS 275	Vocal Techniques	2
MUS	Applied Lessons	1-2
MUS 380	Junior Recital	0-1
HIST	HIST Approved History Course	3

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Senior

Fall

MUS 100	Music Performance Seminar	0
MUS 340	Music History III: Romantic and Modern Eras	3

MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Spring

MUS 100	Music Performance Seminar	0
MUS	Applied Lessons	1-2
MUS 480	Senior Recital	0-1

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

Outcomes

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.

Behavioral Health, BA (Online)

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 80)

Core Courses

PSYC 101	General Psychology	3
PSYC 202	Research Methods	3
PSYC 318	Statistics for the Behavioral Sciences	3
BEHL 230	Behavior Modification	3
BEHL 352	Psychopathology	3
BEHL 460	History of Psychology	3
BEHL 470	Psychology of Gender and Culture	3
BEHL 320	Social Behavior	3
BEHL 310	Cognitive Psychology	3
BEHL 280	Introduction to Addiction Studies	3
BEHL 360	Professional Ethics in Practice	3
		Subtotal: 33

Choose four of the following courses:

BEHL 192	Psychology in the Workplace	3
BEHL 285	Introduction to Counseling Theory and Techniques	3
BEHL 240	Social Justice and Advocacy in Behavioral Health	3
BEHL 335	Biopsychology	3
BEHL 341	Medical Psychology	3
BEHL 405	Clinical Psychology	3
BEHL 465	Sports Psychology	3
BEHL 471	Child Psychopathology	3
BEHL 380	Public Health and Prevention	3
		Subtotal: 12
		Subtotal: 45

Plans Of Study
Outcomes

1. Demonstrate a knowledge base in Psychology.
    a. Describe key concepts, principles, and overarching themes in psychology
    b. Develop a working knowledge of psychology's content domains
    c. Describe applications of psychology
2. Demonstrate scientific inquiry and critical thinking.
    a. Use scientific reasoning to interpret psychological phenomena
    b. Demonstrate psychology information literacy
    c. Engage in innovative and integrative thinking and problem solving
    d. Interpret, design, and conduct basic psychological research
    e. Incorporate sociocultural factors in scientific inquiry
3. Act ethically and socially responsibly in a diverse world.
    a. Apply ethical standards to evaluate psychological science and practice
    b. Build and enhance interpersonal relationships

c. Adopt values that build community at local, national, and global levels

4. Communicate effectively.

a. Demonstrate effective writing for different purposes

b. Exhibit effective presentation skills for different purposes

c. Interact effectively with others

5. Develop professionally.

a. Apply psychological content and skills to career goals

b. Exhibit self-efficacy and self-regulation

c. Refine project-management skills

d. Enhance teamwork capacity

e. Develop meaningful professional direction for life after graduation.

Biochemistry, BS

Overview

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.

Majors

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 430	Genetics (Lec/Lab)	4/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1
CHEM 390	Special Topics	1-3
CHEM 413	Biochemistry I: Biochemistry of Macromolecules	3
CHEM 414	Biochemistry II: Biochemistry of Metabolites	3
CHEM 493	Seminar I	1
CHEM 494	Seminar II	1
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
	Subtotal: 59-60	

CHEM 493 and CHEM 494: 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.

Plus one of the following courses:

BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 412	Molecular Biology (Lec/Lab)	2/1
CHEM 345	Introduction to Toxicology	3
	Subtotal: 3-4	

Plus one of the following courses:

CHEM 423	Chemical Thermodynamics	3
	Subtotal: 3	

Plus one of the following courses:

CHEM 431	Advanced Lab I	1
CHEM 432	Advanced Lab II	1
	Subtotal: 1	

Plus one of the following courses:

CHEM 433	Advanced Lab III	1
CHEM 434	Advanced Lab IV	1
	Subtotal: 1	

Plus one of the following courses:

CHEM 353	Chemical Methods of Analysis	3
CHEM 354	Instrumental Methods of Analysis	3

Subtotal: 3

Subtotal: 70-72

Plan of Study

Fall Even Year Start

Freshman Year

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1

Spring

BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Sophomore Year

Fall

CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
MATH 251	Calculus of Derivatives	3

Spring

CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1

Junior Year

Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring

Fall

BIOL 305	Cell Biology (Lec/Lab)	4/1
CHEM 353	Chemical Methods of Analysis	3
CHEM 390	Special Topics	1-3
CHEM 413	Biochemistry I: Biochemistry of Macromolecules	3
PHYS 204	Physics II (Lec/Lab)	4/1

Spring

BIOL 430	Genetics (Lec/Lab)	4/1
CHEM 390	Special Topics	1-3
CHEM 431	Advanced Lab I	1
	Biochemistry Elective	

Senior Year

Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring

Fall

CHEM 390	Special Topics	1-3
CHEM 423	Chemical Thermodynamics	3
CHEM 493	Seminar I	1

Spring

CHEM 390	Special Topics	1-3
CHEM 432	Advanced Lab II	1
CHEM 494	Seminar II	1
	Biochemistry Elective	

Fall Odd Year Start

Freshman Year

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1

Spring

BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Sophomore Year

Fall

CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
MATH 251	Calculus of Derivatives	3

Spring

CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1

Junior Year

Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring

Fall		
CHEM 390	Special Topics	1-3
CHEM 423	Chemical Thermodynamics	3
PHYS 204	Physics II (Lec/Lab)	4/1
Spring		
CHEM 390	Special Topics	1-3
CHEM 432	Advanced Lab II	1
	Biochemistry Elective	

Senior Year

Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring

Fall		
BIOL 305	Cell Biology (Lec/Lab)	4/1
CHEM 353	Chemical Methods of Analysis	3
CHEM 390	Special Topics	1-3
CHEM 413	Biochemistry I: Biochemistry of Macromolecules	3
CHEM 493	Seminar I	1
Spring		
BIOL 430	Genetics (Lec/Lab)	4/1
CHEM 390	Special Topics	1-3
CHEM 431	Advanced Lab I	1
CHEM 494	Seminar II	1
	Biochemistry Elective	

Outcomes

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.

Biology, BS

Overview

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Biology		
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 201	Biology Orientation	1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 430	Genetics (Lec/Lab)	4/1
BIOL 445	Biology Seminar I	1
BIOL 446	Biology Seminar II	1
BIOL 442	Evolution (Lec/Lab)	3/1
	Courses chosen in consultation with advisor; at least one must be an upper	13

	level course with a substantial ecological component (BIOL 304, BIOL 306, BIOL 308, or BIOL310); one Biochemistry course (Chem 413 or 414) may count as a Biology elective if not also used to satisfy the requirements of a Chemistry major or minor	
		Subtotal: 38

Core Courses – Chemistry, Mathematics, Physics

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 245	Survey of Organic Chemistry or	3
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
	One additional upper-level chemistry course (3 or more credits) chosen in consultation with advisor	
MATH 251	Calculus of Derivatives or	3
MATH 205	Statistics	3
PHYS 143	College Physics I (Lec/Lab) or	4/1
PHYS 144	College Physics II (Lec/Lab) or	4/1
PHYS 203	Physics I (Lec/Lab) or	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
		Subtotal: 22-24
		Subtotal: 60-62

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

BIOL 304	Invertebrate Zoology (Lec/Lab)	3/1
BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 306	Vertebrate Zoology (Lec/Lab)	3/1
BIOL 308	Animal Behavior (Lec/Lab)	3/1
BIOL 310	Ecology (Lec/Lab)	3/1

Option 2 – For an emphasis in Cell Biology or Physiology

BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 312	Developmental Biology	3
BIOL 412	Molecular Biology (Lec/Lab)	2/1
CHEM 413	Biochemistry I: Biochemistry of Macromolecules	3

Strongly recommended courses for students considering graduate school:

MATH 252	Calculus of Integrals	3
MATH 205	Statistics or	3
MATH 401	Mathematical Statistics I	3
PHYS 203	Physics I (Lec/Lab) or	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
		Subtotal: 11

PHYS 203 and PHYS 204: Some graduate schools require a full year of physics.

Plan of Study

Students who have a strong academic background that includes preparation in chemistry and/or math, and who are fairly confident in pursuing a career in science are encouraged to follow the first 4-year plan. Students who have a weaker academic background with less preparation in chemistry and/or math, and who are less confident in pursuing a career in science are encouraged to follow the second 4-year plan. Electives should be chosen in consultation with your advisor, and may be taken at different semesters than those shown below depending on your choice, goals, and odd or even years. Additional electives may be useful for some career goals.

Option 1

Freshman Year

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1

Spring

BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Sophomore Year

Fall

BIOL 201	Biology Orientation	1
	Biology Elective 1 (BIOL 208, BIOL 304, or BIOL 308)	
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1

Spring

	Biology Elective 2 (BIOL 216, BIOL 301, BIOL 306, BIOL 310, BIOL 412, or BIOL 435)	
CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1

Junior Year

Fall

BIOL 305	Cell Biology (Lec/Lab)	4/1
PHYS 143	College Physics I (Lec/Lab)	4/1

Spring

BIOL 430	Genetics (Lec/Lab)	4/1
	or	
BIOL 442	Evolution (Lec/Lab)	3/1
MATH 205	Statistics	3

Senior Year

Fall

BIOL 445	Biology Seminar I	1
	Biology Elective 3 (BIOL 304, BIOL 308, or BIOL 312)	

Spring

BIOL 446	Biology Seminar II	1
BIOL 430	Genetics (Lec/Lab)	4/1
	or	
BIOL 442	Evolution (Lec/Lab)	3/1

Option 2

Freshman Year

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
PHYS 143	College Physics I (Lec/Lab)	4/1

Spring

BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
MATH 205	Statistics	3
	and/or	
BIOL 216	Microbiology (Lec/Lab)	3/1

Sophomore Year

Fall

BIOL 201	Biology Orientation	1
	Biology Elective 1 (BIOL 208, BIOL 304, or BIOL 308)	
CHEM 133	General Chemistry I (Lec/Lab)	3/1

Spring

	Biology Elective 2 (BIOL 216, BIOL 301, BIOL 306, BIOL 310, BIOL 412, or BIOL 435)	
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Junior Year

Fall

BIOL 305	Cell Biology (Lec/Lab)	4/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1

Spring

BIOL 430	Genetics (Lec/Lab)	4/1
	or	

BIOL 442	Evolution (Lec/Lab)	3/1
CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1

Senior Year

Fall

BIOL 445	Biology Seminar I	1
	Biology Elective 3 (BIOL 304, BIOL 308, or BIOL 312)	

Spring

BIOL 446	Biology Seminar II	1
BIOL 430	Genetics (Lec/Lab)	4/1
	or	
BIOL 442	Evolution (Lec/Lab)	3/1

Outcomes

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

Biology Education, BA

Overview

Mission Statement - Biology

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.

Mission Statement - Teacher Education

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Teacher Education Organizations

Candidates are encouraged to join 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. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

Admission to the Teacher Education Program

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1st for spring admission and April 1st for fall admission. Applications are not accepted or reviewed during the summer months.

Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201

6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

Additional Information for All Candidates Seeking Teaching Licensure

While completion of the Praxis II: Content and Praxis II: PLT exams is an exit requirement, passing scores on those exams is not. However, candidates must earn passing scores on both exams in order to attain North Dakota licensure. Candidates are required to complete the Praxis II: Content exam prior to student teaching. The Praxis II: PLT exam must be taken before the completion of student teaching. Candidates who plan to teach in states other than North Dakota should consult with that state's education department since each state has its own licensure requirements and administers its own licensing process.

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

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
MATH 102	Intermediate Algebra	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 6

Core Courses - Biology

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 201	Biology Orientation	1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 430	Genetics (Lec/Lab)	4/1
BIOL 442	Evolution (Lec/Lab)	3/1
BIOL 445	Biology Seminar I	1
BIOL 446	Biology Seminar II	1
	Courses chosen in consultation with advisor; at least one must be an upper level course with a substantial ecological component (BIOL 304, BIOL 306, BIOL 308, or BIOL310); one Biochemistry course (Chem 413 or 414) may count as a Biology elective if not also used to satisfy the requirements of a Chemistry major or minor	13
		Subtotal: 38

Core Courses - Chemistry, Math, Physics

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 245	Survey of Organic Chemistry	3
	or	
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
	One additional upper-level chemistry course (3 or more credits) chosen in consultation with advisor	
MATH 251	Calculus of Derivatives	3
	or	
MATH 205	Statistics	3
PHYS 143	College Physics I (Lec/Lab)	4/1
	or	
PHYS 144	College Physics II (Lec/Lab)	4/1
	or	
PHYS 203	Physics I (Lec/Lab)	4/1
	or	
PHYS 204	Physics II (Lec/Lab)	4/1
		Subtotal: 22-24

Core Courses - Education

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 219	Instructional Media and Technology	3
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 310	Reading Methods in Secondary Schools	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 406	Methods: Secondary Science	3
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
		Subtotal: 44

Plan of Study Outcomes

Intended Student Learning Outcomes - Biology

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

Intended Student Learning Outcomes - Teacher Education

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Candidates in the University of Jamestown Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Business Administration - Accounting, BA

Overview

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.

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 universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements

All students who major in business administration must choose at least one of the following areas of business concentration: Accounting, Business Communication, Information Technology, Management, or Marketing. The following are the requirements for all Business Administration majors, followed by the curriculum requirements for the Accounting Concentration.

Degree Requirements

See Bachelor's Degree requirements

General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General

Education category.

PSYC 203	Developmental Psychology	3
MATH 102	Intermediate Algebra	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 6

Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	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
		Subtotal: 33

Correlative Courses

CS 140	Integrated Software Applications	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
MATH 106	Mathematical Applications for Management	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 9

Core Courses – Accounting

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 453	Auditing/Senior Seminar	4
ACCT 457	Advanced Accounting	3
		Subtotal: 19

MATH (A higher level math course): Confer with dept. chair.

Note 1: 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.

Subtotal: 60

Plan of Study

Freshman Year

Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3
ECON 110	Personal Finance	3
CS 140	Integrated Software Applications	3

Spring

ACCT 202	Principles of Accounting II	3
ENGL 102	Argumentative and Analytical Writing	3

Sophomore Year

Fall

ECON 201	Principles of Microeconomics	3
BUSN 320	Marketing	3
MATH 105	Applied Business Statistics	3
ACCT 301	Intermediate Accounting I	3

Spring

ECON 202	Principles of Macroeconomics	3
BUSN 351	Financial Management	3
MATH 111	College Algebra	3
	or	
MATH 106	Mathematical Applications for Management	3
	or	
MATH	A higher level math course	3
ACCT 302	Intermediate Accounting II	3
ACCT 311	Cost/Managerial Accounting	4

Junior Year

Fall

BUSN 370	Production/Operations Management	3
BUSN 315	Business Law I	3
ACCT 355	Income Tax Accounting I	3

Spring

ACCT 356	Income Tax Accounting II	3
BUSN 316	Business Law II	3

Senior Year

Fall

ACCT 457	Advanced Accounting	3

Spring

BUSN 455	Strategic Management	3

Outcomes

1. Students will demonstrate knowledge of the functional areas of business.
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Students will demonstrate effective communication skills.
4. Students will demonstrate the acquisition of analytical, quantitative, and critical thinking skills within a business context.
5. Students will demonstrate knowledge of the legal, social, and economic environment of business.
6. Students will demonstrate the ability to use decision-support tools.
7. Students will demonstrate effective teamwork skills.

Business Administration - Agricultural Management, BA

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	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

Subtotal: 33

Correlative Courses

CS 140	Integrated Software Applications	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
MATH 106	Mathematical Applications for Management	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3

Subtotal: 9

Concentration Core Courses - Agricultural Management

BUSN 205	Agricultural Data Applications	3
BUSN 206	Agricultural Perspectives	3
BUSN 307	Agricultural Finance	3
BUSN 308	Agricultural Law	3
BUSN 309	Agricultural Marketing and Risk Management	3
EE 450	Consulting	2-4

Subtotal: 18

Concentration Core Courses - Agricultural Management Electives

Select 1 or more of the following courses.

EE 350	Internship	1-8
EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1

Subtotal: 3-4

EESC 410includes a 1 credit lab, so the credit hours vary accordingly.

Subtotal: 62-63

Plan of Study
Outcomes

1. Students will demonstrate critical thinking and problem-solving skills as they apply to all aspects of agricultural production.
2. Students will demonstrate knowledge of legal, social,

and environmental issues within agriculture and exhibit an understanding of the implications of their decisions.

3. Students will demonstrate the ability to gather and analyze data to develop appropriate solutions.
4. Students will demonstrate the ability to analyze current events and their application to agriculture.
5. Students will demonstrate effective communication and management skills.

Business Administration - Business Communication, BA

Overview

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.

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 universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements

All students who major in business administration must choose at least one of the following areas of business concentration: Accounting, Business Communication, Information Technology, Management, or Marketing. The following are the requirements for all Business Administration majors, followed by the curriculum requirements for the Business Communication Concentration.

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	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
		Subtotal: 33

Correlative Courses

CS 140	Integrated Software Applications	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
MATH 106	Mathematical Applications for Management	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 9

Core Courses – Business Communication

BUSN 430	Advertising	3
COMM 314	Publicity and PR	3
COMM 320	Organizational Communication	3
		Subtotal: 9

Plus one of the following courses:

COMM 305	Cross-Cultural Communication	3
COMM 370	Diversity Communication	3
		Subtotal: 3

Plus 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 and Mediation	3
EE 350	Internship	1-8
ENGL 312	Business Writing	3
		Subtotal: 6

Note 1: 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.)

Subtotal: 59

Plan of Study

Freshman Year

Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3
ECON 110	Personal Finance	3
CS 140	Integrated Software Applications	3

Spring		
ACCT 202	Principles of Accounting II	3
ENGL 102	Argumentative and Analytical Writing	3
Sophomore Year		
Fall		
ECON 201	Principles of Microeconomics	3
MATH 105	Applied Business Statistics	3
BUSN 351	Financial Management	3
BUSN 320	Marketing	3
COMM 305	Cross-Cultural Communication	3
Spring		
ECON 202	Principles of Macroeconomics	3
MATH 111	College Algebra	3
	or	
MATH 106	Mathematical Applications for Management	3
	or	
MATH	A higher level math course	3
COMM 314	Publicity and PR	3
Junior Year		
Fall		
BUSN 370	Production/Operations Management	3
BUSN 315	Business Law I	3
COMM 370	Diversity Communication	3
Spring		
COMM 320	Organizational Communication	3
Senior Year		
Fall		
BUSN 430	Advertising	3
Spring		
BUSN 455	Strategic Management	3
Plus two following courses		
COMM 220	Interpersonal Communication	3
COMM 318	Computer Mediated Communication	3
COMM 360	Nonverbal Communication	3
COMM 405	Conflict Management and Mediation	3
EE 350	Internship	1-8

Outcomes

1. Students will demonstrate knowledge of the functional areas of business.
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Students will demonstrate effective communication skills.
4. Students will demonstrate the acquisition of analytical, quantitative, and critical thinking skills within a business context.
5. Students will demonstrate knowledge of the legal, social, and economic environment of business.
6. Students will demonstrate the ability to use decision-support tools.
7. Students will demonstrate effective teamwork skills.

Business Administration - Information Technology, BA

Overview

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.

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 universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements

All students who major in business administration must choose at least one of the following areas of business concentration: Accounting, Business Communication, Management, Information Technology, or Marketing. The following are the requirements for all Business Administration majors, followed by the curriculum requirements for the Information Technology Concentration.

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	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
		Subtotal: 33

Correlative Courses

CS 240	Introduction to Business Intelligence	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
MATH 106	Mathematical Applications for Management	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 9

Core Courses – Information Technology

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3
CS 342	Database Development	3
CS 365	Information Systems Security	3
CS 440	Management of Information Systems	3
		Subtotal: 15

Plus two of the following courses:

CS 152	Introduction to Web Development	3
CS 180	Object-Oriented Programming	3
CS 272	Java Programming I	3
CS 325	Networking	3
EE 350	Internship	1-8
		Subtotal: 6

Note 1: 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.)

Subtotal: 62

Plan of Study

Freshman Year

Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3
ECON 110	Personal Finance	3
CS 170	Structured Programming	3

Spring

ACCT 202	Principles of Accounting II	3
CS 240	Introduction to Business Intelligence	3
CS 160	Introduction to Computer Principles	3
ENGL 102	Argumentative and Analytical Writing	3

Sophomore Year

Fall

ACCT 201	Principles of Accounting I	3
BUSN 320	Marketing	3
CS 342	Database Development	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3

Spring

Junior Year

Fall

BUSN 315	Business Law I	3
BUSN 370	Production/Operations Management	3
CS 365	Information Systems Security	3

Spring

Choose two of the following

CS 180	Object-Oriented Programming	3
CS 272	Java Programming I	3
CS 325	Networking	3

Senior Year

Fall

Spring

BUSN 455	Strategic Management	3
CS 440	Management of Information Systems	3

Outcomes

1. Students will demonstrate knowledge of the functional areas of business.
2. Students will demonstrate knowledge of the ethical

responsibilities of business and apply them to leadership decisions.

3. Students will demonstrate effective communication skills.
4. Students will demonstrate the acquisition of analytical, quantitative, and critical thinking skills within a business context.
5. Students will demonstrate knowledge of the legal, social, and economic environment of business.
6. Students will demonstrate the ability to use decision-support tools.
7. Students will demonstrate effective teamwork skills.

Business Administration - Liberal Arts, BA

Overview

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
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- 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.

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 universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	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
		Subtotal: 33

Minimum credit hours updated from 32 to 33 reflects the change of Econ 110 from 2 to 3 credits.

Liberal Arts Minors

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 here: Biology, Chemistry, Christian Ministry, Communication, English, French, German, Global Studies, History, Mathematics, Music, Philosophy, Political Science, Psychology, Religion, Sociology, Spanish, Theatre.

Note 1: 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.

Note 2: 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.)

Plan of Study

Freshman Year

Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
CS 140	Integrated Software Applications	3
ECON 110	Personal Finance	3
ENGL 101	Expository Writing	3

Spring

ACCT 202	Principles of Accounting II	3
ENGL 102	Argumentative and Analytical Writing	3

Sophomore Year

Fall

BUSN 320	Marketing	3
ECON 201	Principles of Microeconomics	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3

Spring

BUSN 351	Financial Management	3
ECON 202	Principles of Macroeconomics	3
MATH 111	College Algebra	3
	or	
MATH 106	Mathematical Applications for Management	3
	or	
MATH	A higher level math course	3

Junior Year

Fall

BUSN 315	Business Law I	3
BUSN 370	Production/Operations Management	3

Spring

Senior Year

Fall

Spring

BUSN 455	Strategic Management	3

Outcomes

1. Students will demonstrate knowledge of the functional areas of business.
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Students will demonstrate effective communication skills.
4. Students will demonstrate the acquisition of analytical, quantitative, and critical thinking skills within a business context.
5. Students will demonstrate knowledge of the legal, social, and economic environment of business.
6. Students will demonstrate the ability to use decision-support tools.
7. Students will demonstrate effective teamwork skills.

Business Administration - Management, BA

Overview

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.

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 universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements

All students who major in business administration must choose at least one of the following areas of business concentration: Accounting, Business Communication, Management, Information Technology, or Marketing. The following are the requirements for all Business Administration majors, followed by the curriculum requirements for the Management Concentration.

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	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
		Subtotal: 33

Correlative Courses

CS 140	Integrated Software Applications	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
MATH 106	Mathematical Applications for Management	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 9

Core Courses – Management

BUSN 316	Business Law II	3
BUSN 322	Human Resource Management	3
BUSN 330	Sales and Sales Management	3
ECON 354	Global Competition and Strategy	3
	or	
ECON 390	Special Topics	1-3
	Accounting, Business, or Economics Elective*	3
		Subtotal: 15

*Suggested with advisor approval: ACCT 311 Cost/Managerial Accounting

*Suggested: BUSN 204 Principles of Healthcare in Business; BUSN 304 Healthcare Management

Plus one of the following courses:

BUSN 490	Community Alliance for	3

	Management Consulting (CAMC)	
COMM 305	Cross-Cultural Communication	3
COMM 320	Organizational Communication	3
EE 350	Internship	1-8
ENGL 312	Business Writing	3
		Subtotal: 3

Note: 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.)

Subtotal: 59

Plan of Study

Freshman

Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3
ECON 110	Personal Finance	3
CS 140	Integrated Software Applications	3

Spring

ACCT 202	Principles of Accounting II	3
ENGL 102	Argumentative and Analytical Writing	3

Sophomore

Fall

ECON 201	Principles of Microeconomics	3
BUSN 322	Human Resource Management	3
BUSN 320	Marketing	3
MATH 105	Applied Business Statistics	3

Spring

ECON 202	Principles of Macroeconomics	3
BUSN 351	Financial Management	3
MATH 111	College Algebra	3
	or	
MATH 106	Mathematical Applications for Management	3
	or	
MATH	A higher level math course	3

Junior

Fall

BUSN 370	Production/Operations Management	3
BUSN 315	Business Law I	3
BUSN 330	Sales and Sales Management	3
ECON 354	Global Competition and Strategy	3
	or	
ECON 390	Special Topics	1-3

Spring

BUSN 316	Business Law II	3
	Accounting, Business, or Economics Elective*	3

Senior

Fall

BUSN 490	Community Alliance for Management Consulting (CAMC)	3
	or	
COMM 305	Cross-Cultural Communication	3
	or	
	or	
COMM 320	Organizational Communication	3

Spring

BUSN 455	Strategic Management	3

Option: EE 350 Internship, BUSN 316 Business Law II

Outcomes

1. Students will demonstrate knowledge of the functional areas of business.
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Students will demonstrate effective communication skills.
4. Students will demonstrate the acquisition of analytical, quantitative, and critical thinking skills within a business context.
5. Students will demonstrate knowledge of the legal, social, and economic environment of business.
6. Students will demonstrate the ability to use decision-

support tools.

7. Students will demonstrate effective teamwork skills.

Business Administration - Marketing Major, BA

Overview

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.

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 universities

throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements

All students who major in business administration must choose at least one of the following areas of business concentration: Accounting, Business Communication, Management, Information Technology, or Marketing. The following are the requirements for all Business Administration majors, followed by the curriculum requirements for the Marketing Concentration.

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	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
		Subtotal: 33

Correlative Courses

CS 140	Integrated Software Applications	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
MATH 106	Mathematical Applications for Management	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 9

Core Courses – Marketing

BUSN 330	Sales and Sales Management	3
BUSN 410	Global Marketing	3
BUSN 430	Advertising	3
BUSN 470	Special Topics (Marketing, Management)	3
BUSN 475	Marketing Research	3
BUSN 480	Strategic Marketing	3
BUSN 490	Community Alliance for Management Consulting (CAMC)	3
		Subtotal: 21

Note 1: 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.)

Subtotal: 62

Plan of Study

Freshman

Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3
ECON 110	Personal Finance	3
CS 140	Integrated Software Applications	3

Spring

ACCT 202	Principles of Accounting II	3
ENGL 102	Argumentative and Analytical Writing	3

Sophomore

Fall

ECON 201	Principles of Microeconomics	3
BUSN 320	Marketing	3
MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3

Spring

ECON 202	Principles of Macroeconomics	3
BUSN 351	Financial Management	3
MATH 111	College Algebra	3
	or	
MATH 106	Mathematical Applications for Management	3
	or	

MATH	A higher level math course	3

Junior

Fall

BUSN 370	Production/Operations Management	3
BUSN 315	Business Law I	3
BUSN 330	Sales and Sales Management	3
BUSN 490	Community Alliance for Management Consulting (CAMC)	3

Spring

BUSN 410	Global Marketing	3
BUSN 470	Special Topics (Marketing, Management)	3

Senior

Fall

BUSN 430	Advertising	3
BUSN 475	Marketing Research	3

Spring

BUSN 455	Strategic Management	3
BUSN 480	Strategic Marketing	3

Outcomes

1. Students will demonstrate knowledge of the functional areas of business.
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Students will demonstrate effective communication skills.
4. Students will demonstrate the acquisition of analytical, quantitative, and critical thinking skills within a business context.
5. Students will demonstrate knowledge of the legal, social, and economic environment of business.
6. Students will demonstrate the ability to use decision-support tools.
7. Students will demonstrate effective teamwork skills.

Business Management, BA (Online)

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies

Core Courses

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BSST 311	Management and Leadership of Organizations	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
CMST 321	Business and Professional Communication	3
CS 140	Integrated Software Applications	3
ECON 354	Global Competition and Strategy	3
MATH 106	Mathematical Applications for Management	3
	Subtotal: 33	

Choose one of the following courses:

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
	Subtotal: 3	
	Subtotal: 36	

Plan of Study
Outcomes

Students will:

1. Increase knowledge of critical management tools such as strategic planning.
2. Exhibit knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Use enhanced collaboration, team building and management skills to encourage better

communication, delegation, and trust.

4. Demonstrate knowledge of the legal and economic environment of business.
5. Apply corporate social responsibility in the business environment.
6. Describe management and understand the planning function of management.
7. Analyze, classify, summarize, record, and report financial information.
8. Identify the cultural dimensions influencing communication competence within a diverse workplace.
9. Analyze how market forces influence the firm's output and price decisions under pure competition.

Business Studies: Banking, BA (Online)

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 80)

Core Courses

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BSST 302	Principles of Banking	3
BSST 312	Financial Statements and Analysis	3
BSST 323	Credit Underwriting	3
BSST 333	Banking Regulation and Compliance	3
BSST 431	Banking Capstone and Internship	3
BUSN 315	Business Law I	3
BUSN 221	Business Management	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ENGL 312	Business Writing	3

Subtotal: 36

Choose one of the following courses:

BSST 416	Agricultural Finance and Price Risk Analysis	3
BSST 422	Asset and Liability Management	3

Subtotal: 3

Subtotal: 39

Plan of Study
Outcomes

Students will:

1. Demonstrate knowledge of the core areas of the banking industry.
2. Demonstrate effective communication skills.
3. Be able to discuss the regulatory environment in which banks operate.
4. Demonstrate the ability to make decisions based on financial data.
5. Apply the information learned in courses in a banking setting.

Business Studies: Industrial Management, BA (Online)

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 80)

Core Courses

BSST 340	Quality Management	3
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
MATH 205	Statistics	3
ACCT 311	Cost/Managerial Accounting	4
COMM 320	Organizational Communication	3
BUSN 221	Business Management	3

BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
		Subtotal: 28

Choose one of the following courses:

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
		Subtotal: 3

Choose one of the following courses:

CS 140	Integrated Software Applications	3
CS 240	Introduction to Business Intelligence	3
		Subtotal: 3

Choose three of the following courses:

BSST 371	Supply Chain Management	3
BSST 375	Process Improvement Methods	3
BUSN 322	Human Resource Management	3
CS 390	Special Topics	1-3
		Subtotal: 9
		Subtotal: 43

Plan of Study Outcomes

Students will:

1. Communicate in written, oral, and graphical mediums.
2. Demonstrate leadership and co-working abilities within a multidisciplinary team.
3. Understand and utilize ethics in decision-making.
4. Utilize statistical and numerical methods in identifying problems and analyzing business decisions.
5. Identify and test solutions using measurements and analytical methods.
6. Demonstrate an awareness of current issues in industrial management.

Chemistry, BS

Overview

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.

Majors

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1
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	1-3
CHEM 413	Biochemistry I: Biochemistry of Macromolecules	3
CHEM 423	Chemical Thermodynamics	3

CHEM 424	Chemical Dynamics and Quantum Mechanics	3
CHEM 493	Seminar I	1
CHEM 494	Seminar II	1
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1

Subtotal: 56-57

CHEM 493 and CHEM 494: 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.

Plus three of the following courses:

CHEM 431	Advanced Lab I	1
CHEM 432	Advanced Lab II	1
CHEM 433	Advanced Lab III	1
CHEM 434	Advanced Lab IV	1

Subtotal: 3

Plus one of the following courses:

MATH 205	Statistics	3
MATH 254	Multidimensional Calculus	3
MATH 315	Linear Algebra and Series	3
MATH 352	Ordinary Differential Equations	3

Subtotal: 3

(Only Teacher Education majors may choose MATH 205)

Note 1: 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.

Note 2: 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.

Subtotal: 62-63

Plan of Study

Fall Odd Year Start

Freshman Year

Fall

CHEM 133	General Chemistry I (Lec/Lab)	3/1
MATH 251	Calculus of Derivatives	3
	Additional General Education or Other Credits	

Subtotal: 15-16

Spring

CHEM 134	General Chemistry II (Lec/Lab)	3/1
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1
	Additional General Education or Other Credits	

Subtotal: 15-16

Sophomore Year

Note: Math Elective may be taken either fall or spring

Fall

CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
PHYS 204	Physics II (Lec/Lab)	4/1
	Math Elective	
	Additional General Education or Other Credits	

Subtotal: 15-16

Spring

CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1
	Math Elective	
	Additional General Education or Other Credits	

Subtotal: 15-16

Junior Year

Note: CHEM 390 may be taken either fall or spring

Fall

CHEM 390	Special Topics	1-3
CHEM 423	Chemical Thermodynamics	3

		Subtotal: 15-16

Spring

CHEM 390	Special Topics	1-3
CHEM 424	Chemical Dynamics and Quantum Mechanics	3
CHEM 432	Advanced Lab II	1
		Subtotal: 15-16

Senior Year

Note: CHEM 390 may be taken either fall or spring

Fall

CHEM 353	Chemical Methods of Analysis	3
CHEM 390	Special Topics	1-3
CHEM 413	Biochemistry I: Biochemistry of Macromolecules	3
CHEM 493	Seminar I	1
		Subtotal: 15-16

Spring

CHEM 373	Inorganic Chemistry I	3
CHEM 390	Special Topics	1-3
CHEM 431	Advanced Lab I	1
CHEM 494	Seminar II	1
		Subtotal: 15-16
		Subtotal: 124

Outcomes

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.

Civil Engineering, BS

Overview

Mission Statement
The University of Jamestown Department of Engineering seeks to provide its students with a comprehensive education that is supported by the liberal arts tradition. The educational mission of the department is to prepare students for careers demanding technological innovation, creativity, critical thinking, project management, systems thinking, teamwork, leadership, professional ethics, multidisciplinary projects, and communication skills. This mission is achieved through an integrated curriculum which blends liberal arts, mathematics, science, and engineering. The department strives to continually improve the educational experience of our students by utilizing feedback from our constituents. A grade of C- or above must be earned in all courses that are required in a major or a minor.

Admission to the Major in Civil Engineering
Students who want to pursue the civil engineering degree will be accepted into the program upon earning a grade of C- (70%) or higher in PHYS 203 Physics I and completing a short admission request form to be submitted to the department chair for approval.

Requirements

Requirements for the Major in Civil Engineering
While grades at or above a D- are considered by the university to be passing, the department of engineering wants to ensure that students are adequately prepared to succeed in their later coursework. Therefore, students who wish to take engineering courses with prerequisite requirements must earn at least a C- in the prerequisite course.
Students who have earned D+, D, or D- in prerequisite courses may petition to take subsequent courses by writing a statement explaining why they should be able to take the subsequent course. The student's advisor, the instructor of the prerequisite course, and the instructor of the petitioned

course will together make a determination as to whether the student will be able to continue. In the case where these roles overlap, a minimum of two faculty members need to consult. If all roles overlap or if the two faculty members don't agree, the department chair will also be consulted. If these roles still overlap or there is still disagreement, the request will be evaluated at the next department faculty meeting.

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Required Courses

CENG 210	Surveying (Lec/Lab)	2/1
CENG 310	Structural Analysis	4
CENG 330	Wastewater Treatment	3
CENG 380	Geotechnical Engineering (Lec/Lab)	3/1
CENG 420	Transportation Engineering	3
CENG 431	Hydraulic Engineering	3
CENG 440	Construction Materials (Lec/Lab)	3/1
CENG 441	Steel Design	3
CENG 442	Concrete Design	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1
COMM 370	Diversity Communication	3
EESC 170	Physical Geology (Lec/Lab)	3/1
EESC 430	Hydrology	3
ECON 201	Principles of Microeconomics	3
	or	
ECON 202	Principles of Macroeconomics	3
ENGR 101	Introductory Computer-Aided Design	1
ENGR 110	Introduction to Engineering	3
ENGR 121	Engineering Computing	3
ENGR 201	Intermediate Computer-Aided Design	1
ENGR 210	Statics	3
ENGR 211	Dynamics	3
ENGR 220	Mechanics of Materials	3
ENGR 301	Advanced Computer-Aided Design	1
ENGR 340	Fluid Mechanics (Lec/Lab)	3/1
ENGR 350	Thermodynamics I	3
EESC 322/POLS 322	Environmental Policy	3
ENGR 402	Sustainable Engineering	3
ENGR 410	Engineering Design I	3
ENGR 411	Engineering Design II	3
ENGR 461	Engineering Statistics	3
ENVI 301	Environmental Engineering	3
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
MATH 254	Multidimensional Calculus	3
MATH 352	Ordinary Differential Equations	3
PHYS 203	Physics I (Lec/Lab)	4/1

Plan of Study

Freshman Year

CHEM 133	General Chemistry I (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1
ENGR 101	Introductory Computer-Aided Design	1
ENGR 110	Introduction to Engineering	3
ENGR 121	Engineering Computing	3
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1

Sophomore Year

CENG 210	Surveying (Lec/Lab)	2/1
EESC 322/POLS 322	Environmental Policy	3
ENGR 201	Intermediate Computer-Aided Design	1
ENGR 210	Statics	3
ENGR 211	Dynamics	3
ENGR 220	Mechanics of Materials	3
ENGR 350	Thermodynamics I	3
ENGR 461	Engineering Statistics	3
ENVI 301	Environmental Engineering	3
MATH 254	Multidimensional Calculus	3

Junior Year

CENG 310	Structural Analysis	4
CENG 380	Geotechnical Engineering (Lec/Lab)	3/1
CENG 420	Transportation Engineering	3
CENG 442	Concrete Design	3
ECON 202	Principles of Macroeconomics	3
EESC 430	Hydrology	3
ENGR 301	Advanced Computer-Aided Design	1

ENGR 340	Fluid Mechanics (Lec/Lab)	3/1
ENGR 402	Sustainable Engineering	3
MATH 315	Linear Algebra and Series	3
MATH 352	Ordinary Differential Equations	3

Senior Year

CENG 330	Wastewater Treatment	3
CENG 431	Hydraulic Engineering	3
CENG 440	Construction Materials (Lec/Lab)	3/1
CENG 441	Steel Design	3
COMM 370	Diversity Communication	3
ENGR 410	Engineering Design I	3
ENGR 411	Engineering Design II	3

Outcomes

Students graduating from the University of Jamestown with the degree of Bachelor of Science and a major in civil or mechanical engineering will have

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Educational Objectives

Within a few years of graduation, University of Jamestown Civil Engineering alumni should be able to

- Obtain licensure
- Integrate technological advances, ethical concerns, and current evidence into engineering practice
- Lead engineering teams and projects
- Understand the requirements of their work environment and their role within it
- Make meaningful contributions to the engineering profession as well as the broader community

Communication - Online Journalism and Social Media, BA

Overview

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.

The Online Journalism and Social Media concentration is designed to provide skills training and theory for students entering careers in today's media world.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and	3

	Writing	
COMM 301	Communication Theory	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3
ENGL 312	Business Writing	3
		Subtotal: 18

Core Courses – Online Journalism and Social Media

COMM 112	Mass Media and Society	3
COMM 228	Online Journalism and Social Media	3
COMM 314	Publicity and PR	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
DIG 317	Digital Audio and Video Development	3
CS 152	Introduction to Web Development	3
		Subtotal: 21

Plus two of the following courses:

BUSN 430	Advertising	3
COMM 220	Interpersonal Communication	3
COMM 320	Organizational Communication	3
COMM 360	Nonverbal Communication	3
COMM 402	International Communication	3
EE 350	Internship	1-8
DIG 338	Productive Photography	3
		Subtotal: 6
		Subtotal: 45

Plan of Study

Fall Even Year Start

Freshman Year

Fall

COMM 101	Introduction to Communication Studies	3

Spring

COMM 250	Academic Research and Writing	3

Sophomore Year

Fall

DIG 251	Graphics Development	3
COMM 318	Computer Mediated Communication	3

Spring

COMM 112	Mass Media and Society	3
COMM 301	Communication Theory	3
DIG 232	Digital Design and Typography	3

Junior Year

Fall

COMM 228	Online Journalism and Social Media	3
COMM 370	Diversity Communication	3

Spring

DIG 317	Digital Audio and Video Development	3

Senior Year

Fall

CS 152	Introduction to Web Development	3

Spring

COMM 314	Publicity and PR	3

In addition to the course schedule above, students must take two courses (electives) from the list below:

BUSN 430 - Advertising
COMM 220 - Interpersonal Communication
COMM 320 - Organizational Communication
COMM 338 - Photojournalism
COMM 360 - Nonverbal Communication
COMM 402 - International Communication
EE 350 - Internship in Communication

Fall Odd Year Start

This 4-year plan is for students who begin their academic career as freshman in an ODD-Year fall semester. (e.g. 2023-24).

This 4-year plan does not include General Education courses. Please consult your catalog and speak with your advisor about general education requirements.

Finally, this 4-year plan is a suggested path; it is not a requirement to follow it exactly. Please consult with your advisor as you complete your coursework.

Freshman Year

Fall		
COMM 101	Introduction to Communication Studies	3
Spring		
COMM 112	Mass Media and Society	3
COMM 250	Academic Research and Writing	3
DIG 232	Digital Design and Typography	3
Sophomore Year		
Fall		
COMM 228	Online Journalism and Social Media	3
DIG 251	Graphics Development	3
Spring		
COMM 301	Communication Theory	3
Junior Year		
Fall		
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3
Spring		
COMM 314	Publicity and PR	3
Senior Year		
Fall		
CS 152	Introduction to Web Development	3
Spring		
DIG 317	Digital Audio and Video Development	3

In addition to the course schedule above, students must take two courses (electives) from the list below:

BUSN 430 - Advertising
COMM 220 - Interpersonal Communication
COMM 320 - Organizational Communication
COMM 338 - Photojournalism
COMM 360 - Nonverbal Communication
COMM 402 - International Communication
EE 350 - Internship in Communication

Outcomes

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

Communication - Human Resource and Organizational Communication, BA

Overview

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.

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

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3
ENGL 312	Business Writing	3
		Subtotal: 18

Core Courses – Human Resources and Organizational Communication

COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3
COMM 320	Organizational Communication	3
COMM 360	Nonverbal Communication	3
COMM 405	Conflict Management and Mediation	3
BUSN 221	Business Management	3
BUSN 322	Human Resource Management	3
		Subtotal: 21

Plus two of the following courses:

COMM 314	Publicity and PR	3
COMM 402	International Communication	3
COMM 410	Communication Honors Research Methods	3
EE 350	Internship	1-8
		Subtotal: 6
		Subtotal: 45

Plan of Study

Fall Even Year Start

Freshman Year

Fall

COMM 101	Introduction to Communication Studies	3

Spring

COMM 250	Academic Research and Writing	3

Sophomore Year

Fall

COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3

Spring

COMM 301	Communication Theory	3

Junior Year

Fall

COMM 318	Computer Mediated Communication	3

Spring

COMM 360	Nonverbal Communication	3
COMM 405	Conflict Management and Mediation	3

Senior Year

Fall

COMM 370	Diversity Communication	3
BUSN 221	Business Management	3

Spring

COMM 320	Organizational Communication	3
BUSN 322	Human Resource Management	3

In addition to the course schedule above, students must take two courses (electives) from the list below:

COMM 314 - Publicity PR
COMM 402 - International Communication
COMM 410 - Communication Honors Research Methods
EE 350 - Internship

Fall Odd Year Start

This 4-year plan is for students who begin their academic career as freshman in an ODD-Year fall semester. (e.g. 2023-24).

This 4-year plan does not include General Education courses. Please consult your catalog and speak with your advisor about general education requirements.

Finally, this 4-year plan is a suggested path; it is not a requirement to follow it exactly. Please consult with your

Writing

advisor as you complete your coursework.

Freshman Year

Fall

COMM 101	Introduction to Communication Studies	3

Spring

COMM 250	Academic Research and Writing	3

Sophomore Year

Fall

COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3

Spring

COMM 301	Communication Theory	3
COMM 360	Nonverbal Communication	3

Junior Year

Fall

COMM 318	Computer Mediated Communication	3

Spring

COMM 320	Organizational Communication	3

Senior Year

Fall

COMM 370	Diversity Communication	3
BUSN 221	Business Management	3

Spring

COMM 405	Conflict Management and Mediation	3
BUSN 322	Human Resource Management	3

In addition to the course schedule above, students must take two courses (electives) from the list below:

COMM 314 - Publicity PR
COMM 402 - International Communication
COMM 410 - Communication Honors Research Methods
EE 350 - Internship

Outcomes

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

Communication - Interpersonal Communication, BA

Overview

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.

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3
ENGL 312	Business Writing	3
		Subtotal: 18

Core Courses – Interpersonal Communication

COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3
COMM 360	Nonverbal Communication	3
COMM 405	Conflict Management and Mediation	3
FLAN 2XX	Intermediate Foreign Language	3
FLAN 2XX	Intermediate Foreign Language	3
		Subtotal: 21

Plus one of the following courses:

PSYC 311	Theories of Personality	3
PSYC 315	Social Psychology	3
		Subtotal: 3

Plus two of the following courses:

COMM 314	Publicity and PR	3
COMM 402	International Communication	3
COMM 410	Communication Honors Research Methods	3
EE 350	Internship	1-8
		Subtotal: 6
		Subtotal: 48

Plan of Study

Fall Even Year Start

Freshman Year

Fall

COMM 101	Introduction to Communication Studies	3

Spring

COMM 250	Academic Research and Writing	3

Sophomore Year

Fall

COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3
FLAN 2XX	Intermediate Foreign Language	3

Spring

COMM 301	Communication Theory	3
FLAN 2XX	Intermediate Foreign Language	3

Junior Year

Fall

COMM 318	Computer Mediated Communication	3

Spring

COMM 360	Nonverbal Communication	3
COMM 405	Conflict Management and Mediation	3

Senior Year

Fall

COMM 370	Diversity Communication	3
PSYC 315	Social Psychology	3
	or	
PSYC 311	Theories of Personality	3

Spring

PSYC 311	Theories of Personality	3
	or	
PSYC 315	Social Psychology	3

In addition to the course schedule above, students must take two courses (electives) from the list below:

COMM 314 - Publicity PR
COMM 402 - International Communication
COMM 410 - Communication Research Methods
EE 350 - Internship

Fall Odd Year Start

This 4-year plan is for students who begin their academic career as freshman in an ODD-Year fall semester. (e.g. 2023-24).

This 4-year plan does not include General Education courses. Please consult your catalog and speak with your

advisor about general education requirements.

Finally, this 4-year plan is a suggested path; it is not a requirement to follow it exactly. Please consult with your advisor as you complete your coursework.

Freshman Year

Fall		
COMM 101	Introduction to Communication Studies	3
Spring		
COMM 250	Academic Research and Writing	3

Sophomore Year

Fall		
COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3
FLAN 2XX	Intermediate Foreign Language	3
Spring		
COMM 360	Nonverbal Communication	3
FLAN 2XX	Intermediate Foreign Language	3

Junior Year

Fall		
COMM 318	Computer Mediated Communication	3
PSYC 315	Social Psychology	3
	or	
PSYC 311	Theories of Personality	3
Spring		
COMM 301	Communication Theory	3
PSYC 311	Theories of Personality	3
	or	
PSYC 315	Social Psychology	3

Senior Year

Fall		
COMM 370	Diversity Communication	3
Spring		
COMM 405	Conflict Management and Mediation	3

In addition to the course schedule above, students must take two courses (electives) from the list below:

COMM 314 - Publicity PR
COMM 402 - International Communication
COMM 410 - Communication Research Methods
EE 350 - Internship

Outcomes

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

Communication - Sports Communication, BA

Overview

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.

The Sports Communication concentration is designed to provide skills training and theory for students entering careers in sports media and broadcasting.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3
ENGL 312	Business Writing	3
		Subtotal: 18

Core Courses – Sport Communication

COMM 112	Mass Media and Society	3
COMM 228	Online Journalism and Social Media	3
COMM 314	Publicity and PR	3
COMM 380	Foundations of Sports	3
COMM 415	Sports Information and Media	3
EE 350	Internship	1-8
		Subtotal: 18

Plus three of the following courses:

BUSN 430	Advertising	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
DIG 317	Digital Audio and Video Development	3
CS 152	Introduction to Web Development	3
DIG 338	Productive Photography	3
		Subtotal: 9
		Subtotal: 45

Plan of Study

Fall Even Year Start

Freshman Year

Fall

COMM 101	Introduction to Communication Studies	3

Spring

COMM 250	Academic Research and Writing	3

Sophomore Year

Fall

COMM 228	Online Journalism and Social Media	3

Spring

COMM 112	Mass Media and Society	3

Junior Year

Fall

COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3

Spring

COMM 301	Communication Theory	3

Senior Year

Fall

COMM 380	Foundations of Sports	3
EE 350	Internship	1-8

Spring

COMM 314	Publicity and PR	3
COMM 415	Sports Information and Media	3

In addition to the course schedule above, students must take three courses (electives) from the list below:

BUSN 430 - Advertising
COMM 338 - Photojournalism
DIG 232 - Digital Design Typography
DIG 251 - Graphics Development
DIG 317 - Digital Audio and Visual Development
CS 152 - Web Development

Fall Odd Year Start

This 4-year plan is for students who begin their academic career as freshman in an EVEN-Year fall semester. (e.g. 2022-23).

This 4-year plan does not include General Education courses. Please consult your catalog and speak with your advisor about general education requirements.

Finally, this 4-year plan is a suggested path; it is not a

requirement to follow it exactly. Please consult with your advisor as you complete your coursework.

Freshman Year

Fall

COMM 101	Introduction to Communication Studies	3

Spring

COMM 112	Mass Media and Society	3
COMM 250	Academic Research and Writing	3

Sophomore Year

Fall

COMM 228	Online Journalism and Social Media	3

Spring

COMM 301	Communication Theory	3

Junior Year

Fall

COMM 318	Computer Mediated Communication	3
COMM 380	Foundations of Sports	3

Spring

COMM 314	Publicity and PR	3
COMM 415	Sports Information and Media	3

Senior Year

Fall

COMM 370	Diversity Communication	3

Spring

EE 350	Internship	1-8

In addition to the course schedule above, students must take three courses (electives) from the list below:

BUSN 430 - Advertising
COMM 338 - Photojournalism
DIG 232 - Digital Design Typography
DIG 251 - Graphics Development
DIG 317 - Digital Audio and Visual Development
CS 152 - Web Development

Outcomes

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

Communication Studies, BA (Online)

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 80)

Required Courses

CMST 133	Introduction to Visual Communication	3
BSST 311	Management and Leadership of Organizations	3
CMST 316	Group and Team Communication	3
CMST 321	Business and Professional Communication	3
COMM 101	Introduction to Communication Studies	3
COMM 220	Interpersonal Communication	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 318	Computer Mediated Communication	3
COMM 320	Organizational	3

	Communication	
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3

Subtotal: 36

Plan of Study Outcomes

Students will:

1. Write correctly and clearly in forms and styles appropriate to the audiences and purposes they serve.
2. Communicate orally ideas to an audience 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. Demonstrate leadership and team interaction skills.
6. Integrate research and theory in the skills of communication.
7. Demonstrate interpersonal skills.

Composite Science Education - Biology, BA

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Biology Cognate

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 442	Evolution (Lec/Lab)	3/1
MATH 205	Statistics	3

Subtotal: 15

Biology Emphasis - Additional 12 credits in Biology from the following list

BIOL 180	Field Ecology of Costa Rica	1/2
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 301	Biology Research Methods I	1
BIOL 302	Biology Research Methods II	1
BIOL 304	Invertebrate Zoology (Lec/Lab)	3/1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 306	Vertebrate Zoology (Lec/Lab)	3/1
BIOL 308	Animal Behavior (Lec/Lab)	3/1
BIOL 310	Ecology (Lec/Lab)	3/1
BIOL 430	Genetics (Lec/Lab)	4/1

Subtotal: 12

Chemistry Cognate

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Subtotal: 8

Additional 4 credits in Chemistry from the following list:

CHEM 245	Survey of Organic Chemistry	3
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
CHEM 353	Chemical Methods of Analysis	3
CHEM 373	Inorganic Chemistry I	3
CHEM 431	Advanced Lab I	1

Subtotal: 4

Physics Cognate (Students must complete either the Physics Cognate or the Earth Science Cognate)

PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
EESC 150	Environmental Science (Lec/Lab)	3/1
MATH 251	Calculus of Derivatives	3

Subtotal: 17

A minimum of 2 credits from the following list:

PHYS 345	Introduction to Modern Physics	3

PHYS 390	Special Topics	1-3
		Subtotal: 2-4

Earth Science Cognate (Students must complete either the Physics Cognate or the Earth Science Cognate)

EESC 150	Environmental Science (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1
		Subtotal: 8

A minimum of 4 credits from the following list:

EESC 430	Hydrology	3
EESC 450	Soils and the Environment	3
EESC 471	Geology Field Experience	2
		Subtotal: 4-6

At least one of the following courses:

PHYS 143	College Physics I (Lec/Lab)	4/1
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
		Subtotal: 5

A minimum of 3 Math credits from the following:

MATH 111	College Algebra	3
MATH 251	Calculus of Derivatives	3
		Subtotal: 3

Required Education Courses

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 219	Instructional Media and Technology	3
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 310	Reading Methods in Secondary Schools	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 316	Assessment and Evaluation	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 406	Methods: Secondary Science	3
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
		Subtotal: 44

Outcomes

1. Demonstrate fundamental knowledge in four science disciplines: Biology, Chemistry, Physics, and Earth Science
2. Demonstrate an understanding of the Nature of Science
3. Demonstrate competency in scientific inquiry
4. Demonstrate knowledge of the context of science
5. Demonstrate competency of the Interstate Teacher Assessment and Support Consortium (InTASC) standards

Composite Science Education - Chemistry, BA

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Chemistry Cognate

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
CHEM 353	Chemical Methods of Analysis	3
CHEM 373	Inorganic Chemistry I	3
CHEM 423	Chemical Thermodynamics	3
MATH 205	Statistics	3
MATH 251	Calculus of Derivatives	3
		Subtotal: 27

Chemistry Emphasis - Choose one of the following:

CHEM 354	Instrumental Methods of Analysis	3
CHEM 374	Inorganic Chemistry II	3

Subtotal: 3

Biology Cognate

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1

Subtotal: 8

At least 4 credits from the following list:

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 304	Invertebrate Zoology (Lec/Lab)	3/1
BIOL 442	Evolution (Lec/Lab)	3/1

Subtotal: 4-5

Physics Cognate (Students must complete either the Physics Cognate or the Earth Science Cognate)

PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
EESC 150	Environmental Science (Lec/Lab)	3/1

Subtotal: 14

A minimum of 2 credits from the following list:

PHYS 345	Introduction to Modern Physics	3
PHYS 390	Special Topics	1-3

Subtotal: 2-4

Earth Science Cognate (Students must complete either the Physics Cognate or the Earth Science Cognate)

EESC 150	Environmental Science (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1

Subtotal: 8

A minimum of 4 credits from the following list:

EESC 430	Hydrology	3
EESC 450	Soils and the Environment	3
EESC 471	Geology Field Experience	2

Subtotal: 4-6

At least one of the following courses:

PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1

Subtotal: 5

Required Education Courses

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 219	Instructional Media and Technology	3
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 310	Reading Methods in Secondary Schools	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 316	Assessment and Evaluation	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 406	Methods: Secondary Science	3
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12

Subtotal: 44

Outcomes

1. Demonstrate fundamental knowledge in four science disciplines: Biology, Chemistry, Physics, and Earth Science
2. Demonstrate an understanding of the Nature of Science
3. Demonstrate competency in scientific inquiry
4. Demonstrate knowledge of the context of science
5. Demonstrate competency of the Interstate Teacher Assessment and Support Consortium (InTASC) standards

Computer Science, BA

Overview

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.

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.

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 smart 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.

Requirements

Note: Some courses may be offered in alternate years.

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3
CS 230	Data Analysis	3
ENGL 312	Business Writing	3
	or	
ENGL 316	Technical Writing	3
COMM 318	Computer Mediated Communication	3
CS 381	Junior Seminar	1
CS 481	Senior Seminar I	1
CS 482	Senior Seminar II	1
		Subtotal: 18

Computer Science Focus Courses

CS 180	Object-Oriented Programming	3
CS 272	Java Programming I	3
CS 300	Data Structures and Algorithms	3
CS 325	Networking	3
CS 330	Computer Foundations	3
CS 342	Database Development	3
CS 360	Comparison of Programming Languages	3
CS 365	Information Systems Security	3
		Subtotal: 24

Plus 6 elective credits from list (with advisor approval):

CS 301	Agile Project Management	3
CS 312	Secure Operating Systems	3
CS 311	Security Policies and Procedures	3
CS 321	JavaScript Technologies	3
CS 326	Network Security	3
CS 344	Python	3
CS 354	Source Code Control and Virtualization	3
CS 403	Ethical Hacking	3
CS 401	Defensive Network Security	3
CS 402	Computer Forensics	3
CS 372	Java Programming II	3
CS 240	Introduction to Business Intelligence	3
CS 309	Computer Organization and Architecture I	3
CS 322	Windows Server	3
CS 373	C# Development	3
CS 420	Systems Analysis Methods	3
CS 440	Management of Information Systems	3
CS 471	Game Development	3
CS 472	Mobile App Development	3
DIG 317	Digital Audio and Video Development	3
DIG 338	Productive Photography	3
DIG 361	Advanced Computer Graphic Design	3
DIG 371	2D Computer Animation	3
DIG 470	3D Computer Animation	3
CMST 316	Group and Team Communication	3
CMST 321	Business and Professional Communication	3
COMM 228	Online Journalism and Social Media	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 305	Cross-Cultural Communication	3
COMM 314	Publicity and PR	3
COMM 320	Organizational Communication	3
COMM 360	Nonverbal Communication	3
COMM 370	Diversity Communication	3

COMM 380	Foundations of Sports	3
COMM 402	International Communication	3
COMM 405	Conflict Management and Mediation	3
COMM 410	Communication Honors Research Methods	3
COMM 415	Sports Information and Media	3
CS 423	Linux Administration	3
CS 441	Dynamic Web Design	3
ENGL 247	Film Analysis	3
		Subtotal: 6
		Subtotal: 48

Plan of Study

Freshman Year

Fall

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3

Spring

CS 180	Object-Oriented Programming	3
CS 230	Data Analysis	3

Sophomore Year

Fall

CS 272	Java Programming I	3
CS 300	Data Structures and Algorithms	3
CS 342	Database Development	3

Spring

CS 325	Networking	3
Non-CS/DIG	Upper division cross-disciplinary track	3
Non-CS/DIG	Upper division cross-disciplinary track	3

Junior Year

Fall

CS 360	Comparison of Programming Languages	3
CS 381	Junior Seminar	1
CS 3XX/4XX	Upper division CS elective or internship	3

Spring

CS 330	Computer Foundations	3
CS 3XX/4XX	Upper division CS elective or internship	3
Non-CS/DIG	Upper division cross-disciplinary track	3

Senior Year

Fall

CS 365	Information Systems Security	3
CS 481	Senior Seminar I	1
CS 3XX/4XX	Upper division CS elective or internship	3

Spring

CS 482	Senior Seminar II	1
CS 3XX/4XX	Upper division CS elective or internship	3

Outcomes

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.

Criminal Justice, BA

Overview

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

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	2-8
	or	
CJ 497	Criminal Justice Thesis	3
CJ 313	Community Policing and Problem Solving	3
	or	
CJ 320	Crime and Delinquency	3
		Subtotal: 27

Electives

Plus three themed electives (at least two from the same theme):

Psychology Theme

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

Business Theme

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

BUSN 315	Business Law I	3
BUSN 316	Business Law II	3
POLS 104	American National Government	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
PSYC 430	Psychology and Law	3

Some of the above courses may have prerequisites.

Subtotal: 36-38

Plan of Study

Freshman Year

CJ 101	Introduction to Criminal Justice	3
CJ 102	Deviance and Social Control	3
ENGL 101	Expository Writing	3
ENGL 102	Argumentative and Analytical Writing	3

Fall

CJ 101	Introduction to Criminal Justice	3

Spring

CJ 102	Deviance and Social Control	3

Sophomore Year

CJ 202	Writing in Criminal Justice	3
CJ 311	Corrections	3
CJ 313	Community Policing and Problem Solving	3
	Themed Elective	3

Fall (even year)

CJ 311	Corrections	3

Fall (odd year)		
CJ 330	Criminal Law and Procedure	3
Junior Year		
CJ 312	Police Science	3
CJ 330	Criminal Law and Procedure	3
	Themed Elective	3
Senior Year		
CJ 320	Crime and Delinquency	3
CJ 420	Criminal Justice Capstone	3
CJ 450	Criminal Justice Internship	2-8
	or	
CJ 497	Criminal Justice Thesis	3
	Themed Elective	3

Outcomes

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.

Curriculum and Instruction, BA

Overview

The major in Curriculum and Instruction focuses on current research and practice in teaching and learning in elementary-aged children, preparing individuals to work with this population in a variety of settings, including non-profit, community, church, civic, and other organizations. Prospective students in this program must still apply for and be accepted into the Teacher Education program. However, this degree does not lead to teacher licensure in the state of North Dakota.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses		
EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 219	Instructional Media and Technology	3
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	3
PSYC 203	Developmental Psychology	3
		Subtotal: 26

Electives

Choose at least 12 credits from the following:

COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3
EDUC 202	Science for Elementary Teachers	3
EDUC 203	Mathematics for Educators	3
EDUC 301	Methods: Elementary Mathematics	3
EDUC 310	Reading Methods in Secondary Schools	3
EDUC 314	Creative Arts in the Classroom	3
EDUC 315	Methods: Elementary Social Studies	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 398	TED Seminar I	1

EDUC 399	TED Seminar II	1
EDUC 405	Methods: Elementary Content Reading	3
EDUC 406	Methods: Secondary Science	3
EDUC 407	Methods: Secondary Social Studies	3
EDUC 408	Methods: Secondary English	3
EDUC 410	Methods: Secondary Mathematics	3
EDUC 415	Methods: Elementary Science	3
EDUC 423	Diagnostic & Corrective Reading	2
KNS 261	Methods and Activities for Teaching Elementary Physical Education	3
KNS 262	Middle School Activities and Materials	2
KNS 263	High School Activities and Materials	2
KNS 264	Teaching Fitness Education	2
MUS 291	Music Methods - Elementary	3
MUS 292	Music Methods: Secondary Choral	3
MUS 293	Music Methods: Secondary Instrumental	3
PSYC 204	Adolescent Psychology	3
		Subtotal: 12
		Subtotal: 38

Plan of Study Outcomes

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Curriculum and Instruction degree completers will develop competencies using the following InTASC Standards:

1. Learner Development

Explanation / Rationale: The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

This Element will be assessed by:

- Successful Completion of EDUC 253
- Program Key Assessment #1 A and B

2. Learning Differences

Explanation / Rationale: The candidate understands the importance of individual differences, diverse cultures. and communities as a means to ensure inclusive learning environments that enable each learner to meet high standards.

This element will be assessed by:

- Program Key Assessment #1 A and B

3. Learning Environments:

Explanation / Rationale: The candidate understands the importance of supportive and nurturing learning environments with a focus on individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

This element will be assessed by:

- Program Key Assessment #3 – Classroom Management Philosophy and Plan

4. Content Knowledge

Explanation / Rationale: The candidate understands the central concepts, tools of inquiry, and structures of the and academic discipline or grade strand. Candidate recognizes the importance of students be exposed to learning experiences that make the discipline accessible and meaningful.

This element will be assessed by:

- Program Key Assessment #4 – Interdisciplinary Unit Plan and Impact on Student Learning

5. Assessment

Explanation / Rationale: The candidate understands the importance of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

This element will be assessed by:

- Key Assessment #2 – Assessment for Learning

6. Advancement of Profession

Explanation / Rationale: Candidate understands importance of ethical behavior, contributing to positive changes in practice, and advancing the education profession.

This element will be assessed by:

- Completion of Philosophy of Education paper (EDUC 201)

Digital Design, BA

Overview

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.

The Digital Design (DIG) major combines the application of visual art, communication, marketing, and computer technology skills, all of which are needed to aid current businesses and industries. This major is offered for students whose interests and future endeavors may involve the creation or implementation of computer-developed visual communications.

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 smart lab and three classroom labs provide students with a modern facility in which to learn, question, discuss, and analyze the theory and application of computer and information technology.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Required Courses

CS 160	Introduction to Computer Principles	3
DIG 111	Digital Design	3
DIG 112	Vector Design	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
COMM 318	Computer Mediated Communication	3
DIG 317	Digital Audio and Video Development	3
BUSN 320	Marketing	3
CS 152	Introduction to Web Development	3
DIG 361	Advanced Computer Graphic Design	3
BUSN 430	Advertising	3
DIG 371	2D Computer Animation	3
DIG 470	3D Computer Animation	3
DIG 338	Productive Photography	3
CS 381	Junior Seminar	1
CS 481	Senior Seminar I	1
CS 482	Senior Seminar II	1
		Subtotal: 45

Plus 3 elective credits from list:

COMM 314	Publicity and PR	3
COMM 112	Mass Media and Society	3
COMM 228	Online Journalism and Social Media	3
ENGL 312	Business Writing	3
		Subtotal: 3
		Subtotal: 48

Plan of Study

Freshman Year

Fall

CS 160	Introduction to Computer Principles	3
DIG 111	Digital Design	3

Spring

DIG 112	Vector Design	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3

Sophomore Year

Fall

COMM 314	Publicity and PR	3
	or	
COMM 318	Computer Mediated Communication	3
DIG 317	Digital Audio and Video Development	3

Spring

CS 152	Introduction to Web	3

	Development	
DIG 338	Productive Photography	3
Upper division CS/DIG/Tech elective/internship	CS XXX	3

Junior Year

Fall

BUSN 320	Marketing	3
DIG 371	2D Computer Animation	3
CS 381	Junior Seminar	1

Spring

DIG 361	Advanced Computer Graphic Design	3
Upper division CS/DIG/Tech elective/internship	CS XXX	3

Senior Year

Fall

BUSN 430	Advertising	3
Upper division CS/DIG/Tech elective/internship	CS XXX	3
CS 481	Senior Seminar I	1

Spring

DIG 470	3D Computer Animation	3
CS 482	Senior Seminar II	1
Upper division CS/DIG/Tech elective/internship	CS XXX	3

Outcomes

At the conclusion of their program, students will be able to do the following:

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.

Elementary Education, BA

Overview

Mission Statement

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Teacher Education Programs

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

Teacher Education Organizations

Candidates are encouraged to join 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. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

Admission to the Teacher Education Program

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1st

for spring admission and April 1st for fall admission. Applications are not accepted or reviewed during the summer months.

Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

Additional Information for All Candidates Seeking Teaching Licensure

While completion of the Praxis II: Content and Praxis II: PLT exams is an exit requirement, passing scores on those exams is not. However, candidates must earn passing scores on both exams in order to attain North Dakota licensure. Candidates are required to complete the Praxis II: Content exam prior to student teaching. The Praxis II: PLT exam must be taken before the completion of student teaching. Candidates who plan to teach in states other than North Dakota should consult with that state's education department since each state has its own licensure requirements and administers its own licensing process.

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

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses - Education

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 202	Science for Elementary Teachers	3
EDUC 203	Mathematics for Educators	3
EDUC 219	Instructional Media and Technology	3
EDUC 251	Geography for Teachers	2
EDUC 253	Applied Cognitive Theories	3
KNS 261	Methods and Activities for Teaching Elementary Physical Education	3
EDUC 301	Methods: Elementary Mathematics	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 314	Creative Arts in the Classroom	3
EDUC 315	Methods: Elementary Social Studies	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	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 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 405	Methods: Elementary Content Reading	3
EDUC 415	Methods: Elementary Science	3
EDUC 423	Diagnostic & Corrective Reading	2
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
		Subtotal: 75

General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an

alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
EDUC 203	Mathematics for Educators	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 6

Plan of Study Outcomes

Intended Student Learning Outcomes - Teacher Education

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Candidates in the University of Jamestown Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

English, BA

Overview

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.

Requirements

The English major requires 37 English credits beyond ENGL 102. Please note that like all undergraduates at University of Jamestown, English majors and minors must successfully complete both ENGL 101 and ENGL 102 with a minimum grade of C-. Neither course counts toward the major or minor. ENGL 102, moreover, is a prerequisite for all 200-level and higher English courses.

English Major with Professional Writing Certificate (p. 228)

English majors can complete this certificate by taking these courses as part of their 37-credit major. Non-majors may complete the certificate by taking these four courses.

Postgraduate Study

Two years of a foreign language are strongly recommended for majors going to graduate school.

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 210	World Literature to 1500	3
ENGL 230	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 250	American Literature to 1865	3
ENGL 251	American Literature since 1865	3
ENGL 331	Shakespeare	3
ENGL 351	History of the English Language	3
	or	

ENGL 401	English Grammar	3
ENGL 497	Writing Portfolio	1
ENGL	Writing Elective	3
ENGL	Electives	9
		Subtotal: 37

English Ed majors must take both ENGL 351 and ENGL 401

ENGL (Writing Elective) must be upper division.

Subtotal: 37

Plan of Study

ENGL 101 and ENGL 102 are general education requirements. All other courses listed are English major requirements. English majors must also take at least one upper-division writing course (ENGL 312, ENGL 314, or ENGL 414) and at least three English elective courses (9 credits). English electives are offered every semester. ENGL 401, which may be taken instead of ENGL 351, is offered fall, even years.

Fall Even Year Start

Freshman Year

Fall

ENGL 101	Expository Writing	3

Spring

ENGL 102	Argumentative and Analytical Writing	3

Sophomore Year

Fall

ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 230	British Literature to 1785	3

Spring

ENGL 231	British Literature Since 1785	3
ENGL 351	History of the English Language or	3
ENGL 401	English Grammar	3

Junior Year

Fall

ENGL 210	World Literature to 1500	3
ENGL 250	American Literature to 1865	3

Spring

ENGL 251	American Literature since 1865	3
ENGL 331	Shakespeare	3

Senior Year

Fall

Elective(s)

Spring

ENGL 497	Writing Portfolio	1

Fall Odd Year Start

Freshman Year

Fall

ENGL 101	Expository Writing	3

Spring

ENGL 102	Argumentative and Analytical Writing	3

Sophomore Year

Fall

ENGL 210	World Literature to 1500	3
ENGL 250	American Literature to 1865	3

Spring

ENGL 251	American Literature since 1865	3
ENGL 331	Shakespeare	3

Junior Year

Fall

ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 230	British Literature to 1785	3

Spring

ENGL 231	British Literature Since 1785	3
ENGL 351	History of the English Language or	3
ENGL 401	English Grammar	3

Senior Year

Fall

Elective(s)

Spring		
ENGL 497	Writing Portfolio	1

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 and/or 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.

English Education, BA

Overview

Mission Statement - English and Theatre Arts

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.

Mission Statement - Teacher Education

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Teacher Education Programs

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

Teacher Education Organizations

Candidates are encouraged to join 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. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

Admission to the Teacher Education Program

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1st for spring admission and April 1st for fall admission. Applications are not accepted or reviewed during the summer months.

Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102

5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

Additional Information for All Candidates Seeking Teaching Licensure

While completion of the Praxis II: Content and Praxis II: PLT exams is an exit requirement, passing scores on those exams is not. However, candidates must earn passing scores on both exams in order to attain North Dakota licensure. Candidates are required to complete the Praxis II: Content exam prior to student teaching. The Praxis II: PLT exam must be taken before the completion of student teaching. Candidates who plan to teach in states other than North Dakota should consult with that state's education department since each state has its own licensure requirements and administers its own licensing process.

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

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
EDUC 203	Mathematics for Educators	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 6

Core Courses - English

ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 210	World Literature to 1500	3
ENGL 230	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 250	American Literature to 1865	3
ENGL 251	American Literature since 1865	3
ENGL 314	Introduction to Rhetorical Theory	3
ENGL 331	Shakespeare	3
ENGL 351	History of the English Language	3
ENGL 401	English Grammar	3
ENGL 414	Multimodal Composition	3
ENGL 497	Writing Portfolio	1
ENGL	Elective	3
		Subtotal: 37

Core Courses - Education

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 219	Instructional Media and Technology	3
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 310	Reading Methods in Secondary Schools	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 344	Young Adult Literature	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 408	Methods: Secondary English	3
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
		Subtotal: 52

Plan of Study

ENGL 101 and ENGL 102 are general education requirements. All other courses listed are English Education major requirements. English Education majors must also take at least one English elective course (3 credits). English electives are offered every semester. In addition to the requirements for English, English Education majors must complete the requirements for the secondary education major.

Fall Odd Year Start

Freshman Year

Fall		
ENGL 101	Expository Writing	3
Spring		
ENGL 102	Argumentative and Analytical Writing	3

Sophomore Year

Fall		
ENGL 210	World Literature to 1500	3
ENGL 250	American Literature to 1865	3
Spring		
ENGL 251	American Literature since 1865	3
ENGL 314	Introduction to Rhetorical Theory	3
ENGL 331	Shakespeare	3

Junior Year

Fall		
ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 230	British Literature to 1785	3
Spring		
ENGL 231	British Literature Since 1785	3
ENGL 351	History of the English Language	3
ENGL 414	Multimodal Composition	3

Senior Year

Fall		
ENGL 401	English Grammar	3
ENGL 497	Writing Portfolio	1
Spring		
EDUC 499	Student Teaching	12

Fall Even Year Start

Freshman Year

Fall		
ENGL 101	Expository Writing	3
Spring		
ENGL 102	Argumentative and Analytical Writing	3

Sophomore Year

Fall		
ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 230	British Literature to 1785	3
Spring		
ENGL 231	British Literature Since 1785	3
ENGL 351	History of the English Language	3
ENGL 414	Multimodal Composition	3

Junior Year

Fall		
ENGL 210	World Literature to 1500	3
ENGL 250	American Literature to 1865	3
ENGL 401	English Grammar	3
Spring		
ENGL 251	American Literature since 1865	3
ENGL 314	Introduction to Rhetorical Theory	3
ENGL 331	Shakespeare	3

Senior Year

Fall		
ENGL 497	Writing Portfolio	1
Spring		
EDUC 499	Student Teaching	12

Outcomes

Intended Student Learning Outcomes - English

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 and/or 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.

Intended Student Learning Outcomes - Teacher Education

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Candidates in the UJ Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Environmental Science, BS

Overview

Being able to implement solutions that protect the health of both humans and the environment requires a diverse set of skills. That's why our Environmental Science program offers courses that build a strong background in the sciences, as well as engineering – all grounded in the liberal arts.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

BIOL 310	Ecology (Lec/Lab)	3/1
	or	
EESC 310	Aquatic Biology & Ecology (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 245	Survey of Organic Chemistry	3
COMM 370	Diversity Communication	3
CS 170	Structured Programming	3
ECON 201	Principles of Microeconomics	3
EESC 150	Environmental Science (Lec/Lab)	3/1
EESC 160	Organismal Biology (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1
EESC 210	Analytic Methods in Earth Science	3
	or	
MATH 130	Applied Calculus	3
	or	
MATH 251	Calculus of Derivatives	3
EESC 220	Environmental Science Field Skills	3
EESC 360	Botany (Lec/Lab)	3/1
EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1
EESC 430	Hydrology	3
	or	
EESC 450	Soils and the Environment	3
EESC 485	Environmental Science Capstone 1	1
EESC 486	Environmental Science Capstone 2	1
ENGR 402	Sustainable Engineering	3
MATH 205	Statistics	3
PHYS 143	College Physics I (Lec/Lab)	4/1

	or	
PHYS 203	Physics I (Lec/Lab)	4/1
		Subtotal: 69

Field Experience

Choose one of the following:

EESC 461	Botany Field Methods	2
EESC 471	Geology Field Experience	2
EESC 481	Ornithology Field Methods - BBL Banding Station	2
EESC 482	Ornithology Field Methods - Nest Site Trapping	2
EESC 483	Ornithology Field Methods - Geese and Waterfowl	2
		Subtotal: 2

Electives

Minimum 6 credits from the following:

	Any PHYS course 144 or above	
	Any 300- or 400-level EESC course beyond requirements listed above	
	Any 200-, 300-, or 400-level CHEM course beyond requirements listed above	
	Any 200-, 300-, or 400-level BIOL class beyond requirements listed above	
		Subtotal: 6
		Subtotal: 77

Plan of Study

Course Flowchart:

- Fall Even Year Entry
- Fall Odd Year Entry

Fall Odd Year Entry

Freshman Year

Fall

EESC 150	Environmental Science (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
EESC 210	Analytic Methods in Earth Science	3

Spring

EESC 220	Environmental Science Field Skills	3
EESC 160	Organismal Biology (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Sophomore Year

Fall

EESC 360	Botany (Lec/Lab)	3/1
PHYS 143	College Physics I (Lec/Lab)	4/1
MATH 205	Statistics	3

Spring

EESC 170	Physical Geology (Lec/Lab)	3/1

Junior Year

Fall

	Elective	
EESC 310	Aquatic Biology & Ecology (Lec/Lab)	3/1
CHEM 245	Survey of Organic Chemistry	3

Spring

	Elective	
EESC 430	Hydrology	3

Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment

Senior Year

Fall

EESC 485	Environmental Science Capstone 1	1
CS 170	Structured Programming	3

Spring

EESC 486	Environmental Science Capstone 2	1
EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1
EESC 402	Environmental Research 2	1
EESC 450	Soils and the Environment	3

Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment

Fall Even Year Entry

Freshman Year

Fall

EESC 150	Environmental Science (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1

Spring

CHEM 134	General Chemistry II (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1

Sophomore Year

Fall

CHEM 245	Survey of Organic Chemistry	3
PHYS 143	College Physics I (Lec/Lab)	4/1
EESC 210	Analytic Methods in Earth Science	3

Spring

EESC 220	Environmental Science Field Skills	3
EESC 160	Organismal Biology (Lec/Lab)	3/1
MATH 205	Statistics	3

Junior Year

Fall

CS 170	Structured Programming	3
EESC 360	Botany (Lec/Lab)	3/1
	Elective	

Spring

EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1
EESC 450	Soils and the Environment	3

Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment

Senior Year

Fall

EESC 485	Environmental Science Capstone 1	1
EESC 310	Aquatic Biology & Ecology (Lec/Lab)	3/1
	Elective	

Spring

EESC 486	Environmental Science Capstone 2	1
EESC 402	Environmental Research 2	1
EESC 430	Hydrology	3

Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment

Outcomes

Students graduating from the University of Jamestown with the degree of Bachelor of Science and a major in environmental science will have the following:

1. An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.
2. An ability to formulate or design a system, process, procedure or program to meet desired needs.
3. An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.
4. An ability to communicate effectively with a range of audiences.
5. An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.
6. An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

Exercise Science - Kinesiology, BS

Overview

Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health fitness, health and 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.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 310	Biomechanics of Human Movement	3
KNS 325	Fundamentals of Strength & Conditioning	3
KNS 385	Sport First Aid and Injury Care	3
KNS 403	Advanced Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 410	Methods in Aerobic and Resistance Training	3
KNS 431	Exercise Management in Chronic Disease	3
KNS 433	Health Coaching	3
KNS 434	Health Coaching Practicum	1
KNS 452	Senior Seminar in Exercise Science	2
		Subtotal: 30

Plus one of the following:

KNS 311	Motor Learning and Development	3
KNS 411	Personal Training	3
KNS 327	Group Fitness Instructor	3
		Subtotal: 3

Correlative Courses

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 210	Medical Terminology	2
BUSN 320	Marketing	3
BUSN 221	Business Management	3
	or	
BUSN 304	Healthcare Management	3
		Subtotal: 22

Concentration in Kinesiology

KNS 425	Exercise Science Internship	4
		Subtotal: 4

Plus one of the following:

KNS 240	Nutrition and Wellness	2
KNS 242	Sports Nutrition	2
		Subtotal: 2

Plus one of the following:

PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
		Subtotal: 3

Plus one of the following courses:

PSYC 302	Abnormal Psychology	3
KNS 415	Sociological and Psychological Aspects of Sports	3
PSYC 330	Health Psychology	3
		Subtotal: 3
		Subtotal: 67

Plan of Study

Freshman Year

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
PSYC 101	General Psychology	3
	or	
PSYC 203	Developmental Psychology	3

Spring

KNS 182	Introduction to Kinesiology	2
PSYC 101	General Psychology	3
	or	
PSYC 203	Developmental Psychology	3

PSYC 101 OR PSYC 203 - Fall or Spring

Sophomore Year

Fall

BIOL 208	Human Anatomy and	4/1

	Physiology I (Lec/Lab)	
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2

KNS 240: Fall; KNS 242: Spring

Spring

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 210	Medical Terminology	2
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 310	Biomechanics of Human Movement	3
	and/or	
KNS 385	Sport First Aid and Injury Care	3

KNS 310 AND/OR KNS 385 Spring Sophomore OR F/S Junior Year

KNS 425 Internship: Make plan to see advisor or Career Center now (4 credits taken Junior-Senior Yr)

Junior Year

Fall

KNS 403	Advanced Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
BUSN 320	Marketing	3
KNS 325	Fundamentals of Strength & Conditioning	3

Spring

KNS 410	Methods in Aerobic and Resistance Training	3
KNS 325	Fundamentals of Strength & Conditioning	3
BUSN 221	Business Management	3
	or	
BUSN 304	Healthcare Management	3

Senior Year

Fall

KNS 431	Exercise Management in Chronic Disease	3
KNS 452	Senior Seminar in Exercise Science	2

KNS 452: Fall or Spring

Spring

KNS 433	Health Coaching	3
KNS 434	Health Coaching Practicum	1
KNS 452	Senior Seminar in Exercise Science	2

Psychology Elective

These classes can be done Junior or Senior year. 3 credits from ONE of the following:

KNS 415	Sociological and Psychological Aspects of Sports	3
PSYC 302	Abnormal Psychology	3
PSYC 330	Health Psychology	3

KNS 415: Spring; Psych 302: Fall; Psych 330: Fall

Fitness Elective

These classes can be done Junior or Senior year. 3 credits from ONE of the following:

KNS 311	Motor Learning and Development	3
KNS 411	Personal Training	3
KNS 327	Group Fitness Instructor	3

KNS 311: Fall; KNS 411: Fall; KNS 3XX: Spring

Outcomes

Exercise Science graduates will:

1. Have the scientific and theoretical knowledge required to become a competent fitness professional.
2. Recognize the relationship of chronic disease to exercise and distinguish prevention, treatment and

pathophysiology of common chronic diseases.

3. Apply their knowledge, skills and abilities to be able to conduct and interpret fitness assessments including anthropometric, body composition, cardiorespiratory fitness and exercise prescription.
4. Exhibit effective coaching skills to assist in behavior modification, motivation and lifestyle change.
5. Possess the knowledge, skills and abilities to employ safety skills and injury prevention, perform emergency first aid and emergency cardiac care.
6. Delineate and apply basic principles of business management, program administration and marketing to create quality fitness and health promotion programs.
7. Demonstrate dispositions essential to becoming effective professionals.

Exercise Science - Pre-Physical Therapy, BS

Overview

Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health fitness, health and 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.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 310	Biomechanics of Human Movement	3
KNS 325	Fundamentals of Strength & Conditioning	3
KNS 385	Sport First Aid and Injury Care	3
KNS 403	Advanced Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 410	Methods in Aerobic and Resistance Training	3
KNS 431	Exercise Management in Chronic Disease	3
KNS 433	Health Coaching	3
KNS 434	Health Coaching Practicum	1
KNS 452	Senior Seminar in Exercise Science	2
		Subtotal: 30

Plus one of the following:

KNS 311	Motor Learning and Development	3
KNS 411	Personal Training	3
KNS 327	Group Fitness Instructor	3
		Subtotal: 3

Correlative Courses

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 210	Medical Terminology	2
BUSN 320	Marketing	3
BUSN 221	Business Management	3
	or	
BUSN 304	Healthcare Management	3
		Subtotal: 22

Concentration in Pre-Physical Therapy

BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
MATH 205	Statistics	3
PHYS 143	College Physics I (Lec/Lab)	4/1
PHYS 144	College Physics II (Lec/Lab)	4/1
PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
PSYC 302	Abnormal Psychology	3
		Subtotal: 34

Plus one of the following:

KNS 240	Nutrition and Wellness	2
KNS 242	Sports Nutrition	2
		Subtotal: 2

Plus the following course:

KNS 425	Exercise Science Internship	4
		Subtotal: 4
		Subtotal: 95

Plan of Study

Freshman Year

Psychology 101 and Psychology 203: Fall or Spring Semester

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
PSYC 101	General Psychology	3
	and/or	
PSYC 203	Developmental Psychology	3

Spring

BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
KNS 182	Introduction to Kinesiology	2
PSYC 101	General Psychology	3
	and/or	
PSYC 203	Developmental Psychology	3

Sophomore Year

Fall

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
MATH 205	Statistics	3

Spring

KNS 240: Nutrition and Wellness Fall Semester OR KNS 242: Sports Nutrition Spring Semester

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 210	Medical Terminology	2
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 310	Biomechanics of Human Movement	3
	and/or	
KNS 385	Sport First Aid and Injury Care	3

KNS 310 AND/OR KNS 385 Spring Sophomore OR F/S Junior Year

Fitness Elective Course (KNS 311, KNS 411 or KNS 3XX) to be taken sophomore or junior year.

