

University of
JAMESTOWN

Catalog

2020-2021



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Campus Offices for Quick Reference

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

University of Jamestown
Jamestown, ND 58405

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

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

Nondiscrimination Policy

Nondiscrimination

The University of Jamestown is committed to fostering an atmosphere that is respectful and cooperative, and which promotes equal opportunity. University of Jamestown prohibits unlawful discrimination and/or harassment in the University environment, in its employment, and in all of its programs, including: all academic, extra-curricular, and University-sponsored activities whether off or on campus. University of Jamestown is committed to ensuring an environment free from all discrimination and/or harassment based on race, color, 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.

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

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

significant amount of time, the student should make a request as early as possible.

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

Reservation of the Right to Modify

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

Catalog information is subject to change without notice.

2020-2021 Academic Calendar

Semester I

Tuesday	August 18	New Faculty Orientation
Wednesday-Friday	August 19-21	Faculty Workshops
Friday-Sunday	August 21-23	New Student Orientation
Monday	August 24	Classes Begin
Monday	September 7	Labor Day—No Classes
Friday	October 16	End of Midterm, first 8-weeks
Monday	October 19	Fall Break—No Classes
Tuesday	October 20	Classes Resume
Saturday-Sunday	November 21-29	Thanksgiving Break
Friday	December 11	Last Day of Classes
Monday-Thursday	December 14-17	Finals
Thursday	December 17	Semester I Ends

Semester II

Monday	January 11	Semester II Begins
Friday	March 5	End of Midterm, first 8-weeks
Saturday	March 6	First Day of Spring Break
Sunday	March 14	Last Day of Spring Break
Monday	March 15	Classes Resume
Friday	April 2	Good Friday—No Classes
Monday	April 5	Easter Monday—No Classes
Tuesday	April 13	Assessment Day
Friday	April 30	Last Day of Classes
Monday-Thursday	May 3-6	Finals
Thursday	May 6	Semester II Ends
Saturday	May 8	Baccalaureate and Commencement

General Information

History and Heritage

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

In the part of the territory that is now western North Dakota, a French nobleman, the Marquis de Moeres, 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 College has also recently completed a 13,350 square foot building in Fargo to house the Doctor of Physical Therapy Program.

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

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

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

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

The Mission of the University

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

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

Mission Statement

The University of Jamestown is a community dedicated to the development of wholeness in our students. 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.

Foundational Values

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

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

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

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

Accreditation, Approvals, Memberships, and Affiliations

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

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

University of Jamestown has been continuously accredited since 1920. Its teacher education program is approved by the Education Standards & Practices Board of North Dakota; and its nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and by the State Board of Nursing Education and Nursing Licensure.

The Physical Therapy Program at the University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE): 1111 North Fairfax Street; Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org; website: <http://capteonline.org>. The program's current status is probationary accreditation; for more information see <http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/>.

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

Admission, Costs, and Financial Aid

Admission

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

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

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

Application Information

Each applicant must submit the following:

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

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

Engineering, Math and Chemistry Applicants

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

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, all students must submit a \$250 enrollment fee (refundable through May 1).

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

Former University of Jamestown Students

The files of all former University of Jamestown students requesting readmittance

Admission, Costs, and Financial Aid

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

Transfer Students

Students transferring from other colleges or universities must follow the same procedure as detailed under the previous heading “Application Information.”

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

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

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

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

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

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

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

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

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

Admission, Costs, and Financial Aid

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

Veterans

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

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

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.

International Student Policies

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

The International Student Admission Requirements

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

1. Apply – The International Student Application is available on-line only (no application fee). To be certain that ample time is provided for processing international student applications, your application and credentials must be completed 60 days prior to the beginning of a term.
2. Submit official transcripts from all secondary schools and universities you have attended, (including all English speaking countries). International students are required to submit their academic transcripts to InCRED Transcript Evaluation Services for evaluation. Information and procedures can be found at incredevals.org.
3. Test Requirements – International students must provide a score from the TOEFL (code is 6318). A minimum TOEFL score of 525 on the paper test, 197 on the computerized version or 70 on the Internet-based TOEFL (iBT). The TOEFL may be substituted by the IELTS exam with a minimum score of 6.0 overall and a 5.5 minimum on any

Admission, Costs, and Financial Aid

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.
5. Health Insurance – Prior to arrival to the University of Jamestown’s campus you must provide proof of health insurance that will cover you here in the United States in case of a health emergency.

Immunizations

Following the American College Health Association recommendations, the University of Jamestown requires immunization records and tuberculosis risk assessment screenings of all incoming students. Information regarding this requirement comes to the student via the Admissions Department.

2020-2021 Annual Costs

Tuition and costs for new students during the 2020-2021 academic year are as follows:

Basic

Tuition	\$22,718
Fees	\$780
Room	\$4,000
Board	\$4,000, \$4,160 or \$4,316
Total	\$31,498

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

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

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

Board

Students may choose between three Meal Plans:

Block 190 – 190 Meals plus \$225 Jimmie Bucks per Semester

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

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

Block 100 – 100 Meals plus \$850 Jimmie Bucks per semester (*UJ Place Residence Only*)

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

Jimmie Bucks are flexible dollars spent at Sodexo venues. Additional Jimmie Bucks may be purchased throughout the semester by contacting Sodexo directly.

Room

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

Summer Session

Summer courses are offered on a contract basis with individual professors. Tuition for the 2020-2021 Summer Session is \$295 per semester credit.

Books and other Estimated Costs

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

Dates for Payment of Charges

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

Admission, Costs, and Financial Aid

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

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

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

Rates

Part-time rate – fewer than 12 semester credits	\$435 per semester credit
Dual credit rate for high school students – up to 6 credits	\$220 per semester credit
Overload fee – currently over 20 credits	\$435 per semester credit
Audit fee – undergraduate and graduate students	\$100 per semester credit
Challenge Exams	\$ 50 per semester credit

Course Fees

Applied music lessons fee	\$225 per semester credit
Engineering fee	\$150 per course
Kinesiology fee	\$25
Nursing background check & castle branch fee	\$ 93 one-time fee
Nursing clinical fee (<i>Sophomores, Juniors, & Seniors</i>)	\$275 per clinical course
Nursing KAPLAN fee - varies per cohort (<i>Sophomores, Juniors, & Seniors</i>)	\$140 per semester
Nursing Pepid fee – handheld software (<i>Junior Fall semester</i>)	\$315 one-time fee – subject to change
Nursing supplies fee – tote (<i>Sophomore Spring Semester</i>)	\$175 one-time fee – subject to change
Online course fee – traditional undergraduate student	\$ 95 per semester credit
Student Teaching fee	\$500
Teaching Education Field Experience fees	\$50–200 varies by course
Teaching Education Praxis Test	\$150

Admission, Costs, and Financial Aid

Other Fees

Athletic insurance fee	\$125 per semester
Enrollment fee	\$250
Graduation fee	\$125
Senior project gift – purchase brick on memorial walkway	\$25 (optional)
Change of course fee	\$5 (First 10 days are free)
Transcript fee	\$15 per transcript (First one is free)
ISEP fee	\$100
Pet fee	\$250 per semester

Financial Aid

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

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

Application Procedure

All students must complete the Free Application for Federal Student Aid (FAFSA) every year to be considered for need based aid. The FAFSA can be completed online at www.studentaid.ed.gov. The Office of Financial Aid may require the FAFSA to be completed in other instances as well.

Scholarships and Grants

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

Academic Tuition Scholarships

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

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.

Admission, Costs, and Financial Aid

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

Pell Grant

The Pell Grant is designed to provide financial assistance to meet educational costs on the basis of need as determined by the FAFSA. For the 2019-2020 academic year, grants range from \$625 to \$6,195 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

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

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 2019-2020 is up to \$2,200 per year.

North Dakota State Indian Grant

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

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

Two academic scholarship opportunities are available for high school seniors.

Admission, Costs, and Financial Aid

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.

Loan Programs

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

Federal Direct Loans

Federal Direct Loans are available to all students who have completed the FAFSA

and are otherwise eligible. Direct Loans are characterized as subsidized or unsubsidized based on the FAFSA in combination with other financial aid awarded to the student. The federal government pays the interest on a Subsidized Direct Loan during the student's enrollment whereas the student is responsible for paying interest on an Unsubsidized Direct Loan. At the borrower's choice, the interest on an Unsubsidized Direct Loan can either be paid during enrollment or can be capitalized. A borrower must complete Direct Loan Entrance Counseling 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 is 4.53% for undergraduates in the 2019-2020 award year.

Federal Parent Loans for Undergraduate Students (PLUS)

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

Alternative Loans

The University of Jamestown will certify any alternative education loan that a

Admission, Costs, and Financial Aid

student requests (up to the student's cost of attendance).

Satisfactory Academic Progress

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

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

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

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

Students transferring into or returning to the University of Jamestown after a period of non-attendance will be required to maintain a minimum cumulative GPA of 2.0 without regard to number of semesters attended elsewhere.

- 2. Pace or Quantitative:** All grade levels must complete (with a 'D-' or higher) at least 67% of all attempted credits. This ensures that the student will complete the program of study within the maximum timeframe.
- 3. Maximum Timeframe or 150% Rule:** The maximum timeframe for

an undergraduate program is measured in credit hours and is a period that is no longer than 150 percent of the published length of the educational program. The usual number of credits required for graduation is 124 credit hours at the University of Jamestown. However, some programs may require extra semesters to complete the degree so will be reviewed on a case-by-case basis by the Financial Aid Officer and/or designated committee.

Monitoring Procedure

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

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

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

If the student's APPEAL is denied after any semester or if a student chooses not to appeal, the student is no longer eligible to receive financial aid until such time as compliance has been regained. Any

Admission, Costs, and Financial Aid

charges that the student incurs during this period of SUSPENSION are the personal responsibility of the student.

Additional Information

- A detailed Satisfactory Academic Progress (SAP) policy is available on the University website or in the Financial Aid Office.
- The financial aid suspension appeal form may be found on the University website.

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

Incompletes must be finished in a timely manner as determined by the Registrar. SAP may be recalculated for incomplete grades that are changed to a letter grade.

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

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

A student is considered enrolled for attendance purposes until he/she has officially withdrawn from the University of Jamestown (see Official Withdrawal page 37) or until the end of the semester, whichever is first. The minimum amounts to be returned to Title IV programs are calculated according to federal guidelines.

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

Consortium Agreement

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

Student Activities, Services, and Conduct

Student Activities

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

Student Senate

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

Student Representatives on Committees

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

Convocations

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

University Chaplain

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

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

The chaplain is also available for personal counseling.

Athletics

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

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

Music

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

Student Activities, Services, and Conduct

Drama

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

Campus Organizations

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

Alpha Chi (honor society)

Exercise Science Club

Golden Z Club

History Club

Intelligent Design and Evolution (IDEA) Club

Jamestown Activities Board (JAB)

Jimmie Janes (Women's Social Organization)

Law Club

Love Your Melon

NAfME (for music majors)

Nursing Student Association (NSA)

Phi Beta Lambda (Collegiate Business and Technology organization)

Physical Education Student Organization

SAGA (LBGTAQ)

Samaritan's Feet

Science Club

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

Society of Automotive Engineers (SAE)

Student Senate

Students of Service

The Collegian

To Write Love On Her Arms (TWLOHA)

University of Jamestown International Organization (UJIO)

UJ College Republicans

UJ Dance

UJ Wildlife Society

Student organizations can change each academic year. Go to uj.edu/studentorganizations for the most current list of organizations.

Student Services

Campus Room and Board

Residence halls at the University of Jamestown provide students with a living/learning environment that is an integral part of the total educational purpose of the university. The residence halls provide educational support services to the university by creating and maintaining a guided, group living experience for the personal, scholarship, and social improvement of the individual resident. Students with circumstances requiring additional consideration or accommodations should contact the Director of Residence Life.

All full-time University of Jamestown undergraduate students are encouraged to live on campus. Students wishing to live off of campus or opt out of the meal plan will have their total institutional scholarship package prorated. Proration calculations can be reviewed with the Office of Financial Aid. Students must submit the Campus Room and Board Scholarship Proration Application to the Dean of Engagement and Student Affairs for approval.

Residence Hall Contract

All students residing in the residence halls are required to sign a yearly contract. There is a \$100 penalty for returning students who cancel their room contract prior to June

Student Activities, Services, and Conduct

1. Cancellations by returning students after June 1 result in a \$200 penalty. Cancellation of the housing contract after Aug. 1 will result in a \$300 cancellation fee. Students looking to move off campus should review the Campus Room and Board Scholarship Proration Application.

Residence Hall Regulations

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

Transcripts

Transcript requests must be submitted in writing at least one week prior to the date needed. Either a completed transcript request form or a letter bearing the student's signature is acceptable. Federal law does not permit the University to honor requests for transcripts made by telephone or by relatives or friends of the student. A request for a transcript of credits by a student who is in debt to the University will not be honored until the debt has been paid. The first transcript issued is free of charge. Thereafter, a fee of \$5 per transcript is charged. The written request by the student, accompanied by a check or money order payable to the University of Jamestown, if applicable, should be sent to the Registrar's Office, University of Jamestown, 6086 College Lane, Jamestown, ND 58405. Transcripts can be requested online through the National Student Clearinghouse for an additional \$2.25 per transcript. Each transcript includes

the student's entire academic record to date. Partial transcripts are not issued. The University of Jamestown does not fax or e-mail official transcripts.

Food Service

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

Health Services

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

Counseling Services

Counseling referral services exist for the purpose of helping students to develop their fullest potential and to explore any matters of concern. Typical concerns are stress, anxiety, home sick, relationship issues, depression, academic planning, suicide ideation and overall mental health. Our counselors assist in helping students work through these difficult times and learn coping skills. If you are struggling with issues please reach out to us. We are here to provide support and listen. Contact Nicole Heinle at extension 5002 or Chaplain, Candace Adams, at extension 5475.

Student Activities, Services, and Conduct

There are a variety of off campus services available for a fee or to go through insurance. Please contact Nicole Heinle at extension 5002 for a full list of services.

Academic Advising

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

After the fall semester of the freshman year, students may declare a major and are then reassigned to a faculty advisor in their major area of interest. This is another opportunity for students to receive personal guidance as they progress in their educational plans. Advisors are available to assist in the planning of class schedules and the selection of concentrations within a department. This also enables students to develop an ongoing relationship with faculty members.

Student Success Center

The Student Success Center, 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 Student Success Center also provides accommodations for students with documented disabilities.

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

Career Center

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

Career Planning

- Career advising, development, and testing
- Computer aided career assessment, *Focus-2*
- Career Alumni Network (CAN)
- Career Insider

Student Activities, Services, and Conduct

- Career library
- Career speakers and workshops
- Informational interviews
- Occupational files
- Market trends
- Graduate and professional school information
- Military career information
- Job vacancy lists (career, part-time, summer, internships)
- Employer contacts and files
- Job search assistance (resumé, cover letter, portfolio, interview skills)
- Mock interviews
- Salary information
- Job fairs

Experiential Education

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

CLEP Testing

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

Student Conduct

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

Smoking and Tobacco Use

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

Alcohol

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

Student Activities, Services, and Conduct

The University and the Law

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

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

Academic Integrity Policy

At the University of Jamestown, we operate in an atmosphere of mutual trust between and among instructors and students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic community. Such misrepresentations are violations of the Academic Integrity Policy. There are three main types of violations: **cheating, inappropriate collaboration, and plagiarism.**

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

Inappropriate collaboration involves presenting academic work as one's independent effort when it includes significant elements of the work of others.

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

Plagiarism involves both theft and cheating. When someone appropriates, for use in formal course work, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt, it is considered theft. Plagiarism is also cheating in that one is creating a false impression about one's own intelligence, ability, and achievement. If students are unsure about what constitutes plagiarism, they should seek help from their instructors, the Writing Center, and refer to appropriate handbooks.

Disciplinary Process

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

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

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

A course instructor who suspects a violation of the Academic Integrity Policy should inform the student of his/

Student Activities, Services, and Conduct

her suspicion and present him/her with the evidence, allowing the student an opportunity for rebuttal.

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

If a dispute arises between a course instructor and a student about whether a violation has been committed, it is to be referred to the Provost for resolution no later than three weeks from the end of the semester in which the dispute occurred. If the Provost determines that no question exists, the appeal process is terminated. If any question remains, the Provost may refer it to the Executive Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate about the commission of an offense will be final in all such cases.

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

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

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, Or Lady 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 Harold Newman Arena is the most recent campus addition (completed in 2017).

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

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

The Hansen Center, houses the JHouse, a student activity center including a game room and a basketball and volleyball court used for intramurals and student events.

Athletic Facilities

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

The indoor winter sports complex owned by the City of Jamestown is also open to the University of Jamestown students. This facility houses locker room and rink for the University's hockey team. Jack Brown Baseball Stadium and Trapper Field is 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.

Facilities

Raugust Library

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

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

Raugust Library also subscribes to Encyclopedia Britannica Online, WorldCat, which accesses the holdings of more than 60,000 libraries in 112 countries, FirstSearch, and about 140 on-line bibliographic and full text databases, giving access to more than 100,000 on-line journals, lesson plans, and streaming video. Through Ebsco eBooks, students have access to more than 15,000 e-books on-line, and through OverDrive, students can download ebooks, audio books, and videos to their computers and devices. Raugust Library has a dedicated staff, ready and willing to help students with questions and research.

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

Curriculum, Honors, and Academic Regulations

Curriculum

Degree Options

University of Jamestown offers the following degree options:

DPT (see graduate bulletin for details)

M.Ed. (see graduate bulletin for details)

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

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

BA only

Accounting
Business Administration
Business Studies: Financial Planning
and Wealth Management
Business Studies: Industrial
Management
Communication
Communication Studies: Human
Resource Management
Communication Studies: Online
Journalism and Social Media
Computer Science
Criminal Justice
Elementary Education
English
Financial Planning and
Wealth Management
Fine Arts
French
German
Graphic Arts for E-Commerce
Health and Fitness Administration
History
Information Technology
Liberal Arts in Business Studies
Management Information Science
Mass Communication
Music

Physical Education
Political Science
Religion-Philosophy
Spanish

All double majors that include one of the
above

All majors taken in conjunction with
secondary education

BA or BS

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

BSN

Nursing

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

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

Curriculum, Honors, and Academic Regulations

Areas of Study

Majors

- Accounting
- Accounting (Financial Planning)
- Biology
- Biology (Education)
- Biochemistry
- Business Administration
- Chemistry
- Clinical Laboratory Science
- Communication
- Computer Science
- Criminal Justice
- Elementary Education
- English
- English (Education)
- English (Writing)
- Exercise Science
- Financial Planning and Wealth Management
- Fine Arts - Music
- Fine Arts - Theatre
- French
- German
- Graphic Design for E-Commerce
- Health and Fitness Administration
- History
- History (Education)
- Industrial Management
- Information Technology
- Liberal Arts Business Studies
- Management Information Science
- Mathematics
- Mathematics (Education)
- Mechanical Engineering

- Music (Applied)
- Music (Education)
- Nursing
- Physical Education
- Physical Education (Teacher Education)
- Political Science
- Psychology
- Psychology (Addiction Counseling)
- Religion-Philosophy
- Spanish

Minors

- Accounting
- Biology
- Business Administration
- Character in Leadership
- Chemistry
- Christian Ministry
- Coaching
- Communication
- Computer Graphic Design
- Computer Science
- Criminal Justice
- Online Journalism and Social Media
- English
- French
- Game Design
- German
- Global Studies
- History
- Information Technology
- Italian Studies
- Management
- Marketing
- Mathematics
- Music

- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Rhetoric and Reasoning
- Spanish
- Theatre

Concentrations*

- Accounting
- Business Communication
- Writing
- Emerging Media
- Financial Planning
- Human Resource and Organizational Communication
- Information Technology
- Interpersonal Communications
- Liberal Arts
- Management
- Marketing
- Sports Communication

*Concentrations must be taken with corresponding majors.

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

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Individually-Designed Majors and Minors

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

Pre-Professional Programs

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

Registration

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

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

Summer Sessions

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

Credit by Examination

Programs for credit by examination include the following:

Advanced Placement Tests 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 Provost and department chair shall determine the availability of challenge examinations for courses.

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

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

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

Curriculum, Honors, and Academic Regulations

Directed/Independent Studies

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

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

International Study

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

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

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

Contact the Career Center in Raugust Library and see www.isep.org for more information on the ISEP program.

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

Experiential Education

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

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

Curriculum, Honors, and Academic Regulations

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

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

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

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

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

Honors

The Dean's List of Outstanding Scholars

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

College Fellows

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

Distinction in Degrees

Scholastic excellence is recognized with diploma designations as follows:

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

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

Honor Societies

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

Academic Regulations

Undergraduate Credit Hour

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

Online Credit Hour Policy

Federal Guidelines mandate that one credit hour is equivalent to 3 hours of student work

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(Every week for 15 weeks). In the online accelerated (8 week) environment, this translates to approximately 6 hours of student engagement per week per credit for a total of 18 hours per week for a 3 credit course. Student work includes preparation time, reading, research, discussion board participation, assignments, exams and practical application of materials.

Attendance

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' educational achievement. Students are responsible for ascertaining attendance requirements for each course in which they are enrolled.

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

Grades

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

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

The grade "incomplete" is given only at the end of a semester in which the student, for justifiable reasons in the opinion of the professor, is unable to complete the course. If an incomplete course is not completed within four weeks of the next resident semester after the grade was given, or if an incomplete course is not completed within one semester by a student not in residence, the grade will be that

which the professor submitted based on the assumption that the student received failing grades or zero points for all uncompleted work. Exceptions to this rule will be made only when there exist reasons clearly beyond the control of the student, and the student, with the professor's approval, has petitioned the office of Provost for an extension of time. The Provost may grant an extension of time or a replacement of the incomplete with a W (Withdrawn).

Pass-Fail Option

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

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

Grading of Experiential Education and Internships:

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

Curriculum, Honors, and Academic Regulations

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

A student may appeal the grade she or he received in a course. Grounds for an appeal are limited to capriciousness, errors of fact, or evidence of bias on the part of the instructor, and it is the responsibility of the student to provide evidence that an appeal is warranted. The belief that an instructor graded in too difficult a manner, assigned too much work for a given course, and the like, are not grounds for a grade appeal. Grades on individual assignments, tests, or other measures of student learning are not appealable except to the extent that they affect the final grade a student received in a course.

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

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

decision. The student will be notified in writing of the chairpersons' decision within five working days of the meeting. If the student remains unsatisfied or if the faculty member who issued the grade is the department chairperson, the student should:

3. Appeal to the Provost in writing within five working days of notification by the chairperson's decision. Include in the written document circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the Provost. It is the responsibility of the Provost to collect evidence from the student, faculty member, if the faculty member is not separated from the university, and the department chair prior to making a decision. The student will be notified in writing of the Provost's decision. In all cases, the decision of the Provost is final.

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

Auditing

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

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Adding or Dropping Classes

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

Students may withdraw from a course without receiving a grade until 60% of the length of the course has been completed, however, there will be a \$5 fee and a “W” will appear on the transcript. After this period a student may not withdraw from a course unless there exist reasons clearly beyond the control of the student, and the student has petitioned the office of the Provost for approval to withdraw.

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

Grade Point Average (GPA)

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

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

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

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

Classification of Students

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

Freshman: fewer than thirty semester credits

Sophomore: a minimum of thirty semester credits and a maximum of fifty-nine semester credits

Junior: a minimum of sixty semester credits and a maximum of eighty-nine semester credits

Senior: a minimum of ninety semester credits

Academic Course Load

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

Official Withdrawal from College

A student who must withdraw from college should obtain an “Official Withdrawal” form from the Student Success Coordinator. This form must be completed for official

Curriculum, Honors, and Academic Regulations

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 semester may request a medical withdrawal from the Registrar’s Office at any time during the semester. 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 semester. In the event that the request is approved, the student will receive a “W” for all of her/his courses for the semester. If the request is made after the completion of 60% of the semester, the student will receive no refund for tuition, fees, room, and board for the semester.

Adequate Progress Toward a Degree

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

	Minimum GPA
First three semesters of undergraduate education	1.80
All others	2.00

Academic Warning

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

student office. It does specifically render the student ineligible for directed/independent studies.

Academic Probation

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

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

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

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

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

Academic Suspension

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

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

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

Incompletes

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

Exceptions to Academic Regulations

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

1. The student obtains a petition form from the Registrar's Office.
2. The student fills out the petition, stating clearly the reasons for the request and providing any supporting evidence.
3. The student signs the petition and returns it to the Registrar's Office. The registrar then passes the petition to the Provost. Upon the student's request, the registrar will also make an appointment

for the student to speak with the Provost concerning the petition.

4. The Provost considers the petition, and if he/she deems it necessary, consults with the Curricular Council.
5. The Provost approves or denies the petition and returns the petition with an explanation to the registrar who informs the student of the decision.

Eligibility

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

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

Student Papers

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

Transfer Courses

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

Requirements for the Degree

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

General Education Requirements

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

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

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

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

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

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

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

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

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

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

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

Oral communication: Graduates will communicate effectively orally.

Written Communication: Graduates will communicate effectively in writing.

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

Requirements for the Degree

General Education Requirement (Bachelor of Arts)

Moral & Civic Education	Credits
UJ Foundations	1
Ethics	3
American Government or American History	3
Global Perspectives	6
An Approved International Experience ^{or}	3 ¹
Semester Credits	10-13
Communication Skills	Credits
Freshman Composition I <i>(with a grade of C- or higher)</i>	3
Freshman Composition with Literature II <i>(with a grade of C- or higher)</i>	3
Oral Communication <i>(Comm 102 or 201)</i>	3
Semester Credits	9
Cultural & Social Heritage	Credits
Religion	3
Literature or History	3
Art, Music, or Theatre	3
Psychology, Sociology, Political Science, or Economics 110, 201, or 202 <i>(no more than 3 credits from one discipline)</i>	5-6
Semester Credits	14-15
Natural Science & Quantitative Reasoning	Credits
Natural Science <i>(with lab)</i>	4
Foundations of Science	2 ²
Computer Science	3
Mathematics	3
Total Semester Credits	12
Personal Wellness	Credits
Fitness and Wellness/Physical Activity Course	1
Semester Credits	1
Total Semester Credits	46-50

General Education Requirement (Bachelor of Science)

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

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

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

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

Requirements for the Degree

General Education Requirements (Bachelor of Science in Nursing)

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

Moral and Civic Education B.S.N. Credits

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

Communication Skills

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

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

Natural Science & Quantitative Reasoning

Natural Science	8
Computer	3
Math	3

Physical Education

Fitness and Wellness/ Physical Activity Course	1
	43

Courses which Apply to Selected Requirements

American Government

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

American History

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

Approved International Experiences

Biol 180 – Field Ecology – The Arctic
Biol 180 – Field Ecology – Costa Rica
EE 290 – Study Tour – Window on Kenya

Global Perspectives

Any Foreign language course, special topics, and other courses approved by the Academic Council

Art 210	Art History I
Art 211	Art History II
Art 311	A History of Modern Painting
Art 312	Comparative Art Forms: East and West
Busn 410	Global Marketing
Comm 305	Cross-Cultural Communication
Comm 402	International Communication
Econ 309	Global Financial Markets
Econ 314	History of Economic Thought
Econ 354	Global Competition and Strategy
Econ 364	International Economics
Engl 210	World Literature to 1500
Engl 211	World Literature Since 1500
Engl 230	English Literature to 1785
Engl 231	English Literature Since 1785
Engl 305	Studies in the British Novel
Engl 319	Modern British Drama
Engl 320	British Romantics
Engl 330	Victorian England
Engl 331	Shakespeare
Hist 202	Europe: 1900 to Mid-century
Hist 203	European Intellectual History I
Hist 204	European Intellectual History II
Hist 222	History of the Middle East
Hist 244	19th Century Europe
Hist 262	History of China
Hist 264	The French Revolution and the Age of Napoleon
Hist 268	History of India
Hist 291	Western Civilization I
Hist 292	Western Civilization II
Hist 302	Topics in Non-U.S. Studies
Hist 304	Medieval Europe
Hist 305	Ancient Near East
Hist 306	Renaissance and Reformation
Hist 307	Ancient Greece
Hist 308	Ancient Rome
Math 412	History of Mathematics
Mus 239	Music History I: Medieval & Renaissance
Mus 339	Music History II: Baroque
Mus 340	Music History III: Romantic and Modern Eras
Phil 303	Classical Philosophy
Phil 305	Medieval Philosophy
Phil 306	Modern Philosophy
Phil 307	Recent and Contemporary Philosophy
Phil 483	Philosophy of History
Pols 225	Comparative European Governments
Pols 233	World Politics
Pols 302	Topics in Non-U.S. Studies
Pols 335	The European Union
Pols 368	The Politics of India
Rel 305	Ancient Near East
Rel 371	World Religions
Soc 320	Comparative Cultures
Thea 260	Masterpieces of Drama
Thea 316	Development of Drama to 1900
Thea 319	Modern British Drama
Thea 321	History of Theatre
Thea 323	Acting: Period Style

Requirements for the Degree

Major – Minor Policy

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

Fields of Study

Accounting

Biology, Clinical Laboratory Science

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

Administration, Liberal Arts Business Studies, MIS

Character in Leadership

Chemistry, Biochemistry, Science Composite Education

Communication, Mass Communication

Computer science, MIS

Criminal Justice

Elementary Education

Engineering

English, International Studies

Environmental Science

Exercise Science

Fine Arts in Theatre

French, Global Studies

German, Global Studies

History, Global Studies

Information Technology

Mathematics

Mechanical Engineering

Music, Fine Arts in Music

Nursing

Physical Education, Health and Fitness Administration

Political Science, International Studies

Psychology

Religion/Philosophy, Christian Ministry, Religion, Philosophy

Spanish, International Studies

Requirements for the Degree

Major Field of Study

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

Residence Requirement

To fulfill the residence requirement, a minimum of thirty-five semester credits must be earned at the University of Jamestown.

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

Graduation Application

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

Grade Point Average

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

Grade point averages are rounded to the nearest thousandth.

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 Provost.

Assessment

Assessment

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

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

Institutional Objectives:

University of Jamestown -

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

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

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

A partial list of assessment activities follows:

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

Assessment

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

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

Tk20 by Watermark

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

Tk20 accounts for faculty, staff, and students are accessible at jc.tk20.com. If you have any questions on Tk20, please contact the Tk20 Unit Administrator.

For questions or guidance contact:

Mona Klose

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Tk20 Unit Administrator
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Harris Widmer Center for Excellence in Information Technology

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

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

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

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

The Center's facets include:

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

Roland E. Meidinger Center for Excellence in Business

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

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

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

Strong and Talented Faculty

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

Innovative New Programs

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

Expanded Opportunities for International Experiences

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

- 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.

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.



Academic Departments

Biology

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

Mission Statement

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

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

Intended Student Learning Outcomes for the Biology Major

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

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

Requirements for the Biology Major

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

Strongly recommended for students considering graduate school:

Dept.	Course No.	Course Title	Credits
Math	152	Calculus II	4
Math	205 or	Statistics	3
Math	401	Mathematical Statistics I	
Phys	203 or	Physics I	5
Phys	204	Physics II	

(Some graduate schools require a full year of physics)

Biology majors seeking **secondary education** certification must complete the major plus the requirements listed under “Education Course Requirements for Secondary and K-12 Education Majors” in the *Teacher Education* section of this catalog. In addition, students seeking secondary education certification must complete the Bachelor of Arts general education requirements. The Bachelor of Science general education track is for students who are not pursuing a career in secondary education or a second major in any bachelor of arts field.

Sample Course Sequence for the Biology Major

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

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

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

Freshman Year

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

Sophomore Year

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

Select one elective biology course from the following courses:

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

Junior Year

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

Senior Year

Dept.	Course No.	Course Title	Credits
Biol		Biology III** (elective)	5
Biol		Biology IV** (elective)	5
Biol	430	Genetics	5
Biol	442	Evolution	4
Biol	425/426	Biology Seminar	1 + 1

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

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

Prospective Graduate School Students

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

Option 1—For an emphasis in Environmental or Organismal Biology

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

Option 2—For an emphasis in Cell Biology or Physiology

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

Requirements for the Biology Minor

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

Biochemistry Major

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

Health-Related Majors

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

Clinical Laboratory Science Major

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

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

Option A

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

Option B

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

Program note

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

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

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

At University of Jamestown

Dept.	Course No.	Course Title	Credits
Biol	150-151	Introduction to Biology I and II (with lab)	8
Biol	208-209	Human Anatomy and Physiology I & II (with lab)	10
Biol	216	Microbiology (with lab)	4
Biol	335	Immunology (with lab)	3
Chem	133-134	General Chemistry I and II (with lab)	8
Chem	343-344	Organic Chemistry I and II (with lab)	8
Chem	413	Biochemistry I	3
Biol	305 ^{or}	Cell Biology (with lab)	5
CS		Computer Science	3
Math	113	Precalculus (or higher)	4
Semester Credits			57-59

Required online courses from UND:

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

Highly Recommended Courses

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

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

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

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

Biology

Fall Semester (at clinical site)

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

Spring Semester (at clinical site)

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

Health-Related Pre-Professional Preparation (Please refer to section beginning on page 206.)

Medicine	Physical Therapy	Pharmacy	Dentistry
Optometry	Occupational Therapy	Chiropractic	Podiatry
Osteopathy			

Course Descriptions

(Biol)

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

108-4 The Human Body

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

110-4 Environmental Science (Lec/Lab)

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

120-3 Essentials of Biology and Chemistry for Health Sciences

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

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

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

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

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

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

180-3 Field Ecology (Lec/Lab)

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

201-1 Biology Orientation

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

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

A study of the structure and function of the human body, including gross and micro-anatomy. Physiological principles at the organ system and organ levels are emphasized. Focus on integumentary, skeletal, muscular nervous and endocrine systems. Prerequisite: Biol 150, Biol 120, or Chem 133. (In the 208-209 sequence, only 208 will count for major or minor credit.) 4/1 credits. *Fall*

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

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

210-1 Medical Terminology

Knowledge of medical terminology. *Fall and Spring*

216-4 Microbiology (Lec/Lab)

A study of the characteristics of microorganisms (bacteria, viruses, microorganisms), and principles of their growth and control. Interactions between host and microbe, including host defenses, infectious diseases, and epidemiology are also included. Prerequisite: Biol 120, Biol 150. 3/1 credits. *Spring*

235-2 Human Parasitology (Lec/Lab)

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

301-1 Biology Research Methods I

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. *Spring*

302-1 Biology Research Methods II

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. *Fall*

304-4 Invertebrate Zoology (Lec/Lab)

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

305-5 Cell Biology (Lec/Lab)

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

306-4 Vertebrate Zoology (Lec/Lab)

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

308-4 Animal Behavior (Lec/Lab)

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

310-4 Ecology (Lec/Lab)

Principles of population, community, and ecosystem ecology exemplified by plant and animal populations. Emphasis on

Biology

population dynamics, trophic relationships, and environmental factors affecting the community. Prerequisites: Biol 151 and Chem 133. 3/1 credits. *Spring, even years*

312-4 Developmental Biology

Patterns and principles of development in diverse organisms from the perspective of morphology, the cell, the gene, and evolution. Prerequisites: Biol 151 and Biol 305 (or concurrently) or permission. 4 credits. *Fall, odd years*

325-2 Histology (by arrangement)

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

333-4 Hematology (Lec/Lab)

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

335-3 Immunology

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

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

413-3 Biochemistry I

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

414-3 Biochemistry II

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

425-1 Biology Seminar I

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

426-1 Biology Seminar II

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

430-5 Genetics (Lec/Lab)

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

442-4 Evolution (Lec/Lab)

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

OTHER COURSES: Biology

190-1-3 Special Topics

200-1-4 Directed Studies

290-1-3 Special Topics

300-1-4 Directed Studies

390-1-3 Special Topics

400-1-4 Directed Studies

402-1-4 Research Problems

490-1-3 Special Topics

(by arrangement)

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

495-1-4 Independent Study

(by arrangement)

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

Business, Accounting, and Economics

Professor Sarabakhsh; Assistant Professors Gonzales, Morris, and Paulson (chair); Instructor Crane

Mission Statement

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

Broad-based Goals

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

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

Assessment

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

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

Accreditation

University of Jamestown is accredited by the Higher Learning Commission.

Study Abroad Opportunities

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

1. In cooperation with the Presbyterian Church (USA), the British Council, and the Department for Employment and Learning in Northern Ireland, the department participates in the Irish/American

Scholars Program. This program provides students with the opportunity to apply to study for either one semester or a full academic year at one of our partner institutions in Northern Ireland: Queen's University-Belfast, University of Ulster-Coleraine, University of Ulster, Magee College-Derry, University of Ulster-Jordanstown, University of Ulster-Belfast, or the Belfast Metropolitan College.