KNS 425 Internship: Make plan to see advisor or Career Center now (4 credits taken Junior-Senior Yr)

Junior Year

Fall

KNS 403	Advanced Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
BUSN 320	Marketing	3
KNS 325	Fundamentals of Strength &	3

	Conditioning	
PSYC 302	Abnormal Psychology	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1

Spring

KNS 410	Methods in Aerobic and Resistance Training	3
KNS 325	Fundamentals of Strength & Conditioning	3
BUSN 221	Business Management	3
	or	
BUSN 304	Healthcare Management	3
CHEM 134	General Chemistry II (Lec/Lab)	3/1

KNS 325: Fall or Spring

Senior Year

Fall

KNS 431	Exercise Management in Chronic Disease	3
KNS 452	Senior Seminar in Exercise Science	2
PHYS 143	College Physics I (Lec/Lab)	4/1

Spring

KNS 433	Health Coaching	3
KNS 434	Health Coaching Practicum	1
KNS 452	Senior Seminar in Exercise Science	2
PHYS 144	College Physics II (Lec/Lab)	4/1

Outcomes

Exercise Science graduates will:

1. Have the scientific and theoretical knowledge required to become a competent fitness professional.
2. Recognize the relationship of chronic disease to exercise and distinguish prevention, treatment and pathophysiology of common chronic diseases.
3. Apply their knowledge, skills and abilities to be able to conduct and interpret fitness assessments including anthropometric, body composition, cardiorespiratory fitness and exercise prescription.
4. Exhibit effective coaching skills to assist in behavior modification, motivation and lifestyle change.
5. Possess the knowledge, skills and abilities to employ safety skills and injury prevention, perform emergency first aid and emergency cardiac care.
6. Delineate and apply basic principles of business management, program administration and marketing to create quality fitness and health promotion programs.
7. Demonstrate dispositions essential to becoming effective professionals.

Exercise Science - Strength and Conditioning, BS

Overview

Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health fitness, health and 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.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 310	Biomechanics of Human Movement	3
KNS 325	Fundamentals of Strength & Conditioning	3
KNS 385	Sport First Aid and Injury Care	3
KNS 403	Advanced Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 410	Methods in Aerobic and Resistance Training	3
KNS 431	Exercise Management in Chronic Disease	3
KNS 433	Health Coaching	3
KNS 434	Health Coaching Practicum	1
KNS 452	Senior Seminar in Exercise Science	2
		Subtotal: 30

Plus one of the following:

KNS 311	Motor Learning and Development	3
KNS 411	Personal Training	3
KNS 327	Group Fitness Instructor	3
		Subtotal: 3

Correlative Courses

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 210	Medical Terminology	2
BUSN 320	Marketing	3
BUSN 221	Business Management	3
	or	
BUSN 304	Healthcare Management	3
		Subtotal: 22

Concentration in Strength and Conditioning

KNS 242	Sports Nutrition	2
KNS 326	Facility Management and Administration	3
KNS 432	Anaerobic Assessment and Program Design	3
KNS 415	Sociological and Psychological Aspects of Sports	3
KNS 412	Strength and Conditioning Internship	1-8
		Subtotal: 19

Plus one of the following:

PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
		Subtotal: 3

Students would be required to take all the Exercise Science courses in addition to Strength and Conditioning Concentration.

Subtotal: 77

Plan of Study

Freshman Year

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
PSYC 101	General Psychology	3
	or	
PSYC 203	Developmental Psychology	3

Spring

KNS 182	Introduction to Kinesiology	2
PSYC 101	General Psychology	3
	or	
PSYC 203	Developmental Psychology	3
BIOL 210	Medical Terminology	2

PSYC 101 OR PSYC 203 - Fall or Spring

Sophomore Year

Fall

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BUSN 320	Marketing	3

Spring

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
KNS 242	Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 310	Biomechanics of Human Movement	3
KNS 385	Sport First Aid and Injury Care	3

KNS 310: Spring semester for pre-requisite for KNS 325: Fundamentals of Strength and Conditioning

KNS 4XX Internship: Make plan to see advisor or Career Center now (8 credits taken Junior-Senior Yr under supervision of CSCS supervisor)

Junior Year

Fall

KNS 403	Advanced Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 325	Fundamentals of Strength & Conditioning	3

Spring

KNS 410	Methods in Aerobic and Resistance Training	3
BUSN 221	Business Management	3
	or	
BUSN 304	Healthcare Management	3
KNS 432	Anaerobic Assessment and Program Design	3
KNS 415	Sociological and Psychological Aspects of Sports	3

Psychology Elective

These classes can be done Junior or Senior year. 3 credits from ONE of the following:

KNS 415	Sociological and Psychological Aspects of Sports	3
PSYC 302	Abnormal Psychology	3
PSYC 330	Health Psychology	3

Fitness Elective

These classes can be done Junior or Senior year. 3 credits from ONE of the following:

KNS 311	Motor Learning and Development	3
KNS 411	Personal Training	3
KNS 327	Group Fitness Instructor	3

Senior Year

Fall

KNS 431	Exercise Management in Chronic Disease	3
KNS 452	Senior Seminar in Exercise Science	2

KNS 452: Fall or Spring

Spring

KNS 433	Health Coaching	3
KNS 434	Health Coaching Practicum	1
KNS 452	Senior Seminar in Exercise Science	2
KNS 326	Facility Management and Administration	3

Outcomes

Exercise Science graduates will:

1. Have the scientific and theoretical knowledge required to become a competent fitness professional.
2. Recognize the relationship of chronic disease to exercise and distinguish prevention, treatment and pathophysiology of common chronic diseases.
3. Apply their knowledge, skills and abilities to be able to conduct and interpret fitness assessments including anthropometric, body composition, cardiorespiratory fitness and exercise prescription.

4. Exhibit effective coaching skills to assist in behavior modification, motivation and lifestyle change.
5. Possess the knowledge, skills and abilities to employ safety skills and injury prevention, perform emergency first aid and emergency cardiac care.
6. Delineate and apply basic principles of business management, program administration and marketing to create quality fitness and health promotion programs.
7. Demonstrate dispositions essential to becoming effective professionals.

Concentration in Strength and Conditioning Outcomes:

1. The Strength and Conditioning concentration will prepare students as leading professionals by maintaining curriculum that evolves with discipline.
2. The Strength and Conditioning concentration will provide students with relevant field experiences to apply knowledge and skills learned from classroom and laboratory settings.
3. The Strength and Conditioning concentration will promote community partnerships that enhance cultural and professional engagement.
4. Faculty and staff will promote continuous assessment to assure program effectiveness.

Fine Arts - Music, BA

Overview

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.

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Requirements - Fine Arts

ART	Two approved courses in art	6
THEA	Two approved courses in theatre*	6
	Subtotal:	**12**

* THEA 201 and THEA 202 will not fulfill this requirement

Core Requirements - Music

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	Introduction to Conducting	2
MUS	Applied Lessons	4
MUS	Ensemble – 2 Years	4
	Subtotal:	**20**

*All majors and minors enrolled in applied lessons are required to take MUS 100. Consideration given to transfer and late music minor declaration students.

Plus two of the following courses:

MUS 239	Music History I: Medieval and Renaissance	3
MUS 339	Music History II: Baroque and Classical	3
MUS 340	Music History III: Romantic and Modern Eras	3
	Subtotal:	**6**

Subtotal: 38

Plan of Study
Outcomes

Fine Arts - Theatre, BA

Overview

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.

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.

Requirements

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).

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

ART	Two approved courses	6
COMM 201	Oral Interpretation of Literature	3
MUS	Two approved courses	6
THEA 190	Introduction to Theatre	3
THEA 303	Stagecraft and Lighting	4
THEA	Dramatic Literature	3
THEA	Electives	9

THEA (Dramatic Literature): THEA 220 - Appreciation of Drama, THEA 260 - Masterpieces of Drama, THEA 318 - Development of American Drama, or ENGL 331 - Shakespeare fulfill this requirement.

Note 1: 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 university, 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.

Four Credits of the Following

THEA 201	Drama Performance	1
THEA 202	Theatre Practice	1

Any combination. Courses may be repeated

Subtotal: 38

Plan of Study

Fall Even Year Start

Freshman Year

THEA 190	Introduction to Theatre	3
THEA 213	Acting	3
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1

One of the following courses

ART 111	Drawing I	3
ART 209	Figure Drawing	3

One of the following courses

MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

Sophomore Year

COMM 201	Oral Interpretation of Literature	3

THEA 303	Stagecraft and Lighting	4
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1

One of the following courses

ART 112	Design	3
ART 209	Figure Drawing	3

One of the following courses

MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

Literature requirement may be taken after freshman year

THEA 260	Masterpieces of Drama	3
	or	
THEA 318	Development of American Drama	3
	or	
ENGL 331	Shakespeare	3

Junior Year

THEA 333	Scene Design	3
	or	
THEA 350	Directing	3
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1

Senior Year

THEA 401	Senior Project in Play Production	4
	or	
	Theatre Elective	3
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1

Fall Odd Year Start

Freshman Year

THEA 190	Introduction to Theatre	3
COMM 201	Oral Interpretation of Literature	3
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1

One of the following courses

ART 112	Design	3
ART 209	Figure Drawing	3

One of the following courses

MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

Sophomore Year

THEA 213	Acting	3
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1

One of the following courses

ART 111	Drawing I	3
ART 209	Figure Drawing	3

One of the following courses

MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

Literature requirement may be taken after freshman year

THEA 260	Masterpieces of Drama	3
	or	
THEA 318	Development of American Drama	3
	or	
ENGL 331	Shakespeare	3

Junior Year

THEA 303	Stagecraft and Lighting	4
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1
	Theatre Elective	3

Senior Year

THEA 333	Scene Design	3
	or	
THEA 350	Directing	3
	or	
THEA 401	Senior Project in Play Production	4
THEA 201	Drama Performance	1
	and/or	
THEA 202	Theatre Practice	1

Approved music credit hours may also be earned through registered ensembles and/or lessons.

Outcomes

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.

French, BA

Overview

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 Portuguese, Romanian and Latin are also offered on demand.

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 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.

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) 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-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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Required Courses

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 Thru FREN 490	Special Topics	1-3

FREN 390 thru FREN 490 (12 total credits): French-language courses, either special-topics courses taken on campus or in an approved study abroad program.

Subtotal: 36

Plan of Study

Fall Even Year Start

Fall Odd Year Start

Freshman Year

Fall

FREN 201	Intermediate French I	3
	Additional General Education or Other Credits	

Spring

FREN 202	Intermediate French II	3
	Additional General Education or Other Credits	

Sophomore Year

Fall

Spring

Outcomes

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.

General Studies, BA (Online)

Overview
Requirements

The student will choose one of the following models:

- Model A – complete 45 credits beyond the general education requirement including 15 credits each in three different topics. There must be a minimum of 9 credits of upper division in each of the three topics
- Model B – complete 42 credits beyond the general education requirements including 21 credits each in two different topics with a minimum of 15 credits of upper-division courses in each of the two topics.

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 80)

Plan of Study
Outcomes

Intended Student Learning Outcomes include:

- Students will demonstrate an understanding of major concepts, issues, and theories in the topic areas.
- Students will apply their knowledge and use standard practices of their topic areas.
- Students will clearly communicate, both orally and in written form, with respect to the standards of their topic areas.
- Students will understand the ethical issues and apply ethical standards of their topic areas.

Student accomplishment of these outcomes will be measured directly in individual courses through class projects, assignments, and exams as well as through the capstone/internship experience through supervisor assessment and student work. Follow-up surveys will alumni and employers will be used to assess the program and its ability to prepare students for the workplace. Other forms of assessment used by the university, including student surveys and course evaluations, also be administered, and used for continuous program improvement.

German, BA

Overview

Mission Statement

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department assesses student learning and departmental effectiveness on a regular basis.

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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.

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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.

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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-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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Required Courses

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 Thru GER 490	Special Topics	1-3

GER 390 thru GER 490 (12 total credits): German-language courses, either special-topics courses taken on campus or in an approved study abroad program.

Subtotal: 36

Plan of Study
Outcomes

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.

Health and Fitness Administration, BA

Overview

Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and 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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses – Kinesiology

KNS 182	Introduction to Kinesiology	2
KNS 183	Concepts of Fitness and Wellness	3
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy & Physiology II	3
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 309	Basic Biomechanics	3
KNS 326	Facility Management and Administration	3
KNS 402	Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 410	Methods in Aerobic and Resistance Training	3
KNS 416	Physical Education/Health & Fitness Administration Internship	4
KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2

Subtotal: 35

Core Courses – Accounting, Business, Economics

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUSN 221	Business Management	3
BUSN 320	Marketing	3
BUSN 322	Human Resource Management	3
ECON 201	Principles of Microeconomics	3

Subtotal: 18

Plus one of the following courses:

COMM 314	Publicity and PR	3
COMM 320	Organizational Communication	3

Subtotal: 3

Note 1: Students are encouraged to double major with Business Administration and pass a Personal Training Certification Exam.

Subtotal: 56

Plan of Study

Freshman Year

Fall

KNS 183	Concepts of Fitness and Wellness	3
ACCT 201	Principles of Accounting I	3

Spring

KNS 182	Introduction to Kinesiology	2
ACCT 202	Principles of Accounting II	3

Sophomore Year

Fall

KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 217	Essentials of Anatomy & Physiology I	3

Spring

KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 218	Essentials of Anatomy & Physiology II	3

KNS 416 Internship - 4 Credit: Make plan to see advisor or Career Center now

Junior Year

Fall

KNS 402	Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
BUSN 320	Marketing	3
KNS 326	Facility Management and Administration	3
KNS 416	Physical Education/Health & Fitness Administration Internship	4

Spring

KNS 309	Basic Biomechanics	3
KNS 410	Methods in Aerobic and Resistance Training	3
BUSN 221	Business Management	3
COMM 320	Organizational Communication	3
KNS 416	Physical Education/Health & Fitness Administration Internship	4

KNS 416 - 4 credits prior to graduation

Senior Year

Fall

ECON 201	Principles of Microeconomics	3
COMM 314	Publicity and PR	3
KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2

Spring

BUSN 322	Human Resource Management	3
KNS 325	Fundamentals of Strength & Conditioning	3

Outcomes

HFA Graduates will:

1. Have the scientific and theoretical knowledge required to become a competent fitness professional.
2. Apply the knowledge, skills and abilities gained to function as a fitness professional.
3. Possess the knowledge, skills and abilities to employ safety and injury prevention, perform emergency first aid and emergency cardiac care.
4. Delineate and apply basic principles of business management, program administration, and marketing to create quality fitness and health promotion programs.
5. Demonstrate dispositions essential to becoming effective professionals.

Health and Physical Education Teacher Education, BA

Overview

Mission Statement - Kinesiology

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health fitness, health and 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.

Mission Statement - Teacher Education

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Teacher Education Programs

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

Teacher Education Organizations

Candidates are encouraged to join 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. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

Admission to the Teacher Education Program

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1st for spring admission and April 1st for fall admission. Applications are not accepted or reviewed during the summer months.

Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

Additional Information for All Candidates Seeking Teaching Licensure

While completion of the Praxis II: Content and Praxis II: PLT exams is an exit requirement, passing scores on those exams is not. However, candidates must earn passing scores on both exams in order to attain North Dakota licensure. Candidates are required to complete the Praxis II: Content exam prior to student teaching. The Praxis II: PLT exam must be taken before the completion of student teaching. Candidates who plan to teach in states other than North Dakota should consult with that state's education department since each state has its own licensure requirements and administers its own licensing process.

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

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
EDUC 203	Mathematics for Educators	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 6

Core Courses – Health and Physical Education

KNS 111	Beginning Swimming	1
KNS 182	Introduction to Kinesiology	2
KNS 183	Concepts of Fitness and Wellness	3
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy & Physiology II	3
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 261	Methods and Activities for Teaching Elementary Physical Education	3
KNS 262	Middle School Activities and Materials	2
KNS 263	High School Activities and Materials	2
KNS 264	Teaching Fitness Education	2

KNS 305	Curriculum, Standards, and Assessment in PE	3
KNS 309	Basic Biomechanics	3
KNS 311	Motor Learning and Development	3
KNS 346	Adaptive Physical Education	2
KNS 360	Methods in Health Education	3
KNS 361	Methods in Physical Education	4
KNS 385	Sport First Aid and Injury Care	3
KNS 402	Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
PSYC 373	Psychology of Human Sexuality	3
KNS 215	Social and Contemporary Dance I	1
	or	
KNS 216	Social and Contemporary Dance II	1
KNS 207	Beginning Weight Training and Fitness	1
	or	
KNS 208	Intermediate Weight Training and Fitness	1
		Subtotal: 56

Core Courses – Education

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 253	Applied Cognitive Theories	3
EDUC 306	Multicultural Education	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
		Subtotal: 27
		Subtotal: 89

Plan of Study

Freshman Year

Fall

KNS 183	Concepts of Fitness and Wellness	3
COMM 102	Fundamentals of Public Speaking	3

Spring

EDUC 101	Exploring Education	1
KNS 182	Introduction to Kinesiology	2
PSYC 203	Developmental Psychology	3

Sophomore Year

Fall

EDUC 201	Introduction to Teaching	2
EDUC 253	Applied Cognitive Theories	3
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 262	Middle School Activities and Materials	2
KNS 311	Motor Learning and Development	3
KNS 346	Adaptive Physical Education	2

Spring

KNS 218	Essentials of Anatomy & Physiology II	3
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 261	Methods and Activities for Teaching Elementary Physical Education	3
KNS 264	Teaching Fitness Education	2

Junior Year

Fall

EDUC 306	Multicultural Education	3
EDUC 313	General Principles of Curriculum and Teaching	3
KNS 263	High School Activities and Materials	2
KNS 402	Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
PSYC 373	Psychology of Human Sexuality	3

Spring

EDUC 398	TED Seminar I	1
KNS 305	Curriculum, Standards, and Assessment in PE	3
KNS 309	Basic Biomechanics	3
KNS 360	Methods in Health Education	3

KNS 385	Sport First Aid and Injury Care	3

Senior Year

Fall

EDUC 399	TED Seminar II	1
KNS 361	Methods in Physical Education	4

Spring

EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12

Electives

KNS 215	Social and Contemporary Dance I	1
	or	
KNS 216	Social and Contemporary Dance II	1
KNS 111	Beginning Swimming	1
KNS 207	Beginning Weight Training and Fitness	1
KNS 208	Intermediate Weight Training and Fitness	1
KNS 209	Advanced Weight Training and Fitness	1
MATH 102	Intermediate Algebra	3

Outcomes

Intended Student Learning Outcomes - Health and Physical Education

Health and Physical Education candidates:

1. Demonstrate an understanding of common and specialized content, scientific and theoretical foundations, health literacy, digital literacy skills, and behavior change, for the delivery of effective K-12 health and physical education standards for the purpose of instilling health behaviors in all learners.
2. Are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. Apply content and foundational knowledge to plan and implement meaningful and developmentally appropriate learning experiences aligned with local, state, and national standards for K-12 Health and Physical Education. Candidates plan and use a range of instructional technology, resources and accommodations and/or modifications that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability.
4. Engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
5. Select and implement appropriate assessments to engage all learners, monitor students' progress, provide meaningful feedback, and guide decision making related to instruction and learning.
6. Demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education, expanded physical activity opportunities, and health promotion and support the development of health and physically literate individuals.

Intended Student Learning Outcomes - Teacher Education

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Candidates in the University of Jamestown Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

History, BA

Overview

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.

Educational Objectives

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

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
	Subtotal: 12	

Plus three of the following courses:

HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 302	Selected Readings and 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
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3
HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 374	History of Medicine	3
HIST 450	Internship in History	3
POLS 325	Comparative European Governments	3
POLS 335	The European Union	3
HIST 350	Selected Readings and Topics in non-Western History	3
	Subtotal: 9-10	

HIST 450: If area involved is non-U.S.

Plus three of the following courses:

HIST 301	Special Readings and Topics in U.S. Studies	3
HIST 303	The Civil War and Reconstruction	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 312	North Dakota History	3
HIST 316	Religion in American History	3
HIST 331	The American West	3
HIST 370	American Constitutions and Revolutions	3
HIST 391	American Economic History	3
HIST 450	Internship in History	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
	Subtotal: 9-10	

HIST 450: If area involved is U.S.

Plus Senior Seminar:

HIST 480	Senior Seminar in History	3
	Subtotal: 3	
	Subtotal: 36	

Plan of Study

Freshman Year

	General Education courses	
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
	Other major and minor courses	

Sophomore Year

	General Education courses	
	US and Non-US History Electives	6
	Other major and minor introductory courses	

Junior Year

	General Education courses	
	US and Non-US History Electives	6
HIST 480	Senior Seminar in History	3
	Other major and minor courses	
	Possible semester internship or study abroad	

Senior Year

	General Education courses	
	US and Non-US History Electives	6
	Other major and minor courses	
	Possible semester internship or study abroad	

Outcomes

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 course, 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 course, 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.

History Education, BA

Overview

Mission Statement - History

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.

Educational Objectives - History

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.

Mission Statement - Teacher Education

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Teacher Education Organizations

Candidates are encouraged to join 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. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

Teacher Education Programs

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary

- Biology
- English
- History
- Music
- Health and Physical Education

Individual Performance Progress Assessment

Music Education majors must exhibit musical performance competency on a musical instrument or voice, as demonstrated in a jury the fall semester of the sophomore year. They will also field questions in the jury that demonstrate a fundamental theoretical and historical knowledge 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 they will not be permitted to continue in those degree plans.

Admission to the Teacher Education Program

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1st for spring admission and April 1st for fall admission. Applications are not accepted or reviewed during the summer months.

Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

Additional Information for All Candidates Seeking Teaching Licensure

While completion of the Praxis II: Content and Praxis II: PLT exams is an exit requirement, passing scores on those exams is not. However, candidates must earn passing scores on both exams in order to attain North Dakota licensure. Candidates are required to complete the Praxis II: Content exam prior to student teaching. The Praxis II: PLT exam must be taken before the completion of student teaching. Candidates who plan to teach in states other than North Dakota should consult with that state's education department since each state has its own licensure requirements and administers its own licensing process.

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

General Education Requirements for Education Majors

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education
candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.
Specific general education courses required for Education majors are PSYC 203 and MATH 111 (or higher).

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
EDUC 203	Mathematics for Educators	3
	or	
MATH 111	College Algebra	3
	or	

MATH	A higher level math course	3
		Subtotal: 6

Core Courses - History

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 312	North Dakota History	3
HIST 480	Senior Seminar in History	3
		Subtotal: 18

Plus one upper-division political science course

HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 370	American Constitutions and Revolutions	3
POLS 312	Congress and the Presidency	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
POLS 322/EESC 322	Environmental Policy	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	3
		Subtotal: 3

Plus two non-survey non-U.S. history courses

HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3
HIST 262	History of China	3
HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 268	History of India	3
HIST 368	History of India	3
HIST 374	History of Medicine	3
HIST 302	Selected Readings and 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
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 450	Internship in History	3
POLS 335	The European Union	3
POLS 325	Comparative European Governments	3
HIST 350	Selected Readings and Topics in non-Western History	3
		Subtotal: 9

Plus one non-survey non-Western course

HIST 205	Ancient Near East	3
HIST 305	Ancient Near East	3
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 362	History of China	3
HIST 268	History of India	3
HIST 368	History of India	3
HIST 350	Selected Readings and Topics in non-Western History	3
HIST 322	History of the Middle East	3

Plus three non-survey U.S. history classes

HIST 301	Special Readings and Topics in U.S. Studies	3
HIST 303	The Civil War and Reconstruction	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 316	Religion in American History	3
HIST 331	The American West	3
HIST 370	American Constitutions and Revolutions	3
HIST 391	American Economic History	3
HIST 450	Internship in History	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
		Subtotal: 9

Core Courses - Education

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 219	Instructional Media and Technology	3
EDUC 251	Geography for Teachers	2
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 310	Reading Methods in Secondary Schools	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 407	Methods: Secondary Social Studies	3
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
		Subtotal: 46

Example Plan of Study (there are many paths through the major)

Freshman year

EDUC 201	Introduction to Teaching	2
ENGL 101	Expository Writing	3
ENGL 102	Argumentative and Analytical Writing	3
HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
PSYC 203	Developmental Psychology	3
HIST 370	American Constitutions and Revolutions	3
MATH 111	College Algebra	3

Sophomore year

EDUC 219	Instructional Media and Technology	3
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 313	General Principles of Curriculum and Teaching	3
HIST 291	Western Civilization I	3
HIST 292	Western Civilization II	3
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3

Junior year

EDUC 306	Multicultural Education	3
EDUC 316	Assessment and Evaluation	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
HIST 312	North Dakota History	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 480	Senior Seminar in History	3
POLS 344	American Foreign Relations to 1920	3

Senior year

EDUC 407	Methods: Secondary Social Studies	3
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
HIST 308	Ancient Rome	3

Outcomes

Intended Student Learning Outcomes - History

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.

Intended Student Learning Outcomes - Teacher Education

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Candidates in the University of Jamestown Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Information Technology & Systems, BA

Overview

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 benefit society. The department serves the entire college community by providing sound instruction in computer technology.

The information technology and systems (ITS) major gives students the skills to apply computer and network concepts to solve many technical problems for individuals, organizations, and businesses. Students will study the theory and applications of databases, web design, computer programming, networks, operating systems, and information science. Students will learn to identify and evaluate current and emerging technologies and 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.

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 smart lab and three classroom labs provide students with a modern facility to learn, question, discuss, and analyze the theory and application of computer and information technology.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3
CS 230	Data Analysis	3
ENGL 312	Business Writing	3
	or	
ENGL 316	Technical Writing	3
COMM 318	Computer Mediated Communication	3
CS 381	Junior Seminar	1
CS 481	Senior Seminar I	1
CS 482	Senior Seminar II	1
		Subtotal: 18

ITS Focus Courses

CS 201	IT Helpdesk Administration	3
CS 240	Introduction to Business Intelligence	3
CS 325	Networking	3
CS 342	Database Development	3
CS 365	Information Systems Security	3
CS 423	Linux Administration	3
CS 420	Systems Analysis Methods	3
CS 440	Management of Information Systems	3
		Subtotal: 24

Plus 6 elective credits from list (with advisor approval):

CS 203	Hardware Installation and Maintenance	3
CS 301	Agile Project Management	3
CS 312	Secure Operating Systems	3
CS 311	Security Policies and Procedures	3
CS 321	JavaScript Technologies	3
CS 326	Network Security	3

CS 344	Python	3
CS 354	Source Code Control and Virtualization	3
CS 403	Ethical Hacking	3
CS 401	Defensive Network Security	3
CS 402	Computer Forensics	3
CS 360	Comparison of Programming Languages	3
CS 272	Java Programming I	3
CS 300	Data Structures and Algorithms	3
CS 309	Computer Organization and Architecture I	3
CS 322	Windows Server	3
CS 330	Computer Foundations	3
CS 360	Comparison of Programming Languages	3
CS 372	Java Programming II	3
CS 373	C# Development	3
CS 423	Linux Administration	3
CS 441	Dynamic Web Design	3
CS 471	Game Development	3
CS 472	Mobile App Development	3
DIG 317	Digital Audio and Video Development	3
DIG 338	Productive Photography	3
DIG 361	Advanced Computer Graphic Design	3
DIG 371	2D Computer Animation	3
DIG 470	3D Computer Animation	3
CMST 316	Group and Team Communication	3
CMST 321	Business and Professional Communication	3
COMM 228	Online Journalism and Social Media	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 305	Cross-Cultural Communication	3
COMM 314	Publicity and PR	3
COMM 320	Organizational Communication	3
COMM 360	Nonverbal Communication	3
COMM 370	Diversity Communication	3
COMM 380	Foundations of Sports	3
COMM 402	International Communication	3
COMM 405	Conflict Management and Mediation	3
COMM 410	Communication Honors Research Methods	3
COMM 415	Sports Information and Media	3
ENGL 312	Business Writing	3
ENGL 247	Film Analysis	3
		Subtotal: 6
		Subtotal: 48

Plan of Study

Freshman Year

Fall

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3

Spring

CS 230	Data Analysis	3
CS 240	Introduction to Business Intelligence	3

Junior Year

Fall

CS 420	Systems Analysis Methods	3
CS 381	Junior Seminar	1
CS 3XX/4XX	Upper division CS elective or internship	3

Spring

CS 440	Management of Information Systems	3
CS 3XX/4XX	Upper division CS elective or internship	3
Non-CS/DIG	Upper division cross-disciplinary track	3

Senior Year

Fall

CS 365	Information Systems Security	3
CS 481	Senior Seminar I	1
CS 3XX/4XX	Upper division CS elective or internship	3

Spring

CS 423	Linux Administration	3
CS 482	Senior Seminar II	1
Non-CS/DIG	Upper division cross-disciplinary track	3

Sophomore Year

Fall

CS 342	Database Development	3

CS 3XX/4XX	Upper division CS elective or internship	3

Spring

CS 201	IT Helpdesk Administration	3
CS 325	Networking	3
Non-CS/DIG	Upper division cross-disciplinary track	3

Outcomes

At the conclusion of their program, students will be able to do the following:

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.

Liberal Arts Business Studies, BA

Overview

Be prepared for a varied, exciting range of career possibilities. A liberal arts education matched with a base in business to prepare you for the world ahead of you.

- Opportunities to explore your passions while focusing on business studies
- Cross-disciplinary approach providing knowledge and skills in your discipline, as well as a broad general education
- Ability to tailor study and internship experiences to your long-term ambitions

Students may choose between 18 liberal arts majors and 20 liberal arts minors to go alongside their business degree.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Core Courses

MATH 105	Applied Business Statistics	3
	or	
MATH 205	Statistics	3
MATH 106	Mathematical Applications for Management	3
	or	
MATH 111	College Algebra	3
CS 140	Integrated Software Applications	3
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
BUSN 455	Strategic Management	3

Subtotal: 42

Minimum credit hours updated from 41 to 42 to reflect change of ECON 110 from 2 to 3 credits.

Plus a liberal arts major or minor:

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

Subtotal: 57

Plan of Study
Outcomes

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

1. Knowledge in the functional areas of business
2. Knowledge of the ethical responsibilities of business and apply them to leadership decision
3. Effective communications skills
4. The acquisition of analytical, quantitative, and critical-thinking skills within a business context
5. Knowledge of the legal, social, and economic environment of business
6. The ability to use decision-support tools
7. Effective teamwork skills
8. The acquisition of the knowledge and skills appropriate for a particular liberal arts discipline

Liberal Studies, BA

Overview

The Liberal Studies major allows students to study two to three major areas without having to focus on one or to propose an individualized major, which offers the opportunity for students with multiple interests to explore different academic disciplines. It also enables students to individualize a major with their interests, allowing them to use courses that are already being offered to create a more customized major. The Liberal Studies major offers students the opportunity to combine different interests into a single degree, rather than choosing to have multiple majors and/or minors.

Requirements

For the Major in Liberal Studies, student choose one of the following models:

Model A – complete 45 credits beyond the general education requirement including 15 credits each in three different topics. There must be a minimum of 9 credits of upper-division in each of the three topics.

Model B – complete 42 credits beyond the general education requirements including 21 credits each in two different topics with a minimum of 15 credits of upper-division courses in each of the two topics.

*A topic is defined as courses containing a common three- or four-letter code designation (example: ENGL for English or KNS for Kinesiology).

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Plan of Study
Outcomes

1. Students should be able to demonstrate an understanding of major concepts, issues, and theories in the topic areas.
2. Students should be able to apply their knowledge and use standard practices of their topic areas.
3. Students should be able to clearly communicate, both orally and in written form, with respect to the standards of their topic areas.
4. Students should understand the ethical issues and apply ethical standards of their topic areas.

Manufacturing Management, BS

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College

Mathematics		
ENGR 461	Engineering Statistics	3
MATH 251	Calculus of Derivatives	3
		Subtotal: 6
Physical Science		
CHEM 133	General Chemistry I (Lec/Lab)	3/1
PHYS 143	College Physics I (Lec/Lab)	4/1
	or	
PHYS 203	Physics I (Lec/Lab)	4/1
		Subtotal: 8

Business and Management		
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ACCT 311	Cost/Managerial Accounting	4
BUSN 322	Human Resource Management	3
BUSN 370	Production/Operations Management	3
BUSN 221	Business Management	3
BUSN 351	Financial Management	3
BSST 375	Process Improvement Methods	3
BSST 371	Supply Chain Management	3
BSST 340	Quality Management	3
COMM 370	Diversity Communication	3
ECON 201	Principles of Microeconomics	3
PSYC 306	Industrial and Organizational Psychology	3
	or	
COMM 320	Organizational Communication	3
	or	
COMM 405	Conflict Management and Mediation	3
		Subtotal: 39
Technical		
CS 170	Structured Programming	3
	or	
ENGR 121	Engineering Computing	3
ENGR 101	Introductory Computer-Aided Design	1
ENGR 201	Intermediate Computer-Aided Design	1
ENGR 301	Advanced Computer-Aided Design	1
ENGR 212	Materials (Lec/Lab)	3/1
ENGR 330	Manufacturing Processes (Lec/Lab)	3/1
ENGR 381	Instrumentation and Measurement (Lec/Lab)	3/1
ENGR 402	Sustainable Engineering	3
ENGR 431	Project Management	3
		Subtotal: 23
		Subtotal: 77

Plan of Study

Mechanical Engineering, BS

Overview

Mission Statement

The University of Jamestown Department of Engineering seeks to provide its students with a comprehensive education that is supported by the liberal arts tradition. The educational mission of the department is to prepare students for careers demanding technological innovation, creativity, critical thinking, project management, systems thinking, teamwork, leadership, professional ethics, multidisciplinary projects, and communication skills. This mission is achieved through an integrated curriculum which blends liberal arts, mathematics, science, and engineering. The department strives to continually improve the educational experience of our students by utilizing feedback from our constituents. A grade of C- or above must be earned in all courses that are required in a major or a minor.

Admission to the Major in Mechanical Engineering
Students who want to pursue the mechanical engineering degree will be accepted into the program upon earning a grade of C - (70%) or higher in PHYS 203 Physics I and completing a short admission request form to be submitted to the department chair for approval.

Requirements

Requirements for the Major in Mechanical Engineering
While grades at or above a D- are considered by the university to be passing, the department of engineering wants to ensure that students are adequately prepared to succeed in their later coursework. Therefore, students who wish to take engineering courses with prerequisite requirements must earn at least a C- in the prerequisite course.
Students who have earned D+, D, or D- in prerequisite courses may petition to take subsequent courses by writing a statement explaining why they should be able to take the subsequent course. The student's advisor, the instructor of the prerequisite course, and the instructor of the petitioned course will together make a determination as to whether the student will be able to continue. In the case where these roles overlap, a minimum of two faculty members need to consult. If all roles overlap or if the two faculty members don't agree, the department chair will also be consulted. If these roles still overlap or there is still disagreement, the request will be evaluated at the next department faculty meeting.

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

CHEM 133	General Chemistry I (Lec/Lab)	3/1
COMM 370	Diversity Communication	3
ECON 202	Principles of Macroeconomics	3
ENGR 101	Introductory Computer-Aided Design	1
ENGR 110	Introduction to Engineering	3
ENGR 121	Engineering Computing	3
ENGR 201	Intermediate Computer-Aided Design	1
ENGR 210	Statics	3
ENGR 211	Dynamics	3
ENGR 212	Materials (Lec/Lab)	3/1
ENGR 220	Mechanics of Materials	3
ENGR 301	Advanced Computer-Aided Design	1
ENGR 330	Manufacturing Processes (Lec/Lab)	3/1
ENGR 340	Fluid Mechanics (Lec/Lab)	3/1
ENGR 350	Thermodynamics I	3
ENGR 351	Thermodynamics II	3
ENGR 361	Numerical Methods	3
ENGR 362	Control Systems	3
ENGR 370	Machine Design	3
ENGR 380	Fundamentals of Electric Circuits (Lec/Lab)	3/1
ENGR 381	Instrumentation and Measurement (Lec/Lab)	3/1
ENGR 402	Sustainable Engineering	3
ENGR 410	Engineering Design I	3
ENGR 411	Engineering Design II	3
ENGR 450	Heat Transfer	3
ENGR 461	Engineering Statistics	3
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
MATH 254	Multidimensional Calculus	3
MATH 315	Linear Algebra and Series	3
MATH 352	Ordinary Differential Equations	3
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
		Subtotal: 107

Plus one of the following courses:

ENGR 420	Intermediate Mechanics of Materials	3
ENGR 451	Introduction to Combustion	3
ENGR 460	Finite Element Analysis	3
ENGR 470	Machine Dynamics	3
ENGR 471	Vibrations	3
ENGR 480	Introduction to Electronic Packaging	3
ENGR 401/PHYS 401	Classical Mechanics	3
	or	
ENGR 490	Special Topics	1-3
		Subtotal: 3
		Subtotal: 110

Plan of Study

Course Flowchart: Mechanical Engineering

Freshman Year

Fall

ENGR 101	Introductory Computer-Aided Design	1
ENGR 110	Introduction to Engineering	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1
MATH 251	Calculus of Derivatives	3

Spring

PHYS 203	Physics I (Lec/Lab)	4/1
ENGR 121	Engineering Computing	3
MATH 252	Calculus of Integrals	3

Sophomore Year

Fall

ENGR 201	Intermediate Computer-Aided Design	1
ENGR 210	Statics	3
ENGR 212	Materials (Lec/Lab)	3/1
ENGR 461	Engineering Statistics	3
PHYS 204	Physics II (Lec/Lab)	4/1
MATH 254	Multidimensional Calculus	3

Spring

ENGR 211	Dynamics	3
ENGR 220	Mechanics of Materials	3
ENGR 350	Thermodynamics I	3
ENGR 381	Instrumentation and Measurement (Lec/Lab)	3/1
MATH 352	Ordinary Differential Equations	3

Junior Year

Fall

ENGR 301	Advanced Computer-Aided Design	1
ENGR 351	Thermodynamics II	3

ENGR 380	Fundamentals of Electric Circuits (Lec/Lab)	3/1
MATH 315	Linear Algebra and Series	3

Spring

ENGR 330	Manufacturing Processes (Lec/Lab)	3/1
ENGR 340	Fluid Mechanics (Lec/Lab)	3/1
ENGR 370	Machine Design	3
ENGR 402	Sustainable Engineering	3

Senior Year

Fall

ENGR 361	Numerical Methods	3
ENGR 410	Engineering Design I	3
ENGR 450	Heat Transfer	3

Spring

ENGR 4XX	Mechanical Engineering Elective	3
ENGR 362	Control Systems	3
ENGR 411	Engineering Design II	3

Outcomes

Students graduating from the University of Jamestown with the degree of Bachelor of Science and a major in civil or mechanical engineering will have:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to communicate effectively with a range of audiences.
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Educational Objectives

Within a few years of graduation, University of Jamestown Mechanical Engineering alumni should be able to:

- Obtain licensure.
- Integrate technological advances, ethical concerns, and current evidence into engineering practice.
- Lead engineering teams and projects.
- Understand the requirements of their work environment and their role within it.
- Make meaningful contributions to the engineering profession as well as the broader community.

Medical Laboratory Science, BS

Overview

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.

The Medical Laboratory Science major prepares students to transfer in three years to an 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 MLS program, application procedure, and financial aid implications for the off-campus portion of the course of study. (There is one prerequisite course, Hematology with lab, that must be taken online from UND or from another institution at the student's own expense.)

Students must apply for admittance to an affiliated MLS 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 MLS 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 the University of Jamestown. Upon satisfactory completion of the program, the bachelor's degree is granted by the University of Jamestown.

Two options are available in preparing for a career in medical laboratory science (MLS) 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 (medical 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 medical 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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Courses Taken at University of Jamestown

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 435	Immunology	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
MATH 205	Statistics	3

Courses Taken Online from UND

To see information about these specific courses, click here.

MLS 332	Introduction to Clinical Hematology	3

Highly-Recommended Courses

BIOL 210	Medical Terminology	2

Senior Year 12-Month Clinical Program

Summer Semester Courses (online)

MLS 411	Clinical Chemistry I	2
MLS 412	Clinical Hematology & Hemostasis	3
MLS 413	Clinical Immunohematology I	2
MLS 414	Clinical Microbiology I	3
MLS 415	Clinical Urinalysis & Body Fluids I	2
MLS 416	Clinical Immunology & Molecular Diagnostics	1
		Subtotal: 13

Fall Semester Courses (on campus at UND)

MLS 420	Clinical Laboratory Operations	2
MLS 421	Clinical Chemistry II	2
MLS 422	Clinical Hematology & Hemostasis II	3
MLS 423	Clinical Immunohematology II	2
MLS 424	Clinical Microbiology II	3
MLS 425	Clinical Urinalysis & Body Fluids II	2
		Subtotal: 14

Spring Semester Courses (at clinical site)

MLS 431	Clinical Chemistry & Urinalysis III	2
MLS 432	Clinical Hematology & Hemostasis III	2
MLS 433	Clinical Immunohematology III	2
MLS 434	Clinical Microbiology III	2
MLS 449	Capstone in Medical Laboratory Science	3
MLS 450	Advanced Clinical Applications in Medical Laboratory Science	1
		Subtotal: 12

All courses with the MLS identifier are offered through the University of North Dakota (UND). To see course

descriptions and other course information, visit UND's Medical Laboratory Science webpage.

Subtotal: 39

Plan of Study

Students who have a strong academic background that includes preparation in chemistry and/or math, and who are fairly confident in pursuing a career in Medical Lab Sciences are encouraged to follow the first 4-year plan.

Students who have a weaker academic background with less preparation in chemistry and/or math, and who are less confident in pursuing a career in Medical Lab Sciences are encouraged to follow the second 4-year plan.

Option 1

Freshman Year

Fall		
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
Spring		
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Sophomore Year

Fall		
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
Spring		
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1

Junior Year

Fall		
BIOL 305	Cell Biology (Lec/Lab)	4/1
MATH 205	Statistics	3
Spring		
BIOL 435	Immunology	3
MLS 332	Introduction to Clinical Hematology	3

Senior Year

Summer		
	12-Month UND Clinical Program	
Fall		
	12-Month UND Clinical Program	
Spring		
	12-Month UND Clinical Program	

Option 2

Freshman Year

Fall		
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
Spring		
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 216	Microbiology (Lec/Lab)	3/1

Sophomore Year

Fall		
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
Spring		
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Junior Year

Fall		
BIOL 305	Cell Biology (Lec/Lab)	4/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
MATH 205	Statistics	3

Spring

Senior Year

Fall

Spring

Outcomes

Upon completion of the Medical Lab Science major, the student will be:

1. Able to explain and apply the vocabulary, fundamental principles, and theories relevant to the field.
2. Able to choose and safely use appropriate laboratory and field techniques and equipment.
3. Able to demonstrate proficiency to problem-solve, troubleshoot, interpret results, and think critically when evaluating data.
4. Able to communicate precisely and analytically in scientific written and oral formats.
5. Well prepared for success in an MLS internship program.

Music Education, BA

Overview

Mission Statement - Music

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 employment or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

Mission Statement - Teacher Education

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Music Teacher Education Organizations

The National Association for Music Education (NAfME) is the only professional association that addresses all aspects of music education. Through its many programs, initiatives, and resources, NAfME works to promote the importance of music education, foster the best possible school music programs across the nation, and advance music education as a profession. As you prepare for your career, you can become part of your professional association - and take advantage of the many benefits of membership.

Teacher Education Programs

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

Individual Performance Progress Assessment

Music Education majors must exhibit musical performance competency on a musical instrument or voice, as demonstrated in a jury the fall semester of the sophomore year. They will also field questions in the jury that demonstrate a fundamental theoretical and historical knowledge 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 they will not be permitted to continue in those degree plans.

Admission to the Teacher Education Program

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1st for spring admission and April 1st for fall admission. Applications are not accepted or reviewed during the summer months.

Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Praxis Preparation
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

Additional Information for All Candidates Seeking Teaching Licensure

While completion of the Praxis II: Content and Praxis II: PLT exams is an exit requirement, passing scores on those exams is not. However, candidates must earn passing scores on both exams in order to attain North Dakota licensure. Candidates are required to complete the Praxis II: Content exam prior to student teaching. The Praxis II: PLT exam must be taken before the completion of student teaching. Candidates who plan to teach in states other than North Dakota should consult with that state's education department since each state has its own licensure requirements and administers its own licensing process.

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

Admission to the Teacher Education Program

Candidates generally apply for admission to the program while enrolled in EDUC 201. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1st for spring admission and April 1st for fall admission. Applications are not accepted or reviewed during the summer months.

Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201 (minimum grade of C-)
3. Completion of EDUC 101
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 101
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

Additional Information for All Candidates Seeking Teaching Licensure

While completion of the Praxis II: Content and Praxis II: PLT exams is an exit requirement, passing scores on those exams is not. However, candidates must earn passing scores on both exams in order to attain North Dakota licensure. Candidates are required to complete the Praxis II: Content exam prior to student teaching. The Praxis II: PLT exam must be taken before the completion of student teaching. Candidates who plan to teach in states other than North Dakota should consult with that state's education department since each state has its own licensure requirements and administers its own licensing process.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
EDUC 203	Mathematics for Educators	3
	or	
MATH 111	College Algebra	3
	or	
MATH	A higher level math course	3
		Subtotal: 6

Core Courses – Music

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: Medieval and Renaissance	3
MUS 262	Ear Training III	2
MUS 266	Introduction to Conducting	2
MUS 271	Brass Techniques	2
MUS 272	Woodwind Techniques	2
MUS 273	String Techniques	2
MUS 274	Percussion Techniques	2
MUS 275	Vocal Techniques	2
MUS 291	Music Methods - Elementary	3
MUS 292	Music Methods: Secondary Choral	3
MUS 293	Music Methods: Secondary Instrumental	3
MUS 319	Instructional Media and Technology for Music	3
MUS 339	Music History II: Baroque and Classical	3
MUS 340	Music History III: Romantic and Modern Eras	3
MUS 360	Harmony/Theory III	3
MUS 361	Harmony/Theory IV	3
MUS 363	Choral Arranging	2
MUS 367	Advanced Conducting - Choral	2
MUS 368	Advanced Conducting - Instrumental	2
MUS 380	Junior Recital	0-1
MUS	Applied Lessons in one area	7
MUS	Ensemble Music – 4 Years	8

Subtotal: 72-73

*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. Consideration given to transfer and late music major declaration students.

MUS 380: Junior or Senior year.

Core Courses – Education

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 306	Multicultural Education	3
EDUC 498	Student Teaching Seminar	1
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 499	Student Teaching	12

Subtotal: 27

Piano Proficiency

All music majors must pass the Piano Proficiency sequence -- MUS 116, MUS 117, MUS 118, MUS 119. The Keyboard Instructor will determine which class is the most appropriate beginning level depending on the student's incoming skill.

Subtotal: 105-106

Plan of Study

Fall Even Year Start

Freshman

Fall

MUS 100	Music Performance Seminar	0
MUS 160	Harmony/Theory I	3
MUS 162	Ear Training I	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Courses requirements for Music Education Majors

ENGL 101	Expository Writing	3
EDUC 101	Exploring Education	1
COMM 102	Fundamentals of Public Speaking	3
	or	
COMM 201	Oral Interpretation of Literature	3

Spring

MUS 100	Music Performance Seminar	0
MUS 161	Harmony/Theory II	3
MUS 163	Ear Training II	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Courses requirements for Music Education Majors

ENGL 102	Argumentative and Analytical Writing	3

Sophomore

Fall

MUS 100	Music Performance Seminar	0
MUS 262	Ear Training III	2
MUS 360	Harmony/Theory III	3
MUS 291	Music Methods - Elementary	3
MUS 273	String Techniques	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Courses requirements for Music Education Majors

EDUC 201	Introduction to Teaching	2
EDUC 253	Applied Cognitive Theories	3

Spring

MUS 100	Music Performance Seminar	0
MUS 361	Harmony/Theory IV	3
MUS 292	Music Methods: Secondary Choral	3
MUS 293	Music Methods: Secondary Instrumental	3
MUS 272	Woodwind Techniques	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Courses requirements for Music Education Majors

PSYC 203	Developmental Psychology	3

Junior

Fall

MUS 100	Music Performance Seminar	0
MUS 239	Music History I: Medieval and Renaissance	3
MUS 266	Introduction to Conducting	2
MUS 319	Instructional Media and Technology for Music	3
MUS 274	Percussion Techniques	2
MUS	Applied Lessons	1-2

One of the following

General Education Course requirements for Music Education Majors

EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 306	Multicultural Education	3
EDUC 398	TED Seminar I	1

Spring

MUS 100	Music Performance Seminar	0
MUS 339	Music History II: Baroque and Classical	3
MUS 367	Advanced Conducting - Choral	2
MUS 368	Advanced Conducting - Instrumental	2
MUS 271	Brass Techniques	2
MUS 275	Vocal Techniques	2
MUS	Applied Lessons	1-2
MUS 380	Junior Recital	0-1

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

EDUC 399	TED Seminar II	1

Senior

Fall

MUS 100	Music Performance Seminar	0
MUS 340	Music History III: Romantic and Modern Eras	3
MUS 363	Choral Arranging	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

EDUC 498	Student Teaching Seminar	1

Spring

EDUC 499	Student Teaching	12

Fall Odd Year Start

Freshman

Fall

MUS 100	Music Performance Seminar	0
MUS 160	Harmony/Theory I	3
MUS 162	Ear Training I	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

ENGL 101	Expository Writing	3
EDUC 101	Exploring Education	1
COMM 102	Fundamentals of Public Speaking	3
	or	
COMM 201	Oral Interpretation of Literature	3

All music majors must pass the Piano Proficiency sequence - MUS 116, MUS 117, MUS 118, MUS 119. The Keyboard Instructor will determine which class is the most appropriate beginning level depending on the student's incoming skill.

Spring

MUS 100	Music Performance Seminar	0
MUS 161	Harmony/Theory II	3
MUS 163	Ear Training II	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

ENGL 102	Argumentative and Analytical Writing	3
MATH 102	Intermediate Algebra	3

Sophomore

Fall

MUS 100	Music Performance Seminar	0
MUS 262	Ear Training III	2
MUS 266	Introduction to Conducting	2
MUS 274	Percussion Techniques	2
MUS 360	Harmony/Theory III	3
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

EDUC 201	Introduction to Teaching	2
EDUC 253	Applied Cognitive Theories	3

Spring

MUS 100	Music Performance Seminar	0
MUS 271	Brass Techniques	2
MUS 275	Vocal Techniques	2
MUS 361	Harmony/Theory IV	3
MUS 367	Advanced Conducting - Choral	2
MUS 368	Advanced Conducting - Instrumental	2
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

PSYC 203	Developmental Psychology	3

Junior

Fall

MUS 100	Music Performance Seminar	0
MUS 239	Music History I: Medieval and Renaissance	3

MUS 273	String Techniques	2
MUS 291	Music Methods - Elementary	3
MUS	Applied Lessons	1-2

One of the following

General Education Course requirements for Music Education Majors

EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 306	Multicultural Education	3
EDUC 398	TED Seminar I	1

Spring

MUS 100	Music Performance Seminar	0
MUS 272	Woodwind Techniques	2
MUS 292	Music Methods: Secondary Choral	3
MUS 293	Music Methods: Secondary Instrumental	3
MUS 339	Music History II: Baroque and Classical	3
MUS 363	Choral Arranging	2
MUS 380	Junior Recital	0-1
MUS	Applied Lessons	1-2

One of the following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

EDUC 399	TED Seminar II	1

Senior

Fall

MUS 100	Music Performance Seminar	0
MUS 319	Instructional Media and Technology for Music	3
MUS 340	Music History III: Romantic and Modern Eras	3
MUS	Applied Lessons	1-2

One of the Following

MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1

General Education Course requirements for Music Education Majors

EDUC 498	Student Teaching Seminar	1

Spring

EDUC 499	Student Teaching	12

Outcomes

Intended Student Learning Outcomes - Music

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 $20^{th}/21^{st}$ 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.

Intended Student Learning Outcomes - Teacher Education

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Candidates in the University of Jamestown Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction

8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Nursing, BSN

Overview

The pre-licensure Bachelor of Science in Nursing (BSN) program is designed for individuals with some or no college experience who desire a 4-year liberal arts bachelor's degree. The BSN program prepares the student for the NCLEX-RN licensure examination and entry-level practice as a registered nurse. The University of Jamestown will accept transfer credits for students already completed which meet the requirements presented in the transfer credit policy.

Requirements

All prerequisite courses must be successfully completed before the student enrolls in 200 level nursing courses.

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College

Prerequisites - Biology

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1

Prerequisite/Core Courses - Psychology and Sociology

PSYC 203	Developmental Psychology	3
SOC 101	Introduction to Sociology	3
	or	
SOC 230	Sociology of the Family	3
PSYC 302	Abnormal Psychology	3
	or	
PSYC 365	Dynamics of Addiction	3

SOC 101 or SOC 230 and PSYC 203 (prerequisites)

PSYC 302 or PSYC 365 (core courses)

Prerequisites - Nursing

NRSG 205	Nutrition	2

Core Courses - Nursing

NRSG 211	Medication Safety & Dosage Calculation	1
NRSG 206	Health Assessment	3
NRSG 210	Nursing Foundations	5
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
NRSG 424	Child/Adult Health III	6
NRSG 425	Community Health Nursing	6
NRSG 426	Nursing Leadership/Management	7
NRSG 427	Nursing as a Profession	2
NRSG 497	Nursing Research	2
NRSG 428	NCLEX Success	2

Elective Courses (Not required for the major)

NRSG 397	Nursing Cooperative Experience	1-4
NRSG 490	Special Topics	1-3
NRSG 498	ACLS/PALS	3
		Subtotal: 83

Admission

Declaration of Major

The BSN student planning to apply to the nursing program is encouraged to declare nursing as a major in the freshman year. Declared students receive important communication from the School of Nursing.

Admission and Progression

There are two types of admissions into the BSN 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.

Traditional Admission – BSN Student

Students must apply and be accepted to the University of Jamestown prior to applying for acceptance into the

nursing program. Applications to the nursing program are available online via the SON web page. Once all prerequisites are met, the student may apply at any time, once all the prerequisites are met. Notification regarding admission into the nursing program will be sent via email. The criteria for admission to the nursing program are as follows:

1. Prior to applying to the nursing program, all the following nursing pre-requisites, or their equivalents, must be successfully completed with a grade of C- or above: PSYC 203, NRSG 205, BIOL 208 and lab, BIOL 216 and lab, SOC 101 or SOC 230. BIOL 209 and lab may be taken before or concurrently with sophomore courses. Students who have received a grade lower than C- in one prerequisite may repeat that course and still be eligible to apply for the nursing major. 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. An applicant may petition for an exception to this rule if the failed prerequisite courses are more than 5 years out and have been retaken and received a grade of C- or above. A Cumulative Grade Point Average of 3.2 or higher is required for application to the nursing program.

2. If a student's CGPA does not meet the 3.2 requirements but meets ALL other program requirements, and the student's CGPA is at or above 2.85 (no rounding will be applied), the student may take the TEAS (Version 7.0). If the student scores 70% or above (no rounding will be applied), the student will be considered qualified for admission. The student will be allowed a maximum of 3 attempts on the TEAS. It is the responsibility of the student to register, schedule and pay for the TEAS exam using the link below. When registering for the TEAS choose "Remote Online" and then choose "ATI Remote Proctor-Nursing" for the student to take the exam on their own through the ATI system. The TEAS must be completed by the week prior to the start of the spring semester. Once the student completes the exam, they must share the score with the University of Jamestown by logging into their student ATI account and clicking "Send Transcript." Link to ATI TEAS exam registration: https://atitesting.com/teas

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. The admission process gives University of Jamestown students some advantage over transfers. No candidate is excluded based on race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.

5. The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values, and a criminal background check.

6. Prerequisites cannot be fulfilled via CLEP or PEP.

7. All official 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 and AP II + lab. Refer to the Readmission Policy as stated below.

9. The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values and a criminal background check.

10. Admitted students are considered conditionally approved until all required documents are received, including all clinical requirements.

Direct Freshman Admission

A select number of students may be admitted directly into the nursing program on entrance to the University. The criteria for Freshman Admission to the nursing program are as follows:

1. Applicant must be admitted to the University of Jamestown before application to the nursing program will be accepted.

2. Minimum high school GPA of 3.4 on a 4.0 scale.

3. Preferred minimum ACT Composite score of 25 or SAT (RM) score of 1200.

4. High school science and math courses are strongly recommended.

Progression in the Nursing Major for Direct Freshman Admits:

All freshmen accepted to the nursing program will be required to meet the same requirements as the Traditional Admission process, even though they were admitted as freshmen.

Direct entry students are expected to work very closely with their academic advisor to help ensure necessary coursework is completed on time. *Refer to Sophomore Entry for a complete list of nursing program requirements*.

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.

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 the University of Jamestown and the School of Nursing. Students requesting disability accommodations should refer to the Office of Disability Services.

A criminal background check will be completed per affiliating healthcare agencies' requirements. 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 SON Nursing Student Handbook.

Fees and Expenses

In addition to tuition and general university fees, nursing students assume additional fees. Fees are attached to your bill each semester you are in the nursing program. Clinical fees and ATI (an integrated testing service utilized in the nursing department) fees are assessed each semester. Charges for lab supplies used throughout the program will be charged with enrollment in Nursing Foundations (NRSG 206). Students who transfer into the program will also be assessed the same lab supply fee their first semester of enrollment.

You will be required to open an account with an external compliance tracker that will maintain and store your immunization records. Before you are formally admitted to the nursing program, a criminal background check will be required. The external compliance tracker and criminal background check are additional charges that you pay directly and are not billed for through the billing department.

All the above are required as part of the nursing program. Total fees and charges assessed by the billing department will be approximately $3,700.00 over the course of the program.

Additionally, costs incurred to maintain the current immunization status, as required by the School of Nursing, are the responsibility of the student nurse. These costs will vary dependent on your health insurance coverage.

The University of Jamestown provides professional liability insurance for sophomore, junior, and senior nursing students. Coverage applies while the insured is acting in his/her capacity as a student at the University. Students are expected to provide their own health insurance and required immunizations.

Transfer Students

Applicants with previous college credits are evaluated in terms of CGPS and SON program requirements. Students seeking transfer into the nursing major should contact Admissions for enrollment into the college. All nursing prerequisites must be completed prior to entrance into the second-semester sophomore courses. All nursing requirements stated above in "*Admission and Progression*" apply.

BIOL 209 and lab may be taken before or concurrently with sophomore nursing courses. A student may also petition to the nursing faculty for permission to take EITHER SOC 101 or SOC 230 or PSYC 203 concurrently with sophomore nursing courses in the spring. These courses must also be passed with a C- or above to continue in the nursing program as a junior.

LPNs wishing to earn baccalaureate degrees may enroll in the nursing program at the University of Jamestown. It is recognized that LPNs possess certain requisite knowledge and skills. Therefore, 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.

Bachelor of Science in Nursing continuing to Doctor of Physical Therapy (DPT)

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 to receive important communication from the BSN Program/academic advisor and the DPT Program academic advisor.

Policies for admission to the SON, BSN Program, and to the DPT Program will apply.

RN to BSN (online)

Students with an Associate of Science in Nursing, who are registered nurses at the time of application to the RN to BSN program, must meet the same criteria and adhere to the same policies as the traditional BSN student. All students in the BSN program must fulfill the same academic requirements for graduation. In addition, the RN student's current unencumbered license will be verified prior to granting full admission.

Prior to admission to the program, students must first be admitted to the University. All official transcripts will be reviewed by the Director of the RN to BSN program. Through collaboration with the University Registrar and the program Chair, placement within the nursing program is determined and the applicant is notified.

General education requirements can be met by 1) approved transfer of previously earned college credit; 2) validation with CLEP written examinations as per university policy; 3) validation by approved departmental challenge examinations; 4) enrollment in the courses at the University of Jamestown or another approved college/University.

Course Sequence for a RN to BSN Major
Nursing course cohorts begin in the summer.
Course Title (credits)
Nrsg 497 Nursing Research (2)
Summer Session A
8 weeks
Nrsg 427 Nursing as a Profession (2)
Summer Session B
8 weeks
Nrsg 425 Community Health Nursing (6)
Fall Session
16 weeks
(RN licensure is necessary)
Nrsg 426 Nursing Leadership/Management (7)
Spring Session
16 weeks
(RN licensure is necessary)

*These are the nursing specific courses that need to be completed by many RN to BSN candidates. Each applicant's experience and varying RN program coursework is reviewed to determine if each nursing course is necessary and/or if partial credit may be awarded based on an experience portfolio. Some transfer students must complete certain general education courses in addition to these nursing courses. A grade of C- or higher must be earned in all nursing courses.

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 the University of Jamestown and the School of Nursing. Students requesting disability accommodations should refer to the Office of Disability Services.

Plan of Study

Freshman Year

BIOL 120	Essentials of Biology and Chemistry for Health Sciences	3
BIOL 216	Microbiology (Lec/Lab)	3/1
PSYC 203	Developmental Psychology	3

One of the following two courses:

SOC 101	Introduction to Sociology	3
SOC 230	Sociology of the Family	3

Sophomore Year

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
NRSG 205	Nutrition	2
NRSG 206	Health Assessment	3
NRSG 210	Nursing Foundations	5

NRSG 211	Medication Safety & Dosage Calculation	1

Fall

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
NRSG 205	Nutrition	2

One of the following two courses (can be taken fall of sophomore or junior year):

PSYC 302	Abnormal Psychology	3
PSYC 365	Dynamics of Addiction	3

Spring

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
NRSG 206	Health Assessment	3
NRSG 210	Nursing Foundations	5
NRSG 211	Medication Safety & Dosage Calculation	1

Junior Year

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

Fall

NRSG 331	Child/Adult Health I	7
NRSG 332	The Childbearing Family	5

Spring

NRSG 333	Child/Adult Health II	7
NRSG 334	Child/Adult Mental Health	5

Summer: NRSG 397 Nursing Cooperative Experience (an elective course). NRSG 397 can also be taken fall and spring of senior year as long as the student is employed as a nurse intern.

Senior Year

NRSG 424	Child/Adult Health III	6
NRSG 425	Community Health Nursing	6
NRSG 426	Nursing Leadership/Management	7
NRSG 427	Nursing as a Profession	2
NRSG 428	NCLEX Success	2
NRSG 490	Special Topics	1-3
NRSG 497	Nursing Research	2
NRSG 498	ACLS/PALS	3
NRSG 498	ACLS/PALS	3
NRSG 397	Nursing Cooperative Experience	1-4

NRSG 490 and NRSG 498: Elective.

Fall

NRSG 424	Child/Adult Health III	6
NRSG 425	Community Health Nursing	6
NRSG 497	Nursing Research	2
NRSG 397	Nursing Cooperative Experience	1-4

Spring

NRSG 426	Nursing Leadership/Management	7
NRSG 427	Nursing as a Profession	2
NRSG 428	NCLEX Success	2
NRSG 397	Nursing Cooperative Experience	1-4

Subtotal: 90-91

Outcomes

Bachelor of Science in Nursing Student Learning Outcomes (SLO)

BSN Student Learning Outcomes were derived from the School of Nursing's mission, philosophy, and core competencies for professional nursing practice. The BSN graduate will be prepared to provide safe, compassionate, and quality healthcare services to culturally diverse patients within a variety of healthcare settings.

The BSN Student, upon graduation, will be able to:

1. Approach 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 clinical judgement 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 humankind.

8. Apply technology and information management tools to support safe and effective patient care.

Physical Education (non-teaching), BA

Overview

Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and 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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 183	Concepts of Fitness and Wellness	3
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy & Physiology II	3
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 309	Basic Biomechanics	3
KNS 325	Fundamentals of Strength & Conditioning	3
KNS 326	Facility Management and Administration	3
KNS 346	Adaptive Physical Education	2
KNS 385	Sport First Aid and Injury Care	3
KNS 402	Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 416	Physical Education/Health & Fitness Administration Internship	4
KNS 420	Organization and Administration of Physical Education and Athletics	3
KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2
KNS	Kinesiology Electives	8
		Subtotal: 51

KNS (Physical Education Electives): See advisor.

Plus the following activity classes:

KNS 215	Social and Contemporary Dance I	1
KNS 111	Beginning Swimming	1
KNS 207	Beginning Weight Training and Fitness	1
	or	
KNS 208	Intermediate Weight Training and Fitness	1
	or	
KNS 209	Advanced Weight Training and Fitness	1
KNS	Elective activity classes	2
		Subtotal: 5
		Subtotal: 56

Plan of Study

Freshman Year

Fall

KNS 183	Concepts of Fitness and Wellness	3

Spring

KNS 182	Introduction to Kinesiology	2

Sophomore Year

Fall

KNS 217	Essentials of Anatomy & Physiology I	3
KNS 240	Nutrition and Wellness	2
	or	
KNS 242	Sports Nutrition	2

KNS	Kinesiology Elective	3

Spring

KNS 218	Essentials of Anatomy & Physiology II	3
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS	Kinesiology Elective	3

KNS 416 Internship - 4 Credit: Make plan to see advisor or Career Center now

KNS Electives - see advisor for elective options

Junior Year

Fall

KNS 346	Adaptive Physical Education	2
KNS 385	Sport First Aid and Injury Care	3
KNS 402	Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 416	Physical Education/Health & Fitness Administration Internship	4

Spring

KNS 309	Basic Biomechanics	3
KNS 420	Organization and Administration of Physical Education and Athletics	3
KNS	Kinesiology Elective	3
KNS 416	Physical Education/Health & Fitness Administration Internship	4

KNS 416 - 4 credits prior to graduation

Senior Year

Fall

KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2

Spring

KNS 325	Fundamentals of Strength & Conditioning	3

Outcomes

Physical Education graduates will:

1. Know and apply discipline-specific scientific and theoretical concepts towards their personal health & wellness.
2. Become physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated by SHAPE.
3. Possess the knowledge, skills, and abilities to assess student/athlete fitness levels and prescribe fitness plans to meet a variety of goals.
4. Be able to distinguish and compare various psychological and sociological concepts, principles, and strategies that apply to physical activity and sport.
5. Demonstrate dispositions essential to becoming effective professionals.

Political Science, BA

Overview

Mission Statement

The program 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.

Objectives for the Political Science Major

The Political Science major develops in students an informed and critical outlook toward the origins, nature, and functioning of the U.S. Constitution and the institutions of government that it empowers, as well as their role in shaping the debate on the important political, social, and economic issues of the contemporary world. It also acquaints them with the political systems of other advanced democracies, the complexities of international politics, and the political philosophy of the modern era. This major prepares students for law school, graduate school, and careers in government service and with nongovernmental and intergovernmental organizations. The critical thinking, research, and writing components are also excellent preparation for many other professional fields.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

POLS 104	American National Government	3
POLS 312	Congress and the Presidency	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	3
		Subtotal: 18

Plus three of the following courses:

HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 370	American Constitutions and Revolutions	3
HIST 391	American Economic History	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 450	Internship in Political Science	1-3
POLS 495	Independent Study in Political Science	3
POLS X00	Directed study in Political Science	3
POLS X90	Special Topics in Political Science	3
		Subtotal: 9

Other Requirements

Internships conducted through the Office of Experiential Education (EE 350) and worth at least 3 credits can be used to satisfy one Political Science elective requirement with the approval of the Department of History and Political Science.

Political Science Research and Writing Requirement: Majors must write at least three research papers for their Political Science classes. Courses or course sections which can be used to satisfy this requirement are HIST 311, HIST 391, POLS 312 Section B, POLS 314 Section B, POLS 316 Section B, POLS 325 Section B, POLS 333 Section B, POLS 335 Section B, POLS 344 Section B, POLS 348 Section B, POLS 352 Section B, POLS 450, POLS 495, POLS X00, and POLS X90. Research papers written for courses in other disciplines may be used to fulfill part of this requirement with the approval of the Department of History and Political Science.

Non-Political Science Elective Requirement:

Three of the following related, non-political science courses:

BUSN 315, BUSN 316, BUSN 410, BUSN 440

COMM 301, COMM 305, COMM 314, COMM 318, COMM 320, COMM 370, COMM 402, COMM 405

CJ 312, CJ 313, CJ 320, CJ 330

ECON 201, ECON 202, ECON 309, ECON 314, ECON 354, ECON 364,

EESC 322

ENGL 201, ENGL 351

FREN 310, FREN 320, FREN 330, FREN 340

HIST 222, HIST 262, HIST 268, HIST 302, HIST 303, HIST 304, HIST 305, HIST 306, HIST 307, HIST 308, HIST 310, HIST 311, HIST 312, HIST 316, HIST 331, HIST 344, HIST 354, HIST 362, HIST 364, HIST 368, HIST 370, HIST 374, HIST 391

GER 310, GER 320, GER 330, GER 340

PHIL 303, PHIL 304, PHIL 305, PHIL 306, PHIL 307

PSYC 202, PSYC 306, PSYC 311, PSYC 315, PSYC 317, PSYC 318, PSYC 319, PSYC 323, PSYC 365, PSYC 370, PSYC 373

REL 304, REL 315, REL 371

SOC 201, SOC 320

SPAN 330, SPAN 340, SPAN 370, SPAN 380

Special topics and other classes in any department can be used to fulfill part of this requirement with the approval of the Department of History and Political Science.

Students cannot take multiple sections of classes that are cross-listed with other departments or have different sections or numbers in Political Science.

Subtotal: 36

Plan of Study

Freshman Year		
	General Education courses	
POLS 104	American National Government	3
	Political science required or elective courses (1-2)	
	Other major and minor introductory courses	
	Subtotal: 30-40	
Sophomore Year		
	General Education courses	
	Political science required or elective courses (1-2)	
	Non-political science elective courses (1-2)	
	Other major and minor courses	
	Possible summer internship or study abroad	
	Subtotal: 30-40	
Junior Year		
	Political science required or elective courses (1-2)	
	Non-political science elective courses (1-2)	
	Other major and minor courses	
	Possible semester internship or study abroad	
	Possible summer internship or study abroad	
Senior Year		
	Political science required or elective courses (1-2)	
	Non-political science elective courses (1-2)	
	Other major and minor courses	
	Possible semester internship or study abroad	

Outcomes

1. Critical Thinking: Students will demonstrate the ability to apply critical thinking skills to the analysis of politics.
2. Research Design: Students will demonstrate and apply basic methods of political science research design.
3. Information Literacy: Students will demonstrate competence in critical and technological information literacy for researching political issues.
4. Written Communication: Students will demonstrate the ability to write effectively in the argot of political science.
5. Content Expertise: Students will demonstrate familiarity with major political concepts, issues, and trends.
6. Oral Communication: Students will demonstrate the ability to speak effectively in front of their peers on political issues.

Psychology, BS

Overview

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 a Bachelor of Science 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 in psychology or another human service degree would be qualified to get licensed.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

PSYC 101	General Psychology	3
PSYC 201	Psychology in Context	3
PSYC 202	Research Methods	3
PSYC 318	Statistics for the Behavioral Sciences	3
PSYC 391	Junior Seminar	1
PSYC 450	History and Systems	3
	Subtotal: 16	

Plus one of the following courses:

PSYC 302	Abnormal Psychology	3
PSYC 311	Theories of Personality	3
	Subtotal: 3	

Plus one of the following courses:

PSYC 321	Biological Psychology	3
PSYC 330	Health Psychology	3
PSYC 360	Psychopharmacology	3
	Subtotal: 3	

Plus two of the following courses:

PSYC 315	Social Psychology	3
PSYC 317	Motivation and Emotion	3
PSYC 319	Cognition	3
	Subtotal: 6	

Electives - Choose from the following:

PSYC 203	Developmental Psychology	3
PSYC 204	Adolescent Psychology	3
PSYC 215	Applied Behavior Analysis	3
PSYC 306	Industrial and Organizational Psychology	3
PSYC 316	Tests and Measurement	3
PSYC 323	Judgment and Decision Making	3
PSYC 365	Dynamics of Addiction	3
PSYC 370	Psychology of Religion	3
PSYC 373	Psychology of Human Sexuality	3
PSYC 395	Thesis Development	1
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 430	Psychology and Law	3
PSYC 440	Psychology of Gender	3
PSYC 497	Independent Research in Psychology: Senior Thesis	3-6
	Subtotal: 12	

Note 1: Students are encouraged to seek internship experiences in psychology through the Career Resource Center.

Note 2: Psychology majors and minors should note that PSYC 410, PSYC 411, PSYC 412, PSYC 413, and PSYC 420 are specifically designed for the addiction counseling track and you are only able to count 3 of these 5 courses toward the psychology major or minor elective requirement.

Subtotal: 40

Plan of Study

Freshman

Fall

PSYC 101	General Psychology	3

Spring

PSYC 201	Psychology in Context	3
	Elective or Required Course	

Sophomore

Fall

PSYC 202	Research Methods	3
	Elective or Required Course	

Spring

PSYC 318	Statistics for the Behavioral Sciences	3
	Elective or Required Course	

Junior

Fall

	Elective or Required Course	
	Elective or Required Course	

Spring

	Junior Seminar	1
	Elective or Required Course	

Senior

Fall

	Elective or Required Course	

Spring		
PSYC 450	History and Systems Elective or Required Course	3

Outcomes

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.

Psychology - Addiction Counseling Major, BS

Overview

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.

Requirements

The following courses are required for certification as a licensed addiction counselor by the state of North Dakota along with successful application to a training consortium, and completion of 960 hours of training practicum in addiction. 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 in addiction studies or a closely related mental health field (i.e. psychology). 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. Students should also work closely with a faculty advisor to prepare for training consortium deadlines. Additional details about training practicum may be found at www.ndbace.org

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Addiction Counseling

COMM 370	Diversity Communication	3
PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
PSYC 299	Sophomore Experience inAddiction 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	Training Practicum in Addiction Counseling	1-12
PSYC 499	Training Practicum in Addiction Counseling	3-6
		Subtotal: 37-49

Further information on the clinical practicum, work experience, and certification examination requirements for addiction counselors may be obtained from the Psychology Department.

Psychology

Core Courses

PSYC 101	General Psychology	3
PSYC 201	Psychology in Context	3
PSYC 202	Research Methods	3
PSYC 318	Statistics for the Behavioral Sciences	3
PSYC 391	Junior Seminar	1
PSYC 450	History and Systems	3
		Subtotal: 16

Plus one of the following courses:

PSYC 302	Abnormal Psychology	3
PSYC 311	Theories of Personality	3
		Subtotal: 3

Plus one of the following courses:

PSYC 321	Biological Psychology	3
PSYC 330	Health Psychology	3
PSYC 360	Psychopharmacology	3
		Subtotal: 3

Plus two of the following courses:

PSYC 315	Social Psychology	3
PSYC 317	Motivation and Emotion	3
PSYC 319	Cognition	3
		Subtotal: 6

Electives - Choose from the following:

PSYC 203	Developmental Psychology	3
PSYC 204	Adolescent Psychology	3
PSYC 215	Applied Behavior Analysis	3
PSYC 306	Industrial and Organizational Psychology	3
PSYC 316	Tests and Measurement	3
PSYC 323	Judgment and Decision Making	3
PSYC 365	Dynamics of Addiction	3
PSYC 370	Psychology of Religion	3
PSYC 373	Psychology of Human Sexuality	3
PSYC 395	Thesis Development	1
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 430	Psychology and Law	3
PSYC 440	Psychology of Gender	3
PSYC 497	Independent Research in Psychology: Senior Thesis	3-6
		Subtotal: 12

Note: Psychology majors and minors should note that PSYC 410, PSYC 411, PSYC 412, PSYC 413, and PSYC 420 are specifically designed for the addiction counseling track and you are only able to count 3 of these 5 courses toward the psychology major or minor elective requirement.

Plan of Study

Freshman

Fall

PSYC 101	General Psychology	3

Spring

PSYC 201	Psychology in Context	3
	Elective or Required Course	

Sophomore

Fall

PSYC 202	Research Methods	3
PSYC 365	Dynamics of Addiction	3
PSYC 410	Fundamentals of Counseling	3
	Elective or Required Course	

Spring

PSYC 299	Sophomore Experience inAddiction Counseling	1
PSYC 318	Statistics for the Behavioral Sciences	3
	Elective or Required Course	

Junior

Fall

	Elective or Required Course	
	Elective or Required Course	

Spring

PSYC 391	Junior Seminar	1
	Elective or Required Course	

Senior

Fall

	Elective or Required Course	

Spring

PSYC 450	History and Systems	3
	Elective or Required Course	

Outcomes

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.

Religion-Philosophy, BA

Overview

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.

Requirements

Degree Requirements

See Bachelor's Degree requirements

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Core Courses

REL 262	Christian Scriptures and	3

	Beliefs	
REL 224	Life and Teachings of Jesus	3
REL 330	History of Christian Thought	3
REL 371	World Religions	3
PHIL 252	Ethics	3
PHIL 304/REL 304	Philosophy of Religion	3
PHIL 302	Philosophy of Art	3
		Subtotal: 21

Specialization Options

Specialization Option 1. Interdisciplinary Religion and Philosophy

PSYC 370	Psychology of Religion	3
HIST 316	Religion in American History	3
SOC 101	Introduction to Sociology	3
BIOL 112	Foundations of Science	3
		Subtotal: 12

Electives

- 6 Elective Credits in Philosophy or Religion

Subtotal: 6

Specialization Option 2. Leadership and Ministry

REL 319	Introduction to Christian Ministry	3
PSYC 410	Fundamentals of Counseling	3
PSYC 412	Advanced Counseling	3
PSYC 413	Family Counseling	3
LDRS 301	The Reflective Leader	3
LDRS 401	The Discerning Leader	3
		Subtotal: 18

Subtotal: 39-40

Plan of Study Outcomes

- Students will demonstrate knowledge of the themes, messages, and overarching narrative of the Christian scriptures.
- Students will demonstrate a broad understanding and engagement with the history of Christian thought and practice.
- Students will demonstrate an historical and theoretical foundation in the field of philosophy.
- Students will explain the key elements of major ethical theories.
- Students will appreciate how religion and philosophy interweave with the broader academic disciplines.

Software Engineering, BA (Online)

Overview
Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 80)

Fundamentals of Programming

Complete all courses in the Fundamentals of Programming certificate.

CS 272	Java Programming I	3
CS 372	Java Programming II	3
CS 360	Comparison of Programming Languages	3
CS 344	Python	3
		Subtotal: 12

Full Stack Developer

You will take all courses from the Full Stack Developer Certificate.

CS 152	Introduction to Web Development	3
CS 342	Database Development	3
CS 441	Dynamic Web Design	3
CS 321	JavaScript Technologies	3
		Subtotal: 12

Advanced Full Stack Developer

You will take Python as part of the Fundamentals of Programming sequence, so that course will be waived from this certificate, but all other Advanced Full Stack Developer courses will be completed.

CS 423	Linux Administration	3
CS 301	Agile Project Management	3
CS 354	Source Code Control and Virtualization	3
		Subtotal: 9

Additional Required Courses:

CS 160	Introduction to Computer Principles	3
ENGL 312	Business Writing	3

	or	
ENGL 316	Technical Writing	3
COMM 318	Computer Mediated Communication	3
		Subtotal: 9

Plus 6 elective credits from list (with advisor approval):

CS 312	Secure Operating Systems	3
CS 403	Ethical Hacking	3
CS 401	Defensive Network Security	3
CS 402	Computer Forensics	3
CMST 133	Introduction to Visual Communication	3
CMST 316	Group and Team Communication	3
CMST 321	Business and Professional Communication	3
CS 203	Hardware Installation and Maintenance	3
CS 365	Information Systems Security	3
CS 311	Security Policies and Procedures	3
CS 326	Network Security	3
CS 201	IT Helpdesk Administration	3
CS 325	Networking	3
		Subtotal: 6
		Subtotal: 48

Plan of Study Outcomes

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.

Spanish, BA

Overview

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 Portuguese, Romanian and Latin are also offered on demand.

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 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.

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) 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-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.

Requirements

Degree Requirements

See Bachelor's Degree requirements (p. 69)

General Education

See General Education Course Requirements for the Undergraduate College (p. 75)

Required Courses

SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
		Subtotal: 12

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	3

	Studies II	

Subtotal: 12

Twelve additional credits from the following:

SPAN 390 Thru SPAN 490	Special Topics	1-3
		1-3

Subtotal: 12

Note 1: SPAN 390 thru SPAN 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.

Note 2: A Spanish 300 Special Topics course can replace another 300-level Spanish course.

Subtotal: 36

Plan of Study Outcomes

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.

Minors

Accounting Minor

Overview
Requirements

Core Courses

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

Plus three of the following courses:

ACCT 325	Governmental & Not-for-Profit Accounting	3
ACCT 355	Income Tax Accounting I	3
ACCT 453	Auditing/Senior Seminar	4
ACCT 457	Advanced Accounting	3
BUSN 315	Business Law I	3
EE 350	Internship	1-8

Subtotal: 25

Applied Mathematics Minor

Overview
Requirements

Required Courses

MATH 205	Statistics	3
	or	
ENGR 461	Engineering Statistics	3
MATH 252	Calculus of Integrals	3
MATH 254	Multidimensional Calculus	3
MATH 352	Ordinary Differential Equations	3

Subtotal: 12

Electives

EESC 210	Analytic Methods in Earth Science	3
	Any Engineering course numbered 36X or 46X	
	Any 300- or 400-level Math course	

Subtotal: 9

Subtotal: 21

Biology Minor

Overview
Requirements

Required Courses – Biology

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 442	Evolution (Lec/Lab)	3/1
BIOL	Courses chosen in consultation with advisor	10

Required Courses – Chemistry

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

Subtotal: 30

Business Administration Minor

Overview
Requirements

Core Courses

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 221	Business Management	3
BUSN 304	Healthcare Management	3
BUSN 322	Human Resource Management	3

Subtotal: 3

Plus one of the following:

BUSN 490	Community Alliance for Management Consulting (CAMC)	3
CS 140	Integrated Software Applications	3
CS 240	Introduction to Business Intelligence	3

MATH 111	College Algebra	3
MATH 205	Statistics	3
EE 350	Internship	1-8

Subtotal: 24

Business Studies Minor (Online)

Overview
Requirements

Choose two of the following courses:

ACCT 201	Principles of Accounting I	3
ECON 201	Principles of Microeconomics	3
BUSN 370	Production/Operations Management	3
COMM 405	Conflict Management and Mediation	3

Subtotal: 6

Core Courses

BUSN 315	Business Law I	3
BUSN 221	Business Management	3
BUSN 322	Human Resource Management	3
BUSN 330	Sales and Sales Management	3
BUSN 351	Financial Management	3
COMM 370	Diversity Communication	3

Subtotal: 18

Subtotal: 24

Character in Leadership Minor

Overview

Mission Statement

As an academic community dedicated to pursuing knowledge in an atmosphere of Christian love, the University of Jamestown recognizes the need for leaders of integrity and courage. The Unruh School of Character in Leadership prepares students by developing the knowledge, values, attitudes, and skills that enable them to live and lead with character and integrity.

Program

The heart of the Character in Leadership program is its academic core. Each student who participates will receive a minor in leadership. The University of Jamestown values its reputation for quality education and is committed through its Character in Leadership program to providing a broad and sound intellectual foundation that will enable its students to practice leadership with character and integrity.

The Character in Leadership program also provides opportunities for students to learn many practical skills and have hands-on learning experiences. The program emphasizes:

- Learning the skills of critical thinking and moral reasoning.
- Developing personal awareness and the skill of honest self-reflection.
- Participation in retreats and team-building activities.
- Attendance at conferences.
- Completion of an applied leadership capstone project.
- Development of a personal leadership plan.

Admission to the 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 submit a separate application to the Character in Leadership program. Applications are available in the Admission Office and online.

Subtotal: 18

Requirements

LDRS 101	The Servant Leader	3
LDRS 220	Leadership Elective	0
LDRS 301	The Reflective Leader	3
LDRS 401	The Discerning Leader	3
LDRS 410	Applied Leadership Capstone I	1
LDRS 415	Applied Leadership Capstone II	1
LDRS 200	Practical Leadership	1
PHIL 352	Ethics	3

Subtotal: 18

Plan of Study

Freshman Year

LDRS 101	The Servant Leader	3

Sophomore Year

PHIL 252	Ethics	3
LDRS 220	Leadership Elective	0

PHIL 352: Character in Leadership Section.

Junior Year		
LDRS 301	The Reflective Leader	3
LDRS 401	The Discerning Leader	3
Senior Year		
LDRS 410	Applied Leadership Capstone I	1
LDRS 415	Applied Leadership Capstone II	1
LDRS 200	Practical Leadership	1

*Please note that the elective credit may be fulfilled by completing the HNRS Capstone sequence and LDRS 401 counts toward the completion of the Honors Program Contract Course. Please see the Director for additional details.

Outcomes

Intended Program Student Learning Outcomes

The Leadership Apprentice

1. Theoretical Understanding: Students will remember, understand, and apply theories of leadership and associated disciplines.

2. Practical Application: Students will demonstrate leadership skills across a variety of situations.

3. Ethical Awareness: Students will analyze and evaluate situations and apply ethical awareness in personal and group decision-making.

4. Personal Development: Students will analyze and evaluate their values, strengths, and weaknesses.

Chemistry Minor

Overview
Requirements

Core Courses		
CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
Plus one of the following courses:		
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
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	9-10

Electives: three 3 or 4 credit courses:- (from at least two different areas of chemistry) (three CHEM 390 Special Topics can substitute for one three credit upper level).