2. University of Jamestown is a member of the International Student Exchange Program (ISEP), which is the world's largest network of colleges and universities cooperating to provide international educational experiences for their students. Through the ISEP network, students have access to affordable, high-quality study abroad programs in any discipline, including business, economics, and accounting. The reciprocal exchange program is designed so that students pay all of their normal fees, including tuition and room and board, to University of Jamestown and then study abroad for a semester, a full academic year, or a summer. Programs in business, economics, and accounting are available in more than sixty universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

Requirements for the Accounting Major

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

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

Intended Student Learning Outcomes for the Accounting Major

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

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

Accounting Major Requirements

Accounting Core Requirements

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Acct	301	Intermediate Accounting I	3
Acct	302	Intermediate Accounting II	3
Acct	311	Cost/Managerial Accounting	4
Acct	325	Governmental and Not-for-Profit Accounting	3
Acct	355	Income Tax Accounting I	3
Acct	356	Income Tax Accounting II	3

Acct	451	Auditing I	3
Acct	452	Auditing II/Senior Seminar	3
Acct	457	Advanced Accounting	3
Semester Credits			34

Correlative Requirements

Busn	315	Business Law I	3
Busn	316	Business Law II	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
CS	240	Advanced Software Applications	3
CS	440	Management Information Systems	3
Math	105 or	Applied Business Statistics	3
Math	205	Statistics	3
Semester Credits			30
Total Semester Credits			64

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

Accounting Major with a Concentration in Financial Planning

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

Dept.	Course No.	Course Title	Credits
Busn	301	Introduction to Financial Planning	1
Busn	305	Insurance Planning	3
Busn	310	Retirement and Benefits Planning	3
Busn	330	Sales and Sales Management	3
Busn	440	Investments	3
Busn	450	Estate Planning	3
Busn	451	Senior Financial Planning Colloquium	3
Econ	110	Personal Finance	2
Semester Credits			21
Total Semester Credits			85

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

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

Requirements for the Business Administration Major

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

Intended Student Learning Outcomes for the Major in Business Administration

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

1. 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

Core Curriculum in Business Accounting, Business, Economics Requirements

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Econ	110	Personal Finance	2
Busn	315	Business Law I	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Busn	370	Production/Operations Management	3
Busn	455	Strategic Management	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
Semester Credits			32

Correlative Requirements

Dept.	Course No.	Course Title	Credits
CS	140	Integrated Software Applications	3
Math	105 or	Applied Business Statistics	3
Math	205	Statistics	3
Math	111 or	College Algebra	
Math	106 or	Math Applications for Management	3
A higher level math course (Confer with department chair)			
Semester Credits			9
Total Semester Credits			41

Areas of Business Concentration

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

Concentration in Accounting

Dept.	Course No.	Course Title	Credits
Acct	301	Intermediate Accounting I	3
Acct	302	Intermediate Accounting II	3
Acct	311	Cost/Managerial Accounting	4
Acct	355	Income Tax Accounting I	3
Acct	451	Auditing I	3
Acct	457	Advanced Accounting	3
Total Semester Credits			19

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

Concentration in Business Communication

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

Choose one of the following two courses:

Comm	305	Cross-Cultural Communication	3
Comm	370	Diversity	3

Choose two of the following courses:

Comm	220	Interpersonal Communication	3
Comm	360	Nonverbal Communication	3
Comm	318	Computer Mediated Communication	3
Comm	405	Conflict Management	3
Comm	312	Writing in the Professions	3
Total Semester Credits			18

Concentration in Financial Planning

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

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

Concentration in Management

Dept.	Course No.	Course Title	Credits
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
Econ	390 ^{or}	Export Trade Management	3
Acct/Busn/Econ		Accounting, Business, or Economics Elective*	3

*Suggested with advisor consultation: Acct311 Cost/Managerial Accounting (4 credits) or Busn 340 Quality Management (3 credits)

Plus one of the following courses:

Busn	350	Internship	
Busn	490 ^{or}	Community Alliance for Management Consulting (CAMC)	
Comm	305 ^{or}	Cross-Cultural Communication	3
Comm	320 ^{or}	Organizational Communication	
Comm	312 ^{or}	Writing in the Professions	
Total Semester Credits			18

Concentration in Information Technology

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

Choose two of the following courses:

CS	173	Visual Basic (if not selected above)	3
CS	180	Object-Oriented Programming	3
CS	272	Java Programming I	3
CS	325	Networking	3
CS	341	Introduction to Web Development	3
CS	343	Database Management	3
Total Semester Credits			21

Concentration in Marketing

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

Liberal Arts Concentrations

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

Liberal arts minors

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

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

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

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

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

1. Students will demonstrate knowledge of the core areas of financial planning
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to financial planning decisions
3. Students will demonstrate effective communication skills
4. Students will demonstrate the ability to think critically by integrating the areas of wealth management in the development of a comprehensive financial plan
5. Students will demonstrate knowledge of the legal, social, and economic environment of business
6. Students will demonstrate the ability to analyze data

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

Requirements for the Financial Planning and Wealth Management Major Business Core

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	315	Business Law I	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
Econ	309 or	Global Financial Markets	3
Econ	354	Global Competition & Strategy	3
Semester Credits			27

Correlative Requirements

Dept.	Course No.	Course Title	Credits
Comm	220	Interpersonal Communication	3
CS	140 or	Integrated Software Applications	3
CS	240	Advanced Office Applications	3
Math	105 or	Applied Business Statistics	3
Math	205	Statistics	3
Semester Credits			9

Financial Planning and Wealth Management Requirements

Dept.	Course No.	Course Title	Credits
Acct	355	Income Tax Accounting I	3
Busn	301	Introduction to Financial Planning	1
Busn	305	Insurance Planning	3
Busn	310	Retirement and Benefits Planning	3
Busn	330	Sales and Sales Management	3
Busn	440	Investments	3
Busn	450	Estate Planning	3
Busn	451	Senior Financial Planning Colloquium	3
Econ	110	Personal Finance	2
Semester Credits			24
Total Semester Credits			60

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

Intended Student Learning Outcomes for the Business Studies: Industrial Management

Students will learn to:

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.

Requirements for the Business Studies: Industrial Management Major

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Acct	311	Cost/Managerial Accounting	4
Busn	321	Business Management	3
Busn	351	Financial Management	3
Busn	370	Production /Operations Management	3
Comm	320	Organizational Communication	3
CS	140	Integrated Software Applications	3
CS	240	Advanced Office Applications	3
Econ	201	Microeconomics	3
Econ	202	Macroeconomics	3
Math	205	Statistics	3

Choose 3 of the following courses:

Busn	322	Human Resources Management	3
Busn	340	Quality Management	3
Busn	371	Supply Chain Management	3
Busn	375	Process Improvement Methods	3
CS	390	Special Topics: Project Management	3
Total Semester Credits			39

Requirements for the Liberal Arts Business Studies Major

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

Intended Student Learning Outcomes for the Liberal Arts Business Studies Major

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

1. Students will demonstrate knowledge in the functional areas of business
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to leadership decision
3. Students will demonstrate effective communications 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
8. Students will demonstrate the acquisition of the knowledge and skills appropriate for a particular liberal arts discipline

Liberal arts minors

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

Liberal arts majors

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

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

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

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

Interdisciplinary Majors

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

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

Requirements for the Accounting Minor

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

Plus three of the following courses:

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

Total Semester Credits 25

Requirements for the Business Administration Minor

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

Business, Accounting, Economics

Plus one of the following:

Busn	321	or	Business Management	3
Busn	322		Human Resource Management	3

Plus one of the following:

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

Total Semester Credits **24**

Requirements for the Management Minor

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

Plus two of the following courses:

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

Total Semester Credits **24**

Requirements for the Marketing Minor

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

Plus one of the following two courses:

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

Plus three of the following courses:

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

Total Semester Credits **24**

Course Descriptions

ACCOUNTING (Acct)

201-3 Principles of Accounting I

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

202-3 Principles of Accounting II

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

301-3 Intermediate Accounting I

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

302-3 Intermediate Accounting II

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

311-4 Cost/Managerial Accounting

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

325-3 Governmental and Not-for-Profit Accounting

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

355-3 Income Tax Accounting I

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

356-3 Income Tax Accounting II

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

357-1-2 Tax Practicum: VITA

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

451-3 Auditing I

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

452-3 Auditing II/Senior Seminar

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

457-3 Advanced Accounting

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

BUSINESS (Busn)

301-1 Introduction to Financial Planning

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

303-3 Principles of Banking

Principles 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*

305-3 Insurance Planning

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

310-3 Retirement and Benefits Planning

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

312-3 Financial Statements and Analysis

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*

315-3 Business Law I

This course introduces students to some of the areas of law applicable to personal and organizational business decisions. Course content includes an introduction to law, court systems, torts, contracts, personal property, bailments, and agency. *Fall*

316-3 Business Law II

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

320-3 Marketing

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

321-3 Business Management

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

322-3 Human Resource Management

This course approaches human resource management from the dual perspectives of both human resource department personnel and managers from other organizational departments. In addition to the various environmental dimensions that influence organizational decision making, the course examines the human resource functions within the context of equal employment opportunity requirements. The

human resource functions addressed in the course include planning and staffing, development, compensation, health and safety, and labor relations. Junior or senior standing. *Spring*

323-3 Credit Underwriting

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*

330-3 Sales and Sales Management

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

333-3 Banking Regulation and Compliance

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*

340-3 Quality Management

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*

351-3 Financial Management

This course focuses on activities that maximize stakeholder value. Topics include financial

statement analysis, working capital management, financing, valuation models, capital budgeting, the cost of capital and capital structure management, and tax management. Prerequisites: Acct 201, Econ 202, either Math 106, 111, or a higher level math course. Junior or senior standing. *Fall and Spring*

370-3 Production/Operations Management

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

371-3 Supply Chain Management

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 planning in supply chain management offers a competitive advantage and impacts performance for a company.

380-3 Entrepreneurship and Small Business Management

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

410-3 Global Marketing

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

416-3 Agricultural Finance and Price Risk Analysis

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*

423-3 Asset and Liability Management

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. *Online only*

430-3 Advertising

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

431-3 Banking Capstone and Internship

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 and career objectives. *Online only*

440-3 Investments

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

450-3 Estate Planning

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

451-3 Senior Financial Planning Colloquium

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

455-3 Strategic Management

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

470-3 Special Topics (Marketing, Management)

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

475-3 Marketing Research

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

480-3 Strategic Marketing

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

490-3 Community Alliance for Management Consulting (CAMC)

The Community Alliance for Management Consulting program (CAMC) is a unique and innovative partnership between the Center for Excellence in Business and community economic and workforce development organizations, the Jamestown Chamber of Commerce, and various businesses and not-for-profit organizations. The program enables juniors and seniors, who work in supervised student teams, to provide consulting services to businesses and other organizations in the areas of business planning,

marketing research, advertising and promotions, information systems, accounting and finance, and human resources. The CAMC program provides a unique opportunity for obtaining actual consulting and decision-making experience in an operating company. *Fall and Spring*

ECONOMICS (Econ)

110-2 Personal Finance

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

201-3 Principles of Microeconomics

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

202-3 Principles of Macroeconomics

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

309-3 Global Financial Markets

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. Prerequisites: Econ 202. *Offered when circumstances permit*

314-3 History of Economic Thought

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

354-3 Global Competition and Strategy

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

364-3 International Economics

This course provides the foundation for understanding international trade, the international monetary system, and the functioning of an open macroeconomy. The course examines various theories of trade and explores topics relating to the political economy of trade policy. In addition, the course deals with the balances of payments, the basic functioning of the foreign exchange market, the theories and realities of exchange-rate determination, and the relationships between exchange rates, money, interest rates, price levels, and output in an open macroeconomy. Prerequisite: Econ 354. *Offered when circumstances permit*

391-3 American Economic History

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

OTHER COURSES: Acct, Busn, Econ

190-1-3 Special Topics

200-1-4 Directed Studies

290-1-3 Special Topics

300-1-4 Directed Studies

390-1-3 Special Topics

400-1-4 Directed Studies

490-1-3 Special Topics

495-1-4 Independent Study

350-1-8 Internship

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

Chemistry

Professors Amaro and Steffan (chair)

Mission Statement

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

Intended Student Learning Outcomes for the Chemistry Major

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

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

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

Requirements for the Chemistry Major

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Chem	353	Chemical Methods of Analysis	3
Chem	354	Instrumental Methods of Analysis	3
Chem	373	Inorganic Chemistry I	3
Chem	374	Inorganic Chemistry II	3
Chem	390	Special Topics	2
Chem	413	Biochemistry I	3
Chem	423	Chemical Thermodynamics	3
Chem	424	Chemical Dynamics & Quantum Mechanics	3
Chem	493*	Seminar I	1
Chem	494*	Seminar II	1
Math	151	Calculus I	4
Math	152	Calculus II	4
Phys	203	Physics I	5
Phys	204	Physics II	5
Semester Credits			58* or 59

Chemistry

Plus three of the following courses:

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

Plus one of the following courses:

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

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

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

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

Requirements for the Biochemistry Major

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

Plus one of the following courses:

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

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	325	A Survey of Physical Chemistry	3
Chem	423	Chemical Thermodynamics	3
Semester Credits			3

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	431	Advanced Lab I	1
Chem	432	Advanced Lab II	1
Semester Credits			1

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	433	Advanced Lab III	1
Chem	434	Advanced Lab IV	1
Semester Credits			1

Plus one of the following courses:

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

Total Semester Credits **72* to 74**

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

Suggested Course Sequence for the Chemistry Major

Freshman Year

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

Sophomore Year

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

Junior Year

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

Plus one of the following courses:

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

Chemistry

Senior Year

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

Suggested Course Sequence for the Biochemistry Major

Freshman Year

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

Sophomore Year

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

Junior Year

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

Senior Year

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

*One of these courses needs to be taken.

**One of these courses needs to be taken.

Requirements for the Chemistry Minor

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

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
Chem	343	Organic Chemistry I	4
Chem	353	Chemical Methods of Analysis	3
Chem	373	Inorganic Chemistry I	3
Chem	423	Chemical Thermodynamics	3
		Electives: three 3 or 4 credit courses (from at least two different areas of chemistry) (three Chem390 Special Topics can substitute for one three credit upper level) (Chem255 cannot be taken if Chem353 or 354 is taken) (Chem325 cannot be taken if Chem423 or Chem424 is taken)	9 or 10

Total Semester Credits

20-22

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

Course Descriptions

(Chem)

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

105-4 Experimental Chemistry (Lec/Lab)

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

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

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

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

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

133-4 General Chemistry I (Lec/Lab)

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

134-4 General Chemistry II (Lec/Lab)

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

255-3 Quantitative Analysis (Lec)

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

325-3 A Survey of Physical Chemistry (Lec)

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

343-4 Organic Chemistry I (Lec/Lab)

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

344-4 Organic Chemistry II (Lec/Lab)

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

345-3 Toxicology (Lec)

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

353-3 Chemical Methods of Analysis (Lec)

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

354-3 Instrumental Methods of Analysis (Lec)

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

362-3 Introduction to Geochemistry I (Lec)

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

363-3 Introduction to Geochemistry II (Lec)

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

373-3 Inorganic Chemistry I (Lec)

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

374-3 Inorganic Chemistry II (Lec)

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

385-2 Chemistry Laboratory Management (Lec)

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

413-3 Biochemistry I (Lec)

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

414-3 Biochemistry II (Lec)

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

423-3 Chemical Thermodynamics (Lec)

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

424-3 Chemical Dynamics and Quantum Mechanics (Lec)

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

431-1 Advanced Lab I

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

432-1 Advanced Lab II

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

433-1 Advanced Lab III

Chemical and instrumental laboratory experience involving analytical chemistry and physical chemistry. Corequisite Chem 423. *As needed*

434-1 Advanced Lab IV

Chemical and instrumental laboratory experience involving physical and inorganic chemistry. Prerequisite: Chem 423 and Chem 373. *As needed*

493-1 Seminar I

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

494-1 Seminar II

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

OTHER COURSES: Chemistry

190-1-3 Special Topics

200-3-4 Directed Studies

290-1-3 Special Topics

300-3-4 Directed Studies

390-1-3 Special Topics

400-3-4 Directed Studies

490-1-3 Special Topics

(by arrangement)

495-2-3 Independent Study, Research

Original research in some area of chemistry under the direction of a faculty member of the department. *As needed*

Communication

Associate Professors Hunt (chair) and Stevenson; Assistant Professor Jason

Mission Statement

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

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

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

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

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

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

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

Minors in *Communication* and *Online Journalism and Social Media* are also offered.

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

Intended Student Learning Outcomes for the Communication Major

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

Requirements for the Communication Major with the Online Journalism and Social Media Concentration

Departmental Foundation Courses

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

Online Journalism and Social Media Core Courses

Dept.	Course No.	Course Title	Credits
Comm	112	Mass Media and Society	3
Comm	228	Online Journalism and Social Media Journalism	3
Comm	314	Publicity and Public Relations	3
CS	232	Digital Design & Typography	3
CS	251	Graphics Development	3
CS	317	Digital Audio and Visual Development	3
CS	341	Web Development	3
Semester Credits			21

Online Journalism and Social Media Elective Courses

Plus two of the following courses:

Dept.	Course No.	Course Title	Credits
Busn	430	Advertising	3
Comm	220	Interpersonal Communication	3
Comm	320	Organizational Communication	3
Comm	338	Photojournalism	3
Comm	360	Nonverbal Communication	3
Comm	402	International Communication	3
EE	350	Internship in Communication	3
Semester Credits			3
Total Semester Credits			45

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

Departmental Foundation Courses

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

Human Resources and Organizational Communication Core Courses

Dept.	Course No.	Course Title	Credits
Comm	220	Interpersonal Communication	3
Comm	305	Cross Cultural Communication	3
Comm	320	Organizational Communication	3

Communication

Comm	360	Nonverbal Communication	3
Comm	405	Conflict & Mediation	3
Busn	321	Business Management	3
Busn	322	Human Resources Management	3
Semester Credits			21

Human Resources and Organizational Communication Elective Courses

Plus two of the following courses:

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

Requirements for the Communication Major with the Interpersonal Communication Concentration

Departmental Foundation Courses

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

Interpersonal Communication Core Courses

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

Plus one of the following courses:

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

Interpersonal Communication Elective Courses

Plus two of the following courses:

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

Requirements for the Communications Major with a Sports Communication Concentration

Departmental Foundation Courses

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

Sport Communication Core Courses

Dept.	Course No.	Course Title	Credits
Comm	112	Mass Media and Society	3
Comm	228	Online Journalism and Social Media Journalism	3
Comm	314	Publicity and Public Relations	3
Comm	380	Foundation of Sports Communication	3
Comm	415	Sports Information and Media	3
EE	350	Internship in Communication	3
Semester Credits			18

Online Journalism and Social Media Elective Courses (Choose three):

Busn	430	Advertising	3
Comm	338	Photojournalism	3
CS	232	Digital Design and Typography	3
CS	251	Graphics Development	3
CS	317	Digital Audio and Visual Development	3
CS	341	Web Development	3
Semester Credits			9
Total Semester Credits			45

Requirements for the Communication Minor

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	305	Cross Cultural Communication	3
Comm	370	Diversity Communication	3
Comm	405	Conflict and Mediation	3
Comm		Elective	3
Comm		Elective	3
Total Semester Credits			18

Requirements for the Online Journalism and Social Media Minor

Departmental Foundation Courses

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	228	Online Journalism and Social Media Journalism	3
Comm		Elective	3
CS	232	Digital Design & Typography	3
CS	317	Digital Audio & Video Development	3
Total Semester Credits			18

Course Descriptions

(Comm)

101-3 Introduction to Communication Studies

Introduction to the key concepts, terms, and theories used in analyzing human communication in a variety of contexts. *Fall*

102-3 Fundamentals of Public Speaking

This course covers intelligibility, volume, projection, and vocal variety; it also deals with presence and research and writing techniques. *Fall and Spring*

112-3 Mass Media and Society

An introductory course that surveys the history, economics, technology, evolution, ethics, and law of the mass media, as well as their ability to shape and be shaped by culture and society around the world. *Fall, even years*

201-3 Oral Interpretation of Literature

Develops effectiveness in personal expression and abilities through study and practice of oral interpretation of various types of literature such as poetry, diaries, letters, autobiographies, essays, short stories, novels, and drama. *As determined by department*

220-3 Interpersonal Communication

Introduces students to the complex interaction of social and psychological forces that have an impact on human relationships. This course will introduce students to theoretical bases of interpersonal communication as well as provide a focus on pragmatic skills for improved interpersonal communication competence. *Spring*

250-3 Academic Research and Writing

This course is designed to introduce students to the basic tenets of good academic research and writing in preparation for upper division coursework, the field of communication work, and graduate study. Particular emphasis will be given to learning to read and understand academic journals and writing, appropriately planning research, and learning APA writing style and format. *Spring*

228-3 Online Journalism and Social Media

Focus is preparation for careers as professional electronic journalists. Emphasizes development of news judgment, journalistic responsibilities, and journalistic ethics. Students work in classroom and digital video environments to acquire and improve reporting, writing, and technical skills needed to succeed in the digital newsroom. Introduces the culture of the electronic, online news environment, including meeting deadlines and working in a team environment both in the field and in the newsroom. *Fall, odd years*

301-3 Communication Theory

Introduces students to the concepts and function of theory in social science and in the communication discipline. Students will be exposed to several social scientific paradigms and will examine a

variety of theories relevant to areas such as mass communication, organizational communication, small group communication, message production, and social and cultural reality. *Spring*

305-3 Cross-Cultural Communication

A fundamental course in the theoretical and practical aspects of intercultural communication. The course includes the following components: a) an introduction to the relationships among customs, language, and etiquette; b) skill-building exercises aimed at developing sensitivity to differences in behaviors in other cultures; c) techniques for bridging cross-cultural communication barriers; d) case studies and profiles of specific cultures and countries. *Fall and Spring*

312-3 Writing in the Professions

Study and practice of writing techniques and forms commonly used in business, the professions, and public relations. *Spring*

314-3 Publicity and PR

Comprehensive study of various publicity techniques used in public relations efforts of business, government and nonprofit organizations. Preparation of public relations materials such as news releases, letters, memos, and other external and internal communications. *Spring, odd years*

318-3 Computer Mediated Communication

This introductory course will explore how we communicate via technology. How has computer mediated communications affected interpersonal relationships? How has the Internet formed virtual communities that might not have become possible in the “real world?” How has language evolved because of the Internet? This class will introduce students to CMC theoretical perspectives as well as analyze problems and arguments that arise from CMC. We will survey different venues such as message boards, blogs, chat room, instant messaging, email, etc. Students will be introduced to scholarship in these areas to understand the importance of emerging new media. *Fall*

320-3 Organizational Communication

Theory and practice of effective communication within organizations. Examines organizational structures and functions of communication theories and skills. *Spring, odd years*

338-3 Photojournalism

The study of the principles and techniques of photography with an emphasis on composition and design. Students will learn and use digital darkroom techniques with the use of scanning software and image editing software. A digital SLR camera with manual exposure is recommended. *Spring, odd years*

340-3 Film Analysis

An introduction to the study of film and the technical and aesthetic terminology describing it. Topics include narrative structure, camera movement, *misé-en-scène*, editing, sound, and music. Lectures, screenings, discussions, and shot-by-shot analysis of works by major directors. *As determined by department.*

360-3 Nonverbal Communication

Seeks to expose students to the various types of nonverbal communication, including body movement, facial expressions, eye behavior, touch, use of space and color, vocalizations, and smell. Students will be exposed to current research in nonverbal communication and will examine cultural and social influences on nonverbal communication. *Fall, odd years*

370-3 Diversity Communication

This course examines the role of gender, class, and race in the global context. Topics include readings and films based on historical events, case studies, literature, and theories. Students write reaction papers and make a film. *Fall*

380-3 Foundation of Sports

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. *Spring, even years*

402-3 International Communication

This course is a summer seminar in one of the university's study abroad locations. The course consists of in-country lectures, presentations by guest speakers and various site visits. Junior Standing. Prerequisite: COMM 305 and 370, Post Assessment Paper due September 1. 3 hours. *Summer*

405-3 Conflict Management and Mediation

Students will learn the underlying theories of interpersonal and organizational conflict. The positive and negative aspects of conflict will be discussed. Means of conflict management, resolution, and mediation will be presented. *Spring, even years*

410-3 Communication Honors Research Methods

This course will provide students with exposure to basic research methods in communication. Students will learn both quantitative and qualitative research methods. This course will focus on enabling students to read and comprehend research. Students will gain a clearer understanding of the processes used in communication research. *Spring*

415-3 Sports Information and Media

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. *Fall, even years*

495-3 Internship in Communication

Students gain hands-on experience applying the ideas they have learned in their communication studies. Minimum 120 hours' work during the semester taken. Advisor and department chair approval prior to beginning internship. *Fall and Spring*

OTHER COURSES: Communication

190-1-3 Special Topics

200-1-3 Directed Studies

290-1-3 Special Topics

300-1-3 Directed Studies

390-1-3 Special Topics

400-1-3 Directed Studies

490-1-3 Special Topics

(by arrangement)

Computer Science and Technology

Associate Professors Lemm and M. Reed (chair); Assistant Professor Sand; Instructor Barnard

Mission Statement

The Computer Science and Technology Department is dedicated to a curriculum of academic excellence that encourages the development of ethical technology professionals who are a benefit to society. The department serves the entire college community by providing sound instruction in the use of computer technology.

Computer and Internet Facilities

The Computer Science and Technology Department is housed on the second floor of the Unruh-Sheldon Center for Business and Computer Science. The hardware lab and three classroom labs provide students with a modern facility in which to learn, question, discuss, and analyze theory and application of computer and information technology.

About the Majors and Minors

The Department of Computer Science (CS) and Technology offers four majors and four minors.

- Computer Science (major)
- Graphic Design for E-Commerce (major)
- Information Technology (major)
- Management Information Science (major)
- Computer Graphic Design (minor)
- Computer Science (minor)
- Game Design (minor)
- Information Technology (minor)

The computer science (CS) major provides a well rounded technical and theoretical background to the student. This major gives students a firm foundation in programming and theory so that they can design and implement computer-based solutions to significant problems. Computer science majors are prepared to enter graduate school or pursue technical software positions.

The graphic design for e-commerce (GRDSN) major combines the application of visual art, communication, marketing, and computer technology skills, all of which are needed to aid current business and industry. This major is offered for students whose interests and future endeavors may involve the creation or implementation of computer developed visual communications.

The information technology (IT) major gives students the skills to apply computer and network concepts to solve a wide range of technology problems for individuals, organizations, and businesses. Students will study theory and applications of databases, web design, computer programming, networks, and operating systems. Students will learn to identify and evaluate current and emerging technologies and to assess their applicability to the users' needs. The liberal arts environment at the University of Jamestown allows students with an aptitude for technology to take courses in areas of individual interest: music, communication, art, psychology, etc.

The management information science (MIS) major is intended for students who are interested in working with computer systems in a business setting. Computer science courses are combined with business courses such as accounting, finance, management, and marketing to expose the student to computer systems and business functions. Career goals of students with this major include systems analyst, system designer, application programmer, and information retrieval specialist.

The computer science minor provides students with the basics of computer programming and theory. The minor is a good combination with math, education, psychology, business, or engineering majors.

The computer graphic design minor is offered for students whose interests and future endeavors may involve the creation or implementation of computer developed visual communications. The minor would complement a major in fine arts, business, computer science, information technology, communication and other majors.

The information technology minor is designed to provide experience with technology to students in any major. Students completing this minor and a major in another field should be well prepared to apply computer and Internet technology to their chosen field.

The game design minor teaches basic iterative design and prototyping skills while providing students the opportunity to explore design for new technologies. It offers a core of foundational studies with intermediate and advanced course options in game animation, game sound and music, and game design and development.

Intended Student Learning Outcomes for the Computer Science and Technology Department

At the conclusion of their program, students will be able to:

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem solving skills to generate possible solutions to technology-related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

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

Requirements for the Computer Science Major

Note: Many required courses and most CS electives are offered in alternate years.

Dept.	Course No.	Course Title	Credits
CS	160	Introduction to Computer Principles	3
CS	170	Structured Programming	3
CS	180	Object-oriented Programming	3
CS	230	Data Analysis	3
CS	300	Data Structures and Algorithms	3
CS	309	Computer Organization and Architecture I	3
CS	325	Networking	3
CS	330	Computer Foundations	3
CS	342	Database Development	3
CS	343	Database Management	3
CS	360	Comparison of Programming Languages	3
CS	365	Information Systems Security	3
CS	381	Junior Seminar	1
CS	481	Senior Seminar I	1
CS	482	Senior Seminar II	1
CS	3XX/4XX	Upper Division CS Elective or Internship in CS	9
Plus two additional programming courses. (Choose from CS 173, CS 272, CS 372, CS 373, CS 441, CS 471, CS 472, CS 390/490)			6
Semester Credits			54

The following courses are strongly recommended for graduate school:

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	315	Linear Algebra	3

Requirements for the Graphic Design for E-Commerce Major Core Curriculum in Graphic Design

Dept.	Course No.	Course Title	Credits
CS	160	Introduction to Computer Principles	3
CS	173	Introduction to .NET Programming	3
CS	232	Digital Design and Typography	3
CS	251	Graphics Development	3
CS	317	Digital Audio and Video Development	3
CS	341	Introduction to Web Development	3
CS	342	Database Development	3
CS	361	Advanced Computer Graphic Design	3
CS	371	Computer Animation	3
CS	381	Junior Seminar	1
CS	441	E-Commerce Web Development	3
CS	481	Senior Seminar I	1
CS	482	Senior Seminar II	1
Semester Credits			33

Correlative Requirements

Dept.	Course No.	Course Title	Credits
Art	111	Drawing I	3
Art	112	Design	3
Busn	320	Marketing	3
Busn	430	Advertising	3
Comm	314 or	Publicity and Public Relations	3
Comm	318	Computer Mediated Communications	3
Comm	338	Photojournalism	3
Semester Credits			18

Plus six upper division credits from ART, CS, BUSN, COMM or Internship 6

Total Semester Credits 57

Requirements for the Information Technology Major

Dept.	Course No.	Course Title	Credits
CS	160	Introduction to Computer Principles	3
CS	140 or	Integrated Software Packages	3
CS	240	Advanced Office Applications	3
CS	170	Structured Programming	3
CS	230	Data Analysis	3
CS	232 or	Digital Design and Typography	3
CS	251	Graphics Development	3
CS	272	Java Programming I	3
CS	309	Computer Organization and Architecture I	3
CS	322	Windows Server	3
CS	325	Networking	3
CS	341	Introduction to Web Development	3
CS	342	Database Development	3
CS	343	Data Base Management	3

Dept.	Course No.	Course Title	Credits
CS	365	Information Systems Security	3
CS	381	Junior Seminar	1
CS	423	LINUX	3
CS	440	Management of Information Systems	3
CS	441	E-Commerce Web Development	3
CS	481	Senior Seminar I	1
CS	482	Senior Seminar II	1
CS	3xx/4xx	Upper division CS elective or internship in IT	3
Plus one additional programming courses. (Choose from CS 173, CS 180, CS 372/472)			3
Total Semester Credits			57

Requirements for the Management Information Science Major

Note: CS 342 and CS 343 may be taken in the sophomore or junior years. CS 420 and CS 440 should be taken in the junior or senior year.

Dept.	Course No.	Course Title	Credits
CS	160	Introduction to Computer Principles	3
CS	140	Integrated Software Applications	3
CS	240 ^{or}	Advanced Office Applications	3
CS	170	Structured Programming	3
CS	230	Data Analysis	3
CS	272	Java Programming I	3
CS	325	Networking	3
CS	342	Database Development	3
CS	343	Database Management	3
CS	365	Information Systems Security	3
CS	381	Junior Seminar	1
CS	420	Systems Analysis Methods	3
CS	440	Management of Information Systems	3
CS	481	Senior Seminar I	1
CS	482	Senior Seminar II	1
CS	3xx/4xx	Upper division CS elective or internship in IT	2
Semester Credits			38

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
CS	173	Introduction to .NET Programming	3
CS	180	Object Oriented Programming	3
CS	341	Introduction to Web Development	3
CS	372	Java Programming II	3
CS	472	Mobile App Development	3
Semester Credits			3

Correlative Requirements

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Econ	201 ^{or}	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
Semester Credits			9

Plus two of the following courses:

Dept.	Course No.	Course Title	Credits
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Semester Credits			6
Total Semester Credits			56

The following courses are suggested because they address skills often sought by employers:

Dept.	Course No.	Course Title	Credits
Comm	312	Writing in the Professions	3
Phil	251	Introduction to Critical Thinking	3

Requirements for the Computer Graphic Design Minor

Dept.	Course No.	Course Title	Credits
Art	111 or	Drawing I	3
Art	212	Drawing II	
Art	112	Design	3
Busn	320	Marketing	3
CS	232	Digital Design and Typography	3
CS	251	Graphics Development	3
CS	341	Introduction to Web Development	3
Semester Credits			18

Plus one the following courses:

Dept.	Course No.	Course Title	Credits
Busn	430	Advertising	3
Comm	338	Photojournalism	3
CS	317	Digital Audio and Video Development	3
		Other course with CS department approval	3
Semester Credits			3
Total Semester Credits			21

Requirements for the Computer Science Minor

Dept.	Course No.	Course Title	Credits
CS	160	Introduction to Computer Principles	3
CS	170	Structured Programming	3
CS	180	Object-oriented Programming	3
CS	300	Data Structures and Algorithms	3
CS	309	Computer Organization and Architecture I	3
CS	3xx/4xx	Upper Division CS Elective	6
Semester Credits			21

Plus one course in an object oriented language:

Dept.	Course No.	Course Title	Credits
CS	173	Introduction to .NET Programming	3
CS	272	Java Programming I	3
Semester Credits			3
Total Semester Credits			24

Requirements for the Game Design Minor

Dept.	Course No.	Course Title	Credits
CS	170	Structured Programming	3
CS	180	Object-oriented Programming	3
CS	251	Graphics Development	3
CS	272	Java Programming I	3
CS	317	Digital Audio and Video Development	3
CS	371	Computer Animation	3
CS	471	Game Development	3
Total Semester Credits			21

Requirements for the Information Technology Minor

Dept.	Course No.	Course Title	Credits
CS	160	Introduction to Computer Principles	3
CS	140	Integrated Software Applications	3
CS	240 or	Advanced Office Applications	3
CS	170	Structured Programming	3
CS	325	Networking	3
CS	342	Database Development	3
CS	XXX	Three elective CS courses with advisor approval	9
Total Semester Credits			24

Course Descriptions

(CS)

140-3 Integrated Software Applications

This course will show how to integrate data from word processors, spreadsheets, and databases into a single document or presentation. This will be done by using separate, stand-alone applications as well as using an integrated software application.