Subtotal: 20-22

Christian Ministry Minor

Overview
Requirements

Core Courses		
REL 319	Introduction to Christian Ministry	3
REL 262	Christian Scriptures and Beliefs	3
PSYC 410	Fundamentals of Counseling	3
PSYC 412	Advanced Counseling	3
PSYC 413	Family Counseling	3
LDRS 301	The Reflective Leader	3
LDRS 401	The Discerning Leader	3

Subtotal: 21

Coaching Minor

Overview
Requirements

Core Courses		
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy & Physiology II	3
KNS 309	Basic Biomechanics	3
KNS 351	Coaching Principles	3
KNS 385	Sport First Aid and Injury Care	3
KNS 415	Sociological and Psychological Aspects of Sports	3
KNS 420	Organization and Administration of Physical Education and Athletics	3
Plus four credits 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	2

	Baseball	
KNS 257	Theory of Coaching Track and Field	2
KNS 259	Theory of Coaching Volleyball	2
		Subtotal: 25

Communication Minor

Overview
Requirements

Required Courses

COMM 101	Introduction to Communication Studies	3
COMM 305	Cross-Cultural Communication	3
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3
COMM	Electives	6
		Subtotal: 18

Communication - Online Journalism and Social Media Minor

Overview
Requirements

Required Courses

COMM 101	Introduction to Communication Studies	3
COMM 228	Online Journalism and Social Media	3
COMM	Electives	6
DIG 232	Digital Design and Typography	3
DIG 317	Digital Audio and Video Development	3
		Subtotal: 18

Communication Studies Minor (Online)

Overview
Requirements

Choose two of the following courses:

COMM 112	Mass Media and Society	3
COMM 220	Interpersonal Communication	3
COMM 228	Online Journalism and Social Media	3
COMM 301	Communication Theory	3
COMM 318	Computer Mediated Communication	3
		Subtotal: 6

Core Courses

COMM 101	Introduction to Communication Studies	3
COMM 305	Cross-Cultural Communication	3
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3
		Subtotal: 12

Computer Science Minor

Overview
Requirements

Core Courses

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3
CS 180	Object-Oriented Programming	3
CS 272	Java Programming I	3
CS 300	Data Structures and Algorithms	3
		Subtotal: 15

Plus nine credits of electives

CS 301	Agile Project Management	3
CS 344	Python	3
CS 354	Source Code Control and Virtualization	3
CS 372	Java Programming II	3
CS 309	Computer Organization and Architecture I	3
CS 322	Windows Server	3
CS 330	Computer Foundations	3
CS 373	C# Development	3
CS 472	Mobile App Development	3
DIG 317	Digital Audio and Video Development	3
DIG 361	Advanced Computer Graphic Design	3
DIG 371	2D Computer Animation	3
DIG 470	3D Computer Animation	3
CMST 316	Group and Team Communication	3
CMST 321	Business and Professional Communication	3

COMM 228	Online Journalism and Social Media	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 305	Cross-Cultural Communication	3
ENGL 312	Business Writing	3
COMM 314	Publicity and PR	3
COMM 318	Computer Mediated Communication	3
COMM 320	Organizational Communication	3
DIG 338	Productive Photography	3
COMM 360	Nonverbal Communication	3
COMM 370	Diversity Communication	3
COMM 380	Foundations of Sports	3
COMM 402	International Communication	3
COMM 405	Conflict Management and Mediation	3
COMM 415	Sports Information and Media	3
CS 342	Database Development	3
CS 360	Comparison of Programming Languages	3
CS 423	Linux Administration	3
CS 441	Dynamic Web Design	3
ENGL 247	Film Analysis	3
		Subtotal: 9
		Subtotal: 24

Criminal Justice Minor

Overview
Requirements

Required Courses

Students must complete these 6 credit hours for the criminal justice minor.

CJ 101	Introduction to Criminal Justice	3
CJ 102	Deviance and Social Control	3
		Subtotal: 6

Elective Courses

Students must complete 12 credit hours from this list of criminal justice courses.

CJ 202	Writing in Criminal Justice	3
CJ 311	Corrections	3
CJ 312	Police Science	3
CJ 313	Community Policing and Problem Solving	3
CJ 320	Crime and Delinquency	3
CJ 330	Criminal Law and Procedure	3
		Subtotal: 12
		Subtotal: 18

Cybersecurity Minor

Overview
Requirements

The Cybersecurity minor comprises the Cybersecurity Fundamentals Certificate and the Advanced Cybersecurity Certificate. Courses should be taken in sequence.

Cybersecurity Fundamentals Certificate

CS 365	Information Systems Security	3
CS 311	Security Policies and Procedures	3
CS 326	Network Security	3
CS 325	Networking	3
		Subtotal: 12

Advanced Cybersecurity Certificate

CS 401	Defensive Network Security	3
CS 312	Secure Operating Systems	3
CS 402	Computer Forensics	3
CS 403	Ethical Hacking	3
		Subtotal: 12
		Subtotal: 24

Digital Design Minor

Overview
Requirements

Core Courses

BUSN 320	Marketing	3
CS 152	Introduction to Web Development	3
DIG 111	Digital Design	3
DIG 112	Vector Design	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
		Subtotal: 18

Plus one of the following courses:

BUSN 430	Advertising	3
DIG 317	Digital Audio and Video Development	3
	Other course with CS department approval	3

DIG 338	Productive Photography	3

Subtotal: 3

Subtotal: 21

Driver's Education Minor

Overview
Requirements

Plus 8 credits from any combination of the following courses:

PSYC 203	Developmental Psychology	3
EDUC 219	Instructional Media and Technology	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	3

Required Courses - Education

EDUC 231	Classroom Driver and Traffic Education	3
EDUC 232	Beginning Driver Problems	2
EDUC 233	In-Car Instruction	3
EDUC 234	Organization and Administration of Safety Education	2

Subtotal: 18

English Minor

Overview
Requirements

The English minor requires at least eighteen semester credits of English beyond 102, including at least one course in British literature and at least three upper-division courses.

Environmental Science Minor

Overview
Requirements

Core Courses

EESC 150	Environmental Science (Lec/Lab)	3/1
EESC 160	Organismal Biology (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1

Plus a minimum of 9 additional credits

(200 level or above from CHEM, BIOL, EESC, or ENGR 402)

Subtotal: 24

French Minor

Overview
Requirements

Required Courses

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

Subtotal: 24

Full Stack Developer Minor (Online)

Overview
Requirements

The Full Stack Developer minor comprises of the Full Stack Developer Certificate and the Advanced Full Stack Developer certificate. The Full Stack Developer certificate should be taken in sequence.

Full Stack Developer Certificate

CS 152	Introduction to Web Development	3
CS 321	JavaScript Technologies	3
CS 342	Database Development	3
CS 441	Dynamic Web Design	3

Advanced Full Stack Developer Certificate

CS 301	Agile Project Management	3
CS 354	Source Code Control and Virtualization	3
CS 344	Python	3
CS 423	Linux Administration	3

Subtotal: 24

Game Design Minor

Overview
Requirements

Required Courses

CS 180	Object-Oriented Programming	3
	or	
CS 272	Java Programming I	3
DIG 251	Graphics Development	3
CS 373	C# Development	3
	or	
CS 344	Python	3
DIG 317	Digital Audio and Video Development	3
DIG 371	2D Computer Animation	3
DIG 470	3D Computer Animation	3
CS 471	Game Development	3

Subtotal: 21

German Minor

Overview
Requirements

Required Courses

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

Subtotal: 24

Global Studies Minor

Overview
Requirements

Core Courses

FLAN	Two consecutive foreign language courses beyond the minimum university requirements	6
COMM 305	Cross-Cultural Communication	3

Plus three of the following courses:

HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 268	History of India	3
HIST 302	Selected Readings and Topics in Non-U.S. Studies	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3
HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 368	History of India	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3
HIST 350	Selected Readings and Topics in non-Western History	3

Plus two of the following courses:

ART 312	Comparative Art Forms: East and West	3
ENGL 230	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 305	Studies in the British Novel	3
ENGL 320	British Romantics	3
ENGL 330	Victorian England	3
ENGL 331	Shakespeare	3
ENGL 351	History of the English Language	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
REL 371	World Religions	3
SOC 320	Comparative Cultures	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
THEA 319	Modern British Drama	3

Subtotal: 24

History Minor

Overview
Requirements

Required Courses

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

Plus nine additional credits in History:

To include least once 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.

Subtotal: 21

Information Technology Minor

Overview
Requirements

Core Courses

CS 160	Introduction to Computer Principles	3
CS 203	Hardware Installation and Maintenance	3
CS 201	IT Helpdesk Administration	3
CS 325	Networking	3
CS 342	Database Development	3
CS 365	Information Systems Security	3
CS 240	Introduction to Business Intelligence	3

Subtotal: 21

Subtotal: 21

Management Minor

Overview
Requirements

Core Courses

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
BUSN 322	Human Resource Management	3
BUSN 330	Sales and 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 (CAMC)	3
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3
ECON 201	Principles of Microeconomics	3
EE 350	Internship	1-8

Subtotal: 24

Marketing Minor

Overview
Requirements

Core Courses

BUSN 320	Marketing	3
BUSN 410	Global Marketing	3
BUSN 430	Advertising	3
BUSN 480	Strategic Marketing	3

Plus one of the following courses:

BUSN 470	Special Topics (Marketing, Management)	3
BUSN 475	Marketing Research	3

Plus three of the following courses:

BUSN 322	Human Resource Management	3
BUSN 490	Community Alliance for Management Consulting (CAMC)	3
COMM 305	Cross-Cultural Communication	3
BUSN	Internship to be approved by department	3

Subtotal: 24

Music Minor

Overview

The music minor is an enriching experience available to any UJ student. This minor provides the tools to read and write music, one-on-one lessons to enhance your understanding of your voice or instrument, participation in ensembles, and the opportunity to think critically about

music in the greater context of the world around you.

Subtotal: 21

Requirements

Core Courses

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	Applied Lessons	4
MUS	Ensemble (4 Semesters): Choir and/or Instrumental Ensemble	4

Subtotal: 18

Note: All majors and minors enrolled in applied lessons are required to take MUS 100.

Students must take a minimum of two semesters in the same applied lesson instrument/voice.

Choose one of the following courses

MUS 101	Music Appreciation	3
MUS 102	Music in Film	3
MUS 103	History of Popular Music	3

Subtotal: 3

Subtotal: 21

Philosophy Minor

Overview
Requirements

Core Courses

PHIL 252	Ethics	3
PHIL 303	Classical Philosophy	3
PHIL 302	Philosophy of Art	3
PHIL 304/REL 304	Philosophy of Religion	3

Subtotal: 12

Electives in Philosophy or Religion

Subtotal: 6

Subtotal: 18

Physical Education Minor

Overview
Requirements

Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 183	Concepts of Fitness and Wellness	3
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy & Physiology II	3
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 309	Basic Biomechanics	3
KNS 420	Organization and Administration of Physical Education and Athletics	3
KNS	Theory Electives	4

Plus the following activity classes:

KNS 215	Social and Contemporary Dance I	1
	or	
KNS 216	Social and Contemporary Dance II	1
KNS 111	Beginning Swimming	1
KNS 207	Beginning Weight Training and Fitness	1
	or	
KNS 208	Intermediate Weight Training and Fitness	1
	or	
KNS 209	Advanced Weight Training and Fitness	1
KNS	Elective activity classes	2

Physical Education Teacher Education Minor

Overview
Requirements

Core Courses

KNS 261	Methods and Activities for Teaching Elementary Physical Education	3
KNS 262	Middle School Activities and Materials	2
	or	
KNS 263	High School Activities and Materials	2
KNS 264	Teaching Fitness Education	2
KNS 305	Curriculum, Standards, and Assessment in PE	3
KNS 311	Motor Learning and Development	3
KNS 346	Adaptive Physical Education	2
KNS 361	Methods in Physical Education	4

Subtotal: 19

Physics Minor

Overview
Requirements

Required Courses

PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
PHYS 345	Introduction to Modern Physics	3
	Electives	9

Electives: A minimum of 9 credits from ENGR 380, ENGR 401, PHYS 390, or PHYS 490 (PHYS 390 and PHYS 490 may be repeated for different topics).

Subtotal: 22

Political Science Minor

Overview
Requirements

The Political Science minor is designed to offer interested non-majors exposure to some of the important issues in American, European, and world politics, and is an excellent complement to majors in many areas.

Core Courses

POLS 104	American National Government	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3

Plus three of the following courses:

HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 370	American Constitutions and Revolutions	3
HIST 391	American Economic History	3
POLS 312	Congress and the Presidency	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	3
POLS 450	Internship in Political Science	1-3
POLS 495	Independent Study in Political Science	3
POLS X00	Directed study in Political Science	3
POLS X90	Special Topics in Political Science	3

Internships conducted through the Office of Experiential Education (EE 350) and worth at least 3 credits, as well as special topics classes in any department, can be used to satisfy one Political Science elective requirement with the approval of the Department of History and Political Science.

Students cannot take multiple sections of classes that are cross-listed with other departments or have different sections or numbers in Political Science. At least 9 credits must be unique to the minor – i.e. they cannot also fulfill other major or minor requirements.

Subtotal: 18

Psychology Minor

Overview
Requirements

Core Courses

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

Minors in psychology must be declared and the elective courses approved prior to the senior year.

Religion Minor

Overview
Requirements

Required Courses

REL 371	World Religions	3
REL 262	Christian Scriptures and Beliefs	3
PHIL 304/REL 304	Philosophy of Religion	3
REL 330	History of Christian Thought	3

Subtotal: 12

Electives in Philosophy or Religion

Subtotal: 6

Subtotal: 18

Spanish Minor

Overview
Requirements

Core Courses

SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3

Advanced Courses

(Students may take any four of the following advanced credits. Up to 6 credits of advanced coursework may be completed in programs abroad.)

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

Note: A Spanish 300: Special Topics course can replace another 300-level Spanish course.

Subtotal: 24

Theatre Minor

Overview
Requirements

Required Courses

COMM 201	Oral Interpretation of Literature	3
THEA 190	Introduction to Theatre	3
THEA 303	Stagecraft and Lighting	4
THEA	Electives	6

Four Credits of the Following

THEA 201	Drama Performance	1
THEA 202	Theatre Practice	1

Any combination. Courses may be repeated

Requirements for a Theatre Minor or 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.

Subtotal: 20

Web Design Minor

Overview
Requirements

Core Courses

CS 152	Introduction to Web Development	3
CS 321	JavaScript Technologies	3

CS 441	Dynamic Web Design	3
CS 342	Database Development	3
		Subtotal: 12

Choose one of the following:

BUSN 320	Marketing	3
BUSN 430	Advertising	3
		Subtotal: 3

Choose one of the following:

COMM 228	Online Journalism and Social Media	3
COMM 314	Publicity and PR	3
COMM 415	Sports Information and Media	3
		Subtotal: 3

Choose one of the following:

DIG 251	Graphics Development	3
DIG 317	Digital Audio and Video Development	3
DIG 338	Productive Photography	3
DIG 361	Advanced Computer Graphic Design	3
DIG 371	2D Computer Animation	3
		Subtotal: 3
		Subtotal: 21

Certificates

Certificate in Advanced Cybersecurity (Online)

Overview
Requirements

CS 401	Defensive Network Security	3
CS 312	Secure Operating Systems	3
CS 402	Computer Forensics	3
CS 403	Ethical Hacking	3
	Subtotal: 12	

Outcomes

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.

Certificate in Advanced Full Stack Developer (Online)

Overview
Requirements

CS 301	Agile Project Management	3
CS 354	Source Code Control and Virtualization	3
CS 344	Python	3
CS 423	Linux Administration	3
	Subtotal: 12	

Outcomes

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.

Certificate in American Government

Overview

The certificate in American Government is designed to expose students to the institutions, processes, and policies of the American national political system.

Requirements

Students may earn an undergraduate certificate in American Government by fulfilling the following requirements. *Students majoring in Political Science cannot earn this certificate.*

Required Courses

Students must take **both** of these courses:

POLS 312	Congress and the Presidency	3
POLS 352	American Economic Policy	3

Students majoring in Political Science cannot earn this certificate.

Constitutional Law Elective

Students must take one of the following courses:

POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3

Foreign Policy Elective

Students must take one of the following courses:

POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3

Subtotal: 12

Outcomes

1. Students will demonstrate familiarity with major American political institutions and processes as well as historical and contemporary issues in American politics.

2. Students will demonstrate the ability to think critically about American politics in various institutional and policy contexts.

Certificate in Christian Studies

Overview
Requirements

REL 262	Christian Scriptures and Beliefs	3
REL 224	Life and Teachings of Jesus	3
REL 330	History of Christian Thought	3
PHIL 304/REL 304	Philosophy of Religion	3

Outcomes

Students will:

1. Students will learn the basics of the Christian story

2. Students will develop a beginning appreciation for how this story is carried forward, debated, constructed, and recontextualized throughout Church History

3. Students will witness ways in which the Christian narrative and worldview can interact and converse with the broader philosophy of religion(s)

4. Students will see the potential applications of this Christian story, tradition, and worldview to their own life and embodied contexts

Certificate in Church History

Overview
Requirement

REL 330	History of Christian Thought	3
HIST 316	Religion in American History	3
REL 262	Christian Scriptures and Beliefs	3
	or	
REL 224	Life and Teachings of Jesus	3

Subtotal: 12

One of the following

HIST 222	History of the Middle East	3
HIST 291	Western Civilization I	3
HIST 292	Western Civilization II	3
HIST 305	Ancient Near East	3
HIST 306	Renaissance and Reformation	3
HIST 307	Ancient Greece	3
HIST 308	Ancient Rome	3
HIST 310	Indigenous History from Time Immemorial to 1787	3

Outcomes

Students will:

1. Students will learn the basics of the Christian story

2. Students will develop a beginning appreciation for how this story is carried forward, debated, constructed, challenged, and recontextualized throughout Church History

3. Students will begin to develop some of the basic

disciplinary tools of the historian

4. Students will appreciate how religious traditions have impacted American history and its telling

Certificate in Cybersecurity Fundamentals (Online)

Overview
Requirements

All courses must be completed to earn the certificate.

CS 365	Information Systems Security	3
CS 311	Security Policies and Procedures	3
CS 326	Network Security	3
CS 325	Networking	3
		Subtotal: 12

Outcomes

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

Certificate in Digital Marketing and Analytics (Online)

Overview
Requirements

BSST 361	Storytelling and Video Marketing	3
BSST 362	Social Media Marketing	3
BSST 363	Digital Marketing Ads	3
BSST 364	Digital Marketing and Analytics	3
		Subtotal: 12

Outcomes

Students will:

1. Demonstrate the ability to use different kinds of digital marketing techniques to promote a brand or company.
2. Create a digital marketing campaign that uses a variety of methods for reaching potential consumers and generate sales.
3. Assess the effectiveness of a digital marketing campaign.

Certificate in Full Stack Developer (Online)

Overview
Requirements

CS 152	Introduction to Web Development	3
CS 321	JavaScript Technologies	3
CS 342	Database Development	3
CS 441	Dynamic Web Design	3
		Subtotal: 12

Outcomes

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 to a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal,

and policy issues

Certificate in Fundamentals of Programming (Online)

Requirements

All courses must be completed to earn the certificate.

CS 272	Java Programming I	3
CS 372	Java Programming II	3
CS 360	Comparison of Programming Languages	3
CS 344	Python	3
		Subtotal: 12

Outcomes

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.

Certificate in Governing Forms

Overview

The certificate in Governing Forms is designed to expose students to different types of political governance in the world, including American and European governments, transnational governance in the European Union, and governance in the international system.

Requirements

Students may earn an undergraduate certificate in Governing Forms by fulfilling the following requirements. *Students majoring or minoring in Political Science cannot earn this certificate.*

Students must take all of the following courses:

POLS 104	American National Government	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3
		Subtotal: 12

Students majoring or minoring in Political Science cannot earn this certificate.

Outcomes

1. Students will demonstrate familiarity with several forms of governance, including American and European national governments, governance in the international system, and transnational governance in Europe.

2. Students will demonstrate the ability to think critically about the challenges of governance in various contexts.

Certificate in IT Service Management (Online)

Overview
Requirements

All courses must be completed to complete the certificate.

CS 203	Hardware Installation and Maintenance	3
CS 160	Introduction to Computer Principles	3
CS 201	IT Helpdesk Administration	3
CS 325	Networking	3
		Subtotal: 12

Outcomes

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.

Certificate in Law in Context

Overview

The certificate in Law in Context is designed to expose students to legal processes and their effects in various American contexts.

Requirements

Students may earn an undergraduate certificate in Law in Context by fulfilling the following requirements.

Students must take four of the following courses:

BUSN 308	Agricultural Law	3
BUSN 315	Business Law I	3
BUSN 316	Business Law II	3
CJ 330	Criminal Law and Procedure	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
PSYC 430	Psychology and Law	3
	Subtotal: 12	

Other courses with a significant legal component can count for this certificate with the prior approval of the History and Political Science Program.

Outcomes

1. Students will demonstrate familiarity with the principles, interpretation, and application of the law in various contexts.

2. Students will demonstrate the ability to think critically about the law in different contexts.

Certificate in Ministry and Counseling

Overview
Requirements

REL 319	Introduction to Christian Ministry	3
	or	
REL 415	Field Education	3
PSYC 410	Fundamentals of Counseling	3
PSYC 412	Advanced Counseling	3
PSYC 413	Family Counseling	3
	Subtotal: 12	

Outcomes

Students will:

1. Students will learn some of the basic principles of ministry
2. Students will learn some of the basic principles of counseling
3. Students will begin to grasp how the basic principles of ministry and counseling might be applied in specific situations and embodied contexts
4. Students will naturally begin to identify ways in which psychology and counseling can overlap with and contribute to a fuller and healthier pastorate

Certificate in Ministry and Leadership

Overview
Requirements

REL 319	Introduction to Christian Ministry	3

	or	
REL 415	Field Education	3
REL 262	Christian Scriptures and Beliefs	3
LDRS 301	The Reflective Leader	3
LDRS 401	The Discerning Leader	3
		Subtotal: 12

Outcomes

Students will:

1. Students will grasp some of the introductory principles of leadership and ministry
2. Students will appreciate how these basic principles of leadership in a Christian ministerial context flow out of the Christian story and world-view
3. Students will begin to grasp how these basic Christian principles of leadership and ministry can be applied to specific and embodied situations in churches and life
4. Students will begin to grasp how secular leadership and Christian leadership might differ and/or overlap

Certificate in Philosophy

Overview
Requirements

PHIL 302	Philosophy of Art	3
PHIL 252	Ethics	3
	or	
PHIL 352	Ethics	3
PHIL 304/REL 304	Philosophy of Religion	3
REL 330	History of Christian Thought	3
		Subtotal: 12

Outcomes

Students will:

1. Students will begin to grasp a broad outline of the history of philosophy
2. Students will begin to see ways in which philosophy and religion might overlap, challenge, reinforce, and/or refine one another
3. Students will begin to appreciate how philosophical principles might relate to daily life and ethics
4. Students will be introduced to a philosophical tradition that includes questions surrounding not only truth (epistemology/ontology) and goodness (ethics) but also beauty (aesthetics)

Certificate in Policy in Context

Overview

The certificate in Policy in Context is designed to expose students to making, application, and/or effects of governmental policies in various contexts.

Requirements

Students may earn an undergraduate certificate in Policy in Context by fulfilling the following requirements.

Students must take four of the following courses:

BUSN 316	Business Law II	3
BUSN 333	Banking Regulation and Compliance	3
ECON 202	Principles of Macroeconomics	3
EESC 322/POLS 322	Environmental Policy	3
HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
POLS 312	Congress and the Presidency	3
POLS 335	The European Union	3
POLS 352	American Economic Policy	3
		Subtotal: 12

Other courses with a significant government policy component can count for this certificate with the prior approval of the History and Political Science Program.

Outcomes

1. Students will demonstrate familiarity with the making, application, and/or effects of government policies in various contexts.

2. Students will think critically about policy and issues involving those policies and outcomes in different contexts.

Certificate in Professional Writing

Overview
Requirements

Students may elect to complete an undergraduate certificate in Professional Writing by completing the following courses.

English majors can complete this certificate by including taking these courses as part of their 37-credit major. Non-majors may complete the certificate by taking these four courses.

ENGL 312	Business Writing	3
ENGL 314	Introduction to Rhetorical Theory	3
ENGL 316	Technical Writing	3
ENGL 414	Multimodal Composition	3
		Subtotal: 12

Outcomes

1. Think critically about a variety of rhetorical situations common in professional environments
2. Demonstrate knowledge of a variety of rhetorical theories and their practical application in a variety of professional and technical fields.
3. Create documents in a variety of genres for a variety of audiences
4. Communicate clearly using both written and oral communication skills
5. Write and edit according to the rules of Standard American English

Subtotal: 12

Outcomes

Certificate in Project Management (Online)

Overview
Requirements

BSST 341	Introduction to Project Management	3
BSST 342	Project Planning	3
BSST 343	Project Execution, Monitoring, and Control	3
BSST 344	Advanced Project Management Practicum	3
		Subtotal: 12

Outcomes

Students will:

1. Critically assess the application of waterfall and agile methodologies for different projects within a business context, and justify their decisions as well as any associated financial investment.
2. Construct detailed project plans that take into account scope, resource constraints, dependencies and quality assurance.
3. Ensure quality of execution for a given project and execute projects that adapt to changing circumstances.
4. Demonstrate adaptable project management skills with an extensive simulated project, and articulate ethics and scalability considerations.

Certificate in Religious Studies

Overview
Requirements

REL 262	Christian Scriptures and Beliefs	3
	or	
REL 224	Life and Teachings of Jesus	3
REL 371	World Religions	3
PHIL 304/REL 304	Philosophy of Religion	3
PSYC 370	Psychology of Religion	3
		Subtotal: 12

Outcomes

Students will:

1. Students will appreciate the distinct approach of religious studies (in contrast to, say, philosophy of religion or confessional theology)
2. Students will solidify a basic knowledge of Christian scriptures and beliefs
3. Students will begin to glimpse the broader world of global and non-Western religious traditions
4. Students will begin to see how Christianity might

converse with these global religions as well as with broader disciplines such as philosophy and psychology

Character in Leadership Certificate

Required Courses

LDRS 101	The Servant Leader	3
PHIL 252	Ethics	3
BSST 311	Management and Leadership of Organizations	3
LDRS 465	The Courageous Follower	3
		Subtotal: 12

Certificate in Psychology for Health Care Professionals (Online)

Overview
Requirements

BEHL 341	Medical Psychology	3
BEHL 380	Public Health and Prevention	3
PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
		Subtotal: 12

Outcomes

Students will:

1. Demonstrate familiarity with the key theoretical perspectives, concepts, and empirical findings in psychology, particularly as they related to health care fields.
2. Apply psychological principles to individuals, organizations, and systems in health care settings.
3. Be able be to discuss the biopsychosocial model for health care and its application in a professional setting.
4. Assess and critique research related to health care and psychology.

Other Academic Programs

Honors Program

Overview

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

Incoming freshmen who have earned a 3.0 or higher high school GPA are encouraged to apply to join the Honors Program. Current UJ students and transfer students with a 3.2 or higher post-secondary GPA are also encouraged to apply to join the Honors Program. We will admit as many applicants as we can accommodate. Applications will be reviewed based on GPA and student response to two application questions.

Requirements

Required Courses

HNRS 110	Disrupting Education	1
HNRS 401	Honors Capstone I	1
HNRS 402	Honors Capstone II	1
	7 Honors Seminars or	7
	4 Honor Seminars plus 3-credit Honors Contract course	7

7 Honors Seminars: 1 credit each.

Students must have earned a 3.2 or higher cumulative UJ GPA to complete the Honors Program and graduate with University Honors.

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 Registrar's Office.

Pre-Professional Preparation

Pre-Engineering

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 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-Medicine

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).

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.

Pre-Chiropractic, Pre-Dentistry, Pre-Optometry, Pre-Osteopathy, Pre-Podiatry, 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.

Coursework

Biology Curriculum

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
	or	
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 312	Developmental Biology	3
BIOL 430	Genetics (Lec/Lab)	4/1
BIOL 445	Biology Seminar I	1
BIOL 446	Biology Seminar II	1

Suggested Chemistry Courses:

(Pre-Medicine students should have schedule plans checked by a biology advisor.)

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab): Structure and Reactivity	3/1
CHEM 344	Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy	3/1
CHEM 413	Biochemistry I: Biochemistry of Macromolecules	3

Suggested Courses in Other Departments:

MATH 251	Calculus of Derivatives	3
PSYC 101	General Psychology	3
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
SOC 101	Introduction to Sociology	3

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.

Pre-Physical Therapy

There are two avenues to be admitted into the University

of Jamestown Doctor of Physical Therapy Program, Direct Entry and PTCAS (Physical Therapist Centralized Application Service), www.ptcas.org.

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 Doctor of Physical Therapy program.

Current freshmen and sophomore students at the University of Jamestown may apply for Direct Entry to the University of Jamestown Doctor of Physical Therapy Program.

Direct Entry application criteria are as follows:

- Acceptance to the University of Jamestown
- High school transcripts showing minimum 3.00 GPA (4.00 scale)
- For current University of Jamestown students, minimum cumulative GPA of 3.00 and minimum prerequisite GPA of 3.00 (4.00 scale)

To apply to 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
- Interview with a University of Jamestown Doctor of Physical Therapy Program admissions representative.

The first deadline for completed applications is January 1, year of entry. Successful applicants will be notified by February 1.

The second deadline for completed applications is April 1, year of entry. Successful applicants will be notified by May 1.

Maintenance of Eligibility in Direct Entry - Grades and Pre-professional Behavior

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 ($\geq$ 3.00)*
- Appropriate pre-professional behavior such as no campus violations and attending Direct Entry meetings

*If a student's cumulative GPA falls below 3.00, the student has one semester to raise his or her cumulative GPA to 3.00 or higher. If the student is unable to raise his or her cumulative GPA above 3.00 after one semester, he or she is dismissed from Direct Entry but is eligible to remain at the University and is eligible to apply to the Doctor of Physical Therapy Program through PTCAS.

*Human anatomy and physiology I and II with lab must be completed at the University of Jamestown. Online courses will not be accepted.

Prerequisite Table

Minimum Required Semester Hours	Prerequisite	Acceptable Courses (see prerequisite for lab requirement)	University of Jamestown Equivalents
8 Total Semester Hours	Human Anatomy and Physiology I with Lab	Human Anatomy and Physiology I	BIOL 208*
	Human Anatomy and Physiology II with Lab	Human Anatomy and Physiology II	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 Biology, Embryology, General Biology II, Genetics, Histology, Immunology, Microbiology, Molecular Biology, Zoology*Botany not accepted*	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 Chemistry, Organic Chemistry	CHEM 134
8 Total Semester Hours	Physics I with Lab	Physics I	PHYS 143 or PHYS 203

	Physics II with Lab	Physics II	PHYS 144 or PHYS 204
3 Total Semester Hours	General Psychology	General Psychology	PSYC 101
3 Total Semester Hours	Lifespan Development **OR** Abnormal Psychology	Developmental Psychology **OR** Abnormal Psychology	PSYC 203 or PSYC 302
3 Total Semester Hours	Statistics	Business Statistics, Math Statistics, Psychology Statistics, or Biostatistics	MATH 105 or MATH 205 or PSYC 202

*Must be taken at the University of Jamestown for Direct Entry.

***If the student's prerequisite GPA falls below 3.00, the student has one semester to raise his or her prerequisite GPS in those courses to 3.00 or higher. IF the student is unable to raise his or her prerequisite GPA in those courses to 3.00 or higher after one semester, he or she is dismissed from Direct Entry but is eligible to remain at the University and is eligible to apply to the Doctor of Physical Therapy Program through PTCAS. If prerequisite courses are retaken, grades will be averaged to calculate the new prerequisite 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 February 1 of the year of entry to the professional program. Direct Entry students must complete their undergraduate degree in order to matriculate into the Doctor of Physical Therapy Program.

Essential Function Requirements

Because a student's ability to carry out the essential functions required 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 Requirements Form is required. This additional form is separate from the Essential Function Requirements Form that was signed during the application process.

Observation Hours

Physical Therapy observation hours are recommended but not required. We do encourage each applicant to learn more about the physical therapy profession prior to their interview.

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 this address: University of Jamestown Doctor of Physical Therapy Program, 4190 26th Ave. S, Fargo, ND, 58104. It can also be submitted by the student directly to the University of Jamestown Doctor of 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, Supervisor form is required. This recommendation can be sent directly from the reference to this address: University of Jamestown Doctor of Physical Therapy Program, 4190 26th Ave. S, Fargo, ND, 58104. It can also be submitted by the student directly to the University of Jamestown Doctor of 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.

Physical Therapist Centralized Application Service (PTCAS)

Students who have completed required course work and will be receiving a bachelor's degree from an accredited institution may apply to the University of Jamestown Doctor of Physical Therapy Program using the Physical Therapist Centralized Application Service (PRCAS) online application at www.ptcas.org. All required application materials must be uploaded into PTCAS for processing; materials mailed directly to the program will not be accepted. The University of Jamestown Doctor of Physical Therapy Program has a rolling admissions process. PTCAS

must receive all information by the application deadlines. Please check PTCAS for application deadlines. Incomplete applications will not be accepted.

Qualified applicants will be invited to interview at the University of Jamestown Doctor of Physical Therapy Program Fargo campus. All costs associated with the interview are the responsibility of the applicant.

Admission to the program is determined based on the following criteria:

- Completion of a Bachelor's degree from an accredited institution prior to matriculation
- Official transcripts from all higher learning institutions 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 verified by a licensed physical therapist
- Signed Essential Functions Requirements Form
- Two letters of recommendation: one from work supervisor, one from licensed physical therapist
- Submission of TOEFL scores, if applicable (acceptable scores are as follows: TOEFL score 525 Paper; TOEFL score 195 Computer; TOEFL score 70 Internet-based; IELTS band score 5.5)

Prerequisite Coursework

Nine of thirteen prerequisite courses must be completed by October 1 to be eligible for an interview in November, or December 15 to be eligible for an interview in February. All coursework and a Bachelor's degree from an accredited institution must be completed by June 1 prior to beginning the program.

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 applicants rights, including due process. If an individual believes 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 Provost.

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 history-political science faculty.

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

Freshman Year - Fall Semester

JOUR 101	UJ Foundations	1
ENGL 101	Expository Writing	3
PSYC 101	General Psychology	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
MATH 112	Trigonometry	3

Freshman Year - Spring Semester

PSYC 203	Developmental Psychology	3
ENGL 102	Argumentative and Analytical Writing	3
CJ 102	Deviance and Social Control	3
	or	
SOC 230	Sociology of the Family	3
CHEM 134	General Chemistry II (Lec/Lab)	3/1

	Global Perspectives Course (general education)	3
	Music/Art/Theatre/Literature Course (general education)	3

Freshman Year - Summer Term

Junior Year - Fall Semester

NRSG 331	Child/Adult Health I	7
NRSG 332	The Childbearing Family	5
PSYC 302	Abnormal Psychology	3

Junior Year - Spring Semester

NRSG 333	Child/Adult Health II	7
NRSG 334	Child/Adult Mental Health	5
	Religion Course	3
BIOL 210	Medical Terminology	2

Junior Year - Summer Term

	American History/Government (general education)	3
	Nursing Elective	1-4

Senior Year - Fall Semester

NRSG 424	Child/Adult Health III	6
NRSG 425	Community Health Nursing	6
NRSG 497	Nursing Research	2

Senior Year - Spring Semester

NRSG 426	Nursing Leadership/Management	7
NRSG 427	Nursing as a Profession	2
NRSG 428	NCLEX Success	2
	Nursing Elective	1-3

Sophomore Year - Fall Semester

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
PHYS 143	College Physics I (Lec/Lab)	4/1
MATH 205	Statistics	3
NRSG 205	Nutrition	2
	Computer Science Course	3

Sophomore Year - Spring Semester

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
PHYS 144	College Physics II (Lec/Lab)	4/1
PHYS 144	College Physics II (Lec/Lab)	4/1
NRSG 210	Nursing Foundations	5
NRSG 206	Health Assessment	3

Sophomore Year - Summer Term

	Ethics (general education)	3

Courses

ACCT-Accounting

ACCT 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ACCT 201 - Principles of Accounting I (3)

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

Offered: Fall, Spring.

Student Learning Outcomes
Understand and differentiate between common types of businesses, the form of organization and the varied interests of a businesses' stakeholders.
Describe the internal control environment of a business.
Understand and use the accounting equation.
Analyze, classify, summarize, record and report financial information.
Use proper estimation process for reporting various assets and liabilities.
Utilize the basic characteristics and accounting requirements for partnerships.

ACCT 202 - Principles of Accounting II (3)

A continuation of ACCT 201, with emphasis on corporations, reporting and analysis, and managerial accounting.

Prerequisite: ACCT 201. Offered: Fall, Spring.

Student Learning Outcomes
Have a basic understanding of corporations and investments in corporate stock, including stock and dividend transactions and reporting of stockholders' equity.
Have a basic understanding of selling and accounting for the issuance of long-term debt instruments (bonds). This includes the difference between market and face rates of interest and presentation of this debt on the entity's balance sheet..
Understand the basics of and prepare a Statement of Cash Flows.
Prepare and use basic financial statement analysis tools including horizontal, vertical and ratio analysis.
Identify the characteristic of managerial accounting and management decision-making.
Define and appropriately use terminology regarding various types of costs.
Classify, accumulate and summarize job order cost data for management decision making.
Use basic cost volume profit analysis tools.
Describe the objectives of budgeting, including the two major types of budgeting, prepare and a master budget and its component budgets including a budgeted income statement and a cash budget.
Identify the differences between centralized and decentralized operations, including preparing responsibility accounting reports for cost and profit centers and computing and interpreting rate of return on investment and residual income.
Identify and use differential analysis for various decisions.

ACCT 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ACCT 301 - Intermediate Accounting I (3)

A study of financial reporting and statements, current assets and liabilities; property, plant, and equipment; intangibles; investments; and long-term receivables.

Prerequisite: ACCT 202. Offered: Fall.

Student Learning Outcomes
Understand the importance of the demand for, supply of, and standards driving accounting information
Apply the conceptual framework to make accounting decisions
Apply Generally Accepted Accounting Principles (GAAP) to record and report the impact of various business transactions and events
Understand and apply time Value of Money tools for business decision-making
Utilize GAAP in applying and analyzing accounting for current assets and liabilities, long-term productive assets, and long-term liabilities

ACCT 302 - Intermediate Accounting II (3)

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. Offered: Spring.

Student Learning Outcomes
Understand and apply depreciation, depletion, impairment, and disposal of assets
Understand intangible assets and research and development costs
Utilize GAAP in applying and analyzing accounting for investments and long-term receivables
Apply debt and equity financing concepts, retained earnings and earnings per share
Understand special topics in financial reporting - revenue recognition, accounting for income taxes, postretirement benefits, and leases

ACCT 311 - Cost/Managerial Accounting (4)

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. Offered: Fall.

Outcomes
Have a basic understanding of the purpose of managerial accounting.
Compute product costs using job order costing or process costing methods.
Review activity based costing methods.
Compute support department and joint cost allocation amounts and understand the subjectivity involved in such calculations.
Determine break even analysis and variable costing analysis.
Develop both financial and operating budgets.
Understand product standard costs and evaluation of variances from these standards.
Understand differential analysis and compute differential product pricing.
Understand capital investment analysis.
Understand lean manufacturing analysis.

ACCT 325 - Governmental & Not-for-Profit Accounting (3)

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. Offered: Spring.

Student Learning Outcomes
Identify and compare the characteristics that distinguish governmental/NFP entities from for-profit entities
Explain the different objectives, measurement focus, and basis of accounting of government-wide financial statements and fund financial statements
Explain the nature of the three major activity categories of governments: governmental activities, business-type activities, and fiduciary activities
Discuss the nature of, and criteria used to determine, major fund reporting
Explain the role of budgeting and budgetry accounting in governmental or not for profit accounting
Analyze typical operating transactions for governmental or not for profit activities and prepare appropriate journal entries, adjusting journal entries, and closing journal entries
Distinguish between exchange and nonexchange transactions
Explain the purpose and characteristics of a capital projects fund, a debt service fund, a proprietary fund, and a fiduciary fund
Distinguish among and describe key financial performance concepts, such as financial position, financial condition, and economic condition
Explain what is menat by generally accepted government auditing standards (GAGAS)
Explain financial reporting and accounting for NFPs, including required financial statements: classification of net assets: accounting for revenue, gains, and support: accounting for expenses: and accounting for assets

ACCT 350 - Internship (1-8)

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.

Offered: Fall, Spring.

Student Learning Outcomes

ACCT 355 - Income Tax Accounting I (3)

A study of the current environment surrounding the federal income taxation of individuals and businesses, tax planning, and tax minimization.

Prerequisite: ACCT 202. Offered: Fall.

Student Learning Outcomes
Have a basic understanding of the purpose and major types of taxes
Evaluate the impact of taxes on family financial decisions throughout their lives
Determine what income is included and excluded in the determination taxes
Apply tax rules to deductions and losses for both businesses and individuals
Evaluate the appropriateness of various tax strategies for individual family financial situations
Communicate with clients effectively
Integrate tax planning into the financial planning process

ACCT 356 - Income Tax Accounting II (3)

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. Offered: Spring.

Student Learning Outcomes
Have a basic understanding of the purpose and major types of taxes
Evaluate the impact of taxes on businesses and non-profit organizations
Determine what income is included and excluded in determination of taxes
Apply tax rules to deductions and losses
Evaluate the appropriateness of various tax strategies for corporations and partnerships
Communicate with clients effectively
Integrate tax planning into the financial planning process

ACCT 357 - Tax Practicum: VITA (1)

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. Offered: Spring.

ACCT 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ACCT 453 - Auditing/Senior Seminar (4)

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 vender fraud are explored. Includes case studies to cover concepts and theories learned in the study of accounting as a major.

Prerequisite: ACCT 302. Offered: Spring.

Outcomes
• Understand the concept of legal liability as it relates to auditing and forensic accounting.
• Differentiate between assurance, attestation and internal auditing services
• Demonstrate a knowledge of forensic auditing and investigative techniques and information security measures
• Apply forensic accounting applications to financial statements fraud, to employee, vendor and other fraud, to tax fraud and to bankruptcy, divorce and identity theft.
• Apply data analytic techniques to financial statements.
• Apply forensic data analytic techniques to financial statement fraud situations.
• Demonstrate requisite accounting knowledge by successfully completing capstone project(s).
• Identify relevant risks and other factors, and to analyze their effect on designing the audit plan and conducting the audit.
• Appreciate the auditor's role in business and society, including ethical and legal responsibilities.

ACCT 457 - Advanced Accounting (3)

A course of specialized accounting procedures and reporting with emphasis on multi-corporate entities, multinational entities, and partnership.

Prerequisite: ACCT 302. Offered: Fall.

Student Learning Outcomes
Understand and explain the reasons for and different methods of business expansion
Apply generally accepted accounting principles (GAAP) for the creation of a subsidiary and acquisition of the net assets of an investee
Apply GAAP for the investments that lack control over the investee and for investments with indirect control
Apply GAAP to and analyze the results of investments that require consolidated financial statements
Understand and exp0lain partnership accounting as it relates to formation, retirement, income allocation, and liquidation of a partnership
Understand and explain GAAP as it relates to corporations in financial difficulty

ACCT 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ACCT 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

ART-Art

ART 103 - Art Appreciation (3)

(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.

Offered: Fall, even years.

Student Learning Outcomes
An art history survey using the following measurable assessment methods: Research, Classroom small group presentations, Weekly projects, Final research paper on one presentation topic (due last class day), Midterm and Final exams

ART 111 - Drawing I (3)

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

Offered: Fall, even years.

Student Learning Outcomes
Refine techniques in drawing using pencil, pen, oil pastels or chalk pastels, and mixed media
Learn and demonstrate basic composition and elements and principals of design, while drawing landscapes, city scenes using one point perspective, still lifes and portraits
Identify and select best work to hang in the art show

ART 112 - Design (3)

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.

Offered: Fall, odd years.

Student Learning Outcomes
This class will introduce you to various artistic media, processes, artists, and art criticism. The importance of presentation and craftsmanship is emphasized. The course is intended for students of all experience levels and serves as one of the foundations for advanced coursework in your chosen art field.
Demonstrate proficiency in studio foundation skills as they relate to the elements of design. -Exhibit proficiency in the use of materials, techniques and media. -Demonstrate understanding of contemporary art issues through exploration of synthesis of content, problem solving and creativity. -Demonstrate the ability to successfully manipulate the elements of design. -Recognize and critique the elements and principles of design. -The student will develop the ability to read, write, and speak about artwork.

ART 209 - Figure Drawing (3)

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

Offered: Spring.

Student Learning Outcomes
The student should be able to understand and display atmospheric perspective and realistic visual weight when showing many layers of depth.
The student should be able to accurately depict the body showing place, volume and weight
The student should be able to draw realistic proportions of the body and head
The student should be able to show a likeness of the model and the setting with drapery and clothing
The student should be able to draw a self-portrait showing one light source
The student should be able to mat his/her art for the art show

ART 210 - Art History I (3)

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.

Offered: Fall, odd years.

Student Learning Outcomes
This course will help students understand the roles art has played in world history. They will learn how cause and effect, as well as the church and rulers have influenced art throughout time

ART 211 - Art History II (3)

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

Offered: Spring, even years.

Student Learning Outcomes
This course helps students understand the roles art has played in world history. They will learn how cause and effect, as well as the church and rulers have influenced art throughout time. The study begins with the Renaissance to present times.

ART 212 - Drawing II (3)

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

Offered: Fall, odd years.

Student Learning Outcomes
The student should be able to understand and display atmospheric perspective and realistic visual weight when showing many layers of depth
The student should be able to accurately depict form/sale/two-point-perspective in a landscape with buildings
The student should be able to draw a deciduous tree (in a natural setting) showing the type of tree it is
The student should be able to accurately place at least three objects in a composition and show three or more surface reflections using one light source
The student should be able to draw a self-portrait showing one light source
The student should be able to mat his/her art for the art show

ART 298 - Directed Studio Experience (3)

Advanced individual development in studio areas (drawing, design, painting, print-making, other media).

Prerequisite: See instructor for relevant prerequisites.

ART 299 - Directed Studio Experience (3)

Advanced individual development in studio areas (drawing, design, painting, print-making, other media).

Prerequisite: See instructor for relevant prerequisites.

ART 302 - Printmaking (3)

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

Student Learning Outcomes
Objectives of this class will be to learn negative/positive block print cutting printing and silkscreen printing process using Diazo photo emulsion. Work must be matted/displayed in March 18 student show

ART 309 - Painting (3)

An introduction to the basic materials and methods of painting.

Student Learning Outcomes
Refine painting techniques, color mixing, and create pleasing composition using acrylic paint on canvas and paper, along with an overview of mixed media techniques and special materials that can be used to enhance acrylic paintings
Learn and demonstrate basic understanding of composition and elements and principals of design, and use these skills to create finished paintings in various sizes
Selct best work to hang in the art show at the end of the semester, and prepare the painting to be hung in a gallery
Students will learn how to constructively critique their own work, and how to talk about artwork
Students will learn guidelines for pricing and selling artwork online, in galleries, at art festivals, or in stores

ART 311 - A History of Modern Painting (3)

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

Student Learning Outcomes
This class is for majors and non-majors in art and explores historical events and inventions that led to "modern" art and how it impacts....and is impacted by... changing events and previous art movements from the Victorian Era to modern times

ART 312 - Comparative Art Forms: East and West (3)

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

Prerequisite: Spring, odd years.

Student Learning Oucomes
Students taking this class will learn by conducting research on subjects from the outline, and giving in-class presentations on that material. Projects will be made in each class that will be used to learn about the arts of that period. The projects will then be used experientially, in the midterm (Medieval Feast) and the final, (which is a Tea Ceremony)

ART 398 - Directed Studio Experience (3)

Advanced individual development in studio areas (drawing, design, painting, print-making, other media).

Prerequisite: See instructor for relevant prerequisites.

Student Learning Outcomes
The student should be able to hand-build two pinch pots.
The student should be able to hand-build two coil pots.
The student should be able to hand-build two slab pots.
The student should be able to build a combination pot using all three hand-building methods.
The student should be able to use potter's wheel to make two each: cylinder, out-curved, incurved pots.
The student should be able to make one combination pot on the wheel using three throwing shapes.
The student will have a total of 14 pottery making styles from which he/she will select one example of each (8) for the November All Students Art Show, where their work will be graded.. All work will be identified by student.

ART 399 - Directed Studio Experience (3)

Advanced individual development in studio areas (drawing, design, painting, printmaking, other media).

Prerequisite: See instructor for relevant prerequisites.

Student Learning Outcomes
Produce artwork in the medium of their choice for gallery exhibition.
Plan and create a cohesive body of work in the theme of the student's choosing.
Conduct research pertinent to their independent projects.
Meet with an art gallery coordinator and present their work.
Further develop their artistic skills in their chosen medium.
Create an Artist Statement and talk about their body of work.
Prepare their work for the gallery exhibit.
Gain insight into career opportunities for artists.

ART 498 - Senior Thesis Exhibition (3)

The final semester of undergraduate studio experience that 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.

Student Learning Outcomes
Show advanced understanding of composition and technique in chosen medium.
Articulate what you have gained through the art program at UJ, how you have grown as an artist through your creation time here, and how might these skills be applied to your chosen field after graduation.
Determine 'theme' and produce coherent body of work at an advanced level for senior exhibit.
Select work from your Art courses and prepare it for hanging in the gallery.
Hang Final Exhibit, including name tags and prices for work, if you wish to sell your work.

BEHL - Behavioral Health

BEHL 150 - Critical Thinking (1)

Students will learn the process of evaluating arguments, claims, reasoning, logic, and how beliefs are formed. The overall purpose of this course is to learn how to carefully evaluate information and apply the process of careful deliberation to the behavioral health field. Topics covered will include common errors in judgment, probability, calculation of risks, and how to develop and make strong arguments.

Student Learning Outcomes
Understand the logical construct of arguments used in everyday life.
Analyze the processes of logical reasoning to interpret arguments.
Analyze arguments based on strengths and weaknesses.
Recognize common fallacies in reasoning.
Construct strong arguments using principles of informal reasoning.
Listen to arguments of others without judging.
Evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs.
Evaluate mode(s) of inquiry used to gather and generate information.
Interpret evidence and findings, especially alternative positions different from one's own.
Recognize one's biases by viewing an issue through multiple perspectives.
Evaluate one's own position or conclusions through reflective thinking.

BEHL 192 - Psychology in the Workplace (3)

The business aspect of psychology, specifically how psychological theory and practice is applied in the workplace.

Student Learning Outcomes
Understand the origins of I-O Psychology and what I-O Psychologists do.
Understand the building blocks of a job and learn a methodology to study jobs.
Learn how the science of human behavior is used to select, develop, and manage employees.
Learn how organizations can create a supportive work environment.
Develop an understanding of how theory and research are applied to work settings.
Think and write critically about I-O psychology theory, research, and application.
Apply I-O psychology to your own and others' work.

BEHL 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BEHL 230 - Behavior Modification (3)

This course covers behavioral learning principles and theories and application to clinical settings. Students will learn how a treatment plan is developed and will develop their own treatment plans.

Student Learning Outcomes
Explain the history and development of the behavioral modification approach.
Describe the use of behavioral modification procedures in a variety of applied settings with a variety of clinical populations.
Use positive reinforcement to increase behavior.
Decrease behavior using extinction and punishment.
Incorporate stimulus discrimination and stimulus generalization in behavioral interventions.
Use shaping, fading, and chaining to modify behavior.
Outline steps in a functional behavioral assessment.
Demonstrate entry level skills in applying common clinical behavioral techniques (e.g., relaxation training, systematic desensitization).
Demonstrate an understanding of the ethical application of behavioral techniques.

BEHL 240 - Social Justice and Advocacy in Behavioral Health (3)

This course gives students the understanding of social justice and empowers them to identify strategies to become advocates in the behavioral health field.

Offered: Summer.

Student Learning Outcomes
Develop an understanding of the concept of social justice and its importance in society
Recognize and analyze social justice issues, including, but not limited to, issues related to race, gender, class, sexual orientation
Understand intersectionality and how identity impacts experiences of injustice and privilege
Define advocacy and its role in creating change
Develop strategies for promoting inclusivity and equity in behavioral health settings
Explore different forms of social justice activism and advocacy related to behavioral health

BEHL 280 - Introduction to Addiction Studies (3)

An introduction to the history of addiction counseling and evolution of addiction treatment theories and methods that will prepare students to work in various fields where the understanding and treatment of addiction is critical. Students will be introduced to diagnostic criteria from the Diagnostic and Statistical Manual.

Offered: Fall.

Student Learning Outcomes
Understand the history of addiction counseling and treatment methods
Recognize models of treatment and relapse prevention
Identify addiction symptomatology in case studies
Understand stages of change as they apply to addiction counseling
Recognize the complexity of addiction across the lifespan
Evaluate treatment practices and social support systems
Recognize laws related to addiction field

BEHL 285 - Introduction to Counseling Theory and Techniques (3)

This course provides an overview of foundational counseling theories, as well as an introduction to counseling techniques, the therapeutic relationship, and the general counseling process. Particular emphasis will be placed on helping skills.

Offered: Spring, Summer.

Outcomes
Develop knowledge of basic components of the major theories in counseling.
Ability to differentiate various techniques unique to each major theory covered.
Students will develop reflective and critical thinking skills that go into conceptualizing theoretically.
Ability to apply or at least understand the complexities of applying counseling theories to diverse populations or presenting concerns.
Demonstrate basic stages in establishing a therapeutic relationship in the counseling process.

BEHL 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BEHL 350 - Group Dynamics (3)

This course explores the principles of group dynamics in treatment settings, the different types of behavioral health groups available, and the stages of the group process. Student will gain the foundational knowledge and skills for working with groups in various settings, including substance use and mental health care centers, and in controlled environments. This course has a required virtual group that meets 1 hour every week throughout the course.

Offered: Fall.

Outcomes
Identify the different types of groups that can be used in various settings.
Define the key concepts of group dynamics
Recognize the role theoretical orientation has on group development and practice.
Explain the role of the group leader throughout the group process, including creation, facilitation and termination of the group.
Define the stages of group development.
Identify the ethical issues associated with group services.
Demonstrate effective leadership techniques for facilitating group.

BEHL 310 - Cognitive Psychology (3)

Scientific study of the mind and the role the senses play in how we interpret and perceive our surroundings. Topics covered include attention, learning, memory, perception, and executive function.

Student Learning Outcomes
Describe the working of basic cognitive functions from an information processing perspective.
Discuss the classic experimental findings relating to various cognitive processes such as attention, consciousness, memory, perception, memory, language, thought processes, problem solving, creativity, decision making, and metacognition.
Explain some of the broader implications of cognitive research for society.
Understand the neuroscientific measures (CT, PET, fMRI) and how they provide evidence for cognitive psychological theories.
Recognize and understand terms and principle concepts in cognitive psychology.
Describe the historical development of cognitive psychology.
Explain how different methods of cognitive research can be used as tools to understand mental processes.

BEHL 320 - Social Behavior (3)

Overview of the field of social psychology with emphasis on examining how individuals function within a group or other social context. Topics covered include attitudes, performance, stereotypes, prejudice, and research findings within the field.

Student Learning Outcomes
Compare and contrast the major theories, concepts, empirical findings, methods, and techniques used in social psychology.
Utilize major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior.
Integrate different perspectives discussed in class to explain human behavior.
Discuss modern research findings in social psychology.

BEHL 335 - Biopsychology (3)

This course focuses on the physiological aspects of psychology, including biological bases for behavior, emotion, motivation, and cognition.

Student Learning Outcomes
Identify basic brain structures and functional neural systems.
Describe the process of signaling between nerve cells including chemical neurotransmitters.
Compare and contrast the role of neurotransmitters in the etiology and treatment of various psychopathologies, including schizophrenia, depression, anxiety, and substance abuse.
List and describe the major methods used to study brain structure and function and the associated ethical issues.
Discuss the functional organization of the sensory systems.
Describe the process of neural development and the role of plasticity in development and recovery of function.
Recognize and describe brain systems mediating sexual and reproductive behaviors, emotions, learning, memory, and consciousness.
List and describe major neurological disorders, i.e., disease, injury, infections, and vascular disorders.

BEHL 341 - Medical Psychology (3)

This course will cover how health and the human behavior/mind are interrelated with emphasis on mind-body connection. Research around the prevention, comprehension, and treatment of medical issues will be examined from the perspective of the biopsychosocial model.

Student Learning Outcomes
Identify the interplay of biopsychosocial factors in the study of health issues including mechanisms and pathways in disease processes such as the initiation, promotion, and management of disease.
Summarize the theory and research of the field by reviewing fundamental and recent contributions to the science.
Critique and synthesize research on the factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue.
Examine one's own health history and create a plan with the goal of healthy living.

BEHL 352 - Psychopathology (3)

This course covers the categorization of abnormal behavior in the field of psychology, including an introduction to the Diagnostics and Statistical Manual of Mental Disorders, 5th ed. (DSM-5). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential, and systemic.

Student Learning Outcomes
Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral abnormalities.
Understand and begin to use the DSM-5 categorical system for the classification and diagnosis of psychological disorders.
Consider the complex factors that contribute to psychological and behavioral dysfunction, including neurobiological, developmental, psychological, and sociocultural issues.
Critically evaluate different conceptual approaches to etiology and treatment of psychopathology.
Demonstrate competency in writing about current evidence-based therapeutic treatments for major classes of psychiatric disorders.
Opportunity to participate in Mental Health First Aid training and receive a certification.

BEHL 360 - Professional Ethics in Practice (3)

This course will introduce students to the fundamental principles of professional ethics and their application to the behavioral health field. It explores ethical theories, dilemmas and decision-making processes utilizing the Code of Ethics from the American Counseling Association (ACA) and National Association for Alcoholism and Drug Abuse Counselors (NAADAC). Students will be introduced to laws that govern the behavioral health field, including but not limited to, HIPAA and 42 CFR.

Offered: Summer.

Student Learning Outcomes
Understand how professional ethics protect a client and the professional
Recognize and analyze ethical dilemmas specific to the behavioral health field
Develop ethical decision-making skills by using ethical decision-making models
Apply ethical decision-making models to resolve ethical dilemmas
Evaluate the benefits and potential issues of ethical decision-making
Identify similarities and differences between professional ethical codes
Understand professional responsibility for informed consent, confidentiality obligations including 42 CFR part 2, and other legal considerations related to behavioral health

BEHL 380 - Public Health and Prevention (3)

An overview of the public health model, its applications in the field of psychology, and an introduction to prevention will be covered.

Student Learning Outcomes
Understand the fundamentals of the public health model.
Learn how the public health model is used in the field of psychology.
Be able to name the levels of prevention (e.g., primary, secondary, tertiary) and understand how they are applied in various settings.
Review public health research in the field of psychology.
Apply the public health model to the counseling and clinical fields.

BEHL 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BEHL 405 - Clinical Psychology (3)

Introduction to the field of clinical psychology with a focus on both science and practice. Topics include the profession of clinical psychologists, diagnoses during the DSM-5, history, and current issues in the field. This course is recommended for students thinking of getting a master's or doctorate degree in a counseling or behavioral health related field.

Student Learning Outcomes
Define the professional of clinical psychology and be able to distinguish it from other mental health professions.
Discuss the importance of using evidence-based approaches in the mental health field.
Describe the types of activities clinical psychologists perform and the guiding principles used in practice.
Discuss the training of clinical psychologists and licensures they can earn.
Describe the current diagnostic system (DSM-5) and common concerns raised out this system’s limitations.
Summarize the purpose of psychological assessment and describe the strengths and weaknesses of various strategies clinical psychologists may employ.
Describe the principles of therapeutic interventions, various theories associated with these interventions, and specific evidence-based interventions for children and adults.
Discuss the various subfields of clinical psychology, including clinical neuropsychology, clinical forensic psychology, and clinical health psychology.

BEHL 460 - History of Psychology (3)

A survey of the historical background and major theories and systems, past and present, in the field of psychology.

Student Learning Outcomes
Name and describe the major systems in the history of psychology.
Identify significant figures within each system and describe their contributions.
Demonstrate an understanding of the philosophical ideas from which the discipline of psychology arose.
Describe the current state of psychology and why systems become outdated.
Describe the historical events and scientific discoveries that have influenced psychology and explain how future discoveries might continue to do so.
Demonstrate an ability to conduct research on a historical figure and combine your findings into a paper.

BEHL 465 - Sports Psychology (3)

This course will provide an overview of the field of sports psychology and exercise science. Students will learn how to apply psychological concepts to competition, exercise, and health. Topics include resilience, concentration, motivation, personality, and attention. Relevant research will also be covered.

Student Learning Outcomes
Become familiar with psychological principles that affect performance in sports and exercise.
Develop skills in common psychological interventions for achieving goals and maintaining gains.
Understand how psychological variables influence participation and performance in sport and physical activity.
Understand how participation in sport influences the psychological characteristics of an individual athlete.
Acquire skills and knowledge about sports psychology that can be applied to the careers of coach, athlete, or mental health practitioner.
Gain practical experience in goal setting, behavior change, and maintenance of gains.
Learn more about yourself as a person and as a sports professional.

BEHL 470 - Psychology of Gender and Culture (3)

This course provides an analysis of the psychological research on gender. Topics covered include gender diversity, gender stereotypes, and the interplay of culture and gender.

Student Learning Outcomes
Develop a critical understanding of what is meant by "gender," "sex," and "sexuality"
Explain the pluralities and ambiguities of genders, sexes, and sexualities.
Explain how gender, sex, and sexuality intersect with other aspects of human life, such as race/ethnicity, socioeconomic status, age, occupations, relationships, etc.
Examine gender, sex, and sexuality social issues in the United States and internationally.
Explain how gender impacts one's own lived experiences.
Discuss the application of gender diversity to the field of psychology and counseling.

BEHL 471 - Child Psychopathology (3)

Psychological disorders in children will be covered with emphasis on origin, diagnosis, treatment, and use of the DSM-5 in childhood psychological disorders. Introduction to the field of abnormal child and adolescent psychology, including the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective.

Student Learning Outcomes
Understand the concepts of psychiatric diagnosis relevant to child and adolescent psychopathology.
Describe the general process of clinical evaluation of mental disorders in children and adolescents, and present relevant clinical data in a systematic format.
Discuss the etiology, epidemiology, and phenomenology of common mental disorders affecting children and adolescents.
Critically review child and adolescent psychopathology and challenge social and cultural assumptions of what is normal and abnormal.

BEHL 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BEHL 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

BIOL-Biology

BIOL 112 - Foundations of Science (3)

A course introducing the student to the nature of scientific processes, scientific reasoning, evaluation of evidence, 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.

Offered: Fall, Spring.

Outcomes
1. Demonstrate understanding of the nature of the scientific process
2. Use evidence to evaluate scientific claims
3. Evaluate the quality of data and draw conclusions from data
4. Recognize and evaluate the elements of effective experimental design
5. Be able to relate the content and process of science to their daily lives and to issues in society
6. Evaluate the credibility of sources of scientific information

BIOL 120 - Essentials of Biology and Chemistry for Health Sciences (3)

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.)

Offered: Fall.

Student Learning Outcomes
Be able to use terminology appropriate for introductory biology and chemistry
Know and apply the unifying principles of biology and chemistry
Develop an understanding of the scientific approach to knowledge, how scientific ideas are developed, and how to distinguish good science from bad
Be aware of the relationship and impact of the fields of biology and chemistry to other fields and society
Develop an understanding of the historical development and relationship of major ideas in biology and chemistry

BIOL 150 - Introduction to Biology I (Lec/Lab) (3/1)

An introduction to the processes of science and the major principles of biology, including biochemistry, cell biology,

genetics, development, and evolution.

Offered: Fall, Spring.

Student Learning Outcomes
Be able to use the terminology appropriate for the discipline
Know and be able to apply the unifying principles of biology at the molecular, cellular, and evolutionary level
Develop an understanding of the scientific approach to knowledge, how scientific ideas are developed, and how to distinguish good science from bad
Be aware of the relationship and impact of the filed of biology to other fields and society
Develop an understanding of the historical development and relationships of major ideas in biology
Demonstrate mastery of the factual material and terms presented
Become familiar with laboratory procedures, materials, and equipment
Understand the elements of experimental design and controls
Develop skills in collecting data and writing reports on laboratory experiments
Become familiar with the diversity of living organisms, their classification, and their adaptations

BIOL 151 - Introduction to Biology II (Lec/Lab) (3/1)

An introduction to the processes of science and the major principles of biology, including microbial, plant and animal diversity, plant form and function, and ecological concepts. The lab course emphasizes these concepts as well as biology research methods.

Prerequisite: BIOL 150 or BIOL 120 . Offered: Spring.

Student Learning Outcomes
Describe the relationship between the three domains: Bacteria, Archaea and Eukarya
Describe the evolution, structure and function of plants
Generally describe the characteristics of and major groupings of fungi
Generally describe the characteristics of and major grouping of animals
Explain key concepts in population, community, and ecosystem ecology
Describe the process of scientific research, including hypothesis development, experimental design, data analysis, and dissemination of interpretations
Use defining characteristics to identify members of major groups of eukaryotes (protists, plants, animals)
Describe the structure and function of plant roots, stems, leaves, and fruits
Describe the alternation of generations exhibited by all plants, and the variation between plant groups
Explain key ecological concepts

BIOL 180 - Field Ecology of Costa Rica (1/2)

A field study of tropical ecology focused on several ecosystems in Costa Rica. Students will learn about the biological diversity of organisms living at the field sites, ecological interactions, and Costa Rican culture. The course meets weekly during the fall semester and includes a 12-day field trip during the winter break that follows. *Class is offered on a three year rotation*

Offered: Fall.

Student Learning Outcome
Define ecology and describe the different fields of ecology
Describe key characteristics of tropical ecosystems
Describe the process of science
Demonstrate proficiency in maintaining a field journal
Describe cultural aspects of Costa Rica

BIOL 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BIOL 201 - Biology Orientation (1)

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 of all biology majors sophomore year.

Offered: Fall.

Student Learning Outcomes
Be knowledgeable of career opportunities in biology and the preparation needed for careers
Be able to search the scientific literature
Be able to identify the organization of and read a scientific paper
Understand the process of science and science as a social enterprise, such as peer review
Be able to identify errors in scientific reaasoning
Be aware of how science is represented and misrepresented in the press and society

BIOL 208 - Human Anatomy and Physiology I (Lec/Lab) (4/1)

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. (Only one course in the 208-209 sequence will count for major or minor credit.)

Prerequisite: BIOL 120, BIOL 150, BIOL 216 or CHEM 133. Offered: Fall.

Student Learning Outcomes
Required: Connect Access Card for Seeley's Anatomy and Physiology by VanPutte, Regan and Russo, 13th edition (ISBN 9781266181580) - this comes with an e-book for lecture and a hard copy of the lab manual.
Recommended texts and other textbook resources: If you prefer a hard copy of the book, that can be purchased at many online bookstores as used &/or older editions for a relatively small cost.
Technology required: access to Connect (textbook publisher website, see required materials) and Canvas (https://ujamestown.instructure.com/).

BIOL 209 - Human Anatomy and Physiology II (Lec/Lab) (4/1)

Continuation of BIOL 208. Focus on cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. (Only one course in the 208-209 sequence will count for major or minor credit.)

Prerequisite: BIOL 208. Offered: Spring.

Student Learning Outcomes
Use anatomical terms to describe the basic anatomy (structure) and physiology (functioning) of the body systems covered in this course (cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive)
Describe human embryonic development
Describe homeostasis and some of the homeostatic imbalances that can occur in the body systems covered in this course
Use anatomical terms to describe the basic anatomy (structure) and physiology (functioning) of the body systems covered in this course
Identify basic anatomical structures associated with the body systems covered in this course
Describe factors that influence cardiovascular dynamics, respiration, digestion and urine formation, using the conceptual understanding developed through computer simulations

BIOL 210 - Medical Terminology (2)

Introduces word roots, prefixes, and suffixes to describe anatomical structure, pathologic conditions, diagnostic procedures, and treatments. This standardized language ensures concise and accurate communication among practitioners within the health care community.

Offered: Spring.

Student Learning Outcomes
Build words from Greek and Latin prefixes, suffixes, word roots, and combining forms
Recognize words by analyzing their Greek and Latin roots
Spell medical terms correctly
Pronounce medical words correctly
Recall and use acceptable abbreviations and their meanings for medical terms and phrases

BIOL 216 - Microbiology (Lec/Lab) (3/1)

A study of the characteristics of microorganisms (bacteria, viruses, microorganisms), and principles of their growth and control. Host microbe interaction, including host defenses, infectious diseases, and epidemiology are also included.

Prerequisite: BIOL 120 or BIOL 150. Offered: Spring.

Student Learning Outcomes
Be able to use terminology appropriate for the discipline
Explain the significance of microbes to humans and the environment
Describe the basic principles of microscopy
Identify the major structures of both eukaryotic cells and prokaryotic cells, and relate to their functions
Describe general structures of viruses and how they multiply
Compare and contrast the major groups of microbes
Describe the major metabolic pathways of bacteria
Describe the major principles of microbial nutrition and growth
Discuss physical and chemical methods of control of microbial growth
Describe and discuss interactions between microbes and human hosts
Demonstrate knowledge and use of appropriate laboratory safety precautions
Use aseptic technique to properly handle microbial cultures
Appropriately observe interpret and report experimental results
Utilize common staining techniques
Appropriately use a microscope to examine both stained and unstained preparations of microbial samples
Grow and isolate microbes in cultures
Describe and interpret tests used to characterize microbes
Discuss the ubiquity of microbes in the environment

BIOL 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BIOL 301 - Biology Research Methods I (1)

This course will continue to develop students understanding of the process of science that was introduced in Introductory Biology. Students will explore current topics in biology, choose a research question, and develop a testable hypothesis, review the relevant primary literature and design a study that tests the hypothesis.

Prerequisite: BIOL 151. Offered: Spring.

Student Learning Outcomes
Describe the process of science
Describe a specific research question and associated hypotheses that will be tested using data collected by students or available from a credible source, and write an associated research proposal
Identify and discuss primary sources related to the research question
Describe various research opportunities for undergraduates and how to apply for them

BIOL 302 - Biology Research Methods II (1)

This course is a continuation of BIOL 301. Topics will include data analysis and interpretation, and dissemination of results through a research poster and/or oral presentation and/or research paper.

Prerequisite: BIOL 301. Offered: Fall.

Student Learning Outcomes
Use a data set to statistically test a student-developed hypothesis and interpret the results of that test
Present results graphically
Disseminate results in a paper and in a public forum (poster or oral presentation)

BIOL 304 - Invertebrate Zoology (Lec/Lab) (3/1)

A study of biological diversity of invertebrate animals, focused on the evolution, ecology, and morphology of major phyla.

Prerequisite: BIOL 151 or EESC 160. Offered: Fall, even years.

Outcomes
Describe the key unifying characteristics of major invertebrate taxa (i.e. phyla, and some classes and orders)
Describe the kinds of invertebrates that live in different habitats
Compare morphology, physiology, behavior and ecology across invertebrate taxonomic grouops
Describe several examples of human interactions with invertebrates (e.g. mutualists, parasites, trophic relationships)
Describe and use a variety of techniques to collect invertebrates from terrestrial and aquatic habitats
Use a dichotomous key, field guide, and electronic resources to identify invertebrate species
Identify invertebrates to phylum, class or order without a key or field guide
Make predictions about ecology and life history based on identification, and identify taxonomic groups based on ecology and life history
Compare morphology, physiology, behavior and ecology across invertebrate taxa

BIOL 305 - Cell Biology (Lec/Lab) (4/1)

A study of cell structure and function with emphasis on the eukaryotic cell and cellular processes.

Prerequisite: BIOL 151; CHEM 134; CHEM 343 or CHEM 245 (or concurrently), or permission. Offered: Fall.

Student Learning Outcomes
Describe the structures of the cell and the relationships between structures
Use the terminology needed to describe the cell
Relate the form of the cell and its components to function
Describe and apply the major principles of cell biology
Describe and apply the role of information in a cell the forms that information takes, and how information flows in the cell
Describe and apply the role of energy in a cell and how it is created, used, and converted in a cell
Describe and apply the methodology used to study cell biology
Appreciate the historical context and the relationship of the discipline of cell biology to other disciplines in the sciences and outside of the sciences
Demonstrate understanding of scientific method as applied to studies in cell biology
Demonstrate mastery of the concepts and terminology presented
Perform laboratory procedures appropriate to the discipline
Be able to ask scientific questions and design experiments to answer them
Recognize the characteristics of a well-designed experiment
Develop skills in collecting data and writing reports on laboratory experiments

BIOL 306 - Vertebrate Zoology (Lec/Lab) (3/1)

A study of the diversity of the various vertebrate classes. The physical characteristics used to define classes, the physiological adaptations to the environment, and the evolutionary history of representative species of each class as documented in the fossil record will be explored. Topics presented in lecture will be supplemented by various hands-on laboratory exercises.

Prerequisite: BIOL 151 and junior standing, or permission. Offered: Spring, odd years.

Student Learning Outcomes
Discuss basic evolutionary concepts and principles such as variability, heritability, fitness, natural selection, adaptation, microevolution, and adaptive radiation
Describe the phylogenetic relationships among the Phylum Chordata and subphylum vertebrata. Discuss the characteristics unique to each group and demonstrate how those characteristics relate to each group's evolutionary history/success
Describe the basic vertebrate body plan and the evolutionary adaptations associated with each vertebrate class
Define, comprehend, and use the terminology specific to vertebrate biology and vertebrate history
Understand basic phylogenetic systematics
Describe the key unifying characteristics of major vertebrate clades
Compare morphology, physiology, behavior and ecology across vertebrate clades
Describe general vertebrate adaptations to life in water and life in land

BIOL 308 - Animal Behavior (Lec/Lab) (3/1)

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 or EESC 160. Offered: Fall, odd years.

Outcomes
Explain what is meant by proximate and ultimate causes of behavior
Describe how genes, environment and development influence behavior
Describe current concepts in animal behavior, including animal communication, feeding behavior, mating systems and sexual selection, and the evolution of social behavior
Discuss and critique the ideas of other scientists (scientific literacy)
Develop a testable hypothesis and associated predictions
Design appropriate sampling methods
analyze and interpret data
present findings clearly and concisely

BIOL 310 - Ecology (Lec/Lab) (3/1)

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.

Prerequisite: BIOL 151 or EESC 160. Offered: Spring, even years.

Outcomes
Be able to use the terminology appropriate for the discipline
Gain an appreciation for the broad biological significance of ecological knowledge and theory
Gain an understanding of the uestions that ecologists' study, the methods used, and the questions that remain unanswered
Develop your ability to apply quantitative skills to collect, analyze and interpret ecological data
Be able to use terminology appropriate for the disipline
Gain an appreciation for the broad biological significance of ecological knowledge and theory
Gain an understanding of the questions that ecologists' study, the methods used, and the questions that remain unanswered
Develop your ability to apply quantitative skills to collect, analyze and interpret ecological data

BIOL 312 - Developmental Biology (3)

Patterns and principles of development in diverse organisms from the perspective of morphology, the cell, the gene, and evolution.

Prerequisite: BIOL 151 and BIOL 209 or BIOL 305 (or concurrently),or permission. Offered: Fall.

Student Learning Outcomes
Understand the morphological process and changes that occur to diverse organisms during development
Understand the genetic processes underlying development
Understand the methods by which development is studied and manipulated and be able to interpret experimental results
Understand the evolutionary basis for development and the role of development in evolutionary processes

BIOL 325 - Histology (2)

A study of mammalian cell structure, tissues, and their organization.

Prerequisite: BIOL 209. Offered: By arrangement.

BIOL 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BIOL 402 - Research Problems (1-4)

By permission of the department chair.

Offered: Fall, Spring.

Student Learning Outcomes
Upon completion of the course the student should be able to describe a specific research question and associated hypotheses that will be tested using data collected by students or available from a credible source.
Identify and discuss primary sources related to the research question.
Use a data set to statistically test a student-developed hypothesis.
Present results graphically and disseminate results in a paper, poster, and short in-class presentation.

BIOL 412 - Molecular Biology (Lec/Lab) (2/1)

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. Offered: Spring, even years.

Outcomes
Understand the roles of DNA, RNA, and prteins in the cell
Understand how gene activity is regulated
Understand the different kinds of RNA and their roles in the cell
Understand how we have come to know this information
Understand the techniques used to study molecular biology
Understand the methods used in biotechnology and their applications and be able to discuss concerns about the uses of these technologies
Understand the diversity which exists in the molecular biology of various organisms

BIOL 430 - Genetics (Lec/Lab) (4/1)

A study of the principles and processes of inheritance. Classical, molecular, and population genetics are discussed.

Prerequisite: Three courses in biology, including BIOL 305, or permission. Offered: Spring, odd years.

Student Learning Outcomes
Demonstrate mastery of the factual material and terms presented
Be able to solve problems and analyze material from a genetic perspective
Apply concepts to differing types of situations, real or hypothetical
Appreciate the relationship of genetics to other field in biology and the gene as a unifying concept in biology
Understand genetic technology and its uses and implications for society
Understand the structure of the gene
Demonstrate understanding of the scientific method as applied to genetics
Demonstrate mastery of the factual material and terms presented
Perform laboratory procedures and crosses appropriate to the discipline
Apply concepts to differing types of situations
Understand the use of model organisms to study genetics
Develop skills in designing experiments
Develop skills in collecting data and writing reports on laboratory experiments

BIOL 435 - Immunology (3)

An introduction to human immunochemistry, immunobiology, and the development of the immune system. Topics include innate, cell-mediated, and humoral immunity, autoimmunity, immunization, and immunodeficiency.

Prerequisite: BIOL 216. Offered: Spring, even years.

Student Learning Outcomes
Functions and interactions between cells and organs of the immune system
Innate & acquired immunity
Antigen presentation and recognition
Cell-mediated & humoral immune responses
Immunologic tolerance
Immune responses against tumors & transplants
Autoimmune, hypersensitivity & immunodeficiency disorders

BIOL 442 - Evolution (Lec/Lab) (3/1)

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. Offered: Spring, even years.

Student Learning Outcomes
The historical development and impact of evolution
The mechanisms of evolution, genetic change, adaptation, and speciation
How evolution is studied and its application to areas of current research and controversy
The relationship of evolutionary biology to genetics, molecular biology, geology, developmental biology, anatomy, ecology, and other biological fields
The biological history of the earth, the major radiations and extinctions, the origin of the major taxa of life, and the theories concerning the mechanisms affecting the course of life
The relationship of evolution to society, religion, philosophy, and other disciplines

BIOL 445 - Biology Seminar I (1)

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

Offered: Fall.

Student Learning Outcomes
Identify with specificity the topic of his/her paper and seminar.
Identify at least 15 articles from scientific journals relating to the topic chosen.
Produce an outline of the paper, an introduction, and at least 5 pages of text.
Demonstrate understanding of the process of doing literature searches in the biological sciences.

BIOL 446 - Biology Seminar II (1)

This course is designed to complete the process begun in Biology 445. Students will complete the literature search and paper, prepare and present a poster at the annual UJ Student Research Symposium, and give an oral presentation to the campus community on the topic chosen. Required of all majors.

Offered: Spring.

Student Learning Outcomes
Upon completion of the course the student should have:
submitted a written paper of no less than 3,000 words on the topic chosen.
Given an oral presentation on the topic chosen.
Prepared a poster presentation of their topic.
Developed skills in writing a research/review paper in the biological sciences.
Developed skills in oral presentation of a topic in the biological sciences.
Completed an exit interview and/or evaluation of the Biology Major Program.
Taken a national standardized examination in biology (MFT), the results of which will be used in the assessment of the education provided by the department.

BIOL 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BIOL 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project. Course content and requirements to be established jointly by the student and instructor.

Offered: By arrangement.

BSST - Business Studies

BSST 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BSST 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BSST 302 - Principles of Banking (3)

Principle of Banking is an introduction and overview of the banking industry and day-to-day activity. Students will learn how to create and read a bank's balance sheet, how the banking system works with the Federal Reserve, the operational management of banks, lending practices and policies, interest rate pricing, and federal banking regulations. Online only

Student Learning Outcomes
Interpret a bank's financial statement.
Describe how the banking system works within the Federal Reserve System.
Discuss the day-to-day operational management of banks.
Discuss best lending practices and policies.
Describe interest rates and how they are set.
Provide an introductory level description of federal banking regulations.

BSST 311 - Management and Leadership of Organizations (3)

Through the course, students will learn the fundamentals to effectively lead people and teams, manage organizations as well as tools to analyze business situations and develop strategies. Students explore the impact of a workforce on leadership practices and decision making while examining new organizational structures.

Student Learning Outcomes
Develop in depth knowledge of their management and leadership strength.
Further develop their analytical, oral, and written communication skills.
Increase their knowledge of critical management tools such as strategic planning.
Draw on theories that have reshaped the concept of leadership.
Use knowledge to make strategic business decisions and enhance organizational effectiveness.
Analyze change management trends.
Demonstrate the ability to think critically in relation to strategic and leadership decisions.
Use enhanced collaboration, team building and management skills to encourage better communication, delegation, and trust.

BSST 312 - Financial Statements and Analysis (3)

Financial Statements and Analysis prepares students to compile customer financial information to determine repayability, collateralization, and compliance with the financial institution's lending criteria. Industry-specific credit analysis for agricultural, business, and personal lending will be covered. Online only

Student Learning Outcomes
Apply several basic financial statement analysis techniques.
Examine the relationship between net income (accounting profit) and cash flows from operations for firms across different industries.
Understand debt financing and evaluate its implications for analysis.
Explain the importance of liquidity, and describe working capital measures of liquidity and their components.
Understand the basic analysis measures as they apply to consumer, agricultural, and commercial businesses.

BSST 323 - Credit Underwriting (3)

Credit Underwriting is the evaluation of a borrower's financial strength to insure it meets the financial institution's lending criteria. Topics to be covered include preparing narratives of customer financial status, ratio and trend analysis, identification of financial risks, collateral coverage, and equity position. Online only

Student Learning Outcomes
Explain the relationship between financial analysis and credit underwriting
Summarize the entities involved in credit underwriting
Explain the factors that influence decisions on credit worthiness, collateral, and loan structure
Describe the processes involved in loan approval and monitoring
Identify the purpose and components of a credit presentation
Evaluate business performance through the creation of a financial narrative

BSST 333 - Banking Regulation and Compliance (3)

Regulation and compliance is central to the banking industry and how it functions. This course addresses the federal regulatory environment, specifically banking regulations designed to protect depositors and consumers. Bank managers will be prepared for audits and regulatory exams. Online only

Student Learning Outcomes
Understand the history of banking regulation, with an emphasis on the global financial crisis.
Explain how safety nets increase bank's incentive to take on risks.
Understand the concepts in inherent risks and residual risk, and the how it applies to bank risk tolerance.
Understand the four pillars of bank regulation, and their associated regulator expectations for internal governance.
Gain an understanding of the financial consumer protection regulation.

BSST 340 - Quality Management (3)

The purpose of this course is to provide undergraduate students with foundational information of Quality Management theory and practice, with a focus on principles and tools used to identify, analyze, and understand the impact of quality management systems within any organization. Online only

Student Learning Outcomes
Define total quality and its elements.
Explain the role of continuous improvement in strategic planning.
Describe how to use customer satisfaction measurements to enhance quality planning.
Apply quality management techniques to reduce variation and improve quality, processes, systems, products, and services.
Utilize quality management tools to present data.
Discuss management issues related to creating a company quality culture.

BSST 341 - Introduction to Project Management (3)

According to a recent study of Human Resource Managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This online class has optional live sessions.

Student Learning Outcomes
Understand why organizations undertake particular projects and articulate how those projects fit within an overall delivery system.
Articulate the key differences between the two major philosophies of project management and provide a thorough explanation of the impact of adopting either methodology.
Articulate the typical product life-cycle within both major project management philosophies.
Understand the overall principles and processes that drive project management activity for both project approaches.
Describe the different organizational structures that can be used for project management purposes, and articulate their strengths and weaknesses.
Utilize and understand the core steps in justifying investment in projects.

BSST 342 - Project Planning (3)

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them in order to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This online class has optional live sessions.

Student Learning Outcomes
Understand why organizations undertake particular projects and articulate how those projects fit within an overall delivery system.
Articulate the key differences between the two major philosophies of project management and provide a thorough explanation of the impact of adopting either methodology.
Articulate the typical product life-cycle within both major project management philosophies.
Understand the overall principles and processes that drive project management activity for both project approaches.
Describe the different organizational structures that can be used for project management purposes, and articulate their strengths and weaknesses.
Utilize and understand the core steps in justifying investment in projects.

BSST 343 - Project Execution, Monitoring, and Control (3)

In today's fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities

or context of a project may require various adjustments. Additionally, project implementation and closure requires conviction and trust in established processes and personnel. In either context, these are vital parts of a project's success and are reflections of how future projects will be managed. This course covers project execution, monitoring/control, implementation/handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Project Management Practicum.