Fall and Spring

160-3 Introduction to Computer Principles

This course will present an overview of several important areas of the computer field (e.g. data representation and storage, networking, operating systems, machine architecture, logic, functions and algorithms) while seeking to develop a practical, realistic understanding of the field and prepare students for future courses. Ethical and legal aspects of areas such as Internet security, software engineering, and database technology are also introduced in order to enable students to be responsible users of technology. *Fall*

170-3 Structured Programming

This course will introduce the student to the C++ programming language and its many features. Structured programming will be stressed as I/O, data types, decision structures, functions, and looping. Iteration will be introduced and incorporated into programming projects. *Fall and Spring*

173-3 Introduction to .NET Programming

An introduction to the .NET programming framework to develop Windows and Web applications. Topics include basic concepts of programming, problem solving, file I/O operations, programming logic, exception handling, and design techniques of an object-oriented language within a visual development environment. *Spring, even years*

179-1-3 Special Topics in Programming Languages

180-3 Object-Oriented Programming

This course approaches programming from an object-oriented methodology by examining C++ structures and classes. Data structures such as arrays, strings, and linked lists are introduced and studied. Common searching and sorting algorithms will be discussed. The relationship between data structures and algorithms will be explored. Algorithms will be analyzed in regard to time and space efficiency. Prerequisite: CS 170. *Spring*

230-3 Data Analysis

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. Prerequisites: CS 160 or instructor permission. *Spring*

232-3 Digital Design and Typography

Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of words, phrases, sentences and short paragraphs. Students will also learn how to incorporate type successfully with graphics and backgrounds to create a variety of digital and print publications. *Fall*

240-3 Advanced Office Applications

This course will cover advanced aspects of the Microsoft Office Suite, particularly Excel. Topics will focus on concepts and tasks that are necessary in today's business world. Students taking this course should have a working knowledge of file management, as well as basic word processing, and spreadsheet applications. Prerequisite: sophomore standing. *Spring*

251-3 Graphics Development

This course provides the student with hands-on instruction in the creation and manipulation of a variety of computer generated graphics using industry standard software tools. Students will learn to create and edit full-color illustrations exhibiting line and shape, volumetric form, and shading and depth by using vector illustration techniques. Additional concepts will include basic photo editing techniques that involve color corrections, retouching and repairing, working with selections, layer and mask basics, correcting and enhancing digital photographs, typographic design, and preparing files for the web. *Fall and Spring*

272-3 Java Programming I

This course introduces the syntax and features of the Java Programming language. Students learn to

create a variety of apps using visual components. Object-oriented design, event-handling and exception-handling concepts are presented and used in programming projects. Other topics include input-output management, data types and structures, class structures, calendar and date objects, and decision structures. Prerequisite: CS 170. *Fall*

279-2-3 Special Topics in Programming Languages and Their Applications

300-3 Data Structures and Algorithms

This course is a continuation of CS 180 and is an advanced study of data structures such as stacks, queues, trees, and graphs. File access methods and powerful search and sort algorithms will also be discussed. Algorithms studied will also be analyzed for efficiency. Prerequisite: CS 180. *Fall*

309-3 Computer Organization and Architecture I

The purpose of this course is to introduce the function and design of the various components necessary to process information digitally. The study of computer organization focuses on how various electronic circuits and components fit together to create working computer systems. Concepts of machine level representation of data, assembly level machine organization, and memory system organization are also included. Prerequisite: CS 170. *Fall*

310-3 Computer Organization and Architecture II

The purpose of this course is to focus on the structure and behavior of the computer system and the logical aspects of system implementation as seen through the eyes of the programmer. Concepts of memory system architecture are more fully developed. Interfaces and I/O communication fundamentals, as well as multiprocessing, alternative architecture systems, and emerging technologies are also presented. Prerequisite: CS 309. *Offered as needed*

317-3 Digital Audio and Video Development

This course examines multiple aspects of digital video and audio technologies, including creating graphics for video, camera and lighting techniques, capturing video, non-linear editing, and compression of audio/video media. *Spring*

322-3 Windows Server

This course will cover the basics of the Windows Server Family of operating systems. Topics will include installation, Active Directory, user management, file management, device management, data storage, Group Policies, and basic networking within a Windows environment. *Fall, even years*

325 - 3 Networking

This course examines computer networks and data communication. Topics covered include: telecommunications history; transmission media; transmission characteristics; error detection and correction; local and wide area networking applications; standard network models; industry standards; protocols; network management; wireless and mobile networks; network security. *Spring*

330-3 Computer Foundations

This course is a survey of discrete mathematical structures and its applications pertaining to the study of computer science and information technology. A broad overview of topics will be covered including but not limited to: finite number systems, counting and apportionment algorithms, mathematical induction, probability and Monte Carlo simulations, game theory, graphs, trees, and recursion. Software simulations and programs will be included to enhance understanding and application. Prerequisites: CS 170. *Spring, odd years*

341-3 Introduction to Web Development

This course will introduce the essential topics of Internet programming, Students will design Interactive Web pages using HTML, CSS, JavaScript, and other client side script technology. Concepts such as cookies, manipulating

multimedia, and publishing and managing a remote site will be discussed. *Fall*

342-3 Database Development

This course introduces students to the essentials of database development and construction. Throughout the course students will use a database management system to create tables, joins, queries, forms, reports, macros, and switchboards. In addition, by exploring the concepts of normalization and entity relationship diagrams, students will learn how to create a structurally sound database that minimizes data redundancy. *Fall*

343-3 Database Management

This course is an investigation into database concepts and the management of a database with a focus on the relational model. Topics include entity relationship modeling, normalization, SQL, the database life cycle, concurrency control, and distributed database management systems. Prerequisite: CS 342. *Spring*

360-3 Comparison of Programming Languages

This course will survey the major programming language paradigms of imperative, functional, object-oriented and logic languages. Theoretical coverage of underlying principles of programming languages will be studied and then demonstrated through practical examples from languages representative of each paradigm. Prerequisite: CS 170. *Fall, even years*

361-3 Advanced Computer Graphic Design

This course engages upper-level design students in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets and phones. Students will create digital portfolios that demonstrate competency in graphic design. Prerequisites: CS 232, CS 251. *Offered as needed*

365-3 Information Systems Security

The objective of this course is to provide an overview of modern computer security concepts.

Topics covered may include security terminology, risk management, security policy and strategy, security awareness, cryptography, operating system security, network security, physical security and digital forensics. The course will contain a lab component where students will investigate current hardware and software tools for vulnerability analysis and penetration testing.
Fall

371-3 Computer Animation

This course is an introduction to basic animation principles as they are applied to both 2D and 3D environments. Includes basic principles of character animation and expressive form in motion utilizing open source computer software. Students will also develop static 3D models. Prerequisites: CS 251 recommended. *Offered as needed*

372-3 Java Programming II

This course covers aspects of the Java programming language that are used to create apps which are used in Android mobile devices. Projects will use Java and XML to create GUIs. Object-orientated methodology will be stressed, along with fundamentals of structured logic using decision statements, event-handling, and array manipulation. Prerequisite: CS 272. *Offered as needed*

373-3 Advanced Visual Basic

This course will cover topics the student is most likely to meet in programming for the office or enterprise: Object linking and embedding, advanced graphical user interface design, object-oriented programming with Visual Basic, database programming and SQL, Windows API, multimedia and networking controls, and Visual Basic for Applications. Prerequisite: CS 170. *Offered as needed*

381-1 Junior Seminar

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. *Fall*

420-3 Systems Analysis Methods

This course presents an overview of the systems development life cycle. Emphasis will be placed on current system documentation through the use of both structured and object-oriented tools and techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Also included will be discussions of information gathering and reporting activities. Prerequisite: CS 343. *Fall, odd years*

423-3 LINUX

This course will cover the basics of the Unix-like computer with a primary focus on open source Linux distributions. The operating systems will be investigated in regards to their features and usability as a small business desktop or as various network servers. Topics covered will include shell commands, file management, basic applications, utilities, user interfaces, networking, process control, user management, installation of software, and security. Network servers for user authentication, file management, web, database, and email will be implemented in a lab environment. Prerequisites: Sophomore, junior, or senior standing. *Spring, odd years*

440-3 Management of Information Systems

This course demonstrates the principles and concepts involved in the management of organizational information systems resources. Topics include CIO functions, information systems planning, legal and professional issues, and the strategic impact of information systems. Prerequisite: Junior or senior standing. *Spring*

441-3 E-Commerce Web Development

This course will advance the web site design and development skills introduced in CS 341. Topics include web forms, database implementation, XML, server side scripting, web server implementation and configuration, and discussion of design and development issues and problems. Prerequisites: CS 341, and CS 342. *Spring*

350/450-3-8 Cooperative Education

This practicum is designed to help familiarize the student with the world of work that will be encountered upon leaving the college environment. Work sites are arranged that will provide experience and/or occupational exposure opportunities with local employers. This practicum is designed to enhance career development and self awareness by integrating classroom study with supervised practical experience in educational, vocational, and cultural learning situations outside the formal classroom environment. Prerequisite: Junior or senior standing. *Fall and Spring*

460-3 Robotics and Artificial Intelligence

This course provides an introduction to robotics and artificial intelligence. Topics include history of robotics and artificial intelligence, robot components, hardware, sensors, robot behaviors, methods of control and programming, and robots now and in the future. Students will have the opportunity to work hands-on with robotics hardware and programming. Prerequisites: CS 272 and junior standing. *Offered as needed*

471-3 Game Development

Students will use an open source game engine and computer programming to experiment with games in various genres. Students will also develop game design skills needed for level editing and design, prototyping, and working in game engines. Prerequisites: CS 180 or CS 272, CS 371. *Offered as needed*

472-3 Mobile App Development

This course will cover best practices in mobile application development and hands-on programming experience in order to give the student a foundation in designing, creating, and deploying apps for the mobile market. The actual topics covered, the programming language, the platform and the IDE used may vary from semester to semester due to the fluid nature of the mobile device market. However, topics such as

views, activities, intents, widgets, databases and app deployment will be covered. Prerequisites: CS 180 or CS 272, CS342. *Offered as needed*

481-1 Senior Seminar I

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. *Fall*

482-1 Senior Seminar II

This course will provide the student with an opportunity to conduct research or complete an approved project relevant to their major program. A research paper or project report and a class presentation will be required. Prerequisite: CS481. *Spring*

200-1-4 Directed Studies

300-1-4 Directed Studies

400-1-4 Directed Studies

Selected readings or projects to supplement current CS and MIS courses directed by a department faculty member. Offered by arrangement with a faculty member from the department.

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

Further in-depth study on topics reflective of advances in state-of-the-art computing. *Offered as scheduling allows*

495-1-4 Independent Study (by arrangement)

Special readings or projects accomplished by the student under the supervision of a department faculty member.

Criminal Justice and Sociology

Associate Professor Froelich (Chair)

Mission Statement

The mission of the Department of Criminal Justice and Sociology at University of Jamestown is two-fold. Sociology courses support the curricula in general education, teacher education, and nursing. Their aim is to sensitize the student to the role of social forces (e.g. homogeneity, stratification, urbanization) and social institutions (e.g. the family, education, religion, politics, and the economy) as they impact our individual and collective lives. In criminal justice, students are prepared to pursue one of three distinct, though not necessarily mutually exclusive, options. The focus of the major is a solid preparation for entry-level careers in law enforcement, corrections, or adult or juvenile probation and parole. In addition, discipline-specific writing is an explicit student outcome goal to which the department is committed.

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

Intended Student Learning Outcomes for the Criminal Justice Major

Students in the Criminal Justice Major will be able to:

- 1) Demonstrate that they have knowledge of the dominant theories and approaches for understanding deviant and criminal behavior.
- 2) Demonstrate that they understand the basic structure of the American criminal justice system, which includes policing, courts, and corrections.
- 3) Demonstrate that they have the writing skills and knowledge of the basic reporting requirements needed to be successful as criminal justice practitioners.
- 4) Demonstrate basic knowledge of the criminal law and legal procedures sufficient to prepare them for an entry level police position.
- 5) Demonstrate knowledge of institutional and community corrections sufficient for an entry level position in corrections, probation, or parole.

Requirements for the Criminal Justice Major

Dept.	Course No.	Course Title	Credits
CJ	101	Introduction to Criminal Justice	3
CJ	102	Deviance and Social Control	3
CJ	202	Writing in Criminal Justice	3
CJ	311	Corrections	3
CJ	312	Police Science	3
CJ	330	Criminal Law and Procedure	3
CJ	420	Criminal Justice Capstone	3
CJ	450	Criminal Justice Internship	3
CJ	497 ^{or}	Criminal Justice Thesis	3
Semester Credits			24

Plus one of the following courses:

Dept.	Course No.	Course Title	Credits
CJ	313	Community Policing and Problem Solving	3
CJ	320 ^{or}	Crime and Delinquency	3
Semester Credits			27

Plus three themed electives (at least two from the same theme):

Psychology Theme

Dept.	Course No.	Course Title	Credits
Psyc	202	Research Methods	3
Psyc	215	Applied Behavior Analysis	3
Psyc	302	Abnormal Psychology	3
Psyc	315	Social Psychology	3
Psyc	360	Psychopharmacology	3
Psyc	365	Dynamics of Addiction	3
Psyc	410	Fundamentals of Counseling	3

Note: These courses may have prerequisites.

Business Theme

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	315	Business Law I	3
Busn	316	Business Law II	3
Busn	322	Human Resource Management	3

Law Theme

Dept.	Course No.	Course Title	Credits
Busn	315	Business Law I	3
Busn	316	Business Law II	3
Pols	104	American National Government	3
Pols	314	Governmental Power and U.S. Constitutional Law	3
Pols	316	Rights and Liberties and U.S. Constitutional Law	3
Psyc	430	Psychology and Law	3
Psychology, Business and Law Theme Semester Credits			9
Total Semester Credits			36

Requirements for the Criminal Justice Minor

Dept.	Course No.	Course Title	Credits
CJ	101	Introduction to Criminal Justice	3
CJ	102	Deviance and Social Control	3
CJ	202	Writing in Criminal Justice	3
CJ	311	Corrections	3
CJ	312	Police Science	3
CJ	313 ^{or}	Community Policing and Problem Solving	3
CJ	320	Crime and Delinquency	3
CJ	330	Criminal Law and Procedure	3
CJ	420	Criminal Justice Capstone	3
Total Semester Credits			24

Sample Course Sequence for the Criminal Justice Major

Freshman Year

Dept.	Course No.	Course Title	Credits
CJ	101	Introduction to Criminal Justice	3
CJ	102	Deviance and Social Control	3
Engl	101	Freshman Composition I	3
Engl	102	Freshman Composition II with Literature	3

Sophomore Year

Dept.	Course No.	Course Title	Credits
CJ	202	Writing and Information Literacy	3
CJ	311	Corrections	3
CJ	313	Community Policing and Problem Solving	3
		Themed Elective	3

Junior Year

Dept.	Course No.	Course Title	Credits
CJ	312	Police Science	3
CJ	330	Criminal Law and Procedure	3
		Themed Elective	3

Senior Year

Dept.	Course No.	Course Title	Credits
CJ	320	Crime and Delinquency	3
CJ	420	Criminal Justice Capstone	3
CJ	450	Criminal Justice Internship	3
CJ	497 ^{or}	Criminal Justice Thesis	3
		Themed Elective	3

Course Descriptions

(CJ)

101-3 Introduction to Criminal Justice

This course examines the entire range of criminal justice issues including legislation, enforcement, prosecution, the courts, and corrections. Theory, practice, and an analysis of historical and contemporary controversies constitute the substance of the course. This course is a prerequisite for all other CJ courses. *Fall*

102-3 Deviance and Social Control

This course examines the creation and stigmatization of deviant categories, theories and perspectives for understanding deviance, in-depth analysis of various forms of deviance (e.g., criminal, sexual, political, mental, physical, and institutional), and societal responses aimed at control or change. Same as Soc102. *Spring*

202-3 Writing in Criminal Justice

Using materials gathered and annotated in CJ 201, the course will focus on writing essays, reports, and literature reviews as well as thesis development, organization, logic, proofreading, and feedback. Prerequisites: Engl 102. *Spring*

311-3 Corrections

This course provides a broad overview of topics and issues in the field of corrections including the evaluation of treatment, personnel, classification, counseling and crisis intervention, and special areas of correctional treatment. It also explores the areas of probation, parole, and community corrections. This course will prepare the student (and is a prerequisite) for certain internships with local criminal justice agencies. Prerequisite: CJ 101. *Fall, even years*

312-3 Police Science

This course includes familiarization with the history and practice of policing; administrative, organizational, evaluative, investigative, and evidentiary issues; and court, prosecutor, and community relations. This course will prepare the student for certain internships with local criminal justice agencies. Prerequisite: CJ 101. *Spring, even years*

313-3 Community Policing and Problem Solving

This course is intended to provide the student with a thorough understanding of the role of community policing in modern law enforcement. The course will also present students with the basic core values that are vital to the success of a highly effective police officer and the community that they serve. Prerequisite: CJ 101. *Spring, odd years*

320-3 Crime and Delinquency

This course takes an integrated approach to theories of crime and delinquency inasmuch as biological and psychological perspectives will supplement the traditionally prominent sociological views. The course also focuses on the blurring of the distinctions between the two as juvenile crime is perceived as increasingly serious and the practice of juvenile certification (transfer to adult court) becomes more prevalent. Prerequisite: CJ101 or Soc 101. Same as Soc 310. *Fall*

330-3 Criminal Law and Procedure

This course examines the limitations of criminal liability, the basic requirements of a criminal act, defenses, the law as it relates to specific types of crimes, and the processes and procedures that relate to policing, the courts, and corrections. Prerequisite: CJ101. *Fall, odd years*

200-1-4 Directed Study

300-1-4 Directed Study

400-1-4 Directed Study

Individualized study in special content areas not covered in CJ course offerings. Restricted to areas of faculty expertise. Weekly progress reports and a written report are required.

420-3 Criminal Justice Capstone

This course provides a summary overview of the full range of criminal justice topics and issues, akin to the basic overview provided in the introductory course (CJ101), but at an advanced level that features the use of primary resources, student research, and a critical analysis of issues and controversies in the field, all in a seminar setting. Prerequisite: CJ101 and senior standing. *Spring*

450-2-8 Criminal Justice Internship

A practicum designed to familiarize the student with law enforcement and/or correctional agencies, both juvenile and/or adult, including local, state, and/or federal. Working relationships with several sites have been developed, though the student is encouraged to develop his/her own site in consultation with the CJ faculty. Career development and the integration of classroom study with hands-on practical experience are the primary objectives. Signed receipt of "Guidelines

for Criminal Justice Internships," approval of the department chair, evaluation by the participating agency, and a written report by the student are required. Prerequisite: Junior standing.

190-1-4 Special Topics

290-1-4 Special Topics

390-1-4 Special Topics

490-1-4 Special Topics

A study of a wide range of topics in CJ not otherwise included in department offerings. Minimum enrollment of five students with related interests. *Offered on sufficient demand*

495-2-4 Independent Study

Special readings or projects accomplished by the student under the supervision of a department faculty member.

497-3-6 Criminal Justice Thesis

The purpose of this course is to allow the student to conduct his/her own empirical research or to explore by way of a library research paper a narrowly defined topic of particular interest. Approval of the topic and an agreement regarding expectations must be obtained from the instructor prior to registration. Prerequisites: CJ 202 and a minimum GPA of 2.75.

Course Descriptions

(Soc)

101-3 Introduction to Sociology

The course will introduce the student to the sociological process (including concepts, theories, and methods,) the study of groups, stratification and conflict, social institutions, and social change. *Fall*

102-3 Deviance and Social Control

This course examines the creation and stigmatization of deviant categories, theories and perspectives for understanding deviance, in-depth analysis of various forms of deviance (e.g., criminal, sexual, political, mental, physical, and institutional), and societal responses aimed at control or change. Same as CJ 102. *Spring*

201-3 Social Problems

This course takes a problem-solving approach to the issue of social problems. The structure of the course is topical, and typical topics include politics, poverty, work, education, family, health care, aging, gender, racial inequality, drugs and alcohol, crime, violence, and the environment. Odd years, *Spring*.

230-3 Sociology of the Family

This course looks at the basic findings of the social sciences with reference to the institution of marriage and family. It examines in particular the contemporary American couple throughout all stages of the life cycle. Factors are identified that should be considered when making critical decisions, such as to marry, to have children, to divorce. Topics include diversity in the areas of sexuality, marriage and family, and selected issues that confront American families today. *Fall*

310-3 Crime and Delinquency

This course takes an integrated approach to theories of crime and delinquency inasmuch as biological and psychological perspectives will supplement the traditionally prominent sociological views. The course also focuses on the blurring of the distinctions between the two as juvenile crime is perceived as increasingly serious and the practice of juvenile certification (transfer to adult court) becomes more prevalent. Same as CJ 320. Prerequisite: Soc 101 or CJ 101. *Fall*

315-3 Social Psychology

This course covers the principles of the interbehaving of individuals with other individuals and groups with an emphasis on attitudes, attribution, social perception, and small-group behavior. Same as Psyc 315. Prerequisite: Psyc 101. *Fall*

320-3 Comparative Cultures

This course is designed to develop knowledge and understanding of different cultural and ethnic settings and backgrounds. Armed with a comparative framework, each student conducts research on an assigned nation, creates a "cultural guidebook" for that nation, and presents his/her findings to the entire class. *Spring*

495-2-4 Independent Study

Special readings or projects accomplished by the student under the supervision of a department faculty member.

497-3-6 Sociology Thesis

The purpose of this course is to allow the student to conduct his/her own empirical research or to explore by way of a library research paper a narrowly defined topic of particular interest. Approval of the topic and an agreement regarding expectations must be obtained from the instructor prior to registration. Prerequisites: Soc 101 and a minimum of two upper division Sociology courses.

OTHER COURSES: Sociology

190-1-4 Special Topics

200-1-4 Directed Studies

290-1-4 Special Topics

300-1-4 Directed Studies

390-1-4 Special Topics

400-1-4 Directed Studies

490-1-4 Special Topics

(by arrangement)

Engineering

Associate Professor Bauer-Reich (chair) and Uvino; Assistant Professors Altammar, Christiansen, Eshkabilov, and Keese

Mission Statement

The University of Jamestown Department of Engineering seeks to provide its students with a comprehensive engineering 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, product design, 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.

Intended Student Learning Outcomes for the Major in Mechanical Engineering

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

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. 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
3. an ability to communicate effectively with a range of audiences
4. 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
5. 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
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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 (73%) or higher in Engineering 111/L Engineering Fundamentals and completing a short admission request form to be submitted to the department chair for approval.

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

Engineering

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.

Students must complete the following courses.

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Econ	202	Macroeconomics	3
Engr	110	Introduction to Engineering	3
Engr	111	Engineering Fundamentals	4
Engr	112	Introduction to Computer-Aided Design	3
Engr	121	Engineering Computing	3
Engr	210	Statics	3
Engr	211	Dynamics	3
Engr	212	Materials	4
Engr	220	Mechanics of Materials	3
Engr	330	Manufacturing Processes	4
Engr	340	Fluid Mechanics	4
Engr	350	Thermodynamics I	3
Engr	351	Thermodynamics II	3
Engr	360	Statistical and Linear Methods	3
Engr	361	Numerical Methods	3
Engr	362	Control Systems	3
Engr	370	Machine Design	3
Engr	380	Fundamentals of Electric Circuits	4
Engr	381	Instrumentation and Measurement	4
Engr	410	Mechanical Engineering Design I	3
Engr	411	Mechanical Engineering Design II	3
Engr	450	Heat Transfer	3
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	253	Calculus III	4
Math	352	Ordinary Differential Equations	3
Phys	203	Physics I	5
Phys	204	Physics II	5
Semester Credits			101

Electives - choose two:

Dept.	Course No.	Course Title	Credits
Engr	402	Sustainable Engineering	3
Engr	420	Intermediate Mechanics of Materials	3
Engr	460	Finite Element Analysis	3
Engr	470	Machine Dynamics	3
Engr	471	Vibrations	3
Engr	480	Introduction to Electronic Packaging	3
Engr/Phys	401	Classical Mechanics	3
Semester Credits			6
Total Semester Credits			107

Suggested Course Sequence for the Mechanical Engineering Major

Freshman Year

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Econ	202	Macroeconomics	3
Engr	110	Introduction to Engineering	3
Engr	111	Engineering Fundamentals	4
Engr	112	Introduction to Computer-Aided Design	3
Math	151	Calculus I	4
Phys	203	Physics I	5

Sophomore Year

Dept.	Course No.	Course Title	Credits
Engr	121	Engineering Computing	3
Engr	210	Statics	3
Engr	211	Dynamics	3
Engr	212	Materials	4
Engr	220	Mechanics of Materials	3
Engr	330	Manufacturing Processes	4
Math	152	Calculus II	4
Math	253	Calculus III	4
Phys	204	Physics II	5

Junior Year

Dept.	Course No.	Course Title	Credits
Engr	340	Fluid Mechanics	4
Engr	350	Thermodynamics I	3
Engr	351	Thermodynamics II	3
Engr	360	Statistical and Linear Methods	3
Engr	362	Control Systems	3
Engr	370	Machine Design	3
Engr	380	Fundamentals of Electric Circuits	4
Engr	381	Instrumentation and Measurement	4
Math	352	Ordinary Differential Equations	3

Senior Year

Dept.	Course No.	Course Title	Credits
Engr	361	Numerical Methods	3
Engr	410	Mechanical Engineering Design I	3
Engr	411	Mechanical Engineering Design II	3
Engr	450	Heat Transfer	3
Engr	4xx	2 Mechanical Engineering Electives	6

Intended Learning Outcomes for the Major in Environmental Science

Students graduating from the University of Jamestown with the degree of Bachelor of Science and a major in environmental science will have:

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.

The physics minor is intended for students who would like to enhance their understanding of physics. It can provide a more fundamental understanding of engineering principles or broaden scientific understanding. Students must take Physics 203/L and 204/L as well as an introductory course in modern physics. Intermediate and upper-level courses are offered based on student preference and interest.

Requirements for the Major in Environmental Science

Students must complete the following courses.

Dept.	Course No.	Course Title	Credits
Biol	310	Ecology	4
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Chem	245	Survey of Organic Chemistry	3
CS	170	Structured Programming	3
CS	173 or	Introduction to .NET programming	3
Econ	201	Microeconomics	3
Eesc	150	Environmental Science	4
Eesc	160	Organismal Biology	4
Eesc	170	Physical Geology	4
Eesc	210	Analytic Methods in Earth Science	3
Math	131 or	Applied Calculus	3
Math	151 or	Calculus I	4
Eesc	220	Environmental Science Field Skills	3
Eesc	332	Environmental Policy	3
Eesc	360	Botany	4
Eesc	410	Intro to Geospatial Technology	4
Eesc	430 or	Hydrology	3
Eesc	450 or	Soils and the Environment	3
Eesc	485	Environmental Science Capstone I	1
Eesc	486	Environmental Science Capstone II	1
Engr	402	Sustainable Engineering	3
Math	205	Statistics	3
Engr	360 or	Statistics and Linear Methods	3
Phys	143 or	College Physics I	5
Phys	203	Physics I	5
Semester Credits			66

Field Experience - choose one:

Dept.	Course No.	Course Title	Credits
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 Method – Geese and Waterfowl	2
EE	350	Internship	2
Semester Credits			2

Electives – minimum 6 credits:

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

Semester Credits	6
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Total Semester Credits	74
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Requirements for the Physics Minor

Dept.	Course No.	Course Title	Credits
Phys	203	Physics I	5
Phys	204	Physics II	5
Phys	345	Introduction to Modern Physics	3
Electives: A minimum of nine credits from Engr 380, Engr 401, Phys 390, or Phys 490 (Phys 390 and Phys 490 may be repeated for different topics)			9
Total Semester Credits			22

Course Descriptions

(Engr)

110-3 Introduction to Engineering

Introduction to Engineering provides preparation for the field of engineering. Students will practice academic and professional skills such as time management, study skills, problem solving, teamwork, and project design. Assignments will integrate technical oral and written communication skills as well as engineering ethics. *Fall*

111-4 Engineering Fundamentals (Lec/Lab)

Engineering Fundamentals will review and teach mathematical concepts employed in engineering using an application-based approach. This course will begin with concepts taught in algebra and work through major topics introduced in a typical calculus series through differential equations. This course serves as the prerequisite for all 200-level engineering and physics courses. *Fall*

112-3 Introduction to Computer-Aided Design

This course covers the fundamentals of engineering graphics including the drawing of orthographic, isometric, and auxiliary projections. Other topics include scaling, sectioning, dimensioning, and drawing documentation.

Students learn to use computer-aided design (CAD) software commonly used in industry and are introduced to CAD interface, structure, and commands. *Spring*

121-3 Engineering Computing

Engineering Computing covers methods to apply engineering problem-solving techniques and develop computer programs to solve engineering problems. Students will develop, write, test, and debug simple programs for the solution of engineering problems using Excel and Matlab. Corequisite: Math 151. *Spring*

210-3 Statics

Statics is a study of static equilibrium: forces, moments, couples, equilibrium of structures, and friction. Engineering applications include trusses, frames, and machines. Prerequisite: Engr 111 and Phys 203. *Fall*

211-3 Dynamics

Dynamics examines kinematic motion including rectilinear motion, curvilinear motion, and projectiles. A study of dynamics of particles and of rigid bodies, work and energy, impulse and momentum, and conservation laws. Prerequisite: Engr 210. *Spring*

212-4 Materials (Lec/Lab)

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 and Engr 111. *Fall*

220-3 Mechanics of Materials

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. *Spring*

330-4 Manufacturing Processes (Lec/Lab)

Manufacturing Processes provides an overview of the manufacturing process including discussion of the forming and molding of plastics and the machining, forming, welding, and the casting of metals. Emphasis is placed on connecting the design and manufacturing processes for optimal design and efficiency. Prerequisite: Engr 212. *Spring*

340-4 Fluid Mechanics (Lec/Lab)

Fluid mechanics introduces physical properties of fluids, fluid statics, and the mechanics of fluid flow. Applications studied include Bernoulli's equation for incompressible flow, hydrostatic forces on gates, friction loss, lift and drag, and sizing of pipes and pumps. Prerequisite: Engr 211. *Fall*

350-3 Thermodynamics I

Thermodynamics I discusses properties of pure substances and develops a fundamental understanding of the first and second laws of thermodynamics and their application to a wide range of systems. Prerequisites: Chem 133, Math 152. *Fall*

351-3 Thermodynamics II

Thermodynamics II covers exergy, moist air properties, vapor and gas power cycles, and refrigeration cycles. Prerequisite: Engr 350. *Spring*

360-3 Statistical and Linear Methods

Statistical and Linear Methods develops understanding of practical mathematical analysis with a focus on engineering applications. Topics include probability, statistical analysis, linear algebra, and matrices. Prerequisite: Math 152. *Spring*

361-3 Numerical Methods

The Numerical Methods course provides an introduction of current methods in numerical analysis. Topics will include polynomial approximation and interpolation, numerical differentiation and integration, differential equations, functional approximation, linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prerequisites: Engr 360 and Math 253. *Fall*

362-3 Control Systems

Control systems introduces mathematical modeling of dynamic lumped parameter systems. Topics include analysis of linear systems and system response to transient and periodic inputs, block diagram system representation using Laplace transforms, and feedback control of linear systems. Prerequisites: Engr 211 and Math 253. *Spring*

370-3 Machine Design

Machine Design addresses the principles of the design and analysis of machines. Topics include the design of machine elements such as gears, shafts, bearings, brakes, and clutches. Other topics include fatigue analysis and failure theories. Prerequisite: Engr 220. *Spring*

380-4 Fundamentals of Electric Circuits (Lec/Lab)

Fundamentals of Electric Circuits is an introduction to electrical engineering for mechanical engineers. Topics covered include DC and AC circuit steady-state analysis, transients, basic electronics, digital logic, op-amps, transformers, and machines. Prerequisites: Math 253 and Phys 204. *Fall*

381-4 Instrumentation and Measurement (Lec/Lab)

Instrumentation and Measurement covers experimental methods, statistical estimates of experimental uncertainty, calibration, signal conditioning, selected transducers for mechanical measurements, electronics for instrumentation, data acquisition/processing. Temperature, pressure, humidity, stress-strain, force, velocity, flow/radiative properties. Prerequisite: Engr 220 Corequisites: Engr 340 and Engr 350. *Fall*

401-3 Classical Mechanics

A study of the foundations of advanced mechanics. Three-dimensional formulations of Newtonian physics will be developed. Variational methods, Lagrangian and Hamiltonian dynamics, non-inertial reference frames, and dynamics of rigid bodies will also be discussed. Same as Phys 401. Prerequisites: Math 352 and Phys 204. *As needed*

402-3 Sustainable Engineering

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. Prerequisites: Chem 133 and either Phys 143 or Phys 203. *Spring, even years*

410-3 Mechanical Engineering Design I

Engr Design I allows students to synthesize technical, professional, and general knowledge. Skills such as project management are introduced. Prerequisites: Senior standing in mechanical engineering. *Fall*

411-3 Mechanical Engineering Design II

Engr Design II is a continuation of Engr Design I where students will complete the project proposed in Engr Design I. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. *Spring*

420-3 Intermediate Mechanics of Materials

Intermediate Mechanics of Materials expands on Engr 220 and provides more advanced applications of mechanics of materials. Topics include curved beams, thick-walled cylinders, unsymmetrical bending, failure theories and energy methods for statically indeterminate problems. Prerequisite: Engr 220. *Spring*

450-3 Heat Transfer

Heat Transfer covers concepts involving the transfer of heat through steady state and transient heat conduction in solids, forced and free convection in fluids, and thermal radiation. Prerequisites: Engr 340 and Engr 350. *Spring*

460-3 Finite Element Analysis

Finite element analysis provides an introduction to the theory and application of the finite element method. Students will use commercial software to solve problems in stress analysis, heat transfer, and fluid mechanics. Prerequisites: Engr 220 and Math 352. *Fall*

470-3 Machine Dynamics

Machine dynamics covers graphical, analytical, and computer based analysis methods for mechanisms and machines. Applications focus on synthesis and analysis of mechanical linkage mechanisms and cams. Additional topics include machine balancing and flywheels. Prerequisite: Engr 211. *Spring*

471-3 Vibrations

Vibrations covers the fundamentals of vibration analysis with application of simple machine and structural members. Topics include harmonic motion, free and forced vibration, resonance, damping, isolation, and transmissibility. Single and multiple degree-of-freedom systems are examined. Prerequisites: Engr 211 and Math 352. *As needed*

480-3 Introduction to Electronic Packaging

An introduction to microelectronic packaging with an emphasis on mechanical issues. The course will examine thermal, mechanical, electrical, and materials considerations in design optimization. Assembly, special packages, and reliability will also be discussed. Prerequisites: Engr 380. *As needed*

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

Course Descriptions

(Eesc)

Earth and Environmental Science

150-4 Environmental Science (Lec/Lab)

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. *Fall*

160-4 Organismal Biology (Lec/Lab)

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. *Fall*

170-4 Physical Geology (Lec/Lab)

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. *Spring, odd years*

210-3 Analytic Methods in Earth Science

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. *Spring, even years*

220-3 Environmental Science Field Skills

This course guides students through the process of identifying, 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.
Prerequisites: Eesc 150. CoReg Eesc160. *Spring*

271-2 Introductory Geology Field Experience (also NSCI 110)

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 economic considerations of location. Cannot be used for Environmental Science major field experience requirements. Corequisite: Eesc 170. *Spring*

320-4 Advanced Ecology (Lec/Lab)

This course will cover and expand ecological concepts introduced in Bio 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. Prerequisites: Bio 310. *Fall, even years*

322-3 Environmental Policy

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. *Spring, odd years*

360-4 Botany (Lec/Lab)

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.
Prerequisites: Eesc 160 or Biol 150 and Biol 151. *Spring, even years*

401-1 Environmental Research 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. Prerequisites-Corequisites: Eesc 220. *As needed, may be repeated once*

401-1 Environmental Research 2

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. Prerequisite-Corequisite: Eesc 401. *As needed, may be repeated once*

410-4 Introduction to Geospatial Technology (Lec/Lab)

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. Prerequisites: CS 170. *Spring, odd years*

430-3 Hydrology

Hydrology explores the hydrologic cycle. This course emphasizes surface water processes, water quality, and watershed management. Prerequisites: Eesc 170, Eesc 210. *Fall, even years*

450-3 Soils and the Environment

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. Prerequisites: Eesc 170. *Fall, odd years*

416-2 Botany Field Methods

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. Prerequisites: Eesc 360. *Summer, may be repeated*

471-2 Geology Field Experience

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. Corequisite: Eesc 170. *Spring*

480-4 Ornithology (Lec/Lab)

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. Prerequisites: Eesc 220 or instructor approval. *Fall even years*

481-2 Ornithology Field Methods–BBL Banding station

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*

482-2 Ornithology Field Methods – Nest site trapping

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. Prerequisite or Corequisite: Eesc 484. *Summer, may be repeated*

483-2 Ornithology Field Methods – Geese and Waterfowl

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 LaPerouse Bay field research station on Cape Churchill Peninsula. Students will be part of a long-term study (>50 yrs) of Lesser Snow Geese and Common Eiders. Prerequisite or Corequisite: Eesc 484. *Summer, may be repeated*

484-1 Ornithology Field Methods

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 or Corequisite: Eesc 480. *As needed*

485-1 Environmental Science Capstone 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 402, a research paper with a significant background section. Prerequisite-Corequisite: Eesc 220 and senior standing. *Fall*

486-1 Environmental Science Capstone 2

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. Prerequisites: Eesc 485. *Spring*

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

Course Descriptions

(Phys)

143-5 College Physics I (Lec/Lab)

A non-calculus-based introduction to physics, including Newton's laws, energy, linear and angular momentum, conservation laws, simple harmonic motion, and thermodynamics. Prerequisite: Math 112 or instructor permission. *Fall*

144-5 College Physics II (Lec/Lab)

A continuation of Phys 143. Topics include waves, sound, electricity and magnetism, optics, and atomic physics. Pre-requisite: Phys 143. *Spring*

203-5 Physics I (Lec/Lab)

A calculus-based introduction to physics including Newton's laws, energy, linear and angular momentum, conservation laws, simple harmonic motion, and thermodynamics. Corequisite: Engr 111 or Math 151. *Spring*

204-5 Physics II (Lec/Lab)

A continuation of Phys 203. Topics include waves, sound, electricity and magnetism, optics and atomic physics. Prerequisite: Phys 203. *Fall*

345-3 Introduction to Modern Physics

This course is an introduction to a variety of topics in modern physics including relativity, quantum mechanics, statistics physics, subatomic physics, and their applications. Prerequisites: Phys 204 and Math 152. *Spring, even years*

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

401-3 Classical Mechanics

A study of the foundations of advanced mechanics. Three-dimensional formulations of Newtonian physics will be developed. Variational methods, Lagrangian and Hamiltonian dynamics, non-inertial reference frames, and dynamics of rigid bodies will also be discussed. Same as Engr 401. Prerequisites: Math 352 and Phys 204. *As needed*

English and Theatre Arts

Professors Brown (chair), Flory, and Godfrey; Assistant Professors Clapham and McIntyre

Mission Statement

The English and Theatre Arts Department provides undergraduate education in the discipline of English and theatre, which includes studies in the language itself, in literature that expresses the accumulated resources of human thought and experience, and in the effective use of language in written and oral expression. English and theatre are presented chiefly as an area of knowledge important to the liberal arts tradition but also as preparation for post-graduate or professional study and as preparation for a career immediately following graduation.

The department maintains that the understanding and appreciation of the art of theatre can best be taught by participation. Students from all majors may participate in theatre classes and University productions.

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

Requirements for the English Major

The English major requires 37 English credits beyond English 102. Please note that like all undergraduates at University of Jamestown, English majors and minors must successfully complete both English 101 and 102 with a minimum grade of C-. Neither course counts toward the major or minors. English 102, moreover, is a prerequisite for all 200-level and higher English courses.

Intended Student Learning Outcomes for the English Major

English Department Outcomes: The graduate with a degree in English will be able to

1. Write college-level expository and argumentative essays and, as appropriate, creative nonfiction, fiction, and poetry;
2. Apply basic information literacy methods and techniques as appropriate to expository and argumentative essays, including preparation of formal research papers;
3. Demonstrate an understanding of the history of the English language 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.

The following courses are required for the major:

Dept.	Course No.	Course Title	Credits
Engl	201	Introduction to Literary Study and Analysis	3
Engl	210	World Literature to 1500	3
Engl	230	English Literature to 1785	3
Engl	231	English Literature since 1785	3
Engl	250	American Literature to 1865	3
Engl	251	American Literature since 1865	3
Engl	331	Shakespeare	3

Dept.	Course No.	Course Title	Credits
Engl	351 or	History of the English Language	3
Engl	401	English Grammar (English Ed majors must take both)	
Engl	497	Writing Portfolio	1
Engl		Writing Elective (must be upper-division)	3
Engl		Electives	9
Total Semester Credits			37

Requirements for the English Education Major

Teaching Major: Students who plan to teach English must take these specific courses as part of the 37 credits required for the major:

Dept.	Course No.	Course Title	Credits
Engl	201	Introduction to Literary Study and Analysis	3
Engl	210	World Literature to 1500	3
Engl	230	English Literature to 1785	3
Engl	231	English Literature since 1785	3
Engl	250	American Literature to 1865	3
Engl	251	American Literature since 1865	3
Engl	314	Advanced Expository Writing	3
Engl	331	Shakespeare	3
Engl	351	History of the English Language	3
Engl	401	English Grammar	3
Engl	414	Advanced Multi-Genre Writing	3
Engl	497	Writing Portfolio	1
Engl		Elective (must be upper-division)	3
Total Semester Credits			37

English education majors must also take co-requirements for teacher certification as required by the Teacher Education Council, including Educ 344-3, Young Adult Literature. See the *Teacher Education* section of this catalog.

Writing concentration. Students may elect to complete a writing concentration within the English major. These students must meet the requirements stated above but include within the 37-credit major at least three upper-division writing courses.

Postgraduate study. Two years of a foreign language are strongly recommended for majors going to graduate school.

Intended Student Learning Outcomes for the Fine Arts Theatre Major

1. Direct and perform in a broad range of dramatic styles and genres.
2. Demonstrate an understanding of the significance of cultural, societal, and political effects upon the evolution of the art form.
3. Recognize significant dramatic literature from the past and present.
4. Comprehend and apply standard methods and processes of the technical, management, box office, and public relations aspects of theatre.
5. Generate and defend astute critical analysis of theatrical performance, design, and literature in writing and in oral expression.

6. Conceive and create original work in the forms of playwriting and technical design.
7. Acquire and refine interpersonal skills necessary for effective theatrical production.

Requirements for the Fine Arts Theatre Major

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).

Dept.	Course No.	Course Title	Credits
Art		Two approved courses	6
Comm	201	Oral Interpretation of Literature	3
Mus		Two approved courses	6
Thea	190	Introduction to Theatre	3
Thea	201/202	Drama Performance/Theatre Practice	4
Thea	303	Stagecraft and Lighting	4
Thea		Dramatic Literature*	3
Thea		Electives	9
		Total Semester Credits	38

Students majoring in fine arts are encouraged to work in close cooperation with the three departments to develop their artistic expression through participation in the various public outlets available at the College, such as art shows, theatre productions, and musical ensembles.

If further concentration in theatre is required for the fine arts major, students are encouraged to explore the possibility of a concurrent minor in theatre or a double concentration: theatre and music or theatre and art.

* Thea 220 - Appreciation of Drama, Thea 318 - Development of American Drama, or Engl 331 - Shakespeare fulfill this requirement.

Requirements for the Theatre Minor

Dept.	Course No.	Course Title	Credits
Comm	201	Oral Interpretation of Literature	3
Thea	190	Introduction to Theatre	3
Thea	201/202	Drama Performance/Theatre Practice	4
Thea	303	Stagecraft and Lighting	4
Thea		Electives	6
		Total Semester Credits	20

Requirements for a Theatre Minor for Students Majoring in Fine Arts

The student must have twenty semester credits from within the theatre offerings in addition to the two theatre courses taken to satisfy the requirements for a fine arts major. The Theatre Department chair may recommend as electives additional courses from among the department's offerings or in supporting fields as indicated by the student's educational and career objectives.

Course Descriptions

ENGLISH (Engl)

101-3 Freshman Composition I

Should be taken in the first semester of the freshman year. A course introducing students to writing, rhetoric, and critical thinking. *Fall*

102-3 Freshman Composition II with Literature

Should be taken during the freshman year. Continues aims of English 101, particularly synthesis and argument, and introduces research writing and documentation. Prerequisite: Engl 101 with grade of C- or higher. *Spring*

Note: Course grades of C- or higher are required for completion of Engl 101 and Engl 102.

201-3 Introduction to Literary Study and Analysis

Introduces a range of literary genres (poetry, fiction, and drama), a technical vocabulary related to the study of works of those genres, and traditional and contemporary critical approaches to such works. English majors should complete English 201 as early as possible, especially prior to undertaking 300- and 400-level literature courses. Prerequisite: Engl 102 or permission of instructor. *Fall, odd years*

210-3 World Literature to 1500

Survey of literature exclusive of the British Isles from the ancient world to 1500. Prerequisite: Engl 102 or permission of instructor. *Fall, even years*

211-3 World Literature since 1500

Survey of literature exclusive of the British Isles and the U. S. from 1500 to the present. Prerequisite: Engl 102 or permission of instructor. *Spring, odd years*

230-3 English Literature to 1785

A survey of major figures such as Chaucer, Spenser, Shakespeare, Donne, Jonson, Milton, Dryden, Pope, and Swift. Prerequisite: Engl 102 or permission of instructor. *Fall, odd years*

231-3 English Literature since 1785

A survey of major figures such as Blake, Wordsworth, Keats, Tennyson, Browning, Yeats, Conrad, Woolf, and Lawrence. Prerequisite: Engl 102 or permission of instructor. *Spring, even years*

250-3 American Literature to 1865

Survey of major periods, works, and writers in American literature through the Civil War. Emphasis on the development of a genuine American literature from Colonial through American Romantic periods. Prerequisite: Engl 102 or permission of instructor. *Fall, even years*

251-3 American Literature since 1865

Survey of major works and writers in American literature from the Civil War to the present. Emphasis on Realism, Naturalism, and Modernism. Prerequisite: Engl 102 or permission of instructor. *Spring, odd years*

305-3 Studies in the British Novel

Study of selected British novels from Defoe to Woolf. Prerequisite: Engl 102 or permission of instructor. *Fall, even years*

308-3 Studies in the American Short Story

Study of representative works of such writers as Poe, Hawthorne, Twain, Fitzgerald, Hemingway, Welty, O'Connor, and Updike. Prerequisite: Engl 102 or permission of instructor. *Fall, odd years*

310-3 Modern Poetry

Study of selected works by such modern poets as Hardy, Yeats, Pound, Eliot, Frost, Williams, and Stevens. Prerequisite: Engl 102 or permission of instructor. *Spring, odd years*

312-3 Writing in the Professions

Study and practice of writing techniques and forms commonly used in business and the professions. Prerequisites: Engl 102 or permission of instructor. Same as Comm 312. *Spring, even years*

313-3 Creative Writing

Study and practice in writing original short fiction. Prerequisites: Engl 102 or permission of instructor. *Fall*

314-3 Advanced Expository Writing

Study and practice of expository writing across the curriculum, including rhetorical modes and formal writing strategies for various audiences. Study and practice of research strategies. Prerequisite: Engl 102 or permission of instructor. English education majors please note: Engl 314 and Engl 414 do not have to be taken sequentially.

Spring, odd years

318-3 Development of American Drama

Study of the development of principal styles and forms of American drama from colonial times to the present; application of research strategies and critical principles to American dramatic literature. Prerequisite: Engl 102. Same as Thea 318. *Spring, even years*

319-3 Modern British Drama

Survey of 20th-century drama in Britain from Shaw to Stoppard. Prerequisite: Engl 102. Same as Thea 319. *Spring, even years*

320-3 British Romantics

A study of the principal writers of the Romantic Period (1798-1832), including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Prerequisite: Engl 102 or permission of instructor. *Fall, even years*

330-3 Victorian England

A study of the principal writers of the Victorian Age (1837-1901), including Carlyle, Mill, Newman, Ruskin, Tennyson, Browning, and Arnold. Prerequisite: Engl 102 or permission of instructor. *Fall, odd years*

331-3 Shakespeare

Study of selected comedies, histories, and tragedies. Prerequisite: Engl 102 or permission of instructor. *Spring*

340-3 Advanced Creative Writing–Poetry

Study and practice of the diverse forms and patterns English poetry employs, from Anglo-Saxon and ballad to concrete and spatial, with a portfolio of poems in a dozen forms due at semester's end. Other emphases may include free-form poetry or the forms found in foreign

languages. Prerequisite: Engl 102 or permission of instructor. May be repeated for credit with permission of the instructor.

341-3 Advanced Creative Writing–Fiction

Study and discussion of the short story as the essential narrative form, with emphasis on qualities apparent in successful short stories and the methods and techniques used to achieve that success in aesthetically satisfying stories, with a portfolio at least three revised stories required by semester's end. Recent emphases include The Traditional Short Story, The Brief Short, and Flash Fiction. Prerequisite: Engl 102 or permission of instructor. May be repeated for credit with permission of the instructor.

342-3 Advanced Creative Writing–Creative Non-Fiction

Advanced practice in Creative non-fiction, or artful methods of dealing with facts and personal opinions, with a portfolio of a least five revised pieces due by semester's end. Recent emphases have included these three genres: The Creative Essay, The Memoir, The Creative Op-Ed Piece. Prerequisite: Engl 102 or permission of instructor. May be repeated for credit with permission of the instructor.

351-3 History of the English Language

Explores the history and development of the English language from its origins to the present, focusing on the details of the sound and structure of the language in its various stages of development, and the historical conditions that contributed to the evolution of Old English to modern English. Also introduces basic concepts of linguistics, the scientific study of the way languages work and the relationship between languages. *Spring, even years.*

360-3 Studies in the American Novel

Study of selected American novels. Prerequisite: Engl 102 or permission of instructor. *Spring, even years*

370-3 Images of Woman in Literature

An exploration of the images of woman in literature. Prerequisite: Engl 102 or permission of instructor. *Spring, odd years*

401-3 English Grammar

A review of grammatical methodologies. Prerequisite: Engl 102 or permission of instructor. *Fall, even years*

414-3 Advanced Multi-Genre Writing

Advanced study and practice of creative non-fiction writing, including personal essays, memoir, cultural criticism, and a multi-genre (narrative, poetry, audio, video, hypertext) research project. This course stresses research methods for creative non-fiction writing. Prerequisite: Engl 102 or permission of instructor. English education majors please note: Engl 314 and Engl 414 do not have to be taken sequentially. *Spring, even years*

420-3 African-American Literature

Study of representative major African-American writers from colonial times to the present, including such figures as Douglass, Hughes, Wright, Ellison, Baldwin, and Walker. Prerequisite: Engl 102 or permission of instructor. *Spring, odd years*

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

Topics will be announced in the yearly schedule. Recent offerings have included Introduction to Poetry, Travel Literature, Literature of the American West, Late Twentieth-Century American Fiction, Classic Modern Short Novels, and Native American Literature. Prerequisite: English 102 or permission.

200-2-4 Directed Studies

300-2-4 Directed Studies

400-2-4 Directed Studies

(by Arrangement)

495-2-4 Independent Study

The following courses in the Theatre Department may also be taken for English credit: Appreciation of Drama, Modern British Drama, Development of Drama to 1900, Development of American Drama, and Masterpieces of Drama.

497-1 Writing Portfolio

Each senior English/English education major will assemble and submit a portfolio of writing samples spanning her or his career at University of Jamestown. The samples will be selected by the student from work previously completed for designated English courses. The portfolio will be accompanied by a substantial cover essay explaining the choice of papers and how they manifest the student's growth in knowledge and skills. Portfolio and cover essay will be reviewed and evaluated by the entire English faculty. *Spring*

THEATRE

(Thea)

190-3 Introduction to Theatre

Introductory course in the understanding and appreciation of the theatre arts designed to assist the beginning playgoer and to serve as a background for all formal theatre courses. Open to students at any level. *Fall and Spring*

201-1 Drama Performance

Credit for participation in major productions before an audience; may be repeated for credit. Maximum drama performance applicable to a major or minor is four credits, whether as Thea 201 or combined with Thea 202. Thea 201/Thea 202 cannot be used as any of the theatre credits for an art or music concentration. *Fall and Spring*

202-1 Theatre Practice

Credit for technical work: stagecraft, lighting, costuming, or other technical aspects of theatre; may be repeated for credit. Maximum theatre practice credits applicable to a major or minor is four, whether as Thea 202 or combined with Thea 201. Thea 201/Thea 202 cannot be used as any of the theatre credits for an art or music concentration. *Fall and Spring*

213-3 Acting

An introduction to the basic techniques of acting: stage movement, vocal projection, pantomimic action, and character analysis. There will be laboratory assignments of acting roles from representative plays. *Fall, even years*

220-3 Appreciation of Drama

Introductory course in the understanding and appreciation of the major genres of drama, designed to show how playwrights, both past and present, have shaped their plays in different ways to express different aspects of their times and their diverse attitudes toward life. Open to students at any level. *Spring, odd years*

260-3 Masterpieces of Drama

A comprehensive survey of the drama from the 5th century B.C. to the present, emphasizing the theories of drama and the significance of individual plays with some attention to philosophical, social, and theatrical environments of each play's performance. Prerequisite: Engl 102. *Spring, even years*

303-4 Stagecraft and Lighting

A lecture/laboratory course in the technical aspects of scenic construction, lighting, tools and materials, scenic painting, and beginning design. Prerequisite: Thea 190.

316-3 Development of Drama to 1900

Study of the development of principal styles and forms of world drama from origins in Greece to 1900; application of research strategies and critical principles to world dramatic literature. Prerequisite: Engl 102. *Offered as directed study*

318-3 Development of American Drama

Study of the development of principal styles and forms of American drama from colonial times to the present; application of research strategies and critical principles to American dramatic literature. Prerequisite: Engl 102. Same as Engl 318. *Spring, even years*

319-3 Modern British Drama

Survey of 12th century drama in Britain from

Shaw to Stoppard. Prerequisite: Engl 102. Same as Engl 319. *Spring, even years*

321-3 History of the Theatre

Historical survey of the development and evolution of the theatre as an institution from its origins to the present, emphasizing the interaction of the theatre with the socioeconomic and political conditions of each society. *Offered as directed study*

323-3 Acting: Period Styles

Study and practice in advanced performance techniques and methods and in period styles. Areas of focus will include Greek, Elizabethan, Restoration, commedia dell'arte, didactic, and experimental forms. Periodic performance projects are required. Prerequisite: Thea 190 or permission. *Fall, odd years*

333-3 Scene Design

An intensive study in the methods and techniques of stage design, including perspective, rendering, working drawings, detail drawings, and styles of design; technical problems, or specific college productions. Prerequisite: Thea 190 or a design course in the Art Department.

335-3 Musical Theatre

Study of the genre from its origins to the present day. The student will be exposed to a substantial number of musical theatre works and their creators through examination of librettos, scores, audio and visual recordings, and live performances. The student will also gain experience in the preparation and presentation of performance projects. Prerequisite: Thea 190 or permission.

350-3 Directing

Fundamental study of principles and techniques of directing and student direction of appropriate scenes for class presentation. A critical examination and practical application of contemporary directing theories of historical and modern plays, including student direction of one-act plays for workshop production. Prerequisite: Thea 190 and permission.

401-4 Senior Project in Play Production

Individual guidance to the production problems and directorial techniques, including selecting, casting, rehearsing, and mounting of plays; student direction of new and experimental plays for a public audience. Prerequisites: Senior standing and permission.

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

Topics include children's theatre, play writing, the Oriental theatre; stage movement, stage make-up, and theatre management. May be repeated for credit.

200-2-4 Directed Studies

300-2-4 Directed Studies

400-2-4 Directed Studies

(by arrangement)

An extensive reading and intensive study of dramatic literature or theatre history to develop a critical sense and the beginning of research methods, with weekly discussions and a series of progress papers; or individual development of advanced techniques in acting or staging through supervised participation in public productions. Admission to directed studies is with permission of the instructor only.

495-1-4 Independent Study

Special experimental seminar or individual development of advanced techniques of research through supervised research projects in dramatic literature or theatre history intended to cover topics not treated by regular course offerings; weekly progress papers and a formal research paper will be submitted. Open to seniors with permission of the instructor.



Fine Arts

Professors Lynch and Walentine; Assistant Professors McDermid, and McIntyre; Instructor Clodfelter; Lecturers Christianson and Geffre

Mission Statement

The fine arts program at University of Jamestown embraces art, music, and theatre as artistic disciplines that have traditionally been an integral part of the liberal arts. The program seeks to help students express themselves through widely varied artistic means.

The program offers three majors:

- Fine Arts-Music
- Fine Arts-Theatre

Students majoring in fine arts are strongly encouraged to work in close cooperation with their respective departments to develop their artistic abilities through participation in the various public outlets available at the College, such as art shows, theatre productions, and musical ensembles.

If further concentration in a particular area beyond that required for the fine arts major is desired, students are encouraged to explore the possibility of a concurrent minor in a particular area.

The requirement for the fine arts major is forty-two semester credits, including twenty-six semester credits in an area of concentration and two approved courses in each of the other areas. The department chair of an area of concentration may recommend additional courses as electives from among its own offerings or from supporting fields in accordance with the student's educational and career objectives.

Course Descriptions

(ART)

103-3 Art Appreciation (for non-majors)

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

111-3 Drawing I

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

112-3 Design

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

209-3 Figure Drawing

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

210-3 Art History I

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

211-3 Art History II

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

212-3 Drawing II

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

302-3 Printmaking

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

309-3 Painting

An introduction to the basic materials and methods of painting.

311-3 A History of Modern Painting

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

312-3 Comparative Art Forms: East and West

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

298-3

299-3

398-3

399-3 Directed Studio Experience

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

495-3 Independent Study

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

498-3 Senior Thesis Exhibition

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

OTHER COURSES: Art

190-1-3 Special Topics

200-2-3 Directed Studies

290-1-3 Special Topics

300-2-3 Directed Studies

390-1-3 Special Topics

400-2-3 Directed Studies

490-1-3 Special Topics

(by arrangement)

Foreign Language

Associate Professors Stevenson (chair) and Lefter

Mission Statement

The mission of the Foreign Language Department at University of Jamestown is to help prepare the liberal arts student as a citizen of our global community. We seek to expose students to other languages and cultures, thereby broadening their concepts of language, civilization, culture, philosophy, government, religion, geography, art, aesthetics, and literature with a firm anchoring in a Christian perspective and academic excellence. In order to determine student progress toward these ends, the department assesses student learning and departmental effectiveness on a regular basis.

Foreign Language Department Overview

The Foreign Language Department of the University of Jamestown offers a wide range of language learning opportunities that allow students to continue to learn languages they began in high school or begin to learn new languages they first encounter at the university level.

Majors are available in German, French and Spanish to students who pursue a semester or two summers of study abroad; language minors in German, French, and Spanish can be completed on campus by students majoring in other subjects, and the interdisciplinary Italian Studies minor offers a combination of language, history, art and study abroad to students majoring in other subjects as well.

Courses in Portuguese, Romanian and Latin are also offered on demand.

Intended Student Learning Outcomes for the Foreign Language Major

Every course offered through the Foreign Language Department is designed to develop language proficiency in reading, writing, speaking and listening in the target language as well as presenting aspects of the cultures where the target language is spoken. The four major skills of language acquisition form the core outcomes for students majoring in German, French and Spanish:

1. **Reading:** The student will be able to read unedited target language texts in his/her field of interest.
2. **Writing:** The student will be able to express him/herself in writing in the target language on a wide variety of topics of personal interest and will be able to produce simple to complex academic texts.
3. **Speaking:** The student will become a more effective oral communicator in the target language and will be able to speak on a variety of personal topics with accuracy of tense usage and will be able to give opinions on abstract topics of personal interest.
4. **Listening:** The student will be able to follow the gist of conversations among native speakers and will be able to understand broadcasts and films in the target language with adequate help and preparation.

In addition, students who complete target-language majors will address the following additional outcomes:

1. **Literature:** The student will have read and discussed selected poems, novels, short stories, and dramas from a variety of periods and peoples in the literature of the target language.
2. **History:** The student will be able to discuss important historical events and trends in the country/countries of the target language, including developments in art, music, science, architecture and/or technology.

- 3. Geography and Culture:** The student will be able to identify important geographical, cultural, economic and demographic features of the country/countries in which the target language is spoken.
- 4. Language Acquisition:** The student will demonstrate knowledge about the theoretical challenges inherent in the acquisition of the target language and will demonstrate increased facility in understanding the structure of his/her first language.

Placement and Advanced Standing in French, German and Spanish

The first semester beginning courses in French, German, and Spanish are aimed at students with no prior instruction in those languages. A student who has completed high school course work in a foreign language is encouraged to consult with foreign language faculty members to receive advanced placement in a course beyond 101.

Students who receive advanced placement into French, German, or Spanish 102 and complete the course with an earned grade of C- or higher will also receive three college credits for 101. Students who enroll directly in a 200-level French, German, or Spanish course will receive six advanced placement credits for language courses at the 101 and 102 levels when they complete the 200-level course with a C- or higher.

The advanced standing credits count on the student's record but do not count as part of the semester course load. The credits count toward fulfilling general education requirements in the area of Global Perspectives. The advanced standing credits will be awarded at no charge to the student.

The Foreign Language Department awards advanced standing credit for the German, French or Spanish 201 course requirement based on student performance on CLEP tests, which are administered through the Career Services. There is a charge for the CLEP exams.

Majors in French, German, or Spanish

The Foreign Language Department offers majors in French, German, and Spanish that require a minimum of twenty-four credit hours of coursework on campus or the equivalent thereof combined with 12-18 credit hours of advanced language study in the student's major language. The advanced credits will be gained during study abroad or participation in a US-based language immersion program. Students wishing to major in French, German, or Spanish must complete all courses leading to the minor at University of Jamestown, then take additional coursework in their study abroad to complete the major. Credits gained through advanced placement or CLEP exams will be counted as coursework leading to the minor.

All external upper-division courses must be approved by the Foreign Language Department prior to the student's study abroad or participation in an immersion program. Courses in the exchange institution that will meet departmental approval include but are not limited to literature of the target language, film, linguistics, grammar and composition, history, communication and media studies, business, music history, and art history. Courses must be taught in the target language in order to be approved for the major. Successful completion of required coursework while enrolled in the exchange institution is a prerequisite for fulfilling requirements for the major. Students are expected to remain in contact with their on-campus language major advisors during the course of their study abroad.

Students majoring in French, German, or Spanish may participate in an ISEP-sponsored study abroad program, or they may participate in approved summer immersion or study abroad programs (program list available upon request). Students majoring in Spanish may enroll in two summers of post-minor study in the MLSA-University of Jamestown program at the University of Costa Rica in San Jose. All ISEP participants must present a minimum GPA of 2.75 at the time of application and be accepted into a program that offers the student's major language. The department recommends that students study abroad in their junior year. For more ISEP information, students may consult the ISEP section of this catalog.

Upon returning from study abroad, the student will be required to present the department with evidence of academic achievement, such as papers, exams, and research projects as proof of fulfillment of the major requirements. An official transcript must be sent from the study abroad institution to the University of Jamestown Registrar's Office.

Minors in French, German, or Spanish

The Foreign Language Department offers minors in French, German, and Spanish that require twenty-four credit hours of coursework on campus or the equivalent thereof. Of the twenty-four credit hours, at least twelve of the credit hours must be earned in courses at the 300 or 400-level as outlined in the program requirements below. A grade of C- or above must be earned in all courses required for completing the target language minor.

Minor in Italian Studies

The Italian Studies Minor is an interdisciplinary program that combines language study with selected coursework in Art, Music, Religion & Philosophy and History & Political Science. This program exposes the student to the realities of a different country and provides the language skills that the student can use to seek employment where Italian skills are needed. Additional culture-based coursework in English improves the student's critical thinking skills and/or appreciation for history and the arts. The Italian Studies Minor as a whole exposes the student to sociocultural diversity which facilitates personal growth and linguistic integration in the global society.

Courses in Classical and Biblical Languages

Courses in New Testament Greek (Rel 301, Rel 302) fulfill the Global Perspectives general education requirement. The Religion Department also offers courses in Biblical Hebrew on request. The Foreign Language Department offers beginning Latin (Flan 300: Special Topics) on request.

Special Topics Courses

Special Topics courses are offered at the 100 (beginning) and 200 (intermediate) levels in modern foreign languages that are not part of the departmental major or minor language curricula. These currently include beginning-level courses in Portuguese and Romanian.

Special Topics courses at the 300 or 400-level can be offered in Spanish, French, or German. These courses are taught in the target language and can be used by students to replace any 300-level course for the minor or count toward the major.

Special Topics courses in secondary foreign language teaching methods and French, German, or Spanish linguistics are offered on request to students majoring in French, German, or Spanish who are working toward secondary education certification in their teaching majors. These courses are part of a program leading to secondary certification in a foreign language. Any student wishing to pursue secondary certification in French, German or Spanish must consult with the Foreign Language Department Chair as to the current availability of the program. For the academic year 2018-2019, the program is suspended.

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

Requirements for the French Major

Dept.	Course No.	Course Title	Credits
Fren	101	Beginning French I	3
Fren	102	Beginning French II	3
Fren	201	Intermediate French I	3
Fren	202	Intermediate French II	3

Foreign Language

Fren	310	French Conversation and Composition	3
Fren	320	French Culture and Civilization	3
Fren	330	Survey of French Literature	3
Fren	340	Survey of Francophone Literature	3
Fren	390-490	French-language courses, either special-topics courses taken on campus or in an approved study abroad program	12
Total Semester Credits			36

Note: A French 300: Special Topics course can replace another 300-level French course.

Requirements for the German Major

Dept.	Course No.	Course Title	Credits
Ger	101	Beginning German I	3
Ger	102	Beginning German II	3
Ger	201	Intermediate German I	3
Ger	202	Intermediate German II	3
Ger	310	German Conversation and Composition	3
Ger	320	German Culture and Civilization	3
Ger	330	Survey of German Literature I	3
Ger	340	Survey of German Literature II	3
Ger	390-490	German-language courses, either special-topics courses taken on campus or in an approved study abroad program	12
Total Semester Credits			36

Note: A German 300: Special Topics course can replace another 300-level German course.

Requirements for the Spanish Major

Dept.	Course No.	Course Title	Credits
Span	101	Beginning Spanish I	3
Span	102	Beginning Spanish II	3
Span	201	Intermediate Spanish I	3
Span	202	Intermediate Spanish II	3
Semester Credits			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 Studies II	3
Semester Credits			12

Twelve additional credits from the following:

Span	390-490	Spanish Language Courses selected from additional courses from those above, Special-Topics Spanish Courses or pre-approved courses from a Spanish Immersion Study Abroad Program	12
Semester Credits			12
Total Semester Credits (including 100 and 200 level courses)			36

Note: A Spanish 300: Special Topics course can replace another 300-level Spanish course.

Requirements for the French Language Minor

Dept.	Course No.	Course Title	Credits
Fren	101	Beginning French I	3
Fren	102	Beginning French II	3
Fren	201	Intermediate French I	3
Fren	202	Intermediate French II	3
Fren	310	French Conversation and Composition	3
Fren	320	French Culture and Civilization	3
Fren	330	Survey of French Literature	3
Fren	340	Survey of Francophone Literature	3
Total Semester Credits			24

Note: A French 300: Special Topics course can replace another 300-level French course.

Requirements for the German Language Minor

Dept.	Course No.	Course Title	Credits
Ger	101	Beginning German I	3
Ger	102	Beginning German II	3
Ger	201	Intermediate German I	3
Ger	202	Intermediate German II	3
Ger	310	German Conversation and Composition	3
Ger	320	German Culture and Civilization	3
Ger	330	Survey of German Literature I	3
Ger	340	Survey of German Literature II	3
Total Semester Credits			24

Note: A German 300: Special Topics course can replace another 300-level German course.

Requirements for the Italian Studies Minor

Three semesters of language study (9 credits required)

Dept.	Course No.	Course Title	Credits
Ital	101	Beginning Italian I	3
Ital	102	Beginning Italian II	3
Ital	201	Intermediate Italian I	3

Three additional electives focused on Italy (9 credits) chosen from the following:

Dept.	Course No.	Course Title	Credits
Art	210	Art History I	3
Art	211	Art History II	3
Art	398	Sculpture or Ceramics	3
Busn	290	Spec. Topics: Bus. Aspects of Italy & EU	3
Engl	210	World Literature to 1500	3
Hist	306	Renaissance and Reformation	3
Hist	308	Ancient Rome	3
Hist	390	Spec. Topics: Nineteenth Century Europe	3
Pols	335	The European Union	3
Rel	290	Spec. Topics: Italian Renaissance	3

Total Semester Credits **18**

Note: The Cagliari, Italy, study abroad program includes two Italian culture and/or language-based content courses offered each year on site and can be counted as electives or as part of the language study sequence. Additional courses with a partial focus on Italy may count toward the minor at the discretion of the minor advisor.

Requirements for the Spanish Language Minor

Dept.	Course No.	Course Title	Credits
Span	101	Beginning Spanish I	3
Span	102	Beginning Spanish II	3

Foreign Language

Span	201	Intermediate Spanish I	3
Span	202	Intermediate Spanish II	3

Students may take any four of the following advanced courses. Up to 6 credits of advanced coursework may be completed in programs abroad.

Dept.	Course No.	Course Title	Credits
Span	310	Advanced Spanish I	3
Span	320	Advanced Spanish II	3
Span	330	Spanish Peninsular Cultural Studies I	3
Span	340	Spanish Peninsular Cultural Studies II	3
Span	370	Latin American Cultural Studies I	3
Span	380	Latin American Cultural Studies II	3

Total Semester Credits (including 100 and 200 level courses) 24

Note: A Spanish 300: Special Topics course can replace another 300-level Spanish course.

Course Descriptions

FOREIGN LANGUAGES (FLAN)

PORTUGUESE

190-3 Special Topics: Beginning Portuguese I

The basic skills of listening, speaking, reading, and writing are developed in class. *Offered by request*

191-3 Special Topics: Beginning Portuguese II

A continuation of FLAN 190: Beginning Portuguese I. *Offered by request*

ROMANIAN

190-3 Special Topics: Beginning Romanian I

The basic skills of listening, speaking, reading, and writing are developed in class. *Offered by request*

191-3 Special Topics: Beginning Romanian II

A continuation of FLAN 190: Beginning Romanian I. *Offered by request*

190-1-3 Special Topics

191-1-3 Special Topics

200-3 Special Topics: Secondary Foreign Language Teaching Methods

An introduction to second-language teaching theories, including methods for developing

reading, writing, listening and speaking skills, and approaches to language testing. This course is designed for students majoring in a foreign language who are preparing for secondary education certification in a teaching major. *Offered by request*

300 -3 Special Topics: Beginning Latin I

A fundamental course in the practical aspects of translating classical prose including selections from Caesar, Cicero, and Sallust. Note: Beginning Latin II, a continuation of the first course, will be offered on request. *Offered by request*

200-2-4 Directed Studies

290-1-3 Special Topics

291-1-3 Special Topics

300-2-4 Directed Studies/Special Topics

390-1-3 Special Topics

391-1-3 Special Topics

400-2-4 Directed Studies/Special Topics

490-1-1 Special Topics

491-1-3 Special Topics

(by arrangement)

FRENCH

(FREN)

101-3 Beginning French I

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required. *Fall*

102-3 Beginning French II

A continuation of Fren 101. *Spring*

190-1-3 Special Topics

191-1-3 Special Topics

201-3 Intermediate French I

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this course. Prerequisite: Fren 102 or permission. *Fall*

202-3 Intermediate French II

Discussion and composition skills are developed through the discussion of topics of daily interest in French-speaking countries. Prerequisite: Fren 201 or permission. *Spring*

310-3 French Conversation and Composition

Continued development of fluency in the use of French as a means of oral and written expression and intensive French grammar review are the main emphases. Prerequisite: Fren 202 or permission. *Fall, odd years*

320-3 French Culture and Civilization

The course consists of a general history of France emphasizing modern trends in French culture and civilization. Conducted in French. Prerequisite: Fren 202 or permission. *Spring, even years*

330-3 Survey of French Literature

The student will read excerpts of French literature from the medieval era to the present. Conducted in French. Prerequisite: Fren 202 or permission. *Fall, even years*

340-3 Survey of Francophone Literature

A survey of Francophone writings and cinema of the Twentieth Century. The course centers on questions of identity in post-colonial Africa and in the French Antilles or modern Quebec and French Polynesia in alternate years. A combination of literary works, essays, and films makes up the material for the course. Prerequisites: Fren 202 or permission. *Spring, odd years*

400-3 Introduction to French Linguistics (Special Topics)

The course focuses on primary and second language acquisition, linguistic analysis of French, French phonetics, key elements of French pronunciation, use of the international phonetic alphabet, and the historic development of the French language. The course is intended as part of a North Dakota secondary French teaching program of study.

Offered on demand only to secondary education majors; however the secondary education program is currently suspended.

200-2-4 Directed Studies

290-1-3 Special Topics

291-1-3 Special Topics

300-2-4 Directed Studies/Special Topics

390-1-3 Special Topics

391-1-3 Special Topics

400-2-4 Directed Studies/Special Topics

490-1-1 Special Topics

491-1-3 Special Topics

(by arrangement)

ITALIAN

(ITAL)

101-3 Beginning Italian I

Beginning Italian I introduces students to the fundamentals of speaking, reading, listening and writing in Italian. It fosters the development of survival-level communicative skills and the acquisition of basic proficiency in a cultural context. *Spring*

102-3 Beginning Italian II

Beginning Italian II continues to develop student skills in speaking, reading, listening and writing in Italian. It continues the development of survival-level communicative skills and the acquisition of basic proficiency in a cultural context. *Fall*

Foreign Language

201-3 Intermediate Italian I

Students will develop Intermediate-Low to Intermediate-Mid Proficiency in the target language on the ACTFL Scale in speaking, reading, listening and writing in Italian. Their proficiency will be evaluated through chapter tests, compositions, and oral exams. *As needed*

GERMAN

(GER)

101-3 Beginning German I

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required. *Fall*

102-3 Beginning German II

A continuation of Ger 101. *Spring*

190-1-3 Special Topics

191-1-3 Special Topics

201-3 Intermediate German I

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this class. Prerequisite: Ger 102 or permission. *Fall*

202-3 Intermediate German II

Discussion and composition skills are developed through the study of short prose works by German authors. Prerequisite: Ger 201 or permission. *Spring*

310-3 German Conversation and Composition

Continued development of fluency in the use of German as a means of oral and written expression and intensive German grammar review are the main emphases. Prerequisite: Ger 202 or permission. *Fall, odd years*

320-3 German Culture and Civilization

Students will be exposed to a general history of the German-speaking countries of Europe and will examine modern trends and institutions. Conducted in German. Prerequisite: Ger 202 or permission. *Spring, even years*

330-3 Survey of German Literature I

A survey of German poetry, short stories, essays, and novellas from Goethe to the present. Includes a comprehensive introduction to German literary terminology. Conducted in German. Prerequisite: Ger 202 or permission. *Fall, even years*

340-3 Survey of German Literature II

A survey of longer prose in German from Goethe to the present, with emphasis on novels and dramas. Representative literature from Germany, Switzerland, and Austria will be presented. Conducted in German. Prerequisite: Ger 202 or permission. *Spring, odd years*

400-3 Introduction to German Linguistics (Special Topics)

The course focuses on primary and second language acquisition, linguistic analysis of German, key elements of German pronunciation, use of the international phonetic alphabet, and the historic development of the German language. The course is intended as part of a North Dakota secondary German teaching program of study. *Offered on demand only to secondary education majors; however the secondary education program is currently suspended.*

200-2-4 Directed Studies

290-1-3 Special Topics

291-1-3 Special Topics

300-2-4 Directed Studies/Special Topics

390-1-3 Special Topics

391-1-3 Special Topics

400-2-4 Directed Studies/Special Topics

490-1-1 Special Topics

491-1-3 Special Topics

(by arrangement)

SPANISH

(SPAN)

101-3 Beginning Spanish I

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required. *Fall*

102-3 Beginning Spanish II

A continuation of Span 101. *Spring*

190-1-3 Special Topics

191-1-3 Special Topics

201-3 Intermediate Spanish I

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this course. Prerequisite: Span 102 or permission. *Fall*

202-3 Intermediate Spanish II

A continuation of 201, involving improvement of vocabulary, conversation, and composition skills, with special attention to the review and introduction of the most advanced structures of language. Prerequisite: Span 201 or permission. *Spring*

310-3 Advanced Spanish I

This course focuses on honing the four language skills (reading, writing, speaking and listening) through a comprehensive review of grammar structures. Specific attention will be paid to the acquisition of idiomatic expressions, mastery of the subjunctive, and written & oral analysis of brief socioliterary texts. Prerequisite: Span 202 or permission. *Fall*

320-3 Advanced Spanish II

A continuation of SPAN 310. Specific attention will be paid to the acquisition of idiomatic expressions, mastery of the sequence of tenses, and written & oral analysis of brief socioliterary texts. Prerequisite: Span 202 or permission. *Spring*

330-3 Spanish Peninsular Cultural Studies I

Students will be exposed to representative events, personalities, films, and literary texts germane to Spanish Peninsular culture. Emphasis is on the evolution of Spanish cultural identity from the Golden Age until 1936. Prerequisite: Span 202 or permission. *Fall, even years*

340-3 Spanish Peninsular Cultural Studies II

A continuation of SPAN 330. Emphasis is on the evolution of Spanish cultural identity from 1936 until the present. Prerequisite: Span 202 or permission. *Spring, odd years*

370-3 Latin American Cultural Studies I

Students will be exposed to representative events, personalities, films, and literary texts germane to Latin American countries. Emphasis is on the evolution of Latin American cultural identity from the Conquest until 1898. Prerequisite: Span 202 or permission. *Fall, odd years*

380-3 Latin American Cultural Studies II

A continuation of SPAN 380. Emphasis is on the evolution of Latin American cultural identity from 1898 until the present. Prerequisite: Span 202 or permission. *Spring, even years*

400-3 Introduction to Spanish Linguistics (Special Topics)

An introduction to the basics of linguistics and its various fields of research with the objective of a gaining a better understanding of second language acquisition. The course will be taught in Spanish and will focus not only on the grammatical and phonological aspects of the language, but also on sociolinguistic contexts and variance. *Offered on demand only to secondary education majors; however the secondary education program is currently suspended.*

200-2-4 Directed Studies

290-1-3 Special Topics

291-1-3 Special Topics

300-2-4 Directed Studies/Special Topics

390-1-3 Special Topics

391-1-3 Special Topics

400-2-4 Directed Studies/Special Topics

490-1-1 Special Topics

491-1-3 Special Topics

(by arrangement)



History-Political Science

Professors Johnson and Joy; Associate Professor Weinzierl (chair)

Mission Statement

The Department of History and Political Science seeks to foster in their students an awareness of and appreciation for their cultural, historical, and political heritage as well as an understanding of important national and global issues. The department's curriculum helps develop students' critical thinking, research, writing, and communication skills in order to prepare them to be effective learners and leaders.