Student Learning Outcomes
Learn how to ensure that the project plan is comprehensive, consistent, and totally integrated - including (if necessary) recommending trade-offs to meet project constraints.
Apply various approaches to project execution that ensure a committed and effective team.
Understand the challenges in tracking progress and implement specific approaches to ensure a reasonable level of accuracy in reporting.
Understand the market-leading ad platforms of Google Ads and Facebook Ads including relevant terminology and technical set-ups.
Articulate various approaches to reporting that engage all parties, including team, stakeholders, and governance bodies.
Understand the processes for tracking changes, manage a project plan in the wake of said changes, and ensure that stakeholders and governance bodies are informed of changes.
Understand the various activities that may be required during project hand-over and implementation to ensure success.
Articulate the value of DevOps.
Detail how to close out all relevant aspects of a project.
Capture learnings from a project to ensure improvement in both individual and organizational performance.

BSST 344 - Advanced Project Management Practicum (3)

This course is intended as a culmination of a student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion, encountering and overcoming challenges and complications along the way. This course will also provide students with an overview of the product life cycle, governance, and other topics to help contextualize project work.

Student Learning Outcomes
Describe the product life-cycle and how project management can support various stages of this life-cycle.
Understand the role of governance and detail the responsibilities of the various actors involved.
Recognize when and how to integrate a predictive or agile method into a hybrid project management approach.
Understand the role of professional ethics in project management.
Understand what to expect on the CAPM exam and prepare for taking this professional test.
Demonstrate comprehensive skill in project management by applying their learnings to a simulated project.

BSST 361 - Storytelling and Video Marketing (3)

Six out of ten people would rather watch videos than TV. Eighty-one percent of businesses use videos as a marketing tool and are starting to apply them to internal communication. The greatest challenge is having the confidence to share on camera and to tell a powerful story.

Student Learning Outcomes
Build confidence to share ideas and stories on video.
Create videos and build an audience for a brand or company.
Structure stories for emotional impact to make marketing more memorable and effective.
Measure the success of videos through engagement and conversion.

BSST 362 - Social Media Marketing (3)

Facebook marketing can be used to prospect new customers and to engage with your existing audience. In this course, students will learn how to build Facebook (Meta) ad campaigns and determine effective social media strategy to generate sales and leads. At the end of the course students will have gained the necessary skills to earn a Facebook (Meta) Blueprint certificate.

Student Learning Outcomes
Identify the difference between paid and organic Facebook marketing initiatives and when to use them.
Understand creative strategy and best practices for organic and paid social content.
Create Facebook campaigns and ad sets.
Identify and evaluate Facebook campaign targeting and settings that are appropriate based on marketing goals.
Evaluate Facebook advertising metrics and how to use them to optimize campaigns.

BSST 363 - Digital Marketing Ads (3)

Google allows marketers to deliver ads to potential

customers on the Search Results Page, YouTube, and across the Display Network. In this course students will learn how to create campaigns for all three channels including best practices for ad creation, budget allocation, and strategy that drives results. Students will learn the necessary skills to be prepared to earn Google Ad certificates (Search, Display, and YouTube) by the end of the course.

Student Learning Outcomes
Implement best practices for building Google Search campaigns, responsive text ads, and ad extensions.
Build Google Display campaigns and create responsive display ads.
Create YouTube campaigns that utilize video creative.
Identify and evaluate Google Ads targeting and campaign settings that are appropriate based on marketing goals.
Understand Google advertising metrics and how to use them to optimize campaigns.

BSST 364 - Digital Marketing and Analytics (3)

The goal of digital marketing is to build an audience and generate sales. This course walks through using digital marketing channels such as email, SEO, and content marketing to connect with customers. Then, this course helps students set up measurement to hone marketing messages and teaches students to allocate attention on the content that earns the most sales. Students will earn a Google Analytics certificate as a part of the course.

Student Learning Outcomes
Set goals and measure conversion rate.
Strategize content that attracts prospective customers.
Identify how to convert website traffic into profitable customer action.
Demonstrate marketing impact on strategic business objectives.

BSST 371 - Supply Chain Management (3)

Supply Chain Management introduces student to high-level strategy and concepts along with practical tools necessary to solve supply chain problems. Using a strategic framework, students are guided through all the key drivers of supply chain performance, including facilities, inventory, transportation, information, sourcing, and pricing. Through case study application, students will develop an understanding how effective strategic p[planning in supply chain management offers a competitive advantage and impacts performance for a company.

Student Learning Outcomes
Understand the Supply Chain Department & fundamental concepts.
Demonstrate ability to relate Supply Chain principles to strategic planning.
Develop knowledge on key supply chain processes and theories.
Develop comprehension of application based case analysis on supply chain management & incorporate critical thinking skills.

BSST 375 - Process Improvement Methods (3)

This course focuses on the manner in which organizations set priorities for continuous improvement of their processes, how they execute process improvement plans, and how they sustain their continuous process improvement initiatives.

Student Learning Outcomes
Describe the role of Process Improvement in business.
Articulate the benefits of, and common challenges faced with, process improvement implementation.
Compare Process Improvement methodologies.
Create current state and future state process maps.
Use data to justify Process Improvement decisions.
Explain how an applied Process Improvement method creates desired business results.

BSST 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BSST 416 - Agricultural Finance and Price Risk Analysis (3)

Agricultural Finance and Price Risk Analysis prepares bank managers and agricultural lenders to analyze agricultural-related lending. Topics will include asset valuations, commodities and pricing, and factors affecting the financial health of agricultural industry. Online only

Student Learning Outcomes
Discuss key factors that separate agricultural finance and lending from the other types of business banks conduct.
Determine asset valuations and crop production projections within the current market.
Identify risk reduction options available such as government-offered or private-crop insurance.
Discuss the various factors that affect the financial health of the agricultural industry with specific references to the northern plains.
Determine applicant qualifications in relation to lending policies.

BSST 422 - Asset and Liability Management (3)

Asset and Liability Management is an examination of the financial institution's loan-to-deposit ratios, deposit and lending interest rate pricing, and regulatory compliance. This course prepares students for internal bank management.

Student Learning Outcomes
Discuss the factors that indicate good financial health for a bank.
Analyze a bank's liquidity position and interest rate risk in relationship to loan demand and the current interest rate environment.
Identify any areas of noncompliance with banking regulations.
Provide bank management with optimal interest rates for loans and deposits.

BSST 431 - Banking Capstone and Internship (3)

Banking Capstone and Internship provides a 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 an career objectives. Online only

Student Learning Outcomes
Apply concepts learned in previous banking courses to situations as they arise in a banking setting.
Demonstrate the ability to synthesize material from previous banking courses.
Articulate why they would like (or not like) to pursue a career in banking.

BSST 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BSST 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

BUSN-Business

BUSN 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BUSN 204 - Principles of Healthcare in Business (3)

This course provides students with an overview of healthcare topics specific to business within healthcare organizations such as operations, healthcare settings, staffing, occupancy, regulations, and communication with stakeholders. This foundational information will provide students with knowledge and understanding of the principles of healthcare in business.

Offered: Fall, Spring.

Outcomes
To research and discuss various issues and trends within healthcare organizations
To learn foundational information that contributes to making healthcare operation decisions
To review pertinent regulatory information specific to healthcare
To discuss the significance of communication with stakeholders within healthcare
To provide students with a basis for understanding the principles of healthcare specific to business

BUSN 205 - Agricultural Data Applications (3)

This course examines data generation, collection, and application in an agricultural environment.

Prerequisite: Math 105 or 205 & CS240. Offered: Fall.

Outcomes
The students will have a basic understanding of the various types of data generated in agriculture such as climatic, growth, farm management, bio security, crop, or animal.
The students will demonstrate the basic ability to gather, manage and analyze data to develop potential solutions for agricultural challenges.
The students will have a basic understanding of the existence of current data technologies such as data mining and artificial intelligence.

BUSN 206 - Agricultural Perspectives (3)

This course serves as an introduction to agriculture. It examines basic financial statement generation and analysis, capital management, financial ratios, and financial cycles with a perspective unique to agriculture. It will explore the evolution and current state of agriculture in a global environment.

Offered: Fall.

Outcomes
The students will have a basic understanding of financial statements.
The students will have a basic understanding of the unique aspects of agricultural finances.
The students will have a basic understanding of agricultural production and financial cycles.
The students will have a basic understanding of capital management, including entity structures, budgeting, costs of capital and tax management.
The students will have a basic understanding of the global development of agriculture and its impact on food production and the environment.
The students will be able to demonstrate the application of financial ratios. How they are used to assess risk, measure performance and influence capital management.

BUSN 221 - Business Management (3)

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.

Offered: Fall, Spring.

Outcomes
Describe management and understand the planning function of management
Distinguish between strategic and operational plans
Identify management planning tools
Identify and provide examples of basic ownership forms
Identify leaders and different leadership styles
Describe techniques managers use to motivate individual employees
Students will also be able to describe human resource management and its importance to the successful operation of an organization
Understand and identify ethics and corporate social responsibility

BUSN 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BUSN 301 - Introduction to Financial Planning (1)

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.

Offered: Fall.

Student Learning Outcomes
Understand the financial planning process and identify the eight job task domains
Explore behavioral finance, client and planner profiles, communication, and counseling behaviors and apply within case analysis
Demonstrate knowledge of cash flow and debt management
Understand the regulatory requirements and the professional conduct and fiduciary responsibility of personal financial planning
Demonstrate an understanding of education needs analysis and education savings vehicles

BUSN 304 - Healthcare Management (3)

This course explores the principles and practices pertinent to the management of health services organizations. During the course, you will learn about several management theories, ideas, and applications. Topics covered related to healthcare management will include, but are not limited to: global challenges, leadership, team

effectiveness, organization design, conflict management, improving quality, managing strategic alliances, health policy and regulations, as well as ethics.

Offered: Spring.

Outcomes
Understand how healthcare institutions are organized and governed
Learn concepts and theories in healthcare management
Understand perspectives and values of healthcare management
Develop the basic management skills and ability to work productively with others within a healthcare system
Learn to select, use, and critically analyze current healthcare management research and literature
Integrate healthcare management theory with real world situations
Develop the ability to work productively with others in diverse teams

BUSN 305 - Insurance Planning (3)

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: BUSN 301; junior or senior standing. Offered: Fall.

Student Learning Outcomes
Explain insurance industry operations and legal principles
Describe life insurance and annuities, medical and disability insurance, long=-term care insurance, property and casualty and liability insurance
Analyze the potential costs of loss exposures for individual clients
Recommend appropriate types and amounts of coverages for managing loss exposures

BUSN 307 - Agricultural Finance (3)

This course examines financial statement generation and analysis, capital management, financial ratios, and financial cycles with a perspective unique to agriculture.

Prerequisite: Acct 201 & BUSN 206. Offered: Spring, odd years.

Outcomes
The students will understand financial statements.
The students will understand the unique aspects of agricultural finances.
The students will understand agricultural production and financial cycles.
The students will understand capital management, including entity structures, budgeting, costs of capital and tax management.
The students will be able to demonstrate the application of financial ratios. How they are used to assess risk, measure performance and influence capital management.
The students will be able to demonstrate the ability to develop a business plan including a break-even analysis and a marketing plan.

BUSN 308 - Agricultural Law (3)

This course builds on the foundation set in BUSN 315. It further explores property ownership and tenancies, contracts and UCC (Uniform Commercial Code), water rights, applicable government agencies, programs and regulations, and environmental issues.

Prerequisite: BUSN 315. Offered: Spring, odd years.

Student Learning Outcomes
The students will have a basic understanding of the rights and limitations of land ownership.
The students will have a basic understanding of the legal aspects of common agricultural transactions.
The students will have a basic understanding of water law, resource use and allocation.
The students will have a basic understanding of environmental protection and related government policies, their application and enforcement.
The students will have a basic framework of law governing agriculture.

BUSN 309 - Agricultural Marketing and Risk Management (3)

This course will explore the integration of ag marketing and risk management. The focus will start with a focus on production agriculture; develop into the global aspects of commodity trade, government policy and transportation; and culminate in a comprehensive view of risk and its relationship to marketing.

Prerequisite: BUSN 206. Offered: Spring, even years.

Student Learning Outcomes
The students will have a functional understanding of agricultural marketing for production agriculture and agribusinesses.
The students will have a functional understanding of risk management tools available in agriculture.
The students will understand global influences on trade and transportation and their impact on markets.
The students will be able to apply functional tools to analyze business risk related to farms and agribusinesses.
The students will develop a marketing plan that considers characteristics unique to agriculture.

BUSN 310 - Retirement and Benefits Planning (3)

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. Offered: Spring.

Student Learning Outcomes
Describe the characteristics of qualified and tax-advantaged retirement plans and the requirements to maintain tax qualification
Explain the different types of retirement plans available and determine which plans are most appropriate for individuals and businesses
Explain primary components of Social Security and Medicare and incorporate these features into a financial plan
Calculate client goal-based retirement needs and understand the integration of social security, pension plans, individual savings and taxation within these plans
Evaluate a client's retirement needs, develop strategies based on these needs, and determine client-appropriate recmmenations

BUSN 315 - Business Law I (3)

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.

Offered: Fall.

Student Learning Outcomes
Describe how the legal system operates.
Understand torts, negligence, and strict liability.
Explain the difference between the U.C.C. and contract law.
Identify agreement, consideration, capacity, and legality in contracts.
Demonstrate when the writing requirement is necessary for the statute of frauds.
Explain the formation of sales and lease contracts.
Differentiate between title, risk, and insurable interest in sales and lease contracts.
Distinguish warranties and product liability.

BUSN 316 - Business Law II (3)

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. Offered: Spring.

Student Learning Outcomes
Demonstrate knowledge of the creation and function of negotiable instruments and how they are transferred
Define holder in due course
Understand checks and banking in the digital age
Explain secured transactions and creditors' rights and remedies and bankruptcy
Recognize the duties and obligations of agents and principals in an agency arrangement
Explain common employment and labor laws and laws prohibiting employment and discrimination
Contrast between sole proprietorships, partnerships, limited liability companies, and corporations
Discuss government regulation as it relates to administrative law, consumer law, environmental law, and anti-trust law

BUSN 320 - Marketing (3)

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.

Offered: Fall.

Student Learning Outcomes
Understand the marketing process and identify the variables that make up the marketing mix.
Apply corporate social responsibility in the business environment.
Understand the role of ethics and ethical decisions in business.
Apply reasons for studying marketing.
Learn the social factors that affect marketing.
Learn the basics of foreign and domestic competition.
Understand the importance of global marketing.
Discover how the Internet is affecting global marketing.
Explain the importance to marketing managers of current demographic trends.
Explain why marketing managers should understand market segmentation and targeting market.
Demonstrate the cultural factors that affect consumer-buying decisions.
Explain advertising, public relations, and sales promotion.
Understand franchising and describe its two basic forms.
Understand the key differences between relationship selling and traditional selling.
Explain the importance of marketing communications.
Discuss the importance of social media in marketing field.

BUSN 322 - Human Resource Management (3)

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.

Prerequisite: Junior or senior standing. Offered: Fall, Spring.

Student Learning Outcomes
List the main objectives pursued by HRM units in organizations.
Identify how HRM activities contribute to an organization.
Describe criteria used to determine EEO and affirmative action compliance or noncompliance.
Identify critical HRM issues faced by global organizations.
Describe how managers analyze the supply of employees in the organization.
Discuss how to develop an effective recruiting program for an organization.
List hiring criteria and how they can be used to make employee selection more effective.
Compare the advantages of various performance evaluation techniques.
Define compensation and differentiate among direct financial compensation, indirect financial compensation, and nonfinancial rewards.
Describe the strategic importance of HRM activities performed in organizations.
Discuss mandated and voluntary employee benefits.
Explain the role a performance analysis can play in identifying employees' needs for training.
Compare the distinct differences of goal setting, behavior modification, and team building.

BUSN 330 - Sales and Sales Management (3)

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. Offered: Fall.

Student Learning Outcomes
Explain how personal selling skills have become one of the master skills needed for success in the information age and how personal selling skills contribute to the work performed by knowledge workers.
Explain how value-added selling strategies enhance personal selling.
Describe issues that challenge the ethical decision making of salespeople.
Describe conversational strategies that help us establish relationships.
Describe how expert knowledge of competition and industry trends improves personal selling.
Explain how to sell your product with various strategies.
Discuss the various influences that shape customer-buying decisions.
Explain common methods of collecting and organizing prospect and account information.
Describe the importance of active listening and the use of confirmation questions.
Present guidelines for creating consultative presentations that add value.
Discuss guidelines for closing the sale. Explain how to recognize closing clues.
Grow your confidence through posturing, greeting customers, cold-calling practice and relationship building skills.

BUSN 333 - Banking Regulation and Compliance (3)

Regulation and compliance is central to the banking industry and how it functions. This course addresses the federal regulatory environment, specifically banking regulations designed to protect depositors and consumers. Bank managers will be prepared for audits and regulatory exams. (Online only.)

Student Learning Outcomes
Understand the history of banking regulation, with an emphasis on the global financial crisis
Explain how safety nets increase bank's incentive to take on risks
Understand the concepts in inherent risks and residual risk, and the how it applies to bank risk tolerance
Understand the four pillars of bank regulation, and their associated regulator expectations for internal governance
Gain an understanding of the financial consumer protection regulation

BUSN 350 - Internship (1-8)

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.

Offered: Fall, Spring.

BUSN 351 - Financial Management (3)

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.

Prerequisite: ACCT 201; ECON 202; MATH 106 or MATH 111or a higher level math course; junior or senior standing. Offered: Fall, Spring.

Student Learning Outcomes
To introduce you to the world of finance.
To apply basic financial concepts such as the time value of money and asset valuation.
To evaluate the risk profile of firms, including calculation of the costs of debt and equity capital.
To apply financial management concepts and tools to the decisions faced by corporate management in determining capital structure.
To define the factors that drive the stock price of a corporation and how the government, laws, and society can affect the price.

BUSN 370 - Production/Operations Management (3)

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: Prerequisite or corequisite: BUSN 221.
Offered: Fall, Spring.

Student Learning Outcomes
Explain the concept and importance of operations management.
Explain the differences between goods and services and the steps in involved in designing these items.
Explain the use of analytics in operations management and how internal and external measurements are related.
Give in detail the five key competitive priorities.
Describe basic concepts of forecasting and capacity.
Explain the importance of inventory, types of inventories, and key decisions and costs.
Explain the basic concepts of supply chain management.
Explain the concepts and definitions of quality.
Describe quality control system and key issues in manufacturing and service.
Explain the four principles of lean operating systems and common types of waste.

BUSN 380 - Entrepreneurship and Small Business Management (3)

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.

Student Learning Outcomes
Learn the theoretical application of the small business principles necessary for starting a small business.
Learn the practical application of the small business principles necessary for starting a small business.

BUSN 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BUSN 410 - Global Marketing (3)

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. Offered: Spring.

Student Learning Outcomes
Understand the importance of global marketing.
Learn world economic systems.
Understand global preferential trade agreements.
Apply market research information in global trading.
Learn the political, legal, and regulatory environments of global marketing.
Learn about international import and export policies and regulations.
Understand the importance of global marketing.
Discover how to enter in the global market.
Explain how pricing decisions are made in the global market.
Explain global marketing channels and distribution.
Explain how advertising and public relations are used in the global marketing.
Understand strategies in creating competitive advantage in the international market.
Understand how digital revolution has created a global electronic marketplace.

BUSN 430 - Advertising (3)

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.

Offered: Fall.

Student Learning Outcomes
Identify Advertising vs. other forms of Marketing and Business Communication
Understand how advertising must work with other communication (PR, brand communication)
Understand how advertising must work with the business concepts of marketing and sales
Understand the general principles of how advertising campaigns work
Understand how the creative aspects of advertising work
Understand audiences and their identification, segmentation, and targeting
Understand advertising's impact on society, and society's impact on advertising
Identify advertising mediums, including traditional, new, and experimental

BUSN 440 - Investments (3)

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.

Prerequisite: BUSN 301; junior or senior standing. Offered: Fall.

Student Learning Oucomes
Explain the characteristics of money market, debt, equity and alternative investments available to the individual investor
Understand the basic economy and develop strategies for acquiring wealth, managing a portfolio, and protecting assets in various economic conditions
Describe how an investment company operates and distinguish between an open-end and a closed-end company
Explain risk analysis and risk and return calculations
Select strategies for managing risk and maximizing return for a given risk level
Evaluate a client's risk profile and make appropriate investment recommendations within the context of a comprehensive personal financial plan
Monitor and evaluate the performance of an investment portfolio

BUSN 450 - Estate Planning (3)

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.

Prerequisite: BUSN 301; ACCT 355; senior standing (recommended). Offered: Spring.

Student Learning Outcomes
Explain the tax and non-tax goals of estate planning
Understand the state laws of intestacy
Identify estate planning documents, such as wills, trusts, durable powers of attorney, and describe their application to a client's estate planning
Explain the probate process and describe pros and cons
Define strategies for lifetime asset transfers and appropriate asset selection
Calculate the gross estate, adjusted gross estate, taxable estate, tentative tax base and estate tax payable
Identify tax-reduction strategies, including bypass and marital deduction trusts, and ILITS
Describe appropriate techniques for charitable lifetime and testamentary gifting

BUSN 451 - Senior Financial Planning Colloquium (3)

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.

Offered: Spring.

Student Learning Outcomes
Exhibit a thorough understanding of the content found within the Financial Planning & Wealth Management curriculum and successfully incorporate this information into the formation of a financial plan
Gather all significant qualitative and quantitative information required to formulate a financial plan
Analyze personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate strategy within the financial plan
Display logic and reasoning in identifying the strengths and weaknesses of various approaches to reach a specific goal

BUSN 455 - Strategic Management (3)

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.

Prerequisite: BUSN 320; BUSN 221 or BUSN 380; BUSN 351; BUSN 370; graduating senior. Offered: Spring.

Student Learning Outcomes
Understand Strategic Management and its business applications
Provide a clear strategic vision for an organization
Develop strategic objectives and tracking performance of those objectives
Understand competitive strategies used to provide distinctive industry positioning and competitive advantage in the marketplace
Leverage resources and capabilities in a global market
Craft an organizational strategy that matches an organization's strengths and competitive capabilities
Identify tools and techniques and organization can use to promote excellence
Recognize conditions that give rise to unethical business strategies and behavior
Explain the concepts of corporation social responsibility, corporate citizenship, and corporate sustainability
Understand the mans in which to implement corporate-level strategy
Identify fundamental cross-country differences that shape strategy choices in international markets
Through case studies, analyze business successes and failures, and apply what you have learned

BUSN 470 - Special Topics (Marketing, Management) (3)

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.

Offered: Spring.

BUSN 475 - Marketing Research (3)

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.

Offered: Fall.

Student Learning Outcomes
Understand the exploratory, descriptive, diagnostic, and predictive functions of marketing research
Developing questions and designing questionnaire
Understand Secondary research VS primary research
Learn how observation research techniques are useful when researchers are interested in tracking behaviors
Learn about survey research and the various data collection methods, such as telephone, mail, personal interviews, online and mobile
Learn about sampling and how it can accurately reflect the population
Understand data analysis
Learn how to prepare the research report and presentation

BUSN 480 - Strategic Marketing (3)

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.

Offered: Spring.

Student Learning Outcomes
Understand the objectives of marketing plan
Develop and review current clients' mission statement
Apply SWOT analysis for market assessment
Understand the steps involved in conducting a marketing research and planning
Learn how to design and develop a marketing research
Learn different techniques in data collection
Learn about qualitative and qualitative research project
Learn how to develop questionnaire for market survey
Understand how to analyze data
Demonstrate how to prepare and present marketing research project

BUSN 490 - Community Alliance for Management Consulting (CAMC) (3)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Understand local business challenges and issues
Develop group participation and team work experience
Understand how to apply academic learning into business situation
Learn how to analyze a business problem and develop a strategic solution
Learn how to develop and offer pragmatic solution to a local business challenges
Learn critical thinking
Understand data collection analysis, and interpretation
Learn how to make a professional presentation to a business owner or manager

BUSN 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

CE-Career Education

CE 101 - Career Decision Making (1)

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.

Offered: Spring.

Student Learning Outcomes
This course will give an introduction to the world of work, occupational exploration, self-awareness, resources for career planning and the career planning process. Appropriate for students exploring occupations, deciding on a major, determining how to use their major

CE 401 - Job Search Skills (1)

This course will give a broad overview of activities involved in an effective job search.

Prerequisite: Seniors only. Offered: Fall, Spring.

Student Learning Outcomes
This course will give a broad overview of activities involved in an effective job search and introduce class members to job search resources available in the Career Resource Room, library, and on the Career Resource Center Web Site

CENG-Civil Engineering

CENG 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CENG 210 - Surveying (Lec/Lab) (2/1)

Measurement of distances and angles; error estimation and propagation; horizontal and vertical curves; computation methods; instrumentation; topographic and construction surveys; field exercises.

Offered: Fall.

Student Learning Outcomes
To apply geometric and trigonometric principles in surveying applications
To solve problems in surveying
To observe standard practices in the use of surveying equipment
To demonstrate competency in topographic surveying, control surveying, leveling, and route surveying
To calculate volumes of earthwork and perform mass balance on cuts and fills

CENG 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CENG 310 - Structural Analysis (4)

Analysis of beams, trusses, and frames; energy methods and virtual work concept for structural deformation; critical loading and influence lines; approximate analysis.

Prerequisite: ENGR 220. Offered: Fall.

Student Learning Outcomes
Idealize a complicated structural system for the purpose of analysis
Model the behavior of structures under loads
Perform basic strutural design
Apply calculus and the principle of virtual work to determine displacements in statically determinate beams, trusses, and frames
Identify stability, degrees of indeterminacy, and degrees of freedom in beams, trusses, and frames
Analyze statically indeterminate beams, trusses, and frames by the flexibility method
Analyze beams, trusses, and frames by the stiffness method
Analyze beams and frames by moment distribution
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

CENG 330 - Wastewater Treatment (3)

Theory and design of physical, chemical, and biological processes for the treatment, disposal, reuse, and recycling of water and wastewater.

Prerequisite: ENVI 301. Offered: Fall.

Student Learning Outcomes
At the end of the course, the student should be able to:
Interpret and explain fundamental wastewater engineering concepts.
Ability to design systems, components, or processes in Wastewater Engineering.
Solve problems in wastewater engineering.
Explain processes involved in physical treatment, chemical treatment, biological treatment, and sludge treatment.
Ability to apply knowledge of mathematics through differential equations, calculus- based physics, chemistry, and environmental science.
Ability to identify, formulate, and solve civil engineering problems by applying principles of engineering, science, and mathematics.
Ability to apply knowledge in the following civil engineering areas: Environmental.
Engineering, Water Resources Engineering.
Ability to communicate effectively with a range of audiences.
Ability to function on multidisciplinary teams.

CENG 380 - Geotechnical Engineering (Lec/Lab) (3/1)

Physical, mechanical, and hydraulic properties of rocks and soils; site exploration the effective stress principle; shear strength and stress distribution; analysis of stability, consolidation, compaction, settlement, and seepage.

Prerequisite: ENGR 220. Offered: Spring.

Student Learning Outcomes
Classify soil into different groups based on their index, physical and hydraulic properties
Analyze geotechnical shear strength and compressibility data to obtain the relevant design parameters
Analyze stability of slopes using common methods
Demonstrate an understanding of the principle of effective stress and the evaluation of stresses within a soil profile
Explain the concept of permeability and analyze the effects of seepage through soil deposits
Evaluate a compaction curve and determine the range of acceptable field conditions
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
An ability to develp and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies
To understand and perform various geotechnical testing methods and applications
Ability to design and conduct civil engineering experiments, as well as to analyze critically and interpret the resulting data
Ability to communicate effectively
Ability to use modern tools, techniques, and computation methods necessary for civil engineering practice

CENG 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CENG 420 - Transportation Engineering (3)

Traffic flow principles, planning, and design; capacity and design constraints; pavement design; highway engineering; levels of service; introduction to multimodal transportation.

Prerequisite: CENG 210; ENGR 461. Offered: Fall.

Student Learning Outcomes
Explain fundamental transportation engineering concepts.
Ability to design a system, component, or process in Transportation Engineering.
Ability to include principles of sustainability in design of traffic facilities.
Ability to apply modern tools and computing resources to solve problems in Transportation Engineering.
Ability to apply knowledge in the following civil engineering areas: Transportation Engineering, Surveying, Environmental Engineering, Structural Engineering.
Explain the necessary elements in traffic engineering, public transportation, transportation planning, and pavement engineering.
Solve analysis and design problems in transportation engineering.
Evaluate and recommend improvements to the traffic facilities of a municipality.
Ability to apply knowledge of mathematics through differential equations and calculus- based physics.
Ability to apply probability and statistics to address uncertainty.
Ability to communicate effectively with a range of audiences.
Ability to identify, formulate, and solve civil engineering problems by applying principles of engineering, science, and mathematics.
Ability to function on multidisciplinary teams.

CENG 431 - Hydraulic Engineering (3)

Theory and analysis of hydraulic systems including pipe flow, open channels, measurements, machinery, and models; applications of theory to water resources, supply and distribution, and sewer systems.

Prerequisite: ENGR 340; EESC 430. Offered: Fall.

Student Learning Outcomes
Understand foundational concepts in hydraulic engineering.
Perform hydrologic frequency analysis from gaged data.
Apply a hydraulics model to solve hydraulic engineering problems.
Ability to apply knowledge of mathematics through differential equations, calculus- based physics, chemistry, and environmental science.
Ability to apply probability and statistics to address uncertainty.
Ability to communicate effectively with a range of audiences.
Ability to identify, formulate, and solve civil engineering problems by applying principles of engineering, science, and mathematics.
Ability to function on multidisciplinary teams.
Ability to design a system, component, or process in hydraulics.
Ability to include principles of sustainability in design of hydraulic structures.
Ability to apply modern tools and computing resources to solve problems in hydrology.
Explain and understand how to determine water surface profiles in channels considering different flow regimes.
Ability to apply knowledge in the following civil engineering areas: Hydrology, Hydraulics, Environmental Engineering, Geotechnical Engineering.
Determine hydrostatic pressure and forces on plane and curved surfaces.
Explain the effect of pumps and turbines on total head.
Design dams and analyze forces on dams.
Size pipes and canals for water conveyance.
Determine flows and head losses in each pipe in a water distribution system.
Explain how flow is measured in pipes and canals.
Solve problems in sediment transport.

CENG 440 - Construction Materials (Lec/Lab) (3/1)

Properties and behavior of structural metals, timber, Portland cement concrete, and bituminous concrete; standard specification and methods of test; inspection and control; long-term protection and durability. Techniques for construction with and testing of materials including concrete, metals, plastics, and wood.

Prerequisite: ENGR 220.

Student Learning Outcomes
Identify key material properties important to the successful application of aggregates, asphalt concrete, Portland cement concrete, wood and metals to a variety of civil works
Describe the manufacture process of a range of construction materials
Analyze methods, materials, and equipment used to construct projects
Explain and apply codes, standards and specifications commonly used in civil engineering
Able to successfully present their written work through a term paper
Describe the important factors that may affect the mechanical and physical properties of commonly used construction materials
Design a concrete and asphalt concrete mixture to achieve specified design criteria and understand its properties and behavior
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
An ability to apply engineering design to produce solutions that meet specified cultural, social, environmental, and economic factors
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies
An ability to communicate effectively with a range of audiences

CENG 441 - Steel Design (3)

Mechanical behavior of metals; beams, trusses, and connections; tension and compression; fatigue of structural members; selection of components.

Prerequisite: ENGR 220. Offered: Fall.

Student Learning Outcomes
By the end of the course, student should be able to:
Understand the behavior of steel members under various loading conditions.
An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
Use design codes (e.g., AISC) to create safe and efficient steel designs.
Design structural components such as beams, columns, and connections.
Analyze load paths and assess structural stability.
Operate on a team to prepare the design of a steel structure and present the design both orally and via a written design report, citing all reference materials.
Demonstrate understanding of ethical responsibilities and professional responsibilities in structural design practices.
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
An ability to communicate effectively with a range of audiences.

CENG 442 - Concrete Design (3)

Properties and design of concrete; design and analysis of reinforced concrete members; bending and shear design of beams; serviceability criteria; loading and behavior of columns.

Prerequisite: CENG 310. Offered: Spring.

Student Learning Outcomes
Understand the basic principles of structural behavior
Design simple concrete members using ACI 318 ultimate design strength method
Analyze and design reinforced concrete beams for flexure and shear
Analyze and design reinforced concrete columns
Analyze and design reinforced concrete slabs
Analyze and design reinforced concrete footings
Apply relevant ACI Code provisions to ensure safety and serviceability of structural elements
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

CENG 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CENG 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

CHEM-Chemistry

CHEM 113 - Food Chemistry(Lec/Lab) (3/1)

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.)

Offered: Fall, odd years.

Outcomes
Learn to solve problems in a logical and scientific way
Understand the usefulness and limitation of scientific data
Learn to collect data
Learn some of the concepts covered in lecture
Understand the usefulness and limitations of scientific data
Understand the major concepts concerning stoichiometry, gas laws and other topics covered

CHEM 133 - General Chemistry I (Lec/Lab) (3/1)

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.

Prerequisite: One year of high school chemistry; two years of high school algebra . Offered: Fall.

Student Learning Outcomes
Understand the major concepts concerning stoichiometry, gas laws and other topics covered
Learn to solve problems in a logical and scientific way
Understand the usefulness and limitations of scientific data
Learn to collect data
Learn some of the concepts covered in lecture
Understand the usefulness and limitations of scientific data

CHEM 134 - General Chemistry II (Lec/Lab) (3/1)

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. Offered: Spring.

Student Learning Outcomes
Understand kinetics
Understand equilibrium
Understand electrochemistry
Understand thermodynamics
Understand organic chemistry
Understand the properties of phases
Learn various concepts from General Chemistry
Learn to collect and analyze data
Learn proper graphing tachniques

CHEM 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CHEM 245 - Survey of Organic Chemistry (3)

This is a one semester course that provides an overview of the physical and chemical properties of carbon-containing compounds. Basic concepts include chemical bonding, 3D shapes, polarity, Lewis structures, and organic functional groups. These key fundamentals will be used to help you learn how to draw chemical structures and name organic compounds using a systematic method (e.g. - IUPAC nomenclature). You will also learn several important types of organic reactions and how to predict products for chemical reactions. There will be many specific examples of organic compounds and reactions found in the environment.

Prerequisite: CHEM 134. Offered: Fall, even years.

Outcomes
Identify organic functional groups
Use fundamental principles of bonding to predict the shape, bond angles, and hybridization for organic compounds
Identify key reactions and predict the results of reactions
Identify and discuss the chemistry of various key environmental organic compounds

CHEM 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CHEM 343 - Organic Chemistry I (Lec/Lab): Structure and Reactivity (3/1)

This course is a study of the structure and reactivity of organic compounds with an emphasis on mechanisms to explain reactivity. The topics covered include chemical bonding, acid-base chemistry, stereochemistry, reaction mechanisms and energy diagrams, substitution and elimination reactions, carbonyl reactions (additions, reductions, interconversions, and alpha-reactivity), and the fundamentals of some biological molecules. 3 credits lect., 1 credit lab. Prerequisite: CHEM 134.

Prerequisite: CHEM 134. Offered: Fall.

Outcomes
Learn the fundamentals pertaining to drawing Lewis structures, calculation of formal charge, drawing resonance structures, and determining which resonance structures are plausible or not
Learn to identify organic functional groups, basic molecular structure, bonding basics, and use of VSEPR theory and hybrid orbitals to predict the shape of organic compounds
Learn the fundamentals of Bronsted-Lowry and Lewis Acid/Base Chemistry
Learn the rules of nomenclature to name organic compounds
Learn how to determine the 3D (stereochemistry) nature of organic compounds
Learn to identify both organic nucleophiles and electrophiles
Learn about the physical nature and chemical behavior of alkanes, alkenes, alkyl halides, alkynes, aromatics, and cycloalkanes. Also learn to make logical, rational predictions about the reactivity of the compounds based on learning the curved-arrows mechanisms of various reactions
Learn about nucleophilic substitution and elimination reactions
Learn to interpret infrared, nuclear magnetic and mass spectrometry data
Students will learn how to work safely and efficiently in the lab
Students will learn how to maintain a research lab notebook
Students will learn the fundamental lab techniques required for organic and be expected to perform the techniques without constant supervision during this semester

CHEM 344 - Organic Chemistry II (Lec/Lab): Synthesis and Spectroscopy (3/1)

This course applies the fundamentals learned in CHEM 343 to study how organic molecules are synthesized and their structures are identified. Radical reactions, alkene and alkyne additions, aromatic reactions, oxidations and reductions, and additional carbonyl reactions will be covered. Emphasis will be placed on using reactions in multi-step synthesis of larger and more complex molecules. The theory and practice of mass spectrometry and UV-Vis, IR, and NMR spectroscopy will be used to elucidate the structures of organic molecules. 3 credits lect., 1 credit lab. Prerequisite: CHEM 343.

Prerequisite: CHEM 343. Offered: Spring.

Outcomes
Students will continue to learn key reactions and key reagents needed to synthesize compounds
Students will continue to learn how to do multi-step synthesis problems
Students will continue to learn how to write multi-step arrow mechanisms

CHEM 345 - Introduction to Toxicology (3)

The course is an introduction to fundamental topics which include the disposition of chemicals, toxicokinetics, oxidative stress, and various examples of mechanisms of toxic action. 3 credits lect. Prerequisite: CHEM 344 or BIOL 305.

Prerequisite: CHEM 344 or BIOL 305 (only one of the two courses will be needed to meet the prerequisite). Offered: Spring, even years.

Outcomes
Apply fundamental principles and concepts from previous science courses to analyze relevant topics in chemical toxicology
Become proficient in the basic terminology of toxicology
Learn the fundamental models of toxicokinetics
Learn the chemistry of metabolism in phase one and phase two reactions
Review fundamental principles of organic chemistry and functional group chemistry; and apply the chemistry to different mechanisms of toxic action
Concentrate efforts on enhancing reading and analysis of research journal papers

CHEM 353 - Chemical Methods of Analysis (3)

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. Offered: Fall, even years.

Student Learning Outcomes
Understand inorganic qualitative analysis
Understand gravimetric analysis
Understand titrimetric method of analysis

CHEM 354 - Instrumental Methods of Analysis (3)

A study of instrumental methods of analysis, including electrochemical, chromatographic, spectroscopic, and radiochemical methods.

Prerequisite: CHEM 134; MATH 251. Offered: Spring, odd years.

Student Learning Outcomes
Understand electrochemical methods of analysis
Understand basic principles of spectroscopy
Understand basic chromatographic theory and analysis
Understand how kinetic methods can be used in analytical chemistry

CHEM 373 - Inorganic Chemistry I (3)

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.

Prerequisite: CHEM 134; MATH 252. Offered: Fall, odd years.

Student Learning Outcomes
Understanding the origin of the elements
Understanding the atomic structure
Understanding moleculare structure and symmetry
Understanding solid state structures
Understanding inorganic redox chemistry
Understanding inorganic acid/base chemistry
Understanding structure and nomenclature of d-metal complexes
Understanding the structure of the periodic table

CHEM 374 - Inorganic Chemistry II (3)

A study of the chemical and physical properties of the elements. A continuation of the study of chemistry of d-metal complexes.

Prerequisite: CHEM 373. Offered: Spring, even years.

Student Learning Outcomes
Understanding of acid/base chemistry
Understanding of redox chemistry
Understanding of the chemistry of the main groups
Understanding of the chemistry of the d-block elements

CHEM 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CHEM 413 - Biochemistry I: Biochemistry of Macromolecules (3)

The course is an introduction to biochemistry of the cell which focuses on the chemical and physical properties of amino acids, proteins, lipids, carbohydrates, and nucleic acids. 3 credits lect. Prerequisite: CHEM 343

Prerequisite: CHEM 343. Offered: Fall, even years.

Outcomes
Apply knowledge from previous courses like biology/toxicology/organic chemistry to biochemical problems
Describe and apply acid/base chemistry to cellular processes
Describe and apply thermodynamic principles to cellular processes
Draw amino acid structures and know the one- and three-letter abbreviations for each amino acid
Differentiate the various levels of protein structure
Master the fundamental chemistry of proteins, carbohydrates, and lipids
Describe, recognize, and apply carbohydrate chemistry in cellular processes
Describe, recognize, and apply lipid chemistry in cellular processes
Describe, recognize, and apply the fundamentals of membrane composition and membrane transport
Describe, recognize, and apply the principles of enzyme kinetics
Describe, recognize, and apply the basic mechanisms of enzyme action
Describe, recognize, and apply the regulatory mechanisms of enzyme activity
Describe, recognize, and apply the fundamentals of molecular motors
Describe, recognize, and apply the fundamentals of nucleic acid chemistry

CHEM 414 - Biochemistry II: Biochemistry of Metabolites (3)

Biochemistry II: Biochemistry of Metabolites - The course is an introduction to the metabolic pathways that involve the synthesis and degradation of carbohydrates, amino acids, lipids, and nucleotides. 3 credits lect. Prerequisite: CHEM 413 or BIOL 305.

Prerequisite: CHEM 413 or BIOL 305 (only one of the two courses will be needed to meet the prerequisite). Offered: Spring, odd years.

Outcomes
Students will know the names and structures and be able to draw the major/minor biomolecules that make up metabolic pathways
Students will know the names and nature of key enzymes in various metabolic pathways
Students will recognize the organic chemistry of carbohydrate, lipid, amino acid and nucleotide metabolism

CHEM 423 - Chemical Thermodynamics (3)

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 relations to thermodynamics.

Prerequisite: CHEM 344; MATH 252; PHYS 203. Offered: Fall, odd years.

Student Learning Outcomes
Understand equations of state
Understand the importance of the four laws of thermodynamics
Understand the fundamental equations of thermodynamics for closed and open systems
Ability to calculate: heat, work, enthalpy entropy, Helmholtz energy, Gibbs free energy, internal energy
Understand chemical equilibrium and the equilibrium constant
Understanding of electrochemistry
Understanding of phase equilibria
Understanding solid state chemistry and lattice energy

CHEM 424 - Chemical Dynamics and Quantum Mechanics (3)

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.

Prerequisite: CHEM 423; PHYS 204. Offered: Spring, even years.

Student Learning Outcome
Understand phase and electrochemical equilibrium
Understand principles of quantum mechanics
Understand kinetic moleculare theory
Understand chemical kinetics

CHEM 431 - Advanced Lab I (1)

Chemical and instrumental laboratory experience involving environmental chemistry, geochemistry, analytical chemistry, and inorganic chemistry.

Corequisite: CHEM 363 or CHEM 255. Offered: Spring, odd years.

Student Learning Outcomes
Write Quality Analytical Lab Reports
Apply Statistical Analysis to Laboratory Data
Understand Titrimetric and Gravimetric Analysis
Understand Some Aspects of Instrumental Analysis

CHEM 432 - Advanced Lab II (1)

Chemical and instrumental laboratory experience involving organic chemistry and biochemistry.

Prerequisite: CHEM 413. Offered: As needed.

Student Learning Outcomes
Upon completion of this course, the student should be able to: Analyze spectroscopic and non-spectroscopic data.
Work efficiently in lab.
Maintain a research laboratory notebook.
Write effective and fundamentally sound laboratory reports.
Explain any aspect of their research or experiment to a group of peers/faculty.

CHEM 433 - Advanced Lab III (1)

Chemical and instrumental laboratory experience involving analytical chemistry and physical chemistry.

Corequisite: CHEM 325 or CHEM 423. Offered: Fall, odd years.

Student Learning Outcomes
No outcomes listed

CHEM 434 - Advanced Lab IV (1)

Chemical and instrumental laboratory experience involving physical and inorganic chemistry.

Prerequisite: CHEM 423; CHEM 373. Offered: Spring, even years.

Student Learning Outcomes
Learn to use various pieces of laboratory equipment
Learn to write a good laboratory notebook
Learn to write a good laboratory reports
Learn various aspects of laboratory work

CHEM 490 - Special Topics (3)

This course addresses various disciplinary topics.

Offered: As available.

CHEM 493 - Seminar I (1)

An introduction to chemical research and scientific communication.

Prerequisite: Senior Chemistry or Biochemistry major, or Chemistry minor. Offered: Fall.

Student Learning Outcomes
To gain experience in researching a topic of importance in chemistry.
To gain experience in written scientific communication.
To gain experience in oral communication of scientific information.
To become very familiar with scientific literature.
To present a seminar-light review on the progress made during the first semester.

CHEM 494 - Seminar II (1)

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); permission of department chair. Offered: Fall, Spring.

Student Learning Outcomes
This is a continuation of CHEM 493. This course has a four-fold purpose: to gain experience in researching a topic of importance in chemistry.
To gain experience in written scientific communication.
To gain experience in oral communication of scientific information.
To gain experience reading and analyzing the scientific literature. The seminar sequence will culminate in a presentation of the main topic by the student to the campus community.

CHEM 495 - Independent Study, Research (2-3)

Original research in some area of chemistry under the direction of a faculty member of the department.

Offered: By arrangement.

CJ-Criminal Justice

CJ 101 - Introduction to Criminal Justice (3)

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.

Offered: Fall.

Student Learning Outcomes
Describe the American criminal justice system in terms of its three major components and their respective functions
Understand the historical context, current controversies, and basic elements of policing, courts, and corrections in America
Describe the process of American criminal justice, including the stages of criminal case processing
Define due process of law, including where the American legal system guarantees due process
Compare and contrast the major sources of crime data in the United States, including the strengths and weaknesses of each data source
Understand the role of discretion at every stage in the criminal justice process
Critically assess specific elements of the criminal justice system through writing assignments
Understand the significance of evidence-based practices in criminal justice

CJ 102 - Deviance and Social Control (3)

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.

Offered: Spring.

Outcomes
Students will demonstrate understanding of various sociological perspectives on deviant behavior and social control
Students will examine how cultural factors influence how deviance is defined and controlled within society
Students will practice critical thinking, writing, public speaking, and teamwork skills
Students will gain a better understanding of their own opinions and rationales for deviance and social control

CJ 190 - Special Topics (1-4)

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: As available.

CJ 202 - Writing in Criminal Justice (3)

The course will focus on writing essays, reports, and literature reviews as well as thesis development, organization, logic, proofreading, and feedback.

Prerequisite: ENGL 102. Offered: Spring.

Student Learning Outcomes
Students will demonstrate effective written communication through a variety of professional and academic writing assignments
Students will gain an understanding of the difference between scholarly (academic) and popular (nonacademic) sources
Students will become proficient at using the UJ Library system to locate quality sources for research projects
Students will become proficient at using APA style (7th edition) to create reference pages and in-sentence citations
Students will gain an understanding of basic research methods as needed for the criminal justice profession

CJ 290 - Special Topics (1-4)

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: As available.

CJ 311 - Corrections (3)

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. Offered: Fall, even years.

Student Learning Outcomes
Comprehend the relationship between society and the offender
Understand the philosophical basis by which offenders are treated
Comprehend the broader forces at work in institutional and community corrections
Understand the current correctional systems in the nation
Understand the historical development of corrections in America

CJ 312 - Police Science (3)

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. Offered: Spring, even years.

Student Learning Outcomes
Interpret the impact of the areas of criminal justice on policing
Gain familiarization with the history of policing
Understand the importance of community policing
Understand the relationship of policing to other areas of criminal justice
Compare current research on policing in the United States

CJ 313 - Community Policing and Problem Solving (3)

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 the student 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. Offered: Spring, odd years.

Student Learning Outcomes
Provide us with a better understanding of the community policing and its role in modern law enforcement - from basic understanding of the philosophy underlying it and the strategies required to make it work to collective nationwide experience in implementing both community policing and problem oriented policing

CJ 320 - Crime and Delinquency (3)

This course takes and integrated approach to theories of crime and delinquency in as much 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: CJ 101 or SOC 101. Offered: Fall.

Outcomes
Compare and contrast the purpose and philosophies of the juvenile and criminal justice systems
Understand the process and steps involved in the juvenile and criminal justice systems
Compare and contrast the terms used in the juvenile and criminal justice systems
Identify rights granted in the juvenile justice system as compared to the criminal justice system
Understand various theoretical perspectives of crime and delinquency
Understand unique characteristics and challenges of the juvenile delinquency population
Identify effective juvenile delinquency prevention and intervention programs

CJ 330 - Criminal Law and Procedure (3)

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: CJ 101. Offered: Fall, odd years.

Student Learning Outcomes
Discuss the history of laws in the American Criminal Justice system as it relates from Common Law in England
Interpret and summarize the legal foundations of criminal law
Validate theories of criminal punishment in relation to criminal acts
Connect the elements to actus reus, mens rea, and defenses
Correlate the liability for multiple offenders and inchoate crimes
Appraise criminal liability for crimes against persons and property
Associate an understanding of crime against public order
Differentiate applicable defenses to varied criminal activities
Understand the significance of evidence-based practices in criminal justice

CJ 390 - Special Topics (1-4)

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: As available.

CJ 420 - Criminal Justice Capstone (3)

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 (CJ 101), 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: CJ 101; senior standing. Offered: Spring.

Student Learning Outcomes
Students will critically assess the current state of the criminal justice system by examining the conservative and liberal responses to crime in America
Students will identify evidence-based practices in the profession. Students will learn how to use research in future careers to develop policy
Students will prepare for future careers by creating a resume and cover letter
Students will research policy issues in their chosen field and create a formal report and professional presentation based on their findings

CJ 450 - Criminal Justice Internship (2-8)

This course provides a practical experience for students to explore career opportunities in the field of criminal justice. Public and private agencies in or closely related to the criminal justice system are ideal locations for

internship placements. 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, the integration of classroom study with hands-on practical experience, and/or exposure to the offenders, victims, and at-risk populations are the primary objectives. Signed receipt of "Guidelines for Criminal Justice Internships," approval of the department chair, valuation by the participating agency, and a written report by the student are required.

Prerequisite: Junior standing.

Student Learning Outcomes
Critical Thinking (i.e., asking relevant questions, analyzing, making decisions, synthesizing ideas).
Intercultural/Global Awareness (i.e., respect for diversity).
Ability to Follow Instructions.
Individual Initiative (i.e., recognizing strengths/weaknesses, career goals, self-discipline).
Commitment to Learning.
Enthusiasm.
Personal Appearance.
Punctuality.
Leadership Skills (i.e. coaching, motivating, delegating).
Problem Solving (i.e., addressing obstacles, creativity).
Oral Communication.
Written Communication.
Teamwork/Collaboration Abilities.
Digital Technology Fluency.
Professionalism.
Work Ethic (i.e., ability to manage workload, commitment to work).
Integrity/Ethical Behavior.

CJ 490 - Special Topics (3)

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: As available.

CJ 495 - Independent Study (2-4)

Special readings or projects accomplished by the student under the supervision of a department faculty member.

Offered: By arrangement.

CJ 497 - Criminal Justice Thesis (3)

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.

Prerequisite: CJ 202; minimum GPA of 2.75; department chair approval.

Student Learning Outcomes
Demonstrate excellent library-based research skills.
Summarize and synthesize existing literature on a selected research topic.
Demonstrate excellent writing skills, utilizing the current APA reference style.
Demonstrate critical thinking skills for a selected criminal justice issue.
Apply knowledge gained from the literature review by creating policy recommendations for selected criminal justice issue.
Produce a quality research paper and poster in preparation for future academic experiences such as graduate school or professional conferences.
Practice professionalism through communication and meetings with the professor while meeting outlined deadlines for the research project.

CMST - Communication Studies

CMST 133 - Introduction to Visual Communication (3)

Visual communication is the process of organizing, designing, and creating messages in print and multimedia form that meet specific purposes and practical needs. In this course students investigate the role of visual culture in daily life, exploring fine art, popular culture, film, television, advertising, business communications, propaganda, viral social media, and information graphics.

Student Learning Outcomes
Understand the basics of visual communication and meaning.
Evaluate different methods and strategies of visual communication.
Critique visual rhetoric in advertising and public relations.
Apply your visual communication knowledge in the analysis of a visual piece of media.

CMST 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CMST 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CMST 316 - Group and Team Communication (3)

The primary purpose of this course is to enhance students' understanding of the principles of small group communication so that they may communicate competently in various team contexts. Specifically, this course is designed to: 1) help students become familiar with concepts and processes in group communication, and 2) allow students to experience the challenge of learning how to improve their communication skills through actual participation in groups. The knowledge gained about groups, along with experiences participating in groups, will hopefully enhance students' ability to engage in effective communication in diverse group contexts. This course examines basic communication concepts and processes which influence the nature and function of group dynamics in both face-to-face and computer-mediated teams.

Student Learning Outcomes
Develop an understanding of the theories and principles of group communication that are the basis for a variety of group communication situations.
Improve your problem solving and decision-making skills.
Understand what important roles you and other members of your group can play in the group communication process.
Learn appropriate ways to assume a leadership role.
Improve conflict management skills.
Develop your skills in understanding, analyzing, and evaluating small group communication.
Learn how to effectively participate in a group project which involves goal setting, planning, and presenting an organized presentation.
Acquire skills necessary for group communication in the organizational setting.

CMST 321 - Business and Professional Communication (3)

Business and Professional Communication is a course which provides students the opportunity to develop skills and understandings useful in the career environment. A variety of communication situations may be analyzed, including problem solving; discussion groups; organizational networks; interviewing; and conference planning and speaking. This course emphasizes the theory and practice of communication as it relates particularly to business and professional settings.

Student Learning Outcomes
Understand and demonstrate the processes necessary to create, organize, revise, and deliver various types of business appropriate speeches.
Use material effectively from diverse sources in the composition of the speech process.
Make appropriate communication choices from specific kinds of listening audiences.
Construct logical and coherent arguments for the purpose of persuasion.
Develop their own voice and style in the public speaking situation.

CMST 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CMST 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CMST 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

COLL-Collegian

COLL 100 - Student Senate (1)

A credit for students who serve on the student senate executive board or chair a senate committee.

COLL 200 - Collegian (1)

A credit for students who write and/or work for the University of Jamestown newspaper -- The Collegian

COMM-Communication

COMM 101 - Introduction to Communication Studies (3)

Introduction to the key concepts, terms, and theories used in analyzing human communication in a variety of contexts.

Offered: Fall.

Student Learning Outcomes
Identify concepts and terms central to the study of communication.
Explain why it is important that we study human communication.
Apply critical and analytical thinking to their own communication practices.
Have a strong foundation for future communication courses.

COMM 102 - Fundamentals of Public Speaking (3)

This course covers intelligibility, volume, projection and vocal variety; it also deals with presence and research and writing techniques.

Offered: Fall, Spring.

Student Learning Outcomes
Describe the communication process
Use research skills to prepare speeches
Prepare formal and speaking outlines for public speeches
Demonstrate effective use of voice and body to deliver public speeches
Practice effective listening skills
Complete written critiques of public
Recognize, understand and be able to describe public speaking terminology
Practice techniques to reduce anxiety and increase public speaking proficiency
Understand the need for effective oral communication skills in professional and personal settings

COMM 112 - Mass Media and Society (3)

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.

Offered: Fall, odd years.

Student Learning Outcomes
To understand the overall development of mass media in the United States
To recognize the role that law and ethics play in mass media
To develop an appreciation for how mass media shapes, and is shaped by, the culture in which it exists
To engage in critical thinking about one's own mass media use

COMM 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

COMM 201 - Oral Interpretation of Literature (3)

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.

Offered: Fall, Spring.

Outcomes
Interpretation is an artistic process of studying literature through performance and sharing that study through performance before an audience. This course will provide students with an opportunity to sample the major genres of literature for oral presentation, to expand self-knowledge, to develop poise, self-confidence, improve diction, and to sharpen critical thinking skills

COMM 220 - Interpersonal Communication (3)

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.

Offered: Spring.

Student Learning Outcomes
Understand and remember the core interpersonal communication theories.
Apply interpersonal communication theory to life and relationships.
Analyze and evaluate personal and other's interpersonal communication skills.
Create a plan for interpersonal skills development.

COMM 228 - Online Journalism and Social Media (3)

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.

Offered: Fall, even years.

Student Learning Outcomes
Describe the basic functions and terminology of news journalism in traditional and online settings
Recognize the unique opportunities and challenges present in online journalism
Write multiple news articles and go through the news editing process
Apply critical thinking to their own role as future journalists and s consumers of news media

COMM 250 - Academic Research and Writing (3)

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.

Student Learning Outcomes
Read and analyze academic research articles.
Find research relevant to a specific subject area and assess its credibility.
Compile sources into a cohesive research project.
Learn the basic requirements of quality academic writing.
Successfully write an academically rigorous research paper.

COMM 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

COMM 301 - Communication Theory (3)

Introduces students to the concepts and function of theory in social science and in the communication discipline. Students will be exposed to several 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.

Offered: Spring.

Student Learning Outcomes
Understand the importance of theory to communication and social scientific research.
Discuss the major theoretical perspectives within communication research.
Critically analyze academic articles that explicate theories.
Develop their own perspective on communication in different contexts.
Research a theory deeply to understand its origins, importance, and future.

COMM 305 - Cross-Cultural Communication (3)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Describe the basic components and functions of a culture.
Describe and apply key concepts in intercultural communication as presented in the Ting-Toomey/Chung text.
Identify and apply the theories of culture to new situations, new countries/cultures, and the reading of The Ugly American.
Use communication strategies such as interviewing, ethnography and research.
Show increased competence in communication skills: Written and Cognitive – Factual, Integrative, Synthesis, Creative.

COMM 314 - Publicity and PR (3)

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.

Offered: Spring, odd years.

Student Learning Outcomes
Develop an appreciation for the role of publicity and public relations in modern society
Understand the basic history of public relations in the United States
Practice creating publicity and public relations materials relevant to a field in their career path or interest
Think critically about how publicity and public relations intersects with other elements of communication

COMM 318 - Computer Mediated Communication (3)

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.

Offered: Fall.

Student Learning Outcomes
Demonstrate an understanding of the ways in which technology influences communication.
Recognize the four purposes of communication and how various media accomplish these purposes.
Think critically about CMC and its effects on our everyday lives.
Research scholarly articles to synthesize with our textbook to analyze different types of CMC and their uses.

COMM 320 - Organizational Communication (3)

Theory and practice of effective communication within organizations. Examines organizational structures and functions of communication theories and skills.

Offered: Spring, odd years.

Student Learning Outcomes
Accurately understand and remember key elements of the following theories: classical management, human relations, human resources, systems theory, cultural theory, constitutive, and critical.
Accurately understand and remember key elements of the following processes: assimilation, organizational decision-making, conflict management, change and leadership, emotion, organizational diversity, and technological.
Analyze and evaluate communication problems in a specific organizational setting.
Create and apply a solution to an organizational problem.

COMM 360 - Nonverbal Communication (3)

Seeks to expose students to the various types of nonverbal communications, 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.

Offered: Fall, even years.

Student Learning Outcomes
Understand and remember nonverbal communication concepts
Evaluate and analyze examples of nonverbal communication and personal nonverbal communication habits and understanding
Apply nonverbal communication to everyday life
Create a final group project that expresses understanding and application of nonverbal communication concepts

COMM 370 - Diversity Communication (3)

This course examines differences in 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.

Offered: Fall.

Student Learning Outcomes
Students will understand and remember the historical and contextual influences related to diversity.
Students will be able to identify and apply a variety of diversity communication tactics.
Students will be able to identify and evaluate a variety of different perspectives related to diversity.
Students will create conceptual diagrams of diversity issues.
Students will create a multi-media project analyzing and evaluating a current and relevant diversity issues.

COMM 380 - Foundations of Sports (3)

This course surveys the field of communication and sports, and introduces students to numerous communication principles -- e.g. organizational, interpersonal, mediated, cultural -- in the context of sport.

Offered: Fall, odd years.

Student Learning Outcomes
Understand the importance of communication to sport
Understand the importance of sport to the broader society
Connect principles from communication theory to sports applications
Identify how sports communication principles apply to athletes, coaches, parents, the media, fans, and more

COMM 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

COMM 402 - International Communication (3)

This course includes a seminar in one of the university's study abroad locations. The course consists of in-country lectures, presentations by guest speakers from and various site visits. Student will complete a research paper applying communication research to experiences abroad. Post Assessment Paper due 2 weeks after return.

Prerequisite: COMM 305; COMM 370; junior standing .
Offered: As needed.

COMM 405 - Conflict Management and Mediation (3)

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.

Offered: Spring, even years.

Student Learning Outcomes
Students will understand the nature of conflict and mediation and its impact on interpersonal relationships and remember theories and concepts related to conflict and mediation.
Students will apply a broad range of theoretical concepts, processes and methodologies in analyzing, managing and resolving conflicts relevant to their emphasis of study.
Students will analyze and evaluate productive and destructive conflict through reflection and mediation scenarios.
Students will assess a personal conflict and create possible resolutions or alternative scenarios for productive conflict resolution.

COMM 410 - Communication Honors Research Methods (3)

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.

Offered: By arrangement.

Student Learning Outcomes
To equip the student with the analytical, critical, and empirical skills she/he will use to conduct research in the field of communication. This is the capstone course in the student's undergraduate work. Because the student will begin his/her own research (instead of only reading the works of other scholars in the field), the course is structured around his/her independent work. The research combines the rigor of independent study and the serendipitous stimulation of independent discovery; the process includes both challenge and reward.

COMM 415 - Sports Information and Media (3)

This course offers students pragmatic insight into the skills and day-to-day operations associated with various careers in sports communication, which include multimedia production, public relations, sports management, and sports information. Industry professionals will augment student knowledge via guest lectures and presentations.

Offered: Spring, even years.

Student Learning Outcomes
Will understand key issues and terms relating to the economics, technology, and culture that drives modern sports journalism
Will familiarize themselves with what industry experts currently working in the field of sports journalism
Will explore the evolution of the industry to today's audience-driven, social media influenced landscape
Will practice reporting as storytelling in a modern media environment
Will think, reflect, and make presentations about how culture and sports intersect in modern settings
Will reflect on the impact of culture, diversity, and inclusion in sports contexts
Will study and discuss problems surrounding sports issues in the 21st Century

COMM 490 - Special Topics (3)

This course addresses various disciplinary topics.

Offered: As available.

COMM 494 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

COMM 495 - Internship in Communication (3)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Critical Thinking (i.e., asking relevant questions, analyzing, making decisions, synthesizing ideas).
Intercultural/Global Awareness (i.e., respect for diversity).
Ability to Follow Instructions.
Individual Initiative (i.e., recognizing strengths/weaknesses, career goals, self-discipline).
Commitment to Learning.
Enthusiasm.
Personal Appearance.
Punctuality.
Leadership Skills (i.e. coaching, motivating, delegating).
Problem Solving (i.e., addressing obstacles, creativity).
Oral Communication.
Written Communication.
Teamwork/Collaboration Abilities.
Digital Technology Fluency.
Professionalism.
Work Ethic (i.e., ability to manage workload, commitment to work).
Integrity/Ethical Behavior.

CS-Computer Science

CS 140 - Integrated Software Applications (3)

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.

Offered: Fall, Fall A, Spring, Spring A, Summer A.

Outcomes
To introduce students to the Microsoft® Office 365 software suite.
Through hands on lab sessions and homework, students will gain a basic proficiency in Microsoft® Word, Excel, and PowerPoint.

CS 152 - Introduction to Web Development (3)

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.

Offered: Spring, Fall B.

Outcomes
Demonstrate understanding of using CSS to generate web page layout
Demonstrate using JavaScript to make web pages interactive
Demonstrate understanding os CSS syntax, cascading and inheritance
Demonstrate mastery of HTML elements
Demonstrate understanding of the document object model

CS 160 - Introduction to Computer Principles (3)

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.

Offered: Fall, Fall A, Summer A.

Outcomes
Explain the role of digital technology in the professional world
Explain the role of the web in daily life
Demonstrate skills for searching the web to perform online research
Explain how an operating system works and how to manage files and folders
Demonstrate the use of common productivity apps
Explain concepts of security and internet safety
Explain how digital media represents the real world

CS 170 - Structured Programming (3)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Become effective problem solvers
Learn how to design and implement structured algorithms in C/C++
Gain an awareness of what the discipline of Computer Science involves

CS 180 - Object-Oriented Programming (3)

This course approaches programming from an object-orientated 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. Offered: Spring.

Student Learning Outcomes
Understand and use data abstraction in object-oriented program design and development
Understand and implement simple data structures (arrays and strings) in programs
Cooperate with others in designing a software system
Use object-oriented techniques in construction of programs

CS 190 - Special Topics (1-3)

Further in-depth study on topics reflective of advances in state-of-the-art computing.

Offered: As available.

CS 201 - IT Helpdesk Administration (3)

IT Helpdesk Administration course introduces service management and covers the core concepts of creating value, service offerings, service relationships, achieving outcomes, managing costs, mitigating risks, and measuring the utility and warranty of a given service.

Offered: Spring.

Student Learning Outcomes
Understand IT Helpdesk/Service Desk Core Concepts
Demonstrate the ability to provide Customer Service
Understand Cloud-Based IT Helpdesk Systems
Demonstrate the ability to perform Incident Management and to utilize an IT Helpdesk Ticketing System
Understand IT Helpdesk/Service Desk Careers

CS 202 - CompTIA A+ Certification Preparation (3)

This course prepares students to complete the CompTIA A+ certification examination and provides students with

advanced knowledge of computer technology, networking, and security fundamentals. Students will possess the skills required to identify hardware, peripherals, networking components, and security components. Students will take practice exams to prepare for the exam. Students will also understand basic operating system functionality and troubleshooting methodology while practicing proper safety procedures and effective interaction skills with customers and peers.

Offered: Summer A.

Outcomes
Preparation for the CompTIA A+ 220-1101, including mobile devices, networking, hardware, virtualization and cloud computing, and hardware and network troubleshooting.
Preparation for the CompTIA A+ 220-1102 exam section, including operating systems, security, software troubleshooting, and operational procedures.
Understand the CompTIA A+ exam format, including performance-based questions related to exam objectives.
Understand helpdesk, computer troubleshooting, technical support, software, and hardware support functions.

CS 203 - Hardware Installation and Maintenance (3)

This course provides students with the knowledge of the fundamentals of computer technology, networking, and security, along with the skills required to identify hardware, peripherals, networking, and security components, with an introduction to the fundamentals of installing and maintaining computers. Students will develop the skills to identify the basic functionality of the operating system, perform basic troubleshooting techniques, utilize proper safety procedures, and effectively interact with customers and peers. This course is designed to help prepare students for the CompTIA A+ certification examination.

Offered: Fall B.

Outcomes
Identify and describe the essential components of a computer.
Identify and describe networking terms and components.
Ability to develop proposals and presentations to customers and peers regarding computer systems.
Ability to troubleshoot and overcome hardware issues.
Ability to safely install and uninstall components.

CS 230 - Data Analysis (3)

This course considers how to take data sets and describe them using descriptive statistics which will primarily be generated with software tools. Emphasis will be placed on students learning to analyze the problem setting and reaching and communicating statistically justifiable conclusions about those data sets. Focus is on the use of software analysis tools to explore data distributions and graphing; univariate and bivariate data; measures of central tendency, relative standing, and variability; probability distribution; the Central Limit Theorem; and hypothesis testing.

Prerequisite: CS 160 or permission of instructor. Offered: Spring.

Student Learning Outcomes
Explain the difference between categorical, discrete numerical, and continuous numerical data
Create appropriate graphs to assist in the visualization of data
Determine appropriate methods of gather sample data in order to complete a study of experiment
Generate descriptive statistics to analyze data, including the mean, median, correlation coefficients, regression lines and slopes, standard deviation, the coefficient of determination, confidence intervals, etc.
Explain the variability of sample statistics and their relationship to population statistic
Translate a research question into null and alternative hypotheses, carry out appropriate testing measures and interpret the results in context
Use appropriate computer tools to produce numerical and visual analysis of data
Discuss ethical considerations for data privacy and possible misuse of statistics
Interpret and apply statistics in a business and managerial context

CS 240 - Introduction to Business Intelligence (3)

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. Offered: Fall, Spring.

Student Learning Outcomes
Through hands on lab sessions and homework, students will gain more advanced proficiency in Word and Excel. Emphasis will be placed on using Excel in a business setting.

CS 272 - Java Programming I (3)

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. Offered: Fall Odd, Spring A.

Outcomes
Students will write programs using correct syntax and established conventions of the Java Programming Language.
Students will create a variety of apps using visual components.
Students will solve programming problems using appropriate decision structures and repetition structures.
Students will solve programming problems using appropriate data types and data structures.
Students will solve programming problems by designing programs using Object-oriented design.
Students will solve programming problems by designing appropriate class structures.
Students will solve programming problems by incorporating event-handling, input/output management, and exception-handling techniques.

CS 290 - Special Topics (1-3)

Further in-depth study on topics reflective of advances in state-of-the-art computing.

Offered: As available.

CS 300 - Data Structures and Algorithms (3)

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. Offered: Fall.

Student Learning Outcomes
Understand and use various data structures including vectors, linked vectors, linked lists, stacks, queues and binary trees
Understand and use various algorithms including several searching and sorting algorithms
Understand and use recursion in solving problems
Understand how to analyze the efficiency of algorithms and determine which is more efficient
Effectively use the object-oriented approach in solving problems

CS 301 - Agile Project Management (3)

This course explores the core values and principles of agile project management. Topical coverage includes agile methodologies, the relationship between defined and empirical processes, best practices, and the latest agile approaches.

Offered: Spring A.

Outcomes
Explain the value of Agility and apply the Agile Mindset/Scrum Theory in your organizational setting.
Demonstrate how to structure work for delivering value iteratively and incrementally, including Product Vision, Roadmap, Epics, Features, and User Stories.
Apply adaptive planning techniques to maximize value delivery, including prioritization of the overall Product Backlog, relative estimation of backlog items, and value delivery via Sprint Backlogs.
Define Agile roles and ceremonies to support Scrum.
Recognize how to drive continuous improvement using Agile metrics, including value delivery and team performance data.
Appraise challenges for scaling agile teams within the enterprise.

CS 309 - Computer Organization and Architecture I (3)

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. Offered: As needed.

Student Learning Outcomes
Students should be able to diagram and explain the vonNeuman architecture
Student should be able to explain the digital logic of AND, OR, NOT, etc. gates
Student should be able to demonstrate understanding of the binary and hexadecimal number system
Students should be able to explain machine level representation of data
Students should be able to write Assembly language programs that demonstrate simple algorithms
Students should be able to explain the functions of cache memory, virtual memory, main memory and secondary memory
Students should be able to explain simple electronic components and simple electric concepts

CS 311 - Security Policies and Procedures (3)

This course provides knowledge and experience to develop and maintain security policies and procedures. Students will examine the ethical, legal, and professional issues in information security, learn risk management strategies, and explore the latest security technologies. Students will develop an Information Security Policy and an Acceptable Use Policy.

Offered: Spring B.

Outcomes
Understand the fundamentals of Information Security Management.
Explore risk management and ethical considerations of cybersecurity.
Understand the process for developing security policies, standards, and procedures.
Ability to understand and implement information assurance programs.
Respond to Security Incidents and Understand Security Technologies.

CS 312 - Secure Operating Systems (3)

This course will provide knowledge and the practical experience necessary to configure the most common server platforms. Lab exercises will provide students with experience of establishing operating systems security for the network environment.

Offered: Spring A.

Outcomes
Define the purpose of an Operating System (OS) to provide user management, filesystems, access control, and processing.
Identify the OS inter-process communication, process, threads, and layers, including protocol stack and functions.
Configure appropriate file encryption methodologies.
Understand concurrency and the implications of OS issues, including synchronization techniques and reasons for interruptions.

CS 321 - JavaScript Technologies (3)

This course introduces JavaScript and JavaScript Technologies. This course gets you started with an introduction to JavaScript. This course introduces you to creating functions, creating variables, and calling these lines of code from your standard HTML pages. We talk about events and triggers for custom event handling. We also discuss pattern matching, searching for text within a page, flow control, and the document object model (DOM).

Offered: Summer A.

Outcomes
Understand the JavaScript framework, best practices, and patterns within JavaScript code.
Ability to write and deploy JavaScript code
Ability to implement interfaces using DOM
Develop a foundation in programming fundamentals.
Gain an understanding of Javascript frameworks such as Node.JS.

CS 322 - Windows Server (3)

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.

Offered: As needed.

Student Learning Outcome
To learn about features and capabilities of Windows 2008 server.
Students will learn how to install software, hardware, and configure Windows 2008 for networking, monitor performance, and troubleshoot common problems.

CS 325 - Networking (3)

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.

Offered: Spring Odd, Spring A.

Outcomes
Describe the network protocol stack such as the application, transport, network, data link, and physical layers
Describe local area networks, and wireless and mobile networks
Explain major design and performance issues in computer networks
Describe the basic concepts of network security

CS 326 - Network Security (3)

This course provides the knowledge and practical experience necessary to evaluate, implement, and manage secure information transferred across computer networks. Topics include network security, intrusion detection, types of threats and risks, methods of attacks, security devices, the basics of cryptography, security protocols and mechanisms, and network recovery solutions.

Offered: Fall B.

Outcomes
Identify LAN devices and network security.
Assess organizational risks, malware, and vulnerabilities.
Analyze PKI and cryptographic methodologies and techniques.
Describe network security protocols and IDS/IPS monitoring technologies.
Implement CIA, access controls, and strong authentication.
Protect the network against security threats and cyber-attacks.
Develop security policies, BCP, and Disaster Recovery Planning solutions.

CS 330 - Computer Foundations (3)

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.

Prerequisite: CS 170. Offered: Fall Even.

Outcomes
Use examples to explain the basic terminology of functions, relations, and sets
Perform the operations associated with sets, functions, and relations
Relate practical examples to the appropriate sets, functions, or relation model, and interpret the associated operations and terminology in context
Convert logical statements from informal language to propositional and predicate logic expressions
Describe how symbolic logic can be used to model real-life situations or applications, including those arising in computer context such as software analyze, program correctness, database queries, and algorithms
Apply formal and/or informal logic reasoning to real problems, such as predicting the behavior of software or solving problems
Define and identify sequences using a recursive relationship
Apply counting arguments, including sum and product rules, inclusion-exclusion principle and arithmetic/geometric progressions
Compute permutations and combinations of a set and interpret the meaning in the context of the particular application
Illustrate by example the basic terminology of graph theory, as well as some of the properties and special cases of each type of graph/tree
Demonstrate different traversal methods for trees and graphs, including pre-, post-, and in-order traversal of treesl
Model a variety of real-world problems in computer science using appropriate forms of graphs and trees
Calculate probabilities of events and expectations of random variables for elementary problems such as games of chance
Differentiate between dependent and independent events

CS 342 - Database Development (3)

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.

Offered: Fall, Spring B.

Outcomes
Apply theoretical knowledge to develop database applications using DBMS and SQL language
Effectively use the Entity Relationship diagram for the representation of conceptual schemas
Identify functional dependencies and apply normalization algorithms
Use Data Definition Language to define database schemas
Construct data retrieval procedures using the Data Manipulation Language
Develop data retrieval procedures using Relational Algebra
Understand the mapping process of the ER and EER Models to the Relational Model

CS 344 - Python (3)

This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python. Upon completion, students should be able to design, code, test, and debug Python language programs.

Offered: Fall Odd, Summer B.

Outcomes
Create a software application using the Python programming language.
Debug a software application written in the Python programming language.
Test a software application written in the Python programming language.

CS 354 - Source Code Control and Virtualization (3)

This course introduces students to the concepts of source code control and virtualization. Students will allow about code repositories, how to manage and utilize them, and virtualization technologies that are common in web platforms.

Offered: Fall A.

Outcomes
How to utilize git and an industry implementation such as Github.
Setting up a virtual web server and other virtualization technologies such as Virtualbox.
Usage and creation with containerization platforms such as Docker.

CS 360 - Comparison of Programming Languages (3)

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. Offered: Spring Even, Spring A.

Outcomes
Students will be able to discuss the situations where developing a domain-specific language or library are appropriate
Students will define a programming language including the lexical and syntax feature of the language, as well as its semantics
Students will explain the role of lexical analysis as the compiler reads source code
Students will explain how syntax errors are reported and how tools enable programmers to debug problems
Students will construct syntax trees following language grammar rules
Students will construct symbol tables and define variable scope and lifetime in relationship to the syntax tree
Students will explain how the complier performs type checking on base types
Students will explain how variable structures such are arrays and method calls are type checked
Students will demonstrate how the compiler turns the syntax tree into intermediate code instructions
Students will be able to define how bytecode interpreters work and support new high-level languages
Students will explain how native code is required to achieve language performance requirements
Students will explain how memory management is accomplished in modern programming languages

CS 362 - Cybersecurity (3)

Cyber security professionals know how to troubleshoot security issues while continuing to maintain and evolve IT infrastructure to ensure data and devices stay protected. This course is perfect for career transformation and acceleration in a fast-growing field. If you are skilled in IT and have a passion for security, this certificate will help you take the next step towards your new career.

Student Learning Outcomes
Identify and distinguish between various types of security threats, attacks, and vulnerabilities.
Summarize appropriate applications of security architecture and design.
Apply implementation best practices for security protocols and solutions.
Identify appropriate procedures for security operations and incident response.
Explain the importance of governance, risk, and compliance in cyber security.

CS 365 - Information Systems Security (3)

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.

Offered: Spring Even, Spring B, Summer B.

Outcomes
No outcomes listed

CS 372 - Java Programming II (3)

This course covers advanced aspects of the Java programming language that are used to create apps which are used in Android mobile devices. Projects will use Java and SML 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: Fall B.

Outcomes
Design, implement, test, and debug programs in an object-oriented style using Java
Build graphical user interfaces using a variety of Swing Components
Write programs that implement fundamental data structures such as arrays, strings, and objects
Write programs that will use file structures for data storage
Design, code, test, and debug event-driven programs that respond to user events and responds to exception conditions raised during execution
Incorporate Applets into Web pages

CS 373 - C# Development (3)

This course will cover intermediate and advanced programming topics using the .NET programming framework. Advanced graphical user interface design, event handling, object-oriented programming, input-output management, data types and structures, and concurrency will be covered, using .NET languages.

Prerequisite: CS 180 or CS 272. Offered: Fall, odd years.

Student Learning Outcomes
No outcomes listed

CS 381 - Junior Seminar (1)

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. Students will be required to do research on post-graduate employment and graduate school opportunities.

Offered: Fall.

Student Learning Outcomes
To prepare graduating students in the Computer Science & Technology department for a career.
Students will reflect on long-term goals and develop a personal code of ethics for a career in the Computing field.
Students will develop and polish a resume, search for job openings, develop cover letters and practice job interview skills.

CS 390 - Special Topics (1-3)

Further in-depth study on topics reflective of advances in state-of-the-art computing.

Offered: As available.

CS 401 - Defensive Network Security (3)

In this course, students will learn how to plan, design,

install, and configure firewalls that will allow key services while maintaining security. This will include protecting the Internal IP services, configuring a firewall for remote access, and managing a firewall.

Offered: Fall B.

Outcomes
Describe the types and roles of firewall technology and approaches to firewall implementation.
Ability to review firewall configuration.
Identify and mitigate the risk of a misconfigured firewall.
Identify various approaches to remote access protection, confidentiality, authentication, and authorization.

CS 402 - Computer Forensics (3)

This course examines the use of computers in the commission of crimes, collection, analysis, and production of digital evidence. Students will use computer resources to explore basic forensic investigative techniques.

Offered: Spring B.

Outcomes
Ability to identify, gather, interpret, and document evidence of attacks.
Understand the tools, methods, and platforms implemented in a forensic investigation.
The capability of incident response to determine and quantify the loss of property and impacts of an attack.
Identification of the vulnerability and security gaps attackers use to avoid legal action.

CS 403 - Ethical Hacking (3)

This course provides a hands-on introduction to ethical hacking and penetration testing. It is for individuals who want to enhance their information security skill set and help meet the growing demand for security professionals. Topics include network and computer attacks, footprinting and social engineering, port scanning, enumeration, OS vulnerabilities, hacking web servers, hacking wireless networks, cryptography, and network protection systems.

Offered: Summer A.

Outcomes
Understand the characteristics of the tools and techniques used in system hacking.
Learn the elements of penetration testing and identify tools used to evade security systems.
Identify footprinting techniques and tools.
Ability to identify countermeasure policies and procedures, including denial-of-services, hijack attempts, and social engineering to secure wireless, iOS, and OS devices.

CS 420 - Systems Analysis Methods (3)

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 342. Offered: Fall, odd years.

Student Learning Outcomes
Learn the role of System Analyst
Learn to manage system projects
Through case studies and discussion, better understand the System Development Life Cycle and alternate methods of designing systems

CS 423 - Linux Administration (3)

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.

Prerequisite: Sophomore, junior, or senior standing.
Offered: Spring Odd, Spring A.

Outcomes
Introduction to Linux Operating System
Installing Linux
Managing Files and Directories
Creating and Editing Files with Text Editors
Creating Shell Scripts and Displaying File Contents
Managing Data: Backup and Recovery Processes
Managing Users and Groups
Network Communications
Installing Software Packages
Apache Web Server
Domain Name Server
Configuring a Mail Server
Working with the Network File System
Planning for the Linux Installation
Linux File System Management and Administration
Managing Resources in Linux
Networking in a Linux Environment
Using Samba for Interoperating Linux and Windows
Securing Linux

CS 440 - Management of Information Systems (3)

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. Offered: Spring.

Student Learning Outcomes
Understanding of how information systems affect today's workplace
A research paper and presentation will help develop presentation skills
Exploration of current topics through preparation of case studies

CS 441 - Dynamic Web Design (3)

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.

Prerequisite: CS 152; CS 342. Offered: Fall, Fall A.

Outcomes
Discuss methods to test, debug, and validate web pages
Create a web front-end to an underlying database which includes consideration of client-side vs. server-side data entry and validation techniques and security issues
Discuss and use current methods to include media and other technologies on a website
Utilize a WordPress platform to engage in setting up a site, applying plugins and themes, and populate with content

CS 471 - Game Development (3)

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.

Prerequisite: CS 180 or CS 272; DIG 371. Offered: Spring, odd years.

Student Learning Outcomes
Identify and describe different game genres
Interact with Unreal Engine game engine to create a simple game
Demonstrate knowledge of the career of the game designer and the workings of the game industry by presenting game ideas to classmates
Explain the Agile project management methodology and how it is used in game development
Communicate effectively with clients and peers verbally and in writing
Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem

CS 472 - Mobile App Development (3)

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.

Prerequisite: CS 180 or CS 272; CS 342. Offered: Spring, even years.

Student Learning Outcomes
Students will be able to discuss and identify common principles of UI/UX design for mobile application development
Students will demonstrate use of Adobe XD as a prototyping tool to demonstrate the user experience and user interaction for mobile applications
Students will demonstrate use of Android Studio and Kotlin to develop mobile applications

CS 481 - Senior Seminar I (1)

This course will involve selection and approval of a student research project relevant to their major. This project will be continued in CS 482.

Prerequisite: Senior standing. Offered: Fall.

Outcomes
Senior project topics will be chosen, and work will begin on senior projects that are to be completed during the second semester

CS 482 - Senior Seminar II (1)

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.

Prerequisite: CS 481. Offered: Spring.

Outcomes
Independently research an information technology topic or software package
Demonstrate effective writing ability (organization, style, and grammar) in submitted papers
Organize an effective PowerPoint presentation
Demonstrate effective oral communication skills by presenting the paper or project to students and staff

CS 490 - Special Topics (1-3)

Further in-depth study on topics reflective of advances in state-of-the-art computing.

Offered: As available.

CS 495 - Independent Study (1-4)

Special readings or projects accomplished by the student under the supervision of a department faculty member.

Offered: By arrangement.

DIG-Digital Design

DIG 111 - Digital Design (3)

This course provides a background in the basic elements of graphic design using digital formats. This includes both the technical aspects and the creative elements of digital design. Design theory including the basic elements of lines, shapes, colors, typography, texture, and space will be covered.

Offered: Fall.

Student Learning Outcomes
Familiarize themselves with basic principles and fundamentals in visual art and design
Develop essential skills using tools and theory employed in the design process
Understand the creative process and develop techniques for creative problem-solving
Acquire the terminology necessary to effectively communicate concepts and theory in art and design
Create computer-based projects using relevant industry-standard software programs

DIG 112 - Vector Design (3)

This course provides the student with hands-on instruction in vector design using industry-standard software. The course will focus on the development of basic layout and design skills to produce vector graphics for advertising and social media. Students will cover the full range of basic aspects of vector drawing, layering, and coloring.

Offered: Spring.

Student Learning Outcomes
Familiarize themselves with basic principles and fundamentals in visual art and design
Develop essential skills using tools and theory employed in the design process
Understand the creative process and develop techniques for creative problem-solving
Acquire the terminology necessary to effectively communicate concepts and theory in art and design
Create computer-based projects using relevant industry-standard software programs

DIG 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

DIG 232 - Digital Design and Typography (3)

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.

Offered: Spring, even years.

Student Learning Outcomes
Understand the historical evolution of typography
Apply design principles to create effective Typefaces and typographic compositions
Develop proficiency in using design software for Type design and typographic projects

DIG 251 - Graphics Development (3)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Demonstrate a comprehensive understanding of Adobe Illustrator, Adobe InDesign, Adobe Aero, Virtual Reality, and Augmented Reality
Apply design principles and concepts to create visually engaging graphics and multimedia content
Create, edit, and manipulate simple vector graphics using Adobe Illustrator
Layout and design various print materials using Adobe InDesign
Develop interactive experiences using Adobe Aero, Virtual Reality, and Augmented Reality Technologies
Critically analyze and assess design choices in terms of effectiveness and aesthetics
Work effectively both individually and collaboratively on design projects
Present and communicate design ideas and concepts clearly

DIG 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

DIG 317 - Digital Audio and Video Development (3)

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.