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

Objectives for the History Major

The History major develops in students an understanding of and critical outlook toward American and European history and international affairs. The History major prepares students for secondary school teaching, for historical research and for graduate school in history or public history, as well as for other professional fields requiring critical thinking and writing skills.

Intended Student Learning Outcomes for the History Major

1. By the completion of their program of study, students will demonstrate an understanding of the important historical concepts, theoretical approaches, and major issues and events
2. In their capstone courses, students will demonstrate an understanding of and the ability to apply basic research methods, including the proper use and attribution of sources, and the ability to draw appropriate and logical conclusions.
3. In their capstone courses, students will demonstrate the ability to develop and apply critical thinking skills in the analysis of historical sources and issues.
4. By their junior and senior years, students will demonstrate competency in information literacy, including the effective use of library resources, databases, and online resources.
5. By their junior and senior years, students will demonstrate the ability to communicate effectively, both orally and in writing.

Requirements for the History Major

Dept.	Course No.	Course Title	Credits
Hist	207	The United States to 1865	3
Hist	208	The United States Since 1865	3
Hist	291	Western Civilization I	3
Hist	292	Western Civilization II	3
Hist	340	Historiography and the Historical Profession	3
Semester Credits			15

Plus *three* of the following courses:

Dept.	Course No.	Course Title	Credits
Hist	222/322	History of the Middle East	3
Hist	244/344	19th Century Europe	3
Hist	254/354	Evolution of War	3
Hist	262/362	History of China	3
Hist	264/364	The French Revolution and the Age of Napoleon	3
Hist	268/368	History of India	3
Hist	274/374	History of Medicine	3
Hist	301	Special Readings or Topics in non-U.S. Studies	3
Hist	304	Medieval Europe	3

History-Political Science

Hist	305	Ancient Near East	3
Hist	306	Renaissance and Reformation	3
Hist	307	Ancient Greece	3
Hist	308	Ancient Rome	3
Hist	320	Europe, 1900 to Mid-Century	3
Hist	450	Internship in History (if area involved is non-U.S.)	3
Pols	225	Comparative European Governments	3
Pols	335	European Union	3
Semester Credits			9

Plus *three* of the following courses:

Dept.	Course No.	Course Title	Credits
Hist	301	Selected Readings or Topics in U.S. Studies	3
Hist	303	Civil War and Reconstruction	3
Hist/Educ	312	North Dakota History	3
Hist/Rel	316	Religion in American History	3
Hist	331	American West	3
Hist	391	American Economic History	3
Hist	450	Internship in History (if area involved is U.S.)	3
Pols	311	Federal Indian Policy	3
Pols	342	American Foreign Policy	3
Semester Credits			9

Plus senior seminar:

Dept.	Course No.	Course Title	Credits
Hist	480	Senior Seminar in History	3
Semester Credits			3
Total Semester Credits			36

Requirements for the History Education Major

Students who plan to teach history must take these specific courses as part of the 36 credits required for the History major:

Dept.	Course No.	Course Title	Credits
Hist	207	The United States to 1865	3
Hist	208	The United States Since 1865	3
Hist/Educ	312	North Dakota History	3
Hist		Non-Western History Course at 300 level or above	3

Plus *one* of the following courses:

Dept.	Course No.	Course Title	Credits
Pols	225	Comparative European Governments	
Pols	233	World Politics	
Pols	335	European Union	3
Pols	342	American Foreign Policy	
Pols		Any Other Current Affairs Course	

Students who plan to teach history must also take co-requirements for teacher certification as required by the Teacher Education Department. They must also have a 12 credit hour concentration in a second social science. See the Teacher Education section of this catalog.

Requirements for the History Minor

Dept.	Course No.	Course Title	Credits
Hist	340	Historiography and the Historical Profession	3

Select *one* of the following two sets of courses:

Dept.	Course No.	Course Title	Credits
Hist	207	The United States to 1865	3
Hist	208	The United States Since 1865	3
Hist	291	Western Civilization I	3
Hist	292	Western Civilization II	3
Semester Credits			9

Plus nine additional credit hours in History, including at least one course from the American History course offerings and at least one course from the non-American History course offerings, and including at least six credits at the 300 level or above.

Total Semester Credits **18**

Objectives for the Political Science Major

The Political Science major develops in students an informed 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.

Intended Student Learning Outcomes for the Political Science Major

By the completion of their course of study:

1. Students will demonstrate understanding of the major political concepts, theoretical approaches, and issues and trends.
2. Students will demonstrate the ability to apply basic methods of political science research.
3. Students will demonstrate the ability to apply critical thinking skills to the analysis of politics.
4. Students will demonstrate competence in information literacy, including the effective use of library resources, databases, and online sources.
5. Students will demonstrate the ability to communicate effectively on issues of politics in oral and written forms.

Requirements for the Political Science Major

Dept.	Course No.	Course Title	Credits
Pols	104	American National Government	3
Pols	212/312	Congress and the Presidency	3-4
Pols	225/325	Comparative European Governments	3-4
Pols	233/333	World Politics	3-4
Pols	352A/352B	American Economic Policy	3-4
Pols	396	Modern Political Thought	3
Minimum Semester Credits			18

Plus *three* of the following elective courses:

Dept.	Course No.	Course Title	Credits
Pols	311	Federal Indian Policy	3
Pols	314A/314B	Governmental Power and U.S. Constitutional Law	3-4
Pols	316A/316B	Rights & Liberties and U.S. Constitutional Law	3-4
Pols	335A/335B	The European Union	3-4
Pols	342A/342B	American Foreign Policy	3-4
Pols	368	Politics in India	4
Pols	391	American Economic History	3

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Pols	450	Internship in Political Science	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
Minimum Semester Credits			9

Internships conducted through the Office of Experiential Education (EE350) 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. Classes which have research papers as a requirement are Pols 311, 312, 314B, 316B, 325, 333, 335B, 342B, 352B, 368, 391, 450, 495, x00, and 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, 316, 351, 410, 440

Comm 301, 305, 314, 318, 320, 405

CJ 312, 313, 320, 330

Econ 201, 202, 314, 354, 364, 391

Engl 201, 351

Fren 310, 320, 330, 340

Hist 202/302, 222/322, 244/344, 254/354, 262/362, 264/364, 268/368, 274/374, 303, 304, 305, 306, 307, 308, 312, 316, 331, 340, 391

Ger 310, 320, 330, 340

Phil 251, 303, 304, 305, 306, 307, 483

Psyc 202, 306, 311, 315, 317, 318, 319, 323, 365, 370

Rel 304, 305, 315, 316, 320, 371

Soc 201, 315, 320

Span 330, 340, 370, 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.

Minimum Semester Credits **9**

Students cannot take multiple sections of classes that are cross-listed with other departments or have different sections or numbers in Political Science.

Total Minimum Semester Credits **36**

Minor in Political Science

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.

Requirements for the Political Science Minor

ALL of the following courses:

Dept.	Course No.	Course Title	Credits
Pols	104	American National Government	3
Pols	225/325	Comparative European Governments	3-4
Pols	233/333	World Politics	3-4
Minimum Semester Credits			9

Plus three of the following Political Science elective courses:

Dept.	Course No.	Course Title	Credits
Pols	212/312	Congress and the Presidency	3-4
Pols	311	Federal Indian Policy	3
Pols	314A/314B	Governmental Power and U.S. Constitutional Law	3-4
Pols	316A/316B	Rights & Liberties and U.S. Constitutional Law	3-4
Pols	335A/335B	The European Union	3-4
Pols	342A/342B	American Foreign Policy	3-4
Pols	352A/352B	American Economic Policy	3-4
Pols	368	Politics in India	4

Pols	391	American Economic History	3
Pols	396	Modern Political Thought	3
Pols	450	Internship in Political Science	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 (EE350) 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

Minimum Semester Credits **9**

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.

Total Minimum Semester Credits **18**

Minor in Rhetoric & Reasoning

The Rhetoric & Reasoning minor is designed to provide preparation for students considering law school as a career option. The critical thinking, research, writing, and legal course requirements offer many of the skills necessary for success in law school, and are also excellent preparation for many other professional fields. The minor pairs well with majors in many different areas.

Requirements for the Rhetoric & Reasoning Minor

One of the following courses:

Dept.	Course No.	Course Name	Credits
Engl	201	Introduction to Literary Study and Analysis	3
Phil	251	Introduction to Critical Thinking	3
Psyc	323	Judgment and Decision Making	3
Semester Credits			3

Plus three of the following courses:

Dept.	Course No.	Course Name	Credits
CJ	202	Writing in Criminal Justice	3
Comm	250	Academic Research and Writing	3
Engl		Any Literature Course at the 300 Level and Above	3
Semester Credits			9

Other courses with a significant research and writing component may count for this with the approval of the Pre-Law Advisor.

Plus two of the following courses (with no more than one course from a single academic discipline):

Dept.	Course No.	Course Name	Credits
Busn	315	Business Law I	3
Busn	316	Business Law II	3
CJ	101	Introduction to Criminal Justice	3
CJ	330	Criminal Law and Procedure	3
Pols	314A/314B	Governmental Power & U.S. Constitutional Law	3-4
Pols	316A/316B	Rights & Liberties and U.S. Constitutional Law	3-4
Minimum Semester Credits			6

Other courses with a significant legal component may count for this with the approval of the Pre-Law Advisor.

Students cannot take multiple sections of classes that are cross-listed with other departments or have different sections or numbers within the same discipline. At least 9 credits must be unique to the minor – i.e., they cannot also fulfill other major or minor requirements.

Total Minimum Semester Credits **18**

Minor in Global Studies

The Global Studies minor complements foreign language study, and provides exposure to the culture, history, and politics of societies beyond a single foreign area. It is an excellent companion to majors in many fields.

Requirements for the Global Studies Minor

Dept.	Course No.	Course Title	Credits
Flan		Two consecutive foreign language courses beyond the minimum university requirements	6
Comm	305	Cross-Cultural Communication	3
Semester Credits			9

Plus three of the following history and politics courses:

Dept.	Course No.	Course Title	Credits
Hist	202/302	Europe: 1900 to Mid-Century	3
Hist	222/322	History of the Middle East	3
Hist	244/344	19 th -Century Europe	3
Hist	254/354	Evolution of War	3
Hist	262/362	History of China	3
Hist	264/364	The French Revolution & the Age of Napoleon	3
Hist	268/368	History of India	3-4
Pols	368	Politics in India	4
Pols	225/325	Comparative European Governments	3-4
Pols	233/333	World Politics	3-4
Pols	335A/335B	The European Union	3-4
Minimum Semester Credits			9

Plus two of the following world literature and culture courses:

Dept.	Course No.	Course Title	Credits
Art	312	Comparative Art Forms: East and West	3
Engl	230	English Literature to 1785	3
Engl	231	English Literature from 1785	3
Engl	305	Studies in the British Novel	3
Engl	319	Modern British Drama	3
Engl	320	British Romanticism	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
Semester Credits			6

Special topics classes in any department can be used to fulfill part of this requirement with the approval of the Department of History and Political Science.

Students cannot take multiple sections of classes that are cross-listed with other departments or have different sections or numbers within the same discipline. At least 9 credits must be unique to the minor – i.e., they cannot also fulfill other major or minor requirements.

Total Minimum Semester Credits

24

Course Descriptions

The abbreviations following course titles indicate how the course may be counted toward general requirements.

HISTORY (Hist)

202-3 Europe: 1900 to Mid-century

Internal developments and the external relations of European states from 1900 to the outbreak of the Cold War.

203-3 European Intellectual History I

A survey of the most influential thinkers of the European tradition from the Middle Ages through the Scientific Revolution. *Fall*

204-3 European Intellectual History II

A continuation of Hist 203, this course focuses on the important thinkers from the Enlightenment to the early 20th century. *Spring*

207-3 The United States to 1865

The United States from the colonial period to the close of the Civil War. *Fall*

208-3 The United States Since 1865

From the Civil War to the present. *Spring*

222-3 History of the Middle East

The development of the Middle East from Muhammad to the modern world, including contemporary problems.

231-3 The American West

The history of frontier expansion from the colonial period through the early 20th century, with primary emphasis on the settlement of the trans-Mississippi West in the 19th century. Also considers the 20th century development of the West. *Open to freshmen*

244-3 19th Century Europe

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.

254-3 Evolution of War

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.

262-3 History of China

A survey of Chinese history, covering the earliest dynasties, Imperial unification, political, economic, and social development, foreign challenges, civil war and revolution, Sino-American relations, and contemporary issues in the People's Republic. Not open to students who have already taken Pols 362. *Offered every other spring*

264-3 The French Revolution and the Age of Napoleon

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 nation state. Attention will focus on the Enlightenment, the course of revolution, various social and political reforms, the forces of radicalism and popular violence, and the origin of nationalism. In addition, the career of Napoleon and its military and political impact on Europe will be considered

268-3 History of India

An examination of the history, geography, culture, and politics of India from its legendary prehistory through today. *Offered fall of odd-numbered years.*

274-3 History of Medicine

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

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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. Disease in history and the development of surgery will also be considered.

291-3 Western Civilization I

An introduction to the history of the Near East and Europe from prehistoric times to the Renaissance.

292-3 Western Civilization II

Introduction to the history of Western Europe from early modern times to the present.

301-2-4 Special Readings and Topics in U.S. Studies

Individually directed and structured readings or topics in U.S. history. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

302-1-4 Special Readings and Topics in Non-U.S. Studies

Individually directed and structured readings or topics in non-U.S. history. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

303-3 The Civil War and Reconstruction

An examination of the sectional controversy, the Antebellum South and slavery, the failure of the political system to resolve peacefully the conflict between the North and South, the conduct of the War, and the nature of Reconstruction.

304-3 Medieval Europe

The development of medieval society, culture, religion, and political institutions from A.D. 325 to 1453.

305-3 Ancient Near East

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to

how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as Rel 305.

306-3 Renaissance and Reformation

Europe in transition from medieval to early modern institutions and values. Themes include the rediscovery of the classical heritage and reinterpretation of Christianity.

307-3 Ancient Greece

The history and civilization of the Greek world from the Minoan-Mycenaean period to the Hellenistic kingdoms.

308-3 Ancient Rome

The history and civilization of Rome from its foundation to the reign of Diocletian.

312-3 North Dakota History

Same as Educ 312. Will not satisfy a history general requirement. *Spring, even years*

316-3 Religion in American History

An examination of the history of religion in America and the role religion has played in the development of American culture. Emphasis is placed on the development of major American denominations, on non-Christian religions, and on the relationship of religion and politics in America. Same as Rel 316. *Fall odd years*

322-3 History of the Middle East

The development of the Middle East from Muhammad to the modern world, including contemporary problems. Required research paper.

331-3 The American West

The history of frontier expansion from the colonial period through the early 20th century with primary emphasis on the settlement of the trans-Mississippi West in the 19th century. Also considers the 20th century development of the West. *Open to freshmen*

340-3 Historiography and the Historical Profession

A study of how history is written, the ethics and standards of the history profession, and an

introduction to various sub-fields within the discipline of history. History majors only or instructor permission.

344-3 19th Century Europe

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.

354-3 Evolution of War

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.

362-3 History of China

A survey of Chinese history, covering the earliest dynasties, Imperial unification, political, economic, and social development, foreign challenges, civil war and revolution, Sino-American relations, and contemporary issues in the People's Republic. Not open to students who have already taken Pols 362. *Offered every other spring*

364-3 The French Revolution and the Age of Napoleon

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 nation state. Attention will focus on the Enlightenment, the course of revolution, various social and political reforms, the forces of radicalism and popular violence, and

the origin of nationalism. In addition, the career of Napoleon and its military and political impact on Europe will be considered. Required research paper.

368-3 History of India

Same as Hist 268 with required research paper. Prerequisite: sophomore standing. *Offered fall of odd-numbered years.*

374-3 History of Medicine

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. Disease in history and the development of surgery will also be considered. Required research paper.

391-3 American Economic History

An examination of the history of economic development in America from colonial times to the present. Emphasis is placed on the development of the major agricultural, commercial, financial, industrial, and transportation enterprises in the United States.

450-1-3 Internship in History

A supervised experiential learning course for students interested in public history. A written report on the experience will be required, and preliminary readings and a report from the agency involved may be required.

480-3 Senior Seminar in History

A capstone course in which students will read and discuss advanced historical texts, and each student will conduct an extensive research project. Precise topic or sub-field of history will vary.

POLITICAL SCIENCE (Pols)

Pols 104-3 American National Government

An examination of the origins, structure, and processes of the institutions of the U.S. government, with an emphasis on constitutional design. Required for Political Science majors and minors. *Fall and Spring.*

Pols 212-3 Congress & the Presidency

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. *Spring, even year.*

Pols 225-3 Comparative European Governments

A comparative evaluation of the history, government, and politics of the United Kingdom, France, and Germany, and Italy. Required for Political Science majors and minors. *Offered spring of even-numbered years.*

Pols 233-3 World Politics

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. *Fall, even years.*

Pols 311-3 Federal Indian Policy

An examination of the U.S. government's policies toward the native peoples of North America. Topics covered include warfare, education and civilization programs, land cessions, Indian citizenship, the debate over tribal citizenship, the debate over tribal sovereignty, and the special concerns of non-reservation Indians. *As needed.*

Pols 312-4 Congress & the Presidency

Same as Pols 212 with required research paper. Prerequisite: sophomore standing. *Spring, even years.*

Pols 314A-3 Governmental Power and U.S. Constitutional Law

An examination of how the Supreme Court interprets the U.S. Constitution in the area of the scope and limitations on governmental power. Prerequisite: sophomore standing. *Spring, odd years.*

Pols 314B-4 Governmental Power and U.S. Constitutional Law

Same as Pols 314A with required research paper. Prerequisite: sophomore standing. *Spring, odd years.*

Pols 316A-3 Rights & Liberties and U.S. Constitutional Law

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. Prerequisite: sophomore standing. *Fall, odd years.*

Pols 316B-4 Rights & Liberties and U.S. Constitutional Law

Same as Pols 316A with required research paper. Prerequisite: sophomore standing. *Fall, odd years.*

Pols 325-4 Comparative European Governments

Same as Pols 225 with required research paper. Prerequisite: sophomore standing. *Spring, even years.*

Pols 333-4 World Politics

Same as Pols 233 with required research paper. Prerequisite: sophomore standing. *Fall, even years.*

Pols 335A-3 The European Union

An inquiry into the background, structure, and politics in and the contemporary challenges faced by the European Union. *Spring, odd years.*

Pols 335B-4 The European Union

Same as Pols 335A with required research paper. Prerequisite: sophomore standing. *Spring, odd years.*

Pols 342A-3 American Foreign Policy

An examination of the origins, history, and practice of American foreign relations from the Revolutionary era through today. *Spring, odd years.*

Pols 342B-4 American Foreign Policy

Same as Pols 342A with required research paper. Prerequisite: sophomore standing. *Spring, odd years.*

Pols 352A-3 American Economic Policy

An examination of the history, politics, and process of U.S. monetary, regulatory, and fiscal policymaking. Required for Political Science majors. Prerequisite: sophomore standing. *Fall, even years.*

Pols 352B-4 American Economic Policy

Same as Pols 352A with required research paper. Prerequisite: sophomore standing. *Fall, even years.*

Pols 368-4 Politics in India

Same as Hist 268 with required research paper on contemporary politics. Prerequisite: sophomore standing. *Fall, odd years.*

Pols 391-3 American Economic Development

Same as Hist 391. *As needed.*

Pols 396-3 Modern Political Thought

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. *Spring, even years.*

Pols 450-1-3 Internship in Political Science

A supervised experiential learning course for students interested in politics, public policy, or the law. A written report on the experience is required, and preliminary readings and a report from the agency involved may be required. Prerequisite: Political Science majors and minors only. *By arrangement.*

Pols 495-3 Independent Study in Political Science

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. *By arrangement.*

OTHER COURSES: History and Political Science

190-1-4 Special Topics

200-1-4 Directed Studies

290-1-4 Special Topics

300-1-4 Directed Studies

390-1-4 Special Topics

400-1-4 Directed Studies

490-1-4 Special Topics

(by arrangement)

Kinesiology

Professor Thorlakson; Associate Professor Kirkeby; Assistant Professors Mahoney (chair) and Walter; Instructors Castle, Hochhalter, and Nunez; Lecturers Becker, Challeen, Cherfils, Clancy, Hager, Hegerle, Iliff, Kapaun, Lovell, Neville, Nienhaus, and Sankey

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.

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

Intended Student Learning Outcomes for the Exercise Science Major

1. The Exercise Science graduates will have the scientific and theoretical knowledge required to become a competent fitness professional.
2. The Exercise Science graduates will recognize the relationship of chronic disease to exercise and distinguish prevention, treatment and pathophysiology of common chronic diseases.
3. The Exercise Science graduates will 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. The Exercise Science graduates will exhibit effective coaching skills to assist in behavior modification, motivation and lifestyle change.
5. The Exercise Science graduates will possess the knowledge, skills and abilities to employ safety skills and injury prevention, perform emergency first aid and emergency cardiac care.
6. The Exercise Science graduate will delineate and apply basic principles of business management, program administration and marketing to create quality fitness and health promotion programs.
7. The Exercise Science graduate will demonstrate dispositions essential to becoming effective professionals.

Requirements for the Exercise Science Major

Choose one of the following pre-requisites for Biology 208 / 209:

Dept.	Course No.	Course Title	Credits
Biol	120	Essentials of Biology & Chemistry for Health Sciences	3
Biol	150	Intro to Biology I	4
Chem	133	General Chemistry I	4
Semester Credits			3-4

Exercise Science Course Requirements

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	240	Nutrition and Wellness	2
KNS	260	Technology Integration in PE, Health and Fitness	3
KNS	310	Biomechanics of Human Movement	3

KNS	260	Technology Integration in PE, Health, & Fitness	3
KNS	309	Basic Biomechanics	3
KNS	402	Exercise Physiology	3
KNS	404	Exercise Physiology Lab	1
KNS	410	Methods in Aerobic & Resistance Training	3
KNS	416	Health and Fitness Internship/Field Experience	2
KNS	451	Seminar in HFA/PE	2
Semester Credits			27

Core Business Requirements

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Busn	322	Human Resource Management	3
Econ	201	Principles of Microeconomics	3
Semester Credits			18

Correlative Requirements

Choose one of the following two courses:

Dept.	Course No.	Course Title	Credits
Comm	314	Publicity and Public Relations	3
Comm	320	Organizational Communication	3
Semester Credits			3
Total Semester Credits			48

Other Requirements and Recommendations

Recommended – Students are encouraged to double major with Business Administration and pass a Personal Training Certification Exam.

Intended Student Learning Outcomes for the Health and Physical Education Teacher Education Major

1. Health and Physical Education candidates 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. Health and Physical Education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. Health and Physical Education candidates 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. Health and Physical Education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
5. Health and Physical Education candidates 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. Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education, expanded physical activity opportunities, and health promotion and support the development of health and physically literate individuals.

Requirements for the Health and Physical Education Teacher Education (H.P.E.T.E.) Major, B.A.

Health and Physical Education Course Requirements

Dept.	Course No.	Course Title	Credits
KNS	111	Beginning Swimming	1
KNS	182	Introduction to Kinesiology	2
KNS	183	Personal Health & Wellness	3
KNS	207/208	Beginning or Intermediate Weight Training	1
KNS	215/216	Social Dance I or II	1
KNS	217	Human Anatomy & Physiology I	3
KNS	218	Human Anatomy & Physiology II	3
KNS	240	Nutrition & Wellness	2
KNS	260	Technology Integration in Health, PE, & Fitness	3
KNS	261	Methods & Activities for Teaching Elementary PE	3
KNS	262	Middle School Activities & Materials	2
KNS	263	High School Activities & Materials	2
KNS	264	Teaching Fitness Education	2
KNS	305	Curriculum, Standards, & Assessment	3
KNS	309	Basic Biomechanics	3
KNS	311	Motor Learning & Development	3
KNS	346	Adapted Physical Education	2
KNS	360	Methods in Health Education	3
KNS	361	Methods in Physical Education	4
KNS	385	Sports First Aid & Injury Care	3
KNS	402	Exercise Physiology	3
KNS	404	Exercise Physiology Lab	1
PSYC	373	Human Sexuality	3
Semester Credits			56

Teacher Education Course Requirements

Dept.	Course No.	Course Title	Credits
Educ	100	Praxis Preparation	0
Educ	201	Introduction to Teaching	3
Educ	253	Applied Cognitive Theories	3
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	306	Multicultural Education	3
Educ	398	TED Seminar I	1
Educ	399	TED Seminar II	1
Educ	498	Student Teaching Seminar	1
Educ	499	Student Teaching	12
Semester Credits			27 credits

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 100: Praxis Preparation
4. Minimum grade of C- in Engl 101 and Engl 102
5. Minimum grade of C- in Comm 102 or 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

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:

Dept.	Course No.	Course Title	Credits
Psyc	203	Developmental Psychology (<i>Cultural and Social Heritage Category</i>)	3
Math	102	Intermediate Algebra	3
Math	111 or	College Algebra (<i>or higher</i>)	

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.

Intended Student Learning Outcomes for the Physical Education Major

1. Graduates will know and apply discipline-specific scientific and theoretical concepts towards their personal health & wellness.
2. Graduates will become physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated by SHAPE.
3. Graduates will possess the knowledge, skills, and abilities to assess student/athlete fitness levels and prescribe fitness plans to meet a variety of goals.
4. The graduate will be able to distinguish and compare various psychological and sociological concepts, principles, and strategies that apply to physical activity and sport.
5. Graduates will demonstrate dispositions essential to becoming effective professionals.

Requirements for the Physical Education Major (non-teaching)

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	184	Health Education	3
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3
KNS	260	Technology Integration in PE, Health, & Fitness	3
KNS	309	Basic Biomechanics	3
KNS	346	Adapted Physical Education	2
KNS	402	Exercise Physiology	3
KNS	404	Exercise Physiology Lab	1
KNS	420	Organization and Administration of Physical Education and Athletics	3
KNS		Physical Education Electives (see advisor)	11
		Semester Credits	37

And the following activity classes:

Dept.	Course No.	Course Title	Credits
KNS		Dance	1
KNS		Beginning Swimming	1
KNS		Weight Training and Fitness	1
KNS		Elective activity classes	2
		Semester Credits	5
		Total Semester Credits	42

Requirements for the Physical Education Minor

Dept.	Course No.	Course Title	Credits
KNS	182	Intro to Kinesiology	2
KNS	184	Health Education	3
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3
KNS	260	Technology Integration in PE, Health, & Fitness	3
KNS	309	Basic Biomechanics	3
KNS	420	Organization and Administration of Physical Education and Athletics	3
KNS		Theory Electives	4
		Semester Credits	24

And the following activity classes:

Dept.	Course No.	Course Title	Credits
KNS		Dance	1
KNS		Beginning Swimming	1
KNS		Weight Training and Fitness	1
KNS		Elective activity classes	2
		Semester Credits	5
		Total Semester Credits	29

Courses Required for the Coaching Minor

Dept.	Course No.	Course Title	Credits
KNS	217	Essentials of Anatomy and Physiology I	3
KNS	218	Essentials of Anatomy and Physiology II	3
KNS	309	Basic Biomechanics	3
KNS	351	Coaching Principles	3
KNS	385	Sport First Aid & Injury Care	3
KNS	415	Sociological and Psychological Aspects of Sports	3

KNS	420	Organization and Administration of Physical Education and Athletics	3
Semester Credits			21

4 credits chosen from the following courses:

KNS	249	Theory of Coaching Football	2
KNS	250	Theory of Coaching Basketball	2
KNS	252	Theory of Coaching Soccer	2
KNS	254	Theory of Coaching Wrestling	2
KNS	255	Theory of Coaching Baseball	2
KNS	257	Theory of Coaching Track and Field	2
KNS	259	Theory of Coaching Volleyball	2
Semester Credits			4
Total Semester Credits			25

Course Descriptions

(KNS)

THEORY COURSES

182-2 Introduction to Kinesiology

A basic course with emphasis on concepts, requirements, trends, career opportunities, and the place of these disciplines in everyday life.

Fall and Spring

183-3 Personal Health & Wellness

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. *Fall*

217-3 Essentials of Anatomy & Physiology I

The study of the shape and structure of the human body as it pertains to the anatomical system. The study of the functions of the human body and its parts as it pertains to the physiological systems. *Fall*

218-3 Essentials of Anatomy & Physiology II

A continuation of KNS 217. Prerequisite: KNS 217 or Bio 208. *Spring*

240-2 Nutrition and Wellness

An introduction to human nutrition with emphasis on the relationship of nutrition to growth, development, health, physical and mental functioning. Sources, functions, interrelationships and human requirements of the nutrients, protein, carbohydrate, fat, minerals and vitamins will be

examined as will energy needs throughout the life cycle. Current issues having to do with weight management, fad diets, food safety, additives, behavioral effects of foods, advertising, etc., will be included. The course content will also give students an overview of information on decision-making, analyzing health information, developing a positive self-image and understanding the need for a lifelong commitment in the development of a health promoting lifestyle. *Spring*

249-2 Theory of Coaching Football

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate football. *Spring*

250-2 Theory of Coaching Basketball

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate basketball. *Fall*

252-2 Theory of Coaching Soccer

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate soccer. *Spring, even years*

254-2 Theory of Coaching Wrestling

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate wrestling. *Spring, odd years*

255-2 Theory of Coaching Baseball

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate baseball. *Fall*

257-2 Theory of Coaching Track and Field

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate track and field. *Spring*

259-2 Theory of Coaching Volleyball

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate volleyball. *Spring, even years*

260-3 Technology Integration in Physical Education, Health, and Fitness

This course provides students with a practical understanding of computer software, hardware, and hand held devices and monitors designed to enhance instruction and feedback in a variety of health and physical education related professions. *Spring*

261-3 Methods & Activities for Teaching Elementary Physical Education

This course is designed to teach activities, materials, methods of instruction, planning and development of programs, and basic characteristics of children and how they learn motor skills. This information is applied to teaching, organizing, and evaluating a school physical education program. Prerequisite: HPETE or elementary education major or permission. *Spring*

262-2 Middle School Activities & Materials

This course will provide instruction of various fundamental movements for middle school students. Students will be exposed to such activities as team sports, personal fitness, and games. *Fall, odd years*

263-2 High School Activities & Materials

This course will provide instruction of various fundamental movements for high school students. Students will be exposed to lifetime activities and personal fitness. *Fall, even years*

264-2 Teaching Fitness Education

This course will learn how to incorporate health-related physical fitness and lifetime activity into physical education programs. The course will involve an in-depth look at strategies, research, and activities of the Physical Best program and FITNESSGRAM. *Spring, even years*

305-3 Curriculum, Standards, and Assessment in PE

This course connects theory and practice by providing a practical approach to curriculum writing, standards development and assessment techniques used in K-12 physical education programs. *Spring, odd years*

309-3 Basic Biomechanics

An introduction to the concepts of mechanics as they apply to human movement, particularly those pertaining to physical activity, sport and exercise. Students will gain a basic understanding of mechanical and anatomical principles that govern human motion and develop the ability to link anatomical structure of the human body with its function from a mechanical perspective. Prerequisite: KNS 217 or Biol 208. *Spring*

310-3 Biomechanics of Human Movement

An in-depth study of human movement and physiological performance, specifically the musculoskeletal system. An appreciation of the basic principles of assessing the effects of physical activity on the human body. Prerequisite: KNS 217 or Biol 208. *Spring*

311-3 Motor Learning and Development

The study of theories, principles, and concepts that increase the capability of a person in performing a motor or sport skill from the developmental perspective. The student will be involved in lectures and small group experiences in motor learning, control, and development. Students will develop an understanding of the cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning. Special attention is given to the relationship between motor skill acquisition/ learning and motor control theories. *Fall, even years*

346-2 Adaptive Physical Education

A study of the physical education and recreation program designs geared to the needs and desires of children with various types of physical handicaps. This course provides experience in planning and administering programs, with practical experiences in local community programs. *Fall, odd years*

351-3 Coaching Principles

This course will provide the foundation of what it takes to be a successful coach, using a philosophy of an Athletes First, Winning Second approach, and how you can put that into action. The course will investigate coaching philosophies, coaching styles, communication, motivation, and management. It also looks at the approach to coaching, and how to teach the technical and tactical skills of sports. *Fall*

360-3 Methods in Health Education

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 and 240. *Spring*

361-4 Methods in Physical Education

This course is designed to teach activities, materials, methods of instruction. This course includes the planning and development of programs and basic characteristics of students. This information is applied to teaching, organizing, and evaluating a school physical education program. Prerequisite: KNS 261 and junior standing. *Fall*

385-3 Sport First Aid & Injury Care

This course will cover protocols for conducting emergency action steps in the field of competition. Procedures such as conducting the physical assessments, administering first aid for bleeding, tissue damage, moving an injured athlete, and returning athletes to play will be covered. Strategies for greatly reducing athletes' risk of

injury or illness will be covered. Students will complete their CPR and AED certifications in the course. Prerequisite: KNS 217 or Biol 208. *Fall and Spring*

402-3 Exercise Physiology

This course provides an overview of exercise physiology theory and principles related to acute and chronic exercise including concepts such as muscular work, fatigue, differences in response to exercise related to gender, age, training and detraining. Environmental conditions will also be discussed. HFA, HPE, and PE majors. Co-requisite: KNS 404. Prerequisite: KNS 217 and 218. *Fall*

403-3 Advanced Exercise Physiology

Advanced study of exercise physiology including metabolic calculations, physiologic and metabolic responses to acute and chronic exercise and exercise testing, basic ECG reading, understanding abnormal response to exercise and effects of common medications on exercise response. Environmental conditions will also be discussed. Exercise Science / Biology majors Co-requisite: KNS 404. Prerequisite Biol 208 and 209. *Fall*

404-3 Exercise Physiology Lab

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. Prerequisites: Biol 208/209 or KNS 217/218. Corequisites: KNS 402 or KNS 403. *Fall*.