Offered: Fall, even years.

Student Learning Outcome
Learn basic video editing skills
Understanding of how to shoot video
Presentation techniques for edited videos

DIG 338 - Productive Photography (3)

Students will learn the fundamentals of photography, including composition, lighting, exposure, and editing. This class will also focus on using photography in different careers with lessons in portraiture, product photography, photojournalism, videography, and other skills.

Offered: Fall Odd.

Outcomes
Students will be able to operate cameras and related equipment confidently, utilizing fundamental principles of exposure, lighting, and composition to create impactful images.
Learners will apply the rules of composition and manipulate light sources (both natural and artificial) to enhance the visual appeal and narrative of their photographs.
Participants will become proficient in software-based editing, refining images for clarity, color balance, and style while maintaining ethical standards in image manipulation.
Through practice in portraiture, product photography, photojournalism, and videography, students will demonstrate how core photographic principles can be adapted to diverse professional contexts.
By curating a cohesive body of work that highlights technical and creative skills, learners will gain insight into photography-related careers and understand how to market themselves professionally.

DIG 361 - Advanced Computer Graphic Design (3)

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.

Prerequisite: DIG 232; DIG 251. Offered: Spring, odd years.

Student Learning Outcomes
To become familiar with additional computer graphics programs
To explore projects and coe up with design ideas to assist others with branding and graphic designs
To explore new skills and teach them to others
To further develop graphics portfolios

DIG 371 - 2D Computer Animation (3)

This course is an introduction to basic animation principles as they are applied to 2D environments. Includes basic principles of character animation and expressive form in motion utilizing Adobe software.

Prerequisite: DIG 251 (recommended). Offered: Fall, odd years.

Student Learning Outcomes
Understand the historical evolution of moving images and their cultural significance
Develop proficiency in Adobe After Effects for motion graphics creation
Create original motion graphics projects using various techniques
Analyze and critique motion graphics for design and storytelling principles
Apply motion design principles to enhance visual communication

DIG 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

DIG 470 - 3D Computer Animation (3)

This course is an introduction to basic animation principles as they are applied to 3D environments. Includes basic principles of character animation and expressive form in motion.

Prerequisite: DIG 251 (recommended). Offered: As needed.

Student Learning Outcomes
Students will explain the fundamentals of 3D animation
Students will create, manipulate, and edit objects and characters using appropriate tools
Students should understand and apply camera tracking and lighting in their animation
Students will apply basic animation fundamentals to objects and characters
Students will rig a character and apply simple animation to the character
Students will

DIG 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

DIG 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

ECON-Economics

ECON 110 - Personal Finance (3)

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.

Offered: Fall.

Outcomes
Explain financial literacy and how sound financial decisions can increase a person's standard of living and wealth
Develop and evaluate a personal budget plan
Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit
Describe the nature of tax liabilities and demonstrate the ability to prepare personal income tax forms
Evaluate savings and investment options to meet short and long-term goals
Identify insurance needs and evaluate coverages

ECON 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ECON 201 - Principles of Microeconomics (3)

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.

Offered: Fall.

Student Learning Outcomes
The students will have a basic understanding of economic foundation models.
The students will be able to explain shifts in the market equilibrium (supply and demand) and the effect on prices.
The students will have a basic understanding of the relationship between price elasticity and the demand and total revenue.
The students will be able to explain the role of healthcare and government intervention of the economy.
The student will be able to explain the potential general effects of international trade general advantages and disadvantages of trade policy.
The student will be able to understand the impact of how consumer behavior and consumer choice has on the economy and pricing.
The students will have an understanding of the role of technology and costs and impact on the economy.
The students will be able to explain monopolistic competition and oligopoly competition in varied markets.
The students will be able to explain the economic impact of labor markets, taxation, and the distribution of income.

ECON 202 - Principles of Macroeconomics (3)

This course serves as an introduction to the principles of macroeconomics 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. This course defines the relevant macroeconomic variables, examines their interrelationships, and analyzes the forces at work in the modern economy that determines the levels of these variables. 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 or Math 111 or higher level math course.

Offered: Spring.

Student Learning Outcomes
The students will have a basic understanding of economic foundation models.
The students will be able to explain the markets for labor and wages, unemployment and inflation.
The student will be able to explain the different aspects of GDP and the relationship to economic variables.
The students will be able to explain the differences between fiscal and monetary policy.
The student will be able to understand the impact of monetary and fiscal economic policies and impact on growth.
The students will be able to explain the political influences on economic and fiscal policy as well as global considerations.
The students will have an understanding of the role of domestic and global financial systems.
The students will be able to discuss the financial impact of short run economic and long term economic growth.
The students will be able to explain money, banking, interest rates, and the role of the Federal Reserve.
The student will be able to explain the role of international trade, exchange rates, and the impact on domestic and international economics.

ECON 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ECON 309 - Global Financial Markets (3)

This course includes a study of the structure and function of domestic and global financial markets, including the role of money, the behavior of interest rates, commercial banking, the Federal Reserve, and the impact of monetary policy on economic outcomes. The primary focus of this course is an understanding of the role of money and monetary policy affecting macroeconomic outcomes in domestic and international markets.

Prerequisite: ECON 202. Offered: As scheduling allows.

Student Learning Outcomes
No outcomes listed

ECON 314 - History of Economic Thought (3)

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: As scheduling allows.

ECON 350 - Internship (1-8)

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.

Offered: Fall, Spring.

ECON 354 - Global Competition and Strategy (3)

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.

Prerequisite: ECON 201; ECON 202. Offered: Fall, even years.

Student Learning Outcomes
The students will be able to explain globalization and the effect on markets and production.
The students will be able to explain the forces that are driving globalization.
The students will be able to explain the importance of cultural knowledge and describe how firms and culture interact and the frameworks used to study culture.
Students will be able to outline the political-legal (including the ethical and social responsibility) issues facing international firms and how to manage some of the risks.
Students will be able to understand the basic concepts of the International Trade Theory (including advantages and disadvantages of international trade and role of government).
Students will be able to investigate the impact of differences in monetary systems of countries and different levels organizational investment in countries.
Students will be able to analyze organizations and international opportunities and the aspects of import/export that impact the organizations including trade policy impact.
Students will be able to examine matters of international marketing, employment, and operation.

ECON 364 - International Economics (3)

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: As scheduling allows.

ECON 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ECON 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ECON 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

EDUC-Education

EDUC 101 - Exploring Education (1)

This course is designed for college freshmen and to encourage students of all majors to consider a career in teaching. The logistics of working through the education program at UJ will occur as well as the processes of teacher licensure. Students will also gain a better understanding of how K12 schools are organized.

Offered: Fall, Spring.

Student Learning Outcomes
Explore whether a career in teaching makes sense for you.
Know, understand, and discuss the organization and administration of school systems.
Describe what is involved in becoming a teacher and teaching students.
Take the Praxis CORE Tests

EDUC 102 - Teaching Professional (3)

This course combines elements of Exploring Education and Introduction to Education which are offered on the UJ campus. This course is developed for high school students taking the course as a dual credit course. 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.

Offered: As needed.

Student Learning Outcomes
Explore whether a career in teaching makes sense for you.
Understand interpersonal relations and group dynamics present in the field of education.
Investigate effective teaching research-curriculum, motivation, management, differentiation, ethics, and other educational issues.
Analyze various sociological dimensions influencing schooling, including race/ethnicity, class, and gender.
Work cooperatively in small and large groups to apply your knowledge of educational issues and current events.
Research and define various theories on philosophies of education and develop your own philosophy of education.
Investigate curriculum and instructional resources.
Know, understand, and discuss the organization and administration of school systems.
Describe what is involved in becoming a teacher and teaching students and discuss field experiences from observations within a classroom setting.

EDUC 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

EDUC 201 - Introduction to Teaching (2)

This is an early course in education for the pre-service prospective teacher. History and philosophy of American education are surveyed. Course requirements include **field experience in an accredited public or private classroom**.

Prerequisite: Sophomore standing; EDUC 101. Offered: Fall, Spring.

Student Learning Outcomes
Understand interpersonal relations and group dynamics present in the field of education.
Investigate effective teaching research-curriculum, motivation, management, differentiation, ethics, and other educational issues.
Analyze various sociological dimensions influencing schooling, including race/ethnicity, class, and gender.
Work cooperatively in small and large groups to apply your knowledge of educational issues and current events.
Research and define various theories on philosophies of education and develop your own philosophy of education.
Investigate curriculum and instructional resources.

EDUC 202 - Science for Elementary Teachers (3)

This course is a study of the basic science concepts from biology, chemistry, physical science, and earth science that elementary teacher are expected to know. Several types of teaching and evaluation techniques are examined in this course.

Offered: Spring.

Student Learning Outcomes
Know the skills and processes of scientific inquiry in elementary schools
Develop the skills necessary to use scientific inquiry in elementary school
use the tools of scientific inquiry (e.g. observation, classification, measurement, communication, collecting and organizing of data, comparison, prediction, inference, hypothesis, and application) to explore science content.
Use the process of scientific method (InTASC 4, 5)
Understand the unifying concepts and processes of science appropriate to teaching elementary grades (InTASC 4,5)
Understand fundamental concepts, content and principles of physical science, life science, earth and space science, science and technology, eprsonal and social perspectives of science, history and nature of science that elementary students should develop. (InTASC 4, 5)

EDUC 203 - Mathematics for Educators (3)

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.

Offered: Spring.

Outcomes
Apply a variety of appropriate strategies to solve problems
Create and use a variety of representations of sets to model physical, social, and mathematical phenomena
Illustrate the foundational and traditional algorithms for Whole Number, Integer, and Rational Number arithmetic using visual representations
Identify and use the properties of Real Numbers
Employ principles of number theory as a problem-soving strategy
Demonstrate the use of physical representations to illustrate numerals in decimal and non-decimal based place value systems
Convert numerals between various positional and additive systems
Incorporate estimation techniques to assess reasonableness of solutions

EDUC 206 - Introduction to Early Childhood Education (3)

This course is an orientation to early childhood education focusing on the history, philosophies, social foundations, and theories. Developmentally appropriate practices for children birth to age eight will be covered. Emphasis will be placed on teacher's role and responsibilities regarding parental involvement, play, and meeting the individual learning differences and cultural diversity. A field experience of fifteen hours is required.

Offered: Fall.

Student Learning Outcomes
Describe developmentally appropriate practices
Describe and relate historical, philosophical, and social foundations of early childhood education
Demonstrates knowledge of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains
Investigate perspectives regarding meeting individual learners' strengths and needs of prior knowledge, language, culture, family and community values

EDUC 211 - Observation and Assessment in Early Childhood (3)

This course provides an overview of observations and assessment strategies used for children birth through age eight. Informal and formal assessments to document development, growth, play, and learning will be explored. Teacher candidates will review, use, and interpret observation and assessment data and explore how it informs teaching practice and curriculum planning. A fifteen hour field experience will be required where students will administer and score observations and

assessments in an early childhood classroom.

Prerequisite: Admission to Teacher Education EDUC 206 Introduction to Early Childhood Education. Offered: Spring.

Student Learning Outcomes
Describe, select, and demonstrate use of purposeful, appropriate formal and informal observation and assessment tools, instruments, and strategies for use in program and child evaluation.
Identify ways to foster collaboration between families and early childhood multidisciplinary teams when administering and analyzing observation and assessment data.
Describe how assessment results are used to guide planning and instruction.
Identifies the ethical use and reporting of assessments and data.

EDUC 219 - Instructional Media and Technology (3)

A course designed to familiarize education majors with education technology standards, theories, and applications of various media and technologies for use in education. Practical exercises and reflective assignments will be used. Topics include design, software, hardware, visual and audio media, internet, and legal, ethical and social issues with technology use. Students will research learning theories in relation to technology and present their findings.

Offered: Fall, Spring.

Outcomes
Examine the applications and implications of Large Language Models (LLMs) in educational settings, focusing on their potential for enhancing teaching and learning, while addressing the challenges and ethical considerations associated with their use.
Explore a variety of technologies and how they can be implemented in learning
Identify a variety of Internet resources that will aid you in your future teaching endeavors.
Discuss the legal and ethical issues involved with technology use in the classroom including Copyright/Fair Use.
Identify the key components of ISTE's Educational Technology Standards for Teachers and ISTE's Educational Technology Standards for Students in addition to ND computer science and cyber security standards
Understand connection between educational technologies and learning theories through research.
Explore and implement programming concepts in the classroom to foster computational thinking, creativity, and problem-solving skills among students, while aligning with curriculum standards and enhancing interdisciplinary learning
Apply technology-based communication tools to design and deliver engaging presentations, facilitate online discussions, and collaborate on projects with peers and mentors

EDUC 231 - Classroom Driver and Traffic Education (3)

This course provides a future driver's education teacher with information needed to teach the classroom portion of driver's education.

Offered: Fall, odd years; Summer, even years.

Student Learning Outcomes
Students will have a clear understanding of the North Dakota Rules of the Road (InTASC 9a, 9b, 9i)
Students will have a clear understanding of the difference between a driver's education classroom and a regular classroom. (9a, 9d, 9e, 9j)
Students will develop skills allowing them to utilize the North Dakota Online Driver's Education Playbook (9d, 9f, 9g)
Students will understand the primary focus of driver's education is safety and saving lives (9b, 9d)
Students will develop skills necessary to deliver content remotely (9d, 9f, 9g)

EDUC 232 - Beginning Driver Problems (2)

This course provides future driver education teachers with

the training they will need to teach students in the driver education car. The prospective teacher will learn how to develop an in-car curriculum and the methods needed to teach the skills required by a new driver.

Offered: Spring, even years; Summer, even years.

Student Learning Outcomes
Students will begin to see the teen driving behavior from the perspective of a safety-minded driver education teacher. (InTASC 9b, 9e, 9g, 9i)
Students will have a clear understanding of special issues that arise from teens behind the wheel. (InTASC 9b, 9e, 9g, 9h, 9i)
Students will be prepared to help teens see driving through the lens of safety. (InTASC 9b, 9e, 9g, 9i)

EDUC 233 - In-Car Instruction (3)

This course provides future driver education teachers with the training they will need to teach students in the driver education car. The prospective teacher will learn how to develop an in-car curriculum and the methods needed to teach the skills required by a new driver.

Offered: Fall, even years; Summer, odd years.

Student Learning Outcomes
Students will have a clear understanding of elements required to be taught during behind the wheel instruction. (InTASC 9a, 9b, 9g, 9h)
Students will have a clear understanding of the attitudes and demeanor required of a driver's ed teacher. (InTASC 9b, 9e, 9g, 9h, 9i)
Students will be prepared to teach in-car lessons to teenage drivers. (InTASC 9a, 9b, 9g, 9h)
Students will develop the skills necessary to develop an in-car curriculum. (InTASC 9a, 9b, 9g, 9h)

EDUC 234 - Organization and Administration of Safety Education (2)

This course provides prospective driver education teachers with the training needed to organize and schedule a driver education class, order supplies, obtain vehicles and establish vehicle use policies, budget, provide for special needs students, communicate with parents, and be familiar with driver education regulating agencies.

Offered: Spring, odd years; Summer, odd years.

Student Learning Outcomes
Students will learn to navigate North Dakota Century Code specifically regarding driver education. (InTASC 9a, 9j)
Students will understand the role of ESPB in driver education. (InTASC 9a, 9j)
Students will be prepared to organize and schedule a driver education course. (InTASC 9a, 9b, 9g, 9h, 9k)
Students will understand what is required surrounding state reporting and driver education. (InTASC 9a, 9j)

EDUC 251 - Geography for Teachers (2)

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 geography themes and standards.

Offered: Spring.

Student Learning Outcomes
Possess a basic understanding of the world in spatial terms
Understand that culture and shared experiences influence places and regions
Recognize the physical structures and spheres that shape Earth's surface
Explore the relationship between human and natural environment and related movements
Understand the uses of geography in the classroom

EDUC 253 - Applied Cognitive Theories (3)

Designed for education majors, this course offers a constructivist approach to the theories of cognition for instruction, emphasizing the use of applied psychology. Candidates will explore cognitive processes related to learning that they will encounter in their teaching careers. In addition, candidates will conduct and evaluate their own research.

Prerequisite: PSYC 203. Offered: Fall & Spring.

Outcomes
Understand and articulate key cognitive theories and implications for teaching and learning (InTASC 1)
Prepare instruction using a variety of theories to meet diverse learners (InTASC 2)
Incorporate theories to design effective instructional strategies that enhance student learning and engagement (InTASC 7)
Evaluate assessment that provide constructive feedback for student improvement (InTASC 6)
Design and implement activities that promote higher order thinking skills including analysis, synthesis, and evaluation (InTASC 5)
Integrate technology into instructional practices to enhance cognitive learning and engagement (InTASC 8)
Engage in reflective practices to continuously evaluate and improve instructional methods based on cognitive science research (InTASC 9)
Create and maintain inclusive learning environments that support the cognitive and emotional development of all students (InTASC 3)
Develop strategies to enhance metacognitive skills in learners, empowering them to become self-regulated and independent thinkers (InTASC1 & 5)
Determine and adapt instructional practice to meet the needs of all learners (InTASC 6 & 9)
Explore the latest research in cognitive theories and apply these findings to teaching practices (InTASC 4)

EDUC 280 - Woodstock School and Himalayan Culture (1)

The course provides an opportunity to explore the unique educational landscape of Woodstock School, an educational institution nestled in the breathtaking Himalayas. In this course, students will delve into the school's philosophy, rich history, and vibrant cultural context that shapes its approach. Through lectures, collaborative discussions, and interactive activities, participants will explore Woodstock's commitment to project-based learning, social responsibility, and the development of global citizens. This course offers a chance to reflect on how innovative educational practices can shape future leaders in a truly global environment.

Prerequisite: Acceptance into the education program. Offered: Fall.

Outcomes
Identify and explain the central ideas of Woodstock's educational approach, including project-based learning, global citizenship, and ethical responsibility.
Understand and describe the historical events and cultural influences that shape Woodstock's educational practices.
Explore how the cultural traditions of the Himalayan region influence the learning experience at Woodstock.
Examine how Woodstock promotes cross-cultural awareness, social responsibility, and global engagement through its curriculum and programs.
Reflect on individual strengths and how those can contribute to the goals and learning experiences of the Woodstock Immersion Program.

EDUC 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

EDUC 301 - Methods: Elementary Mathematics (3)

An overview of elementary mathematics education--history, issues, and national standards. Standards-based topics for elementary mathematics will be examined and applied. Includes an emphasis on instructional technologies. Emphasis is given to problem-solving strategies with manipulatives, visuals, and other instructional technologies. *This course is taken as part of a methods block, which requires a 30-hour field experience in which candidates prepare, teach, and assess lessons*

Prerequisite: Admission to teacher education; EDUC 203; EDUC 303; EDUC 306; EDUC 316; EDUC 313. Corequisite: EDUC 305; EDUC 415; KNS 261; EDUC 398 or EDUC 399. Offered: Spring.

Student Learning Outcomes
Explore the NCTM and state/national standards.
Increase pedagogical knowledge and varying strategies for learning and teaching math.
Analyze math concepts, reasonings, and processes.
Demonstrate mathematical tools, manipulatives, and models for deeper understanding.
Plan, develop, teach, and reflect on math lessons.

EDUC 303 - Introduction to Teaching Students with Exceptionalities (3)

Designed to provide prospective elementary and secondary school teachers with the knowledge and skills to understand and teach students with exceptionalities. Includes a 15-hour field experience.

Prerequisite: Admission to teacher education; EDUC 201.

Corequisite: EDUC 306. Offered: Fall, Spring.

Student Learning Outcomes
Evaluate historical and current legislation pertaining to students with exceptionalities as well as ethical standards related to professional practices in the field. (InTASC 4j, 5k, 9a, 9d, 9e, 9f, fi, 9j, 9o, 10l, 10m)
Understand common terminology used in the field of special education. (InTASC 1g, 2e, 2i, 2o, 3f, 3h, 3q, 4h, 4i, 4l, 4n, 5e, 7e, 7m, 8h, 8i, 8m, 8q)
Demonstrate knowledge of a variety of exceptionalities including the etiologies and primary characteristics associated with each from the cultural, social, emotional, and educational perspective of the student, family, and teacher. (InTASC 1a, 1b, 1c, 1d, 1e, `f, 1g, 2d, 2j, 2k, 3f, 3l, 3n, 4m, 6h,7k, 7o, 7i, 7r, 8h, 9e, 9j, 9m, 10d, 10q)
Determine best practices in collaboration among teachers, families, and service providers, including those from diverse backgrounds, (InTASC 3a, 3b, 3c, 3e, 3h, 3k, 6c, 7a, 7e, 8c, 9c, 10c, 10d, 10f, 10j, 10r)
Explore various assistive technology and strategies teachers can employ to assist individuals with exceptionalities in being successful. (InTASC 2h, 3g, 3h, 3m, 4g, 5c, 5f, 5l, 6i, 7j, 7k, 7m, 7n, 8g, 8o, 8r, 9f, 10g, 10m)
Compare the major components and differences of an Individual Education Plan (IEP) and a 504 Plan. Determine the roles of students, families, and professionals on the teams. (InTASC 1k, 2a, 2b, 2d, 3n, 5h, 6p, 8c, 8d, 10b, 10b, 10l, 10m)
Incorporate education standards and benchmarks in subject areas and how they might be modified to meet exceptional students. (InTASC 1a, 1g, 3i, 4f, 6l, 6o, 6p, 6u, 7a, 7f, 7g, 7h, 7l, 8a, 8s, 9c)
Write lesson plans that include modifications and accommodations specific to students with exceptionalitites. (InTASC 1a, 1b, 1h, 1i, 1j, 2a, 2b, 2c, 2e, 2f, 2g, 2k, 3b, 3, 3e, 3p, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4k, 4n, 4o, 4p, 4r, 5a, 5b, 5c, 5g, 5h, 5m, 5o, 6a, 6b, 6c, 6e, 6f, 6g, 6h, 6k, 6m, 6o, 6p, 6r, 6t, 6u, 7a, 7b, 7c, 7d, 7f, 7j, 7n, 8a, 8b, 8e, 8f, 8g, 8h, 8l, 8k, 8n, 9h)
Analyze the use of modifications and accommodations for students with exceptionalities in a school setting through a 15-hour field experience. (InTASC 1c, 3a, 3c, 3n, 3o, 3r, 4p, 4q, 6n, 8p, 8q, 9a, 9b, 9d, 9e, 9n)
Define the concepts of Universal Design for Learning (UDL) in inclusive classrooms. (InTASC 1d, 2l, 2m, 3j, 3l, 4m, 4o, 5i, 5q, 6o, 6p, 8j, 8l, 9g)

EDUC 305 - Managing and Monitoring the Learning Environment (3)

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 with 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.

Prerequisite: Admission to teacher education; EDUC 313; EDUC 316; EDUC 303; EDUC 306. Corequisite: EDUC 398 or EDUC 399. Offered: Spring.

Student Learning Outcomes
Develop an understanding of classroom management as an educational theory (InTASC #3, #9)
Explore teacher centered and student-centered classroom management strategies (InTASC #3, #9)
Create a developmentally appropriate classroom management plan (InTASC #3, #9)
Recognize and understand the importance of collaborating with school professionals and communicating with students/families in order to adapt the learning environment to meet the needs of each learner. (InTASC #3, #9)

EDUC 306 - Multicultural Education (3)

This course examines the dimensions of diverse populations in schools and implications for educational programming and instruction. Specifically, the course focuses on methods, curriculum models, strategies, modifications, and skills necessary for teaching culturally and linguistically diverse students. Includes a 15-hour field experience.

Prerequisite: Admission to teacher education; EDUC 201. Corequisite: EDUC 303. Offered: Fall, Spring.

Student Learning Outcomes
To develop skills and knowledge necessary to create a culturally responsible and responsive curricula.
To develop an understanding of the unique cultural and ethnic heritages brought to school by students.
To continue to develop dispositions that support multiple perspectives and educational and societal equity.

EDUC 310 - Reading Methods in Secondary Schools (3)

A course designed to improve vocabulary and reading comprehension skills for secondary education majors. The course will focus on the identification of skills and strategies to perform, model, and teach academic reading to students in grades 5-12. Includes evaluation of reading abilities and creation of reading exercises. *Taken as part of*

a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.

Prerequisite: Admission to teacher education; EDUC 316; EDUC 313; EDUC 303; EDUC 306. Corequisite: EDUC 305; EDUC 398 or EDUC 399. Offered: Spring.

Student Learning Outcomes
Comprehend the teaching of reading by integrating literacy skills with teaching their subject matter for middle and secondary school content areas. (InTASC 1d, 1e, 1f, 1g, 2g, 2i, 4j, 4k, 4l, 5i, 6l, 6o, 7h, 7i, 7j, 7k, 7l, ij, 8l, 9h)
Comprehend reading process: vocabulary development and comprehension skills. (InTASC 1d, 1e, 1f, 1g, 2g, 2i, 4j, 4k, 4l, 5i, 5j, 6l, 6o, 7h, 7i, 7j, 7k, 7l, 8j, 8l, 9h)
To teach comprehension, conceptualization, and questioning strategies. (InTASC 1b, 2a, 2b, 2c, 4a, 4e,
To recognize specific reading problems and teach study skills and learning strategies related to each content area with an emphasis on phonics, phonemic awareness, and fluency. (InTASC 1b, 2a, 2b, 2c, 4a, 4e, 4h, 5c, 7a, 7b, 7c, 8a, 8h, 8i, 9c)
Assess students' reading abilites and phonemic awareness and evaluate learning outcomes in middle and secondary content areas. Use ELA Common Core Standards or specific state standards to coincide with content areas. InTASC 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h)
Discuss and determine various strategies to motivate and involve students with varying abilities and needs as well as group for better instruction. (InTASC 1b, 2a, 2b, 2c, 4a, 4e, 4h, 5b, 5c, 7a, 7b, 7c, 8a, 8h, 8i, 9c)
Field Experience which incorporates Key Assessment #4. Students will be teaching 4 lessons and recording them in a school environment. (InTASC 1b, 2a, 2b, 2c, 4a, 4e, 4h, 5b, 5c, 7a, 7b, 7c, 8a, 8h, 8i, 9c)
Develop students' skills in reading efficiently and fluently by teaching useful study skills, print and non-print sources, and by helping adjust the rate of reading to the purpose of reading. (InTASC 1b, 2, 2b, 2c, 4a, 4e, 4h, 5b, 5c, 7a, 7b, 7c, 8a, 8h, 8i, 9c)
Use a variety of methods and resources to enhance instruction. (InTASC 1b, 2a, 2b, 2c, 4a, 4e, 4h, 5b, 5c, 7a, 7b, 7c, 8a, 8h, 8i, 9c)

EDUC 313 - General Principles of Curriculum and Teaching (3)

This course will cover principles of instruction, planning for teaching, curriculum development, guidance and evaluation of learning, and specific teaching/planning procedures. Field experience of approximately 10 hours will be completed in and out of class.

Prerequisite: Admission to Teacher Education Program; EDUC 201. Corequisite: EDUC 316. Offered: Fall, Spring.

Outcomes
Operate as a member of a professional learning community
Develop a teaching values statement that fosters a democratic learning environment
Critically reflect on current literature in education as it pertains to curriculum and teaching
Locate, dissect, and understand how to apply standards
Create lesson plans that include research-based instruction and assessment practices that support diverse learners
Create and reflect on the assessment of student learning and teacher self-improvement
Create developmentally appropriate, standards-based curriculum maps, unit plan outlines, and lesson plans
Explore interdisciplinary planning and teaching
Explore multi-modal teaching and assessment strategies

EDUC 314 - Creative Arts in the Classroom (3)

An exploration of the stages of growth in children's artistic development as it applies to the elementary classroom, including direct experiences with methods and materials in art, music, creative drama, and movement education. State standards will be addressed.

Offered: Fall.

Student Learning Outcomes
Reflect on personal experiences with the arts and how to incorporate the teaching of the arts in elementary and middle level settings.
Experience a wide variety of arts activities to build confidence in basic concepts of the arts.
Recognize the artistic development of children as an essential ingredient in instructional planning.
Develo art-infused teaching activities for early childhood, upper elementary, and middle level learners.
Perceive and respond to aesthetic quality and merit of works of art.
Discuss standards-based curriculum development to create a lesson plan that aligns standards, learning objectives, and assessment.

EDUC 315 - Methods: Elementary Social Studies (3)

An overview of elementary social studies education-history, issues, state and national standards. Standards-based instruction for elementary social studies will be examined and applied. Includes an emphasis on instructional technologies. *Taken as part of a methods block, that requires a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 251; EDUC 303; EDUC 306; EDUC 316; EDUC 313. Corequisite: EDUC 342; EDUC 405; EDUC 423; and EDUC 398 or EDUC 399. Offered: Fall.

Student Learning Outcomes
Locate, dissect, and apply ND Social Studies Standards.
Incorporate diversity and appropriate activities to integrate social concerns into curriculum and teaching.
Design, implement, analyze, and interpret instructional unit plan and student assessment data which develop critical, analytical, and problem-solving capacities of their future students.

EDUC 316 - Assessment and Evaluation (3)

A study of methods, procedures, strategies, materials, modifications and current trends and research in the assessment and evaluation of student learning.

Prerequisite: Admission to teacher education; EDUC 201. Corequisite: EDUC 313. Offered: Fall, Spring.

Outcomes
Understand how to plan assessments that are valid, reliable, and free from bias
Understand, construct, and implement formative assessments
Understand and construct summative assessments
Understand and construct different forms of informal assessments
Understand and construct formal assessments
Understand and construct performance assessments
Understand diversity and gender differences when planning assessment
Understand the relationship between assessments and final grades
Understand the development and use of standardized assessments
Understand the use of assessment for at-risk students and students with special needs

EDUC 321 - Language and Literacy in Early Childhood Education (3)

This course explores language and literacy development in the early childhood years. Focus will be on scientifically, evidence, and researched based best literacy practices. Developmentally appropriate literacy activities focused on oral language, phonological awareness, concepts of print, and read aloud strategies supporting vocabulary and comprehension development will be shared. Integrating the relationship of language and literacy in the child's home language in the early childhood classroom will be addressed.

Prerequisite: EDUC 206 Introduction to Early Childhood Education EDUC 211 Observation and Assessment in Early Childhood Education Admission to Teacher Education Department. Offered: Fall.

Outcomes
Define literacy, emerging literacy, and literacy terms in early childhood education
Identify and create scientifically, evidence, and research based developmentally appropriate and culturally diverse activities that promote literacy and language acquisition for English and non-English speaking children
Identify ways schools and families can work together to promote and strengthen children's literacy development

EDUC 342 - Methods: Elementary Language Arts (3)

An overview of elementary language arts education-history, issues, state and national standards. Standards-based instruction for elementary language arts will be examined and applied. Includes an emphasis on instructional technologies. Examines the nature of language through different theoretical approaches so that sounds principles of language development may be applied as children learn to use and control language through reading, writing, listening, and speaking in the classroom. *Taken as part of a methods block that requires a 30-hour field experience in which candidates prepare, teach, and assess lessons*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 315; EDUC 405; EDUC 423; EDUC 398 or EDUC 399. Offered: Fall.

Student Learning Outcomes

Demonstrate knowledge of language processing requirements of proficient reading and writing: Phonological, orthographic, semantic, syntactic, discourse; understand the reciprocal relationships among spelling and vocabulary knowledge; consider the changing relationships among the major components of literacy development in accounting for reading achievement. (InTASC 1, 2, 3, 4, 7, 8, 9; NDESPB 1.1, 1.3, 1.9)

Apply behaviorism, cognitivism, constructivism, humanism, and language acquisition theories that affect reading and writing development; identify and explain how environmental, cultural, and social factors contribute to literacy development; know phases in the typical developmental progression of spelling, reading fluency, reading comp0rehension, and written expression; understand the major skill domains that contribute to written expression. (InTASC 1, 3, 4, 7, 8, 9; NDESPB 1.4, 1.5, 1.8. 4G.1)

Use the North Dakota State Standards and the backward design model for lesson planning to apply the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction; understand rational for multisensory and multimodal language-learning techniques; accommodate instruction for individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. (InTASC 2, 4, 7, 8, 9; NDESPB 4A.1, 4A.2, 4A.3)

Write and teach language arts lesson plans with various strategies to motivate, engage, and address diverse students with varying abilities and needs for sentence comprehension in listening and reading comprehension, explicit comprehension strategy instruction as supported by research, and the teacher's role as an active mediator of text-comprehension processes. (InTASC 1, 2, 3, 4, 5, 6, 8; NDESPB 4F.1, 4F.2, 4F.3, 4F.4, 4F.5)

Write and teach specific written expression lesson plans with various strategies to motivate, engage, and address diverse students with varying abilities and needs for teaching letter formation (manuscript and cursive), spelling and punctuation, the writing process, and assistive technology in written expression. (InTASC 1, 2, 3, 4, 5, 6, 7, 8: NDESPB 4G.2, 4G.3, 4G.4, 4G.5)

Write and teach specific vocabulary lesson plans with various strategies to motivate, engage, and address diverse students with varying vocabulary differences for teaching vocabulary development and knowledge in oral and written language comprehension, indirect (contextual) methods of vocabulary instruction, and direct and explicit methods of vocabulary instruction. (InTASC 1, 2, 3, 4, 5, 6, 7, 8; NDESPB 4E.1, 4E.2, 4E. 3, 4E.4)

Model a community of learners and leaders in the college classroom and elementary classroom experiences; interact using multiple structures and strategies in whole group, small group, partner, and independent practice using social and academic language. (InTASC 1, 3, 7, 10)
Observe and tutor students in elementary classrooms whereby cooperating teacher, supervising teacher, and preservice teacher plan direct and explicit instruction with literacy, reading comprehension, written expression, or vocabulary. (InTASC 1, 2, 3, 6, 7, 8, 10; NDESPB 4A.1, 4A.2, 4A.3, 4F.4, 4F.5, 4G.2, 4G.3, 4G. 4, 4G. 5, 4E.1, 4E.2, 4E.4, 4F.1)
Provide various assessments and feedback for learning including screening, progress-monitoring, diagnostic, and outcome; utilize well-validated screening tests designed to identify students at risk for spelling difficulties. (InTASC 1, 2, 6, 7, 8, 9; NDESPB 3.1, 3.4)

EDUC 343 - Children's Literature and Reading Across the Curriculum (3)

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.

Prerequisite: Admission to teacher education; EDUC 201.
Offered: Fall.

Student Learning Outcomes
Demonstrate a knowledge of the significance of literature in the development of children's language and cognition. (InTASC 1, 4, 5, 7)
Realize the importance of having a variety of culturally diverse illustrations and themes in children's literature. (InTASC 1, 2, 4, 5, 7, 9)
Examine and understand the various genres in children's literature, including a variety of authors and illustrators. (InTASC 1,4)
Gain a familiarity with literary and artistic elements and how they interact to create an effective book for children. (InTASC 1, 4, 5)
Utilize the various genres to build repertoire and present shared readings and approaches for diverse learners. (InTASC 1, 2, 4, 7)
Explore ways to engage children with literature for both personal and academic purposes; generate a variety of approaches for introducing and experiencing children's literature in the classroom (InTASC 1, 2, 3, 4, 5)
Use the children's library and web sites to locate books for a variety of experiences and sharing. (InTASC 2, 4, 5, 7)
Develop planned activities appropriate for K-8 grade levels and diverse learners using children's literature, including formative and summative assessments and metacognition within the activities. (InTASC 1, 2, 3, 4, 5, 6, 8)
Discuss possible thematic units to implement in the classroom. (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 10)

EDUC 344 - Young Adult Literature (3)

Introduces prospective teachers to the world of young adult literature that is appropriate to upper elementary and secondary classrooms. Emphasis on classroom application.

Prerequisite: Admission to teacher education; EDUC 201.
Offered: Spring.

Student Learning Outcomes
Explore Young Adult Literature: various authors, award-winning novels, as well as popular YAL books. (InTASC 4l, 4m, 5g)
Gain a better understanding of various teaching strategies to enhance reading in middle/high school students. (InTASC 5b, 5s, 8d, 8e, 8h, 8l)
Analyze and discuss various YAL books. (InTASC 5d, 5e, 5o, 8f, 8h)

EDUC 390 - Special Topics (1-3)

By arrangement

Offered: As available.

EDUC 398 - TED Seminar I (1)

This is a co-requisite course taken during either the fall or spring along with appropriate method block courses. This course will meet once a week and explore ancillary topics of the education profession such as teaching standards, mental health, professional dispositions, school culture and school systems, and professional standards. Additionally, the course will focus on Social Emotional Learning (SEL). Both the theory and practice of SEL are explored allowing pre-service teachers to create learning environments suitable for k-12 learners. Students will complete a disposition self-assessment in this course as well.

Prerequisite: Admission to teacher education, completion of Key Assessments 1 and 2, completion of appropriate foundation block coursework, appropriate method's block co-requisites, and departmental approval. Offered: Fall, Spring.

Student Learning Outcomes
Key aspects of teaching, learning, and assessment.
The non-teaching aspects of being a professional educator.
Collaboration and Professional Learning.

EDUC 399 - TED Seminar II (1)

This is a co-requisite course taken during the fall or spring along with appropriate method block courses. This course meets once a week and continues to explore ancillary topics of the education profession begun in EDUC 398. In addition, this course allows students to study the education profession holistically through the consideration of topics and themes such as history, philosophy, and emerging trends. Registration for student teaching occurs in this course.

Prerequisite: Admission to teacher education, completion of Key Assessments 1 and 2, completion of key assessments 3 and 4 or documentation of work in progress, completion of appropriate foundation block coursework, appropriate method's block co-requisites, and departmental approval. Offered: Fall, Spring.

Student Learning Outcomes
Key aspects of teaching, learning, and assessment.
Bridging the gap between professional theory and professional practice.
Collaboration and Professional Learning.

EDUC 404 - Kindergarten Methods and Materials (3)

Teacher candidates will explore and analyze developmentally appropriate kindergarten curriculum in literacy, mathematics, social studies, science, music, movement, and art. Scientifically, evidence, and research based best practices for instruction in kindergarten will be emphasized. Teacher candidates will develop and implement lessons and analyze student data in a 30 hour field experience.

Prerequisite: Admission to Teacher Education EDUC 206 Introduction to Early Childhood Education EDUC 211 Observation and Assessment in Early Childhood Education EDUC 321 Language and Literacy in Early Childhood Education. Offered: Spring.

Outcomes
Design and create developmentally appropriate lessons and assessments for kindergarten students in the areas of literacy, mathematics, social studies, and science.
Implement created lessons in a kindergarten setting and gather student data from created lessons
Explore differentiated instruction and classroom management strategies in early childhood classrooms

EDUC 405 - Methods: Elementary Content Reading (3)

An overview of elementary reading education-history, issues, state and national standards. Candidates will be introduced to techniques, procedures, strategies, methods, and materials in reading instruction. Includes an emphasis on instructional technologies. Examines the physical, psychological, and social factors involved in learning to read through grade 8. Reading theories and philosophies will be discussed. *Taken as part of a methods block that requires a 30-hour field experience in which candidates prepare, teach, and assess lessons*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 315; EDUC 342; EDUC 423; EDUC 398 or EDUC 399. Offered: Fall, Spring.

Student Learning Outcomes
Utilize the Science of Reading for reading instruction and learn the components of the approach. (InTASC 4, 5)
Locate reading standards on the web and discuss how they affect teaching reading. (InTASC 1, 4)
Apply strategies for phonemic awareness, phonics, vocabulary, fluency, comp0rehension, content area reading and writing instruction. (InTASC 4, 5)
Utilize technology when appropriated for lesson presentations and resources. (InTASC 5)
Compile documentation and ample instructional procedures for the varying strategies as referenced by the science of reading (InTASC 5, 6, 8)
Eomonstrate, in mini-lessons, strategies to nurture and scaffold student literacy. (InTASC 1, 7, 8)
Apply authentic experiences of strategies with children in a local school. (InTASC 3, 5)
Integrate the use of media as a resource tool for teaching and gaining experiences. (InTASC 5)
Identify different approaches to learning and performance for diverse learners. (InTASC 2)
Analyze the assessment of student learning and teacher self-improvement. (InTASC 1, 6, 9)

EDUC 406 - Methods: Secondary Science (3)

Designed for secondary science education majors, the course provides an overview of secondary science education-history, issues, state and national standards. Standards-based instruction for secondary science will be examined and applied. Includes an emphasis on instructional technologies. *Taken as part of a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall.

Student Learning Outcomes
Develop a teaching statement that reflects your identity as a science educator and vision for teaching science to students from diverse populations.
Explore different pedagogical strategies for engaging students in authentic science inquiry and practices.
Examine state and national standards for secondary science education.
Design and align learning goals, assessments, and instruction based on science standards.
Plan and teach lessons to secondary science students during Field Experience.
Reflect on your experiences in the classroom and this course to revise work.

EDUC 407 - Methods: Secondary Social Studies (3)

Designed for secondary history education majors, the course provides an overview of secondary social studies education-history, issues, state and national standards. Standards-based instruction for secondary social studies will be examined and applied. Includes an emphasis on instructional technologies. *Taken as part of a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall.

Student Learning Outcomes
What is/are the Social Studies?
Instruction in the Social Studies
Assessment in the Social Studies
Key Content in the Social Studies
Technology and Teaching in the Social Studies

EDUC 408 - Methods: Secondary English (3)

Designed for secondary English education majors, the course provides an overview of secondary English education-history, issues, state and national standards. Standards-based instruction for secondary English will be examined and applied. Includes an emphasis on instructional technologies. Candidates will discuss and develop sensitivity to diversity and inclusivity that is demanded in today's schools and will plan lessons and units that allow and help students to explore this diversity. *Taken as part of a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall.

Student Learning Outcomes
Analyze the developmental characteristics of secondary students and how these influence learning in the English classroom. (InTASC 1)
Design lesson plans and instructional strategies that accommodate the diverse developmental, cultural, linguistic, and learning differences of students in secondary English education for an inclusive learning environment. (InTASC 1, 2)
Create a classroom management plan that fosters a positive and productive learning environment, including instructional technologies that can enhance student engagement and learning in a diverse classroom setting. (InTASC 3)
Develop and present a unit plan, encompassing at least five lesson plans, that align with state and national standards and demonstrate a deep understanding of the content and structure of secondary English language arts, including oral language, language studies, literature, and composition. (InTASC 4)
Apply knowledge of English content to real-world contexts, helping students see the relevance of their learning through case studies and simulations which foster critical thinking and problem-solving skills. (InTASC 5)
Plan a variety of formative and summative assessment strategies to monitor student learning in secondary English and adjust instructional practices to meet the needs of all students. (InTASC 6)
Incorporate instructional strategies and technologies in unit and lesson plans to enhance learning and engagement and ensure that all students have access to a rigorous and relevant curriculum. (InTASC 7)
Explore a range of research-based instructional strategies to engage and support all learners and improve student outcomes. (InTASC 8)
Demonstrate understanding of ethical practices in teaching, respecting the diverse backgrounds and needs of all students through case studies and role-playing. (InTASC 9)
Collaborate with peers to develop strategies that support student learning and well-being in secondary English. (InTASC 10)

EDUC 410 - Methods: Secondary Mathematics (3)

Designed for secondary math education majors, the course provides an overview of secondary math education-history, issues, state, and national standards. Standards-based instruction for secondary math will be examined and applied. Includes an emphasis on instructional technologies. The course is 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.

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall, as needed.

Student Learning Outcomes
Become familiar with State and National Standards for grades 6-12.
Develop questioning strategies that require students to tap into their higher order thinking skills.
Develop lesson plans that recognize multiple learning styles and include activities for students of different mathematical ability.
Explore the role of technology in mathematics education.
Explore the role of writing in mathematics education.
Appreciate and relate various classroom assessment techniques to practical teaching situations.
Be able to discuss and apply various engagement strategies for the classroom.

EDUC 415 - Methods: Elementary Science (3)

An overview of elementary science education-history, issues, state and national standards. Standards-based instruction for elementary science will be examined and applied. Emphasis is given to problem-solving strategies with manipulatives, visuals, and instructional technologies. Topics include the nature of science, critical thinking and questioning techniques, and designing a guided discovery (inquiry) based science unit and instructional technologies. *Taken as part of a methods block that requires a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 202; EDUC 316; EDUC 313; EDUC 303; EDUC 306. Corequisite: EDUC305; EDUC 301; KNS 261; EDUC 398 or EDUC 399. Offered: Spring.

Student Learning Outcomes
Design, implement, analyze and interpret instructional plans and student assessment data which develop critical, analytical and problem-solving capacities of their future students.
Critically read and reflect on important issues and trends of the science content area.
Develop the skills to provide their future students with multiple paths to learning while recognizing that all students have the ability to be science learners.

EDUC 423 - Diagnostic & Corrective Reading (2)

Designed to help prospective teachers become familiar with techniques in determining types of reading problems and presenting appropriate corrective procedures.

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 315; EDUC 405; EDUC 342; EDUC 398 or EDUC 399. Offered: Fall.

Student Learning Outcomes
Examine and differentiate between screening, diagnostic, progress monitoring, and outcomes assessments for reading. (InTASC 6a, 6j, 6k)
Analyze current research on reading disabilities (InTASC Standard 2)
Implement screening and formative assessments for phonological awareness, phonics, fluency, vocabulary, and comprehension skills to assess student reading ability (InTASC 6a, 6b, 6j, 6k)
Develop a profile of one student with a reading disability in all 5 areas from above (InTASC 1a, 2h, 6g, 6l, 6o)
Develop an instructional plan from the above profile that aids in the identification and correction of reading difficulties (InTASC 1a, 1b, 1e, 2, 6g, 6l, 6o, 7, 8a, 8b, 8h, 8k, 8l)
Identify and practice Tier 1 and Tier 2 reading strategies for classroom use. (InTASC 8a, 8b, 8h, 8k, 8l)

EDUC 490 - Special Topics (1-3)

With the approval of departmental faculty, students may take 1-3 credits in an approved study of special topics related to education.

Offered: As available.

EDUC 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

EDUC 498 - Student Teaching Seminar (1)

Student teachers will attend weekly seminar sessions to debrief on their experiences, network, work on major assessments, and learn from guest speakers.

Prerequisite: EDUC 398; EDUC 399; approval of TEC. Corequisite: EDUC 499. Offered: Fall, Spring.

EDUC 499 - Student Teaching (12)

Teacher candidates will apply the concepts and methods learned throughout the Teacher Education program during 12 weeks of supervised teaching in their licensure area.

Prerequisite: EDUC 398; EDUC 399; approval of TEC. Corequisite: EDUC 498. Offered: Fall, Spring.

Student Learning Outcomes
Students will demonstrate the ability to perform satisfactorily a full range of teaching and teacher-related duties as determined by the Cooperating Teacher and University Supervisor and as required by the Student Teaching Handbook.
Students will attend and be an active participant during all student teaching seminars.

EE-Experiential Education

EE 100 - Intro to Experiential Education (1)

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.

Offered: Fall, Spring.

Student Learning Outcomes
No Outcomes listed

EE 290 - Study Tour (3)

EE 290 is a course designed to provide evidence that students have engaged academically and culturally in a study tour. Students will develop the attitudes, knowledge, and skills necessary to navigate the challenges and opportunities of a global society. This course will be led by faculty of various academic disciplines; students will participate in a cultural experience that will include study, research, and/or mission work exposing students to diverse cultural experiences. Previous destinations have included China, Kenya, and Italy. This course must be developed by a faculty member utilizing an assessment measure approved by the General Education Committee meeting the cultural engagement objective.

Offered: By permission of instructors only.

Outcomes
Students will gain cultural knowledge, awareness, and experience through actively observing and participating in the diversity of the culture.
Students will gain a broader understanding of the world in which they live and the role they play on the global stage.

EE 300 - Internship Preparation (1)

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.

Offered: Fall, Spring.

EE 350 - Internship (1-8)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Critical Thinking (i.e., asking relevant questions, analyzing, making decisions, synthesizing ideas)
Problem Solving (i.e., addressing obstacles, creativity)
Oral Communication
Written Communicaiton
Teamwork/Collaboration Abilities
Digital Technology Fluency
Professionalism
Work Ethic (i.e., ability to manage workload, commitment to work)
Integrity/Ethical Behavior
Intercultural/Global Awareness (i.e., respect for diversity)
Ability to Follow Instructions
Individual Initiative (i.e., recognizing strengths/weaknesses, career goals, self-discipline)
Commitment to Learning
Enthusiasm
Personal Appearance
Punctuality
Leadership Skills (i.e., coaching, motivating, delegating)

EE 450 - Consulting (2-4)

Students apply the theoretical foundations of their studies to a practical situation. Student teams assist existing and start-up businesses and organizations to solve specific problems 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.

Offered: Fall, Spring, Summer.

EESC-Earth and Environmental Science

EESC 110 - The Environment and You (Lec/Lab) (3/1)

A study of our natural environment and the physical and biological principles functioning in it. We will study humans as part of the overall ecosystem and we will look at the effects human actions have on different natural systems: land use, air and water pollution, biodiversity decline, resource extraction and global issues.

Student Learning Outcomes
We will develop a background for understanding and discussing the natural functioning of the different Earth systems: geophysical systems, the atmosphere, the oceans, and natural ecosystems.
Develop an understanding of the scientific approach to knowledge.
Be aware of the relationship and impact of the field of environmental science to other fields and society.
Be able to use the terminology appropriate for the discipline.
Develop an understanding of the historical development, and relationships, of major ideas in environmental science.
Understand Human population dynamics and the effect humans have on the environment.

EESC 150 - Environmental Science (Lec/Lab) (3/1)

This course will introduce students to natural cycles and unnatural processes, flows, and feedback loops. This course explores patterns and processes in the natural world and their modification by human activity. We will consider physical, biological and chemical processes. This course explores current environmental issues by examining scientific principles and the application of those principles to natural systems. This course will survey some of the many environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet. Topics include Evolution, species interactions, biological communities, Human populations, Biomes, Biodiversity, Environmental Conservation, Food and Agriculture, Environmental Health and Toxicology, Climate, Pollution, Water resources and pollution, Environmental Geology, Energy, Solid and Hazardous waste, Economics and Urbanization, Environmental Policy and Sustainability.

Offered: Fall .

Student Learning Outcomes
Understand foundational concepts in environmental sciences
To gain an understanding of the concepts of sustainability, biodiversity, natural processes and cycles, biological communities and interactions, biomes, conservation, and human impacts on the globe
To gain an understanding and appreciation for climate, pollution, water resources, geology, and energy
To gain an understanding of the basic information about solid and hazardous wastes, economics and urbanization and environmental policy

EESC 160 - Organismal Biology (Lec/Lab) (3/1)

This course explores fundamental concepts including Cell structure and function, Scientific method, Evolution, Genetics, Ecology and Population Ecology. This course surveys organismal diversity within an evolutionary context, primarily in protists, fungi, plants and animals. Relationships between form and function, as well as relationships of organisms to their environments are addressed. Ecological concepts will be introduced and include biotic and abiotic factors.

Offered: Fall.

Student Learning Outcomes
Understand foundational concepts in life sciences
To gain an understanding of the general concepts of evolution, natural selection, and speciation
To gain an understanding of and appreciation for animal diversity as well as their phylogeny
To gain an understanding of the basic information about form and function of animals and how this relates to environmental adaptations
To gain an understanding of introductory ecological concepts

EESC 170 - Physical Geology (Lec/Lab) (3/1)

This is a course covering the fundamental concepts of geology that describe the Earth's constitution, structure, and evolution. Specific topics addressed will include rock mineralogy and formation, tectonic plates and their boundaries, erosional and depositional processes, and interactions between the hydrosphere, biosphere, lithosphere, and atmosphere.

Offered: Spring, odd years.

Student Learning Outcomes
Describe the scientific process
Explain the rock cycle, including different processes used to form and modify rocks as well as how mineral behavior affects these processes
Identify the different geologic time periods
Understand plate tectonics and landforms associated with plate boundaries
Describe different erosional processes
Explain how the water cycle impacts different aspects of the rock cycle
Discuss the geologic impacts of anthropogenic behavior
Describe the evidence for global climate change
Describe the scientific process
Accurately identify rocks and minerals
Understand the use of maps in geology
Understand how geologic processes create different landforms

EESC 180 - Field Ecology - The Arctic (3)

Students will develop an appreciation of the various cultural influences involved in settling and defining current day Churchill. Students will also be familiar with historical events impacting Churchill. Ecology is the study of the interactions between organisms and their environments. This course will also focus on the ecology of several species living in Churchill, Manitoba on Hudson's Bay. The classroom component during the spring semester introduces the cultures and history, as well as ecology and the focal species. The field component provides the opportunity for us to meet and interview various Churchill elders, experience first-hand traditional ways of life, supplement the cultural experience with resources from two local museums and participate in current day to day Churchill life -- life in a remote town not connected by road to the outside world. We will participate in workshops, lead a workshop, and take tours of town facilities, such as the Health Center, Duke of Marlborough school, Town Complex and Churchill Northern Studies Centre. We will study Arctic and sub-arctic species in their natural environment as part of several long-term monitoring studies. Our partners in these studies include Environment Canada, Toronto Ministry of Natural Resources, The Hudson Bay Project American Museum of Natural History, Churchill Northern Studies Centre and Parks Canada.

Student Learning Outcomes
Describe the basic biology of the focal species: these include: Birds (tree swallows, lesser snow geese, Canada geese), Plants (black spruce-white spruce, purple saxifrage, tamaracks), Insects (sampling techniques
Describe the process of science, describe an observational study and interpret data
Describe and be familiar with the cultural influences in Churchill including Metis, Sayisi Dene (Chipewayan), Eskimo/Inuit, Cree, European
Understand the historical significance of major events shaping Churchill from pre-contact to present day
Demonstrate proficiency in maintaining a field journal
Demonstrate an understanding of the world from a specific non-U.S. viewpoint

EESC 181 - Culture & Ecology of the Hawaiian Islands (3)

Students will develop an appreciation of the various cultural influences involved in settling and defining current day Hawaii. The Hawaiian Archipelago is one of the most remote in the world! Topics include historical events impacting Hawaii and the changes through the eras. Students embark on an historic resource study, specifically using Hawaiian units of the National Park System (NPS). The NPS mission in Hawaii is unique in that their mission is not only to preserve, but also to perpetuate and promote traditional Hawaiian culture. The Parks possess prehistoric sites as well as resources related to the period after European and American vessels began to visit the islands. Text materials will cover origins of the Hawaiian Population, origins of Hawaiian Culture and Natural Sciences of Hawaii as well as Hawaiian responses to intercultural encounters. The course will meet weekly during the semester and culminate in a 7-day trip to Hawaii. Students will have daily opportunities to embed themselves in cultural workshops or daily life of Hawaii.

Offered: Spring, as needed.

Student Learning Outcomes
Students will gain cultural knowledge, awareness, and experience through actively observing and participating in the diversity of the culture.
Students will gain a broader understanding of the world in which they live and the role they play on the global stage.
Students will maintain a Culture and Nature Journal daily, for the duration of the trip.
Students will create and present a PowerPoint presentation in Kona, on a cultural aspect of their choosing and a second presentation of their science observations & experiences.
Students will engage in various aspects of the arts, sciences, language, literature, history, economics, government, religion, etc. while immersed in the culture.

EESC 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

EESC 200 - Prairie Ecology (3)

Topics include formation and extent of the Great Plains, Grassland ecosystems, Ecological succession, biodiversity, Native and non-Native species, current status of the Great Plains, Pant-insect interactions and anthropogenic induced changes. We study the scientific process, scientific reasoning and evaluate evidence, using the Great Plains as our focus. Students will be expected to engage in discussions and research outside of the classroom, in addition to in-class activities. There are 2 days of mandatory field trips which are required in order to pass the course. The Great Plain grasslands of North America are one of the largest ecosystems in North America and also some of the most altered environments on earth.

Student Learning Outcomes
Demonstrate understanding of the nature of the scientific process.
Evaluate the quality of data and draw conclusions from data.
Recognize and evaluate the elements of effective experimental design.
Be able to relate the content and process of science to their daily lives and to issues in society.
Evaluate the credibility of sources of scientific information.

EESC 210 - Analytic Methods in Earth Science (3)

This course covers some of the basic mathematical tools used in earth sciences. Topics covered will include trigonometry, functions, cartography, single and partial

derivatives, and vector mathematics.

Offered: Spring, even years.

Student Learning Outcomes
Mathematically manipulate various geological measures with accuracy
Use functions to describe the changes in a geologic system
Understand the use of Cartesian and spherical coordinate systems
Use calculus to describe behavior of geologic systems
Understand basic concepts of calculus in more than one dimension

EESC 220 - Environmental Science Field Skills (3)

This course guides students through the process of identifying, and preparing and applying for internships and/or jobs as well as graduate school opportunities while giving them core competencies valued by employers. Students will become competent in orienteering with a compass and map, as well as a handheld GPS unit and receive an overview of surveying. This course will provide the North American model for sustainable harvest and students will acquire first aid and CPR skills. Students will become proficient with identifying peer-reviewed journals and will review articles in those journals. Students will develop presentation skills, a resume, a cover letter, participate in mock interviews and job fairs and finally, develop a research proposal.

Prerequisite: Majors: admission to program, non- majors: instructor permission. Offered: Spring.

Student Learning Outcomes
ABET Outcomes 3a, 3d, 6a, 6b, 6c, 6d, 6e.
The student will be knowledgeable of, and have applied for, internships in the environmental science/natural resource field.
Students will be proficient in literature searches and reading peer-reviewed articles.
Students will be proficient in first aid, CPR and AED.
The student will have developed a research question and research proposal

EESC 271 - Introductory Geology Field Experience (2)

An exploration and application of geologic topics covered in EESC 170 with reference to a particular location. Lectures and discussions will meet once weekly during the semester culminating in a weeklong field experience in May. Emphasis will be placed on historical, social, cultural, and economics considerations of location. Cannot be used for Environmental Science major field experience requirements.

Corequisite: EESC 170. Offered: Spring.

Student Learning Outcomes
Understand and demonstrate basic principles of geology to a particular location.
Understand and apply knowledge of geology to understand social/economic/cultural or other factors.
Analyze a field site based on observational data.
Work safely with others to gather data.
471 only: Use appropriate equipment to make quantifiable measurements of a field site.
471 only: Develop of model of a field site using observational and quantitative data.

EESC 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

EESC 310 - Aquatic Biology & Ecology (Lec/Lab) (3/1)

Lecture: This course examines the physical process, aquatic biota, community interactions structure, and function of inland aquatic ecosystems. Topics will include the scientific method, energy flow, nutrient cycling, ecosystem functioning, and human impacts on aquatic resources (eutrophication, water treatment plants, wastewater treatment, etc.) Students will understand the structure (lake zonation) and function of major types of aquatic systems (e.g. reservoirs, large rivers, etc.).

Lab: This course will provide an experimental approach to topics covered in EESC 310. This course will provide hands on exercises to complement the lecture. Students will learn field techniques to sample local aquatic systems. This course examines the physical process, aquatic biota, community interactions structure, and function of inland aquatic ecosystems. Topics will include the scientific method, energy flow, nutrient cycling, ecosystem functioning, and human impacts on aquatic resources (eutrophication, water treatment plants, wastewater treatment, etc.) Students will understand the structure (lake zonation) and function of major types of aquatic systems (e.g. reservoirs, large rivers, etc).

Prerequisite: Majors: admission to program, Non- Majors: Instructor premission. Offered: Fall, odd years.

Student Learning Outcomes
Learn the basic terminology used by limnologists and other aquatic scientists
Learn and integrate multidisciplinary concepts to understand how aquatic systems function
Develop an understanding of how living organisms survive and interact in aquatic environments
Learn to identify common aquatic organisms, particularly algae, zooplankton, and macroinvertebrates
Learn how to collect, analyze, interpret, and report limnological data

EESC 320 - Advanced Ecology (Lec/Lab) (3/1)

This course will cover and expand ecological concepts introduced in BIOL 310 and will include implications for analyzing and even managing or remediating environmental problems (e.g. oiled animals, commercial business proposals-fertilizer plant, soybean plant, etc.). Topics will include aquatic ecology, the introduction and management of invasive species, superabundant species, as well as endangered and endemic species. Specific examples will be used to emphasize the application of these concepts to the management of natural resources and sustainable practices.

Prerequisite: Majors: admission to program, Non-Majors: Instructor permission. Offered: As needed.

Student Learning Outcomes
Understand the policy process and interest group behavior toward environmental challenges in the US
2. Developed skills to build environmental problem work flows from root cause to solution identification to policy implementation
3. Develop critical thinking skills in the context of environmental policy and law
4. The course will address ANSAC Outcomes: 1, 2, 3, 4, 5

EESC 322 - Environmental Policy (3)

This course provides an introduction to and overview of environmental policy. In this course we will examine the policy process, interest groups and political parties. We will focus on the framework and flow of environmental problem identification, root cause analysis, solution analysis, and the use of environmental policy tools, structured decision making, and policy implementation.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Crosslisted as: POLS 322. Offered: Spring, odd years.

Student Learning Outcomes
Understand the policy process and interest group behavior toward environmental challenges in the US
Developed skills to build environmental problem work flows from root cause to solution identification to policy implementation
Develop critical thinking skills in the context of environmental policy and law
The course will address ANSEC Outcomes: 1, 2, 3, 4, & 5

EESC 360 - Botany (Lec/Lab) (3/1)

A classroom, laboratory and field study of the biological diversity of the plant kingdom, focused on the evolutionary history, ecology and morphology of major lineages.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring, even years.

Student Learning Outcomes
Describe the key unifying characteristics of major plant clades.
Compare morphology, physiology, and ecology across plant clades.
Describe general plant adaptations to life in water and life in land.
Describe evolutionary relationships and characteristics of major Plant clades.

EESC 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

EESC 401 - Environmental Research I (1)

This course will allow students to research current topics presented in the Environmental Science curriculum. Students will develop a hypothesis, describe their intended methodology, and collect data or select data from an available database. Students will provide a summary of research methods and a dataset. Course may be repeated once.

Prerequisite: Major: Admission to program, Non-Majors: Instructor permission. Offered: As needed.

Student Learning Outcomes
Students will develop testable hypothesis.
Students will write a methodology for their proposed project.
Students will identify their data set or collect their data.

EESC 402 - Environmental Research 2 (1)

This course will allow students to research current topics

presented in the Environmental Science curriculum and is a continuation of EESC 401. Students will analyze the data acquired in EESC 401. Students will provide the results and discussion in a formal report that will include the hypothesis and methodology from EESC 401. Course may be repeated once.

Prerequisite: Major: Admission to program, Non-Majors: Instructor permission. Offered: As needed.

Student Learning Outcomes
Define and discuss different definitions of sustainability sustainable design, and sustainable development.
Set up and calculate problems related to sustainable designs (chemistry, mass balances, geo-based cycles, air dispersion, carbon emissions, etc.)
Understand models for Sustainable Engineering
Complete Life Cycle Analysis

EESC 410 - Introduction to Geospatial Technology (Lec/Lab) (3/1)

An introduction to the fundamentals of Geospatial Technology, including Geographic Information Systems (GIS), cartography, remote sensing, and spatial analysis through a series of lectures and hands-on computer-based exercises.

Prerequisite: Majors: Admission to advanced program, Non-Majors: Instructor permission. Offered: Spring, odd years.

Outcomes
ABET Outcomes 6a, 6b, 6c, 6d, 6e
Students will understand what GIS is, why GIS is useful in science, and the basics of GIS
They will use and understand common concepts and terms in GIS, and how data are contained in a GIS
Students will be able to break down and translate ecological tasks into the language of GIS

EESC 461 - Botany Field Methods (2)

This course will use concepts from EESC 360 and train students in different monitoring methods used in vegetation studies such as transects, quadrats, enclosure plots, etc. Quantitative features of vegetation and measurement of these characteristics will be used to define plant communities and allow for ecological comparisons. Field sites can include restored prairie, public lands and subarctic tundra. Course may be repeated.

Prerequisite: Major: Admission to program, Non-Major: Instructor permission. Offered: Summer.

Student Learning Outcomes
Students will learn and be proficient in vegetation sampling techniques.
Students will participate in collecting site data.
Students will learn the identification of vegetation common to their site(s).
Students will be able to construct equipment in the lab and in the field.

EESC 430 - Hydrology (3)

Hydrology explores the hydrologic cycle. This course emphasizes surface water processes, water quality, and watershed management.

Prerequisite: Major: Admission to advanced program, Non-Majors: Instructor permission. Offered: Spring, even years.

Student Learning Outcomes
Understand foundational concepts in hydrology
Explain each element in the water balance
Analyze and solve problems in hydrology
Apply a hydrologic model to solve hydrologic problems

EESC 450 - Soils and the Environment (3)

This course explores the role of soil and its interactions with the hydrosphere, biosphere, and atmosphere in determining environmental quality. Soil chemistry, contaminants and remediation are also explored.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring, odd years.

Student Learning Outcomes
Explain the significance of soils in physical environmental processes essential to life
Describe the three-phase nature of soils
Develop a sense of stewardship for soil resources
Solve problems involving soils and environmental science
Analyze and lecture on a technical paper in soil science
Relate soil science with crop production, pollution, and sustainability

EESC 471 - Geology Field Experience (2)

An advanced exploration and application of geologic topics covered in EESC 271 with reference to a particular location. Lectures and discussions will meet once weekly during the semester culminating in a weeklong field experience in May.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring.

Student Learning Outcomes
Apply knowledge gained in EESC courses of geological phenomena
Describe in technical terms the specific geologic features of the field site
Discuss historical, social, economic, or cultural factors of the field site
Know how to map a field site
Collaborate with others to develop a comprehensive picture of the geology of a field site
Develop a data set that may be used for GIS mapping

EESC 480 - Ornithology (Lec/Lab) (3/1)

The evolution, classification, origin of flight, anatomy, physiology, migration, ecology, reproductive behavior, and conservation of birds. Laboratory includes techniques used in ornithological research and field trips to focus on bird identification and behavior. Students can be expected to attend at least one overnight field trip.

Prerequisite: Major: Admission to the program, Non-Majors: Instructor permission. Offered: Fall, even years.

Student Learning Outcomes
Examine the biology of birds with an emphasis on anatomy, reproduction and structures associated with flight and communication.
Become familiar with the ecology and behavior of birds.
Survey the diversity of birds.
Become proficient at identifying, by sight and call, bird species seen on field trips.
Learn to effectively use field guides and binoculars to identify birds in the field.
Practice interpreting graphs and understanding data sets.

EESC 481 - Ornithology Field Methods - BBL Banding Station (2)

Students will assist in all aspects of a long running banding station in Stonewall, MB or similar, approved by BBL, USFWS and CWS. Prerequisite or Corequisite: EESC 484. Field practicum will occur in Spring (May-June), Summer or Fall (Aug-Sept), may be repeated

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring.

Student Learning Outcomes
Students will become familiar with all aspects of banding passerines including the code of ethics and discussing banding with the public.
Students will be familiar with identification of common passerines caught in mist nets.
Students will learn mist net extraction methods.
Students will gain experience in placement, band correction, recording and reporting involved in bird banding.

EESC 482 - Ornithology Field Methods - Nest Site Trapping (2)

Students will learn methods of locating nests and trapping adults for banding at the nest site or nest box and collection of morphometric data, approved by BBL, USFWS and CWS. Course may be repeated.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Summer.

Student Learning Outcomes
Students will become familiar with all aspects of banding passerines including the code of ethics and discussing banding with the public.
Students will be familiar with identification of common passerines and species-specific nest site attributes.
Students will gain experience in band placement, band correction, recording and reporting involved in bird banding.
Students will gain experience in identifying and locating target species nests.

EESC 483 - Ornithology Field Methods - Geese and Waterfowl (2)

Students will participate in banding waterfowl such as Ross's Geese, lesser Snow Geese, Canada Geese and Common Eiders, approved by BBL, USFWS and CWS. There will be opportunities to partner with Canadian agencies conducting research on nesting densities, peak hatch, survival rates, etc. Eider and Lesser Snow Goose research will be conducted at LA Perouse Bay field research station on Cape Churchill Peninsula. Students will be part of a long-term study (>50 years) of Lesser Snow Geese and Common Eiders. Course may be repeated.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Summer.

Student Learning Outcomes
Students will become familiar with all aspects of banding waterfowl including the code of ethics and discussing banding with the public.
Students will be familiar with identification of common waterfowl and species-specific nest site attributes.
Students will gain experience in band placement, band correction, recording and reporting involved in bird banding.
Students will gain experience in identifying and locating target species nests.

EESC 484 - Ornithology Field Methods (1)

Students will learn all aspects of bird banding in North America as approved by the North American Banding Council. Students will learn how to safely and productively conduct bird banding as well as learning the merits and value of bird banding. Weekly meetings will cover standard procedures during the semester.

Prerequisite: Prerequisite or Corequisite: EESC 480. Offered: As needed.

Student Learning Outcomes
Students will become familiar with all aspects of banding passerines including the code of ethics and discussing banding with the public.
Students will be familiar with identification of common passerines.
Students will learn proper band placement, band correction, recording and reporting involved in bird banding.

EESC 485 - Environmental Science Capstone 1 (1)

This course will allow students to identify or to further investigate current topics presented in the Environmental Science curriculum. Students will explore current literature on an environmental science-related topic. Students will produce a literature review or, in combination with EESC 401 and EESC 402, a research paper with a significant background section.

Prerequisite: Major: Admission to advance program and sr. standing, Non-Major: Instructor permission. Offered: Fall.

Student Learning Outcomes
Describe and implement the process of science.
Discuss current peer reviewed articles pertinent to the research topic.
Demonstrate ability to write on a scientific topic for a technical audience.

EESC 486 - Environmental Science Capstone 2 (1)

This is a seminar course where each student will be expected to provide a minimum of one 40-minute presentation on the topic researched in EESC 485.

Prerequisite: Major: Admission to advanced program & sr. standing, Non-Major: Instructor permission. Offered: Spring.

Student Learning Outcomes
Describe and implement the process of science.
Discuss current peer reviewed articles pertinent to the research topic.
Demonstrate ability to present and discuss scientific topics related to environmental science.

EESC 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

EESC 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

ENGL-English

ENGL 101 - Expository Writing (3)

Should be taken in the first semester of the freshman year. A course introducing students to writing, rhetoric, and critical thinking.

Offered: Fall.

Student Learning Outcomes
Recognize and apply the basic rules of English grammar and mechanics
Describe the steps of the writing process, including prewriting, organizing ideas, revising, and editing drafts of essays
Write well-organized essays that are substantially free of grammatical and mechanical errors in a number of genres
Practice critical thinking skills by analyzing sample essays in various genres

ENGL 102 - Argumentative and Analytical Writing (3)

Should be taken during the freshman year. Continues aims of ENGL 101, particularly synthesis and argument, and introduces research writing and documentation. Note: Course grades of C- or higher are required for completion of ENGL 101 and ENGL 102.

Prerequisite: ENGL 101 (with grade of C- or higher). Offered: Spring.

Student Learning Outcomes
Reading comprehension (primary and secondary sources)
Interpretation (primary and secondary sources)
Composition (organization, development, unity, coherence, etc.)
Integration of sources (summary, paraphrase quotation)
Documentation (parenthetical citation of works and listing of works cited using APA style)

ENGL 105 - Unpacking Academic Writing and Research (3)

Academic writing and research skills are essential to student success in higher education. However, students are often unaware of the conventions of formal academic research and writing. In this class, students identify and apply relevant academic research and discourse conventions, evaluate, and integrate academic research into their own writing, and employ APA style and citation to build academic ethos. Through discussion boards, scaffolded writing assignments, and hands-on research, students demonstrate the necessary skills for academic success in their chosen programs.

Student Learning Outcomes
Recognize and utilize the discourse conventions of academic writing
Compose thesis-driven academic prose appropriate to the rhetorical situation
Organize their ideas and integrate research at the sentence, draft, and paragraph levels
Apply the conventions of APA style and citation to their writing
Utilize a variety of research strategies based on need, circumstance, and type of inquiry
Select, analyze, and organize research and information sources for use in their own writing

ENGL 115 - Popular Literature and Analysis (3)

Texts include novels, short stories, films, and television shows to illustrate how literature is always adapting and evolving to fit the times. The course focuses on basic literary analysis skills, geared towards non-majors. Offered Spring semester annually.

Offered: Spring.

Student Learning Outcomes
Identify literary devices within a work of literature
Examine the relationship between a text's content and its form/genre Analyze the use of figurative language in "making meaning" within a literary work Explain the relationship between part of a text and the message and/or function of the text as a whole Connect a text to its sociocultural and/or sociopolitical contexts Compose a coherent argument about a literary text

ENGL 190 - Special Topics (1-3)

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 the Native American Literature.

Prerequisite: ENGL 102 or permission. Offered: As available.

ENGL 201 - Introduction to Literary Study and Analysis (3)

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 ENGL 201 as early as possible, especially prior to undertaking 300- and 400-level literature courses.

Offered: Fall, odd years.

Student Learning Outcomes
Recognize and apply the basic rules of English grammar and mechanics
Describe the steps of the writing process, including prewriting, organizing ideas, revising, and editing drafts of essays
Write well-organized essays that are substantially free of grammatical and mechanical errors in a number of genres
Practice critical thinking skills by analyzing sample essays in various genres

ENGL 210 - World Literature to 1500 (3)

Survey of literature exclusive of the British Isles from the ancient world to 1500.

Offered: Fall, even years.

Student Learning Outcomes
Demonstrate an introductory knowledge of ancient and medieval literature from a variety of world cultures
Demonstrate familiarity with the features of the major genres written in a variety of world cultures
Demonstrate familiarity with historical, social, and religious contexts of the works of major writers from a variety of world cultures
Analyze literature by writing critical essays

ENGL 211 - World Literature since 1500 (3)

Survey of literature exclusive of the British Isles and the U.S. from 1500 to the present.

Offered: Spring, odd years.

Student Learning Outcomes
Study the fundamental content, features, and historic placement of a variety of works of world literature, from 1650 to present, in survey fashion. This means concentrating on the text, without excessive literary-critical apparatus. Instead, how does the text speak to you?--with a focus on literary terms and forming an aesthetic
To learn to identify fundamental genres of world literature
To become familiar with the work(s) and the identities of some of the influential writers from several civilizations over the past five centuries
To understand how story is the link between all cultures, past & present.

ENGL 230 - British Literature to 1785 (3)

A survey of major figures such as Chaucer, Spenser, Shakespeare, Donne, Jonson, Milton, Dryden, Pope, and Swift.

Offered: Fall, odd years.

Student Learning Outcomes
Demonstrate n introductory knowledge of medieval, Renaissance, and Enlightenment English literature
Demonstrate familiarity with the features of the major genres written in English between 700 AD and 1785

ENGL 231 - British Literature Since 1785 (3)

A survey of major figures such as Blake, Wordsworth, Keats, Tennyson, Browning, Yeats, Conrad, Woolf, and Lawrence.

Offered: Spring, even years.

Student Learning Outcomes
Thematic and stylistic qualities that make them characteristic of their authors and of the times in which they were written
Such qualities as they may have in common with our own time
Qualities of thought or expression that make them timeless and enduring

ENGL 247 - Film Analysis (3)

An introduction to the study of film and to the technical and aesthetic terminology describing it. Topics include narrative structure, camera movement, mise-en-scène, editing, sound, and music. Lectures, screenings, discussions, and shot-by-shot analysis of works by major directors.

Offered: Fall, odd years.

ENGL 250 - American Literature to 1865 (3)

Survey of major periods, works, and writers in American literature through the Civil War. Emphasis on the development of genuine American literature from Colonial through American Romantic periods.

Offered: Fall, even years.

Student Learning Outcomes
To demonstrate an introductory knowledge of American Literature, from beginnings to the Civil War
To describe American literary genres and their various developments throughout the seventeenth, eighteenth, and nineteenth centuries
To articulate how American history, ideas, politics, and religion inform American literature before 1865
To recognize and evaluate ethical, moral, and sociopolitical issues, raised by the literature, through class discussions, formal projects, and essays
To use various modes of literary interpretation and criticism

ENGL 251 - American Literature since 1865 (3)

Survey of major works and writers in American literature from the Civil War to the present. Emphasis on Realism, Naturalism, and Modernism.

Offered: Spring, odd years.

Student Learning Outcomes
To demonstrate an introductory knowledge of American Literature, from 1865 to the present day
To describe American literary genres and their various developments throughout the nineteenth, twentieth, and early twenty-first centuries
To articulate how American history, ideas, politics, and religion inform American literature from 1865 until now
To recognize and evaluate ethical, moral and sociopolitical issues, raised by the literature, through class discussions, formal projects, and essays
To use various modes of literary interpretation and criticism

ENGL 290 - Special Topics (1-3)

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.

Offered: As available.

ENGL 305 - Studies in the British Novel (3)

Study of selected British novels from Defoe to Woolf.

Offered: Fall, odd years.

ENGL 308 - Studies in the American Short Story (3)

Study of representative works of such writers as Poe, Hawthorne, Twain, Fitzgerald, Hemingway, Welty, O'Connor, and Updike.

Offered: Spring, even years.

Outcomes
To demonstrate an in-depth knowledge of diverse authors, works, literary movements, cultural aspects, and forms of American short stories
To articulate how historical and cultural contexts inform and are influenced by American short stories
To compose convincing interp0retations of literary works using skills of close ready, textual analysis, and literary terminology
To recognize and evaluate ethical, moral, and sociopolitical issues, raised by the literature, through class discussions and course projects

ENGL 310 - Modern Poetry (3)

Study of selected works by such modern poets as Hardy, Yeats, Pound, Eliot, Frost, Williams, and Stevens.

Offered: Spring, odd years.

Outcomes
Thematic and stylistic qualities that make them characteristic of their authors and of the times in which they were written
Such qualities as they may have in common with our own time
Qualities of thought or expression that make them timeless and enduring

ENGL 312 - Business Writing (3)

Study and practice of writing techniques and forms commonly used in business and the professions.

Prerequisite: ENGL 102 or permission of instructor.
Offered: Spring, even years.

Outcomes
To develop student's ability to generate effectively a number of technical and professional documents, regardless of their disciplines or eventual professional careers
To further develop students' ability to plan, develop, and conduct research projects and to present the consequent research reports
To have students learn to express themselves concisely, precisely, and cogently, and, accordingly
To have students learn to revise their work to achieve those ends
To have students learn to use a variety of objective and persuasive writing techniques and formats at will and as appropriate
To have students learn to document use of others' materials (sources) in accordance with accepted professional standards and conventions of publishing in their disciplines as indicated by scientific, scholarly, or professional journals and by style sheets or guides promulgated by relevant professional organizations
To have students learn to use library, Internet, and other resources efficiently
To have students learn to analyze audiences

ENGL 313 - Creative Writing (3)

Study and practice in writing original short fiction.

Prerequisite: ENGL 102 or permission of instructor.
Offered: Fall.

Student Learning Outcomes
To read from a variety of examples (both prose and poetry)
To develop writing, editing, and critiquing skills
To increase understanding of narrative technique and structures
To write a short story

ENGL 314 - Introduction to Rhetorical Theory (3)

Overview of various foundational rhetorical theories and their historical applications. Study and practice of advanced expository writing and research writing and strategies.

English education majors please note: ENGL 314 and ENGL 414 do not need to be taken sequentially.

Prerequisite: ENGL 102 or permission of instructor.
Offered: Fall, even years.

Outcomes
Identify and analyze the rhetorical situation of a single text
Rhetorically analyze both textual and multimodal media
Identify the key actors, events, and exigencies of various social movements
Employ various expository modes to describe the rhetorical situation and context surrounding a social movement and its rhetoric
Design a multimodal object for public use
Integrate and document both primary and secondary sources into a multimodal project using an accepted citation style (APA or MLA)

ENGL 316 - Technical Writing (3)

Study and practice of writing techniques commonly used in technical fields.

Prerequisite: ENGL 102 or permission of instructor.
Offered: Spring, odd years.

ENGL 320 - British Romantics (3)

A study of the principal writers of the Romantic Period (1798-1832), including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

Offered: Fall, even years.

Outcomes
Thematic and stylistic qualities that make them characteristic of their authors and of the times in which they were written
Such qualities as they may have in common with our own time
Qualities of thought or expression that make them timeless and enduring

ENGL 330 - Victorian England (3)

A study of the principal writers of the Victorian Age (1837 - 1901), including Carlyle, Mill, Newman, Ruskin, Tennyson, Browning, and Arnold.

Offered: Fall, odd years.

Outcomes
Thematic and stylistic qualities that make them characteristic of their authors and of the time in which they were written
Such qualities as they may have in common with our own time
Qualities of thought or expression that make them timeless and enduring

ENGL 331 - Shakespeare (3)

Study of selected comedies, histories, and tragedies.

Offered: Spring, odd years.

Outcomes
Demonstrate an introductory knowledge of Shakespeare's work and its place in Renaissance literature
Demonstrate familiarity with the plots of some of Shakespeare's most important plays
Demonstrate familiarity with the features of the major genres of Shakespearian drama
Demonstrate familiarity with the historical, social, and religious context of Shakespeare's work
Analyze Shakespeare's writing through a number of types of writing assignments

ENGL 340 - Advanced Creative Writing - Poetry (3)

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. May be repeated for credit with permission of the instructor.

Prerequisite: ENGL 102 or permission of instructor.

Student Learning Outcome
The goal of the course is to work to fill a form with words that sing. When you enter your essence, the source of inner and outer self, you're in a creative state. A sure way to locate that essence is to write poetry which, as a poet has said "expresses with concision the spirit." Voice is your fingerprint.

ENGL 341 - Advanced Creative Writing - Fiction (3)

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. May be repeated for credit with the permission of the instructor.

Prerequisite: ENGL 102 or permission of instructor.

Student Learning Outcomes
To learn techniques for writing a sustained narrative, with emphasis on the setting for each one's work
To Learn the techniques professionals use to draft a sustained narrative-a separating out of structure, dramatic emphasis, and use of dialogue to create dimensional characters.

ENGL 342 - Advanced Creative Writing - Creative Non-Fiction (3)

Advanced practice in creative non-fiction, or artful methods of dealing with facts and personal opinions, with a portfolio of at 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. May be repeated for credit with permission of instructor.

Prerequisite: ENGL 102 or permission of instructor.

Student Learning Outcomes
Write complete works of creative nonfiction in a variety of genres
Analyze works of creative nonfiction
Evaluate works of creative nonfiction and provide suggestions for improving them

ENGL 351 - History of the English Language (3)

Explores the history and development of the English language from it origins to the present, focusing on the details of the sounds 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.

Offered: Spring, even years.

Student Learning Outcomes
Explain linguistic concepts like language families, phonology, morphology, and syntax
Apply these concepts to the main historical periods of the English language
Describe the historical event driving the past and continuing evolution of English

ENGL 360 - Studies in the American Novel (3)

Study of selected American novels.

Offered: Fall, odd years.

Outcomes
To survey developments in the American novel, particularly from the romantic novel of the early 19th Century to the Realism of the late 19th Century
To discover how those novels "fit" in the American literary heritage and how they are cultural emanations of the ideas and concerns of the authors' respective eras
To have students recognize recurrent themes, motifs, concerns, etc., of the American novel
To develop students' understanding of literature in general through the close reading and analysis of representative American novels. Thus, we will concern ourselves primarily with the literary characteristics of the works
To further develop students' ability to write and think critically by having them articulate and evaluate the ethical, moral, and socio-political issues (and others) raised by the literature. Students will be given the opportunity to do so through class discussion, the writing of essays, and the fulfillment of exercises

ENGL 370 - The Images of Woman in Literature (3)

An exploration of the images of woman in literature.

Offered: Spring, odd years.

Outcomes
Define and utilize key terms related to feminist criticism and gender studies in relation to literary texts
Identify common themes and tropes in women's literature across literary periods and genres
Critique and analyze representations of women and womanhood in literature across periods and genres
Produce complex arguments about literary texts that demonstrate an awareness of sociocultural context, literary forms, and figurative language
Connect works of literature to the values and norms of their contemporary cultures

ENGL 390 - Special Topics (1-3)

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 the Native American Literature.

Prerequisite: ENGL 102 or permission of instructor.
Offered: As available.

ENGL 401 - English Grammar (3)

A review of grammatical methodologies.

Prerequisite: ENGL 102 or permission of instructor.
Offered: Fall, even years.

Student Learning Outcomes
Demonstrate an introductory understanding of morphology and syntax
Demonstrate familiarity with various phrase and sentence types in English
Demonstrate familiarity with major grammatical transformations in English
Demonstrate familiarity with major dialectical variations in modern English

ENGL 414 - Multimodal Composition (3)

Study of multimodality and digital composition, and the application of multimodal composition strategies in practice. Course includes substantial research and writing components and the creation of an original multimodal text.

English education majors please note: ENGL 314 and ENGL 414 do not need to be taken sequentially.

Prerequisite: ENGL 102 or permission of instructor.
Offered: Fall, odd years.

Outcomes
Critically engage in rhetorical and design analysis of multimodal texts produced for specific audiences and purposes
Identify and utilize the five modalities of multimodal composition
Produce complex multimodal work that demonstrates awareness of audience, context, and stakes
Collaborate with other stake holders (peers, the instructor, librarians) to create critique, and revise multimodal texts
Integrate and document both primary and secondary sources using an accepted citation style (APA or MLA)

ENGL 420 - African-American Literature (3)

Study of representative major African-American writers from colonial times to the present, including such figures

as Douglass, Hughes, Wright, Ellison, Baldwin, and Walker.

Offered: Spring, odd years.

Outcomes
To demonstrate an in-depth knowledge of African-American writers, representative works, and African-American literary heritages
To articulate how African-American history, ideas, politics, and religion inform African-American literature
To recognize and evaluate ethical, moral, and sociopolitical issues, raised by the literature, through class discussions, formal projects, and essays
To use various modes of literary interpretation and criticism

ENGL 490 - Special Topics (1-3)

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 the Native American Literature.

Prerequisite: ENGL 102 or permission of instructor.
Offered: As available.

ENGL 495 - Independent Study (2-4)

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.

Offered: By arrangement.

ENGL 497 - Writing Portfolio (1)

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.

Offered: Spring.

Student Learning Outcomes
Write college-level expository and augmentative essays and, as appropriate, creative nonfiction, fiction, and poetry
Apply basic information literacy methods and techniques as appropriate to expository and argumentative essays, including preparation of formal research papers
Demonstrate an understanding of the history of the English language and/or an understanding of iits grammatical and rhetorical components
Interpret literature at the college level
Relate literature to history and culture, including (as appropriate) Chrisian thought, experience, and values
Demonstrate an understanding of the history of literature in English in terms of major periods and authors
Demonstrate an understanding of a range of literary and rhetorical genres

ENGR-Engineering

ENGR 101 - Introductory Computer-Aided Design (1)

This course covers the fundamental introduction to computer aided design (CAD) software. Student will learn the CAD interface and become familiar with tools and concepts to create parts and simple assemblies. They will also learn how create documentation that will communicate what the design requirements are for parts and assemblies being designed.

Offered: Spring, first eight weeks.

Student Learning Outcomes
Utilize tools within the CAD interface
Create three-dimensional models of parts and simple assemblies in CAD
Create appropriate documentation to communicate design requirements

ENGR 110 - Introduction to Engineering (3)

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.

Offered: Fall.

Student Learning Outcomes
Students should understand more about the mechanical engineering profession
Students should be able to use Excel for calculations and plotting
students should develop basic engineering drafting skills, with a particular understanding of special visualization
Develop and improve teamwork skills between students
Develop engineering research skills
Develop creative problem-solving skills

ENGR 121 - Engineering Computing (3)

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 Math Lab.

Offered: Spring.

Student Learning Outcomes
Apply principles of algorithm development to engineering problems (ABET 1)
Implement procedural programming concepts (ABET 6,7)
Develop computational thinking (ABET 6, 7)
Produce documented, easily expanded and debug software solutions (ABET 4)
Solve systems of equations using numerical matrix methods (ABET 7)
Produce quality graphics for communication and presentation (ABET 3)

ENGR 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ENGR 201 - Intermediate Computer-Aided Design (1)

The course will cover more advanced design concepts to create parts and assemblies. Students will also learn to analyze for interference, range of motion, tolerancing, and design re-equipments. Finally, students will be introduced to Geometric Dimensioning and Tolerancing (GD&T) on drawings.

Prerequisite: ENGR 101. Offered: Fall, second eight weeks.

Student Learning Outcomes
Create three-dimensional models of assemblies in CAD using standard components
Analyze models for problems such as interference and specification criteria
Understand and correctly specify GD&T in their drawings
Continue to demonstrate concepts learned in ENGR 101
this course ABET Student Outcomes (1), (3), and (7)

ENGR 210 - Statics (3)

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. Offered: Fall.

Student Learning Outcomes
To apply geometric and trigonometric principles in surveying applications
To solve problems in surveying
To observe standard practices in the use of surveying equipment
To Demonstrate competency in topographic surveying, control surveying, leveling, and route surveying

ENGR 211 - Dynamics (3)

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. Offered: Spring.

Student Learning Outcomes
Learn essential laws of particle and rigid body dynamics
Learn kinematics of particles: rectilinear and curvilinear motions
Learn kinetics of particles: force, mass, acceleration work and energy, impulse and momentum
Learn kinetics of rigid bodies: force, mass, acceleration, work and energy, impulse, and momentum
Learn kinetics of rigid bodies: force, mass, acceleration, work and energy, impulse, and momentum
Develop strategies to analyze dynamics of particles and rigid bodies
Apply the laws of dynamics to analyze and interpret the dynamics of particles and rigid bodies

ENGR 212 - Materials (Lec/Lab) (3/1)

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. Offered: Fall.

Student Learning Outcomes
Understand the importance and materials selection in engineering
Understand the relationship between the microstructure of a material and its propertites
Understand how various processing techniques impact micro structure
Classify materials according to structure properties, and behavior
Explain the different atomic bonding types and their impact on materials
Describe and account for failure modes of major materials classes
Describe the role and types of imperfections common to materials
Discuss the importance and physics of diffusion in materials
Interpret a stress-strain diagram
Describe strain hardening, deformation classes and grain growth
Understand crack propagation in ductile and brittle materials
Understand phase diagrams and their use
This course addresses ABET student outcomes 1, 6, and 7

ENGR 220 - Mechanics of Materials (3)

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. Offered: Spring.

Student Learning Outcomes
Identify and solve basic axial, shear, torsion and beam bending stress analysis and deflection problems
Solve simple combined loading stress analysis and deflection problems
Have a good understanding of stress and strain components, stress transformation in 2D and 3D
Solve statically indeterminate problems
Calculate and describe column buckling
This courses address ABET outcomes 1, 6, and 7

ENGR 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ENGR 301 - Advanced Computer-Aided Design (1)

This course will cover advanced design concepts related to drawing parts that may need to be created by stamping, plastic injection, or casting processes. Students will learn how to perform stress analysis for parts and assemblies. Computer-Aided Manufacturing (CAM) will also be introduced.

Prerequisite: ENGR 201 Intermediate Computer-Aided Design. Offered: Fall, first eight weeks.

Outcomes
Create sheet metal part and assemblies, understand fundamental concepts
Gain an understanding of Finite Element Analysis (FEA) with in Fusion and other analysis other tools.
Touch on tools available for 3D printing
Application of Computer Aided Manufacturing (CAM)
This course ABET Student Outcomes (1), (3), and (7)

ENGR 330 - Manufacturing Processes (Lec/Lab) (3/1)

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; ENGR 381. Offered: Spring.

Student Learning Outcomes
Describe major manufacturing processes
Correlate the material type with the possible fabrication processes
Describe the operations and tools for major manufacturing processes
Highlight the process design parameters to eliminate defective products
Discuss quality assurance principles and techniques
Be able to perform force and power calculations for manufacturing processes
Be able to suggest changes in component design for the improvement of manufacturability
This course addresses ABET outcomes 1-3, 5-7

ENGR 340 - Fluid Mechanics (Lec/Lab) (3/1)

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, frictionloss, lift and drag, and sizing of pipes and pumps.

Prerequisite: ENGR 350. Offered: Spring.

Student Learning Outcomes

Articulate the properties that distinguish fluids from other forms of mattter, and the broad range of engineering application which involve fluid mechanics

Apply the concepts of vector fields (velocity, force, acceleration), scalar fields (pressure, density, temperature), and vector differential and integral calculus to engineering analysis of fluids systems, and to the interpretation of flow physics through the conservation laws

Properly apply Newton's second law tot analysis and design involving fluids at rest using integral and differential calculus, including pressure variation, forces and moments on plane surfaces, and buoyancy

Properly apply systems and control volume methods based on mass, momentum, and energy conservation, as appropriate, to the analysis and design of engineering fluid systems

Correctly interpret and apply the various differential forms of the conservation laws, particularly Newton's second law and its various approximate forms, to engineering analysis and design

Properly apply mass, momentum, and energy conservation to steady internal (pipe) flows, correctly interpret and apply laminar and turbulent flow models, and estimate head loss and power requirements in pipng systems

Develop mathematical models through justifiable approximations, correctly interpret and apply the "inviscid" approximation and the "Bernoulli" relationships to analysis of fluid systems and estimate levels of approximation in engineering models

Apply basic principles of dimensional homogeneity to engineering analysis and apply dimensional analysis and similitude to the representation of data. Properly interpret the Reynolds number and other fundamental nondimensional parameters

Apply integral methods and basic empirical and theoretical models to the analysis of boundary layer flows, and to drag on bodies

Apply fundamental knowledge of fluid mechanics to the analysis of specific sensors and instruments used in fluid-flow experiments

Apply basic software tools (especially spreadsheets) to the analysis of experimental data and mathematical models

Demonstrate professionalism and respectful interaction with faculty and colleagues

Provide students with hands-on experiments to demonstrate and understand the following engineering concepts: pressure, Temperature, Volume, Relationships for various states of matter, Viscosity measurements and calculations, Boundary Layer Development and Growth, Laminar vs Turbulent Flow, Other Topics TBD

Familiarize students with working in an engineering laboratory

Students will learn to write professional concise laboratory reports

ENGR 350 - Thermodynamics I (3)

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.

Prerequisite: ENGR 210. Offered: Spring.

Student Learning Outcomes
Know the unique vocabulary associated with thermodynamics through the precise definition of basic concepts
Be familiar with both SI (metric) and English units and be able to use them interchangeably
Be able to explain basic thermodynamic concepts such as system, state, postulate, equilibrium, process, and cycle
Understand the concept of energy and be able to define its various forms
Understand the concept of pure substance
Know the definition of an ideal gas
Know how to use thermodynamic tables and diagrams
Know how to apply the ideal gas law or the appropriate real gas equation of state
Understand the differences between steady state and transient processes
Understand the differences between open and closed systems
Explain the meaning and differences of heat and work and adiabatic and isenthalpic processes
Know how to apply the conservation of mass and the conservation of energy balances (First Law) to a variety of simple processes
Understand and be able to apply the second law of thermodynamics to a variety of systems
Know how to describe the Carnot cycle
Understand the concept of entropy and be able to apply it to various systems

ENGR 351 - Thermodynamics II (3)

Thermodynamics II covers exergy, moist air properties, vapor and gas power cycles, and refrigeration cycles.

Prerequisite: ENGR 350. Offered: Fall.

Student Learning Outcomes
Define exergy which is the maximum useful work that could be obtained from the system at a given state in a specified environment
Define the second law efficiency
Develop the exergy balance relation
Evaluate the performance of gas power cycles for which the working fluid remains a gas throughout the entire cycle
Develop simplifying assumptions applicable to gas power cycles
Solve problems based on the Otto, Diesel, Stirling, and Ericsson Cycles
Solve problems based on the Brayton Cycle, The Brayton Cycle with regeneration, and the Brayton Cycle with intercooling, reheating, and regeneration
Analyze Jet-Propulsion Cycles
Analyze vapor power cycles in which the working fluid is alternately vaporized and condensed
Investigate ways to modify the basic Rankine vapor power cycle to increase the cycle thermal efficiency
Analyze the ideal and actual vapor-compression refrigeration cycle
Understand the factors involved in selecting the right refrigerant for an application
Develop the fundamental relations between commonly encountered thermodynamic properties and express the properties that cannot be measured directly in terms of easily measurable properties
Develop rules for determining nonreacting gas mixtures properties from knowledge of mixture composition and the properties of the individual components
Define the quantities used to describe the composition of a mixture, such as mass fraction, mole fraction, and volume fraction
Differentiate between dry air and atmospheric air
Define and calculate the specific and relative humidity
Calculate the dew point
Define the parameters used in combustion analysis
Develop the general relations for compressible flows
Be able to identify the concepts of stagnation state, speed of sound, Mach number forr a compressible fluid

ENGR 361 - Numerical Methods (3)

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.

Prerequisite: ENGR 121; MATH 252. Offered: Fall.

Student Learning Outcomes
Learn essentials of numerical methods to solve linear and nonlinear equations, differential equations, eigenvalue problems, etc.
Learn how to write efficient programming algorithms and techniques using MATLAB package to solve numerical and data analysis exercises
Understand and able to apply the fundamentals underlying theory and principles of numerical methods
Learn numerical integration, differentiation, approximation and other techniques
Learn how to apply numerical methods in solving engineering problems
Apply matrix operations and linear algebra tools for data analysis
All objectives apply directly to ABET Outcomes 1, 5, and 7

ENGR 362 - Control Systems (3)

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.

Prerequisite: ENGR 380; MATH 352. Offered: Spring.

Student Learning Outcomes
Describe the difference between open- and closed-loop control systems
Manipulate Laplace transforms in the process of modeling systems
Understand the relationship between poles and stability
Understand the effect of sample rate on stability
All objectives address ABET outcomes 1-2, 6-7

ENGR 370 - Machine Design (3)

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. Offered: Spring.

Student Learning Outcomes
Review concepts of statics and strength of materials used to determine the stress, strain and deflection of one-demensional structures
Consider the design of common machine elements such as shafts, fasteners, springs, bearings, and gears
Students will learn to analyze the stresses and strains of machine components
This course addresses ABET outcomes 1,2,4,5,6

ENGR 381 - Instrumentation and Measurement (Lec/Lab) (3/1)

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 121; ENGR 210; PHYS 204. Offered: Spring.

Student Learning Outcomes
Understand the importance of instrumentation and how it is applied to engineering research, calculations, and decisions
Understand the roll accuracy and precision play in instrumentation and how that is balanced with overall cost
Define the roll statistics play in the presentation of experimental results
Be able to identify different types and causes for uncertainty in experiments
Understand the functionality, differences, and limitations of both analog and digital instrumentation
Introduce students to a plethora of common engineering instrumentation devices
Understand how to select appropriate instrumentation based on specified engineering design constraints

ENGR 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ENGR 401 - Classical Mechanics (3)

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. Same as PHYS 401.

Prerequisite: MATH 352; PHYS 204. Crosslisted as: PHYS 401. Offered: As needed.

ENGR 402 - Sustainable Engineering (3)

This course covers the practices involved in sustainable engineering and how such practices are evaluated. The initial part of the course will cover the basics of environmental science involving human impacts on water quality, air quality, and biogeochemical cycles. The second part of the course examines sustainable engineering models, and the final portion of the course instructs how assessment and analysis is used to evaluate sustainable engineering practices.

Prerequisite: CHEM 133; PHYS 143 or PHYS 203. Offered: Spring.

Student Learning Outcomes

Complete Life Cycle Analysis

ENGR 410 - Engineering Design I (3)

Engr Design I allows students to synthesize technical, professional, and general knowledge. Skills such as project management are introduced.

Prerequisite: Senior standing in mechanical engineering. Offered: Fall.

Student Learning Outcomes
An ability to apply knowledge of mathematics, science, and engineering
An ability to design and conduct experiments, as well as to analyze and interpret data
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
An ability to function on multidisciplinary teams
An ability to identify, formulate, and solve engineering problems
An understanding of professional and ethical responsibility
An ability to communicate effectively
The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
A recognition of the need for, and an ability to engage in life-long learning
A knowledge of contemporary issues
An ability to use the techniques skills, and modern engineering tools necessary for engineering practice

ENGR 411 - Engineering Design II (3)

Engr Design II is a continuation of ENGR 410: 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.

Prerequisite: ENGR 410. Offered: Spring.

Student Learning Outcomes

ENGR 420 - Intermediate Mechanics of Materials (3)

Intermediate Mechanics of Materials expands of 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. Offered: As needed.

Student Learning Outcomes
Analyze statically indeterminate structures
Use relevant failure theories for mechanical bodies
Apply fatigue theory and empirical correlations
Account for creep in design
Understand crack theory and how to apply it
Perform an analysis of curved beams
Understand 3D stress states along with elastic strain
Apply analytic techniques to curved beams
Use energy methods for solving engineering problems
Analyze thick walled cylinders

ENGR 431 - Project Management (3)

Engineering Project Management: Provides engineering students with a broad view and detailed understanding of how to plan and efficaciously manage projects to implement new or improved products, advances, and services. These could include building structures, components, systems, linkages, and processes with a team for effective project delivery within scope, schedule, budget, and quality parameters.

Prerequisite: Junior Standing. Offered: Spring.

Outcomes
1. Understand the fundamentals of project management and its relevance in engineering.
2. Develop comprehensive project plans, including defining scope, scheduling, budgeting, and quality control.
3. Apply project management tools and techniques to engineering projects.
4. Manage project teams effectively, addressing communication and conflict resolution.
5. Monitor and control project progress to ensure adherence to project constraints.
6. Identify and mitigate risks in engineering projects.
7. Successfully complete engineering projects within scope, schedule, budget, and quality parameters.

ENGR 450 - Heat Transfer (3)

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.

Prerequisite: ENGR 340; ENGR 350. Offered: Spring.

Student Learning Outcomes
Know the difference between conduction, convection, and radiation heat transfer
Know and be able to apply Fourier's law to one dimensional and multi-dimensional conduction heat transfer problems in both steady- and transient-state situations
Know and be able to apply Newton's Law of Cooling for convection heat transfer applications
now various non-dimensional numbers such as: Reynolds, Biot, Nusselt, Prandtl, Peclet, and Grashof number, and how they are applied.
Know and be able to apply the Stefen-Boltzmann law to applications of radiation heat transfer.

ENGR 460 - Finite Element Analysis (3)

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.

Prerequisite: ENGR 220; MATH 352. Offered: Fall.

Student Learning Outcomes
Understand and able to apply the fundamentals underlying theory of the finite element modelling.
Comprehend the simulation results of finite element models and write technical reports.
Model and simulate truss elements, beams and solid models in Soldworks.
Be able to model and simulate 2D and 3D model geometries and perform the finite element analysis of 2D and 3D truss, surface, shell, and solid elements in Solidworks.
Be able to write basic FEA programs to simulate 1D and 2D truss elements in MATAB.

ENGR 461 - Engineering Statistics (3)

Basic statistical methods including variance, covariance and correlation, and various distributions; use of evaluation tools in production including sampling, control charts, significance tests, variance, and regression; use of statistics in design including tolerance and factors of safety.

Prerequisite: MATH 251. Offered: Fall.

Student Learning Outcomes
Recognize the role of statistics in engineering.
Interpret and present engineering data.
Calculate and model probabilities of random variables.
use statistical methods to make an informed decision for single and multiple samples.
Build empirical models.
Design engineering experiments.
Design control charts.

ENGR 470 - Machine Dynamics (3)

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. Offered: As needed.

Student Learning Outcomes
Derive the equation of motion of a single-degree-of-freedom system using Newton’s second law of motion.
Solve a spring-mass-damper system for different types of free-vibration response depending on the amount of damping.
Find the responses of undamped and viscously damped single-DOF systems subjected to harmonic force.
Determine the forced-vibration solutions, and distinguish between transient, steady-state, and total solutions.
Formulate the equations of motion of two-DOF systems and multidegree-of-freedom systems.
Compute the eigenvalues and eigenvectors of vibration.
Use the Laplace transform approach for solution of two-degree-of-freedom systems.
Solve free- and forced-vibration systems using MATLAB.

ENGR 471 - Vibrations (3)

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.

Prerequisite: ENGR 211; MATH 352. Offered: As needed.

Student Learning Outcomes
Derive the equation of motion of a signle-degree-of-freedom system using Newton's second law of motion.
Solve a spring-mass-damper system for different types of free-vibration response depending on the amount of damping.
Find the responses of undamped and viscously damped single-DOF systems subjected to harmonic force.
Determine the forced-vibration solutions, and distinguish between transient, steady-state, and total solutions
Formulate the equations of motion of two-DOF systems and multidegree-of-freedom systems
Compute the eigenvalues and eigenvectors of vibration
Use the Laplace transform approach for solution of two-degree-of-freedom systems
Solve free- and forced-vibration systems using MATLAB

ENGR 480 - Introduction to Electronic Packaging (3)

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.

Prerequisite: ENGR 380. Offered: As needed.

ENGR 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

ENGR 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

ENVI-Environmental Engineering

ENVI 301 - Environmental Engineering (3)

Quantitative approach to mitigation of societal impacts on the environment; understanding of environmental engineering practices; applications of chemistry and microbiology to solving environmental problems; analysis of systems for wastewater treatment and solid waste management.

Prerequisite: CHEM 133; PHYS 203. Offered: Fall.

Student Learning Outcomes
Interpret and explain fundamental environmental engineering concepts
Develop a sense of stewardship for the environment
Solve environmental engineering problems
Explain processes involved in solid waste management, water treatment, management of sewers, hazardous waste management, air quality control, and nose pollution
Be familiar with environmental laws and standards in the United States

FLAN-Foreign Language

FLAN 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

FLAN 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

FLAN 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

FLAN 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

FREN-French

FREN 101 - Beginning French I (3)

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required.

Offered: Fall.

Student Learning Outcomes
The student will master material from the first twelve chapters of the French in Action text.
The student will master a working French vocabulary of ca. 500 words.
The student will be able to apply rules of French pronunciation to new reading texts.
The student will be able to explain the use of grammatical structures covered in the first twenty units of the beginning French text.
The student will be able to make introductions; ask questions about interests, preferences and hobbies, speak with a salesclerk and waiter; talk about clothing, personal effects and home furnishings; describe objects and people; talk about food and dining; and tell a short narrative in the past.
The student will be able to describe new insights into the geography, history and lifestyles in parts of France and various French-speaking countries.

FREN 102 - Beginning French II (3)

A continuation of FREN 101.

Offered: Spring.

Student Learning Outcomes
The student will master material from the first eighteen lessons of the French in Action text.
The student will master a working French vocabulary of ca. 1000 words.
The student will be able to apply rules of French pronunciation to new reading texts.
The student will be able to explain the use of grammatical structures covered in the first twenty units of the beginning French text.
The student will be able to make introductions; ask questions about interests, preferences and hobbies; speak with a salesclerk and waiter; talk about clothing, personal effects and home furnishings; describe objects and people; talk about food and dining; and tell a short narrative in the past.
The student will be able to describe new insights into the geography, history, and lifestyles in parts of France and various French-speaking countries.

FREN 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

FREN 201 - Intermediate French I (3)

Vocabulary development, grammar review, and development of conversational and writing skills are the

main goals of this course.

Prerequisite: FREN 102 or permission of instructor.
Offered: Fall.

Student Learning Outcomes
The student will master material from lessons 19-35 of the French in Action text.
The student will master a working French vocabulary of ca. 1500 words.
The student will be able to apply rules of French pronunciation to new texts.
The student will be able to explain the use of grammatical structures of lessons 19-35 of the French text, including use of French verbs in the present, imperfect, passe compose, future, and plus-que-parfait; use and comparison of adjectives and adverbs; use of the conditional; idiomatic uses of French verbs, use of prepositional phrases and idiomatic phrases in French
The student will be able to recite at least two poems in French; talk about interests; daily events; personal stories in the past; plans for the future; conduct conversations with friends, waiters, salespeople and officials, use proper idiomatic language to convey politeness and directness; give supported opinions about various modes of transportation and tell about student life in the Latin Quater of Paris.
The student will be able to describe new insights into the geography, history and lifestyles in parts of France various French-speaking countries.

FREN 202 - Intermediate French II (3)

Discussion and composition skills are developed through the discussion of topics of daily interest in French-speaking countries.

Prerequisite: FREN 201 or permission of instructor.
Offered: Spring.

Student Learning Outcomes
The student will master material from lessons 32-52 of the French in Action text.
The student will practice speaking in French and will show increased facility in using target vocabulary dealing with themes developed during the course.
The student will improve his/her writing accuracy through writing and revising compositions.
The student will learn to use written and spoken French to express personal opinions on topics that rise in class and in the compositions.
The student will review and master grammatical structures as presented in French in Action.
The student will develop reading attack strategies and increase the speek of his/her French reading though vocabulary development and exposure to a variety of texts.
The student will gain increased comfort and accuracy in understanding spoken French through the use of authentic materials.
The student will master a working French vocabulary of ca. 1600 words.
The student will apply rules of French pronunciation to new reading texts.
The student will be able to describe new insights into the geography, history and lifestyles in parts of the French-speaking world.

FREN 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

FREN 310 - French Conversation and Composition (3)

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 of instructor.
Offered: Fall, odd years.

Student Learning Outcomes
The student will review a wide range of French grammar topics and apply grammar rules to writing and speaking.
The student will increase his/her vocabulary and acquaintance with French idiom and language structure through working with supplementary readings to be selected in consultation with the student.
The student will practice strategies for carrying on extended conversation in French on a number of topics.
The student will improve listening comprehension skills through supplementary listening exercises.
The student will improve his/her writing skills through exercises and compositions.

FREN 320 - French Culture and Civilization (3)

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 of instructor.
Offered: Spring, even years.

Student Learning Outcomes
The student will learn vocabulary associated with historical developments in France and its geography.
The student will improve reading skills through attacking the assignments in the text.
The student will improve listening skills through lectures, videos, and taped materials.
The student will improve verbal skills through participation in discussion in French.
The student will be able to identify major events in French history at least up to the founding of the fifth republic.
The student will better understand current issues in the news concerning the French-speaking world.
The student will gain knowledge about the connection between food and culture through the material of the text.

FREN 330 - Survey of French Literature (3)

The student will read excerpts of French literature from the medieval era to the present. Conducted in French.

Prerequisite: FREN 202 or permission of instructor.
Offered: Fall, even years.

Student Learning Outcomes
The student will read and discuss poetry, plays and novels in French that reflect a variety of genres and literary movements from the 17th to the 20th centuries.
The student will increase vocabulary and acquaintance with the structure and levels of discourse of French through the reading of unedited works.
The student will learn how to discuss a literary work in French.
The student will improve his/her writing skills through a compositions on the works read, a guided explication de texte based on an excerpt from La chute, and a presentation and explication of a poem. The student will write quizzes and examinations on the literary works and authors presented.
The student will memorize a poem in French and will recite the poem in class as part of the explication de texte, a presentation that includes a stylistic and thematic analysis of the poem.

FREN 340 - Survey of Francophone Literature (3)

A survey of Francophone writings and cinema of the Twentieth Century. The course centers on questions of identity in post-colonial Africa and in modern Quebec. A combination of literary works, essays and films makes up the material for the course.

Prerequisite: FREN 202 or permission of instructor.
Offered: Spring, odd years.

Student Learning Outcomes
The student will review important aspects of French language structures and be able to integrate these structures into her writing.
The student will read works by authors in Quebec and French Polynesia in order to learn about literature written in French outside the borders of France.
The student will increase her vocabulary and acquaintance with French idiom and language structure through the reading of unedited works.
The student will learn how to discuss a literary work in French.
The student will improve her/his writing skills through exercises and compositions.
The student will gain an overview of the complexities of modern Quebec and French Polynesia through study of a variety of texts.

FREN 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

FREN 400 - Introduction to French Linguistics (Special Topics) (3)

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.

FREN 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

FREN 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

GER-German

GER 101 - Beginning German I (3)

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required.

Offered: Fall.

Student Learning Outcomes
The student will master material through Erste Kontakte, Unit 8 of Deutsch Plus text.
The student will master a working German vocabulary of ca. 300 words.
The student will be able to apply rules of German pronunciation to new reading texts.
The student will be able to explain the use of grammatical structures covered in the first five chapters of the beginning German text.
The student will be able to make introductions; ask questions about interests, preferences and hobbies; speak with a salesclerk and waiter; talk about clothing, personal effects and home furnishings; describe objects and people; talk about food and dining and tell about the university system in German.
The student will be able to describe new insights into the geography, history and lifestyles in parts of Germany and other German-speaking contries.

GER 102 - Beginning German II (3)

A continuation of GER 101.

Offered: Spring.

Student Learning Outcomes
The student will master material from the first sixteen Units of the Deutsch Plus text and audio materials.
The student will master a working German vocabulary of ca. 500 words.
The student will be able to apply rules of German pronunciation to new reading texts.
The student will be able to explain the use of grammatical structures covered in the first sixteen chapters of the beginning German text.
The student will be able to make introductions; ask questions about interests, preferences and hobbies; speak with a salesclerk and waiter; talk about clothing, personal effects and home furnishings; describe objects and people; talk about food and dining and tell about the university system in German.
The student will be able to describe new insights into the geography, history and lifestyles in parts of Germany and other German-speaking countries.

GER 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

GER 201 - Intermediate German I (3)

Vocabulary development, grammar review, and development of conversational and writing skills are the

main goals of this class.

Prerequisite: GER 102 or permission of instructor.
Offered: Fall.

Student Learning Outcomes
The student will master material from the entire Deutsch Plus text.
The student will master a working German vocabulary of ca. 1300 words.
The student will be able to apply rules of German pronunciation to new reading texts.
The student will be able to explain the use of grammatical structures covered in the Deatsch plus text.
The student will be able to make introductions; ask questions about interests, preferences and hobbies; speak with a salesclerk and waiter; talk about clothing, personal effects and home furnishings; describe objects and people; talk about food and dining, tell about the university system in Germany, talk about modes of transport and travel in Germany, Austria and Switzerland.
The student will be able to describe new insights into the geography, history and lifestyles in parts of Germany, Austria and Switzerland.

GER 202 - Intermediate German II (3)

Discussion and composition skills are developed through the study of short prose works by German authors.

Prerequisite: GER 201 or permission of instructor.
Offered: Spring.

Student Learning Outcomes
The student will mater material from the readings in the course.
The student will master a working German vocabulary of ca. 1500 words.
The student will be able to apply rules of German pronunciation to new reading texts.
The student will be able to explain the use of grammatical structures covered in the course readings. Grammar points will be discussed in class as they arise in readings and in written assignments.
The student will be able to talk about the events of the stories read in class, will give reviews of movies watched in class, will make comparison and contrasts of elements, will write creative narratives in the past and will show increased comprehension and use of vocabulary in German.
The student will be able to describe new insights into the geography, history and lifestyles in parts of Germany, Switzerland and Austria based on the readings.

GER 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

GER 310 - German Conversation and Composition (3)

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 of instructor.
Offered: Fall, odd years.

Student Learning Outcomes
The student will review important aspects of German language structures and be able to integrate these structures into his/her writing.
The student will increase his/her vocaabulary and acquaintance with German idiom and language structure through working with video, audio materials and the text in the course.
The student will improve his/her spoken German through exercises, conversations, role-plays and presentations in class.
The student will improve his/her writing skills through exercises and compositions.
The student will gain insights into German language, culture, everyday life, and various epochs of German history through the topics studied that are embedded in the grammar text.

GER 320 - German Culture and Civilization (3)

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 of instructor.
Offered: Spring, even years.

Student Learning Outcomes
The student will learn vocabulary associated with historical developments in the German states and modern German culture.
The student will improve reading skills through mastering the assignments in the book.
The student will improve listening skills through lectures, reports, taped materials, and discussions in class.
The student will improve verbal skills through participation in discussion in German.
The student will be able to identify major events in German history.
The student will better understand current issues in the news concerning the German-speaking countries.

GER 330 - Survey of German Literature I (3)

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 of instructor.
Offered: Fall, even years.

Student Learning Oucomes
Regular class attendance and successful completion of quizzes and assignments.
Active participation in class discussion.
Maintenance of a vocabulary notebook with all new active vocabulary words for each reading. This will be part of the weekly grade.
Passing grades on the midterm and the final exam.
Submission of four 3-4 page essays on historical movements and/or literary works and oral presentation of the papers to the other students.

GER 340 - Survey of German Literature II (3)

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 of instructor.
Offered: Spring, odd years.

Student Learning Outcome
The student will read unedited works of German, Swiss and Austrian short fiction.
The student will increase his/her vocabulary and acquaintance with German idiom and language structure over the course of several centuries and literary periods through the reading of unedited works.
The student will learn how to discuss a number of literary works in German.
The student will improve his/her writing skills through exercises, oral presentations and compositions.
The student will be able to describe characteristics of German literature in the 19th and 20th centuries through a study of social and historical developments, literary schools and authors.

GER 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

GER 400 - Introduction to German Linguistics (Special Topics) (3)

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.

GER 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

GER 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

HIST-History

HIST 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

HIST 205 - Ancient Near East (3)

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.

Student Learning Outcomes
Have a clear understanding of the distinctive geographical, political, historical and social factors which shaped the civilizations of the Ancient Near East
Have a clear understanding of the religious and philosophical views of reality which were held by the peoples of the Ancient Near East
Have a clear understanding of the origins of certain practices and institutions such as writing, art, architecture, agriculture, technology, education, science and religion
Have an increased ability to read and understand both primary and secondary sources about the Ancient Near East
Have completed some independent reflection and research with respect to the period of the Ancient Near East which is of personal interest to you.
Have an awareness of the relevance of the Ancient Near East for today

HIST 207 - The United States to 1865 (3)

The United States from the colonial period to the close of the Civil War.

Offered: Fall.

Student Learning Outcomes
An overall understanding of the history of United States through the 1860s.
An understanding of and sensitivity to issues of race, gender, class, and nationality in the past and present.
An understanding of how history is made, and an introduction to critical analysis of evidence.
Development of analytical, critical thinking, communication, and reading skills.
Development of student-centered critical reflection and active learning.

HIST 208 - The United States Since 1865 (3)

The United States from the Civil War to the present.

Offered: Spring.

Student Learning Outcomes
An overall understanding of the history of United States from the 1860s to the 2010s.
An understanding of and sensitivity to issues of race, gender, class, and nationality in the past and present.
An understanding of how history is made, and an introduction to critical analysis of evidence.
Development of analytical, critical thinking, communication, and reading skills.
Development of student-centered critical reflection and active learning.

HIST 220 - Europe: 1900 to Mid-Century (3)

Internal developments and the external relations of European states from 1900 to the outbreak of the Cold War.

Student Learning Outcomes
Communication skills; help students write clearly, read intelligently, and analyze critically
An introduction to the historiography of the period
An understanding of the roles of science and technology during this period.
An understanding of the influence of media and propaganda
An atmosphere of active learning and student responsibility for learning

HIST 222 - History of the Middle East (3)

A history of the Middle East from Muhammad to the modern period. Special emphasis will be placed upon the development of Islam and the Arab-Israeli conflict.

Student Learning Outcome
Communication skills: help students write clearly, read intelligently, and analyze critically
Promote toleration of religious and cultural differences
An understanding of and sensitivity to gender and class
An understanding of the roles of science and technology during this period
An atmosphere of active learning and student responsibility for learning

HIST 231 - The American West (3)

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 freshman.

Student Learning Outcomes
The student should have a basic understanding of the major developments in the history of the American West, including perspectives provided by new and non-traditional historical approaches
The student will have learned how to read historical material critically, and to express his or her own thinking on these subjects in a variety of formats.

HIST 262 - History of China (3)

A survey of China from earliest times to the present. Special focus will be placed on dynastic history, Confucianism, as well as the Chinese Revolution and the emergence of the People's Republic of China.

Student Learning Outcomes
Communication skills: help students write clearly, read intelligently, and analyze critically.
Promote toleration of religious and cultural differences.
An understanding of and sensitivity to gender and class.
An understanding of the roles of science and technology during this period.
An atmosphere of active learning and student responsibility for learning.

HIST 268 - History of India (3)

This is a survey of the history, geography, culture, and politics of India from its legendary prehistory through today.

Offered: Fall, odd years.

Student Learning Outcomes
Students will gain an understanding of the ancient roots and evolution of the cultures and societies of the Indian subcontinent.
Students will gain an understanding of the factors influencing the development of the modern Indian nation and state.
Students will gain an understanding of the diverse religious and cultural influences in contemporary India.
Students will gain an understanding of the politics of independent India.

HIST 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

HIST 291 - Western Civilization I (3)

An introduction to the history of the Near East and Europe from prehistoric times to the Renaissance.

Student Learning Outcomes
An overall understanding of Western Civilization and its role in the world.
An understanding and sensitivity to gender and class
A basic understanding of historical geography
An understanding of the roles of science and technology
Develop analytical, critical thinking, communication and reading skills.
An atmosphere of active learning and student responsibility for learning.

HIST 292 - Western Civilization II (3)

Introduction to the history of Western Europe from early modern times to the present.

Student Learning Outcomes
An overall understanding of Western Civilization and its role in the world.
An understanding and sensitivity to gender, class and diversity.
A basic understanding of historical geography.
An understanding of the roles of science and technology.
Develop analytical, critical thinking, communication and reading skills
An atmosphere of active learning and student responsibility for learning

HIST 301 - Special Readings and Topics in U.S. Studies (3)

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.

HIST 302 - Selected Readings and Topics in Non-U.S. Studies (3)

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.

Student Learning Outcomes
Informational: Students should learn about the historical event of the holocaust as well as its interpretation in subsequent theology, philosophy, cinema, and culture.
Cognitive: Students should develop critical thinking skills, as well as intellectual patience and humility in the face of deeply ambiguous and/or unanswerable questions.
Existential: Students should develop empathy and listening abilities in engaging with narratives of suffering, while deepening their own understanding of, and relation to, theodicy.

HIST 303 - The Civil War and Reconstruction (3)

An examination of the history of slavery in the United States, the creation of sectional controversies, rising tensions between abolitions and pro-slavery fanatics, the conduct of the Civil War, the rise and fall of Reconstruction, and the creation of historical myths and truths that haunt the United States to the present.

Offered: Fall, even years.

Student Learning Outcomes
An overall understanding of the history of the Civil War, Reconstruction, and slavery in the United States, and the major debates around them.
An understanding of and sensitivity to issues of race, gender, class, and nationality in the past and present.
An understanding of how history is made, and an introduction to critical analysis of evidence.
Development of analytical, critical thinking, communication, research, and reading skills.
Development of student-centered critical reflection and active learning.
Development of teaching and presentation skills, both individual and collaborative.
Creation of a historiographical paper, drawing on at least three peer-reviewed scholarly works.

HIST 304 - Medieval Europe (3)

The development of medieval society, culture, religion, and political institutions from A.D. 325 to 1453.

Student Learning Outcomes
Communication skills; help students write clearly, read intelligently, and analyze critically.
Promote toleration of religious and cultural differences
An understanding of and sensitivity to gender roles
An understanding of roles of science and technology during this period.
An atmosphere of active learning and student responsibility for learning.

HIST 305 - Ancient Near East (3)

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.

Student Learning Outcomes
Have a clear understanding of the distinctive geographical, political, historical and social factors which shaped the civilizations of the Ancient Near East
Have a clear understanding of the religious and philosophical views of reality which were held by the peoples of the Ancient Near East
Have a clear understanding of the origins of certain practices and institutions such as writing, art, architecture, agriculture, technology, education, science and religion
Have an increased ability to read and understand both primary and secondary sources about the Ancient Near East
Have completed some independent reflection and research with respect to the period of the Ancient Near East which is of personal interest to you.
Have an awareness of the relevance of the Ancient Near East for today

HIST 306 - Renaissance and Reformation (3)

This course examines the history of Europe from the late 14th to the early 17th century. Focus will be on cultural, intellectual, and religious history, including the Renaissance in arts and literature, the Protestant and Catholic Reformation, and philosophical and scientific innovations. The course will also consider the political and social contexts of these developments, including the developing national monarchial state, the impact of printing, changes in trade and manufacturing, and the beginning of European overseas empires.

Offered: As needed.

Outcomes
To promote a general understanding of this transitional period of "Western Civilization."
To develop communication skills: helping students write clearly, read intelligently, and analyze critically.
To promote toleration of religious and cultural differences.
To develop an understanding of and sensitivity to gender and class.
To develop an understanding of the roles of science and technology, especially during this period.
To promote an atmosphere of active learning and student responsibility for learning.
To create a historiographical paper, drawing on at least three peer-reviewed scholarly works.

HIST 307 - Ancient Greece (3)

The history and civilization of the Greek world from the Minoan-Mycenaean period to the Hellenistic kingdoms.

Student Learning Outcomes
Communication skills: help students write clearly, read intelligently, and analyze critically
An understanding and impact of Gender and Class in ancient Greece
A solid geographical understanding of the Mediterranean world.
An understanding of the roles of science and technology during this period.
An understanding of the roles of citizenship, democracy, and tyranny.
An atmosphere of active learning and student responsibility for learning

HIST 308 - Ancient Rome (3)

The history and civilization of Rome from its foundation to the reign of Diocletian.

Student Learning Outcomes
Communication skills: help students write clearly, read intelligently, and analyze critically
An understanding of political transition from Monarchy to Republic and to Empire
Promote toleration of religious and cultural differences
An understanding of and sensitivity to gender roles
An understanding of the roles of science and technology during this period
An atmosphere of active learning and student responsibility for learning

HIST 310 - Indigenous History from Time Immemorial to 1787 (3)

This course will provide students with an introduction to histories of and by Indigenous people and communities in North America, from time immemorial to the end of the 1700s. We will unpack these histories using tools from various disciplines, including archaeology, Indigenous knowledge, and the written word. We will critically examine new scholarship and old stereotypes of Indigenous North America, both before and after permanent European arrival in 1492. And we will explore how Indigenous peoples, polities, and philosophies shaped the world, in the past, present, and possibly the future.

Offered: Fall, even years.

Student Learning Outcomes
An overall understanding of multiple and diverse cultures, communities, peoples, and polities of Indigenous North America, focusing especially on the period between 1000 and 1800 C.E.
An understanding of and sensitivity to issues of race, gender, class, indigeneity, and nationality in the past and present.
An understanding of how history is made, particularly in a context where the conventional tools of the historian are less readily available.
An understanding of the basic principles and potentials of Indigenous knowledge and ethics and related theories of historiography.
Development of analytical, critical thinking, communication, research, and reading skills.

HIST 311 - Indigenous History and Federal Indian Policy, 1787 - Present (3)

This course will provide students with an introduction to Indigenous American history from 1787 to the present, with emphasis on the policies and practices of the United States in relation to Indigenous communities, nations, cultures, and peoples. Focuses will include wars, genocide, land-taking, assimilation, debates over citizenship and sovereignty, and cultural revitalization.

Offered: Spring, odd years.

Outcomes
Students will develop an understanding of major movements and events in Indigenous American history from 1787 to the present.
Students will develop an understanding of the U.S. laws and policies that affect and impact Native American communities today, and how they came to be.
Students will develop a greater understanding of and sensitivity to issues of race, gender, class, sovereignty, and indigeneity, in the past and present.
Students will develop their skills in critical analysis of evidence, communication, and synthesis.

HIST 312 - North Dakota History (3)

Designed and required for history education majors but open to all, this course introduces the history of what became North Dakota, from its geological origins through the 1900s. Students will learn and practice teaching this history using a variety of tools, sources, and perspectives.

Offered: Spring.

Outcomes
An overall understanding of the history and geography of what is now North Dakota.
An understanding of and sensitivity to issues of race, gender, class, indigeneity, and nationality in the past and present.
Development of analytical, critical thinking, communication, and reading skills.
Development of teaching skills and strategies around sensitive topics.

HIST 316 - Religion in American History (3)

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.

Crosslisted as: REL 316. Offered: Fall, odd years.

Student Learning Outcomes
Read complex material on the history of religion in America with understanding
Write effectively about the history of religion in America
Demonstrate these skills by performance on in-class discussions, written reaction papers, and quizzes
Create a historiographical paper, drawing on at least three peer-reviewed scholarly works.

HIST 320 - Europe: 1900 to Mid-Century (3)

Internal developments and the external relations of European states from 1900 to the outbreak of the Cold War.

HIST 322 - History of the Middle East (3)

A history of the Middle East from Muhammad to the modern period. Special emphasis will be placed upon the development of Islam and the Arab-Israeli conflict. Same as HIST 222 with required research paper.

HIST 331 - The American West (3)

The history of frontier expansion and "westering" from the colonial period through the early 20th century, with primary emphasis on interactions in the trans-Mississippi West of the 19th century. Also considers how contrasting and contested ideas of the "West" have shaped and reshaped American history.

Offered: As needed.

Student Learning Outcomes
An overall understanding of the history of American West, and the major debates within the field
An understanding of and sensitivity to issues of race, gender, class, and nationality in the past and present
An understanding of how history is made, and an introduction to critical analysis of evidence
Development of analytical, critical thinking, communication, research, and reading skills
Development of student-centered critical reflection and active learning
Development of teaching and presentation skills, both individual and collaborative
Creation of a historiographical paper, drawing on at least three peer-reviewed scholarly works.

HIST 344 - 19th Century Europe (3)

This course is designed to expand students' understanding of the dramatic and defining 19th Century. Unleashed during this period were the forces of revolution, nationalism, imperialism, liberalism, and industrialism. In addition to considering the "isms," full coverage will be

given to the social, economic, and political trends in 19th Century European history. Upon successful completion of the course, students will have a solid understanding of this century. Required research paper.

Student Learning Outcomes
Communication skills: help students write clearly, read intelligently, and analyze critically
An understanding of the historiography of the period
An understanding of and sensitivity to gender and class
An understanding of the roles of science and technology during this period
An atmosphere of active learning and student responsibility for learning

HIST 350 - Selected Readings and Topics in non-Western History (3)

Directed and structured readings and topics in non-Western history. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

Offered: As needed.

HIST 354 - Evolution of War (3)

This course explores warfare from earliest times to the present, viewing war as a social institution that must be seen in its fullest cultural context to be understood. Attention will be given not only to the historical development of war, but also to its interrelationships with society, economics, religion, and technology. Although the course focuses mainly on the West, it will have a global component in that the military experience of other world cultures will serve as a vehicle for comparisons. Required research paper.

Student Learning Outcomes
Communication skills: help students write clearly, read intelligently, and analyze critically
An understanding of the roles of science and technology during this period
An atmosphere of active learning and student responsibility for learning

HIST 362 - History of China (3)

Same as HIST 262 with required research paper.

Student Learning Outcomes
An understanding of Chinese and Asian culture and how it has evolved over the last 4000 years.
Communication: help students write clearly, read intelligently, and analyze critically.
Promote toleration of religious and cultural differences.
An understanding of and sensitivity to gender and class.
An understanding of the roles of science and technology.
An atmosphere of active learning and student responsibility for learning.

HIST 364 - The French Revolution and the Age of Napoleon (3)

This course will explore the causes and consequences of this very decisive period, which witnessed the destruction of the Old Regime and the birth of the modern state. Consideration will be given to the ideology of the Enlightenment, social and political reforms, the forces of radicalism and popular violence, and the origin of nationalism. In addition, the career of Napoleon and its impact on Europe will be examined.

Offered: As needed.

Student Learning Outcomes
To develop communication skills: helping students write clearly, read intelligently, and analyze critically.
To promote toleration of religious and cultural differences.
To promote an understanding of and sensitivity to gender and class.
To develop an understanding of the roles of science and technology in history, especially during this period.
To create an atmosphere of active learning and student responsibility for learning.
To create a historiographical paper, drawing on at least three peer-reviewed scholarly works.

HIST 368 - History of India (3)

Same as HIST 268 with required research paper.

Prerequisite: Sophomore standing. Offered: Fall, odd years.

Student Learning Outcomes
Students will gain an understanding of the ancient roots and evolution of the cultures and societies of the Indian subcontinent.
Students will gain an understanding of the factors influencing the development of the modern Indian nation and state.
Students will gain an understanding of the diverse religious and cultural influences in contemporary India.
Students will gain an understanding of the politics of independent India.
Students will develop research, writing, and critical thinking skills by exploring in-depth an issue of historical significance in a research paper.

HIST 370 - American Constitutions and Revolutions (3)

This course will provide students with an introduction to history, philosophy, and aftermath of the ideas and actions behind the American Revolution and the creation of the United States Constitution. It will include as a central component a re-enactment/reimagining of the American Constitutional Convention, where students will stage in-character discussions and debates and write their own Constitution. The course will consider the long-term ramifications and alterations of the ideas and documents brought to the fore in the revolutionary period, and help students understand early United States history in a global perspective—in part by learning about other early revolutionary representative governments in North America, like the Haudenosaunee Confederacy and the Haitian Republic.

Crosslisted as: POLS 370. Offered: Fall, odd years.

Student Learning Outcomes
An overall understanding of the history of eighteenth-century America, and the political philosophy of the period.
An understanding of and sensitivity to issues of race, gender, class and nationality in the past and present.
An understanding of how history is made, and an introduction to critical analysis of evidence.
Development of analytical, critical thinking, communication, research, and reading skills.
Development of student-centered critical reflection and active learning.
Development of skills related to public speaking, performance, and persuasion.

HIST 374 - History of Medicine (3)

This course will be a survey of the history of medicine from the ancient period to the 20th century. Although there will be some discussion of medical practices within the cultures of India and China, the main thrust of the course will focus on the contributions of "Western Civilization" to medical practices. The dual objectives of the course are to track the development of medicine as a science, and second, to understand the how the practice of medicine began to benefit the average person.

Offered: As needed.

Student Learning Outcomes
To improve communication skills: helping students write clearly, read intelligently, and analyze critically.
To learn and practice student abilities to analyze primary and secondary sources.
To develop an understanding and sensitivity to gender and class.
To develop an understanding of the roles of science and technology in history, especially as it relates to everyday lives.
To create an atmosphere of active learning and student responsibility for learning
To create a historiographical paper, drawing on at least three peer-reviewed scholarly works.

HIST 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

HIST 391 - American Economic History (3)

An examination of the history of economic development and change in the United States, from colonial times to the present. Emphasis is placed on the development of the major agricultural, commercial, financial, industrial, and transportation enterprises, along with competing theories of economics which shaped markets and government policy.

Offered: As needed.

Outcomes
The student should have a clear understanding of the sources, problems, and major developments in the history of the American economy.
The student should also be able to express this understanding through group discussions, written reaction papers, written examinations, and a research paper.

HIST 450 - Internship in History (3)

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.

HIST 480 - Senior Seminar in History (3)

A capstone course in which students will read, discuss, and synthesize advanced historical texts. Each student will conduct and present upon an extensive research project. Precise topic or sub-field of history will vary.

Prerequisite: HIST 303 or HIST 306 or HIST 311 or HIST 331 or HIST 364 or HIST 374. Offered: Spring.

Student Learning Outcomes
An overall understanding of the practice and standards of history.
An understanding of how primary sources are read, dissected, and discussed.
Development of analytical, critical thinking, communication, research, and reading skills.
Development of skills in evidence-based writing and editing.
Development of student-centered critical reflection and active learning.

HIST 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

HIST 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

HLTH - Health Professions

HLTH 208 - Anatomy and Physiology for Health Professions I (3/1)

This course is an examination of the structure and function of the human body. The physiological principles at the organ-system and organ levels are emphasized with a focus on nervous, skeletal integumentary, endocrine, and muscular systems.

Student Learning Outcomes
Apply appropriate terminology to describe anatomical locations, levels of organization within the body, and the body systems.
Use anatomical terminology to describe the basic anatomy (structure) and physiology (function) of the integumentary, skeletal, muscular, nervous, and endocrine systems.
Describe homeostasis and identify homeostatic imbalances that can occur within the human body.

HLTH 209 - Anatomy and Physiology for Health Professions II (3/1)

This course is a continuation of Anatomy and Physiology for Health Professions I and focuses on immune, digestive, reproductive, urinary, cardiovascular, and respiratory systems.

Student Learning Outcomes
Use anatomical terms o describe the basic anatomy (structure) and physiology (functioning) of the body systems covered in this course (cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive).
Describe human embryonic development.
Describe homeostasis (including, but not limited to fluid, electrolyte, and acid-base homeostasis), and some of the homeostatic imbalances that can occur in the body system covered in this course.

HLTH 216 - Microbiology (Lec/Lab) (3/1)

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.

Student Learning Outcomes
Use terminology appropriate for the discipline. (lec)
Explain the significance of microbes to humans and the environment. (lec)
Describe the basic principles of microscopy. (lec)
Identify the major structures and functions of eukaryotic and prokaryotic cells. (lec)
Describe general structures of viruses and how they multiply. (lec)
Compare and contrast the major groups of microbes. (lec)
Describe the major metabolic pathways of bacteria. (lec)
Describe the major principles of microbial nutrition and growth. (lec)
Differentiate between physical and chemical methods used to control microbial growth. (lec)
Describe interactions between microbes and human hosts. (lec)
Demonstrate knowledge of appropriate laboratory safety precautions. (lab)
Understand the principles of aseptic technique. (lab)
Observe, interpret, and report experimental results. (lab)
Interpret the results of a Gram stain. (lab)
Differentiate between common shapes and arrangements of microbial samples. (lab)
Understand methods used to grow and isolate microbes in cultures. (lab)
Critically combine biochemical test results with differential staining and selective media to identify bacteria. (lab)
Compare the effectiveness of disinfectants, antiseptics, and antimicrobial compounds. (lab)

HNRS-Honors

HNRS 110 - Disrupting Education (1)

Effecting change requires a disruption to the status quo. This class explores disruptions to higher education over the past century. We will focus on the rise of academic disciplines and the shift to interdisciplinary thinking. We will also discuss what it means to be gifted or high achieving, what creativity looks like in different disciplines, and what it means to think critically. This class is an introduction to the principles that guide the UJ Honors Program.

Offered: Fall.

Student Learning Outcomes
Describe the concept of critical thinking and distinguish it from other kinds of thinking.
Describe various forms of creativity in different disciplines and discuss its value in addressing problems.
Describe strategies for measuring critical thinking and creativity, and discuss the challenges associated with measuring or quantifying each of these.
Articulate the distinction between disciplinarity and interdisciplinarity and describe the value of using an interdisciplinary approach to solve complex problems.

HNRS 190 - Special Topics (1)

Course content and requirements to be established by the instructor.

Offered: As available.

HNRS 210 - Monsters and Mayhem: Exploring the History of Science through Fiction (1)

Dr. Sean Flory and Dr. Michelle Solensky

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.

Offered: Spring, even years.

Student Learning Outcomes
Develop their ability to think across disciplines.
Gain an understanding of the connections between science, public debates about science, and science fiction.
Create an interdisciplinary project exploring the intersection between science and science fiction.

HNRS 212 - Happy Little Trees: Using Art Therapy to Mend your Mood (1)

This class will introduce the student to using arts as an effective treatment option in clinical mental health practice. This course offers an exploration of creativity and self-expression using several medias to include crayon, paint, chalk, oil pastels, beadwork and clay. Students will participate in their own creative process with the guidance of the instructor and within the weekly objectives. An introduction to the theory behind the use of art as an adjunct therapy treatment will be discussed.

Student Learning Outcomes
• Students will experience how art therapy is used to improve cognitive and sensorimotor functions, foster self-esteem and self-awareness, cultivate emotional resilience, promote insight, enhance social skills, identify and resolve conflicts and distress and advance society and ecological change.
This course will recreate many of the art therapy techniques used in practice for students to observe for themselves the power of art.

HNRS 215 - From Cavemen to Xmen: Evolution and Society (1)

Dr. Bruce Jensen

Evolution is one of the most influential ideas in history. Its influence goes well beyond biology or science. It has been applied, rightly or wrongly, to many other areas, and its implications have been considered in everything from ethics to psychology to economics. This class will introduce the student to the idea of evolution, the history of the idea, and how the idea has been applied or misapplied to religion, philosophy, ethics, economics, law and in popular society.

Offered: Fall, even years.

Student Learning Outcomes
Understand the basic claims of biological evolution and natural selection.
Understand how evolution is often misunderstood or misrepresented
Understand the history of the development of the idea of evolution and of its influence in areas such as social Darwinism, eugenics, and public education
Identify the implications of evolution for religion, philosophy, ethics, and economics.
Understand the main tenants of evolutionary psychology and the controversy surrounding such claims.
Be familiar with the history and legal issues in The United States regarding the teaching of evolution and creation.
Be familiar with examples of evolution in fiction and popular culture, and how evolution is used as a metaphor.

HNRS 225 - Exotic Lands, Alien Worlds: The British Imperial Romance (1)

Dr. Mark Brown

British adventure fiction of the late nineteenth and early twentieth centuries frequently depicts the exploration, conquest, and colonization of other continents - even of other planets. In spite of their popularity, such works often interrogate and subvert the very imperialist/colonialist enterprise that, for readers, exerts so powerful an imaginative appeal. This course will focus upon fictional representations of the cultural and environmental impacts of colonization on terrestrial and extraterrestrial peoples and places.

Offered: Fall, even years.

Student Learning Outcomes
Understand the conventions of various popular fictional genres and subgenres (e.g., imperial romance, scientific romance, planetary romance, lost-world fiction)
Understand how the history of empire/colonization and imperialist/colonialist ideology inform the aforementioned (sub)genres
Understand how science (especially biology) informs not only the aforementioned (sub) genres, but also imperialist/colonialist ideology
Understand the cultural and environmental impacts of imperialism and colonialism
Understand how the aforementioned (sub)genres, despite their adventurous aspects, meditate gloomily upon topics such as evolution, extinction, and extermination (e.g., genodie)

HNRS 230 - Feeding Mars: Understanding the Impact of War on Humanity through Literature and Film (1)

Dr. John Weinzierl

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.

Offered: Spring, even years.

Student Learning Outcomes
Communication skills: help students write clearly, read intelligently, and analyze critically
Promote toleration of religious, cultural, and class differences
An atmosphere of active learning and student responsibility for learning

HNRS 235 - Shades of Grey: Ethics in Healthcare (1)

Dr. Teree Rittenbach

The study of ethics involves systematizing, defending and recommending concepts of right and wrong behavior. In the healthcare arena, we will discuss the difference between right and wrong as it pertains to life and death and caring for other people. The tricky thing is that there is often not a clear 'right or wrong' in ethics; it isn't about looking at things in black and white but rather all shades of grey in between. The class will feature a selection of topics, case discussions and student-led presentations. Potential topics include gene-edited babies, palliative care or abandonment of care, whether children have vaccination rights, whether assisted dying will become the new norm, and sex and dementia-is it love or assault? The class format will primarily feature group discussions, guest speakers from various areas of healthcare, and student presentations.

Offered: Fall, odd years.

Student Learning Outcomes
Improved communication skills: writing clearly, reading intelligently, and analyzing critically.
The ability to consider an ethical dilemma in the context of the four core bioethical principles: autonomy, beneficence, nonmaleficence, and justice.
Application of an ethical decision-making process to various contemporary and complex health care issues.
The ability to influence decision-making among peers; use and model self-reflection, listening, empathy, and awareness as an ethical leader.

HNRS 240 - Of Plagues & People: The History of Disease (1)

Dr. Elizabeth Naglak and Dr. John Weinzierl

Illness and disease have plagued humans since the beginning of our history. However, epidemics have always had consequences reaching far beyond the individual, leaving entire populations devastated in their wake. This class will introduce students to both biological and societal impacts of major pathogens throughout modern history, including cholera, influenza, and HIV.

Offered: Spring, odd years.

Student Learning Outcomes
Improved communication skills: writing clearly, reading intelligently, and analyzing critically
A basic understanding of the various ways pathogens have infected/affected humans throughout history
A thorough understanding of the importance of modern public health measures
An appreciation of the historical scientific advances that have allowed for increased public health awareness

HNRS 245 - Psychology of Gaming (1)

Dr. Dana Wallace

Video games are sometimes see as a waste of time, but they can be an engaging learning tool. Students will explore readings about how games engage players, group dynamics, online communication, motivation, and gaming addiction. Both the potential positives and negatives of video games will be explored. The class format will primarily feature group discussion of assigned reading.

Offered: Fall, odd years.

Student Learning Outcomes
Students will be able to identify how games impact learning and other aspects of daily life
Students will be able to identify how games are impacted by psychology and other disciplines
Students will be able to critically analyze readings

HNRS 255 - The End of Racism (1)

Dr. Paul Olson

This course is an examination of racism in the contemporary United States. We will explore the social construction of race, the historical development of the American racial hierarchy, and the various forms of racism in the United States today. The course will ultimately focus on various explanations for why racism exists and the options for eliminating racism from American society.

Offered: Spring, odd years.

HNRS 260 - I, for one, welcome our new Robot Overlord: Exploring human interaction with technology (1)

As technology becomes further integrated into the world and people in it, exploring how humans interact, perceive, and behave in relation to those changes is the purpose behind this course. Students will explore this topic through a look at current trends, how pop-culture treats the

intersection of humans and technology, and how human perceptions influence both technological advancement and acceptance.

Offered: Spring, even years.

Student Learning Outcomes
Students will be able to identify how technology and humans interact
Students will be able to identify how technology is impacted by humans and how humans are impacted by technology
Students will be able to critically analyze readings

HNRS 290 - Special Topics (1)

Course content and requirements to be established by the instructor.

Offered: As available.

HNRS 310 - Contemporary Dilemmas (1)

This class provides students with the opportunity to explore a contemporary dilemma. Students will read an assigned book during the first half of the semester, complete online assignments focused on that book, and meet twice with the instructor and other students for discussion. During the second half of the semester, each student will develop an interdisciplinary study focused on a theme from the book. Students will meet once individually with the instructor to develop a plan for that study, and then again as a group to deliver a presentation that summarizes that study.

Prerequisite: HNRS 110 and 2 honors seminars. Offered: Spring.

Student Learning Outcomes
Upon completion of the course, students should be able to articulate key issues associated with the focal contemporary dilemma.
Upon completion of the course, students should be able to discuss the shifting nature of the focal dilemma in societies.
Upon completion of the course, students should be able to explain in greater depth one topic relevant to the assigned book.

HNRS 390 - Special Topics (1)

Course content and requirements to be established by the instructor.

Offered: As available.

HNRS 401 - Honors Capstone I (1)

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.

Prerequisite: HNRS 110; two honors seminars; junior or senior standing. Offered: Fall.

Student Learning Outcomes
To help students continue to develop their understanding of interdisciplinarity introduced in previous honors coursed and be able to describe the value of an interdisciplinary approach to solving problems.
To challenge students to think critically and creatively about the relationship between at least two disciplines and develop an interdisciplinary project that will be completed during Honors 402: Honor Capstone 2.
To create a community of scholars where students have the opportunity to converse about their projects with each other and with faculty and thus engage in a year-long interdisciplinary conversation.

HNRS 402 - Honors Capstone II (1)

Students will complete the interdisciplinary project developed during Honors Capstone I.

Prerequisite: HNRS 401. Offered: Spring.

Student Learning Outcomes
To help students continue to develop their understanding of interdisciplinarity introduced in previous honors courses and be able to describe the value of an interdisciplinary approach to solving problems.
To challenge students to think critically and creatively about the relationship between at least two disciplines, and complete the interdisciplinary project that was developed during Honors 401: Honors Capstone 1.
To create a community of scholars where students have the opportunity to converse about their projects with each other and with faculty and thus participate in a year-long interdisciplinary conversation.

ID-Information LiteracyWriting

ID 100 - Skills for Academic Success (1)

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.

Student Learning Outcomes
Organize course materials for multiple courses and manage time effectively.
Develop a personalized study plan.
Use skills learned in class to increase focus and motivation while studying.
Identify academic resources on campus.

ID 201 - College Research Fundamentals (1)

This course is an examination of the complex information landscape in which we live and learn, as well as an exploration of the skills and habits of mind necessary to navigate that landscape. The course introduces students to methods for finding, evaluating, and using information in an academic setting, as well as to ethical questions related to the production and dissemination of information. Through group research on a topic we select as a class, students will practice search strategies and techniques in library and freely available search tools, critically evaluate and analyze different types of information, and practice the ethical use of information.

Offered: Fall, Spring.

Student Learning Outcomes
Students value intellectual curiosity and are prepared to engage with information within their academic communities.
Students differentiate between a variety of types of information and articulate the basic characteristics of those types.
Students search library and freely available resources strategically and intentionally, based on information need.
Students utilize strategies for reading and critically evaluating information resources.
Students appropriately and ethically credit the words and ideas of others within their own work.
Students understand socioeconomic barriers to information access.

ID 301 - Meta Learning (1)

There is no shortage of information in the Digital Age. The challenge is learning to distill that information into useful insights. In this class, learn how to learn. You will be skilled at finding and using information to improve your writing, thinking, and strategy personally and professionally.

ITAL-Italian

ITAL 101 - Beginning Italian I (3)

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.

Offered: Spring.

Student Learning Outcomes
Manage successfully a number of uncomplicated oral communicative tasks in straightforward social situations, such as introducing oneself and others, discussing school and work, and exchanging basic information.
Meet limited basic practical writing needs using short messages, postcards, and simple notes focusing on common elements of daily life and relying on practiced material.
Aurally recognize and understand short speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned and if there is contextual or extra linguistic support.
Identify selected cultural topics pertinent to the Hispanic world. Retrieve a limited amount of information from highly predictable written texts in which the topic or context is veery familiar, such as brief test about Hispanic countries, email exchanges on basic personal topics, a hotel bill, a credit card receipt, or a weather map.
Identify selected cultural topics pertinent to the Hispanic world.

ITAL 102 - Beginning Italian II (3)

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.

Offered: Fall.

Student Learning Outcomes
Manage successfully a number of uncomplicated oral communicative tasks in straightforward social situations, such as introducing oneself and others, discussing school and work, and exchanging basic information. Assessment: Midterm Oral Exam (Individual Interview) and Final Oral Exam (Individual Interview).
Meet limited basic practical writing needs using short messages, postcards, and simple notes focusing on common elements of daily life and relying on practiced material. Assessment: In-class writing assignments and compositions.
Aurally recognize and understand short speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned and if there and if there is contextual or extra linguistic support. Assessment: In-class listening activities and test sections.
Retrieve a limited amount of information from highly predictable written texts in which the topic or context is very familiar, such as brief texts about Italy, email exchanges on basic personal topics, hotel bill, a credit card receipt, or weather map. Assessment: In-class reading activities and test sections.
Identify selected cultural topics pertinent to Italy. Assessment: In-class activities and tailored test secions.

ITAL 201 - Intermediate Italian I (3)

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.

Offered: As needed.

Student Learning Outcomes
Communicate orally in a limited number of situations with some effectiveness, ask straightforward questions and elicit simple information. Assessment: Midterm Oral Exam (Recorded Skit); Final Oral Exam (Recorded Skit).
Write about family, school, academic, and some general interest topics, such as a simple summary about learned materials, summarizing a short interview, song, or conversation, using simple paragraphs with very basic command of coniuntivo. Assessment: Two Compositions.
Understand the main idea of texts related to everyday life, personal interests, studies, and a limited number of general interest topics; sometimes understand accounts of personal events; sometimes follow short written instruction; understand the main idea and some supporting facts about famous people and historic events. Assessment: Reading exercises on exams.
Aurally recognize and understand straightforward information or interactions, such as the main idea in messages and presentations on a variety of topics related to everyday life, academic, personal, and general interest. Assessment: Exam sections tailored to learned vocabulary and grammar.
Identify selected cultural topics pertinent to the Italian-speaking world. Assessment: Reading, conversations exchanges, and oral projects about such topics as cultural norms in the Italian-speaking world, songs in Italian, and the Italian presence in the US.

JOUR-Journey

JOUR 101 - UJ Foundations (1)

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 give 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.

Student Learning Outcomes
To provide transitional support for first-year students
To engage in exploration of personal strengths, interests, values and reflect on development and application of these strengths to succeed in life, including academics, relationships, leadership and one's calling/vocation.
To understand the Journey to Success program including Look Inward, Look Outward, Look Beyond and Look Forward.
To become acquainted with the many resources and opportunities at the University of Jamestown.

JOUR 102 - Foundations of Success for Online Students (3)

This course is designed to support new students as they transition to college and prepare to participate in a UJ academic program. Students will examine concepts that are foundational to their success as students, citizens, future professionals, and—most importantly—as people. These include managing stress, change, and time; writing and communicating academically; using the LMS and other online tools; setting goals; and planning for future courses and careers. Students will examine success through a wellness model and Journey to Success as well as other strategies and resources that can be used to support their goals. At the end of this course, students should walk away with a better understanding of themselves, their UJ community, and how to confidently move forward as they begin their journey as Jimmies.

Offered: Fall, Spring, Summer.

Student Learning Outcomes
Recognize how success in different areas of life aligns with the domains of wellness.
Identify strategies and resources (institutional or other) that can support development across the domains of wellness.
Implement strategies for meeting goals and improving personal wellness.
Judge the effectiveness of one's wellness choices.
Reflect on progress towards achieving personal goals.

JOUR 301 - Peer Leaders (1)

By arrangement

Student Learning Outcomes
To provide transitional support for first-year students.
Attest to the benefits of knowing your personal strengths, interests and values and how these can aid you to succeed in life, including academics, relationships, leadership and one's calling/vocation.
To provide insights to the Journey to Success program including Look Inward, Look Outward, Look Beyond and Look Forward and how the four parts have impacted your experience at the University of Jamestown.
To share your knowledge of the many resources and opportunities at the University of Jamestown.

KNS-Kinesiology

KNS 111 - Beginning Swimming (1)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Learn basic water safety skills.
Learn and demonstrate efficient movement in the water.

KNS 180 - Personal Health and Wellness (1)

This course prepares students to examine their personal level of wellness; including physical fitness, making good nutrition choices, dealing effectively with stress, determining personal risk of disease, and identifying skills for developing and maintaining social relationships.

Corequisite: You will need to take a Kinesiology 1-credit activity course and KNS 180 Personal Health and Wellness during the same 8-week period.

Student Learning Outcomes
Physical, social, emotional and intellectual factors that influence health.
The short-term and long-term consequences of positive and negative health choices
Applying decision-making and goal-setting processes to personal health choices
Prevent or reduce the risk of tobacco use or alcohol and other drug abuse
The importance of individual responsibility for health

KNS 182 - Introduction to Kinesiology (2)

A basic course with emphasis on concepts, requirements, trends, career opportunities, and the place of these disciplines in everyday life.

Offered: Fall, Spring.

Student learning outcome
Students will have a firm understanding of the history of sport and how it led to current programs
Students will be introduced to the field from individuals working in the field
Students will understand expectations of the department
Students will learn about a variety of career opportunities within the field

KNS 183 - Concepts of Fitness and Wellness (3)

This course examines personal health and wellness across the lifespan. A study of physical fitness and neuromotor fitness, decision making skills, the dimensions of health, health promotion and disease prevention strategies.

Offered: Fall.

Student learning outcome
Identifies the dimensions of health including the changes that can occur throughout life and how these changes differ among individuals
Knowledge of the dimensions of health a) emotional and mental health; b) physical fitness; c) nutrition; and d) the effects of substance abuse on emotional, physical, and social health
Knowledge of health promotion and disease prevention strategies.
Evaluates food labels, health products, and professional services with decision-making skills.
Knowledge of personal, family, community and environmental health.

KNS 185 - First Aid/CPR (2)

First Aid/CPR certification

KNS 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

KNS 207 - Beginning Weight Training and Fitness (1)

An introductory course designed to teach the fundamentals of weight training, including proper techniques, basic physical principles, and practical applications. Ideal for beginners and non-athletes looking to build strength, improve fitness, and develop a solid foundation in resistance training.

Offered: Fall.

KNS 208 - Intermediate Weight Training and Fitness (1)

Designed for athletes or individuals who have completed KNS 207, this course focuses on applying advanced principles of strength and conditioning. Students will explore the overload principle, develop effective split routines, and learn to design training programs that optimize performance and recovery.

Offered: Spring.

KNS 209 - Advanced Weight Training and Fitness (1)

Participation in strength evaluation. Instruction in designing weight training programs for personal fitness trainers, physical education teachers, coaches, and other working in areas of physical fitness.

Offered: As needed.

KNS 224 - Archery (1)

This course introduces students to the fundamentals of archery, including proper shooting techniques, equipment handling, and range safety. Students will learn essential skills such as stance, aiming, drawing, and releasing while developing focus, coordination, and accuracy. Designed for all skill levels, this course emphasizes both recreational and competitive aspects of the sport. Classes will include structured practice sessions, drills, and target shooting challenges. Students will have the opportunity at the end of course to sit for a certification exam to be able teach/coach archery in schools through the National Archery in the Schools Program (NASP).

Offered: Spring.

Outcomes
1) Demonstrate proper archery form, including stance, grip, and shooting technique
2) Safely handle and maintain archery equipment, including bows, arrows, and protective gear.
3) Understand and apply range safety rules and procedures.
4) Develop accuracy and consistency in target shooting through structured practice.
5) Identify and apply scoring methods used in archery competitions.
6) Appreciate archery as a lifetime sport that promotes health & fitness, and enhances focus, discipline, and coordination.

KNS 228 - Tennis (1)

This course provides students with an introduction to the fundamental skills, techniques, and strategies of tennis.

Students will learn essential strokes, including the forehand, backhand, serve, and volley, while also developing footwork, coordination, and court awareness. Instruction will cover the basic rules, scoring system, and proper tennis etiquette. Designed for players of all skill levels, this course emphasizes both recreational and competitive play, promoting physical fitness and enjoyment of the sport. Classes will include drills, practice sessions, and match play opportunities.

Offered: Fall.

Outcomes
1) Demonstrate proper grip, stance, and stroke techniques.
2) Execute fundamental tennis shots, including serves, ground strokes, volleys, and overheads.
3) Understand and apply the basic rules, scoring system, and etiquette of tennis.
4) Develop court movement, positioning, and strategy for singles and doubles play.
5) Engage in match play with improved consistency, accuracy, and control.
6) Appreciate tennis as a lifelong sport that promotes health, fitness, and social interaction.

KNS 229 - Golf (1)

This course provides students with an introduction to the fundamental skills, techniques, and etiquette of golf. Emphasizing both recreational and competitive aspects of the sport, students will learn the basics of grip, stance, swing mechanics, putting, and chipping. Instruction will also cover golf rules, terminology, and on-course strategy. Designed for players of all skill levels, this course promotes physical activity, coordination, and an appreciation for the game. Classes will include practice sessions at a driving range and putting green, as well as opportunities to play on a course

Offered: Fall.

Outcomes
1) Demonstrate proper grip, stance, and swing techniques.
2) Execute fundamental golf shots, including driving, iron play, chipping, and putting.
3) Understand and apply basic golf rules, scoring, and etiquette.
4) Develop course management strategies and improve overall game play.
5) Appreciate golf as a lifetime sport that promotes wellness and recreation.

KNS 215 - Social and Contemporary Dance I (1)

Instruction and practice in modern and contemporary dance patterns and steps.

Student Learning Outcomes
Develop, appreciate, and commit to meaningful physical activity across their lifespan.
Develop the confidence and ability to lead or follow in couples or group dances as a lifetime activity.
Demonstrate the basic steps to the following dances: Tush Push, Honky Tonk Stomp, Foxtrot, Texas Two-Step, Texas Polka, Texas Schottische, Cotton Eyed Joe, Swing (Jitterbug), Country Swing, Waltz, Cha Cha

KNS 216 - Social and Contemporary Dance II (1)

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.

Offered: Spring.

Student Learning Outcomes
Demonstrate the basic steps to the following dances: Cha Cha, Mambo, Salsa, Marenge, and intermediate/advanced steps of the Texas Two-Step & Country Swing.
Develop the confidence and ability to lead or follow in couples or group dances as a lifetime activity.

KNS 217 - Essentials of Anatomy & Physiology I (3)

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.

Offered: Fall.

Student Learning Outcomes
Use appropriate terminology to discuss anatomy and physiology.
Identify anatomical structures and describe the complex interrelationships between structure and function.
Explain how body systems work together to maintain homeostasis.
Explain how variability in the human population produces ranges of values considered "normal" for body parameters.
Propose evidence-based hypotheses to explain physiological responses or the functions of anatomical structures.
Apply knowledge of anatomy and physiology to real-world situations.
Recognize and apply patterns that unify, organize, and simplify the abundant detail of anatomy and physiology.

KNS 218 - Essentials of Anatomy & Physiology II (3)

A continuation of KNS 217.

Prerequisite: KNS 217 or BIOL 208. Offered: Spring.

Student Learning Outcomes
You will learn about the anatomy and physiology or function of the above named systems and, where applicable, how it relates to physical education, health and fitness.

KNS 219 - Tennis/Golf (1)

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of tennis and golf.

Offered: Fall.

Student Learning Outcomes
Present the basic definitions and concepts of tennis.
Provide the opportunity to practice proper techniques.
Become informed of the etiquette involved in the sport.
Provide the foundation for the development of skill involved to perform.
Realization of how the sport can be a lifelong activity.
History behind tennis.

KNS 220 - Pickleball (1)

The game of pickleball is a fun sport that combines many elements of tennis, badminton, and ping pong that is played both indoors and outdoors. Students will learn the fundamental skills, rules, and strategies of the game.

Outcomes
Develop, appreciate, and commit to meaningful physical activity across their lifespan.
Demonstrate the basic pickleball grips: backhand, continental, and eastern forehand.
Demonstrate critical elements for the forehand and backhand groundstrokes, volley, smash, and serve.
Select and execute a shot based on the location of the opponent in order to hit the ball into open space.
Demonstrate understanding of the rules of the game while participating in doubles gameplay.
Demonstrate game strategy with their partner while participating in doubles gameplay.

KNS 221 - Bowling (1)

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of bowling.

Offered: Spring.

Student Learning Outcomes
Demonstrate the Basic fundamental skills of bowling.
Demonstrate basic bowling strategy.
Demonstrate correct bowling ball selection, etiquette, safety, rules and terminology.

KNS 223 - Spinsanity (1)

Spinsanity challenges your body with this fusion workout By combining Cycling and Interval Training, you practice intense cardio as well as strength training and Interval training. No experience necessary.

Offered: Fall, Spring.

Student Learning Outcomes
Participation in cycling workouts.
Focus on improving cardiovascular fitness and muscular endurance.
Understanding proper positions on the cycle bike.
Understanding cycle bike set-up.
Improving lifetime fitness through understanding the benefits of an active lifestyle.

KNS 225 - Disc Golf (1)

This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting, distance driving, scoring, and single and doubles play. Upon completion, students should be able to perform the skills required in playing situations.

Offered: Fall.

Student Learning Outcomes
Understand the basic rules associated with the game of baseball,
Teach, demonstrate, identify and correct the technical skills needed in the game of baseball to interscholastic baseball players,
Apply tactical and fundamental skills to team practice and game plans,
To become certified through the American Sport Education Program (ASEP).

KNS 227 - High Intensity Interval Training (HIIT) (1)

This course is an individualized personal fitness course taught in a high-intensity interval training format, that involves suspension training (TRX bands) and other functional fitness movements for a total-body workout.

Offered: Fall.

Student Learning Outcomes
Participation in workouts.
Focus on improving cardiovascular fitness and muscular endurance.
Understanding proper functional fitness weight lifting techniques.
Understanding benefits of interval training and High intensity interval training (HIIT).
Familiarity with proper form and how to use equipment in a weight room Students will recognize the health benefits of implementing strength training across their lifespan.

KNS 240 - Nutrition and Wellness (2)

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 requirement of 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 effect 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.

Offered: Spring.

Student Learning Outcomes
Understand the concept of wellness and describe the relationship of nutrition to the various physiological systems of the body and the maintenance of good health.
Identify the major chronic diseases and conditions related to a poor diet.
Understand the significance of self-responsibility in minimizing negative lifestyle habits and in enhancing positive lifestyle habits.
Understand the significance of self-responsibility in minimizing negative lifestyle habits and in enhancing positive lifestyle habits.
Develop a sound educational foundation from which you may make decisions consistent with your own beliefs and values.
Develop a scientifically sound dietary plan using the MyPlate Food Guide system.
Display an understanding of the role of balanced nutrition for the maintenance of good health and personal wellness.
Develop a positive attitude toward the establishment of new eating and exercise behaviors for the maintenance of good health.
Demonstrate the ability to apply principles of nutrition, weight control, and physical fitness, to positively modify your own personal lifestyle.
Enhance and demonstrate your personal communication skills.
Understand the health risks associated with a faulty diet.

KNS 242 - Sports Nutrition (2)

This course is designed to help students distinguish between nutrition recommendations backed by science and the plethora of misinformation available in the field. This is a comprehensive blend of nutrition and exercise science with practical information to provide a clear understanding of how nutrition affects sport, exercise, and overall health.

Offered: Spring.

Student Learning Outcomes
Have a firm understanding of nutrition and how it relates to exercise and health.
Be able to explain energy metabolism and production of ATP to fuel exercise and sport.
Know how to properly fuel for anaerobic, aerobic and power exercises.
Know what dietary supplements are kosher and which are to be avoided.

KNS 249 - Theory of Coaching Football (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate football.

Offered: Spring.

Student Learning Outcomes
To be educated in the techniques, strategies, and practice application of the sport of football.
To become knowledgeable and confident in demonstrating/coaching basic skills.
To attain the information necessary to handle the organizational duties required for coaching.

KNS 250 - Theory of Coaching Basketball (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate basketball.

Offered: Fall.

Student Learning Outcomes
Teach and Evaluate Sports Skills (Unit 1)
Teach Offensive and Defensive Technical Skills (Unit 2)
Teach Offensive and Defensive Tactical Skills (Unit 3)
Planning for Teaching (Unit 4)
Game Coaching (Unit 5)
Coaching Character Skills (What Drives Winning)

KNS 252 - Theory of Coaching Soccer (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate soccer.

Offered: Spring, even years.

Student Learning Outcomes
Plan training sessions.
Pass rules exam.
Develop periodization model.
Teach your peers.

KNS 254 - Theory of Coaching Wrestling (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate wrestling.

Offered: Spring, odd years.

Student Learning Outcomes
The student will learn the foundations and theory of wrestling.

KNS 255 - Theory of Coaching Baseball (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate baseball.

Offered: Fall.

Student Learning Outcomes
Understand the basic rules associated with the game of baseball,
Teach, demonstrate, identify and correct the technical skills needed in the game of baseball to interscholastic baseball players,
Apply tactical and fundamental skills to team practice and game plans,
To become certified through the American Sport Education Program (ASEP).

KNS 257 - Theory of Coaching Track and Field (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate track and field.

Offered: Spring.

Student Learning Outcomes
Identify the physical characteristics, technique, fundamentals and safety of each event group within track and field.
Develop a structured practice plan for each track and field event group.
Facilitate a practice session for 1 of the event groups in track and field.

KNS 259 - Theory of Coaching Volleyball (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate volleyball.

Offered: Spring, even years.

Student Learning Outcomes
Learn basic volleyball skills and techniques to teach them.
Determine offensive and defensive strategies to fit team needs.
Prepare drills and practice plans for a variety of levels of players.
Develop a philosophy for coaching volleyball.
Demonstrate an understanding of volleyball rules and officials signals.
Demonstrate the ability to toss balls, hit balls, or feed balls to players in a manner that creates effective and appropriate drills.
Demonstrate an understanding of the skill sets required for different positions.

KNS 260 - Technology Integration in Physical Education, Health, and Fitness (3)

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.

Offered: Spring.

Student Learning Outcomes
Use current technology tools to help inform, promote, design, and collect information in the professional fields of health, fitness, and physical education (ISTE 1, 3, 4).
Select and utilize appropriate web tools to enhance productivity and effectiveness as a leader in your professional field (ISTE 1, 4).
Develop an understanding of the iPad and apps to increase or enhance learning and experiences in health, fitness, and physical education (ISTE 5, 6).
Utilize fitness assessment & nutritional analysis software to track, evaluate, and develop a personal fitness plan (ISTE 5, 7).

KNS 261 - Methods and Activities for Teaching Elementary Physical Education (3)

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. Prerequisites: HPETE or elementary education major or permission.

Offered: Spring.

Student Learning Outcomes
Identify the characteristics of a quality elementary physical education program.
Progressively sequence activities to facilitate the development of mature and proficient fundamental movement skills across all skill themes.
Demonstrate a level of personal competency that will allow for appropriate demonstration of fundamental movement skills.
Write developmentally appropriate skill theme lesson plans using a “content development” format.
Develop and implement practical assessments with children as a way to check for understanding.
Distinguish between the characteristics of both the traditional and developmental physical education models.
Explain why physical education is a vital component of the school curriculum.
Define the term developmentally appropriate physical education for children.
Know, understand, and be able to demonstrate the application of the movement analysis framework including all skill theme and movement concepts.
Identify and provide appropriate movement tasks based on the observed skill level of children.
Be able to identify critical errors through observation of children performing fundamental movement skills.
Explain the relationship of games, gymnastics, dance, and content in other subject areas to skill themes and movement concepts.
Demonstrate an ability to modify skill themes and movement concepts to facilitate understanding of the concepts while enhancing the potential for skilled movement.

KNS 262 - Middle School Activities and Materials (2)

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.

Offered: Fall, odd years.

Student Learning Objective
Identify the characteristics of a quality middle school physical education program.
Know, understand and be able to demonstrate the most efficient way to teach sports skills.
Explain why physical education is a vital component of the school curriculum.
Know, understand and be able to demonstrate a variety of motor skills, tactics, and strategies as they relate to becoming a proficient games player.
Identify and deliver appropriate movement tasks based on the observed skill level of students.
Identify critical errors through observation of students performing fundamental motor skills.
Develop developmentally appropriate lessons for middle school students.
Use the World Wide Web and the telecommunication features of the Internet as a means to enhance teaching and learning in physical education.
Develop and implement practical assessments for students as a way to check for understanding.

KNS 263 - High School Activities and Materials (2)

This course will provide instruction of various fundamental movements for high school students. Students will be exposed to lifetime activities and personal fitness.

Offered: Fall, even years.

Student Learning Outcomes
Demonstrate competency in 6/8 fundamental motor skills covered in this course [Individual-Dual Sports] (SHAPE 2a).
Uses a variety of instructional strategies to assist the learners in developing competency (InTASC 8a, c, d).
Using motion analysis software, analyze & correct oneself or others for critical elements of motor skills and performance concepts.
Develop and apply performance assessments to be used in the analysis of fundamental motor skills from a variety of lifetime activities.
Develop a portfolio of teaching materials such as task cards, fact sheets, and progressions of activities for a variety of lifetime activities.
Describe and apply physiological and biomechanical concepts related to skillful movement for high school students (SHAPE 1c).
Describe and apply motor learning and behavior-change/psychological principles related to skillful movement for high school students. (SHAPE 1d).
Describe and apply motor development theory and principles related to fundamental motor skills, and skillful movement for high school students (SHAPE 1e).
Understands how learners grow and develop and designs appropriate and challenging learning experiences (InTASC 1b, d, g).
Uses understanding of individual differences and diverse cultures to ensure inclusive learning environments (InTASC 2a, c, g, m).
Develops a strong understanding of necessary content knowledge and creates meaningful learning experiences for the learners (InTASC 4b, e, g, k).
Uses informal and formal assessment to monitor learner development and progress that guides teacher's decision making (InTASC 6c, s.)
Plans developmentally appropriate instruction that supports all learners lesson goals (InTASC 7a, c, d, g, k).