410-3 Methods in Aerobic and Resistance Training

This course will investigate the major components of physical fitness, exercise prescription for aerobic and resistance training and the principles related to their development. The subjects of

exercise testing, informed consent along with the benefits and risks associated with exercise will be addressed. The introduction to the modification of exercise for special populations will be covered. Prerequisite: KNS 402 or 403. *Spring*

411-3 Personal Training

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). Pre-requisites: Biol 209 or KNS 218, and KNS 309 or 310 (preferably KNS 402 or 403). *Fall*

415-3 Sociological and Psychological Aspects of Sport

This course addresses the psychological and social dimensions of coaching. Content includes personality factors of the athlete, motivation, conducting effective practices, cultural and minority problems, and learning and training factors. *Spring*

416-1-8 Health and Fitness Administration Internship

This Capstone experience is the culminating experience in a student's academic preparation, bridging the gap from the academic setting to the professional. Students will utilize the knowledge, skills and abilities they have mastered and apply them in an approved internship setting. Prerequisite: KNS 402 or 403. *Fall, Spring, or Summer*

420-3 Organization and Administration of Physical Education and Athletics

This course analyzes problems of organization, administration, and supervision in interscholastic athletic programs. Curriculum planning and design, budgeting, legal liabilities, administrative policies, and evaluation are included. *Spring*

425-1-8 Exercise Science Internship

This Capstone experience is the culminating experience in a student's academic preparation, bridging the gap from the academic setting to the professional. Students will utilize the knowledge, skills and abilities they have mastered and apply them in an approved internship setting. Prerequisite: KNS 385 and KNS 403. *Fall, Spring, or Summer*

430-4 Exercise Prescription and Weight Management

In depth experience in creating safe and effective exercise prescription and progression for healthy populations and modification of exercise programs for special populations. Special emphasis will be placed on body composition, obesity, and exercise prescription for weight management. In depth study of energy balance and nutritional guidelines, consequences of inappropriate weight loss, and exercise prescription for weight management will be covered. Advanced experience in assessing body composition. Prerequisite: KNS 402 or 403 and KNS 410. *Spring*

431-3 Exercise Management in Chronic Disease

This course focuses on the care and treatment of clients with chronic disease and/or disability and provides students with knowledge for designing appropriate exercise prescriptions that can positively affect functional capacity and/or slow or prevent exercise intolerance. Students will learn how to develop appropriate exercise prescriptions for clients with chronic diseases including hypertension, heart disease, arthritis, low back pain, fibromyalgia, cancer, osteoporosis, and more. Prerequisite: KNS 402 or 403 and KNS 410. *Fall*

451-2 Senior Seminar in Health & Fitness Administration

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 and ethical behavior. *Fall*

452-2 Senior Seminar in Exercise Science

This Capstone course is designed to prepare students for their professional life. Students will practice the practical fitness assessment skills and the fundamental knowledge required to pass the exam. Mock HFS exam will be taken. Prerequisite: KNS 403, 410, and senior status. *Fall and Spring*

ACTIVITY COURSES

111-1 Beginning Swimming

American Red Cross program in beginning swimming. Basic introduction for non-swimmers. This course will be taken at the Two Rivers Activity Center (TRAC) pool, and has a \$25 lab fee. *Fall and Spring*

207-1 Beginning Weight Training and Fitness

Instruction in the fundamentals and practical applications of weight training and physical fitness principles. *Fall and Spring*

208-1 Intermediate Weight Training and Fitness

This course continues and advances the objectives set forth in KNS 207: Beginning Weight Training. It will allow students to work with the overload principle and develop split routines. Prerequisite: KNS 207 or permission. *Fall and Spring*

209-1 Advanced Weight Training and Fitness

Participation in strength evaluation. Instruction in designing weight training programs for personal fitness trainers, physical education teachers, coaches, and others working in areas of physical fitness. *As needed*

215-1 Social and Contemporary Dance I

Instruction and practice in modern and contemporary dance patterns and steps.

216-1 Social and Contemporary Dance II

This course is a continuation of KNS 215. It offers a more intense practice and development of routines for the dances learned in the previous class. *Spring*

219-1 Tennis/Golf

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of tennis and golf. *Fall*

221-1 Bowling

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of bowling. *Spring*

270-1 Intercollegiate Athletics

Credit may be earned through satisfactory participation in the following sports: baseball, basketball, cross country, dance and cheer, football, golf, hockey, soccer, softball, track and field, volleyball, and wrestling. Two credits per sport up to a total of four will count toward the total credits for graduation. *Fall and Spring*

190-1-3 Special Topics

200-2-4 Directed Studies

290-1-3 Special Topics

300-2-4 Directed Studies

390-1-3 Special Topics

400-2-4 Directed Studies

490-1-3 Special Topics

495-2-4 Independent Study

Mathematics

Assistant Professors Harpster and Patel

Mission Statement

The mission of the Department of Mathematics is to provide students with a high quality education that enables them to understand the logical structure, application, and historical background of mathematics. Upon graduation, students should be well prepared to either enter the job market or continue their education in a graduate program. Ultimately, our students should become independent lifelong learners.

Intended Student Learning Outcomes for the Mathematics Major

1. Demonstrate proficiency in solving routine mathematical problems.
2. Reason abstractly by constructing viable arguments and proofs.
3. Disseminate knowledge of mathematics to others either orally or in writing.
4. Critique the reasoning of others.
5. Demonstrate an understanding of the basic structures of mathematics such linear algebra, real analysis, algebraic structures, and Euclidean geometry (Secondary Mathematics Education Major). Utilize connections to different areas of mathematics when working within those structures (different areas might include algebra, calculus, or FOAM).

Double Majors

Double majors with mathematics as a component are fruitful and deservedly popular. Currently, most popular combinations are with computer science, chemistry, accounting, and education.

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

Requirements for the Mathematics Major

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Math	230	Fundamentals of Advanced Math	3
Math	253	Calculus III	4
Math	314	Technology in Mathematics	3
Math	315	Linear Algebra	3
Math	352	Ordinary Differential Equations	3
Math	360	Junior Seminar	1
Math	405	Real Analysis	3
Math	415	Algebraic Structures	3
Math	460	Senior Seminar	1
Phys	203	Physics I	5
Semester Credits			38

Plus 9 credits from the following math electives:

Dept.	Course No.	Course Title	Credits
Math	310	Discrete Mathematics	3
Math	353	Partial Differential Equations	3
Math	359	Topology	3
Math	401	Mathematical Statistics I	3
Math	402	Mathematical Statistics II	3
Math	404	Geometry	3
Math	406	Complex Analysis	3

Mathematics

Math	412	History of Mathematics	3
Math	300,390, 400 490, 495	Directed Study, Independent Study, or Special Topics	3
Semester Credits			9
Total Semester Credits			47

Suggested Course Sequence for the Mathematics Major

Freshman Year

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Phys	203	Physics I	4

Sophomore Year

Dept.	Course No.	Course Title	Credits
Math	230	Fundamentals of Advanced Math	3
Math	253	Calculus III	4
Math	315	Linear Algebra	3
Math	352	Ordinary Differential Equations	3

Junior Year

Dept.	Course No.	Course Title	Credits
Math	314	Technology in Mathematics	3
Math	360	Junior Seminar	1
Math	405	Real Analysis	3
Math	415	Algebraic Structures	3
Math		300-level Electives	3

Senior Year

Dept.	Course No.	Course Title	Credits
Math	460	Senior Seminar	1
Math		Two 400-level Electives	6

Requirements for the Mathematics Minor

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	205	Statistics	3
Math	230	Fundamentals of Advanced Math	3
Math	253	Calculus III	4
Math		Two 300 or 400-level Electives	6
Phys	203	Physics I	5
Total Semester Credits			24

Mathematics Education

This major is designed for individuals who seek a career in teaching secondary school mathematics. Additional co-requirements for teacher certification are offered by the Teacher Education Department (see the *Teacher Education* section of this Catalog.) Supporting programs in science and/or computer science are encouraged.

Requirements for the Mathematics Education Major

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Math	205	Statistics	3
Math	230	Fundamentals of Advanced Math	3
Math	314	Technology in Mathematics	3
Math	315	Linear Algebra	3
Math	360	Junior Seminar	1
Math	404	Geometry	3
Math	405	Real Analysis	3
Math	410	Secondary Mathematics Education	3
Math	412	History of Mathematics	3
Math	415	Algebraic Structures	3
Math	460	Senior Seminar	1
Phys	203	Physics I	5
Total Semester Credits			43

Suggested Course Sequence for the Mathematics Education Major

Freshman Year

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	152	Calculus II	4
Math	175	LaTeX	1
Math	205	Statistics	3

Sophomore Year

Dept.	Course No.	Course Title	Credits
Math	230	Fundamentals of Advanced Math	3
Math	315	Linear Algebra	3
Math	405	Real Analysis	3
Phys	203	Physics I	4

Junior Year

Dept.	Course No.	Course Title	Credits
Math	314	Technology in Mathematics	3
Math	360	Junior Seminar	1
Math	404	Geometry	3
Math	410	Secondary Mathematics Education	3
Math	412	History of Mathematics	3

Senior Year

Dept.	Course No.	Course Title	Credits
Math	415	Algebraic Structures	3
Math	460	Senior Seminar	1

Course Descriptions

(Math)

101-3 Ideas in Mathematics

An overview of basic mathematics concepts — logic, sets, number theory, operations and properties of sets of numbers, algebra, geometry, measurement and problem solving, consumer math, and the historical roots of mathematics. *Fall and Spring*

102-3 Intermediate Algebra

Topics include linear and quadratic equations and inequalities, polynomials, factoring, rational functions, exponents, and graphing. Prerequisite: two years of high school algebra, or by placement. *Fall and Spring*

Math 105-3 Applied Business Statistics

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. *Fall*

106-3 Mathematical Applications for Management

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. *Spring*

111-3 College Algebra

A study of exponents, radicals, linear and quadratic equations and inequalities, polynomials, rational functions, logarithms, and graphing. Prerequisite: Two years of high school algebra or college equivalent. Placement exam required or a grade of C- or higher in Math 102. *Offered as needed*

112-3 Trigonometry

A study of right-triangle and circular trigonometry, including: trigonometric functions, identities, analytic trigonometry, and applications. Prerequisite: Placement exam or a grade of C- or better in Math 111. *Offered as needed*

113-4 Pre-Calculus

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 functions); solving algebraic and trigonometric equations; and trigonometric identities. Prerequisite: Two years of high school algebra. *Fall*.

130-3 Applied Calculus

Elementary concepts of differential and integral calculus as applied to business and economics. Includes a discussion of limits and continuity. Prerequisite: Two years of high school algebra and trigonometry or college equivalent. *Offered as needed*

151-4 Calculus I

This is the first course in a three-semester sequence. This sequence is designed for the engineering, science, or mathematics majors who need to master the techniques of calculus. This course includes functions and their limits, slopes and tangent lines, differentiation rules (including those for trigonometric functions), Chain Rule, linearization, approximation, Newton's Method, extreme values and curve sketching, optimization, and the Mean Value Theorem and its applications. Also included is an Integral Calculus and the basic integration techniques. Prerequisite: Placement exam, math 113 - Pre-Calculus or College mathematics equivalent. *Fall and Spring*

152-4 Calculus II

This course is a continuation of Calculus I. Provides students with a detailed knowledge of the calculus of transcendental functions (differentiate and integrate inverse trigonometric and hyperbolic functions), formal integration methods (integration by parts integration of powers of trigonometric functions, trigonometric substitution, partial fractions, and selected special substitutions), evaluating improper integrals, analyzing indeterminate forms and using L'Hôpital's rule, infinite series, power series, construct Taylor and Maclaurin series for functions, differential equations and analytic geometry (parabolas, ellipses and hyperbolas). Prerequisite: Math 151 - Calculus I or AP Calculus (4 or higher). *Offered as needed*

175-1 LaTeX

This course provides students with an introduction to technical writing and computer presentation with LaTeX. What is LaTeX? LaTeX is based on Donald Knuth's TeX typesetting language to produce well-structured documents particularly those containing scientific formulae, mathematical proofs or computer programs for publication. This course will cover the following topics: History of LaTeX, LaTeX Installation, Typesetting Basics, Math Typesetting, Tables, Graphics, Packages, Programming, Document Classes, BibTeX, Beamer and Creating Packages. *Spring*

205-3 Statistics

An introduction to descriptive and inferential statistics. Intended primarily for students of the social sciences, business, psychology, and education. Includes organizing and describing data, probability, random variables, sampling distributions, estimation, hypothesis testing, correlation, regression, and analysis of variance. Prerequisite: Two years of high school algebra or college equivalent. *Fall and Spring*

230-3 Fundamentals of Advanced Mathematics

A study of selected topics designed to prepare the student for advanced mathematics courses.

Topics include logic and set theory, methods of proof, mathematical induction, mathematical recursion, and problem solving. Prerequisites: Math 152 or permission. *Fall*

253-4 Calculus III

A continuation of Calculus II - Differential and integral calculus in three dimensions with vector analysis. Vectors and curvilinear motion; partial derivatives; gradient and its applications; multivariable Chain Rule; maxima and minima, including Lagrange multipliers; double and triple integration; line integrals; Green's Theorem; surface integrals; Divergence Theorem; Stokes's Theorem; surface integrals; Divergence Theorem; Stokes's Theorem. Prerequisite: Math 152. *Offered as needed*

310-3 Discrete Mathematics

A study of sets, binomial coefficients, lattice paths, inclusion-exclusion, combinations and permutations, recursions, induction, and graph theory. Applications to computer science and operations research. Prerequisite: Math 230 or permission. *Offered as needed*

314-3 Technology in Mathematics

The goal of this course is to learn in an exploratory fashion how to use programming skills and mathematical software to solve a variety of mathematical/scientific problems. The course will concentrate on programming. The initial foundation in programming will be built using Python and will also investigate the integration of various freely available software programs (like Geogebra, Mathematica, GNUPlot, R) into mathematics education. Prerequisite: Math 152. *Offered as needed*

315-3 Linear Algebra

A study of systems of linear equations, matrices, vector spaces and linear transformations, determinants, eigenvalues, and eigenvectors. Prerequisite: Math 230 or permission. *Offered as needed*

Mathematics

352-3 Ordinary Differential Equations

A study of exact equations, integrating factors, undetermined coefficients, linear systems, variations of parameters, and Laplace transformations. Prerequisite: Math 152. *Offered as needed*

353-3 Partial Differential Equations

A study of Fourier Series, Fourier Transforms, boundary value problems for partial differential equations of mathematical physics, series solutions, and Sturm-Liouville problems. Prerequisite: Math 253 or Math 352. *Offered as needed*

359-3 Topology

A study of sets, relations, functions, countable and uncountable sets, real numbers, metric and general topological spaces, continuous functions, convergence, compactness, and connectedness. Prerequisites: Math 230 and Math 253. *Offered as needed*

360-1 Junior Seminar

Students will begin the process of investigating a mathematical concept or process, or the historical development of an idea. At the end of this course, students will have completed an abstract, introduction, table of contents, and the first chapter of their paper. *Spring*

401-3 Mathematical Statistics I

A study of probability density functions, distribution functions, moment generating functions, estimators, and statistical inference. Prerequisite: Math 152. *Offered as needed*

402-3 Mathematical Statistics II

A continuation of Math 401. A study of inference, maximum-likelihood and least-squares estimation, goodness of fit, non-parametric methods, regression analysis, and unbiased estimators. Prerequisite: Math 401. *Offered as needed*

404-3 Geometry

Topics include differential geometry, non-Euclidean geometry, advanced Euclidean

geometry, and fractals. Prerequisites: Math 230. *Offered as needed*

405-3 Real Analysis

A study of continuity, differentiability, Riemann-Stieltjes integral, and uniform convergence. Prerequisites: Math 230. *Offered as needed*

406-3 Complex Analysis

A study of complex plane, functions of a complex variable, Cauchy's theorem and integral formula, Taylor's and Laurant's theorems, residue calculus, and conformal mappings. Prerequisites: Math 405. *Offered as needed*

410-3 Secondary Mathematics Education

An applied study of current strategies, materials, technologies, and content related to the learning and teaching of secondary school mathematics. Units and lessons in applied arithmetic, algebra, geometry, functions, probability and statistics, trigonometry, and discrete mathematics, with attention to the historical significance of ideas. Includes hands-on investigations with manipulatives, visuals, graphing calculators, and computers. Also included are graphing and drawing programs. A field experience component will be required. Required of secondary math education majors. This course will not apply toward the math major or minor requirements. Prerequisite: Math 151. *Fall as needed*

412-3 History of Mathematics

A survey of the history of mathematics from antiquity through the present time. Contributions by various individuals and cultures will be examined. Both European and non-European mathematical developments will be explored, with an emphasis on the interrelationship between mathematics and the culture of the time. Prerequisite: Math 230. *Offered as needed*

415-3 Algebraic Structures

A study of basic ideas of abstract algebra that includes groups, rings, vector spaces, fields, and polynomials. Prerequisite: Math 230. *Offered as needed*

460-1 Senior Seminar

Students will complete the process of investigating a mathematical concept or process, or the historical development of an idea. This will culminate in a final paper and a presentation of their findings before fellow students and faculty members. Prerequisite: Math 360. *Fall*

OTHER COURSES: Mathematics

100-2-4 Directed Studies

200-2-4 Directed Studies

300-2-4 Directed Studies

400-2-4 Directed Studies

495-2-5 Independent Study

190-2-4 Special Topics

290-2-4 Special Topics

390-2-4 Special Topics

490-2-4 Special Topics

Music

Professors Lynch and Valentine (chair); Assistant Professors Kihle and McDermid; Instructor Clodfelter; Lecturers Becker and Harris

Mission Statement

The Music Department at the University of Jamestown prepares students to become professional musicians, teachers of music, and life-long patrons of music. The curriculum in music is presented as an integral part of the liberal arts tradition and prepares students for professional or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

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.

Intended Student Learning Outcomes for the Music Major

1. The student will demonstrate skills in music theory as an expressed understanding of the six elements (i.e. melody, harmony, rhythm, texture, timbre, form) of music.
2. The student will demonstrate fluency in music history and the stylistic characteristics of the six major periods in Western Music (i.e. Medieval, Renaissance, Baroque, Classical, Romantic, and 20th/21st century).
3. The student will demonstrate college-level performance skills in her/his major area of applied study, i.e. their major instrument.
4. The Music Education student will demonstrate skills in 1) music pedagogy, 2) classroom management, 3) rehearsal methods, and 4) ensemble conducting, with a demonstrated knowledge of those ideologies in print, course lecture and field observation.

Intended Student Learning Outcomes for the Music Major (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

Core Requirements for Music Majors

A major in music consists of the core requirements plus the requirements for either the Applied Music major or the Music Education major.

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

Core Requirements

Dept.	Course No.	Course Title	Credits
Mus	100	Music Performance Seminar*	0
Mus	160	Harmony-Theory I	3
Mus	161	Harmony-Theory II	3
Mus	162	Ear Training I	2
Mus	163	Ear Training II	2
Mus	239	Music History I	3
Mus	262	Ear Training III	2
Mus	266	Introduction to Conducting	2
Mus	339	Music History II	3
Mus	340	Music History III	3
Mus	360	Harmony-Theory III	3
Mus	361	Harmony-Theory IV	3
Mus		Applied Lessons in one area	8
Mus		Ensemble Music-4 Years* † (i.e. Chapel Choir, Concert Choir, Wind Ensemble)	8
Total Semester Credits			45

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

* All majors and minors enrolled in applied lessons are required to take Mus 100.

† Voice majors must register for Chapel Choir or Concert Choir as their ensemble. Instrumental majors must register for Wind Ensemble as their ensemble.

Piano Proficiency

All music majors 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.

Requirements for the Applied Music Major (Music Performance)

The Core Requirements 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 and/or German (or other approved foreign language)
- Two semesters of approved general history (i.e., Hist 203 and 204 OR Hist 291 and 292)

Requirements for the Music Education Major

The Core Requirements plus the following:

Dept.	Course No.	Course Title	Credits
Educ	100	PPST Completed	0
Educ	201	Introduction to Teaching	3
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	353	Applied Cognitive Theories	3
Educ	398	TED Seminar I	1
Educ	399	TED Seminar II	1
Educ	419	Student Teaching: Elementary and Secondary	12
Educ	306	Multicultural Education	3
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 in the Elementary School	3
Mus	292	Music Methods: Secondary Choral	2

Music

Mus	293	Music Methods: Secondary Instrumental	2
Mus	319	Instructional Media and Technology for Music	3
Mus	363	Choral Arranging	2
Mus	367	Advanced Conducting Choral	1
Mus	368	Advanced Conducting Instrumental	1
Mus	380	Graded Recital (Jr or Sr year)	0-1
Psyc	203	Developmental Psychology	3
Total Semester Credits			53-54

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 100: Praxis Preparation
4. Minimum grade of C- in Engl 101 and Engl 102
5. Minimum grade of C- in Comm 102 or 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

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:

Dept.	Course No.	Course Title	Credits
Psyc	203	Developmental Psychology (Cultural and Social Heritage Category)	3
Math	102	Intermediate Algebra	3
Math	111	College Algebra (or higher)	

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 for the Fine Arts Music Major

The requirements for the music minor plus:

Dept.	Course No.	Course Title	Credits
Art		Two approved courses in art	6
Thea		Two approved courses in theatre*	6
Total Semester Credits			38

*Thea 201 and 202 will not fulfill this requirement.

For additional information on the fine arts-music major, see the Fine Arts section of this Catalog.

Requirements for the Music Minor

Dept.	Course No.	Course Title	Credits
Mus	100	Music Performance Seminar*	0
Mus	160	Harmony-Theory I	3
Mus	161	Harmony-Theory II	3
Mus	162	Ear Training I	2
Mus	163	Ear Training II	2
Mus	266	Intro to Conducting	2
Mus		Applied Lessons	4
Mus		Ensemble Music-2 years* (Choir or Wind Ensemble)	4

* All majors and minors enrolled in applied lessons are required to take Mus 100.

Plus two of the following courses:

Dept.	Course No.	Course Title	Credits
Mus	239	Music History I	3
Mus	339	Music History II	3
Mus	340	Music History III	3
Total Semester Credits			26

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

**Course Descriptions
(MUS)**

100-0 Music Performance Seminar

The purpose of this seminar, required for all majors and minors, is to bring together students, faculty, and guests for discussion of special topics, presentation of projects, performances, and master classes. Grading is pass/fail. *Fall and Spring*

101-3 Music Appreciation

This course is a basic survey of the music of the Western world. Emphasis will be placed on elements of music, terminology, and form within an historical context. Students will learn to listen and react to music on an emotional and intellectual level. The goal is to establish in the student a life-long enjoyment of this art form. For non-music majors. *Spring*.

102-3 Music in Film

This course will cover music fundamentals and some music history, particularly as they pertain to film music. Study will be provided in how music and sound function in film as well as the history of music and sound in film from the silent era to the present. Prior musical knowledge is not required.

160-3 Harmony/Theory I

In this class the student will gain the ability to discern the design, proportions, and patterns of music by developing skills in musical notation, scales, tonality, key, modes, intervals, transportation, chords, cadences, non-harmonic tones, melody, texture, and simple voice leading. *Fall*

161-3 Harmony/Theory II

In this class the student will gain the ability to discern the design, proportions, and patterns of music by developing skills in 4-part voice leading, harmonic progressions, 7th chords, modulation, and secondary chords. Prerequisite: Mus 160. *Spring*

162-2 Ear Training I

Intervalic, melodic, harmonic, rhythmic dictation, and sight singing. *Fall*

163-2 Ear Training II

Advanced intervalic, melodic, harmonic, rhythmic dictation, and sight singing. Prerequisite: Mus 162. *Spring*

208-1 Wind Ensemble

The wind ensemble allows music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the traditional band and wind

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ensemble repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a large ensemble context. The wind ensemble rehearses four times each week plus sectionals, performs several concerts each semester, and enjoys a regional tour each year. Membership is open to all with high-school-level proficiency, as assessed by the conductor. *Fall and Spring*

209-1 Chapel Choir

Membership by audition. This choir performs at campus functions and at area churches. Two regular rehearsals per week. *Fall and Spring*

210-1 Concert Choir

Membership by audition. The choir has a spring tour to various sections of the United States and Canada. Five regular rehearsals per week. *Fall and Spring*

212-1-2 Small Ensembles

Both vocal and instrumental ensembles are offered to enrich the music experience of interested and qualified performers. Rehearsals are held at the convenience of the director and the students involved. *Fall and Spring*

212A Jazz Ensemble

The jazz ensemble allows music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the swing, jazz, funk, rock, Latin, and popular repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a small ensemble context. The jazz ensemble rehearses two times plus sectionals each week and performs several concerts each semester. Membership is open to all with high-school-level proficiency, as assessed by the conductor. *Fall and Spring*

212B Men's Choir

The Men's Choir is a non-auditioned group providing opportunity for the performance of male chorus literature. A multi-faceted range of repertoire includes classical, hymns, spirituals, folk songs, and popular arrangements.

212C Drumline

The Pride of the Big Orange drumline performs for various athletic and recruiting events on and off campus. The repertoire will be representative of all styles of music. The ensemble is open to all university students by audition. *Fall and Spring*

212D Chamber Ensembles

Chamber ensembles allow music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the orchestral repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a small ensemble context. Chamber ensemble rehearses two times each week, accompanies the fall music one presents a concert in the spring. Membership is open to all with high-school-level proficiency, as assessed by the conductor. *Fall and Spring*

239-3 Music History I: Medieval and Renaissance

This is the first semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from ancient civilizations through the sixteenth century. The student will study the style, forms, and major composers of the given historical periods. Prerequisite: Mus 161. *Fall*

262-2 Ear Training III

Advanced intervallic and melodic dictation including intervals ascending and descending through the major 10th. Advanced harmonic dictation including secondary triads and sevenths. Advanced sight singing of diatonic and chromatic melodies including modulation. Prerequisite: MUS 163. *Fall*

266-2 Introduction to Conducting

An introduction and beginning study of the essential skills and techniques involved in the use of the baton, score reading, and in organizing and directing an ensemble. The course includes practices that apply to both choral and instrumental conducting. Prerequisites: Mus 161 and Mus 163. *Fall, alternate years*

271-2 Brass Techniques

An introduction to the fundamentals of playing, teaching, and maintaining brass instruments, including hands-on experience with various instruments and simulated classroom situations. *Fall, alternate years*

272-2 Woodwind Techniques

An introduction to the fundamentals of playing, teaching, and maintaining woodwind instruments, including hands-on experience with various instruments and simulated classroom situations. *Spring, alternate years*

273-2 String Techniques

An introduction to the fundamentals of playing, teaching, and maintaining string instruments, including hands-on experience with various instruments and simulated classroom situations. *Fall, alternate years*

274-2 Percussion Techniques

An introduction to the fundamentals of playing, teaching, and maintaining percussion instruments, including hands-on experience with various instruments and simulated classroom situations. *Spring, alternate years*

275-2 Vocal Techniques

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. *Spring, alternate years*

291-3 Music Methods in the Elementary School

Methods and materials used in teaching K-5 music classes, emphasizing Orff and Kodály approaches for developing musicianship in children, with an overview of Dalcroze, Feldenkrais, and Suzuki. Topics include foundations and philosophies of music education, curriculum development, lesson planning, student teacher interaction, diverse learners, assessment of student learning, and program administration. Field observations, classroom simulations, and videotape analysis are used to help students master skills in each area. Prerequisites: Mus 161 and Mus 163. *Fall, alternate years*

292-2 Music Methods: Secondary Choral

Methods and materials used in teaching in secondary school choral music programs. Topics include foundations and philosophies of music education, curriculum development, lesson planning, student teacher interaction, diverse learners, assessment of student learning, and program administration. Field observations, classroom simulations, and videotape analysis are used to assist students to master skills in each area. Prerequisites: Mus 161 and Mus 163. *Spring, alternate years*

293-2 Music Methods: Secondary Instrumental

Methods and materials used in teaching in secondary school instrumental music programs. Topics include foundations and philosophies of music education, curriculum development, lesson planning, student teacher interaction, learning diversity, assessment of student learning, and program administration. Field observations, classroom simulations and videotape analysis are used to help students master skills in each area. Prerequisite: Mus 161 and Mus 163. *Spring, alternate years*

319-3 Instructional Media and Technology for Music

A course designed for music education majors to familiarize them with the national technology education standards, theories, and applications of various media and technologies for use in music education. Practical exercises and assignments will be used. Topics include composition and instrumental arranging using music notation software, sound reinforcement, recording, sound editing, podcasting, music theory training, computer accompaniment, performance assessment, legal, ethical, and social issues with technology use, emphasizing copyright law. Topics that cross-over into the general classroom include roster management, grade books, and SmartBoard™ technology. Prerequisite: computer course or permission. *Fall alternate years*

339-3 Music History II: Baroque and Classical

This is the second semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends

in Western music from the Baroque and Classical eras. The student will study the style, forms, and major composers of the given historical periods. Prerequisite: Mus 239. *Spring*

340-3 Music History III: Romantic and Modern Eras

This is the third semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from the Romantic and Modern eras. The student will study the style, forms, and major composers of the given historical periods. Prerequisite: Mus 339. *Fall*

360-3 Harmony/Theory III

An examination of the various late eighteenth and nineteenth century compositional practices and techniques, including borrowed chords, Neapolitan 6th chords, augmented 6th chords, extended tertian harmonies, and altered dominants and their relationship to the style, form, and literature of the period. Prerequisites: Mus 160 and Mus 161. *Fall*

361-3 Harmony/Theory IV

A study of the diverse approaches to musical composition from the last decades of the nineteenth century to the present. Topics include musical impressionism, expressionism, neoclassicism, neoromanticism, expanded tonality, atonality, and electronic music. Prerequisite: Mus 360. *Spring*

363-2 Choral Arranging

A study of techniques of arranging music for male, female, and mixed vocal groups, including Finale music-notation software. Prerequisites: Mus 163 and Mus 360. *Offered alternate years*

367-1 Advanced Conducting - Choral

A study of the essential gestures, techniques, and administrative skills required to lead a choral ensemble. Topics covered will include gesture, leadership and communication, choral fundamentals, score study, programming, repertoire, and rehearsal techniques. Prerequisite: Mus 266. *Spring, alternate years*

368-1 Advanced Conducting - Instrumental

A study of the essential gestures, techniques, and administrative skills required to lead an instrumental ensemble. Topics covered will include gesture, leadership, instrumental ensemble fundamentals, score study, programming, repertoire, and rehearsal techniques. Prerequisite: Mus 266. *Spring, alternate years*

APPLIED LESSONS

Private Instruction

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. By permission of instructors only. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music Performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week.

Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

116-0 Piano Proficiency Level 1

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 also play repertoire with both hands simultaneously at a basic level. *Fall and Spring*

117-0 Piano Proficiency Level 2

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 approval from the instructor. *Fall and Spring*

118-0 Piano Proficiency Level 3

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 approval from the instructor. *Fall and Spring*

119-0 Piano Proficiency Level 4

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 must pass this course to complete their requirement in Piano Proficiency. Prerequisite: MUS 118 or approval from the instructor. *Fall and Spring*

Ensemble Music requirements by area

Voice majors must participate in choral ensembles and instrumental students must participate in instrumental ensembles. Keyboard majors must participate in either choral ensembles or instrumental ensembles. Music majors enrolled in applied music lessons must also be concurrently enrolled in ensemble music for credit.

COURSE NUMBERS FOR APPLIED LESSONS

	1 st year	2 nd year	3 rd year	4 th year
Voice	120	220	320	420
Piano	121	221	321	421
Guitar	122	222	322	422
Brass – Trumpet	123A	223A	323A	423A
Brass – French Horn	123B	223B	323B	423B
Brass – Trombone	123C	223C	323C	423C
Brass – Euphonium	123D	223D	323D	423D
Brass – Tuba	123E	223E	323E	423E
WW – Flute	124A	224A	324A	424A
WW – Oboe	124B	224B	324B	424B
WW – Clarinet	124C	224C	324C	424C

WW – Sax	124D	224D	324D	424D
Strings - Violin	125A	225B	325C	425D
Strings – Viola	125B	225B	325B	325D
Percussion	126	226	326	426
Organ	127	227	327	427

Note: A lesson fee is required for all students each semester. Course numbers can be repeated second semester. See registrar to register for 2 credits.

380-0-1 Junior Recital

480-0-1 Senior Recital

Students who take Mus 380 and/or Mus 480 for one credit will be required to furnish well researched program notes for their performance.

200-2-4 Directed Studies

300-2-4 Directed Studies

400-2-4 Directed Studies (by arrangement)

These are individual or small group projects that augment the basic music curriculum. Popular directed studies include piano pedagogy, vocal literature, and vocal pedagogy. These courses are intended for music majors who wish to pursue more specialized study. *Fall and Spring*

190 1-3 Special Topics

290 1-3 Special Topics

390 1-3 Special Topics

490 1-3 Special Topics

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal pedagogy, vocal literature, piano literature, choral literature, wind band literature, orchestral literature. These courses are intended for music majors who wish to pursue more specialized study. *Fall and Spring*

Nursing

Professor Rittenbach; Associate Professor Ash (chair), Assistant Professors Briese, Entzie, Fogarty, Gunderson, and Hournbuckle; Instructor Rasmussen

The four-year baccalaureate nursing program at University of Jamestown maintains approval by the North Dakota Board of Nursing and accreditation by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW
Suite 750
Washington, DC 20001
Phone: 202-887-6791
ccneaccreditation.org

Mission Statement

The mission of the Nursing Department is to prepare a generalist in nursing who has the foundation to practice as a professional and/or to pursue graduate studies. The department provides a curriculum based on the concepts that promote holistic health for individuals, families, and communities. The department also serves as a resource for campus and community health-related activities.

Intended Student Learning Outcomes for the Nursing Major

1. Approach the patient-centered care of the individual as a biopsychosocial-spiritual human being.
2. Synthesize knowledge of individuals, families, and communities into the practice of nursing.
3. Collaborate with health team members to assist individuals/families/communities/world toward optimum wellness as they vacillate on the health continuum.
4. Apply nursing research, evidence-based practice, and knowledge from the liberal arts in refining nursing practice.
5. Utilize critical thinking in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
6. Promote quality health care in a safe environment.
7. Responsibly engage in unselfish service to human kind.
8. Apply technology and information management tools to support safe and effective patient care.

Declaration of Major

Students planning to apply to the nursing program are encouraged to declare a nursing major in the freshman year. Declared students receive important communication from the Department of Nursing.

ADMISSION AND PROGRESSION

There are two types of admissions into the nursing program. 1. Traditional Admission. Occurs after three semesters of nursing prerequisite and general education courses. A student may be admitted conditionally if all admission criteria are not fully met. 2. Freshman Admission. Some students may be admitted formally into the nursing program as entering freshmen.

TRADITIONAL ADMISSION

Students must apply and be accepted to the University of Jamestown prior to applying for acceptance into the nursing program. Applications are available on-line via the UJ Department of Nursing web page. A 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. Completion of all nursing pre-requisites or their equivalents: Psych 203, Nrsrg 205, Biol 208 and Lab, Biol 216 and Lab, and Soc 101 or Soc 223. Biol 209 and lab may be taken before or concurrently with sophomore courses. Students who have received a grade lower than a C- in one prerequisite may repeat that course and still be eligible to apply for the nursing program. *Students who have received a grade lower than a C- in more than one prerequisite course will not be considered for admission into the nursing program.*
2. A Cumulative Grade Point Average of 3.2 or higher is required for application to the nursing program.
3. Submit a brief essay describing the extracurricular and work activities in which you have been involved that have contributed personally to you and/or the community. Indicate how you believe these experiences have prepared you for a career in nursing.
4. Enrollment is limited. Students are admitted to the program using a formula that relies significantly on the cumulative grade point average. The formula used to determine acceptance also gives University of Jamestown students some advantage over transfers. No candidate is excluded on the basis of race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.
5. Acceptance into the nursing program may be rescinded at the discretion of the University of Jamestown based on the results of a criminal background check.
6. Prerequisites cannot be fulfilled via CLEP or PEP.
7. All transcripts of credit transfers from other colleges and universities must be in the Registrar's Office before entrance into the nursing program.
8. Following admission, a grade of C- or above must be earned in all nursing courses. Refer to the Readmission Policy as stated below.

Readmission After Nursing Course Failure

After receiving one failing grade (D+ or below) in a nursing course the student will be required to submit a letter requesting re-admission to the nursing program. The nursing faculty will meet and consider the student's re-admission status. A decision will be made based on the student's perceived ability to successfully progress through the major and to pass the NCLEX. Students who fail a nursing course are strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion. After receiving a D+ or below in a subsequent nursing course the student will be ineligible for continued progression through the major.

FRESHMAN ADMISSION

A select number of students may be admitted directly into the nursing program on entrance to the University.

The criteria for Freshman Admission to the nursing program are as follows:

1. Applicant must be admitted to University of Jamestown before application to the nursing program will be accepted.
2. Minimum high school GPA of 3.4 on 4.0 scale.
3. Preferred ACT score of 25 or SAT (R&M) score of 1200.
4. High school biology and chemistry strongly recommended.

Progression in the Nursing Major for Freshman Admits

All freshmen accepted to the nursing program will be required to achieve a minimum cumulative GPA of 3.2 prior to the beginning of the nursing coursework. Failure to achieve a cumulative GPA of 3.2 will make the student ineligible to enter the nursing program in the second semester of their sophomore year, even though they were admitted as a freshman. The student may reapply to the program when all admission criteria are met. Freshman students enrolled in the nursing program need to pass all prerequisite courses with a grade of C- or higher. A student earning a grade lower than a C- in two or more prerequisite courses will be deemed ineligible for progression in the nursing program.

All nursing prerequisites or their equivalents must be completed prior to beginning clinical coursework: Psych 203, Nrsg 205, Biol 208 and lab, Biol 216 and lab, Soc 101 or Soc 223. Biol 209 and lab may be taken before or concurrently with sophomore nursing courses. Students who have received a grade below C- in one prerequisite may repeat that course and still be eligible to apply for the nursing program.