KNS 264 - Teaching Fitness Education (2)

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.

Offered: Spring, even years.

Student Learning Outcomes
Components of health-related fitness for school-age children, including cardiovascular endurance, muscular strength, endurance and flexibility, body composition, and power (SHAPE 1a, 1b, 2a, 2b).
Basic training principles of physical conditioning and the implementation of developmentally appropriate training protocols in K-12 physical education settings (SHAPE 1a, 1b, 1c, 1d, 2a, 2b).
The development of alternative curriculum and instructional strategies for the promotion of school-age children's physical activity and health-related fitness (SHAPE 3a, 3b, 3d, 3f).
Assessment issues and techniques typically associated with school-age children's physical activity and health-related fitness programming in schools (SHAPE 5a, 5b, 5c).
Concept of personal fitness by demonstrating age and gender-appropriate Healthy Fitness Zone values as identified on the FITNESSGRAM (SHAPE 2a, 2b).
Ability to use FITNESSGRAM tests, software and reports to develop an individual fitness program (SHAPE 2b).

KNS 270 - Intercollegiate Athletics (1)

Credit may be earned through satisfactory participation in the following sports: baseball, basketball, cross country, dance and cheer, football, golf, hockey, soccer, softball, swimming, track and field, volleyball, and wrestling. Two credits per sport up to a total of four will count toward the total credits for graduation.

Offered: Fall, Spring.

Student Learning Outcomes
Students will learn the basic skills and techniques of the Sport.
Students will be exposed to drills in a practice setting.
Students will learn the basic terminology and the rules of the Sport of Softball.

KNS 280 - Sport History in Ancient Greece (3)

This course will explore the cultural, philosophical, and athletic impact of ancient Greece on the development of Western civilization. Identify and understand the views of the body that were important to Athens and Greece that to this day affect the status of sport and physical education in the United States. Understand the contributions of Aristotle to education, and his contribution to the Olympic Games of antiquity, along with the philosophical views by Plato and Socrates.

Offered: Spring, even years.

Outcomes
1) The students will understand and appreciate the culture and magnificent settings of the once-mighty ancient Greek civilization on this guided tour of 6 cities in Greece.
2) The students will explore the immense culture and architecture that once was, and the home to Socrates, Plato, Aristotle, and other famous poets and philosophers.
3) The students will identify the philosophical views of the body advocated by Plato and Socrates that were important to Athens and elsewhere in Greece, and how they affect the status of sport today.
4) The students will explain the contributions of Aristotle to education, his belief of a mind-body education, and his contributions to the Olympic Games of antiquity.
5) The students will visit and connect historical significance of a variety historical sites such as the Temple of Zeus, Olympic Stadium, the Parthenon, the Temple of Athena Nike, Argolida, Olympia, Epidaurus, and Delphi.
6) The students will develop an appreciation for the religious rituals and cultural functions that were the foundation of the ancient Olympic Games on a visit to Olympia.
7) The students will gain a broader understanding of the world in which they live.

KNS 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

KNS 305 - Curriculum, Standards, and Assessment in PE (3)

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.

Offered: Spring, odd years.

Student Learning Outcomes
Know what a standards-based curriculum includes NASPE Beginning Teacher Standards 3.2, 3.3.
Knowledge of grading practices in physical education by creating a grading plan for a middle or high school health or physical education class NASPE Beginning Teacher Standards 5.2.
Understand the process of developing standards-based curriculum. NASPE Beginning Teacher Standards 3.2, 3.3.
Have a working knowledge of various curriculum models NASPE Beginning Teacher Standards 3.2, 3.3.
Understand the role of assessment in curriculum NASPE Beginning Teacher Standards 5.1, 5.2, 5.3.
Knowledge of formative and summative assessment by developing an assessment portfolio on a sport or activity area NASPE Beginning Teacher Standards 3.2, 5.1, 5.2.
The ability to develop a variety of assessments (cognitive, affective, psychomotor) for physical education. NASPE Beginning Teacher Standards 5.1, 5.2.
Knowledge of Fitnessgram by administering the test and setting goals for improvement based on test results (individual and class or group) NASPE Beginning Teacher Standards 2.2, 3.1, 3.2, 3.3, 3.6, 5.1, 5.2, 5.3.
The ability to administer the Test of Gross Motor Development (TGMD), rate students, and make a determination of appropriate physical activity for those students. NASPE Beginning Teacher Standards 3.1, 3.2, 3.3, 5.1, 5.2, 5.3.
The ability to identify appropriate criteria by writing various types of rubrics that are appropriate for the accompanying assessment NASPE Beginning Teacher Standard 5.1.

KNS 309 - Basic Biomechanics (3)

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. Offered: Spring.

Student Learning Outcomes
Define the terms biomechanics, statics, dynamics, kinematics, and kinetics and explain the ways in which they are related.
Distinguish between qualitative and quantitative approaches for analyzing human movement.
Describe the scope of scientific inquiry addressed by biomechanists.
Explain how to formulate questions for qualitative analysis of human movement.
Provide examples of linear, angular, and general forms of motion.
Identify and describe the reference positions, planes, and axes associated with the human body.
Define and appropriately use directional terms and joint movement terminology.
Explain how to plan and conduct an effective qualitative human movement analysis.

KNS 310 - Biomechanics of Human Movement (3)

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. Offered: Spring.

Student Learning Outcome

Define the terms biomechanics, statics, dynamics, kinematics, and kinetics and explain the ways in which they are related.
Identify and describe the different types of mechanical loads that act on the human body.
Distinguish between vector and scalar quantities.
Solve quantitative problems involving vector quantities using both graphic and trigonometric procedures.
Explain how the material constituents & structural organization of bone affect its ability to withstand loads.
Describe the processes involved in the normal growth and maturation of bone.
Describe the effects of exercise and of weightlessness on bone mineralization.
Explain the significance of osteoporosis and discuss current theories on its prevention.
Explain the relationship between different forms of mechanical loading and common bone injuries.
Identify the basic behavioral properties of the musculotendinous unit.
Explain the relationships of fiber types and fiber architecture to muscle function.
Distinguish between qualitative and quantitative approaches for analyzing human movement.
Discuss the effects of the force-velocity and length-tension relationships on muscle function.
Discuss the concepts of strength, power, and endurance from a biomechanical perspective.
Explain how anatomical structure affects movement capabilities of upper extremity articulations.
Identify factors influencing the relative mobility and stability of upper extremity articulations.
Identify muscles that are active during specific upper extremity movements.
Describe the biomechanical contributions to common injuries of the upper extremity.
Explain how anatomical structure affects movement capabilities of lower extremity articulations.
Identify factors influencing the relative mobility and stability of lower extremity articulations.
Explain the ways in which the lower extremity is adapted to its weight bearing function.
Identify muscles that are active during specific lower extremity movements.
Describe the scope of scientific inquiry addressed by biomechanists.
Describe the biomechanical contributions to common injuries of the lower extremity.
Explain how anatomical structure affects movement capabilities of the spine.
Identify factors influencing the relative mobility and stability of different regions of the spine.

Explain the ways in which the spine is adapted to carry out its biomechanical functions.
Describe the biomechanical contributions to common injuries of the spine.
Identify and describe the effects of factors governing projectile trajectory.
Correctly associate linear kinematic quantities with their units of measure.
Explain why the horizontal and vertical components of projectile motion are analyzed separately.
Distinguish between average and instantaneous quantities.
Distinguish angular motion from rectilinear and curvilinear motion.
Explain how to formulate questions for qualitative analysis of human movement.
Identify Newton's laws of motion and gravitation and describe practical illustrations of the laws.
Explain what factors affect friction and discuss the role of friction in daily activities and sports.
Define impulse and momentum and explain the relationship between them.
Explain what factors govern the outcome of a collision between two bodies.
Discuss the interrelationships among mechanical work, power, and energy.
Solve quantitative problems related to kinetic concepts.
Define torque, quantify resultant torques, and identify the factors that affect resultant joint torques.
Identify the mechanical advantages associated with the different classes of levers and explain the concept of leverage within the human body.
Define center of gravity and explain the significance of center of gravity location in the human body.
Explain how mechanical factors affect a body's stability.
Provide examples of linear, angular, and general forms of motion.
Define centripetal force and explain where and how it acts.
Identify and describe the reference positions, planes, and axes associated with the human body.
Define and appropriately use directional terms and joint movement terminology.
Explain how to plan and conduct an effective qualitative human movement analysis.
Define and identify common units of measurement for mass, force, weight, pressure, volume, density, specific weight, torque, and impulse.

KNS 311 - Motor Learning and Development (3)

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.

Offered: Fall, even years.

Student Learning Outcomes
Demonstrate knowledge and understanding: of the facts and theories relating to child development and learning, of the ways in which motor skills and social skills interact, of different body types and their relationship to performance, of changes in motor control as people age.
Demonstrate the ability: to create learning activities that develop basic motor patterns and skills to perform and analyze children's movement pattern, to relate basic psychological principles to the learning of motor skills, to apply movement concepts including movement laws and principles, to collect objective and reliable baseline data on his/her teaching and use such data to improve teaching.

KNS 325 - Fundamentals of Strength & Conditioning (3)

This course is designed to allow students to maximize their development with a progressive approach to weight training. Students will learn which exercises target which muscles and how to perform each exercise correctly and safely. As you master technique with lighter loads, you will move on to heavier loads and more challenging exercises that use versatile equipment such as stability balls and kettlebells. Lastly, students will learn how to calculate safe training loads and design an overall training program that fits a variety of interests and training preferences.

Prerequisite: KNS 310: Biomechanics of Human Movement. Offered: Spring.

KNS 326 - Facility Management and Administration (3)

The course will include the study of business principles and their application to health and fitness settings for the promotion of physical activity and community health to include Human Resources, Member Recruitment, Retention and Profitability, and Operations and Facility Management.

Offered: Fall, odd years.

KNS 327 - Group Fitness Instructor (3)

This course is designed to provide theoretical knowledge and practical skills in preparation for a nationally

accredited certification exam in group fitness instruction and to enable students to become effective group fitness instructors (GFIs). Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the instructor–participant relationship, principles of motivation to encourage adherence in the group fitness setting, effective instructor-to-participant communication techniques, methods for enhancing group leadership, and the GFI's professional role.

Prerequisite: KNS 217 or BIOL 208. Offered: Spring.

Outcomes
Differentiate the role of the GFI from other health and exercise professionals
Prepare and implement exercise programming for the separate elements of a group fitness class
Apply the principles of exercise science, human anatomy, and biomechanics to movement design and exercise instruction
Identify the principles and methods of training for cardiorespiratory fitness, muscular fitness, and flexibility
Apply various teaching techniques and strategies to enhance exercise instruction in the group fitness setting and create memorable, inclusive movement experiences
Demonstrate effective leadership skills
Recognize the GFI's role in participant safety, legal issues, and professional responsibility

KNS 346 - Adaptive Physical Education (2)

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.

Offered: Fall, odd years.

Student Learning Outcomes
Know current concepts and trends in adapted physical education (InTASC 2n).
Demonstrate the ability to assess physical education abilities of a student requiring adapted physical education (InTASC 6c, 6h).
Know the influence of selected diseases, conditions, and disabilities on the learning and performance of physical education activities.
Demonstrate the ability to modify physical education activities to meet student needs and abilities (InTASC 2g, 2h).
Demonstrate a knowledge of sport opportunities available to students with disabilities.
Demonstrate a positive attitude that respects learners when teaching a student with a disability (InTASC 2m, 2n).
Administer adaptations or unique functions required to implement a program in an inclusive setting. (InTASC 2h).

KNS 351 - Coaching Principles (3)

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.

Offered: Fall.

Student Learning Outcomes
Identify your coaching philosophy, objectives, and style; coach for character and coach diverse athletes (units 1-5).
Communicate with, motivate your athletes, and manage their behavior (units 6-8).
Coach using the games approach, teach technical and tactical skills (units 9-12).
Train your athletes for energy and muscular fitness; fuel your athletes; and battle drugs (units 13-17).
Manage your team, relationships, and risk (units 18-20).
Coaching Character Skills (What Drives Winning).

KNS 360 - Methods in Health Education (3)

This course prepares future teachers with skills and knowledge necessary to work in the area of school health education at the elementary, middle and secondary level. This course will focus on National and North Dakota Health Education standards, skills-based learning approach, health pedagogy and assessment methodology across content areas, as well as the Health Education Curriculum Assessment (HECAT).

Prerequisite: KNS 183; KNS 240. Offered: Spring.

Student Learning Outcomes
Explain how health education contributes to health literacy (InTASC 4, 5).
Advocate for the health education profession (InTASC 10).
Describe the Whole Child, Whole School, Whole Community approach and discuss ways to enhance collaboration across stakeholders (InTASC 10).
Knowledge of the HECAT and the process of developing or evaluating a health education program (InTASC 4, 6).
Describe key components of a skills-based health education program (InTASC 4).
Describe the changing needs of students across grades (InTASC 1).
Discuss how to apply the skill development model to the skills of the National and North Dakota Health Education Standards (InTASC 7).
Using backward design, plan a skills-based health education curriculum that meets the needs of students (InTASC 7).
Design and implement assessments that measure student knowledge acquisition and skill performance (InTASC 6).
Discuss and apply strategies for creating a positive learning environment (InTASC 3).
Discuss and apply strategies for effectively implementing a skills-based approach to health education in pre-K-12 (InTASC 8).
Create a personal professional development plan (InTASC 9).

KNS 361 - Methods in Physical Education (4)

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; junior standing . Offered: Fall.

Student Learning Outcomes

Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness/wellness (SHAPE 1.3; InTASC 1b, 1d, 1e, 2a, 2b).

Design and implement student-learning experiences that integrate technology. (SHAPE 3.8, InTASC 51, 8g).

Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats. (SHAPE 3.9; InTASC 8h, 8m).

Provide instructional feedback which results in skill acquisition, student learning, and motivation (SHAPE 4.2; InTASC 6d, 6l, 6n).

Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment (Best Practices) (SHAPE 4.4; InTASC 3k).

Implement strategies to help student demonstrate responsible, personal, and social behaviors in a productive learning environment (SHAPE 4.5; InTASC 100)

Select or create appropriate assessments that will measure student achievement of the goals and objectives. (SHAPE 5.1; InTASC, 6a, 6j, 6g).

Use a variety of appropriate assessments to evaluate student learning before, during, and after instruction. (SHAPE 5.2; InTASC 6g).

Utilize the reflective cycle to implement change in teacher performance, student learning, instructional goals, and instructional decisions. (SHAPE 5.3; InTASC 6c, 6g).

Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. (SHAPE 6.1; InTASC 9a, 9b).

Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers (SHAPE 6.3; InTASC 90, 10c).

Analyze and correct critical elements of motor skills and performance concepts. (SHAPE 1.5, InTASC 4d, 4e, 4k, 4n).

Identify and use resources that enhance student learning, program development, and opportunities for physical activities (SHAPE 6.5; InTASC 9a, 9b, 9c, 9d).

Design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs. (SHAPE 3.1; InTASC 7a, 7c, 7f).

Develop appropriate (e.g. measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards that lead to student learning. (SHAPE 3.2; InTASC 7a, 7g).

Design and implement content that is aligned with lesson objectives. (SHAPE 3.3; InTASC 7a, 7b).

Plan and implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences. (SHAPE 3.4; InTASC 1b, 1d, 2c, 4a).

Plan for the management of resources to provide active, fair, and equitable learning experiences. (SHAPE 3.5; InTASC 2a, 2f, 3d).
Design and implement progressive and sequential instruction adapted to diverse student needs, adding specific accommodations for varying student ability. (SHAPE 3.6; InTASC 1a, 1b, 2g, 2h).
Plan and implement lessons and units that demonstrate a respect and understanding of student diversity. (SHAPE 3.7; InTASC 2j, 21, 2m, 2n, 20).

KNS 385 - Sport First Aid and Injury Care (3)

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. Offered: Fall, Spring.

Student Learning Outcomes
Understanding the Scope of Sports Medicine.
Principles of injury rehabilitation.
Apply a working knowledge of anatomy, physiology, and pathology to evaluation of emergent and acute conditions.
Create a mock plan and discuss the importance, components, and function of an emergency action plan.
Adult, Child, Infant CPR/AED.
Demonstrate bleeding control, wound management, and minimization of shock during simulations.
Recognize and manage head, facial, and neurological injuries.
Respond to situation where injuries to soft tissue, muscles, bones, and joints have occurred.
Protective taping and wrapping techniques.
Early treatment and care of athletic injuries.

KNS 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

KNS 402 - Exercise Physiology (3)

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, HPE, and PE majors.)

Prerequisite: KNS 217; KNS 218. Corequisite: KNS 404. Offered: Fall.

Student Learning Outcomes
Describe the structure and function of skeletal muscle.
Describe how the body adapts to aerobic and anaerobic training.
Explain the principles of thermoregulation, describe how the body responds to exercise in hot & cold environments.
Describe how the body responds to exercise at altitude.
Apply the principles of exercise to training for sport.
Explain sound principles for optimizing body composition and nutrition for sport.
Explain the benefits and risks involved with using ergogenic aids within the sport environment.
Describe sound principles for helping children and adolescents to achieve their goals in sport and exercise.
Apply the principles of safe exercise prescription for an aging client base.
Explain the physiological differences between males and females in sport and exercise.
Determine sound exercise prescriptions for health and fitness and modifications for chronic disease.
Explain the metabolic and hormonal control of fuel for exercising muscle.
Explain the risk factors that contribute to cardiovascular disease, & describe how physical activity affects them.
Explain the risk factors that contribute to obesity and diabetes, and describe how physical activity affects them.
Describe the neural control of exercising muscle.
Explain how energy is expended during exercise and its effect on fatigue.
Describe the components that control the cardiovascular system.
Describe the structure and function of the respiratory system and its regulation.
Explain the body's cardiorespiratory response to acute exercise.
Explain the principles of exercise training.
Describe how the body adapts to resistance training.

KNS 403 - Advanced Exercise Physiology (3)

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; BIOL 209. Corequisite: KNS 404. Offered: Fall.

Student Learning Outcomes
Describe the structure and function of skeletal muscle.
Describe how the body adapts to aerobic and anaerobic training.
Explain the principles of thermoregulation, describe how the body responds to exercise in hot & cold environments.
Describe how the body responds to exercise at altitude.
Explain sound principles for optimizing body composition/nutrition for sport.
Explain the benefits and risks involved with using ergogenic aids within the sport environment.
Determine sound exercise prescriptions for health and fitness.
Explain the risk factors that contribute to cardiovascular disease, & describe how physical activity affects them.
Explain the risk factors that contribute to obesity and diabetes, and describe how physical activity affects them.
Explain the metabolic and hormonal control of fuel for exercising muscle.
Describe the neural control of exercising muscle.
Explain how energy is expended during exercise and its effect on fatigue.
Describe the components that control the cardiovascular system.
Describe the structure and function of the respiratory system and regulation.
Explain the body's cardiorespiratory response to acute exercise.
Explain the principles of exercise training.
Describe how the body adapts to resistance training.

KNS 404 - Exercise Physiology Lab (1)

This course studies 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. Students will gain experience in body composition and anthropometric assessments. Students will conduct aerobic, anaerobic, flexibility and strength fitness assessments with emphasis on data collection and analysis. Environmental conditions will also be discussed.

Prerequisite: BIOL 208 and BIOL 209, or KNS 217 and KNS 218. Corequisite: KNS 402 or KNS 403. Offered: Fall.

Student Learning Outcomes
Gain experience in exercise testing - anaerobic bike testing, aerobic submax, field testing and max testing, body composition analysis, strength and flexibility testing, accurate blood pressure and heart rate monitoring at rest and with activity.
Gain experience in ECG monitoring and reading ECG.
Learn how to conduct a pre-participation health screening and when to refer client to physician.
List contraindications for exercise testing and when to discontinue a test Understand the concepts of environmental conditions effect exercise (heat, cold, altitude).
Assessment: Conduct submax and maximal treadmill stress tests Bruce Protocol, YMCA bike and other CV fitness assessment, Monitor heart rate and blood pressure at rest and during exercise testing Conduct Body Compostion Skinfold Analysis and anthropmetric measures Measure accurately height, weight, BMI, circumferences, Conduct a Wingate Anaerobic Fitness Test, assessments, Also measure clients: muscular strength / endurance, and flexibility, Conduct a resting ECG test.

KNS 410 - Methods in Aerobic and Resistance Training (3)

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 exercise for special populations will be covered.

Prerequisite: KNS 402 or KNS 403. Offered: Spring.

Student Learning Outcomes

Understand the importance of regular physical activity and understand dose–response relationships for frequency, intensity, and duration as they pertain to aerobic fitness and the concept of training volume

Individualize resistance training programs to optimize development of strength, muscular endurance, muscle power, or muscle size and be able to design introductory as well as advanced resistance training programs.

Delineate outcomes and health benefits derived from cardiorespiratory, strength, balance, flexibility and weight management exercise training.

Understand the cause of delayed-onset muscle soreness and how it can be prevented.

Identify standard techniques for body composition assessment for skinfolds, hydrostatic weighing, bioelectrical impedance, and anthropometry.

Correctly classify body fat levels, identify healthy body weight targets and understand the prevalence of obesity and the health risks for carrying too much and too little body fat.

Identify factors affecting flexibility (dynamic and static) and identify methods for assessing flexibility.

Understand general guidelines for flexibility testing and balance testing especially in elderly population.

Identify guidelines for design of individualized flexibility programs based on client goals, starting values, and abilities and understand issues related to safety and efficacy.

Understand low back syndrome and methods to prevent it as well as identifying exercises useful for low back care.

Identify factors influencing balance as well as understand guidelines for designing balance program.

Identify risk factors for cardiovascular diseases and sources of musculoskeletal disorders, and recognize the importance of classifying client's health status and lifestyle when prescribing exercise to optimize health.

Gain experience in exercise testing and prescription.

Understand the importance of information obtained from clinical tests.

Understand general exercise testing guidelines, exercise testing assessments for children and older adults and similarities and differences between maximal and submaximal exercise testing.

Convert units of measure and perform metabolic calculations.

Understand basic concepts of reliability and validity and how it relates to testing protocols.

Tailor aerobic, strength, balance, flexibility and weight management exercise prescriptions to meet an individual's goals and identify exercise modalities for exercise programming.

Differentiate between advantages and limitations of free weights as compared to machine weights for assessment and training.
Identify methods for and learn procedures for conducting 1-RM tests, assessing functional strength of elderly adults and other strength assessments and identify the sources of error.

KNS 411 - Personal Training (3)

The personal training course will cover the following topics: functional anatomy, exercise physiology and prescription, screening and evaluation, nutrition and weight management as well as fitness training instruction. Students will gain knowledge and skills necessary to become a personal trainer. Students will have the opportunity to sit for a national certification test at the end of this course (additional fee required to sit for certification exam).

Prerequisite: BIOL 209 or KNS 218; KNS 309 or KNS 310 (preferably KNS 402 or KNS 403). Offered: Fall.

Student Learning Outcomes
Identify anatomical structures.
Design safe and effective exercise programs based on client needs and goals.
Identify basic contraindications to exercise.
Describe the role and responsibilities of a certified personal trainer.
Explain basic principles of exercise physiology.
Explain the relationship between nutrition and physical wellness and performance.
Evaluate clients for safe participation in an exercise program.
Demonstrate proper use of fitness assessment equipment.
Determine appropriate fitness assessment practices for a varied population.
Demonstrate proper exercise technique and form.

KNS 412 - Strength and Conditioning Internship (1-8)

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. Students will complete an internship with direction from the field experience site supervisor, with a minimum of two separate experiences.

Prerequisite: KNS 385: Sport First Aid and Injury Care. Offered: Fall, Spring Summer.

Outcomes
Students will utilize the knowledge, skills and abilities they have mastered and apply them in an approved internship
Students will demonstrate professional and ethical reasoning within the field of strength and conditioning
Students will observe a minimum of 75 hours in both diverse settings that are substantially different in the following: sport, gender, age range or other
Students will become skilled in assisting with warm-ups, flexibility training, exercise technique, spotting, Olympic-lifting, progressions/regressions, test selection, program design, speed/agility/plyometric training, anaerobic and aerobic design and periodization

KNS 415 - Sociological and Psychological Aspects of Sports (3)

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.

Offered: Spring.

Student Learning Outcomes
During this course we will explore a broad spectrum of topics that exist in the realm of sport within society and how those topics affect the institution of sport and the individuals within. From the psychological aspect, we will investigate the psychological factors that influence performance. Some of those factors include learning, motivation, arousal, mental training, variable personalities, and goal setting. Ultimately, each student should exit this class with an understanding of the major issues athletes and coaches deal with today. Each student should also be able to develop a basic plan in dealing with individual athletes and how to improve each athlete's performance through psychological understanding and the mental game.

KNS 416 - Physical Education/Health & Fitness Administration Internship (4)

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 KNS 403. Offered: Fall, Spring, Summer.

Student Learning Outcomes
Critical Thinking (i.e., asking relevant questions, analyzing, making decisions, synthesizing ideas).
Intercultural/Global Awareness (i.e., respect for diversity).
Ability to Follow Instructions.
Individual Initiative (i.e., recognizing strengths/weaknesses, career goals, self-discipline).
Commitment to Learning.
Enthusiasm.
Personal Appearance.
Punctuality.
Leadership Skills (i.e. coaching, motivating, delegating).
Application/Observation of skills required for the position.
Gaining Experience of the business operations (example: HR, paperwork, Supervising, HIPPA).
Problem Solving (i.e., addressing obstacles, creativity).
Apply knowledge, skills, and abilities gained from the Health & Fitness Administration and/or Exercise Science curriculum especially those gained in KNS 385, KNS 402/403, and KNS 410.
Exhibit effective coaching skills including behavior modification, motivational, and lifestyle change while working with clients.
Demonstrate dispositions essential to become an effective personal trainer including the value of learning and knowledge, personal integrity, collaboration, diversity, and professionalism.
Oral Communication.
Written Communication.
Teamwork/Collaboration Abilities.
Digital Technology Fluency.
Professionalism.
Work Ethic (i.e., ability to manage workload, commitment to work).
Integrity/Ethical Behavior.

KNS 420 - Organization and Administration of Physical Education and Athletics (3)

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.

Offered: Spring.

Student Learning Outcomes
To be able to evaluate different types of budgets and the advantages/disadvantages of them.
To be able to discuss different aspects of facility management.
To be able to determine effective means for interactions with personnel.
To be able to determine effective means for interactions with personnel.
To be able to discuss the characteristics of an effective leader.
To be able to discuss how controlling, supervising, and evaluating relate to each other and to planning.

KNS 425 - Exercise Science Internship (4)

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; KNS 403. Offered: Fall, Spring, Summer.

Student Learning Outcomes
Critical Thinking (i.e., asking relevant questions, analyzing, making decisions, synthesizing ideas).
Intercultural/Global Awareness (i.e., respect for diversity).
Ability to Follow Instructions.
Individual Initiative (i.e., recognizing strengths/weaknesses, career goals, self-discipline).
Commitment to Learning.
Enthusiasm.
Personal Appearance.
Punctuality.
Leadership Skills (i.e. coaching, motivating, delegating).
Application/Observation of skills required for the position.
Gaining Experience of the business operations (example: HR, paperwork, Supervising, HIPPA).
Problem Solving (i.e., addressing obstacles, creativity).
Apply knowledge, skills, and abilities gained from the Health & Fitness Administration and/or Exercise Science curriculum especially those gained in KNS 385, KNS 402/403, and KNS 410.
Exhibit effective coaching skills including behavior modification, motivational, and lifestyle change while working with clients.
Demonstrate dispositions essential to become an effective personal trainer including the value of learning and knowledge, personal integrity, collaboration, diversity, and professionalism.
Oral Communication.
Written Communication.
Teamwork/Collaboration Abilities.
Digital Technology Fluency.
Professionalism.
Work Ethic (i.e., ability to manage workload, commitment to work).
Integrity/Ethical Behavior.

KNS 431 - Exercise Management in Chronic Disease (3)

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 KNS 403; KNS 410. Offered: Fall.

Student Learning Outcomes
Gain insight into the clinical side of Exercise Physiology with an introduction to Cardiopulmonary Rehabilitation and how exercise is adapted for clients with acute and/or chronic conditions.
Explain the application of behavioral approaches to Physical Activity Promotion.
Describe the general principles of Pharmacology for commonly used medications and their effect on exercise.
Become familiar with the name and mechanism of action commonly used medications for common chronic diseases such as cardiovascular disease, hypertension, diabetes, chronic lung disease.
Practice and apply general interview and examination skills to prepare students for clinical settings and improve interaction with clients/patients.
Apply knowledge of exercise testing and exercise prescription to development of exercise programs for clients with chronic disease.
Define each of the following conditions and describe the scope, pathophysiology, clinical considerations for clients with common chronic diseases including, but not limited to: cardiovascular disease, metabolic / endocrinology disorders, respiratory conditions, cancer, select orthopedic and neuromuscular disorders and special populations.

KNS 432 - Anaerobic Assessment and Program Design (3)

This course will introduce students to techniques of assessing anaerobic physical fitness using traditional and state of the art processes. Students will also learn techniques of prescribing exercise programs based upon fitness assessment results. Students will participate in supervised practical lab experiences in assessment and exercise prescription.

Prerequisite: KNS 310: Biomechanics KNS 309: Biomechanics KNS 325: Fundamentals of Strength and Conditioning. Offered: 2026.

KNS 433 - Health Coaching (3)

This course will focus on 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 weight management including energy balance, nutritional guidelines and exercise prescription for weight management. In addition, students will learn how to develop rapport, use active listening skills, and motivational interviewing in the framework of lifestyle

coaching. After completing this course, students will be eligible to sit for the America Council of Exercise Health Coaching Certification. KNS 434: Health Coaching Practicum should be taken in conjunction with this theory course.

Corequisite: KNS 434. Offered: Spring.

KNS 434 - Health Coaching Practicum (1)

This course is a one credit Practical Application Course taken in conjunction with or after completing KNS 433 Health Coaching (lecture based course). This course will provide an avenue for students to practice their coaching skills as well as practice performing fitness assessments and creating exercise prescriptions for fitness members at the Foss Wellness Center or a local fitness center. The practical experience of working with clients is a valuable experience that helps to foster professionalism and communication skills.

Corequisite: KNS 433. Offered: Spring.

Student Learning Outcomes
Students will practice the skills in the profession of Health Coaching including techniques for developing rapport with clients including motivational interviewing, active listening skills and goal setting.
Student will conduct pre-activity screening, health appraisal, exercise history forms and create safe, appropriate fitness assessments and exercise prescriptions.
Students will employ additional assessment tools such as food frequency questionnaire, food diary, as well as physical activity and psychosocial assessments .
Students will create SMART goals for their clients.
Students will employ techniques to design wellness or fitness programs associated with exercise training in apparently healthy participants and those with controlled disease.
Students will create a plan for each specific client to meet their goal (e.g., sport specific training, performance, health, lifestyle, functional ability, balance, agility, aerobic, anaerobic).
Students will be able to implement a weight management program as indicated by personal goals that are supported by pre-activity screening, health history, and body composition/anthropometrics.
Students will employ skills to design healthy eating patterns based on nutritional guidelines (e.g., MyPyramid, USDA Dietary Guidelines for Americans) and behavior modification skills to assist clients.
Students will execute steps to create and reach Wellness goals and techniques for clients including: goal setting, behavior modification, active listening and the client centered approach.

KNS 451 - Senior Seminar in Physical Education/Health & Fitness Administration (2)

This is a capstone course to prepare the student for seeking employment and/or applying to graduate school. The course will integrate discussion of strategies for resume development, and search skills, the graduate school application process, goal setting, money management, personal growth and development of ethical behavior.

Offered: Fall.

Student Learning Outcomes
This is a capstone course to prepare the student for seeking employment and/or applying to graduate school. The course will integrate discussion of strategies for resume development, career search skills, the graduate school application process, goal setting, money management, personal growth and development and ethical behavior.

KNS 452 - Senior Seminar in Exercise Science (2)

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; KNS 410; senior status. Offered: Fall, Spring.

Student Learning Outcomes
Utilize critical thinking skills to conduct research and write an in depth paper with a thesis statement, review of literature, and bibliography. Research paper must include at least 10 articles that either provide explanatory and descriptive information or directly support the thesis statement. Resources must be used appropriately and correctly cited in the research paper.
Create a concise Poster Board presentation that reflects information gained from research project and present to the class / kinesiology students.
Understand the ethical issues in related fitness/ health professions and current legal issues confronted in fitness.
Understand basic EKG readings including: 12 lead ECG and NSR, ST, SB, PAC, PVC, aFib, V Tach, Vfib.
Optional: Prepare for career or grad school: job search, resume, Experience Mock Interviews.

KNS 460 - Health Careers P.R.E.P. (3)

Health Careers P.R.E.P. (Professional Readiness and Enhancement Program) is designed to prepare Kinesiology and Biology majors for graduate school in their chosen field associated with healthcare.

Offered: Spring.

KNS 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

KNS 495 - Independent Study (2-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

LDRS-Leadership

LDRS 101 - The Servant Leader (3)

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.

Offered: Fall, Spring.

Outcomes
Understand the impact of communication on leaders, followers, and organizations.
Apply leadership communication principles in verbal and non-verbal contexts.
Understand the impact of leadership styles on leading diverse groups.
Evaluate case studies in terms of ethical decision-making.
Understand and apply core leadership theories.
Create proactive methods to organize time, people, and projects.

LDRS 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

LDRS 200 - Practical Leadership (1)

Students will be required to attend four annual fall conferences and four retreats over the course of the minor. Students will receive credit for LDRS 200 in the spring of the senior year. Students will receive a pass/fail grade.

Offered: Fall, Spring.

LDRS 220 - Leadership Elective (0)

In consultation with the program director, students will choose a course from the general education curriculum or their major to take as a leadership elective. The course must be a 200, 300, or 400-level course of at least three credits. Students will enroll in the approved course and LDRS 220 at the same time. To complete this requirement, students must write a proposal justifying the link between the proposed course and leadership and a final paper articulating how the course supported or extended their understanding of leadership while completing the elective

course with a C or higher.

Offered: Fall, Spring.

Outcomes
Draft a compelling proposal for a leadership elective course.
Identify leadership principles and ideas within the elective course.
Articulate how the elective course supported or extended their understanding or application of leadership.

LDRS 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

LDRS 301 - The Reflective Leader (3)

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 based on sound ethical foundations.

Offered: Fall.

Outcomes
Explore and identify personal preferences and individual strengths and talents.
Explain and apply a variety of servant and transformational leadership theories and practices.
Comprehend the various ways human beings find and sustain meaning and purpose.
Compare and contrast personal and positional power.
Critique various responses to the misuse of power and social atrocities.
Consider the impact of wholeness and integrity in living a life of character.
Revise their personal philosophy of leadership by identifying personal values, including individual qualities, virtues, and passions.

LDRS 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

LDRS 401 - The Discerning Leader (3)

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.

Offered: Spring.

Outcomes
Engage in ethical discernment regardless of situational exigencies.
Identify the driving motives and values behind decisions made by themselves and others.
Understand and evaluate the role of worldviews in leading diverse groups of people
Analyze the situational pressures that create moral drift.
Evaluate ethical dilemmas using interdisciplinary theories.
Refine their personal philosophy of leadership that identifies personal values, including individual qualities, virtues, and passions and outlines personal principles for leadership engagement.

LDRS 410 - Applied Leadership Capstone I (1)

The purpose of this course is to engage in a practical application of leadership knowledge and skills learned throughout the minor. Students will work in small groups and engage with non-profit service entities to provide leadership support in developing and implementing projects over the course of the academic year. Emphasis will be placed on group dynamics, communication, and ethical service.

Offered: Fall.

Outcomes
Research service opportunities.
Evaluate and understand the ethical considerations related to service.
Understand and apply group theory.
Navigate group conflict.
Engage in group coordination and communication.
Participate in active community leadership.

LDRS 415 - Applied Leadership Capstone II (1)

A continuation of LDRS 410. The purpose of this course is to engage in a practical application of leadership knowledge and skills learned throughout the minor. Students will work in small groups and engage with non-profit service entities to provide leadership support in developing and implementing projects over the course of the academic year. Emphasis will be placed on group dynamics, communication, and ethical service. Students will complete their projects in this course.

Offered: Spring.

Outcomes
Evaluate and understand the ethical considerations related to service.
Understand and apply group theory.
Navigate group conflict.
Engage in group coordination and communication.
Participate in active community leadership.
Assess the success of the group partnership.
Judge their own performance as a group member and leader.

LDRS 465 - The Courageous Follower (3)

This undergraduate course explores the often overlooked but crucial role of followership in organizational and group success. Students will delve into the reciprocal relationship between leaders and followers, understanding how effective followership complements leadership to achieve common goals. The course covers various followership theories and the impact of followership on culture and performance. Special emphasis will be given to exploring the moral, intellectual, and spiritual character of effective followers and the variables that create opportunities for toxic leadership.

Offered: Fall, Spring, Summer.

Outcomes
Define followership and describe its reciprocal relationship with leadership.
Recognize and apply the key qualities of a courageous follower of character.
Appraise and articulate the appropriate interpersonal behaviors used by followers and leaders to create healthy organizational environments and relationships.
Evaluate leader-follower and organizational problems using the courageous followership theory.
Illustrate the variables and implications of toxic leadership.
Understand and assess the ethical implications of courageous followership, including the moral, intellectual, and spiritual character of followers.

LDRS 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

MATH-Mathematics

MATH 101 - Ideas in Mathematics (3)

An overview of basic mathematics concepts--logic, sets, number theory, operations and properties of sets numbers, algebra, geometry, measurement and problem solving, consumer math, and the historical roots of mathematics.

Offered: Fall, Spring.

Student Learning Outcomes
To provide students with knowledge of fundamental mathematics.
To show students how mathematics can solve authentic problems that apply to everyday life.
To enable students to understand and reason with quantitative issues and mathematical ideas.
To enable students to develop problem-solving skills while fostering critical thinking.

MATH 102 - Intermediate Algebra (3)

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. Offered: Fall, Spring.

Student Learning Outcomes
Solve linear and quadratic equations and inequalities.
Solve equations containing absolute values, rational expressions, and radicals.
Sketch graphs of linear and quadratic functions.
Simplify and factor algebraic expressions.
Know and apply properties of exponents, polynomials, rational expressions, radicals, and rational expressions.
Utilize mathematical reasoning to solve problems.

MATH 105 - Applied Business Statistics (3)

This is an introduction to descriptive and inferential statistics, intended for students pursuing a degree in the Department of Business, Accounting, and Economics. Topics covered include: collecting, organizing and describing data; probability, random variables, and probability distributions; sampling and normal distributions; estimation; hypothesis testing; categorical data and goodness-of-fit tests; and linear regression.

Prerequisite: Two years of high school algebra or college equivalent. Offered: Fall.

Student Learning Outcomes
Construct and interpret a graph,
Determine the area under a normal curve for a given interval,
Compute the probability of an event,
State and explain the Central Limit Theorem,
Estimate a population mean and proportion,
State and test hypotheses for means and proportions,
Compute correlation and regression equations and explain their meaning.

MATH 106 - Mathematical Applications for Management (3)

This is a study of math concepts, used as tools, specifically in business functions. Topics covered include: linear equations and inequalities; linear programming; matrices; mathematics of finance; and basic probability and statistics.

Prerequisite: Two years of high school algebra or college equivalent. Offered: Spring.

Student Learning Outcomes
Write a linear equation using two points.
Explain the meaning of a slope and y-intercept.
Solve linear inequalities and systems of linear equations.
Add, subtract, and multiply and reduce matrices.
Compute simple and compound interest.
Compute an annuity, a sinking fund, an amortization, or a present value.
Do basic counting and compute probabilities.
Calculate simple statistics.

MATH 111 - College Algebra (3)

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.

Student Learning Outcomes
Solve linear and quadratic equations and inequalities.
Solve systems of equations.
Solve equations containing absolute values, rational expressions, and radicals.
Sketch graphs of linear, quadratic functions, polynomial, exponential, and logarithmic functions.
Simplify and factor algebraic expressions.
Know and apply properties of exponents, polynomials, rational expressions, radicals, complex numbers, and rational expressions.
Utilize mathematical reasoning to solve problems.

MATH 112 - Trigonometry (3)

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.

Student Learning Outcomes
Use functional notation and operations. Identify the domain and range of various functions and sketch their graphs.
Perform arithmetic with complex numbers using trigonometric form of complex numbers.
Sketch graphs in polar coordinates.
Connect concepts of the trigonometry with other scientific disciplines.
Value mathematics and develop an ability to communicate mathematics, both in writing and orally.
Develop mathematical reasoning, and an ability to solve problems.
Solve linear and quadratic equations/inequalities.
Know without the aid of a calculator the six trigonometric function values of nice angles.
Solve right triangle applications using trigonometric functions.
Sketch graphs of trigonometric and inverse-trigonometric functions.
Know basic trigonometric identities.
Use basic trigonometric identities to simplify trigonometric expressions and solve equations.
Solve oblique triangles using the Laws of Sines and Cosines.
Solve applied problems using vectors.

MATH 113 - Pre-Calculus (4)

This course serves as a stepping stone for students (math/engineering/science majors) interested in taking calculus. In this course, the students will acquire a solid foundation in two key topics required for success in

calculus- algebra and trigonometry. The following topics will be covered: properties and graphs of functions (polynomial, rational, exponential, logarithmic), trigonometric and inverse trigonometric equations, and trigonometric identities.

Prerequisite: Two years of high school algebra. Offered: Fall.

Student Learning Outcomes
Demonstrate basic understanding of the mathematical concept of function, • demonstrate basic knowledge of the "Toolkit Functions".
Solve problems involving right and oblique triangles.
Sketch graphs of trigonometric and inverse trigonometric functions.
Use basic trigonometric identities and formulas to simplify trigonometric expressions and solve trigonometric equations.
Use trigonometry to solve real-world problems.

MATH 130 - Applied Calculus (3)

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.

MATH 175 - LaTeX (1)

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.

Offered: Spring.

Student Learning Outcomes
Download and install programs needed to create LaTeX documents.
Create basic types of LaTeX documents (article, report, letter, book).
Format words, lines, and paragraphs, design pages, create lists, tables, references, and figures in LaTeX.
Typeset complicated mathematics.
Import graphics, as well as: building diagrams, enhancing figures, and plotting functions, using the graphics package PGF/Tikz.
Listing content and references: creating a table of contents and lists of figures and tables; as well as how to cite books, create bibliographies, and generate an index.
Develop large documents: create complex projects building upon sub-files.
Enhance your documents further: bring color into your documents and learn how to create feature-rich PDF documents with bookmarks, hyperlinks, and meta data.
Create professional presentations using LaTeX beamer package.

MATH 205 - Statistics (3)

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: Two years of high school algebra or college equivalent. Offered: Spring.

Student Learning Outcomes
Students will be able to read and understand quantitative data in various formats.
Students will be able to communicate the meaning of quantitative data and the results of data analysis.
Students will be able to explain the basic concepts of quantitative reasoning, such as variables, constants, and estimates.
Students will be able to understand how inferences are drawn from quantitative analysis.
Students will be able to recognize the limitations of quantitative methods.
Students will be able to determine and use appropriate quantitative methods to solve problems.
Students will be able to accurately interpret the results of data analyses.

MATH 230 - Fundamentals of Advanced Mathematics (3)

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.

Prerequisite: MATH 252 or permission. Offered: Fall.

Student Learning Outcomes
Construct proofs related to set and number theory
Construct truth tables and test logical arguments.
Construct direct, contrapositive, existence, and contradiction type proofs; and
Identify equivalence relations and functions.

MATH 251 - Calculus of Derivatives (3)

Functions and models, limits, rules of differentiation, L'Hopital's rule, partial derivatives, maxima and minima, concavity, applications including velocity and acceleration, Newton's method.

Prerequisite: MATH 113, placement by examination, or permission of instructor. Offered: Fall, Spring.

Student Learning Outcomes
Explain the general concept of functions and their applications to real-world situations.
Demonstrate use the concepts of the derivative and its underlying concepts such as limits and continuity.
Calculate derivatives for various type of functions using definition and rules.
Analyze the graph of a function using the concept of a derivative.
Understand the use of derivatives in multiple dimensions.
Apply the concept of derivatives to solve problems in social science, physical science, and engineering.

MATH 252 - Calculus of Integrals (3)

Integrals, techniques of integration, multiple integrals, Fundamental Theorem of Calculus, relationship to derivatives, applications including motion kinematics.

Prerequisite: MATH 251. Offered: Fall, Spring .

Student Learning Outcomes
Evaluate indefinite and definite integrals.
Use various integration techniques to evaluate integrals.
Explain and apply the Fundamental Theorem of Calculus.
Describe the relationship between integrals and derivatives.
Solve multiple integrals.
Communicate mathematical ideas using correct and appropriate notation.

MATH 254 - Multidimensional Calculus (3)

Parametric equations, polar coordinates, vector calculus, surface and volume integrals, Green's Theorem, Stokes Theorem.

Prerequisite: MATH 252. Offered: Fall.

Student Learning Outcomes
To understand the algebra and geometry of vectors in two and three dimensions.
• To compute dot products and cross products and understand their geometric meaning.
To visualize and sketch surfaces in three-dimensional space.
To find partial derivatives of functions of several variables and demonstrate an understanding of their meaning.
To set up and evaluate double and triple integrals using a variety of coordinate systems, including rectangular, polar, cylindrical, and spherical.
To compute and use the curl and divergence of a vector field.
• To understand and use Green's theorem, divergence theorem, and Stoke's theorem.

MATH 310 - Discrete Mathematics (3)

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.

MATH 314 - Technology in Mathematics (3)

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, GNU Plot, R) into mathematics education.

Prerequisite: MATH 252. Offered: As needed.

MATH 315 - Linear Algebra and Series (3)

Infinite sequences and series, power series, convergence, Taylor and Maclaurin Series, Linear algebra, orthogonality and linear independence, matrices, determinants, vector spaces, eigenvalues and eigenvectors.

Prerequisite: MATH 252. Offered: Spring.

Student Learning Outcomes
To understand the fundamental concepts of linear algebra and be able to apply the methods of linear algebra to solve real world problems.
Be able to solve systems of linear equations and describe the solutions.
Demonstrate comprehension of operations on matrices.
Demonstrate comprehension of vector spaces. Define vector space, subspace, linear independence, spanning set and basis.
Demonstrate comprehension of eigenvalues and eigenvectors.
Demonstrate comprehension of inner product spaces.
Discuss and compute orthogonal bases and orthonormal bases using the Gram-Schmidt Process.
Compute and manipulate series.
Understand the relationship between certain series and basis functions.

MATH 352 - Ordinary Differential Equations (3)

A study of exact equations, integrating factors, undetermined coefficients, linear systems variations of parameters, and Laplace transformations.

Prerequisite: MATH 252. Offered: As needed.

Student Learning Outcomes
To solve first and second order homogenous and non-homogenous differential equations using various techniques – separation of variable, integrating factor, characteristic equation, variation of parameters, undetermined coefficients, Laplace transform, and power series.
To express the solutions numerically and analytically.
To model physical systems using differential equations.
Solve systems of differential equations.
To connect concepts of the calculus with other scientific disciplines.
To value mathematics and develop an ability to communicate mathematics, both in writing and orally.

MATH 353 - Partial Differential Equations (3)

A study of Fourier Series, Fourier Transforms, boundary value problems for partial differential equations of mathematical physics, series solutions, and Strum-Liouville problems.

Prerequisite: MATH 254 or MATH 352. Offered: As needed.

Student Learning Outcomes
To use power series to solve variable coefficient differential equations.
To identify and solve heat equation, wave equation and Laplace equation.
To understand the Fourier series and its applications to PDEs.
To solve non-linear ODEs.
To understand Strum-Liouville theory.

MATH 359 - Topology (3)

A study of sets, relations, functions, countable and uncountable sets; real numbers, metric and general topological spaces; continuous functions, convergence, compactness, and connectedness.

Prerequisite: MATH 230; MATH 254. Offered: As needed.

MATH 360 - Junior Seminar (1)

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.

Offered: Spring.

Student Learning Outcomes
Research a mathematical topic/concept.
Write an abstract and bibliography for a paper.
Construct a table of contents with introduction, conclusion, and bibliography.
Submit and make changes to sections or chapters of a paper.

MATH 401 - Mathematical Statistics I (3)

A study of probability density functions, distribution functions, moment generating functions, estimators, and statistical inference.

Prerequisite: MATH 252. Offered: As needed.

MATH 402 - Mathematical Statistics II (3)

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.

MATH 404 - Geometry (3)

Topics include differential geometry, non-Euclidean geometry, advanced Euclidean geometry, and fractals.

Prerequisite: MATH 230. Offered: As needed.

Student Learning Outcomes
State and explain the components of a mathematical system.
Use a compass and straightedge to construct geometric objects.
Critique and write geometric proofs related to parallel lines, triangles, quadrilaterals, similar triangles, and circles.
Explain the fundamental difference between Euclidean and non-Euclidean geometries; and
Derive the basic formulas for the areas of polygons and circles.

MATH 405 - Real Analysis (3)

A study of continuity, differentiability, Riemann-Stieltjes integral, uniform convergence.

Prerequisite: MATH 230. Offered: As needed.

Student Learning Outcomes
Know how to use different methods for proving theorems.
Know the real number system, completeness of the real numbers, the topology of the real line, compactness.
Know convergence of sequences, limit theorems, monotone sequences, Cauchy sequences, subsequences.
Know limits of functions, continuous functions, uniform continuity.
Know the formal definition of the derivative, properties of derivatives, mean value theorem, intermediate value theorem, L'Hopital's rule, Taylor's theorem, Taylor series.
Know the Riemann integral, properties of the definite integral, the fundamental theorem of calculus.
Use axioms and theorems to prove a given theorem.

MATH 406 - Complex Analysis (3)

A study of complex plane, functions of a complex variable, Cauchy's theorem and integral formula, Taylor's and Laurent's theorems, residue calculus, and conformal mappings.

Prerequisite: MATH 405. Offered: As needed.

MATH 410 - Secondary Mathematics Education (3)

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 does not apply toward the math major or minor requirements.

Prerequisite: MATH 251. Offered: Fall, as needed.

MATH 412 - History of Mathematics (3)

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.

Student Learning Outcomes
Compare and contrast the mathematics of different cultures.
Demonstrate and explain the mathematical processes developed by various mathematicians and state the time during which they occurred.
Explain various issues and disputes that arose during the development of mathematics.
Describe the body of mathematics developed during different periods of time by different groups of people, and
Conduct independent research into the history of mathematics.

MATH 415 - Algebraic Structures (3)

A study of basic ideas of abstract algebra and includes groups, rings, vector spaces, fields, and polynomials.

Prerequisite: MATH 230. Offered: As needed.

Student Learning Outcomes
Define and demonstrate understanding of the following mathematical concepts: group, ring, field, permutation, isomorphism, cyclic group, coset, homomorphism, and quotient group
Prove basic theorems related to groups, rings, and fields; and
Construct operation tables for symmetric groups.

MATH 460 - Senior Seminar (1)

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. Offered: Fall.

Student Learning Outcomes
Write a formal research paper, and
Present the results of that research to his or her peers.

MEDT-Clinical Lab Science

MEDT 400 - Clinical Lab Science (12)

By arrangement.

MLS-Medical Laboratory Science

MLS 332 - Introduction to Clinical Hematology (3)

Online course through UND. To see information about these specific courses, click here.

Offered: Fall, Spring, Summer.

MLS 411 - Clinical Chemistry I (2)
MLS 412 - Clinical Hematology & Hemostasis (3)

MLS 413 - Clinical Immunohematology I (2)

MLS 414 - Clinical Microbiology I (3)

MLS 415 - Clinical Urinalysis & Body Fluids I (2)

MLS 416 - Clinical Immunology & Molecular Diagnostics (1)

MLS 420 - Clinical Laboratory Operations (2)

MLS 421 - Clinical Chemistry II (2)

MLS 422 - Clinical Hematology & Hemostasis II (3)

MLS 423 - Clinical Immunohematology II (2)

MLS 424 - Clinical Microbiology II (3)

MLS 425 - Clinical Urinalysis & Body Fluids II (2)

MLS 431 - Clinical Chemistry & Urinalysis III (2)

MLS 432 - Clinical Hematology & Hemostasis III (2)

MLS 433 - Clinical Immunohematology III (2)

MLS 434 - Clinical Microbiology III (2)

MLS 449 - Capstone in Medical Laboratory Science (3)

MLS 450 - Advanced Clinical Applications in Medical Laboratory Science (1)

MUS-Music

MUS 100 - Music Performance Seminar (0)

The purpose of this seminar, required for music majors and minors concurrently enrolled in applied lessons, is to bring together students, faculty, and guests for discussion of special topics, presentation of projects, performances, and master classes. Grading is pass/fail.

Offered: Fall, Spring.

Outcomes
Students will pursue individual technical and musical development
Students will assess musical performances and provide constructive feedback
Students will familiarize themselves with outstanding repertoire through listening and discussion
Students will apply the study and practices encouraged in the private studio
Students will apply historical and theoretical concepts in the development of expression and interpretation

MUS 101 - Music Appreciation (3)

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 a historical context. Students will learn to listen and react to music on a emotional and intellectual level. The goal is to establish in the student a life-long enjoyment of this art form. For non-music majors.

Offered: Spring.

Student Learning Outcomes
Listen to music of different styles.
Identify the composer (writer) of the work and its title.
Learn the differences in styles of music and be able to discuss (and write) with others.
Learn the terminology associated with different styles of music.
Understand basic historical periods.
Express music on your own and in groups through special projects.

MUS 102 - Music in Film (3)

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. For the non-music major.

Student Learning Outcomes
Learn basic film terminology.
Learn basic music terminology and apply this to both song favorites as well as new musical selections.
Understand the historical and technological evolution of music and film, then critique period films in both the context of their point in history as well as from today's perspective.
Learn the tools Film Composers used to enhance and expand on the mood of a film, then trace these same methods used by Composers of film today.
Apply this knowledge to film projects.

MUS 103 - History of Popular Music (3)

This course is an overview of popular music in the United States covering the roots of rock and roll to music of the present day. Music fundamentals are covered in this general music class. Major styles, representative artists and the conditions from which they rose are explored. Sociological, economic and cultural factors that shaped the music of different eras are also examined. For the non-music major.

Student Learning Outcomes
Increase the student’s ability to think creatively and critically about Rock and Roll music.
Be able to broadly describe the history and development of popular music in the United States from 1940 to the early 1990s.
Increase the student’s ability to aurally identify elements of Rock and Roll music from various eras and styles.
To study how rock music reflects society while impacting society.
Analyze the influence of mass media and technology.
Study the role of rock and popular music as a symbol of identity.
To increase the ability of the student to work constructively in a group context.

MUS 116 - Piano Proficiency Level 1 (0)

This is the first of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads, arpeggios, sight-reading one hand at a time and at a slow tempo. Students will play repertoire will both hands simultaneously at a base level.

Offered: Fall, Spring.

Student Learning Outcomes
MUS 116 - see Keyboard Skill requirements – Level I

MUS 117 - Piano Proficiency Level 2 (0)

This is the second of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads arpeggios one hand at a time at a moderate tempo and expanded keyboard range. Students will also learn the beginning skills of sight-reading two lines of music as well as keyboard improvisation.

Prerequisite: MUS 116 or permission of instructor.
Offered: Fall, Spring.

Student Learning Outcomes
MUS 117 - see Keyboard Skill requirements - Level II

MUS 118 - Piano Proficiency Level 3 (0)

This is the third of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads, arpeggios in both hands simultaneously at a slow tempo and expanded keyboard range. Students will also learn to play from lead sheets, harmonize simple melodies as well as sight-read more challenging repertoire.

Prerequisite: MUS 117 or permission of instructor.
Offered: Fall, Spring.

Student Learning Outcomes
MUS 118 - see Keyboard Skill requirements - Level III

MUS 119 - Piano Proficiency Level 4 (0)

This is the fourth semester of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads, arpeggios in both hands simultaneously at a moderate tempo and expanded keyboard range. Students will also continue to develop playing from lead-sheets, harmonize, and improvise more difficult repertoire. Students muss pass this course to complete their requirement in Piano Proficiency.

Prerequisite: MUS 118 or permission of instructor.
Offered: Fall, Spring.

Student Learning Outcomes
MUS 119 - see Keyboard Skill requirements – Level IV

MUS 120 - Applied Lessons: Voice (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Breath Management
Tone Production
Diction
Communication

MUS 121 - Applied Lessons: Piano (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Develop individual talents through pieces and exercises,
Fulfill requirements for your music degree,
Fulfill other requirements (electives) for non-music majors.

MUS 123 - Applied Lesson: Brass (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Learn & demonstrate proper breathing techniques on their instrument.
Learn & demonstrate proper technique on their instrument through the etudes, solos, & excerpts they perform.
Learn & demonstrate style-appropriate musicianship & expressivity.
Understand & apply the terminology in their music.
Demonstrate appropriate dress & composure in a performance setting.

MUS 124 - Applied Lesson: Woodwinds (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Performance: Students will develop skills through the performance of level-appropriate repertoire.
Improvisation: Lessons will include opportunities for improvisation and creative individual expression.
Technology: Students will use technology to achieve course objectives by recording, play back, and critical listening of performances, rehearsals, and personal practice. Students will also use websites and databases for research. Ensembles will incorporate metronomes, video and audio recording devices and tuners. Band-in-a-box is available for use in improvising.
World Music: Students will study music from various cultures.
Music Pedagogy: Students will learn a variety of pedagogical techniques about performing solos on their instrument, section playing, ensemble playing, as well as developing teaching and rehearsal techniques as future band directors.
Music Literacy: Students will study and learn from recognized pedagogical collections, including: Essential Elements (Hal Leonard), Standard of Excellence (Neil Kjos Music Company), Accent on Achievement (Alfred Publishing), Practical Studies (Alfred Publishing).

MUS 125 - Applied Lesson: Strings (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 126 - Applied Lesson: Percussion (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
To provide each student with the opportunity to master basic and advanced techniques and develop a daily fundamental routine addressing areas of sound, articulation, and musicianship.
To present new repertoire to challenge each student's musical development and technical ability.
To gain familiarity with standard musical and percussion terminology as related to percussion.
To provide a greater understanding and application of historical issues and applied pedagogy related to percussion.
To integrate technology to better assess musical development and performance.
To explore world music through the works of composers from different cultures and cultural influences.
To experience improvisation through the creation of technique exercises, etudes, and the study of repertoire that incorporate improvisation, including jazz vibraphone.

MUS 127 - Applied Lessons: Organ (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 160 - Harmony/Theory I (3)

In the Harmony/Theory courses the student will gain the ability to discern the design, proportions and patterns of music by developing skills in musical analysis. They will also gain an understanding of the styles of music that evolved during the different periods of musical writing. Finally, they will discover insight into the ways in which music is put together and into the forms, elements, and traits of the composer.

Topics covered in Mus 160 include: musical notation, scales, tonality, key, modes, intervals, transposition, and chords.

Offered: Fall.

Outcomes
Students will be able to read and write standard musical notation.
Students will be able to identify and construct common musical scales and modes.
Students will be able to identify and construct intervals and chords.
Students will be able to understand the concept of key and tonality.
Students will analyze various styles of music from different historical periods.
Students will compose music in order to discover its forms, elements, and traits.

MUS 161 - Harmony/Theory II (3)

In this class the student will gain the ability to discern the design, proportions, and patters of music by developing skills in 4-part voice leading, harmonic progressions, 7th chords, modulation, and secondary chords.

Prerequisite: MUS 160. Offered: Spring.

Student Learning Outcomes
Assimilate and utilize the rules of 4 part voice leading.
Understand and create circle of fifths chord progressions.
Identify, construct, and utilize seventh chords, including dominants and non-dominants.
Identify, construct, and utilize chords at the secondary level.
Identify, construct, and utilize common chord, chromatic, and phrase modulations.
Identify and analyze simple binary and ternary form.

MUS 162 - Ear Training I (2)

Intervallic, melodic, harmonic, rhythmic dictation, and sight singing.

Offered: Fall.

Student Learning Outcomes
Students will be able to articulate key signatures and notate them.
Students will be able to hear, write, and perform the following: Intervals, Simple and compound rhythms and meters, Simple melodies in major and minor modes.
Students will be able to conduct simple patterns while counting simple rhythms.

MUS 163 - Ear Training II (2)

Advanced intervallic, melodic, harmonic, rhythmic dictation, and sight singing.

Prerequisite: MUS 162. Offered: Spring.

Student Learning Outcomes
Students will be able to hear, write, and perform the following: Intervals, Simple and compound rhythms and meters, Melodies in major and minor modes, Modal scales and melodies, Alto and Tenor clef melodies, Chordal Inversions, Duets.
Students will be able to conduct simple patterns while counting simple rhythms.

MUS 190 - Special Topics (1-3)

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal literature, piano literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study.

Offered: As available.

MUS 209 - Vox Angelus (1)

This choral ensemble is a non-auditioned treble choir, performing soprano and alto literature. With two regular rehearsals a week, students continue developing their singing voices in preparation of concerts throughout the semester. This course may be repeated.

Offered: Fall, Spring.

Outcomes
Students will develop the skills to sing appropriately as part of a group.
Students will develop the skills of independent musicianship.
Students will study and perform diverse musical works that represent a variety of historical and cultural perspectives.

MUS 210 - Concert Choir (1)

This auditioned choral ensemble is a mixed choir, performing soprano/alto/tenor/bass literature with rehearsals four days a week. In addition to concerts throughout the semester, Concert Choir has outreach and recruiting performances outside of the Jamestown community. This course may be repeated.

Offered: Fall, Spring.

Outcomes
Students will advance their skills in blending and balancing within their section and the ensemble.
Students will advance their skills of independent musicianship.
Students will study and perform diverse musical works that represent a variety of historical and cultural perspectives.

MUS 211 - Cantus (1)

This choral ensemble is a non-auditioned tenor and bass choir. With two regular rehearsals a week, students continue developing their singing voices in preparation of concerts throughout the semester. This course may be repeated.

Offered: Fall, Spring.

Outcomes
Students will develop the skills to sing appropriately as part of a group.
Students will develop the skills of independent musicianship.
Students will study and perform diverse musical works that represent a variety of historical and cultural perspectives.

MUS 212 - Small Ensembles (1-2)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Performance:
Every Day I Have the Blues by Ernie Wilkins
Moten Swing by Benny Moten
Harlem Airshaft by Duke Ellington
Intimacy of the Blues by Billy Strayhorn
Basie Straight Ahead by Sammy Nestico
Four Brothers by Jimmy Giuffre
Ya' Gotta Try by Sammy Nestico
Woodchoppers Ball by Bishop/Herman
Bijou by Ralph Burns
Cruisin' for a Bluesin' by Andy Weiner
Improvisation:
Technology:
World Music:
Music Pedagogy:
Music Literacy:
Splanky by Neal Hefti
Li'l Darlin' by Neal Hefti
The Kid from Red Bank by Neal Hefti

MUS 213 - Chamber Orchestra (1)

This course focuses on providing students with experience playing their instrument in a small ensemble context. Chamber ensemble rehearses two times each week and serves to accompany the fall musical. In the spring, the ensemble transitions to a more traditional chamber orchestra and presents a concert toward the end of the semester. Membership is open to all with high-school-level proficiency, as assessed by the conductor.

Offered: Fall, Spring.

Student Learning Outcomes
To grow as a musician in a small ensemble context.
To learn the required score as quickly as possible.
To attend and be prepared for rehearsals.

MUS 214 - Jazz Ensemble (1-2)

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.

Offered: Fall, Spring.

Student Learning Outcomes
Performance: Students will learn large ensemble performance skills through playing repertoire that includes the best new works for jazz band as well as classic literature.
Every Day I Have the Blues by Ernie Wilkins
Moten Swing by Benny Moten
Harlem Airshaft by Duke Ellington
Intimacy of the Blues by Billy Strayhorn
Basie Straight Ahead by Sammy Nestico
Four Brothers by Jimmy Giuffre
Ya' Gotta Try by Sammy Nestico
Woodchoppers Ball by Bishop/Herman
Bijou by Ralph Burns
Cruisin' for a Bluesin' by Andy Weiner
Improvisation: Students will work on developing improvisation skills through soloing in the performance of various works for jazz band.
Technology: Students will use technology to achieve course objectives by the recording, play back, and critical listening of performances, rehearsals, and personal practice. Students will also use websites and databases for research. Ensembles will incorporate metronomes, video and audio recording devices and tuners. Band-in-a-box is available for use in improvising.
World Music: Students will study music from various cultures such as American jazz bands, Salsa and Latin jazz music from the Caribbean and Brazil, and rock and funk music.
Music Pedagogy: Students will learn a variety of pedagogical techniques with regard to performing solos on their instrument, section playing, ensemble playing, sight-reading, as well as developing teaching and rehearsal techniques as future band directors.
Music Literacy: Students will study and learn a large variety of jazz repertoire during their years of study. The following list represents a sample of works jazz band students will learn during membership in the jazz band program.
Splanky by Neal Hefti
Li'l Darlin' by Neal Hefti
The Kid from Red Bank by Neal Hefti

MUS 215 - Wind Ensemble (1)

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 three times each week, performs in two 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.

Offered: Fall, Spring.

Student Learning Outcomes
Performance:
Technology:
World Music:
Music Pedagogy:
Music Literacy: Students will study and learn a large variety of Wind Ensemble repertoire during their years of study. The following list represents a sample of works for Wind Ensemble that students will learn:

MUS 220 - Applied Lessons: Voice (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Breath Management
Tone Production
Diction
Communication

MUS 221 - Applied Lessons: Piano (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Develop individual talents through pieces and exercises,
Fulfill requirements for your music degree,
Fulfill other requirements (electives) for non-music majors.

MUS 223 - Applied Lesson: Brass (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 224 - Applied Lesson: Woodwinds (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 225 - Applied Lesson: Strings (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 226 - Applied Lesson: Percussion (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
To provide each student with the opportunity to master basic and advanced techniques and develop a daily fundamental routine addressing areas of sound, articulation, and musicianship.
To present new repertoire to challenge each student's musical development and technical ability.
To gain familiarity with standard musical and percussion terminology as related to percussion.
To provide a greater understanding and application of historical issues and applied pedagogy related to percussion.
To integrate technology to better assess musical development and performance.
To explore world music through the works of composers from different cultures and cultural influences.
To experience improvisation through the creation of technique exercises, etudes, and the study of repertoire that incorporate improvisation, including jazz vibraphone.

MUS 227 - Applied Lessons: Organ (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 239 - Music History I: Medieval and Renaissance (3)

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. Offered: Fall.

Student Learning Outcomes
Understand the techniques used by composers in the Medieval and Renaissance periods,
Know who the important composers were in these periods.
Know the important pieces of these periods.
Discover political and environmental influences on music of the time and be able to discuss, listen, and defend different positions.
Learn what to listen for in Medieval and Renaissance music.
Understand the importance of early music as it pertains to general and music history.
Learn basic methods or research and writing.

MUS 262 - Ear Training III (2)

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. Offered: Fall.

Student Learning Outcomes
You will be able to arpeggiate any of the five common seventh chords from a given pitch using solfege
You will identify seventh chords played melodically or harmonically
You will write melodic and harmonic dictation involving chromatic harmony, including secondary dominants, secondary sevenths, Neapolitan, and augmented sixth chords
You will be able to arpeggiate chromatic chord progressions, including secondary dominants, secondary sevenths, Neapolitan, and augmented sixth chords
You will be able to sight-read more advanced melodies

MUS 266 - Introduction to Conducting (2)

This course is designed to introduce students to the art of choral/instrumental conducting. Students will gain basic conducting skills, and an understanding of how they may

be appropriately applied.

Prerequisite: MUS 161; MUS 163. Offered: Fall, even years.

Outcomes
Discuss the attributes of a successful conductor.
Demonstrate appropriate body posture, arm, hand, and wrist movements which communicate clear and expressive musical intentions.
Execute gestures indicating desired tempo, dynamics, and articulation.
Conduct regular and irregular beat patterns.
Develop independence of hands
Introduction to score analysis
Explore effective communication techniques from the podium.

MUS 271 - Brass Techniques (2)

An introduction to the fundamentals of playing, teaching, and maintaining brass instruments, including hands-on experience with various instruments and simulated school classroom situations.

Offered: Spring, alternate years.

Student Learning Outcomes
To learn how to play all the common brass instruments (those used in school bands) and how to teach the instruments to other students.
To learn how to properly hold, care for, clean, and maintain the brass instruments.
To know the transposition of each brass instrument and be able to create a musical arrangement/composition for a brass group.
To learn how a brass section of a band should be organized.
To learn the essentials of producing a good tone on each brass instrument and development of vibrato.
To be aware of the different resources for brass instrument literature (lesson books, solos, printed articles, recordings, etc).
How to identify and correct individual problems students may be having as they learn to play brass instruments. (tubercle protrusion, hearing pitch, teeth braces.
How to establish a music department budget.
Perform on one of the Performance Seminar evening.

MUS 272 - Woodwind Techniques (2)

An introduction to the fundamentals of playing, teaching and maintaining woodwind instruments, including hands-on experience with various instruments and simulated school classroom situations.

Offered: Spring, alternate years.

Student Learning Outcomes
Gain a fundamental understanding of woodwind technique.
Explore and discuss various pedagogical approaches.
Apply skills in middle school band rehearsals.

MUS 273 - String Techniques (2)

An introduction to the fundamentals of playing, teaching, and maintaining string instruments, including hands-on experience with various instruments and simulated classroom situations.

Offered: Fall, alternate years.

Student Learning Outcomes
Playing Tests: 20%
Attendance: 20%
Reading Quizzes: 10%
General Quizzes: 10%
Weekly Practice Charts: 20%
Paper/Presentation: 10%
Final: 10%

MUS 274 - Percussion Techniques (2)

An introduction to the fundamentals of playing, teaching, and maintaining percussion instruments, including hands-on experience with various instruments and simulated classroom situations.

Offered: Fall, alternate years.

Student Learning Outcomes
To understand the pedagogical approach to teaching percussion to students at all public school levels and demonstrate rudimentary performance skills on the various percussion instruments.
Demonstrate performance skills to be learned through outside and in-class assignments and reading of percussion ensemble and solo literature at different levels of proficiency.
Practice and perform using world percussion instruments using current literature and improvisational techniques.
Learn to understand percussion notation through short composition assignments presented and performed for the class. Band, orchestral, and world percussion instruments will be included in those projects.
Learn to use technology to augment the teaching and evaluation of percussion performance.
Music literacy will be developed with each student given the opportunity to rehearse a reading session of percussion literature. Pedagogy, including conducting and rehearsing techniques, will be discussed and demonstrated with the class throughout the semester.
Music of Other Cultures: Students will learn about music of other cultures through study of those instruments, primarily music descended from African cultures through study of "Latin" instruments.
The student will learn pedagogical and performance skills in the following areas:

MUS 275 - Vocal Techniques (2)

An introduction to the fundamentals of singing and the teaching of singing. The student will learn about vocal anatomy, acoustics, diction, repertoire, song preparation, and structuring a lesson. Hands-on experience teaching voice lessons.

Offered: Spring, alternate years.

Student Learning Outcomes
Upon completion of the course the student will be able to teach a voice lesson to a high school student. To that end the student will have acquired some knowledge of vocal anatomy, acoustics, diction, repertoire, song preparation, and, of course, the structure of the lesson itself.

MUS 290 - Special Topics (1-3)

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal literature, piano literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study.

Offered: As available.

MUS 291 - Music Methods - Elementary (3)

Methods and materials used in teaching K-5 music classes, emphasizing Orff and Kodaly, and Dalcroze approaches for developing musicianship in children. Topics include ukulele, recorder lesson plan writing and implementation, curriculum and unit plan design, resource discovery, diverse learners, assessment, and classroom management. The Teacher Education Program's Key Assessment 2 will be completed and assessed (on Chalk and Wire) in this course.

Prerequisite: MUS 161; MUS 163. Offered: Fall, odd years.

Outcomes
Experience and teach lesson plans through which they will learn the educational concepts.
Discover internet and paper resources for organizing and preparing music lessons.
Be challenged to think creatively in how they present information to children.
Learn how to teach through the standard Orff, Kodaly, and Dalcroze methods.
Become proficient on the ukulele.
Become proficient on the recorder.
Critically observe and respond to active elementary music educators.
Discover and learn various songs appropriate to the age level.
Teach lessons to local elementary students.

MUS 292 - Music Methods: Secondary Choral (3)

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. Key Assessment 2 (assessment) will be completed and assessed in this class.

Prerequisite: MUS 161; MUS 163. Offered: Spring, even years.

Outcomes
Field Observation: This course provides a 30-hour field experience. Students will design lesson plans that they will implement in the field with K-12 students. Lessons will be videoed and evaluated, and students will receive feedback from both music faculty and school-based mentors.

MUS 293 - Music Methods: Secondary Instrumental (3)

Methods and materials used in teaching in secondary school instrumental programs. Topics include history of the wind band, history of jazz band, how to play and teach jazz improvisation, managing all aspects of a band program (including pep band, marching band, jazz band, and concert band), administrative and parental interactions, budget management, assessment, classroom management, resume building and job interviews. Key Assessment 3 will be completed and assessed in this course.

Prerequisite: MUS 161; MUS 163. Offered: Fall, even years.

Outcomes
Field Observation: This course provides a 30-hour field experience. Students will design lesson plans that they will implement in the field with K-12 students. Lessons will be videoed and evaluated, and students will receive feedback from both music faculty and school-based mentors.
Basic elements of reading instruction.

MUS 319 - Instructional Media and Technology for Music (3)

This course is designed for music education majors to familiarize them with technologies used in recording, performing, notating, and creating music. Topics include using music notation software, digital audio software, sound amplification, recording, sound editing, MIDI, as well as a basic understanding of musical synthesis and music sampling.

Offered: Fall, even years.

Outcomes
Students will learn how to use microphones, mixing boards, monitors, and other sound equipment to both record and/or amplify a performance.
Students will demonstrate a basic understanding of how to use digital audio workstations (DAWs) such as GarageBand, Logic Pro, Cubase, or Fruity Loops.
Students will learn to edit recordings efficiently using digital audio software such as Audacity or Pro Tools.
Students will demonstrate a basic understanding of musical synthesis and music sampling.
Students will learn to enhance recordings with a basic understanding of mixing and the use of digital audio plugins such as reverb, graphic EQ, and compressors.
Students will learn to efficiently use music notation software such as Finale or MuseScore.

MUS 320 - Applied Lessons: Voice (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Breath Management
Tone Production
Diction
Communication

MUS 321 - Applied Lessons: Piano (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Develop individual talents through pieces and exercises,
Fulfill requirements for your music degree,
Fulfill other requirements (electives) for non-music majors.

MUS 323 - Applied Lesson: Brass (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 324 - Applied Lesson: Woodwinds (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 325 - Applied Lesson: Strings (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Distribution: By permission of instructors only.

MUS 326 - Applied Lesson: Percussion (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
To provide each student with the opportunity to master basic and advanced techniques and develop a daily fundamental routine addressing areas of sound, articulation, and musicianship.
To present new repertoire to challenge each student's musical development and technical ability.
To gain familiarity with standard musical and percussion terminology as related to percussion.
To provide a greater understanding and application of historical issues and applied pedagogy related to percussion.
To integrate technology to better assess musical development and performance.
To explore world music through the works of composers from different cultures and cultural influences.
To experience improvisation through the creation of technique exercises, etudes, and the study of repertoire that incorporate improvisation, including jazz vibraphone.

MUS 327 - Applied Lessons: Organ (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 339 - Music History II: Baroque and Classical (3)

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. Offered: Spring.

Student Learning Outcomes
Understand the techniques used by composers in the Baroque and Classical periods.
Know who the important composers were in these periods.
Know the important pieces of these periods.
Discover political and environmental influences on music of the time and be able to discuss, listen, and defend different positions.
Learn what to listen to in Baroque and Classical music.
Understand the importance of this time period as it pertains to general and music history.
Continue learning basic methods or research and writing, focusing on citation and bibliography.

MUS 340 - Music History III: Romantic and Modern Eras (3)

This is the third semester of the 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. Offered: Fall.

Student Learning Outcomes
Understand the techniques used by composers in the Romantic and Modern periods,
Know who the important composers were in these periods,
Know some of the important pieces of these periods,
Discover political and environmental influences on music of the time and be able to discuss, listen, and defend different positions,
Learn what to listen for in Romantic and Modern music,
Understand the importance of music in these time periods as it pertains to general and music history,
Learn basic methods of research and writing.

MUS 360 - Harmony/Theory III (3)

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, altered dominants and their relationship to the style, form, and literature of the period.

Prerequisite: MUS 161. Offered: Fall.

Student Learning Outcomes
You will have gained a familiarity with genres/forms of music common to the 17th and 18th centuries, i.e. Canon, Invention, Fugue, Theme and Variation, Sonata Allegro, and Rondo
You will have learned to apply the analytical techniques learned in Harmony/Theory I and II to the genres/forms listed above,
You will have learned new harmonies associated with the development of the genres/forms listed above, i.e. Borrowed harmonies; the Neopolitan Chord; and the Italian, French, and German Augmented 6th Chords

MUS 361 - Harmony/Theory IV (3)

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, and electronic music.

Prerequisite: MUS 360. Offered: Spring.

Student Learning Outcomes
You will have gained a familiarity with extended and chromatic harmonies such as 9th, 11th, and 13th chords, altered dominants, and chromatic mediants.
You will have learned to recognize and analyze these harmonic extensions in music of the romantic period, impressionist period, and early 20th century.
You will discover new methods of analysis (pitch class set theory) and apply them to non- tonal and 12-tone music.
You will have surveyed music and continuing harmonic developments in post WWII music.

MUS 363 - Choral Arranging (2)

A study of the techniques of arranging for male, female, and mixed vocal groups, including Finale music-notation software.

Prerequisite: MUS 161; MUS 163. Offered: Alternate years.

Student Learning Outcomes
The purpose of this course is to help each music student develop an approach to designing an arrangement of a choral music selection and successfully completing all aspects and details of the arrangement. Upon successful completion of the course each student should be able to create a choral arrangement with instrumental accompaniment and a score that is suitable for professional presentation to a performance ensemble.
The course is designed as a laboratory class. This means that student participation is particularly important. All reading assignments should be done before class so that you can explain your understanding of the concepts addressed in the reading.
All arranging assignments will be shared with the class during our meetings. As musicians and colleagues, all students will be expected to constructively critique the work of their peers.
It is understood that every student will be at a different point in developing the skills required of an arranger. Students are expected to approach assignments based on their existing skill levels and, to the extent possible, grading will not be on an absolute scale but will reflect individual growth and development. For some students assignments will be minimally demanding. For others they may require a great deal of effort, but that effort will pay off in greater improvement in skills.

MUS 367 - Advanced Conducting - Choral (2)

This course, which builds upon concepts covered in MUS 266 (Introduction to Conducting), is a study of the essential gestures and rehearsal techniques required to lead a choral ensemble. Topics covered will include gesture, leadership and communication, choral fundamentals, score study, programming, and rehearsal pacing.

Prerequisite: MUS 266.

Outcomes
Students will be able to analyze choral scores.
Students will be able to prepare and execute lesson plans.
Students will be able to demonstrate their intended interpretation of the music through their gesture.
Students will be able to demonstrate basic teaching and rehearsal strategies, including pacing and classroom management.

MUS 368 - Advanced Conducting - Instrumental (2)

This course, which builds upon concepts covered in MUS 266 (Introduction to Conducting), is a study of the essential gestures and rehearsal techniques required to lead an instrumental ensemble. Topics include score study, rehearsal preparation, and essential conducting techniques. Students will conduct their peers and university ensembles.

Prerequisite: MUS 266.

Outcomes
Upon successful completion of this course, students will be able to adequately study instrumental scores in a variety of manners to prepare for the successful rehearsal of an instrumental ensemble.
Upon successful completion of this course, students will be able to effectively convey through gesture a personal interpretation of an instrumental score.
Upon successful completion of this course, students will be able to demonstrate conducting technique, musical score reading/study, and podium leadership by conducting music with a live ensemble.
Upon successful completion of this course, students will be able to correctly identify performance errors and provide clear suggestions for improvement.

MUS 380 - Junior Recital (0-1)

Students who take MUS 380 and/or MUS 480 for one credit will be required to furnish well researched program notes for their performance.

Corequisite: Students who take Mus 380 must be enrolled in an applied lesson. Offered: Fall, Spring.

MUS 390 - Special Topics (1-3)

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, choral literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study.

Offered: As available.

MUS 420 - Applied Lessons: Voice (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Breath Management
Tone Production
Diction
Communication

MUS 421 - Applied Lessons: Piano (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
Develop individual talents through pieces and exercises,
Fulfill requirements for your music degree,
Fulfill other requirements (electives) for non-music majors.

MUS 423 - Applied Lesson: Brass (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 424 - Applied Lesson: Woodwind (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 425 - Applied Lesson: Strings (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 426 - Applied Lesson: Percussion (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

Student Learning Outcomes
To provide each student with the opportunity to master basic and advanced techniques and develop a daily fundamental routine addressing areas of sound, articulation, and musicianship.
To present new repertoire to challenge each student's musical development and technical ability.
To gain familiarity with standard musical and percussion terminology as related to percussion.
To provide a greater understanding and application of historical issues and applied pedagogy related to percussion.
To integrate technology to better assess musical development and performance.
To explore world music through the works of composers from different cultures and cultural influences.
To experience improvisation through the creation of technique exercises, etudes, and the study of repertoire that incorporate improvisation, including jazz vibraphone.

MUS 427 - Applied Lessons: Organ (1-2)

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. 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.

Offered: By permission of instructors only.

MUS 480 - Senior Recital (0-1)

Students who take MUS 380 and/or MUS 480 for one credit will be required to furnish well researched program notes for their performance.

MUS 490 - Special Topics (1-3)

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.

Offered: As available.

MUS 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

NRSG-Nursing (ASN Program)

NRSG 101 - Concepts of Professional Nursing Practice (3)

This course explores professional nursing practice within the US healthcare system. Concepts of person, health, nursing, and environment are introduced and provide a foundation for the role of the nurse and health care for individuals as bio-psychosocial-spiritual beings along the health and wellness spectrum. The course focuses on patient-centered care, interprofessional communication and team members, information systems and healthcare technology, health promotion, and a culture of safety. A clinical decision-making process is introduced and provides a framework to help students think critically and make informed clinical judgements. Must be accepted into the ASN nursing program.

Student Learning Outcomes
Identify roles and responsibilities of the nurse as a member of the interprofessional healthcare team.
Describe clinical decision-making processes and their systematic approaches to clinical reasoning and judgement.
3. Explain the influence of evidence-based practice and evolving technologies on nursing clinical judgment and practice.
4. Utilize communication tools and strategies to effectively collaborate with interprofessional healthcare team members.
Discuss the effect of environment, culture, and lifestyle of the health status of individual, bio-psychosocial-spiritual beings throughout the life cycle.
Examine the impact of health promotion, cultural competence, and therapeutic communication on quality patient-centered care.

NRSG 106 - Nursing Assessment Across the Lifespan (3)

This course focuses on the development of interviewing and physical assessment skills for professional nursing practice. Students learn an evidence-based, systematic approach for the collection and analysis of subjective and objective health-related data for patient throughout the lifespan. Classroom and laboratory experiences promote student confidence and competence in assessing and

documenting focused physical, psychosocial, and spiritual patient assessments. Must be accepted into the ASN nursing program.

Prerequisite: HLTH 208, HLTH 209. Corequisite: HLTH 216; Math 102; NRSG 110; NRSG 101 may be taken as a corequisite with faculty approval.

Student Learning Outcomes
Use interviewing skills to obtain a comprehensive health history from diverse patients throughout the lifespan.
Accurately perform physical assessment techniques.
Prioritize focused assessments based on identified patient health needs and developmental stages.
Differentiate normal and abnormal patient findings.
Examine health-related data to identify actual and potential health problems.
Effectively communicate health assessment findings in verbal and written formats.

NRSG 110 - Fundamental Nursing Skills (6)

This course centers on the knowledge and abilities required to perform skills that are foundational to professional nursing practice. Clinical decision-making processes assist students to recognize basic patient needs and make clinical judgements that promote patient and staff safety in the provision of nursing care. Evidence-based techniques and patient-centered approaches for nursing skills are presented throughout the course. Learning experiences include laboratory skills, simulated patient care, and direct patient care. Must be accepted into the ASN nursing program.

Prerequisite: HLTH 208, HLTH 209. Corequisite: HLTH 216; Math 102; NRSG 106; NRSG 101 may be taken as a corequisite with faculty approval.