Freshman students accepted into the nursing program are expected to work very closely with their academic advisor to help ensure necessary coursework is completed on time.

CLINICAL REQUIREMENTS

Each semester, prior to beginning any clinical experience, the following documentation must be on file before a student will be allowed to attend clinicals. Students will be required to maintain a current account with an external compliance tracker as directed by the nursing department after formally being admitted to program.

1. Health Record Requirement which will be stored with external compliance tracker:
 - Record of a current TB Test (completed through the Department of Nursing, if not obtained prior to admission). **NOTE: Although the CDC requires a chest x-ray for a positive TB test, the student should follow her/his health care provider's advice.**
 - Record of MMRs (rubeola or rubella vaccination), **OR** Positive Titer, unless born before 1957.
 - Record of 2 Chicken Pox (Herpes Varicella/Zoster) Varicella/Zoster) Vaccinations **OR** a Positive Titer.
 - Record of Tdap.
 - Record of annual influenza vaccine.
 - Record of 3 Hepatitis B Vaccinations **OR** a Positive Titer.
 - Record of Health History Report completed within the past six months of admission to program.
 - Proof of Health Insurance/Health Insurance Waiver.

2. Disability Accommodation—Reasonable accommodations will be made in assisting students who have disabilities to fulfill clinical and professional requirements. The ultimate determination regarding the reasonableness of accommodations will be based on the preservation of client safety and the resources of University of Jamestown and the Department of Nursing. Students requesting disability accommodations should refer to the Office of Disability Services.
3. 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 Department of 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 Kaplan (an integrated testing service utilized in the nursing department) fees are assessed each semester.

Charges for Pepid, a clinical software program that you will download on your phone, and a lab tote with necessary supplies will be charged to you your first semester in the program.

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 of the above are required as part of the nursing program. Total fees and charges assessed by the billing department will be approximately \$3,200.00 over the course of the program.

Additionally, costs incurred to maintain current immunization status, as required by the nursing department, 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 of 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 college and departmental requirements. Students seeking transfer into the nursing major should contact the Admissions Department for enrollment into the college. All nursing prerequisites must be completed prior to entrance into the second-semester sophomore courses.

RNS AND LPNS

RNs and LPNs wishing to earn baccalaureate degrees may enroll in the nursing program at University of Jamestown. It is recognized that RNs and LPNs possess certain requisite knowledge and skills. Therefore, RNs and LPNs may be allowed credit in designated courses. General education requirements may be fulfilled through the approved transfer of previously earned college credit.

The length of time required to complete the baccalaureate program depends on the approved transfer of college credits and whether the student is enrolled part-time or full-time.

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

Suggested Course Sequence for a Nursing Major

Freshman Year

Dept.	Course No.	Course Title	Credits
Biol	120	Essentials of Biology and Chemistry	3
Biol	216	Microbiology	4
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

Dept.	Course No.	Course Title	Credits
Biol	208	Human Anatomy and Physiology I	5
Biol	209	Human Anatomy and Physiology II	5
Nrsg	205	Nutrition	2
Nrsg	206	Health Assessment	3
Nrsg	210	Nursing Foundations	6

Junior Year

Dept.	Course No.	Course Title	Credits
Nrsg	331	Child/Adult Health I	7
Nrsg	332	The Childbearing Family	5
Nrsg	333	Child/Adult Health II	7
Nrsg	334	Child/Adult Mental Health	5
One of the following two courses:			
Psyc	302	Abnormal Psychology	3
Psyc	365	Dynamics of Addiction	

Senior Year

Dept.	Course No.	Course Title	Credits
Nrsg	424	Child/Adult Health III	6
Nrsg	425	Community Health Nursing	6
Nrsg	426	Nursing Management	7
Nrsg	427	Nursing as a Profession	2
Nrsg	428	NCLEX Success	2
Nrsg	490	Special Topics (Elective)	1-2
Nrsg	497	Nursing Research	2
Nrsg	498	ACLS/PALS (Elective)	3
Total Semester Credits			94-95

Note: All graduating seniors must be full-time students (12 credits or more) for spring semester.

Bachelor of Science in Nursing (continuing) to Doctor of Physical Therapy

The BSN to DPT Curriculum enables highly motivated students to achieve a BSN degree while they are completing Pre-Physical Therapy Requirements. Students are advised to declare a nursing and pre-PT major during their freshman year in order to receive important communication from the Department of Nursing and from the DPT Program.

Policies for admission to the Nursing Program (described in this catalog under Nursing), and to Doctor of Physical Therapy Program will apply.

Suggested Course Sequence for BSN to DPT Curriculum

Freshman Year

FALL SEMESTER		SPRING SEMESTER		SUMMER	
Course	Credits	Course	Credits	Course	Credits
UJ Foundations	1	Developmental Psych	3	Microbiology/Lab (avail on line)	4
Freshman Comp 101	3	Freshman Comp II	3		
General Psych	3	Sociology (102 or 230)	3		
General Chem I/Lab	4	General Chem II/Lab	4		
Biology I/Lab	4	Global Perspective (GE)	3		
Trigonometry	3	Music/Art/Theater/ Literature(GE)	3		
TOTAL	18		19		4

Sophomore Year

FALL SEMESTER		SPRING SEMESTER		SUMMER	
Course	Credits	Course	Credits	Course	Credits
Anatomy and Physl /Lab	5	Anatomy and Physl /Lab	5	Ethics (GE)	3
Physics I/Lab (Math 143)	5	Physics II/Lab (Math 144)	5		
Statistics	3	Nursing Foundations	6		
Nutrition	2	Health Assessment	3		
Computer (GE)	3	CPR/PE	1		
TOTAL	17		19		3

Junior Year

FALL SEMESTER		SPRING SEMESTER		SUMMER	
Course	Credits	Course	Credits	Course	Credits
Child/Adult Health I	7	Child/Adult Health II	7	American History/Govt (GE)	3
Childbearing Family	5	Mental Health Nursing	5	Nursing Cooperative (elective)	1-4
Abnormal Psych	3	Religion (GE)	3		
		Medical Terminology	1		
TOTAL	15		15		3 +

Senior Year

FALL SEMESTER		SPRING SEMESTER	
Course	Credits	Course	Credits
Child/Adult Health III	6	Leadership/Management	7
Community Health Nursing.	6	Nursing as a Profession	2
Nursing Research	2	NCLEX Success	2
		Nursing Elective	1-3
TOTAL	14		12-14

GE= General Elective Requirement

Course Descriptions

(Nrsng)

205-2 Nutrition

This course focuses on the role of nutrition principles across the life cycle within the context of various cultures. Food needs for energy, proteins, fats, carbohydrates, and the regulation of vitamins and minerals will be studied in relation to maintaining a healthy nutritional status. The course is designed to provide a foundation for further study of clinical nutrition and has applicability to the student's own nutritional life-style. Open to all students. *Fall*

206-3 Health Assessment

This course includes theory and practice in the collection of subjective and objective health-related data through physical assessment and interview, using classmates for practice. The theory and supervised practice in the course guide the student in recognizing normal and abnormal physiological states 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. Prerequisites: Must be accepted into nursing major, Biol 208, and Biol 216. Corequisites: Biol 209 and Nrsng 210. *Spring*

210-6 Nursing Foundations

This 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 bio-psycho-social-spiritual beings who vacillate on the health care spectrum throughout the life cycle. The role of the nurse in the health care delivery system and principles of medication administration are introduced. The nursing process is utilized in providing safe individualized nursing care. Learning experiences are provided in the classroom, learning laboratory, and health care agencies. Prerequisites: Must be accepted into nursing major. Nrsng 205, Biol 208, Biol 216, and Psyc 203. *Spring*

331-7 Child/Adult Health I

The focus is on care of clients through the life cycle. The content areas of the course include care of the surgical patient, maintenance of fluid and electrolyte/acid-base balance, and care of the patient regarding musculoskeletal system, inflammation/infection, urological system, genetics, immune system, cancer, end-of-life care and connective tissue disorders. Learning experiences include lab, simulation, and a variety of clinicals including Jamestown Regional Medical Center. The nursing process is used to implement the preventive, therapeutic, and supportive care of clients and families evidencing various states of health and illness. Prerequisites: Nrsng 205, Nrsng 206, Nrsng 210, and all supportive courses. *Fall*

332-5 The Childbearing Family

This course focuses on the family who is experiencing the normal human phenomenon of childbirth. The content areas of the course consist of nursing needs and care during the antepartum period, labor and delivery, the postpartum period, normal newborn and high-risk newborn. Growth and development of the child from infant to preschool age is addressed. 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 applied to the childbearing family. Learning experiences in a variety of settings provide opportunity to develop knowledge in preventive, supportive, and therapeutic nursing care of clients in the childbearing cycle. Prerequisites: Nrsng 205, Nrsng 206, Nrsng 210, and all supportive courses. Co-requisite: Nrsng 331. *Fall*

333-7 Child/Adult Health II

The primary content areas are maintenance of oxygenation, gastrointestinal, endocrine, and integumentary function. Learning experiences will focus on bio-psycho-social-spiritual assessment and the implementation and evaluation of nursing interventions to enhance and promote adaptation for the child, adult, and

family.. The learning experiences will include the simulation laboratory setting and community agencies (Jamestown Regional Medical Center, Anne Carlsen Center, and Eventide Nursing Home). Prerequisite: Nrsrg 331. *Spring*

334-5 Child/Adult Mental Health

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, and the James River Correctional Center. Prerequisites: Nrsrg 205, Nrsrg 206, Nrsrg 210, Nrsrg 331. Co-requisites: Nrsrg 332, Nrsrg 333, and Psyc 302. *Spring*

397-1-4 Nursing Cooperative Experience

This course is designed to allow students to work in an expanded role as nurse technicians or nurse interns in a health care facility during the summer before their senior year in the nursing major. Students will work under the supervision of registered nurses while they are employed by the health care facility. Registration for this course allows the student to work in the capacity of an intern or a nurse technician rather than as a Certified Nurse Assistant during summer employment. Prerequisites: Nrsrg 333 and Nrsrg 334. *Summer*

424-6 Child/Adult Health III

This is the third of the Child Adult Health courses. This course focuses on nursing care of children, adults and families experiencing

multiple problems or striving to maintain or regain optimal health. The content areas in this course are the cardiovascular and neurological systems. Selected nursing care situations require the student to synthesize knowledge and skills from previous nursing courses and supportive courses while using the nursing process as a framework for care. This course focuses on the use of evidence-based resources and guidelines for care. Clinical experiences utilize the simulation laboratory, Sanford Health and Sanford Children's Hospital, Fargo, ND and Anne Carlsen Center, Jamestown ND. Prerequisites: Nrsrg 332, Nrsrg 333, and Nrsrg 334. *Fall*

425-6 Community Health Nursing

This course provides experience in using all prerequisite courses and nursing knowledge as it applies to the health of families, population groups, and communities. Conceptualizing a holistic view of the family/community includes an analysis and interpretation of bio-psycho-social-spiritual factors including culture, community resources, and epidemiology in relation to health. A synthesis of all steps of the nursing process is applied in working with families. Clinical experiences are gained from involvement with various community agencies. The student gains experience in assuming the role of the nurse in collaborating with health team members in the delivery of primary care. Prerequisites: Nrsrg 210, Nrsrg 331, Nrsrg 332, Nrsrg 333, and Nrsrg 334. Co-requisite: Nrsrg 424 *Fall*

426-7 Nursing Leadership/Management

This course focuses on the development of the student in the role of a beginning nurse leader in a clinical practice discipline. The purpose is to provide the nursing student with the basic concepts and theories needed for nursing management and the crucial components of nursing leadership. The content is focused on skills that nurses need to manage care for groups of patients, manage care within the changing health care environments, manage resources for care, delegate and supervise the work of other

licensed and unlicensed assistive personnel, and coordinate care with other health care disciplines. The purpose of the clinical experience is to provide the nursing student with application of skills that support the basic concepts and theories needed for effective management of client care. Prerequisites: Nrsrg 424, Nrsrg 425, and Nrsrg 497. *Spring*

427-2 Nursing as a Profession

This course is an in-depth examination of concepts of nursing, the nursing role, and related issues that influence health care delivery. Both the role of professional nursing within the health care delivery system as well as the role of the individual nurse as an integral member of the health team are analyzed. Nursing is viewed as a dynamic growing profession that is striving to define and develop its unique body of knowledge through nursing issues. Student-directed seminars are used to study current nursing issues. Prerequisites: Nrsrg 424, Nrsrg 425, and Nrsrg 497. *Spring*

428-2 NCLEX Success

This course, designed for the final semester student nurse, focuses on the development of NCLEX success strategies. The student will participate in a review of nursing knowledge, study skills, stress management techniques and test-taking strategies. This course will be blended in that there will be a classroom component while students are on campus, online expectations when the students are off campus at capstone preceptorship experiences, as well as independent study requirements. Kaplan methodologies for NCLEX success will be embedded in this course. Prerequisite Classes: Nrsrg 424, Nrsrg 425. *Spring*

497-2 Nursing Research

Nursing research is examined as an inherent component in the development of nursing theory and nursing practice. This course is designed to present the process of nursing research to impart understanding of quantitative and qualitative approaches to generating knowledge. The overarching goal is to enable each student to use

research findings and evidence-based clinical practice guidelines in a meaningful way to influence nursing care. Throughout the course the students apply the implications of research for evidence-based practice. Prerequisite: Senior nursing student or permission. *Fall*

498-3 ACLS/PALS

Following successful completion of the course, the student will receive a certification of completion in Advanced Cardiac Life Support and Pediatric Advanced Life Support from the American Heart Association. Students will learn to recognize life-threatening dysrhythmias, utilize appropriate mechanical and pharmacological interventions, and implement advanced airway management skills for the infant, child and adult. The learner must be able to pass a written exam and apply the American Heart Association standards and guidelines for advanced emergency cardiac and respiratory care and resuscitation as broadly as possible in a variety of hypothetical situations. *Spring*

OTHER COURSES: Nursing

190-1-3 Special Topics

200-1-3 Directed Studies

290-1-3 Special Topics

300-1-3 Directed Studies

390-1-3 Special Topics

400-1-3 Directed Studies

490-1-3 Special Topics

(by arrangement)

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but that have not been addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global contexts.

Professional Studies

Assistant Professors Kaspari and Ramstad

Mission Statement

The Department of Professional Studies is 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.

Intended Student Learning Outcomes for the Online Business Studies: Online Banking Major

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

Requirements for the Online Banking Major

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	303	Principles of Banking	3
Busn	312	Financial Statements and Analysis	3
Busn	315	Business Law I	3
Busn	321	Business Management	3
Busn	323	Credit Underwriting	3
Busn	333	Banking Regulation and Compliance	3
Busn	416	Agricultural Finance and Price Risk Analysis	3
Busn	423 ^{or}	Asset and Liability Management	3
Busn	431	Banking Capstone and Internship	3
Comm	312	Writing in the Professions	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
Total Semester Credits			39

Intended Student Learning Outcomes for the Online Business Studies: Financial Planning and Wealth Management Major

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

1. Students will demonstrate knowledge of the core areas of financial planning
2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to financial planning decisions
3. Students will demonstrate effective communication skills
4. Students will demonstrate the ability to think critically by integrating the areas of wealth management in the development of a comprehensive financial plan
5. Students will demonstrate knowledge of the legal, social, and economic environment of business
6. Students will demonstrate the ability to analyze data

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

Requirements for the Online Business Studies: Financial Planning and Wealth Management Major

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Acct	355	Income Tax Accounting	3
Busn	301	Intro to Financial Planning	1
Busn	305	Insurance Planning	3
Busn	310	Retirement and Benefits Planning	3
Busn	320	Marketing	3
Busn	330	Sales and Sales Management	3
Busn	440	Investments	3
Busn	450	Estate Planning	3
Busn	451	Senior Financial Planning Colloquium	3
CS	140	Integrated Software Application	3
Econ	110	Personal Finance	2
Econ	201	Microeconomics	3
Econ	202	Macroeconomics	3
Total semester credits			39

Intended Student Learning Outcomes for the Online Business Studies: Industrial Management

Students will learn to:

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.

Requirements for the Online Business Studies: Industrial Management Major

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Acct	311	Cost/Managerial Accounting	4
Busn	321	Business Management	3
Busn	351	Financial Management	3
Busn	370	Production /Operations Management	3
Comm	320	Organizational Communication	3
CS	140	Integrated Software Applications	3
CS	240	Advanced Office Applications	3
Econ	201	Microeconomics	3
Econ	202	Macroeconomics	3
Math	205	Statistics	3

Choose 3 of the following courses:

Dept.	Course No.	Course Title	Credits
Busn	322	Human Resources Management	3
Busn	340	Quality Management	3
Busn	371	Supply Chain Management	3
Busn	375	Process Improvement Methods	3
CS	390	Special Topics: Project Management	3
Total Semester Credits			39

Intended Student Learning Outcomes for the Online Communication Majors

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

Requirements for the Online Communication: Journalism and Social Media Major

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication Studies	3
Comm	112	Mass Media and Society	3
Comm	228	Online Journalism and Social Media Journalism	3
Comm	250	Academic Research and Writing	3
Comm	301	Communication Theory	3
Comm	312	Writing in the Professions	3
Comm	314	Publicity and PR	3
Comm	318	Computer Mediated Communication	3
Comm	370	Diversity Communication	3
CS	232	Digital Design and Typography	3
CS	317	Digital Audio and Video Development	3
CS	341	Web Development	3
Total Semester Credits			36

Requirements for the Online Communication: Human Resources Major

Dept.	Course No.	Course Title	Credits
Busn	321	Business Management	3
Busn	322	Human Resources	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	312	Writing in the Professions	3
Comm	314	Publicity and PR	3
Comm	318	Computer Mediated Communication	3
Comm	320	Organizational Communication	3
Comm	370	Diversity Communication	3
Comm	405	Conflict Management and Mediation	3
Total Semester Credits			36

Psychology

Professor Wallace; Associate Professors Kirkeby (chair) and Lipetzky; Lecturer Busch

Mission Statement

The mission of the Psychology Department is to contribute to a balanced program in the liberal arts through an emphasis on both scientific and philosophical considerations of the behavior of organisms, including human beings, in order to prepare students for graduate study and/or professional work.

In order to meet the needs of the diversity of students who wish to major in psychology, students may pursue either a Bachelor of Science or a Bachelor of Arts degree. Students whose career goals might include a doctoral degree in psychology should pursue the Bachelor of Science degree. Students whose immediate career goals do not include a doctoral degree (i.e., who wish to enter a master's program in psychology or a related field or enter the job market following graduation) should pursue a Bachelor of Arts degree. Students in any major may pursue the department's addiction counseling concentration, but only those with a BS or BA in psychology or another human service degree would be qualified to get licensed.

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

Intended Student Learning Outcomes for the Psychology Major

1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills: Students will communicate effectively in a variety of formats.
8. Personal Development: Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
9. Career Planning and Development: Students will pursue realistic ideas about how to implement psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
10. Sociocultural and International Awareness: Recognize, understand, and respect the complexity of sociocultural and international diversity.

Core Requirements for Psychology Majors

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I with Lab	4
Psyc	101	General Psychology	3
Psyc	201	Psychology in Context	3
Psyc	202	Research Methods	3
Psyc	318	Statistics for the Behavioral Sciences	3

Human Characteristics

Plus one of the following courses:

Psyc	302	or	Abnormal Psychology	3
Psyc	311		Theories of Personality	

Biological Bases of Behavior

Plus one of the following courses:

Psyc	321	Biological Psychology	3
Psyc	330	Health Psychology	3
Psyc	360	Psychopharmacology	3

Experimental Courses

Plus two of the following courses:

Psyc	315	Social Psychology	3
Psyc	317	Motivation and Emotion	3
Psyc	319	Cognition	3

The Capstone Courses

Psyc	391	Junior Seminar	1
Psyc	450	History & Systems	3
Semester Credits			32

Psyc	Electives	at least 12
Total semester credits		44

Students are encouraged to seek internship experiences in psychology through the Career Resource Center.

Note: Psychology majors should note that some of the courses in the addiction counseling track do not satisfy the requirements in any of the areas above. Specifically, Psyc 411, Psyc 412, Psyc 413, and Psyc 420 will not count as psychology electives for the major or the minor.

Requirements for the Psychology Minor

Dept.	Course No.	Course Title	Credits
Psyc	101	General Psychology	3
Psyc	201	Psychology in Context	3
Psyc	215	Applied Behavior Analysis	3
Additional courses chosen in consultation with an advisor from the Psychology Department			12
Total Semester Credits			21

Minors in psychology must be declared and the elective courses approved prior to the senior year.

The Addiction Counseling Concentration

The following courses are required for certification as 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 <http://www.ndbace.org>

Courses Required for Addiction Counseling Concentration

Dept.	Course No.	Course Title	Credits
Comm	370	Diversity	3
Psyc	101	General Psychology (prerequisite course)	3
Psyc	203	Developmental Psychology	3
Psyc	299	Sophomore Experience in Addiction Counseling	1
Psyc	302	Abnormal Psychology	3
Psyc	360	Psychopharmacology	3
Psyc	365	Dynamics of Addiction	3
Psyc	401	Professional Ethics	3
Psyc	410	Fundamentals of Counseling	3
Psyc	411	Group Counseling	3
Psyc	412	Advanced Counseling	3
Psyc	413	Family Counseling	3
Psyc	420	Theories of Psychotherapy	3
Psyc	498-499	Training Practicum in Addiction Counseling (if applicable)	6-12
Semester Credits			37-49

Further information on the clinical practicum, work experience, and certification examination requirements for addiction counselors may be obtained from the Psychology Department.

Course Descriptions

(PSYC)

Corequisite: Psyc 101. *Fall, odd years (minors only) and Spring (majors only)*

101-3 General Psychology

This course examines the foundation of behavior and is an overview of the field of psychology with an emphasis on fundamental processes and principles. Topics that are covered include scientific method, the nervous system and behavior, sensory processes and perception, learning, memory, motivation, cognition, personality, and behavior disorders. The general purpose of the course is to have students demonstrate a knowledge of the basic concepts, principles, theories, and issues related to these topics. This course is a prerequisite for all courses in psychology except Psyc 203. *Fall and Spring*

201-3 Psychology in Context

This course includes components on information literacy, critical thinking, writing in APA style, avoiding plagiarism, ethical principles for psychologists, graduate education in psychology, and careers in psychology. Prerequisite or

202-3 Research Methods

This course will provide an introduction to the methodologies used in psychological research. Topics will include naturalistic observation, correlational and regression methods, reliability and validity of measurements, Special attention will be given to techniques that control or reduce error variance. Students will also be introduced to and become proficient with the technical writing style of the American Psychological Association (APA). This course will provide a basic foundation for the understanding of the research process and is intended as a prerequisite for other 300-level psychology courses in which such knowledge is essential. Prerequisites: Psyc 101 and Psyc 201. *Fall*

203-3 Developmental Psychology

This course is an overview of the concepts related to the development of humans from conception to old age. Emphases include the physical,

intellectual, emotional, and social development of normal children, adolescents, and adults. *Fall and Spring*

204-3 Adolescent Psychology

This course focuses on the changes in human behavior that occur during adolescence and some of the problems associated with these changes. Issues addressed include transitions in ways of thinking, bodily changes, and ambiguities in the expectation of society. The age range covered is from age 11 to the mid-20s. Prerequisite: Psyc 101 or Psyc 203. *May be taken as a directed study under supervision of appropriate faculty members*

215-3 Applied Behavior Analysis

This course is an introduction to the methods of behavior modification. It surveys the practical application of learning principles to the improvement of behavior in a variety of individual and group settings. Prerequisite: Sophomore standing or permission. *Fall*

299-1 Sophomore Experience in Addiction Counseling

Students in this course will engage in job-shadowing with one or more licensed addiction counselors (LACs) for a one-week period (40 hours) during the summer of the sophomore year (or as soon as possible upon entering University of Jamestown if transferring from another school). This experience will take place at South Central Human Services, the North Dakota State Hospital, or some other approved location. The experience will be completed one week over the summer. Pre-requisite: Psyc 365. Requires permission of the department chair. *By arrangement, Summer*

302-3 Abnormal Psychology

This course reviews the modern concepts of psychopathology from the perspective of the most current classification system. It stresses the etiology, diagnosis, and treatment of most of the major and minor behavior disorders. Prerequisite: Psyc 101 or Psyc 203 at least sophomore standing. *Fall and Spring*

306-3 Industrial and Organizational Psychology

This course provides an in-depth survey of the application of empirically obtained psychological principles to business and industrial settings. Prerequisite: Psyc 101 or Psyc 203. *Summer*

311-3 Theories of Personality

This course provides an introduction to the major theories of personality: psychoanalytic, trait, biological, humanistic, behavioral, and cognitive. Each theory will be critically examined with respect to its ability to explain human behavior and to generate strategies for assessing and modifying personality. Prerequisite: Psyc 101 and at least sophomore standing. *Spring, even years*

315-3 Social Psychology

This course examines the effect of the social situation on individuals' thoughts, feelings, and behaviors. Some of the topics include social perception, attitudes, prejudice, the self, attraction, interpersonal relationships, helping behavior, aggression, and small-group behavior. Same as Soc 315. Prerequisite: Psyc 101 or Psyc 203. *Fall*

316-3 Tests and Measurement

The general objective of this course is to provide an understanding of the basic concepts and principles used in the psychological measurement of human characteristics. Prerequisites: Psyc 318. *May be taken as a directed study under supervision of an appropriate faculty member.*

317-3 Motivation and Emotion

This course provides a basis for understanding the ways in which biological processes, learning, and cognitive components interact to determine human motivation and emotions. Topical coverage includes but is not limited to the history of the study of motivation and emotion, drives and needs, hunger and eating, love and sexuality, arousal and attention, sleep and dreams, drug use and addiction, aggression and anger, stress and health, intrinsic and extrinsic motivation, and negative and positive emotions. The course will enable students to identify and understand the major theories of motivation and emotion and

apply theories to understand their own behavior, thoughts, and feelings. Prerequisite: Psyc 101 or 203 at least sophomore standing. *Spring, even years*

318-3 Statistics for the Behavioral Sciences

This course builds upon material covered in Psyc 202 and is the culmination of the two-course sequence in statistics and design. The course will examine more complex statistics and research methods in psychology, including power, advanced hypothesis testing, factorial designs, one-way and two-way analyses of variance, nonparametric statistics, and advanced statistical computer applications. The major emphases will be on research design, data collection, analysis, interpretation, and professional APA reporting of research results. Students will conduct research under the direction of the instructor and present that research at the research symposium. Prerequisite: Psyc 202. *Spring*

319-3 Cognition

This course presents the empirically based principles of human cognitive behavior. Some topics include perception, attention, memory, visual imagery, categorization, problem solving, decision making, creativity, and expertise. Prerequisite: Psyc 318. *Spring, odd years*

321-3 Biological Psychology

This course covers the biological bases of behavior including the neurophysiological correlates of behavior: learning, memory, emotion, hunger, and thirst. In addition to coverage of the gross anatomical characteristics of the nervous system and the structural and functional characteristics of neuronal and synaptic transmission, emphasis is placed on an overview of research techniques in neuropsychology. Prerequisite: Psyc 101 or Psyc 203. *Spring, odd years*

323-3 Judgment and Decision Making

The purpose of this course is to introduce and discuss the functional uses of critical thinking, problem solving, and decision making as well as prominent psychological theories related to thinking, memory, and language. Students will learn basic strategies that facilitate critical

thinking, unbiased judgment, effective problem solving, and superior decision making through the discussion and analysis of research. Pre-requisites: Psyc 101 or 203. *Summer*

330-3 Health Psychology

The purpose of this course is to explore a variety of health-related issues from a biopsychosocial model. Some of the topics to be covered include health behavior and prevention, stress and coping, management of chronic illness, cardiovascular disease, psychoneuroimmunology, and patient-practitioner relationships. Prerequisite: Psyc 101 or Psyc 203. *Fall*

360-3 Psychopharmacology

This course presents a survey of the historical and sociological perspectives of drug use and abuse, the physiological and psychological effects of drugs, the identification and pharmacological characteristics of drugs, and the legal implications of drug abuse. A special focus on contraindication, drug interactions, and side effects is included. Prerequisites: Psyc 101 and one upper division psychology course or enrollment in the addiction counseling program. *Spring, even years*

365-3 Dynamics of Addiction

This course is intended to explore the theories and scope of addiction from both personal and social viewpoints. It examines the impact of addiction on the individual, the family, and society. Addiction symptomology and causation will be covered. Prerequisites: Psyc 101 or 203. *Fall*

370-3 Psychology of Religion

This course examines the nature and development of religious behavior. Its emphases include philosophical, theoretical, and methodological problems encountered in studying religious behavior and a survey of the available data pertaining to the acquisition and modification of religious beliefs, attitudes, and behavior from childhood through old age. *Spring, even years*

373-3 Psychology of Human Sexuality

This course is designed to give students breadth of exposure to the psychology of human sexuality

in which they will survey behavioral, personality, and psychophysiological components of human sexuality and delineate the facts regarding human sexual behavior. The course will focus on historical and sociocultural views of sexual behavior, anatomy and physiology, communication patterns, emotions, attraction, relationships, love, and sexual health. Course objectives include providing students with the opportunity to study various topics relating to human sexuality in an objective, non-judgmental manner; to assist students in determining and clarifying their values about issues related to human sexuality; to provide information that may assist students in making decisions about sexuality related feelings and behaviors; and to enable students to better understand society's past and current attempts to regulate sexuality. Prerequisite: Sophomore standing. *Fall, even years*

391-1 Junior Seminar

This seminar course is designed to engage students in advanced study of emerging and/or controversial areas. Selected topic areas are intended to draw together the content and theory of major areas in psychology, with an emphasis on enduring issues in the field. Pre-requisites: Psyc 318 or consent of the instructor. Junior psychology majors only. *Spring*

395-1 Thesis Development

The purpose of this course is to survey and critique current original research in psychology. Students will prepare a detailed theoretical and empirical literature review for class presentation. This literature review should point toward a senior thesis the following year. Pre-requisites: Psyc 202 and 318. Specifically for junior psychology majors who plan to complete senior thesis. *Spring*

401-3 Professional Ethics

This course provides a survey of the ethical issues in the practice of psychology and addiction counseling. Prerequisites: Psyc 101 and psychology major status. *Spring, odd years*

410-3 Fundamentals of Counseling

A basic course in the principles and techniques

of counseling in educational, industrial, and community settings. Prerequisites: Psyc 101 or Psyc 203, at least sophomore standing. *Fall*

411-3 Group Counseling

This course provides a study of the principles and techniques of group work and the application of these principles to counseling. This course does not fulfill elective requirement for the psychology major or minor. Prerequisite: Psyc 410 or enrollment in the addiction counseling program. *Spring, even years*

412-3 Advanced Counseling

This course examines various counseling theories and techniques that emphasize the best known techniques in psychotherapy by means of audio-visual presentation. This course does not fulfill elective requirement the psychology major or minor. Prerequisite: Psyc 410 or enrollment in the addiction counseling program. *Spring, odd years*

413-3 Family Counseling

This course provides a study of family counseling principles and techniques and their application in a variety of settings but with special emphasis on the families of substance abusers. This course does not fulfill elective requirement the psychology major or minor. Prerequisite: Psyc 410 or enrollment in the addiction counseling program. *Fall, odd years*

420-3 Theories of Psychotherapy

This course examines in-depth various theories and approaches to psychotherapy, combining lecture, discussion, and multi-media presentations. This course does not fulfill elective requirement for the psychology major or minor. Prerequisites: Psyc 410 or enrollment in the addiction counseling program. *Fall, even years*

430-3 Psychology and Law

This seminar course introduces the student to the interconnected nature of applied psychology and the legal system. Students are offered an opportunity to explore the vast nature of the field and understand the ways in which psychology and the legal system affect and inform each other.

Emphasis is on psychology and the courts, juries and jury decision-making, eyewitness testimony, evidence and related issues, the psychology of criminal behavior, and the psychology of law enforcement. Students will have the opportunity to explore elements of course content that are of particular interest to them. Prerequisite: Psyc 101, or Psyc 203, or permission. *May be taken under supervision of appropriate faculty member.*

440-3 Psychology of Gender

This course is an overview of the psychology of gender, its issues, theories, and research methods. A review and examination of both theories and research related to the psychology of gender are conducted. Topics in this course include research methods, biological influences, socialization, relationships and sexuality, and applied settings such as school and work influenced by gender. Prerequisite: Psyc 101 and at least junior standing. *Spring, odd years*

450-3 History and Systems

This course is designed to acquaint students with the historical and philosophical antecedents of contemporary psychology. As such, it is a lecture/discussion class in which it is assumed that the student is already familiar with modern empirical and theoretical psychology. Prerequisites: Psyc 318 and graduating senior or permission of department chair. *Spring*

491-1 Senior Research Seminar

This seminar course is designed to allow senior psychology majors with additional opportunities for advanced study of emerging and/or controversial areas. Selected topic areas are intended to draw together the content and theory of major areas in psychology, with an emphasis on enduring issues in the field. Pre-requisites: Psyc 391 and Psyc 395. Senior psychology majors. Co-requisite: Psyc 497. *Spring*

497-3-6 Independent Research in Psychology: Senior Thesis

Directed research in a topic area worked out with a member of the psychology faculty. The purpose of this course is to provide the student with direct experience doing research. The thesis should be

designed during the second semester of the junior year so that the data may be collected early enough in the fall to permit analysis and submission to a regional psychological association meeting for presentation in the spring and submission for publication before the student graduates. Prerequisite: Permission.

498-1-12 Training Practicum in Addiction Counseling

Addiction counseling students will take course credit while completing their NDBACE-approved training practicum in addiction counseling. This will be accomplished over the course of two consecutive terms (including summer). Students must make acceptable progress in Psyc 498 to be eligible for enrollment in Psyc 499. Students enrolled in Psyc 498 may have no more than two uncompleted addiction counseling concentration courses. Students with alternative financial support for the training practicum may petition to have this requirement waived.

499-3-6 Training Practicum in Addiction Counseling

Addiction counseling students will take course credit while completing their NDBACE-approved training practicum in addiction counseling. This will be accomplished over the course of two consecutive terms (including summer).

200-1-4 Directed Studies

300-1-4 Directed Studies

400-1-4 Directed Studies

(by arrangement)

190-1-4 Special Topics

290-1-4 Special Topics

390-1-4 Special Topics

490-1-4 Special Topics

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

495-2-4 Independent Study

Religion-Philosophy

Professors Lang and S. Reed (chair)

Mission Statement

The mission of the Religion-Philosophy Department at University of Jamestown is to promote the significance of Christian faith and thought for all areas of life and to provide students with a sound educational foundation in the fields of religion and philosophy.

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

Intended Student Learning Outcomes for the Religion and Philosophy Majors

1. Students will demonstrate their ability to produce clear and cogent writing.
2. Students will demonstrate their knowledge of the contents and messages of the books of the Christian Bible.
3. Students will demonstrate an historical and theoretical foundation in the field of philosophy.
4. Students will explain the key elements of major ethical theories.
5. Students will demonstrate their knowledge of the key elements of the historic Christian faith.

Requirements for the Religion-Philosophy Major

Dept.	Course No.	Course Title	Credits
Rel	211	Old Testament	3
Rel	212	New Testament	3
Rel	362	Christian Beliefs	3
Rel	296/396 or 297/397	A study of selected texts of the Bible	3
Semester Credits			12

Dept.	Course No.	Course Title	Credits
Phil	252	Ethics	3

Plus three of the following four courses:

Dept.	Course No.	Course Title	Credits
Phil	303	Classical Philosophy	3
Phil	305	Medieval Philosophy	3
Phil	306	Modern Philosophy	3
Phil	307	Recent and Contemporary Philosophy	3
Semester Credits			12

Dept.	Course No.	Course Title	Credits
Rel/Phil		Electives	12
Semester Credits			12

Total Semester Credits **36**

Recommended Courses

Dept.	Course No.	Course Title	Credits
Rel	371	World Religions	3

Requirements for the Religion Minor

Dept.	Course No.	Course Title	Credits
Rel	211	Old Testament	3
Rel	212	New Testament	3

Religion-Philosophy

Rel	362	Christian Beliefs	3
Rel		Electives	9
Total Semester Credits			18

Requirements for the Christian Ministry Minor

Dept.	Course No.	Course Title	Credits
One of the following three courses:			
Comm	101	Introductory Communication Studies	
Comm	102	Fundamentals of Public Speaking	
Comm	201	Oral Interpretation	3
Rel	211	Old Testament	3
Rel	212	New Testament	3
Rel	315	Christian Traditions	3
Rel	319	Introduction to Christian Ministry	3
Rel	362	Christian Beliefs	3
Rel	415	Field Experience	3
Total Semester Credits			21

Requirements for the Philosophy Minor

Dept.	Course No.	Course Title	Credits
Phil	252	Ethics	3
Plus two of the following four courses:			
Phil	303	Classical Philosophy	3
Phil	305	Ancient and Medieval Philosophy	3
Phil	306	Modern Philosophy	3
Phil	307	Recent and Contemporary Philosophy	3
Semester Credits			6
Dept.	Course No.	Course Title	Credits
Phil		Electives	9
Total Semester Credits			18

Course Descriptions

RELIGION

(REL)

211-3 Old Testament

A study of the origins and transmission of the Old Testament writings in their historical, religious, and cultural contexts. The messages of these books for their original readers will be examined for their continuing significance for today.