Student Learning Outcomes
Demonstrate competency in basic nursing skills.
Apply technology and current evidence to support safe and effective patient care.
Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness.
Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.
Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
Apply technology and current evidence to support safe and effective patient care.
Employ information technology to enhance personal development of SLO#4 Use quality improvement processes to improve nursing practice and nursing knowledge and skills.
Demonstrate professional behaviors in all educational settings. care for patients across the lifespan and continuum of care.
Apply technology and current evidence to support safe and effective patient care.
Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.
Exhibit effective communication techniques to promote patient and staff safety in various healthcare settings.
Apply current evidence and clinical decision-making processes to make clinical judgments for patients with fundamental healthcare needs.
Employ information technology to enhance personal development of nursing knowledge and skills.
Demonstrate professional behaviors in all educational settings.
Demonstrate competency in basic nursing skills.
Exhibit effective communication techniques to promote patient and staff safety in various healthcare settings.
Apply current evidence and clinical decision-making processes to make clinical judgements for patients with fundamental healthcare needs.
Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.

NRSG 131 - Nursing Across the Lifespan I (7)

This course is the first of three courses focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. Students will acquire the knowledge and skills essential to make sound clinical judgements for the promotion, restoration, and

maintenance of optimal health and wellness for diverse patients. Learning experiences within the classroom, simulation center, and direct patient care settings will engage students in the care of the surgical patient, maintenance of fluid and electrolyte/acid-base balance, and care of the patient experiencing issues of the immune, musculoskeletal, renal, and gastrointestinal systems. Must be accepted into the ASN nursing program.

Prerequisite: NRSG 101, NRSG 106, NRSG 110.
Corequisite: NRSG 134.

Student Learning Outcomes
Apply knowledge and current evidence to provide safe, quality care to diverse patients throughout the life cycle. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
Identify environmental, cultural, and lifestyle influences on the health status of bio-psychosocial-spiritual beings throughout the life cycle. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness.
Effectively communicate with patients, families, and members of the healthcare team to prevent, support, and restore optimum states of health and wellness for patients throughout the continuum of care. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Use healthcare informatics and technologies to implement patient-centered nursing care in a variety of healthcare settings. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Demonstrate professional behaviors and advocacy for patient rights and safety. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care.

NRSG 134 - Psychiatric Nursing (4)

This course focuses on a holistic and interprofessional team approach to healthcare services for patients with psychiatric-mental and behavioral health issues throughout the lifespan. Clinical decision making, therapeutic and interprofessional treatment strategies, and the continuum of care for mental health and wellness across healthcare settings are emphasized throughout the course. Additionally, care of the child with cognitive, sensory, or communication impairment is addressed. Simulated and direct care patient experiences allow students to apply clinical judgement, therapeutic communication, and evidence-based pharmacological and nonpharmacological approaches to the care of patients with mental health issues. Must be accepted in the ASN nursing program.

Prerequisite: NRSG 101, NRSG 106, NRSG 110.
Corequisite: NRSG 131.

Student Learning Outcomes
Assess the bio-psychosocial-spiritual health of patients and families along the mental health and illness spectrum. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
Demonstrate therapeutic and professional communication techniques when providing care to psychiatric patients and their families. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#3 Demonstrate accountability and cultural humility when engaged in unselfish service to humankind. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Identify roles of interdisciplinary team members, patients, and families in the provision of mental health and wellness care across the continuum of care. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness.
Apply a clinical decision-making process to provide quality care to patients across the lifespan with select psychiatric and behavioral health issues. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
Use evidence-based guidelines and technologies to promote patient and staff safety within psychiatric care settings. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care. SLO#5 Apply technology and current evidence to support safe and effective patient care.

NRSG 232 - Childbearing Family Nursing (4)

This course focuses on current trends in family-centered nursing and presents a holistic approach to address health

and illness needs of the childbearing family. The course emphasizes normal growth and development, safety, injury prevention, disease management, and the impact of culture on the family unit's response to psychological and physical stressors. Learning experiences in the classroom, simulation center, and direct patient care settings provide opportunities for ASN students to participate in preventive, supportive, and therapeutic nursing care for patients throughout the childbearing cycle.

Prerequisite: all 100 level NRSG courses. Corequisite: NRSG 233.

Student Learning Outcomes
Use a clinical decision-making process to provide quality care of patients and families throughout the childbearing cycle. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
Communicate effectively with patients, families, and members of the interdisciplinary healthcare team to provide family-centered care in all health settings. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness.
Apply current evidence and innovative technologies to prevent, support, and restore optimum states of health and wellness for the childbearing family. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Identify the influence of family dynamics, culture, and society on the health status of patients and families experience the childbearing cycle. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
Demonstrate professionalism behaviors and advocacy in the delivery of nursing care to the childbearing family. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care.

NRSG 233 - Nursing Across the Lifespan II (7)

This course is the second of three courses focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. Concepts build upon the student's previously acquired knowledge and skills and promote personal and professional growth development in the application of safe, quality patient care. Learning experiences within the classroom, simulation center, and direct patient care settings will engage ASN students in the maintenance of oxygenation, endocrine, gastrointestinal, and integumentary functions as well as bio-psychosocial-spiritual assessments and the implementation of nursing interventions to enhance and promote adaptation for the child, adult, and family.

Prerequisite: all 100 level NRSG courses. Corequisite: NRSG 232.

Student Learning Outcomes
Apply best evidence, theoretical knowledge, and patient preferences to formulate clinical judgements and provide quality care to diverse patients throughout the life cycle. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Identify developmental patterns and cultural variations of patients and families in multiple environments as they relate to the various stages of health and illness. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health.
Collaborate with patients, families, and members of the healthcare team to prevent, support, and restore optimum states of health and wellness for patients throughout the continuum of care. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.
Use healthcare informatics and technologies to promote patient and staff safety in all healthcare setting. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Demonstrate professional behaviors and accountability when providing care and collaborating with patients, families, and members of the interdisciplinary healthcare team. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.

NRSG 244 - Nursing Across the Lifespan III (7)

This course is the final course in this three courses series

focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. This course provides ASN students with opportunities to develop increasing levels of autonomy in the coordination of care for patient with complex health conditions of the cardiovascular and/or neurological systems. Learning experiences within the classroom, simulation center, and direct patient care settings will engage students in patient care situations that require the student to synthesize knowledge from previous nursing courses, supportive courses, and evidence-based scholarly materials. Emphasis is placed on principles of care management including clinical judgement, priority setting, patient safety, collaboration, delegation, and time management.

Prerequisite: All 100 level NRSG courses, NRSG 232, NRSG 233. Corequisite: NRSG 247, NRSG 248.

Student Learning Outcomes
Use a clinical decision-making process to make clinical judgements in the provision of holistic, patient-centered care. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments.
Demonstrate effective communication and collaboration techniques to coordinate care for diverse patients in various healthcare settings, across the life span and continuum of care. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Integrate current technologies and evidence to improve patient and staff safety, care quality, and health outcomes. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Synthesize nursing knowledge and skills to enhance role development as care giver, interprofessional collaborator, patient educator, and manager of care. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Apply best evidence and innovative technologies to enhance communication, knowledge development, and clinical judgment. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Demonstrate professionalism, leadership, and cultural humility when providing care to patients, families, and communities. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.

NRSG 247 - Nursing Practice: Quality and Safety (3)

This course explores the structure and culture of healthcare delivery organizations with a focus on concepts of nursing leadership and quality improvement processes within

healthcare delivery systems. Communication and management skills, decision-making, time and stress management, priority setting, interdisciplinary collaboration, and advocacy will be explored. Additionally, ASN students will apply concepts of evidenced-based, quality improvement processes to evaluate actual and potential problems in local healthcare settings.

Prerequisite: NRSG 232, NRSG 233. Corequisite: NRSG 244, NRSG 248.

Student Learning Outcomes
Describe legal, ethical, regulatory, and professional standards that impact nursing practice and services provided by healthcare organizations. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.
Analyze the impact of leadership styles, collaborative abilities, and emotional intelligence on professional nursing practice. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.
Identify strategies to promote collegiality and professional communication in a variety of practice situations. SLO#2 Collaborate with patients, families, and interdisciplinary team members to coordinate health care services that promote optimum states of health and wellness. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.
Integrate the process of quality improvement with evidence-based findings to promote quality care. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care. SLO#5 Apply technology and current evidence to support safe and effective patient care.
Discuss the impact of evidence-based practice, evolving technologies, and quality initiatives on contemporary nursing practices. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care. SLO#5 Apply technology and current evidence to support safe and effective patient care.

NRSG 248 - Content Mastery and NCLEX Success (2)

This course provides a comprehensive review of essential concepts for beginning nursing practice. Focused on preparation for the NCLEX-RN licensure examination, the student will apply the NCSBN clinical judgement model to stand-alone and unfolding NCLEX-style questions. A review of nursing knowledge, study skills, stress management techniques, test-taking strategies, and ATI methodologies for NCELX success are embedded throughout this course.

Prerequisite: NRSG 232, NRSG 233. Corequisite: NRSG 244, NRSG 247. Offered: Fall.

Student Learning Outcomes
Apply nursing knowledge and clinical judgement skills to accurately answer Next Generation NCLEX-style questions. SLO#1 Use a clinical decision-making process to provide patient-centered care to diverse patients in all healthcare environments. SLO#5 Apply technology and current evidence to support safe and effective patient care. Analyze personal strengths and opportunities for NCLEX preparation. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care.
Design an individualized success plan to meet the student's unique needs. SLO#4 Use quality improvement processes to improve nursing practice and care for patients across the lifespan and continuum of care.
Demonstrate personal accountability for content remediation and exam preparation. SLO#3 Demonstrate professional behaviors of accountability and cultural humility when engaged in unselfish service to humankind.

NRSG-Nursing (BSN Program)

NRSG 190 - Special Topics (1-3)

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.

Offered: As available.

NRSG 205 - Nutrition (2)

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 lifestyle. Open to all students.

Offered: Fall.

Student Learning Outcomes
Analyzes nutrition principles.
Understands the role of body physiology in nutrient utilization.
Applies normal nutrition principles to life-cycle variations.
Recognize reliable nutritional resources.
Appreciates the importance of healthy nutrition principles.

NRSG 206 - Health Assessment (3)

This course includes theory and practice in the collection of subjective and objective health-related data through the physical assessment and interview, utilizing classmates for practice. The theory and supervised practice in the course guide the student in recognizing normal and abnormal findings and understanding their significance. In addition, the student will be able to document and record the assessments and apply the data to the nursing process.

Prerequisite: Must be accepted into nursing major; BIOL 208; BIOL 216; NRSG 205; SOC 101 or SOC 230; PSYC 203. Corequisite: BIOL 209; NRSG 210. Offered: Spring.

Student Learning Outcomes
Approach patient-centered care of the individual as a biopsychosocialspiritual being.
Assess all major body systems with appropriate & safe techniques, differentiating normal findings from abnormal findings in the collected objective data.
Identify real or potential health problems indicated by the assessment data.
Recognize differences in assessment techniques and findings relative to the various developmental stages.
Record data appropriately.
Recognize data collection as an essential aspect of the nurse's role.
Appreciate how cultural and developmental considerations may affect health.
Accurately perform a head-to-toe physical in the allotted time.
Synthesize knowledge of individuals, families, and communities into the practice of nursing.
Collaborate with health team members to assist individuals/families/communities/world toward optimal wellness as they vacillate on the health continuum.
Apply nursing research, evidence-based practice, and knowledge from the liberal arts in refining nursing practice.
Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
Promote quality health care in a safe environment.
Responsibly engage in unselfish service to humankind.
Apply technology and information management tools to support safe and effective patient care.
Define terminology and identify anatomically those terms relating to each physiological system.

NRSG 210 - Nursing Foundations (5)

The course focuses on the concepts of person, health, nursing, and environment and serves as the basis for the remaining nursing curriculum. Individuals are viewed as biopsychosocial-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 course uses clinical judgement which combines thinking, doing, and caring to promote safe, effective, and patient-centered care. Learning experiences are provided in the classroom and learning laboratory.

Prerequisite: NRSG 205; BIOL 208; BIOL 216; SOC 101 or SOC 223; PSYC 203. Corequisite: NRSG 206; NRSG 2XX; BIOL 209. Offered: Spring.

Student Learning Outcomes
Approach patient centered care of the individual as a biopsychosocial-spiritual being.
Recognize actions that promote patient safety and reduce the spread of infection.
Relate the knowledge of supportive and liberal arts courses to the practice of nursing.
Describe concepts of health and illness in the health continuum.
Recognize that nursing practice is ethical and legal and follows the nursing code of ethics and professional nursing standards.
Recognize the uniqueness of a person as a bio-psychosocial-spiritual being throughout the life cycle.
Identify the effects of environment, culture, and lifestyle on health status of individuals.
Describe the role of the nurse in relationship to person, health, and environment.
Identify the relationship of research to evidence-based nursing practice.
Utilize clinical judgement with the nursing process to provide safe and effective patient centered care.
Explore the role of technology and information management in the healthcare setting.
Synthesize knowledge of individuals, families, and communities into the practice of nursing.
Recognize his/her own potential for growth and development as an individual.
Demonstrate competency in nursing skills.
Collaborate with health team members to assist individuals/families/communities/world toward optimal wellness as they vacillate on the health continuum.
Apply nursing research, evidenced-based practice, and knowledge from the liberal arts in refining nursing practice.
Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
Promote quality health care in a safe environment.
Responsibly engage in unselfish service to humankind.
Apply technology and information management tools to support safe and effective patient care.
Describe the professional nursing role as a member of the health care team.

NRSG 211 - Medication Safety & Dosage Calculation (1)

This 1-credit course is designed to develop essential skills in medication safety and dosage calculations. The course focuses on ensuring safe and accurate medication administration, a critical component of nursing practice.

Emphasis will be placed on mastering dosage calculations and understanding how to prevent medication errors. Students will participate in group discussions, class lectures, and dosage calculation exercises to reinforce learning and medication safety principles. Course assignments and quizzes will be presented in both written and online formats.

Key Topics:

- Techniques for accurate dosage calculations
- Strategies for preventing medication errors
- Safe practices for medication administration
- Review of NCSBN test plan competencies related to medication safety

Prerequisite: BIO 208 + Lab: BIO 216 + lab; NRSG 205; SOC 101 or SOC 230; PSYC 203. Corequisite: BIO 209 + Lab; NRSG 210 + Lab ; NRSG 206 + Lab. Offered: Spring.

Outcomes
•1. Students will demonstrate proficiency in dosage calculations, using primarily the formula method.
•2. Students will interpret and analyze medication orders accurately, considering patient-specific factors and adjusting calculations as necessary.
•3. Students will utilize critical thinking skills to solve complex dosage problems.
4. Students will utilize the 5 Rights for Medication Administration as a strategy for preventing medication errors. .

NRSG 290 - Special Topics (1-3)

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not 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 context.

Offered: As available.

NRSG 331 - Child/Adult Health I (7)

The focus is upon 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, and renal system alterations; maintenance of fluid and electrolyte/acid-base balance; maintenance of the musculoskeletal system; and care of the client with cancer; and end-of-life care. Learning experiences are provided in lab, simulation, and a variety of clinical settings. The nursing process is used to implement the preventive, therapeutic and supportive care of clients and families evidencing various states of health and illness.

Prerequisite: NRSG 205; NRSG 206; NRSG 210; all supportive courses. Offered: Fall.

Student Learning Outcomes
Approach patient centered care of the individual as a biopsychosocial-spiritual being.
Synthesize knowledge of individuals, families, and communities into the practice of nursing.
Collaborate with health team members to assist individuals/families/communities/world toward optimal wellness as they vacillate on the health continuum.
Apply nursing research, evidenced-based practice, and knowledge from the liberal arts in refining nursing practice.
Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
Promote quality health care in a safe environment.
Responsibly engage in unselfish service to humankind.
Apply technology and information management tools to support safe and effective patient care.

NRSG 332 - The Childbearing Family (5)

The 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 antepartum period, labor and delivery, the postpartum period, and for the normal newborn and the high risk newborn. The reproductive health of 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.

Prerequisite: NRSG 205; NRSG 206; NRSG 210; all supportive courses. Corequisite: NRSG 331. Offered: Fall.

Student Learning Outcomes
Relate the dynamics of family life, culture, and society to the health status of the childbearing family.
Utilize concepts, principles, and evidence-based literature from nursing and supportive disciplines as a theoretical basis for the nursing care of individuals/families experiencing the childbearing cycle.
Apply the nursing process to the normal events of the childbearing cycle:
Serve as an accountable, contributing health team member in the delivery of nursing care for the childbearing family.
Develop professional perspectives of the nursing role as they relate to the childbearing family.
Apply the nursing process to the normal and abnormal events of the reproductive cycle.
Collaborate with health care professionals/clients in the planning of health care.

NRSG 333 - Child/Adult Health II (7)

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 utilized to provide the student with appropriate nursing care situations.

Prerequisite: NRSG 331. Offered: Spring.

Student Learning Outcomes

Utilize theoretical knowledge and critical thinking in implementing the nursing process.

Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.

Promote quality health care in a safe environment.

Responsibly engage in unselfish service to humankind.

Apply technology and information management tools to support safe and effective patient care.

Utilize theoretical knowledge and critical thinking in implementing the nursing process. SLO #1, 2, 4, 5

Apply the nursing process in the: a. Assessment of oxygenation, endocrine and gastrointestinal function, and integumentary status. b. Formulation of nursing diagnoses and goals pertinent to the client and family. c. Safe Implementation of nursing interventions based on assessed needs. d. Evaluation of effectiveness of planned nursing actions.

Incorporate knowledge of the developmental patterns and cultural variations of clients and families in multiple environments as they relate to the various stages of health and SLO #2, 3, 5 illness.

Utilize nursing research. and evidence-based practice guidelines in the development of a safe plan of care for the client of varied developmental stages and cultures.

Implement the role of the professional nurse as a member of the health care delivery system.

Apply the nursing process in the: a. Assessment of oxygenation, endocrine and gastrointestinal function, and integumentary status. b. Formulation of nursing diagnoses and goals pertinent to the client and family. c. Safe Implementation of nursing interventions based on assessed needs. d. Evaluation of effectiveness of planned nursing actions.

Incorporate knowledge of the developmental patterns and cultural variations of clients and families in multiple environments as they relate to the various stages of health and illness.

Utilize nursing research, and evidence-based practice guidelines in the development of a safe plan of care for the client of varied developmental stages and cultures.

Implement the role of the professional nurse as a member of the health care delivery system.

Approach patient-centered care of the individual as a biopsychosocial spiritual being.

Synthesize knowledge of individuals, families, and communities into the practice of nursing.

Collaborate with health team members to assist individuals/families/communities/world toward optimal wellness as they vacillate on the health continuum.

Apply nursing research, evidence-based practice, and knowledge from the liberal arts in refining nursing practice.

NRSG 334 - Child/Adult Mental Health (5)

This course focuses on psychiatric-mental health nursing across the lifespan. The basic concepts in psychiatric-mental health nursing are examined, which includes stress adaptation and the history and theory of mental health and mental illness. Other content areas include: psychobiology, psychopharmacology, ethical and legal issues, therapeutic approaches in psychiatric nursing care, and care of clients with alterations in psychosocial adaptations. Care of the child with cognitive, sensory, or communication impairment is also addressed. 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. Learning experiences take place in a variety of settings: classroom, simulation lab, the North Dakota State Hospital, Anne Carlson Center and the James River Correctional Center.

Prerequisite: NRSG 205; NRSG 206; NRSG 210; NRSG 331. Corequisite: NRSG 332; NRSG 333; PSYC 302. Offered: Spring.

Student Learning Outcomes

Approach patient centered care of the individual as a biopsychosocial-spiritual being.
Develop communication skills as a tool for effective therapeutic, personal, and SLO: #1, 3, 5, 7 & 8 professional relationships.
Analyze how the mental health-mental illness spectrum is influenced by internal and external stressors. SLO: #1, 2, 3 & 7
Implement the nursing process to design primary, secondary and tertiary nursing interventions for individuals and groups who demonstrate deviations in mental health. SLO: #1, 2, 4, 5 & 7
Examine the professional nurse's role in the interdisciplinary team approach to SLO: #2, 3, 4, 5 & 7 delivery of mental health care in inpatient and community settings.
Identify the effect of families, significant others, growth and development patterns, culture, and environment on the patient/family experiencing variations on the mental health, mental illness spectrum. SLO: #2, 6 & 7
Collaborate with members of the interdisciplinary team on assessment, planning, and treatment of mentally ill patients. SLO: #1, 2, 3, 5, 6 & 7
Apply principals of safety to the therapeutic milieu. SLO: #1, 5, 6, 7 & 8
Examine legal and ethical issues relevant to the mentally ill population and the SLO: #2, 5, 6 & 7 corrections population.
Synthesize knowledge of individuals, families, and communities into the practice of nursing.
Collaborate with health team members to assist individuals/families/communities/world toward optimal wellness as they vacillate on the health continuum.
Apply nursing research, evidenced-based practice, and knowledge from the liberal arts in refining nursing practice.
Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
Promote quality health care in a safe environment.
Responsibly engage in unselfish service to humankind.
Apply technology and information management tools to support safe and effective patient care.
Apply theoretical and research-based knowledge to determine the bio-psycho- social-spiritual health status of individuals/families who have mental health problems. SLO: #1, 2, 4, 5, 7 & 8

NRSG 390 - Special Topics (1-3)

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing

curriculum but not 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.

Offered: As available.

NRSG 397 - Nursing Cooperative Experience (1-4)

This course is designed to allow students to work in an expanded role as nurse technicians or nurse interns in a healthcare facility. 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. Students may enroll for the summer term after the successful completion of their junior year. Students may continue to work in the capacity of a nurse technician or nurse intern position as long as they are enrolled in the course. Students must be employed by the health care facility during the time of enrollment.

Prerequisite: NRSG 333; NRSG 334. Offered: Summer after junior year and again fall and spring of senior year.

Student Learning Outcomes
Utilize concepts, principles, and literature from nursing and supportive disciplines as a theoretical basis for the nursing care of individuals/families across the lifespan.
Serve as an accountable contributing health team member in the delivery of nursing care for clients in a variety of health care settings.
Develop professional perspectives of the nursing role while gaining valuable work experiences.
Collaborate with health care professionals/clients in the planning of health care.

NRSG 424 - Child/Adult Health III (6)

The 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. Selected nursing care situations require the student to synthesize knowledge from previous nursing courses, supportive courses and evidence-based scholarly materials while using the nursing process as a framework to provide nursing care. Learning takes place in a variety of settings: classroom, college laboratory, Sanford Health.

Prerequisite: NRSG 206; NRSG 210; NRSG 331; NRSG 332; NRSG 333; NRSG 334. Corequisite: NRSG 425; NRSG 497. Offered: Fall.

Student Learning Outcomes
Synthesize knowledge from previous experiences and courses to formulate a comprehensive interrelatedness of system functions and their effect on the client/family/community within the context of a variety of cultures.
Utilize the nursing process within the health care delivery system in the nursing management of the client/family/community exhibiting multi-problem needs of the cardiovascular and/or neurological systems.
Incorporate knowledge of developmental patterns of the client/family throughout the life cycle when providing nursing care.
Collaborate with other health team members to promote, maintain, and restore the client/family/community to an optimum level of health.
Identify his/her need to assume responsibility for self-direction in personal and professional growth as a future member of the health care delivery system within society.
Use evidence-based practice guidelines in developing a plan of care and providing safe nursing care for the client/family.

NRSG 425 - Community Health Nursing (6)

The course provides experience in utilizing all prerequisite courses and nursing knowledge as it applies to the health of families, populations groups, communities and the geriatric client. 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 clients in the community. 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.

Prerequisite: NRSG 206; NRSG 210; NRSG 331; NRSG 332; NRSG 333; NRSG 334. Corequisite: NRSG 424; NRSG 497. Offered: Fall.

Student Learning Outcomes

Analyze the concept of community as the client.
Evaluate the impact of political, legal, historical, social, cultural, and economic factors that influence the delivery of quality health care.
Demonstrate nursing care that utilizes primary prevention incorporating the teaching-learning process.
Understand various roles of the nurse working in individuals, families, and communities in public health.
Analyze the unique problems/needs of various cultures/vulnerable populations, and the geriatric population.
Understand the importance of epidemiological concepts as a foundation of community health practice.
Demonstrate clinical judgement to integrate evidence-based strategies in community-based care in a variety of settings.
Perform a thorough community assessment based on an understanding of its components and utilization of appropriate community resources.

NRSG 426 - Nursing Leadership/Management (7)

This course focuses on the development of the student in the role of a beginning nurse leader of 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.

Prerequisite: NRSG 424; NRSG 425; NRSG 497. Offered: Spring.

Student Learning Outcomes

Approach patient centered care of the individual as a biopsychosocial-spiritual being.
Relate the dynamics of organization, leadership, and management to the role of the nurse leader.
Develop leadership and management skills such as prioritization, delegation, critical thinking, time management, collaboration, and conflict resolution, and implement in the clinical setting.
Support practice as a nursing leader by applying nursing research, evidence-based practice, and knowledge from the liberal arts in refining nursing practice.
Identify external and internal forces that impact organizations and utilize leadership and management skills to promote quality healthcare in a safe environment.
Recognize cultural diversity and integrate cultural knowledge in the clinical setting as a patient advocate.
Understand and apply graduate quality and safety knowledge, skills, and attitudes (QSEN) patient care.
Utilize critical thinking and clinical judgment in the application of the nursing process within the healthcare delivery system to attain, preserve, and promote optimal health.
Demonstrate the application of the nursing process in planning/providing care for individuals & families.
Apply principles of management/leadership in coordinating care for a group of patients.
Collaborate with the health care team to provide safe, high-quality patient-centered healthcare.
Synthesize knowledge of individuals, families, and communities into the practice of nursing.
Demonstrate effective communication skills with health care team members.
Demonstrate responsibility and accountability for development of professionalism by engaging in assessment of self and others.
Exercise critical thinking and clinical judgment by demonstrating appropriate decision- making skills.
Demonstrate professional/ethical conduct consistent with the Standards of Nursing Practice for the state you practice in and apply the ANA Code of ethics.
Apply selected research findings and principles of management and leadership in the planning, implementing, and on-going evaluation of nursing care for a group of clients.
Apply graduate quality and safety knowledge skills attitudes related to patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics in the clinical setting.
Collaborate with health team members to assist individuals/families/communities/world toward optimal wellness as they vacillate on the health continuum.

Apply nursing research, evidenced-based practice, and knowledge from the liberal arts in refining nursing practice.
Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
Promote quality health care in a safe environment.
Responsibly engage in unselfish service to humankind.
Apply technology and information management tools to support safe and effective patient care.
Synthesize knowledge from previous courses to formulate a plan of care managing a group of patients.

NRSG 427 - Nursing as a Profession (2)

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 issues.

Prerequisite: NRSG 424; NRSG 425;NRSG 497. Offered: Spring.

Student Learning Outcomes
Develop strategies to acquire a job in the nursing profession compatible with career plan.
Analyze the influence of current nursing theories on the practice of professional nursing.
Appreciate the importance of a personal philosophy of nursing in shaping future practice.
Analyze legal and ethical issues as they influence the role of the professional nurse.
Investigate controversial nursing issues and their implications for the profession of nursing, the health care delivery system, and society.
Develop strategies for effectively dealing with controversial nursing issues.
Analyze nursing roles in relation to other health care disciplines.
Reflect on how he/she will fit into the health care system in the role of a graduate professional nurse.

NRSG 428 - NCLEX Success (2)

. This course, designed for the final semester student nurse, focuses on the development of NCLEX success strategies. The student will participate in a thorough review of nursing knowledge and a personalized remediation plan. ATI will be utilized heavily as the primary resource for this course. 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.

Prerequisite: NRSG 424; NRSG 425. Offered: Spring.

Student Learning Outcomes
Identify strengths and weaknesses of nursing content areas.
Develop an individual NCLEX success plan specific to students' needs from identified weak content areas.
Commit to an individual concentrated test plan to ensure success on the NCLEX exam.
Apply critical thinking and clinical judgment specific for the NCLEX exam.
Complete and Review exam style questions using Kaplan's Decision Tree to ensure success on the NCLEX exam.

NRSG 490 - Special Topics (1-3)

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not 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.

Offered: As available.

NRSG 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

NRSG 497 - Nursing Research (2)

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 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.
Offered: Fall.

Student Learning Outcomes
Approach patient-centered care of the individual as a biopsychosocialspiritual being.
Synthesize knowledge of individuals, families, and communities into the practice of nursing.
Collaborate with health team members to assist individuals/families/communities/world toward optimal wellness as they vacillate on the health continuum.
Apply nursing research, evidence-based practice, and knowledge from the liberal arts in refining nursing practice.
Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
Promote quality health care in a safe environment.
Responsibly engage in unselfish service to humankind.
Apply technology and information management tools to support safe and effective patient care.

NRSG 498 - ACLS/PALS (3)

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 dysthymias, 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.

Offered: Spring.

Student Learning Outcomes
Recognize and treat life-threatening arrhythmias according to AHA protocol.
Utilize airway management skills in a resuscitation situation.
Perform mechanical skills required in advanced cardiac life support.
Explain the rationale for using various ACLS/PALS modalities of treatment using the AHA algorithms.
Incorporate rapid assessment findings in the treatment and differentiation of differing types of shock in the pediatric and adult client.
Supervise and direct the arrest team during practice code situations, using the AHA algorithms.

PHIL-Philosophy

PHIL 190 - Special Topics (1-3)

This course addresses various disciplinary topics. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy. Offered: As available.

PHIL 252 - Ethics (3)

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse.

Prerequisite: Sophomore standing. Offered: Fall, Spring.

Outcomes
Students will be equipped with conceptual tools useful for clarifying ethical subjects. These tools will include: a) a basic understanding of deontology and its concerns (e.g. Kant) b) a basic understanding of consequentialism and its concerns (e.g. Mozi) c) a basic understanding of virtue ethics and its concerns (e.g. Aristotle) d) understanding the problematic nature of typical moral pluralism (relativism) e) train to use the normative/descriptive distinction f) understand the problematic nature of egoism (normative and descriptive) and identify alternatives g) train to use the disjunction sex or gender productively h) understanding the appeal and the consequences of moral nihilism j) understand the implication of the Euthypho dilemma for God's, and hence religion's, potential relationship to objective, pluralist, and nihilist ethics. Graduates will complete no less than three 20+ question substantially objective exams assessing their ability to wield these tools.

PHIL 290 - Special Topics (1-3)

This course addresses various disciplinary topics. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy.
Offered: As available.

PHIL 302 - Philosophy of Art (3)

Philosophy of Art is the philosophical study of entities (artifacts or performances) intentionally endowed by their makers with a significant degree of aesthetic interest.

Outcomes
Students will be able to enjoy art more.
Students will be able to discuss are better.
Students will be able to comprehend art better.
Students will be assessed using not less than three (3) 20+ question objective college-level examinations.

PHIL 303 - Classical Philosophy (3)

An examination of significant philosophy before 300 C.E., such as that of Socrates, the latter Mohists, and Nagarjuna.

Offered: As needed.

Student Learning Outcomes
Many of the Sophists in Ancient Greece thought that ethics are relative, that is, that what is right (not just what is thought to be right) differs from society to society. Protagoras concluded that the important thing is that there are rules, not what those rules are, and advised us to conform to the rules of the community in which we find ourselves. When in America, do as the Americans do and believe what the Americans believe. When in China, do as the Chinese do and believe what the Chinese believe. In opposition, Socrates thought that there are objective considerations (facts about the universe, society, and/or human nature) that make some actions right and others wrong. For example, it is wrong to steal in Sparta even though some forms of theft are admired there. It is wrong for Greeks to enslave other Greeks, though this is a common practice in many cities. Which view is the correct one? Give reasons for both and evaluate the reasons. Use as your example rules accepted in society A and rejected in society B to the effect that (i) a woman should always obey her husband as long as he doesn't instruct her to do something immoral; and (ii) a man who is drafted into military service ought to go to war for reasons of patriotism even if he believes the war to be morally questionable.

PHIL 304 - Philosophy of Religion (3)

Philosophy of religion is the philosophical study of religious traditions and matters of religious significance. This study includes alternatives to religious worldviews (such as secular naturalism). Philosophy of religion involves all primary areas of philosophy: value theory, metaphysics, epistemology, philosophy of language, mind, politics, art, and the like.

Crosslisted as: REL 304. Offered: As needed.

Student Learning Outcomes
That all suffering might cease.
That non-action (wuwei) be acomplished.

PHIL 305 - Medieval Philosophy (3)

An examination of significant philosophy between 300 and 1400 C.E., such as that of Dogen and Wonhyo, or Aquinas and Ibn Rushd's work with Aristotle.

Offered: As needed.

Student Learning Outcomes
Student shall examine significant philosophy.

PHIL 306 - Modern Philosophy (3)

An examination of significant philosophy between 1400

and 1900 C.E., such as that of the Scottish Enlightenment, Friedrich Nietzsche, and Mary Astell.

Offered: As needed.

Student Learning Outcomes
Students will seriously consider the writings of Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, and de Beauvoir.
Students will use the tools of Existentialism upon themselves.
Students will face the subjectivity of meaning and the inevitability of death.

PHIL 307 - Recent and Contemporary Philosophy (3)

An examination of significant philosophy since 1900 C.E., such as that of Analytic philosophy, Gloria Anzaldua, and area man Alvin Plantinga.

Offered: As needed.

Student Learning Outcomes
Examine various philosophical movements from the past century and a half.
Examine various philosophical movements from today.

PHIL 352 - Ethics (3)

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse.

Outcomes
Students will be equipped with conceptual tools useful for clarifying ethical subjects. These tools will include: a) a basic understanding of deontology and its concerns (e.g. Kant) b) a basic understanding of consequentialism and its concerns (e.g. Mozi) c) a basic understanding of virtue ethics and its concerns (e.g. Aristotle) d) understanding the problematic nature of typical moral pluralism (relativism) e) train to use the normative/descriptive distinction f) understand the problematic nature of egoism (normative and descriptive) and identify alternatives g) train to use the disjunction sex or gender productively h) understanding the appeal and the consequences of moral nihilism j) understand the implication of the Euthypho dilemma for God's, and hence religion's, potential relationship to objective, pluralist, and nihilist ethics.
Graduates will complete no less than three 20+ question substantially objective exams assessing their ability to wield these tools.
Graduates will pass (60%+) one Key Assessment on: Nicomachean Ethics (Aristotle), Grounding for the Metaphysics of Morals (Kant), or the Mozi: Ten Doctrines (various authors). A Key Assessment is a 20+ question substantially objective examination.

PHIL 390 - Special Topics (1-3)

This course addresses various disciplinary topics. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy.
Offered: As available.

PHIL 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Prerequisite: At least one directed study in philosophy. May not duplicate any regular course in the department without permission from the department chair. Offered: As available.

PHIL 495 - Independent Study (2-3)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy.
Offered: By arrangement.

PHYS-Physics

PHYS 143 - College Physics I (Lec/Lab) (4/1)

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 or instructor permission. Offered: Fall.

Student Learning Outcomes
Understand conceptual and quantitative physics.
Build problem-solving skills.
Connect physics principles to the observable world.

PHYS 144 - College Physics II (Lec/Lab) (4/1)

A continuation of PHYS 143. Topics include waves, sound, electricity and magnetism, optics, and atomic physics.

Prerequisite: PHYS 143. Offered: Spring.

Student Learning Outcomes
Connect physics principles to the observable world.
Complete Lab procedures.

PHYS 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

PHYS 203 - Physics I (Lec/Lab) (4/1)

A calculus-based introduction to physics including Newton's laws, energy, linear and angular momentum, conservation laws, simple harmonic motion, and thermodynamics.

Prerequisite: MATH 251. Offered: Spring.

Student Learning Outcomes
Quantify motion using vectors.
Identify properties of waves.
Explain different fluid properties.
Explain and apply the Archimedes' Principle of Buoyancy.
Explain the first law of thermodynamics.
Explain the Carnot Cycle.
Characterize motion using kinematic equations.
Draw free-body diagrams.
Describe and compute different forces (friction, tension, gravitational, etc.) and net force.
Explain and apply Newton's laws of motion.
Describe and quantify momentum and its exchange in collisions.
Understand conservation of energy principles as well as specific types of energy (linear kinetic, rotational kinetic, gravitational potential, spring potential).
Compute quantities involving exchange of energy and momentum.
Understand rotational motion and moment of inertia.

PHYS 204 - Physics II (Lec/Lab) (4/1)

A continuation of PHYS 203. Topics include waves, sound, electricity and magnetism, optics and atomic physics.

Prerequisite: PHYS 203. Offered: Fall.

Student Learning Outcomes
Mathematically describe and characterize wave phenomena.
Explain the relationships that exist between charges, electric fields, currents, and magnetic fields.
Produce simple circuit designs using only passive components.
Mathematically characterize optical phenomena.

PHYS 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

PHYS 345 - Introduction to Modern Physics (3)

This course in an introduction to a variety of topics in modern physics including relativity, quantum mechanics, statistics physics, subatomic physics, and their applications.

Prerequisite: PHYS 204; MATH 252. Offered: As needed.

Student Learning Outcomes
Understand the implications of relativity on space-time and be able to perform Lorentz transformations.
Describe wave-particle duality.
Explain the Heisenberg Uncertainty Principle.
Understand and utilize the time-independent Schrodinger equation in one and three dimensions.
Explain the physical properties that impact atomic, nuclear structure, and radioactivity.
Perform calculations describing nuclear phenomenon.

PHYS 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

PHYS 401 - Classical Mechanics (3)

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.

Prerequisite: MATH 352; PHYS 204. Offered: As needed.

Outcomes

PHYS 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

PHYS 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

POLS-Political Science

POLS 104 - American National Government (3)

An examination of the origins, structures, and processes of the institutions of the U.S. government, with an emphasis on constitutional design. Required for Political Science majors and minors.

Offered: Fall, Spring.

Student Learning Outcomes
Students will gain an understanding of the historical and political background to the American Revolution and the writing of the Constitution.
Students will gain an understanding of how the branches of the federal government are constructed and operate.
Students will gain an understanding of the elements and significance of the Bill of Rights.
Students will gain an appreciation of the theory and practice of American politics.

POLS 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

POLS 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

POLS 312 - Congress and the Presidency (3)

An examination of the political power, roles, and interaction of the U.S. Congress and the President in the federal policy-making process. Required for Political Science majors. A research paper is optional.

Offered: Spring, even years.

Outcomes
Students will gain an understanding of the history and structure of the executive and legislative branches of the U.S. government.
Students will gain an understanding of how policy-making in the U.S. is structured by both the discrete and the combined authority of and the interaction between these branches.
Students will gain an understanding of how the shared authority of the political branches over policy-making reflects the design of the Constitution and the intentions of its framers.
Students will gain an appreciation of the challenges of policy-making in the constitutional order.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary U.S. politics concern.

POLS 314 - Governmental Power and U.S. Constitutional Law (3)

An examination of how the Supreme Court interprets the U.S. Constitution in the area of the scope and limitations on governmental power. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Spring, odd years.

Outcomes
Students will gain an understanding of the history and practice of constitutional interpretation in resolving constitutional disputes in the federal system.
Students will gain an understanding of some of the substantive issues addressed in the Supreme Court in the areas of federalism, taxing and spending powers, commerce, separation of powers, and electoral politics.
Students will gain an understanding of how the Supreme Court has changed over time in its interpretation of the Constitution in the area of governmental power.
Students will gain an appreciation of the role that the U.S. Supreme Court plays in shaping the political landscape of the U.S.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary U.S. constitutional law concern.

POLS 316 - Rights & Liberties and U.S. Constitutional Law (3)

An examination of how the Supreme Court interprets the U.S. Constitution in the area of the protection of natural and civil rights and liberties. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Fall, odd years.

Outcomes
Students will gain an understanding of the history and practice of constitutional interpretation in resolving constitutional disputes in the federal system.
Students will gain an understanding of some of the substantive issues addressed in the Supreme Court in the areas of the Bill of Rights, religious freedom, property rights and due process, the rights of the accused in criminal law, freedom of expression, and privacy.
Students will gain an understanding of how the Supreme Court has changed over time in its interpretation of the Constitution in the area of rights and liberties.
Students will gain an appreciation of the role that the U.S. Supreme Court plays in shaping the political landscape of the U.S.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary U.S. constitutional law concern.

POLS 322 - Environmental Policy (3)

This course provides an introduction and overview of environmental policy. In this course we will examine the policy process, interest groups and political parties. We will focus on the framework and flow of environmental problem identification, root cause analysis, solution analysis, and the use of environmental policy tools, structured decision-making, and policy implementation.

Crosslisted as: EESC 322. Offered: Spring, odd years.

Outcomes
• Understand the policy process and interest group behavior toward environmental challenges in the US
• Developed skills to build environmental problem work flows from root cause to solution identification to policy implementation
• Develop critical thinking skills in the context of environmental policy and law
• The course will address ANSEC Outcomes: 1, 2, 3, 4, &5

POLS 325 - Comparative European Governments (3)

A comparative evaluation of the history, government, and politics of the United Kingdom, France, and Germany. Required for Political Science majors and minors. A research paper is optional.

Offered: Spring, even years.

Outcomes
Students will gain an understanding of the historical evolution of the political systems and cultures of the United Kingdom, France, and Germany.
Students will gain an understanding of the contemporary politics of the United Kingdom, France, and Germany.
Students will gain an appreciation of the unique challenges faced by each of these modern democracies in their political development.
Students will gain an appreciation of the common problems faced by each of these advanced democracies.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary European political concern.

POLS 333 - World Politics (3)

An examination of the history, structure, and processes of world politics, focusing on conflict, cooperation and governance, and the global political economy. Required for Political Science majors and minors. A research paper is optional.

Offered: Fall, even years.

Outcomes
Students will gain an understanding of the historical evolution of the world political system.
Students will gain an understanding of the challenges of global governance under conditions of anarchy.
Students will gain an understanding of the complexity of the global political economy.
Students will gain an appreciation of the unique nature of and challenges in world politics.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary concern in international relations.

POLS 335 - The European Union (3)

An inquiry into the background, structure, and politics in and the contemporary challenges faced by the European Union. A research paper is optional.

Offered: Spring, odd years.

Outcomes
Students will gain an understanding of the historical evolution of integrated Europe.
Students will gain an understanding of the structure and processes of the contemporary European Union.
Students will gain an understanding of the complexities and difficulties of collective European governance in a system of semi-sovereign states.
Students will gain an appreciation of the unique nature of and challenges in the politics of integrated Europe.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary European Union concern.

POLS 344 - American Foreign Relations to 1920 (3)

An examination of the origins, history, and practice of American foreign relations from before the Revolutionary era through the end of the First World War. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Spring, odd years.

Outcomes
Students will gain an understanding of the formal and informal structure and processes of American foreign policy-making through the beginning of the 20th century.
Students will gain an understanding of American societal and elite attitudes towards foreign affairs from prior to the Revolution through the formative century of U.S. political development.
Students will gain an understanding of the historical evolution of American foreign policy-making in a changing world.
Students will gain an appreciation of the challenges and importance of foreign affairs for the U.S. during its expansion from European colonial outpost to nascent great power.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of early U.S. foreign policy concern.

POLS 348 - American Foreign Relations since 1895 (3)

A study of the history, evolution, and practice of American foreign relations from the end of the nineteenth century through today. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Fall, odd years.

Outcomes
Students will gain an understanding of the formal and informal structure and processes of American foreign policy-making from the end of the 19th century to the present.
Students will gain an understanding of American societal and elite attitudes towards foreign affairs in the American Century and beyond.
Students will gain an understanding of the historical evolution of American foreign policy-making in a changing world.
Students will gain an appreciation of the challenges and importance of foreign affairs for the U.S. from its emergence as a great power through the challenges of the 21st century.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary U.S. foreign policy concern.

POLS 352 - American Economic Policy (3)

An examination of the history, politics, and processes of the making of U.S. monetary, regulatory, and fiscal policy. Required for Political Science majors. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Fall, even years.

Outcomes
Students will gain an understanding of the elements of U.S. economic policy-making in historical and political context.
Students will gain an understanding of how the interaction of politics and economics influences the debates on economic policies in the policy-making process of the U.S. government.
Students will gain an understanding of how the political economy of policy-making affects citizens and the overall political and economic environment in the U.S.
Students will gain an appreciation of the importance of economics issues in American politics.
If the research paper option is chosen, students will develop research, writing, and critical thinking skills through an in-depth exploration of an issue of contemporary U.S. economic concern.

POLS 375 - Modern Political Thought (3)

A seminar on the modern tradition of political theory and practice through an exploration of the significant treatises of the era, with an emphasis on their influence on the American experiment. Required for Political Science majors.

Prerequisite: Junior standing. Offered: Spring, even years.

Student Learning Outcomes
Students will gain an understanding of the significant questions raised and addressed by the early modern political philosophers.
Students will gain an understanding of how modern and late-modern political philosophers addressed and elaborated upon the political concerns of the early modern thinkers.
Students will gain an understanding of how the ideas of various philosophers influenced the American experiment.
Students will gain an appreciation of the utility of political theory in helping to understand contemporary politics.

POLS 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

POLS 450 - Internship in Political Science (1-3)

A supervised experiential learning course for students interested in politics, public policy, or the law. A written report on the experience is required.

Prerequisite: Political Science majors and minors only.
Offered: By arrangement.

POLS 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

POLS 495 - Independent Study in Political Science (3)

A student-designed exploration of an area of politics or the law, with direction and supervision by faculty. A major research paper is required.

Prerequisite: Political Science majors and minors only.
Offered: By arrangement.

PSYC-Psychology

PSYC 101 - General Psychology (3)

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 this 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.

Offered: Fall, Spring.

Student Learning Outcomes
Responsible engagement: You will be encouraged to apply psychological principles to become a responsibly engaged citizen in the world.
Self-Understanding: You will be encouraged to apply what you learn in this course to facilitate and enhance your college success as well as other life domains.
Understanding diversity: You will be encouraged to contemplate how diversity shapes human behavior and interaction.

PSYC 190 - Special Topics (1-3)

A study of wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

Offered: As available.

PSYC 201 - Psychology in Context (3)

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: PSYC 101. Offered: Fall, odd years (minors only), Spring (majors only).

Student Learning Outcomes
Develop skills to evaluate psychological research.
Obtain skills to write research papers in APA style.
Examine how psychology will relate to their future career.

PSYC 202 - Research Methods (3)

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.

Prerequisite: PSYC 101; PSYC 201. Offered: Fall, As needed.

Outcomes
Psychology is often defined as the science of behavior and mental processes. This course is designed to introduce you to the methodologies used by psychologists to examine behavior and mental processes (e.g., experimental vs. correlational designs). In addition to learning the methodologies involved with psychological science, we will also examine other factors that play a role in conducting research (e.g., ethics, data analyses, validity…etc.). The principle component in this course will be working towards the final project which will be completed in Psychology 318. This project consists of proposing research, conducting the study, collect data, analyzing the data, write an empirical research paper, and presenting your results to your peers.

PSYC 203 - Developmental Psychology (3)

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.

Offered: Fall, Spring.

Student Learning Outcomes
To provide a broad introduction to the study of human development that will enable students to better understand human growth and changes across the life-span from conception to death.
To develop critical thinking and familiarity with psychological research methods used to study human development.
To increase understanding and acceptance of individual differences in development.

PSYC 204 - Adolescent Psychology (3)

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. (May be taken as a directed study under supervision of appropriate faculty members.)

Prerequisite: PSYC 101 or PSYC 203.

Student Learning Outcomes
Comprehend the physical, cognitive, moral, sexual, and social development of adolescents.
Understand the influence of family, peer, schools, and cultural milieu upon the adolescents and to begin to comprehend how the adolescent's own emerging world and abilities interact dynamically with the outside world.
Understand the biological and psychological complexities and challenges involved in the transitions from childhood to early adolescence and from late adolescence to adulthood.
Apply our understanding of adolescent development in treatment and promotion of optimal growth.
Understand the normative and pathological threats to healthy adolescent development.

PSYC 215 - Applied Behavior Analysis (3)

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. Offered: Fall.

Student Learning Outcomes
To provide an overview of reinforcement and punishment principles used in changing human behavior.
Introduce common strategies of applying reinforcement and punishment in changing behaviors.
Allow students to applying learning principles in changing their own behavior.

PSYC 290 - Special Topics (1-3)

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment- five students with related interests.

Offered: As available.

PSYC 299 - Sophomore Experience inAddiction Counseling (1)

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 spring or summer of the sophomore year (or as soon as possible upon entering Jamestown College 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.

Prerequisite: PSYC 365; permission of department chair.
Offered: Summer (by arrangement).

Student Learning Outcomes
Critical Thinking (i.e., asking relevant questions, analyzing, making decisions, synthesizing ideas).
Intercultural/Global Awareness (i.e., respect for diversity).
Ability to Follow Instructions.
Individual Initiative (i.e., recognizing strengths/weaknesses, career goals, self-discipline).
Commitment to Learning.
Enthusiasm.
Personal Appearance.
Punctuality.
Leadership Skills (i.e. coaching, motivating, delegating).
Problem Solving (i.e., addressing obstacles, creativity).
Oral Communication.
Written Communication.
Teamwork/Collaboration Abilities.
Digital Technology Fluency.
Professionalism.
Work Ethic (i.e., ability to manage workload, commitment to work).
Integrity/Ethical Behavior.

PSYC 302 - Abnormal Psychology (3)

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; sophomore standing. Offered: Fall, Spring.

Student Learning Outcomes
Explain multiple definitions of the terms "normal" and "abnormal."
Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.
Understand biological, social, learning, and developmental influences on psychopathology.
Apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders.

PSYC 306 - Industrial and Organizational Psychology (3)

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. Offered: Summer.

Student Learning Outcomes
Formulate a researchable topic that can be supported by database search strategies.
Locate and, choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries.
Use selected sources after evaluating their suitability based on --appropriateness, accuracy, quality, and value of the source --potential bias of the source --the relative value of primary versus secondary sources, empirical versus non-empirical sources, and peer-reviewed versus nonpeer-reviewed sources.
Read and accurately summarize the general scientific literature of psychology.
Use APA Style.
Quote, paraphrase, and cite correctly from a variety of media sources.
Define and avoid plagiarism.
Avoid distorting statistical results.
Honor commercial and intellectual copyrights.

PSYC 311 - Theories of Personality (3)

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; sophomore standing. Offered: Spring, even years.

Student Learning Outcomes
Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. - Concepts of personality theory and concepts will be discussed in great detail. - Empirical findings will be discussed and evaluated throughout the course. - The evolution of personality theory will be discussed.
Critical Thinking Skill in Psychology: Students will respect and use the critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. - Critical thinking will be drawn out when discussing the principles of personality theory.
Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues. - Students will apply personality theory by analyzing a person's personality from each perspective. - Discussions will also entail applying personality theory to current headlines in the media.
Communication Skills: Students will communicate effectively in a variety of formats. - Your final written analysis will enhance your written communication skills. - Discussion during class will enhance your oral communication skills.

PSYC 315 - Social Psychology (3)

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.

Prerequisite: PSYC 101 or PSYC 203. Offered: Fall.

Outcomes
Upon completion of the course, you will have become familiar with the dominant theories of social psychology and gained an understanding of how these theories relate to your daily experiences.

PSYC 316 - Tests and Measurement (3)

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. (May be taken as directed study under supervision of an appropriate faculty member.)

Prerequisite: PSYC 318.

PSYC 317 - Motivation and Emotion (3)

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, negative and positive emotions. The course will enable students to identify and understand the major theories of motivation and emotion and apply theories to understanding their own behavior, thoughts, and feelings.

Prerequisite: PSYC 101 or PSYC 203; sophomore standing. Offered: Spring, even years.

Student Learning Outcomes
Become familiar with basic history, philosophy, methods, research and application of motivation and emotion and positive psychology theories;
Become familiar with the major theoretical perspectives for the study of motivation, emotion, and positive psychology;
Apply theories of motivation, emotion, and positive psychology to understanding your own behavior, thoughts, and feelings;
Evaluate motives for acting within and upon our environment, our emotional responses, and the interaction between them;
Evaluate the usefulness and limitations of major theoretical approaches to motivation and emotion and positive psychology for studying behavioral phenomena.

PSYC 318 - Statistics for the Behavioral Sciences (3)

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. Offered: Spring.

Student Learning Outcomes
Psychology is often defined as the science of behavior and mental processes. In order to be able to understand behavior and mental processes via science, you must be able to run studies and analyze data! This course is designed to give repetition to and elaborate on the statistical knowledge you have already had exposure to. A focus will be on understanding statistical theory, hand calculating statistics while understanding the theory behind it, creating data files, analyzing data, evaluating SPSS output, and writing results in APA style.
You will also be completing the final project which will you began in the fall. Specifically, you will finish writing your final paper and you will present your results to your peers at a conference.
Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PSYC 319 - Cognition (3)

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. Offered: Spring, odd years.

Student Learning Outcomes
Recognize and explain major terms and concepts in cognitive psychology.
Explain how different methods of cognitive research can be used as tool to understand mental processes.
Describe the working of basic cognitive functions from an information processing perspective.
Discuss the classic experimental findings relating to various cognitive processes such as attention, perception, memory, imagery, language, thinking, and problem solving.

PSYC 321 - Biological Psychology (3)

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. Offered: Spring, odd years.

Student Learning Outcomes
Be able to explain how behavior is influenced by the brain and the nervous system.
Understand how the central nervous system (CNS) and peripheral nervous system (PNS) interact to influence behavior.
Describe the psychological processes underlying sensory perception and motor control.
Understand how hormones influence mood, behavior, and psychological responses.
Understand the biological basis of learning and memory processes.
Examine the neural mechanisms that drive emotions and motivated behaviors.
Analyze the psychological and neurological basis of psychological and psychiatric disorders.
Understand how genetic factors and environmental influences shape behavior.
Critically evaluate research and experimental findings in the field of behavioral physiology.

PSYC 323 - Judgment and Decision Making (3)

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.

Prerequisite: PSYC 101 or PSYC 203. Offered: Summer.

Student Learning Outcomes
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.

PSYC 330 - Health Psychology (3)

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. Offered: Fall.

Student Learning Outcomes
Understand the purpose of Health Psychology and why it is important to health.
Identify the different components that make up Health Psychology.
Learn the psychological/biological/sociological factors that contribute to the onset of disease and the role of psychology in the treatment and prevention of disease.
Learn and understand the nature of the stress response and its impact in the etiology and course of many health problems.

PSYC 360 - Psychopharmacology (3)

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.

Prerequisite: PSYC 101; one upper division psychology course or enrollment in the Addiction Counseling program. Offered: Spring, even years.

Student Learning Outcomes
To be familiar and able to compare: the major categories of psychoactive drugs;
Their physiological, psychological, and social effects;
Patterns and alleged causes of their use and abuse in individuals and societies; and
Systems of drug education and effectiveness of treatment.

PSYC 365 - Dynamics of Addiction (3)

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.

Prerequisite: PSYC 101 or PSYC 203. Offered: Fall.

Student Learning Outcomes
Demonstrate a basic understanding of the concept of addictive behavior.
Understand the theories of addiction that contribute to the concept of dependence as a chronic disease.
Be able to identify the major biological, psychological, social and spiritual impacts of addictive behavior and to think critically about the key issues raised by these theories.

PSYC 370 - Psychology of Religion (3)

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.

Offered: Spring, even years.

Student Learning Outcomes
The primary format of this course will be to introduce topics and have a cordial discussion related to these topics. It is hoped that you will leave this course with a broader perspective as to the relationship between psychology and religion. The discussion will most likely end without a clear cut answer to the questions posed, however, "knowing what the question is" is often wisdom in and of itself. People will inevitably have different perspectives and come from different religious beliefs/practices which will most likely lead one to disagree at some level with some of your peers during these discussions.
There will be no arguments during these discussions and you are to respect the opinions of your classmates while engaging in these discussions. Constructive criticisms and disagreements are welcome, however if you "cross the line" with comments that denigrate another's opinion you will be warned once and may be eliminated from the discussion for the reminder of the class if it were to happen again.

PSYC 373 - Psychology of Human Sexuality (3)

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. Offered: Fall, even years.

Student Learning Outcomes
To learn about and discuss various topics relating to human sexuality in an objective, non-judgmental, and safe manner.
To define and clarify values about issues related to human sexuality.
To gain the skills to make sound decisions about sexuality-related feelings and behaviors.
To gain skills in communicating about feelings and gained knowledge.
To recognize society's past and current attempts to regulate sexuality.
To apply knowledge to real-life situations.
To discover and appreciate the diversity of perspectives, beliefs, and behaviors involved in human sexuality and sexual expression.

PSYC 390 - Special Topics (1-3)

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

Offered: As available.

PSYC 391 - Junior Seminar (1)

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.

Prerequisite: PSYC 318 or permission of instructor; junior standing; psychology major. Offered: Spring.

Student Learning Outcomes
Each week, students will responsible for leading a discussion related to a specific area in psychology that they have chosen. Although most topics will cover information that you may have learned in other courses, it is highly recommended that the students cover topics not discussed in other courses. A specific focus will be spent on critically evaluating the research articles presented each week which discussing the importance of the findings.

PSYC 395 - Thesis Development (1)

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. Specifically for junior psychology majors who plan to complete senior thesis.

Prerequisite: PSYC 202; PSYC 318. Offered: Spring.

PSYC 401 - Professional Ethics (3)

This course provides a survey of the ethical issues in the practice of psychology.

Prerequisite: PSYC 101; psychology major. Offered: Spring, odd years.

Student Learning Outcomes
Identify key principles contained in the APA Code of Ethics and NAADAC.
Demonstrate a rudimentary understanding of ethical dilemmas.
Distinguish between legal, ethical, and moral (or personal) standards.
Explain recent ethical issues (e.g., HIPAA).
Be able to distinguish between different sub-specialties in psychology.
Distinguish between psychology and professional codes in related helping professions.
Discuss current controversial issues within the context of ethical practice (e.g., duty to warn, empirically based treatment, prescription privileges).
Be able to demonstrate how to respond to ethical dilemmas.
Demonstrate an ability to critically apply the ethics code to practical dilemmas.

PSYC 410 - Fundamentals of Counseling (3)

A basic course in the principles and techniques of counseling in educational, industrial, and community settings.

Prerequisite: PSYC 101 or PSYC 203; sophomore standing. Offered: Fall.

Student Learning Outcomes
To provide you with information about the therapeutic process and the practical elements of the counseling interaction.
To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.
To develop self-evaluation skills, writing skills, and critical thinking skills.
To challenge you to look at your own qualities that support and hinder your attempts at being therapeutic for others.

PSYC 411 - Group Counseling (3)

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. Offered: Spring, even years.

Student Learning Outcomes
Knowledge of: The nature of group work and dominant theories of group work, including commonalities and distinguishing characteristics among the various specializations.
Group leadership styles, principles for effective leadership, and one's own unique leadership style, including strengths and weaknesses.
Principles of groups dynamics, including group process components, therapeutic factors within group work, developmental stage theories, and group member roles and behaviors.
Stages of group development, appropriate leader interventions, and principles of collaborative group processing.
Principles of assessments of group members and the social systems in which they live and work methods for evaluating group process and outcomes.
Environmental contexts and the impact of group member diversity on group member behavior, group process, and group dynamics.
Standards for ethical considerations unique to group work, best practices in group work, and diversity competent group work.

PSYC 412 - Advanced Counseling (3)

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. Offered: Spring, odd years.

Student Learning Outcomes
Become familiar with advanced techniques used in counseling.
Demonstrate knowledge of the skill, competencies, and concepts of the counseling process.
Ability to identify the skills of the counseling process and predict skill usage impact on others.

PSYC 413 - Family Counseling (3)

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 of the psychology major or minor.

Prerequisite: PSYC 410 or enrollment in the Addiction Counseling program. . Offered: Fall, odd years.

Student Learning Outcomes
Identify the basic concepts, assumptions, perspectives and research regarding family systems theory.
Demonstrate knowledge of family development and transitions across life span to identify normative issues expressed by families as they progress through the family life cycle.
Develop basic interviewing, assessment, and counseling skills for client's presenting issues from a family systems perspective.
Understand the structure, functions, roles and goals of families
Identify family issues that affect the development of children adolescents and adults which may impede optimal social functioning and manifest in symptoms such as learning disabilities, intellectual disability, abuse or violence, substance abuse, depression, anxiety, eating disorders, etc.
Identify preventive strategies for working with couples and families such as pre-marital counseling, parent education and relationship enhancement.
Apply ethical standards to family counseling situations.
Analyze their own family-of-origin system's structure & function and it's impact on individual member's behavioral patterns.

PSYC 420 - Theories of Psychotherapy (3)

This course examines in-depth various theories and approaches to psychotherapy, combining lecture, discussion, and multimedia presentations. This course does not fulfill elective requirement for the psychology major or minor.

Prerequisite: PSYC 410 or enrollment in the Addiction Counseling program. Offered: Fall, even years.

Student Learning Outcomes
To provide you with information about the therapeutic process and the practical elements of the counseling interaction.
Facilitate your understanding of basic tenets, philosophical underpinnings, key concepts and strengths and weaknesses of theoretical models.
To develop self-evaluation skills, writing skills, and critical thinking skills.
To encourage your integration of theoretical and experiential learning in order to form your own personal model of the counseling process.

PSYC 430 - Psychology and Law (3)

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. (May be taken under supervision of appropriate faculty member.)

Prerequisite: PSYC 101 or PSYC 203, or permission.

PSYC 440 - Psychology of Gender (3)

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; junior standing. Offered: Spring, odd years.

Student Learning Outcomes
To critically examine various viewpoints about gender differences, to identify the assumptions underlying those viewpoints, and to evaluate the advantages and disadvantages of those assumptions.
To critically examine evidence of the cause of gender differences, both genetic and environmental.
To critically examine the functions that gender differences serve and their positive and negative effects in our lives, in our relationships with others, and with the maintenance of society.

PSYC 450 - History and Systems (3)

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.

Prerequisite: PSYC 318 and graduating senior, or permission of department chair. Offered: Spring.

Student Learning Outcomes
Develop the ability to synthesize and integrate information and ideas across the history of psychology and appreciate the present state of psychology in the context of its past.
Develop a greater understanding of the various perspectives and movements within the field of psychology through critical review of the discipline.
Develop an appreciation for gender and minority issues throughout the history of psychology.
Expose students to original source materials that have impacted the growth of the discipline of psychology.

PSYC 490 - Special Topics (1-3)

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

Offered: As available.

PSYC 495 - Independent Study (2-4)

Special readings or projects accomplished by the student under the supervision of a department faculty member.

Offered: By arrangement.

PSYC 497 - Independent Research in Psychology: Senior Thesis (3-6)

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 of instructor.

PSYC 498 - Training Practicum in Addiction Counseling (1-12)

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.

PSYC 499 - Training Practicum in Addiction Counseling (3-6)

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).

REL-Religion

REL 190 - Special Topics (1-3)

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: As available.

REL 211 - Old Testament (3)

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.

Student Learning Outcomes
Students should become familiar with the basic ideas, persons, books, genres, stories, and theology of the Old Testament.
Students should develop critical thinking skills, historical awareness, and perspective of scope required to engage and think through the Old Testament and its relationship to Christianity, modern culture, and life.

REL 212 - New Testament (3)

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 today.

Student Learning Outcomes
To learn the contents of the NT books. The student is expected to learn the genre, structure, intention, themes and concerns of each NT book. The student is expected to know the order and arrangement of NT books within the canon.
To learn about the historical and cultural contexts of the NT books. The student is expected to know key historical, geographical and cultural information relevant for understanding the NT.
To gain familiarity with modern methods employed in the study of the NT. The student is expected to know scholarly views concerning the authorship, purpose, audience and special concerns of each NT book.
To gain ability in seeing how these texts are relevant for today. The student is expected to be able to reflect upon the meaning of NT texts and make meaningful applications of these texts to present day situations.
To learn a method of reading the NT texts which reflects modern day study of the NT. The student is encouraged to read through the entire NT in this class. The student is expected to be able to practice good reading methods when confronted with a NT text

REL 224 - Life and Teachings of Jesus (3)

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.

Student Learning Outcomes
Students should learn about the birth, life, and death of Jesus and the key Christological beliefs of the Christian faith, as well as the reason why Christians hold these beliefs as important.

REL 230 - The Spiritual Life (3)

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.

REL 262 - Christian Scriptures and Beliefs (3)

An examination of the teachings of classical Christianity--the beliefs that have been held in common by most Christians through the centuries.

Offered: Every two years.

REL 290 - Special Topics (1-3)

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: As available.

REL 301 - New Testament Greek I (Beginning) (3)

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.

REL 302 - New Testament Greek II (Beginning) (3)

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 1:1-18.

REL 304 - Philosophy of Religion (3)

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.

Crosslisted as: PHIL 304. Offered: Every two years.

REL 315 - Christian Traditions (3)

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.

Student Learning Outcomes
To understand the following details about key Christian denominations.
To be able to identify and compare common dimensions, patterns, and themes shared by various Christian traditions.
To learn how to appreciate different Christian traditions.
Help to enrich understanding of one's own tradition.
Learn how to have meaningful dialogue with those of other traditions.
Learn method of study of religion which is objective and non-polemical.
Learn how to empathize with concerns of other traditions.
To learn how Christian traditions influence everyday practice and ministry.
To learn about the connection between beliefs and practices.
To learn about the distinctive characteristics of ministry for each tradition.
To learn about common concerns shared by Christians.
History: origins and development; key people.
To learn how one can minister within a particular tradition.
To investigate one's one tradition in the context of others.
To better understand the history and practices and ministry of one's own tradition.
To find a place where one can belong and be nourished.
To find a place where one can minister effectively to needs of others.
To commit oneself to a tradition.
Organization of denominations and roles of people.
Key practices and rituals.
Key beliefs, doctrines and traditions.
To understand the nature of Christian traditions as a part of human experience.
To see what Christian traditions say about reality, nature, society and self.
To see how they respond to our most basic needs and give answers to our most pressing questions.
To gain awareness of the widespread and diverse Christian experiences of humans around the world and throughout history.

REL 319 - Introduction to Christian Ministry (3)

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/her area of interest.

REL 330 - History of Christian Thought (3)

This course surveys the history of Christian thought within the embodied cultural, political, geographic, scientific, and artistic contexts that helped birth and mold it. Setting the stage with Greek philosophy and the Greco-Roman world, we then transition to the early church up through the Middle Ages into modernity and beyond. Particular attention is paid to the history of ideas, and the theological/philosophical notions that helped shape events, beliefs, and practices.

Offered: Every term.

Outcomes
Students should learn about the key thinkers, movements, and events that helped shape the Western world.
Students should develop critical thinking skills, historical awareness, and perspective of scope required to engage and think through the relationship between Christianity and Western culture.
Students should develop an interdisciplinary appreciation for how religion shapes and is shaped by the broader tapestry of culture, including science, art, politics, economics, et al.

REL 340 - Do I have a Soul? (3)

A seminar style survey of the philosophical, theological, and scientific arguments that have been made for and against the existence of the soul. Students will be introduced to a vast, global, interreligious, and historically sweeping array of texts on the (non)existence of the soul, from thinkers such as Buddha, Plato, Augustine, Avicenna, Theresa of Avila, Descartes, Hume, Carl Jung, Thomas Nagel, Daniel Dennett, et al.

Offered: Fall.

Outcomes
Students should become conversant with the wide range of philosophical, theological, and scientific arguments for and against the existence of a soul.
Students should understand a specifically Christian view of the soul's nature, purpose, and end, as well as how this compares to and contrasts with other religious and philosophical conceptions of the soul.
Students should be equipped with the requisite knowledge and understanding to continue (post-course) wrestling with and developing their own opinion on the (non)existence of the soul, as well as how that opinion might be integrated into their broader worldview and lived experience.

REL 371 - World Religions (3)

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.

Student Learning Outcomes
To understand the following details about key religions
Origins and development
Key names, concepts, and dates
Key figures and their views
Geographic origins and distribution
Various contexts that shape religion: social, geographical, historical, etc.
To understand the nature of religion as a part of human experience
To see what religions say about reality, nature, society and self
To see how religions respond to our most basic needs and give answers to our most pressing questions
To gain awareness of the widespread and diverse religious experiences of humans around the world and throughout history
To be able to identify and compare common dimensions, patterns, and themes shared by various religious traditions
To learn how to appreciate different religious traditions
Help to enrich understanding of one's own religion
Learn how to have meaningful dialogue with those of other faiths
Learn method of study of religion which is objective and non-polemical
Learn how to empathize with concerns of other religions
To learn how to read religious scriptures and interact with their central concerns
To learn about the nature of religious literature and its origins
To learn methods for the study of such literature
To learn religious views about scriptures
To learn how believers understand and apply scriptures

REL 390 - Special Topics (1-3)

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: As available.

REL 396 - Selected Texts of the Old Testament (2-3)

An opportunity to examine selected books and themes of the Old Testament.

REL 397 - Selected Texts of the New Testament (2-3)

An opportunity to examine selected texts and themes of the New Testament.

REL 415 - Field Education (3)

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. (This course does not fulfill the general education requirement in religion.)

Prerequisite: REL 319 or permission of department chair.

REL 490 - Special Topics (1-3)

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: As available.

REL 495 - Independent Study (2-3)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in religion.
Offered: By arrangement.

SOC-Sociology

SOC 101 - Introduction to Sociology (3)

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.

Offered: Fall.

Student Learning Outcomes
Develop a sociological imagination and apply it to various sociological issues.
Describe the historical development of sociology as a discipline.
Summarize each of the major research designs, including strengths and weaknesses of each.
Summarize the three major theoretical perspectives in sociology: functionalist, conflict, and interactionist.
Understand the process and significance of socialization.
Understand the role of social institutions and how they intersect.
Examine how inequalities are created and maintained in society.

SOC 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SOC 201 - Social Problems (3)

This course takes a problem-solving approach to the issue of social problems. The structure is topical, and typical topics include politics, poverty, work, education, family, health care, aging, gender and racial inequality, drugs and alcohol, crime, violence, and the environment.

Offered: Spring, odd years.

Student Learning Outcomes
Students will learn the general approaches to studying social problems within sociology.
Students will understand the sociological conception of social problems and how such problems differ from other kinds of problems.
Students will be familiar with the ways in which various social conditions may be publically framed as social problems and how such claims are sometimes contested.
Students will learn about the use of evidence and critical thought for understanding and evaluating social problems.

SOC 230 - Sociology of the Family (3)

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 which 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.

Offered: Fall.

Student Learning Outcomes
Analyze family issues from a sociological perspective.
Examine contemporary family life through research and theory.
Examine the development of gender identity and changing roles in society.
Understand diversity, types, and transitional changes in marriages and families over the life cycle.
Understand the impact of communication, conflict, and stress on today's family Define types of domestic violence and how it impacts family life.

SOC 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SOC 320 - Comparative Cultures (3)

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.

Offered: Spring.

Student Learning Outcomes
Students will recognize, appreciate, value, and respect cultural difference and diversity.
Students will develop the ability to question their assumptions about the world around you, recognizing that what we take as “natural” social realities are, in fact, constructed cultural norms that vary according to sociocultural and historical context.
Students will develop attitudes of objectivity and empathy towards other ways of life.
Students will examine cultural traits in their functional, historical, and cognitive context to see how each culture adapted to its environment.

SOC 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SOC 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SOC 495 - Independent Study (2-4)

Special readings or projects accomplished by the student under the supervision of a department faculty member.

Offered: By arrangement.

SOC 497 - Sociology Thesis (3-6)

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. In addition, a strict timetable must be established and adhered to for successful completion. The student must meet the College minimum GPA for Independent Study is also in effect. Prerequisites: SOC 101 and a minimum of two upper division Sociology courses.

SPAN-Spanish

SPAN 101 - Beginning Spanish I (3)

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required.

Offered: Fall.

Student Learning Outcomes
Students will be able to speak and understand Spanish with sufficient fluency and accuracy so as to allow them 1.) to participate effectively in formal and informal conversations concerning a variety of topics; and 2.) to present and explain information in Spanish.
Students will be able to read in Spanish accurately enough to understand a variety of genres: from newspaper articles to short literature pieces.
Students will be able to write in Spanish appropriately and effectively: from descriptions and narrations to basic argumentative essays.
Students will be able to develop a sophisticated understanding of the diversity and richness of the cultures and people of the Spanish-speaking world: from basic geographical knowledge to issues connected to history, politics, and cultural diversity.
Students will be able to develop social responsibility through civic knowledge, ethical reasoning, teamwork, and collaboration.

SPAN 102 - Beginning Spanish II (3)

A continuation of SPAN 101.

Offered: Spring.

Student Learning Outcomes
Students will be able to speak and understand Spanish with sufficient fluency and accuracy so as to allow them 1.) to participate effectively in formal and informal conversations concerning a variety of topics; and 2.) to present and explain information in Spanish.
Students will be able to read in Spanish accurately enough to understand a variety of genres: from newspaper articles to short literature pieces.
Students will be able to write in Spanish appropriately and effectively: from descriptions and narrations to basic argumentative essays.
Students will be able to develop a sophisticated understanding of the diversity and richness of the cultures and people of the Spanish-speaking world: from basic geographical knowledge to issues connected to history, politics, and cultural diversity.
Students will be able to develop social responsibility through civic knowledge, ethical reasoning, teamwork, and collaboration.

SPAN 190 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SPAN 201 - Intermediate Spanish I (3)

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this course.

Prerequisite: SPAN 102 or permission of instructor.
Offered: Fall.

Student Learning Outcomes
Students will be able to communicate orally in a limited number of situations with some effectiveness, ask straightforward questions, and elicit simple information.
Students will be able to write about family, school, academic, and some general interest topics, such as simple summary about learned materials, summarizing a short interview, song or conversation, using simple paragraphs with full command of the subjunctive.
Students will be able to aurally recognize and understand straightforward information or interactions, such as the main idea in messages and presentations on a variety of topics related to everyday life, academic, personal, and general interest.
Students will be able to understand the main idea of texts related to everyday life, personal interests, studies, and a limited number of general interest topics; sometimes understand accounts of personal events; sometimes follow short written instruction; understand the main idea and some supporting facts about famous people and historic events.
Students will be able to identify selected cultural topics pertinent to the Spanish-speaking world.
Students will be able to develop social responsibility through civic knowledge, ethical reasoning, teamwork, and collaboration.

SPAN 202 - Intermediate Spanish II (3)

A continuation of SPAN 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 of instructor.
Offered: Spring.

Student Learning Outcomes
Students will be able to communicate orally in a limited number of situations with some effectiveness, ask straightforward questions, and elicit simple information.
Students will be able to write about family, school, academic, and some general interest topics, such as simple summary about learned materials, summarizing a short interview, song or conversation, using simple paragraphs with full command of the subjunctive.
Students will be able to aurally recognize and understand straightforward information or interactions, such as the main idea in messages and presentations on a variety of topics related to everyday life, academic, personal, and general interest.
Students will be able to understand the main idea of texts related to everyday life, personal interests, studies, and a limited number of general interest topics; sometimes understand accounts of personal events; sometimes follow short written instruction; understand the main idea and some supporting facts about famous people and historic events.
Students will be able to identify selected cultural topics pertinent to the Spanish-speaking world.
Students will be able to develop social responsibility through civic knowledge, ethical reasoning, teamwork, and collaboration.

SPAN 290 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SPAN 310 - Advanced Spanish I (3)

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 and oral analysis of brief socio-literary tests.

Prerequisite: SPAN 202 or permission of instructor.
Offered: Fall.

Student Learning Outcomes
Improved ability to create with the language when talking about daily, personal, cultural, professional, and academic topics.
Improved ability to recombine learned material to express personal meaning using different time frames, including the indicative and the subjunctive within all tenses.
Improved ability to communicate business matters in the Spanish-speaking world both here in the United States and abroad with attention to cultural differences.
Improved proficiency in the translation of texts and interpretation of speech in Spanish.

SPAN 320 - Advanced Spanish II (3)

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 socio-literary texts.

Prerequisite: SPAN 202 or permission of instructor.
Offered: Spring.

Student Learning Outcomes
Express her/himself fully on some concrete sociocultural, academic and professional topics related to Spanish culture in various time frames, including sharing and supporting her/his point of view in discussion on some complex issues.
Deliver well-organized, rehearsed presentations on concrete sociocultural topics related to Spanish culture and present detailed information about events and experiences, in various time frames and with a good level of accuracy, clarity, and precision.
Write fairly extensively on a variety of sociocultural topics related to Spanish culture in the form of well organized, detailed paragraphs in various time frames.
Understand the main idea and most supporting details in a variety of texts related to Spanish culture and follow stories and descriptions of considerable length and in various time frames. Understand a wide variety of written materials about Spanish culture in neutral language, including some abstract concepts, and materials on a more specific topic of their choosing written in scholarly language.
Discuss and critique a comprehensive number of aspects related to Spain, including pivotal historical dates and figures, cultural aspects in their respective context, and contemporary social, cultural, and political issues.

SPAN 330 - Spanish Peninsular Cultural Studies I (3)

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 of instructor.
Offered: Fall, even years.

Student Learning Outcomes
Gain advanced knowledge of vocabulary and main verb forms, and skills for interpreting and doing close readings of complex texts written in Spanish.
Develop oral and written communicative abilities so as to be able to communicate in Spanish about the history and cultures of Spain.
Identify selected literary, cultural, social, historical, political, and religious topics pertinent to the origin and development of the cultures of Spain.
Reflect and critically think about language, literature, culture, history, social justice, religion, politics, and other aspects of Spain by reading and analyzing literary and nonliterary texts of different genres, languages, and time periods.
Develop social responsibility through civic knowledge, ethical reasoning, teamwork, and collaboration.

SPAN 340 - Spanish Peninsular Cultural Studies II (3)

A continuation of SPAN 330. Emphasis is on the evolution of Spanish cultural identity from 1936 until the present.

Prerequisite: SPAN 202 or permission of instructor.
Offered: Spring, odd years.

Student Learning Outcomes
Improved oral and written communication in Spanish.
Working knowledge of a limited number of works of Latin American literature.
Abilities for informed critical response through textual analysis and interpretation.

SPAN 370 - Latin American Cultural Studies I (3)

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 of instructor.
Offered: Fall, odd years.

Student Learning Outcomes
Gain advanced knowledge of vocabulary and main verb forms, and skills for interpreting and doing close readings of complex texts written in Spanish.
Develop oral and written communicative abilities so as to be able to communicate in Spanish about the role hurricanes' representations have in Latin American and Caribbean literatures and cultures.
Identify selected literary, cultural, social, historical, political, and religious topics pertinent to the role hurricanes' representations have in Latin American and Caribbean literary and cultural production.
Reflect and critically think about language, literature, culture, history, social justice, religion, politics, and other aspects of Latin American and Caribbean literatures and cultures by reading and analyzing literary and nonliterary texts of different genres, languages, and time periods.
Develop social responsibility through civic knowledge, ethical reasoning, teamwork, and collaboration.

SPAN 380 - Latin American Cultural Studies II (3)

A continuation of SPAN 370. Emphasis is on the evolution of Latin American cultural identity from 1898 until the present.

Prerequisite: SPAN 202 or permission of instructor.
Offered: Spring, even years.

Student Learning Outcomes
Gain advanced knowledge of vocabulary and main verb forms, and skills for interpreting and doing close readings of complex texts written in Spanish.
Develop oral and written communicative abilities so as to be able to communicate in Spanish about the cultural history of tacos and of Mexican foodways.
Identify selected literary, cultural, social, historical, political, and religious topics pertinent to the origin and development of tacos and of Mexican foodways.
Reflect and critically think about language, literature, culture, history, social justice, religion, politics, gender, class, race, and other aspects of Latin American, Hispanic, and Latinx cultures by reading and analyzing literary and nonliterary texts of different genres, languages, and time periods.
Develop social responsibility through civic knowledge, ethical reasoning, teamwork, and collaboration.

SPAN 390 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SPAN 400 - Introduction to Spanish Linguistics (Special Topics) (3)

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.

Student Learning Outcomes
Speak, read, write, and listen in Spanish at the advanced level (ACTFL scale).
Identify a limited number of literary works by women writers from ArgenRna, Chile, Brazil, Mexico and Puerto Rico, and situate them in the societal context of their producRon;
Identify and discuss different approaches to reading works by women writers;
Identify and discuss narraRve components that relate to women's experiences in the region, including cultural differences among LaRn American women.

SPAN 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

SPAN 495 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

THEA-Theatre

THEA 190 - Introduction to Theatre (3)

Introductory course in understanding and appreciation of the theatre arts designed to assist the beginning playgoer and to serve as a background for all formal theater courses. Open to students at any level.

Offered: Fall, Spring.

Student Learning Outcomes
Develop a basic knowledge in the assorted genres of theatrical art.
Become familiar with the historical development of the art.
Experience play production from the angle of the performer.
Understand the contributions of influential playwrights, performers, and other artists.
Gain firsthand experience and knowledge in the technical elements of theatre.
Create an original script for possible production.

THEA 201 - Drama Performance (1)

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 theater credits for an art or music concentration.

Offered: Fall, Spring.

Student Learning Outcomes
Participate in audition process.
Work with director and fellow actors in the study and preparation of assigned roles.
Perform for university and college students.

THEA 202 - Theatre Practice (1)

Credit for technical work: stagecraft, lighting, costuming, or other technical aspects of theater; may be repeated for credit. Maximum theater 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 theater credits for an art or music concentration.

Offered: Fall, Spring.

Student Learning Outcomes
Develop proficiency in scenery and/or costume construction.
Refine artistic painting skills.
Become familiar with appropriate practices in lighting equipment installation and control.

THEA 213 - Acting (3)

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.

Offered: Fall, even years.

Student Learning Outcomes
Develop sound vocal technique.
Establish strong analytical skills in play and character comprehension.
Develop performance movement skills.
Become well-acquainted with prominent theorists of realistic acting.
Refine grounded approaches to character creation.

THEA 220 - Appreciation of Drama (3)

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.

Student Learning Outcomes
Develop a basic knowledge in the assorted genres of theatrical art.
Become familiar with the historical development of the art.
Experience play production from the angle of the performer.
Understand the contributions of influential playwrights, performers, and other artists.
Gain firsthand experience and knowledge in the technical elements of theatre.
Create an original script for possible production.

THEA 260 - Masterpieces of Drama (3)

A comprehensive survey of drama from the 5th century B.C. to the present, emphasizing the theories of drama and the significance of individual plays with attention to philosophical, social, and theatrical environments of each play's performance.

Offered: Spring, odd years.

THEA 290 - Special Topics (1-3)

An introduction to dance styles used on the stage, including ballet, tap, jazz, and contemporary dance. Students will learn proper technique in each style, as well as audition and performance skills.

Offered: As available.

THEA 303 - Stagecraft and Lighting (4)

A lecture/laboratory course in the technical aspects of scenic construction, lighting, tools and materials, scenic painting, and beginning design.

Offered: Fall, odd years.

THEA 316 - Development of Drama to 1900 (3)

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. Offered as directed study.

Prerequisite: ENGL 102.

THEA 318 - Development of American Drama (3)

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. ~~Same as ENGL 318.~~

Offered: Spring, even years.

THEA 319 - Modern British Drama (3)

Survey of 12th century drama in Britain from Shaw to Stoppard.

Offered: Spring, even years.

THEA 321 - History of the Theatre (3)

Historical survey of the development and evolution of the theatre as an institution from its origins to the present, emphasizing the interaction of the theater with the socioeconomic and political conditions of each society. Offered as directed study.

THEA 323 - Acting: Period Styles (3)

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 of instructor.
Offered: Fall, odd years.

Student Learning Outcomes
Develop and demonstrate a proficiency in major dramatic styles.
Become familiar with the historical development of the craft.
Develop knowledge of cultural and international influence on drama.
Perform several projects and exercises in front of other class members.
Enhance communication skills in critical analysis.

THEA 333 - Scene Design (3)

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.

Student Learning Outcomes
Become adept at play analysis for design purposes.
Develop proficiency in design conception.
Develop skills in drawing and drafting.
Develop skills in scale model building analysis.

THEA 335 - Musical Theatre (3)

Study of the genre from its origins to the present day. The student will be exposed to a substantial number of musical theater 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 of instructor.

Student Learning Outcomes
Develop an extensive knowledge of the musical theatre canon.
Understand the historical factors that have influenced musical theatre.
Be familiar with the works and styles of significant artists.
Develop proficiency in song interpretation and performance.
Acquire and develop skills for directing musical theatre performers.

THEA 350 - Directing (3)

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 of instructor.

Student Learning Outcomes
Develop proficiency in production management.
Gain expertise in conceptualization, organization, and leadership.
Accomplish successful creative and artistic achievement.

THEA 390 - Special Topics (1-3)

Topics include children's theater, play writing, the Oriental theater, stage movement, stage make-up, and theater

management. May be repeated for credit.

Offered: As available.

THEA 401 - Senior Project in Play Production (4)

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.

Prerequisite: Senior standing; permission of instructor.

Student Learning Outcomes
Develop proficiency in production management.
Gain expertise in conceptualization, organization, and leadership.
Accomplish successful creative and artistic achievement.

THEA 490 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

THEA 495 - Independent Study (1-4)

Special experimental seminar or individual development of advanced techniques of research through supervised research projects in dramatic literature or theater history intended to cover topics not treated by regular course offerings; weekly progress papers and a formal research paper will be submitted.

Prerequisite: Senior standing; permission of instructor.
Offered: By arrangement.

TA - Teaching Assistant

TA 450 - Teaching Assistantship (1-3)

Provides professional teaching experience that will benefit the student’s future goals. The course is structured to allow the student to apply their education to guide the work of others through teaching, tutoring, and/or grading under the direct supervision and guidance of faculty. By invitation of faculty only.

Offered: As needed.

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