212-3 New Testament

A study of the origins and transmission of the New Testament writings in their historical, religious, and cultural contexts. The messages of these books for their original readers will be examined for their continuing significance for today.

220-3 Psalms

A study of the content, themes, genres, and messages of the book of Psalms. Consideration will be given to the historical and cultural backgrounds that are reflected within the texts. Modern methods for the study of the Psalms will be used to determine the messages of these Psalms when first written and to reflect on their continuing significance for today.

222-3 Short Stories of the Old Testament

A study of a selection of short stories found in the Old Testament, such as Samson, the birth of Samuel, and David and Bathsheba, as well as short books of the Old Testament, such as Jonah, Ruth, and Esther. Attention will be given to how the stories are entertaining, realistic reflections of everyday life with moral and religious significance.

224-3 Life and Teachings of Jesus

This course will examine the various ways that the life and teachings of Jesus are depicted in Matthew, Mark, Luke, and John. Students will be introduced to literary and historical methods used by modern scholars to study the literary aspects of the gospels as well as the historical details related to the life of Jesus. Attention will be given to the various ways that Jesus has been understood and interpreted in the Gospels and to how the Gospels continue to provide nourishment and challenge to modern day readers.

226-3 Paul's Letters to Corinth

A study of Paul's letters to the Christian church that he founded at Corinth. Attention will be given to the nature and background of the church at Corinth and to the struggles it was undergoing as well as to how Paul's letters provided guidance, direction and challenge to the community there. Paul's understanding of the Christian faith has practical implications for life in this early first century church and has some analogous implications for contemporary concerns.

228-3 Parables

A study of the parables of Jesus in Matthew, Mark, and Luke. Attention will be given to the literary characteristics of these texts as well as to the historical and cultural contexts that shaped them. Consideration will be given to how the parables functioned within the ministry of Jesus and the early church as well as to their continued relevance for today.

230-3 The Spiritual Life

This course investigates the practice and significance of Christian spirituality in the ancient, medieval, and modern periods. Students will read and discuss classic spiritual texts in the Roman Catholic, Protestant, and Eastern Orthodox traditions.

301-3 New Testament Greek I (Beginning)

An introduction to the grammar, syntax, and vocabulary of the Koine Greek of the New Testament. This is the first semester of a two semester course. It is designed to introduce the

student to reading the Greek New Testament with the aid of a lexicon. The class will use an inductive approach by reading through the book of First John.

302-3 New Testament Greek II (Beginning)

An introduction to the grammar, syntax, and vocabulary of the Koine Greek of the New Testament. This is the second semester of a two semester course. It is designed to introduce the student to reading the Greek New Testament with the aid of a lexicon. The class will use an inductive approach by reading through 1 John 2:28-5:21; 2 John, 3 John, John 1:1-18.

304-3 Philosophy of Religion

An examination of the classical arguments for the existence of God, the seeking of a definition for religion, and the exploration of the thoughts of several philosophers about religion. Special attention is given to the problem of evil. Same as Phil 304. *Offered every two years*

305-3 Ancient Near East

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as Hist 305. *Offered every other year*

315-3 Christian Traditions

A survey of the differences in theology and polity of the major Christian traditions/denominations (e.g., Catholic, Lutheran, Reformed, Baptist, etc.), particularly as to how those differences influence the practical and daily ministry of the church. Ministers from various traditions represented in the local community will participate. Each student will have the opportunity to engage in a class project related to his/her particular tradition.

316-3 Religion in American History

An examination of the history of religion in America and the role religion has played in the development of American culture. Emphasis is placed on the development of major American denominations, on non-Christian religions, and on the relationship of religion and politics in America. Same as Hist 316.

319-3 Introduction to Christian Ministry

A survey and discussion of various approaches to different forms of ministry in the Church: adult, youth, children, small group, hospital visitation, etc. Ministers from the local community with experience in various areas of ministry will participate. Each student will have an opportunity to engage in a class project in his or her area of interest.

320-3 Reformation

A survey and analysis of the European Reformation during the 16th century. An examination of the life and teachings of various Protestant reformers such as Luther, Calvin, Cranmer, Muntzer, and Menno Simmons as well as Roman Catholic reformers such as Erasmus, Savonarola, and Ignatius of Loyola. A survey of various Christian groups and movements that arose during this time such as Anabaptist, Presbyterian, Lutheran, and Jesuits will also be given. The influence of the period of time for the contemporary understanding of the Christian faith will be addressed.

362-3 Christian Beliefs

An examination of the teachings of classical Christianity—the beliefs that have been held in common by most Christians throughout the centuries. *Offered every two years*

371-3 World Religions

An introduction to major world religions including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, and others. Each religion will be studied within its historical context and attention will be given to central concerns of each religion. *Offered every two years*

415-3 Field Education

A course designed to help familiarize the student with the daily practical world of ministry in the local church. Students will work under the supervision of a minister in a local community and a member of the Religion/Philosophy department. Prerequisite: Rel 319 or permission from the department chair. *Note:* This course does not fulfill the general education requirement in religion.

196-2-3

296-2-3

396-2-3 Selected Texts of the Old Testament

An opportunity to examine selected texts and themes of the Old Testament.

197-2-3

297-2-3

397-2-3 Selected Texts of the New Testament

An opportunity to examine selected texts and themes of the New Testament.

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

A study of the basic works of a prominent theologian or movement or the study of a specialized theme within the field of religion. Topics will vary from offering to offering and will be announced in the class schedule. *Offered occasionally*

200-2-3

300-2-3

400-2-3 Directed Studies

Prerequisite: At least one year in religion. May not duplicate any regular course in the department without permission from the department chair.

495-2-3 Independent Study

Prerequisite: At least one directed study in religion. May not duplicate any regular course in the department without permission from the department chair.

PHILOSOPHY

(PHIL)

251-3 Introduction to Critical Thinking

An introduction to concepts and methods for understanding and evaluating claims and arguments in everyday life. Attention is given to informal fallacies and to the analysis of deductive and inductive arguments.

252-3 Ethics

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse. Sophomore standing required. *Offered every semester*

303-3 Classical Philosophy

An examination of the central themes of western philosophy from their beginnings in the presocratic period through the classical Greek formulations of Plato and Aristotle to the Roman classical period and the writings of the later stoic and neo-platonic philosophers (approx. 800 B.C. to 300 A.D.). *Offered every two years*

304-3 Philosophy of Religion

An examination of the classical arguments for the existence of God, the seeking of a definition for religion, and the exploration of the thoughts of several philosophers about religion. Special attention is given to the problem of evil. Same as Rel 304. *Offered every two years*

305-3 Medieval Philosophy

The examination of medieval philosophical thought from its roots in neoplatonism and the thought of St. Augustine through its scholastic systemization in St. Thomas Aquinas to its beginning transition to modern formulations in the 14th century (approx. 400 A.D. through 1400 A.D.). *Offered every two years*

306-3 Modern Philosophy

The examination of selected philosophical classics from the Renaissance to the early 19th century. *Offered every two years*

307-3 Recent and Contemporary Philosophy

An examination of various philosophical movements of the past century and a half (and today) such as pragmatism, existentialism, and analytic philosophy. *Offered every two years*

351-2-3 Issues in Philosophy

A study of the basic works of a prominent philosopher or movement. The specific topic will change from year to year and will be announced in the class schedule. No prerequisite.

483-3 Philosophy of History

An investigation of the ways in which analytic and speculative thinkers have viewed the nature of history from St. Augustine to contemporary times. Same as Hist 381.

200-2-3

300-2-3

400-2-3 Directed Studies

Prerequisite: At least one year of philosophy. May not duplicate any regular course in the department without permission from the department chair.

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

495-2-3 Independent Study

Prerequisite: At least one directed study in philosophy. May not duplicate any regular course in the department without permission from the department chair.

Teacher Education

Professor Crabtree-Groff; Assistant Professors Amsler, Bear, LaLonde, Schmidt, and Stotts (Chair)

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.

Intended Student Learning Outcomes for the Teacher Education Major

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

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.

Master's of Education in Curriculum and Instruction

For information regarding this program, please see the University of Jamestown graduate publication.

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
- Mathematics
- Music
- Health and Physical 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 100: Praxis Preparation
4. Minimum grade of C- in Engl 101 and Engl 102
5. Minimum grade of C- in Comm 102 or 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

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:

Dept.	Course No.	Course Title	Credits
Psyc	203	Developmental Psychology <i>(Cultural and Social Heritage Category)</i>	3
Math	102	Intermediate Algebra	3
Math	111 or	College Algebra <i>(or higher)</i>	

Course Requirements for Elementary Education Majors

Courses in Teacher Education are sequenced to provide candidates the opportunity to demonstrate continual growth on identified outcomes. Candidates should review the Teacher Education Handbook and consult with their advisors regarding the sequence in which required courses should be taken.

Dept.	Course No.	Course Title	Credits
Educ	100	Praxis Preparation	0
Educ	201	Introduction to Teaching	3
Educ	202	Science for Elementary Teachers	3
Educ	203	Mathematics for Elementary Teachers	3
Educ	219	Instructional Media and Technology	2
Educ	251	Geography for Teachers	2
Educ	253	Applied Cognitive Theories	3
KNS	261	Methods & Activities for Teaching Elementary PE	3
Educ	301	Methods: Elementary Mathematics	3
Educ	302	Curriculum and Teaching in Elementary Schools	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 Schools	3
Educ	315	Methods: Elementary Social Studies	3
Educ	316	Assessment and Evaluation	3
Educ	342	Methods: Elementary Language Arts	3

Teacher Education

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 and Corrective Reading	2
Educ	498	Student Teaching Seminar	1
Educ	499	Student Teaching	12

Education Course Requirements for Secondary and K-12 Education Majors

Candidates majoring in a secondary education area, K-12 music education, or K-12 and health and physical education earn the degree through their major department. Specific content area requirements are located in the major department sections of the catalog. In addition to completing coursework in the major teaching area, candidates must also complete coursework in education. Courses in Teacher Education are sequenced to provide candidates the opportunity to demonstrate continual growth on identified outcomes. Candidates should review the Teacher Education Handbook and consult with their advisors regarding the sequence in which required courses should be taken.

Dept.	Course No.	Course Title	Credits
Educ	100	Praxis Preparation	0
Educ	201	Introduction to Teaching	3
Educ	219	Instructional Media and Technology <i>(music and health and physical education candidates do not take)</i>	2
Educ	251	Geography for Teachers <i>(history education majors only)</i>	2
Educ	253	Applied Cognitive Theories	3
Educ	303	Introduction to Teaching Students with Exceptionalities	3
Educ	305	Managing and Monitoring the Learning Environment <i>(music and health and physical education candidates do not take)</i>	3
Educ	306	Multicultural Education	3
Educ	308	Curriculum and Teaching in Secondary Schools <i>(music and health and physical education candidates do not take)</i>	3
Educ	310	Reading Methods in Secondary Schools <i>(music and health and physical education candidates do not take)</i>	3
Educ	312	North Dakota History <i>(history education majors only)</i>	3
Educ	316	Assessment and Evaluation <i>(music and health and physical education candidates do not take)</i>	3
Educ	344	Young Adult Literature <i>(English education majors only)</i>	3
Educ	398	TED Seminar I	1
Educ	399	TED Seminar II	1

Content Methods Course(s):

- Biology Education majors—Educ 406 Methods: Secondary Science (3)
- History Education majors—Educ 407 Methods: Secondary Social Studies (3)
- English Education majors—Educ 408 Methods: Secondary English (3)
- Math Education majors—Educ 410 Methods: Secondary Mathematics (3)
- Music Education majors—MUS 291 Music Methods in the Elementary School (3) and MUS 292 Music Methods: Secondary Choral (2) and MUS 293 Music Methods: Secondary Instrumental (2)
- Health and Physical Education majors—KNS 361 Methods in Physical Education (3)

Educ	498	Student Teaching Seminar	1
Educ	499	Student Teaching	12

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.

Course Descriptions

EDUCATION (EDUC)

100-0 Praxis Preparation

The course prepares students to take the Praxis I (Core Academic Skills) tests required for teacher licensure and admission to the Teacher Education program. Prerequisite: Sophomore status. Corequisite: Educ 201: Introduction to Teaching. *Fall and Spring*

201-3 Introduction to Teaching

History and philosophy of American education are surveyed along with the personal and professional requirements of teaching. Includes 20 hours of field experience (a combination of in-person and virtual field hours). Prerequisite: Sophomore status. Corequisite: Educ 100: Praxis Preparation. *Fall and Spring*

202-3 Science for Elementary Teachers

This course is a study of the basic science concepts from biology, chemistry, physical science, space science and earth science that elementary teachers are expected to know. Several types of teaching and evaluation techniques are examined in this course. *Spring*

203-3 Mathematics for Elementary Teachers

A continuation of basic college mathematics with additional topics from elementary algebra, geometry, mathematical reasoning, basic number operations, probability, and the history of mathematics. The curriculum includes investigations with manipulatives, calculators, and computers. *Spring*

219-2 Instructional Media and Technology

A course designed to familiarize education majors with national technology education

standards, theories, and applications of various media and technologies for use in education. Topics include design, software, hardware, visual and audio media, internet, and legal, ethical, and social issues with technology use. *Fall and Spring*

251-2 Geography for Teachers

This course is designed to increase 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. *Spring*

253-3 Applied Cognitive Theories

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. *Fall*

301-3 Methods: Elementary Mathematics

An overview of elementary mathematics education—history, issues, state and national standards. Standards-based instruction 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. Prerequisites: Admission to teacher education; Educ 203, Educ 302; Educ 316; Educ 303; Educ 306. Corequisites: Educ 305; Educ 415; KNS 261; and Educ 398 or Educ 399. *Spring*

302-3 Curriculum and Teaching in Elementary Schools

Principles of instruction, planning for teaching, curriculum development, guidance, and evaluation. Prerequisites: Admission to teacher education; Educ 201. Corequisite: Educ 316. *Fall and Spring*

303-3 Introduction to Teaching Students with Exceptionalities

Designed to provide prospective elementary and secondary teachers with the knowledge and skills to understand and teach students with exceptionalities. Includes a 15-hour field experience. Prerequisites: Admission to teacher education; Educ 201. Corequisite: Educ 306. *Fall and Spring*

305-3 Managing and Monitoring the Learning Environment

This course provides prospective educators with a proactive, comprehensive, and practical guide for the understanding and development of skills necessary to create a positive learning environment, encourage appropriate social interactions, and advance engagement in learning. Emphasis is on recognizing and empowering desired behavior and addressing undesirable behavior. Teacher disposition is also explored for its effect on student learning, motivation, and development as well as the educator's own professional growth. Prerequisites: Admission to teacher education; Educ 302 or Educ 308; Educ 316; Educ 303; Educ 306. Corequisite: Educ 398 or Educ 399. *Spring*

306-3 Multicultural Education

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. Prerequisites: Admission to teacher education; Educ 201. Corequisite: Educ 303. *Fall and Spring*

308-3 Curriculum and Teaching in Secondary Schools

Principles of instruction, planning for teaching, curriculum development, guidance, and evaluation. Prerequisites: Admission to teacher education; Educ 201. Corequisite: Educ 316. *Fall and Spring*

310-3 Reading Methods in Secondary Schools

A course designed to improve vocabulary and reading comprehension for secondary students through the identification of skills and processes needed to perform academic reading tasks. Includes evaluation of reading abilities and creation of reading exercises. Prerequisites: Admission to teacher education; Educ 308; Educ 316; Educ 303; Educ 306. Corequisites: Educ 305; Educ 398 or Educ 399. *Spring*

312-3 North Dakota History

Designed for history education majors, the course presents the geographical and climatic environment of North Dakota as well as its prehistory and development from the days of the fur traders through the 20th century. Required for secondary education certification in history. *Spring, even years*

314-3 Creative Arts in the Classroom

An exploration of the stages of growth in children's artistic development as it applies to the elementary classroom, including direct experiences with methods and materials in art, music, creative drama, and movement education. State standards will be addressed. *Fall*

315-3 Methods: Elementary Social Studies

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. Prerequisites: Admission to teacher education; Educ 251; Educ 302; Educ 316; Educ 303; Educ 306. Corequisites: Educ 342; Educ 405; Educ 423; and Educ 398 or Educ 399. *Fall*

316-3 Assessment and Evaluation

A study of methods, procedures, strategies, materials, modifications, and current trends and research in the assessment and evaluation of student learning. Prerequisites: Admission to teacher education; Educ 201. Corequisites: Educ 302 or Educ 308. *Fall and Spring*

342-3 Methods: Elementary Language Arts

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 sound principles of language development may be applied as children learn to use and control language through reading, writing, listening, and speaking in the classroom. Prerequisites: Admission to teacher education; Educ 302; Educ 316; Educ 303; Educ 306. Corequisites: Educ 315; Educ 405; Educ 423; and Educ 398 or Educ 399. *Fall*

343-3 Children’s Literature and Reading Across the Curriculum

Introduces prospective elementary teachers to the field of children’s literature and explores a variety of approaches, including reading-based literature and reading strategies and methods across the curriculum for appropriate use in an elementary classroom. Prerequisites: Admission to teacher education; Educ 201. *Fall*

344-3 Young Adult Literature

Introduces prospective teachers to the world of young adult literature that is appropriate to upper elementary and secondary classrooms. Emphasis on classroom application. Prerequisites: Admission to teacher education; Educ 201. *Spring*

398-1 TED Seminar I

Taken as part of a methods block, the course provides a 30-hour field experience. In their corequisite methods courses, candidates will design lesson plans that they will implement in the field with K-12 students. Lessons will

be videoed and evaluated, and candidates will receive feedback from both program faculty and school-based mentors. Additionally, candidates will meet once per week to debrief, plan, and explore topics related to the teaching profession (i.e. professional ethics and children/youth mental health issues). Prerequisites: Admission to teacher education; Departmental approval. *Fall and Spring*

399-1 TED Seminar II

Taken as part of a methods block, the course provides a 30-hour field experience. In their corequisite methods courses, candidates will design lesson plans that they will implement in the field with K-12 students. Lessons will be videoed and evaluated, and candidates will receive feedback from both program faculty and school-based mentors. Additionally, candidates will meet once per week to debrief, plan, explore topics related to the teaching profession, and complete a programmatic assessment. Prerequisites: Admission to teacher education; Departmental approval. *Fall and Spring*

405-3 Methods: Elementary Content Reading

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. Prerequisites: Admission to teacher education; Educ 302; Educ 316; Educ 303; Educ 306. Corequisites: Educ 315; Educ 342; Educ 423; and Educ 398 or Educ 399. *Fall*

406-3 Methods: Secondary Science

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. Prerequisites: Admission to teacher education; Educ 308; Educ

316; Educ 303; Educ 306. Corequisite: Educ 398 or Educ 399. *Fall as needed*

407-3 Methods: Secondary Social Studies

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. Prerequisites: Admission to teacher education; Educ 308; Educ 316; Educ 303; Educ 306. Corequisite: Educ 398 or Educ 399. *Fall, as needed*

408-3 Methods: Secondary English

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. Prerequisites: Admission to teacher education; Educ 308; Educ 316; Educ 303; Educ 306. Corequisite: Educ 398 or Educ 399. *Fall, as needed*

410-3 Methods: Secondary Mathematics

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. Prerequisites: Admission to teacher education; Educ 308; Educ 316; Educ 303; Educ 306. Corequisite: Educ 398 or Educ 399. *Fall, as needed*

415-3 Methods: Elementary Science

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. Prerequisites: Admission to teacher education; Educ 202, Educ 302; Educ 316; Educ 303; Educ 306. Corequisites: Educ 305; Educ 301; KNS 261; and Educ 398 or Educ 399. *Spring*

423-2 Diagnostic and Corrective Reading

Designed to help prospective teachers become familiar with techniques in determining types of reading problems and presenting appropriate corrective procedures. Prerequisites: Admission to teacher education; Educ 302; Educ 316; Educ 303; Educ 306. Corequisites: Educ 315; Educ 405; Educ 342; and Educ 398 or Educ 399. *Fall*

498-1 Student Teaching Seminar

Student teachers will attend weekly seminar sessions to debrief on their experiences, network, work on major assessments, and learn from guest speakers. Prerequisites: Educ 398; Educ 399; approval of TEC. Corequisite: Educ 499: Student Teaching. *Fall and Spring*

499-12 Student Teaching

Teacher candidates will apply the concepts and methods learned throughout the Teacher Education program during 12 weeks of supervised teaching in their licensure area. Prerequisites: Educ 398; Educ 399; approval of TEC. Corequisite: Educ 498: Student Teaching Seminar. *Fall and Spring*

Other Academic Programs and Courses

Minor in Character in Leadership

Professor Lang; Associate Professors Hunt and Kirkeby; Lecturer Hoke; Chaplain Adams

Mission Statement

As an academic community dedicated to the pursuit of knowledge in an atmosphere of Christian love, University of Jamestown recognizes the need for leaders of integrity and courage who are actively concerned for the needs of our world. Through the Character in Leadership program we commit ourselves to assist students in the development of the knowledge, attitudes, values, and leadership skills that will enable them to live and to influence others to live with the sound character that naturally leads to service for the greater good of all.

Intended Student Learning Outcomes for the Character in Leadership Minor

1. Students will be able to articulate personal motivating values and their responsibility in decision-making.
2. Students will have identified their personal leadership philosophy including a personal plan for leadership.
3. Students will master leadership concepts including: theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity.
4. Students will engage in identifying and understanding their personal strengths and weaknesses.
5. Students will engage in practical application of leadership skills and team building activities.

Program

The heart of the Character in Leadership program is its academic core. Each student who participates will receive a minor in leadership. University of Jamestown values its reputation for quality education and therefore is committed through its Character in Leadership program to providing a broad and sound intellectual foundation that will enable its students to provide ethical leadership in an ever-changing world.

The Character in Leadership program also provides opportunities outside the classroom for students to further their understanding of character and leadership.

- Retreats
 - Off-campus team building experiences
 - Motivational speakers
 - Role playing for skill development
- Group service projects
- Development of a personal leadership plan

Admission to Program

Approximately thirty students are admitted to the program each year. To be considered for admission, students must have a cumulative 3.0 GPA in high school and must submit a separate application to the Character in Leadership program. Applications are available in the Admission Office and online.

Requirements for the Character in Leadership Minor

Dept.	Course No.	Course Title	Credits
Ldrs	100	Practical Leadership I	1
Ldrs	101	The Servant Leader	3
Ldrs	102	Leadership Applications	1
Ldrs	200	Practical Leadership II	1
Ldrs	201	Serving Others	1

Other Academic Programs and Courses

Ldrs	301	The Person as Leader	3
Ldrs	302	Service in Leadership	1
Ldrs	401	Leadership Power, Influence & Creativity	3
Ldrs	402	Leadership Capstone	1
Phil	252	Ethics (Character in Leadership Section)	3
		One elective course chosen in consultation with the director of the Character in Leadership Program	3
		Attendance at all fall conferences (4) and fall retreats (4)	2
Total Semester Credits			21

Course Sequence for Character in Leadership Minor

Freshman Year

Dept.	Course No.	Course Title	Credits
Ldrs	101	The Servant Leader	3
Ldrs	102	Leadership Applications	1

Sophomore Year

Dept.	Course No.	Course Title	Credits
Ldrs	100	Practical Leadership I	1
Ldrs	201	Serving Others	1
Phil	252	Ethics (Character in Leadership Section)	3

Junior Year

Dept.	Course No.	Course Title	Credits
Ldrs	301	The Person as Leader	3
Ldrs	302	Service in Leadership	1

Senior Year

Dept.	Course No.	Course Title	Credits
Ldrs	200	Practical Leadership II	1
Ldrs	401	Leadership Power, Influence & Creativity	3
Ldrs	402	Leadership Capstone	1

*Please note that the electric credit and LDSR 401 count towards completion of the Honors Program. Please see the Director for additional details.

Course Descriptions (LDRS)

100-1 Practical Leadership I

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 100 in the spring of their sophomore year and credit for LDRS 200 in the spring of the senior year. Credit will be automatically added by the Director of the program during the appropriate semester. Students will receive a pass/Fall grade. *Spring*

101-3 The Servant Leader

The purpose of this course is to study the basic principles of leadership from both theoretical and practical perspectives. The course addresses leadership and ethical theory as well as an introduction to effective communication and

group/teamwork. The course will establish a foundation of knowledge and experience with leadership to initiate the development process of the students' personal plans for leadership in their lives. *Fall*

102-1 Leadership Applications

The purpose of this seminar is to engage students in discussions about their leadership experiences, ethical questions of leadership that arise from experiences, and problems of ethics and leadership from professionals in the fields of business, government, religion, non-profit service, and other areas. *Spring*

200-1 Practical Leadership II

Students will be required to attend four annual fall conferences and four retreats over the course of the minor. Students will receive credit for

Other Academic Programs and Courses

LDRS 100 in the spring of their sophomore year and credit for LDRS 200 in the spring of the senior year. Credit will be automatically added by the Director of the program during the appropriate semester. Students will receive a pass/Fall grade. *Spring*

201-1 Serving Others

This course meets weekly to determine, plan, and execute a community service project. Students will work together as a group to examine the needs within the local community and choose a work project that will benefit a particular organization or group of people within the community. Special attention will be given to documenting and reflecting on the group processes. *Spring*

301-3 The Person as Leader

The purpose of this course is to further study leadership principles from both theoretical and practical perspectives. Students will engage in topics such as Servant Leadership, transforming leadership, and justice and forgiveness. Special attention will be given to leadership that is based on sound ethical foundation. *Spring*

302-1 Service in Leadership

This course meets weekly to determine, plan, and execute a service project that relates to a global need. Students will work together as

a group to determine a work project that will benefit a community or group of people living outside the United States with a particular need (e.g. hunger issues, clean water need, medical help). Special attention will be given to documenting and reflecting on the group process. *Fall*

401-3 Leadership Power, Influence & Creativity

The purpose of this course is to continue the exploration of the nature and dynamics of leadership. A continuation of LDRS 301, this course will explore leadership topics such as diversity, creativity in leadership, organizational leadership, and the Servant Leadership model. Students will submit a finalized version of their future action plan for leadership in their lives. *Fall*

402-1 Leadership Capstone

Students will work in small groups to prepare and present a leadership topic to the freshman leadership students enrolled in LDRS 102. Each student will complete a paper that reflects on the preparation and execution of the presentation. *Spring*

190-1-3 Special Topics

290-1-3 Special Topics

390-1-3 Special Topics

490-1-3 Special Topics

Honors Program

Professor Solensky

Mission Statement

The mission of the University of Jamestown Honors program is to challenge students to explore and integrate ideas from multiple disciplines, and to think critically and creatively.

Admission to Program

The Honors Program will admit approximately 25 students each year. 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.

Other Academic Programs and Courses

Requirements for completion of the Honors Program

Dept.	Course No.	Course Title	Credits
Hnrs	110	Disrupting Education	1
Hnrs	401	Honors Capstone I	1
Hnrs	402	Honors Capstone II	1

7 Honors Seminars (1 credit each)

or 4 Honors Seminars + 3-credit Honors Contract course 7

Students must have earned a 3.2 or higher cumulative UJ GPA to complete the Honors Program and graduate with University Honors.

Course Descriptions

NOTE: Honors Program students will have priority in registering for Honors Seminars (HNRS 2xx courses), but any remaining seats may be filled by any UJ student who has at least a 3.2 cumulative GPA.

HNRS 110-1 Disrupting Education

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. *Fall*

HNRS 210-1 Monsters and Mayhem: Exploring the History of Science through Fiction

Scientific discoveries can generate public fear of the potential implications for science to be abused or applied with horrific outcomes. The science fiction genre includes novels that explore this public fear, and often feature some combination of science-generated monsters or mayhem. Students will read several works of science fiction, explore the science behind the fiction, and discuss the interplay between the science, literary works, and cultural paradigms. The class format will primarily feature group discussion of assigned reading.

HNRS 215 – 1 From Cavemen to Xmen: Evolution and Society

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.

HNRS 225 – 1 Exotic Lands, Alien Worlds: The British Imperial Romance

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. *Fall, even years*

HNRS 230-1 Feeding Mars: Understanding the Impact of War on Humanity through Literature and Film

War always leaves an indelible mark on those that it touches; the men and women who serve, as well as the civilians, the families, and the children in its path. The experience of war certainly brings death and destruction, but it is those who survive the crucible that must live changed

Other Academic Programs and Courses

lives. Many suffer post traumatic injury and are unable to embrace anything normal again. In this class, students will consider important works of literature and film that will allow them to gain insight and weigh for themselves the impact of war over the last century. The discussion format of the class will encourage students to probe the meaning of war, and why it has always been part of human culture.

HNRS 240-1 Of Plagues and People: The History of Disease

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. *Spring, odd years*

HNRS 401-1 Honors Capstone I

Students will explore interdisciplinary work, including papers, speeches, academic blogs, TED talks, and other media formats. Drawing upon prior coursework, students will develop a topic of study that incorporates ideas from at least two academic disciplines and plan a project focused on that interdisciplinary topic. Prerequisites: 3 honors seminars and junior or senior standing. *Fall*

HNRS 402-1 Honors Capstone II

Students will complete the interdisciplinary project developed during Honors Capstone I. Prerequisites: HNRS 401. *Spring*

Course Descriptions

CAREER EDUCATION

The following one-credit courses, offered by the Career Center, are designed to help students develop sound career planning and job search skills:

EE 100-1 Intro to Experiential Education

Introduces students to job shadows and observations, internships, consulting projects, study/intern abroad, and volunteer/community service projects. Students participate in community service projects of their choice. *Fall and Spring*

CE 101-1 Career Decision Making

An overview of the world of work, career exploration, and career testing. Appropriate for students who are deciding on or exploring career choices for their major. *Spring*

EE 300-1 Internship Preparation

Students learn about internships, locate sites, prepare application materials, develop interview skills, and visit with current/past interns. A non-credit internship preparation seminar/self-study is also available. *Fall and Spring*

EE 350 Internship

Provides a pre-professional practical learning experience in an appropriate work environment that will benefit the student and the organization. The course is structured to integrate classroom and work site learning experiences relevant to the student's educational and career objectives. One to eight credits. *Fall and Spring*

CE 401-1 Job Search Skills

This course will give a broad overview of activities involved in an effective job search. Seniors only. *Fall and Spring*

EE 450 Consulting

Students apply the theoretical foundations of their studies to a practical situation. Student teams assist businesses and organizations in areas designated by the project contact. The student consulting team is usually assigned to each project for eight to sixteen weeks and receives two to four credits. *Fall and Spring*

Other Academic Programs and Courses

Coll 100-1 Student Senate

A credit for students who serve on the student senate executive board or chair a senate committee.

Coll 200-1 Collegian

A credit for students who write and/or work for the University of Jamestown newspaper – The Collegian.

ID 100-1 Skills for Academic Success

This course is designed to prepare students for the rigor of college-level coursework by covering topics like notetaking, test taking strategies, time management, and study skills.

ID 201-1 Information Literacy

This course is designed to develop information literacy skills for both academic and real world settings. Information literacy involves the ability to find, evaluate, and use information for a specific purpose. Students will learn different research methods, academic citations, and critical thinking skills. The primary assignment for this course involves the development of a research plan for a topic of the student's choice. The objective of this assignment is to allow students to gain practical research experience in their chosen field of study.

EE 290-1-3 Study Tour

Led by faculty of various academic disciplines, students will participate in an international experience that will include study, research, and/or mission work in an international location. Previous destinations have included China, Kenya, and Italy.

General Education

UJ Foundations

UJ Foundations is a one-credit course designed especially for first-year students to help them make a successful adjustment to college and to provide time for personal reflection and planning for their educational journey.

Students in UJ Foundations are given opportunity to “look inward” in order to discover and confirm their own talents, strengths, and goals, and to develop their sense of vocation. Students will explore their personal strengths through StrengthsQuest, the nationally recognized strengths inventory, as well as navigate FOCUS, an online career research tool. UJ Foundations classes are designed to encourage class discussion and participation.

Through class activities and assignments, students in UJ Foundations will also become acquainted with the many opportunities at University of Jamestown. They will attend a city-wide block party, become prepared to use the equipment at the Foss Wellness Center, review research skills in the Raugust Library, participate in the annual leadership conference, and attend a chapel service together in the historic Voorhees Chapel.

NSCI 110 Foundations of Science

A course introducing the student to the nature of science, scientific reasoning and the application and relevance of science to the individual and to society. The course will focus on these issues as they relate to a particular topic or area of science.

Pre-Professional Preparation

Pre-Engineering Program

The 3-2 engineering program provides a three-year course of study at the University of Jamestown with an additional two years of study in one of many engineering programs at universities around the country. Students completing the program receive two degrees: a Bachelor of Arts in mathematics from the University of Jamestown and a Bachelor of Science in engineering from the university at which they complete their engineering courses. Recent University of Jamestown engineering students have completed their studies at several universities, including:

- * Montana Tech (College of Mineral Science and Technology)
- * North Dakota State University
- * South Dakota School of Mines
- * University of North Dakota
- * University of South Dakota
- * Washington University, St. Louis, Mo.

Pre-Law

Law schools do not generally require a specific pre-law program. Those pursuing an undergraduate curriculum in preparation for law school should consult with history-political science faculty.

Health-Related Pre-Professional Preparation

The University of Jamestown offers pre-professional preparation for a number of health-related fields such as medicine, dentistry, optometry, pharmacy, podiatry, osteopathy, chiropractic, physical therapy, and occupational therapy. Traditionally, more than 85 percent of our science (biology and chemistry) majors pursue further study or professional degrees in the health professions, graduate research, and/or teaching. *Note: Students preparing for health profession programs should obtain scheduling advice from advisors in biology or chemistry before registering for classes.*

Pre-Medicine

Most American medical colleges select for admission only those applicants with a four-year college degree and prefer students with a well-rounded liberal arts education. Admission to medical school is strongly influenced by two measures: the student's score on the nationally administered Medical College Admission Test (MCAT) and the overall grade point average (GPA).

The University of Jamestown students historically have received excellent preparation for successful performance on the MCAT. We believe the key to this success is the availability of our instructors to help students. Students' scholastic achievements and their successful attainment of career goals are important to us.

Pre-medicine students are not limited to a single set of courses. Students plan their programs in consultation with the pre-medical advisors. Medical schools usually require only a few basic courses. Beyond this minimum, courses may be chosen according to the student's own interests. The majority of the University of Jamestown pre-medical students choose to major in either biology, chemistry, or biochemistry; but a major in a different area may be satisfactory. It should be noted, however, that the first two years of medical school consist of intensive coursework in biology and chemistry.

Suggested Biology Courses:

Pre-Medicine students should have schedule plans checked by a biology advisor.

Dept.	Course No.	Course Title	Credits
Biol	150	Introduction to Biology I	4
Biol	151	Introduction to Biology II	4
Biol	208-209	Human Anatomy and Physiology I & II (with lab)	10
Biol	216	Microbiology	4
Biol	305	Cell Biology	5
Biol	312	Developmental Biology	5
Biol	430	Genetics	5
Biol	425/426	Biology Seminar	1 + 1

Suggested Chemistry Courses:

Pre-Medicine students should have schedule plans checked by a biology advisor.

Dept.	Course No.	Course Title	Credits
Chem	133	General Chemistry I	4
Chem	134	General Chemistry II	4
Chem	343	Organic Chemistry I	4
Chem	344	Organic Chemistry II	4
Chem	413	Biochemistry I	3

Suggested Courses in other departments:

Dept.	Course No.	Course Title	Credits
Math	151	Calculus I	4
Math	203	Physics I (and lab)	5
Math	204	Physics II (and lab)	5
Psyc	101	General Psychology	3
Soc	101	Introduction to Sociology	3

Pre-Chiropractic, Pre-Dentistry, Pre-Optometry, Pre-Osteopathy, Pre-Podiatry, and Pre-Veterinary

Collegiate preparation for admission to schools of dentistry, optometry, veterinary, and other health professions is essentially the same as that for medical school. United States dental schools require that applicants take the Dental Admission Test (DAT) and schools of optometry require the Optometry Admission Test (OAT).

Students interested in these fields should contact advisors in biology or chemistry to prepare a course program to meet their individual objectives. Also, professional schools may differ in what courses they desire applicants to have taken.

Pre-Pharmacy

The University of Jamestown traditionally has provided a strong background for students pursuing a degree in pharmacy. The Student Success Center and health professions advisors should be consulted when planning a pre-pharmacy schedule.

Pre-Physical Therapy

There are two avenues to be admitted into the University of Jamestown 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. Fifteen slots are designated for Direct Entry students.

Current freshman 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 transcript showing minimum 3.00 GPA (4.00 scale)
- A minimum ACT Composite of 25 or SAT (R=M) of 1200
- For current University of Jamestown students, minimum cumulative GPA of 3.00 and minimum prerequisite GPA of 3.25 (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
- Personal essay
- Student records release form
- Interview with a University of Jamestown Doctor of Physical Therapy Program admissions representative.

The first deadline for completed applications is January 1, year of 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 (≥ 3.00)*
- Cumulative GPA in all undergraduate prerequisite course work (≥ 3.25)*
- Appropriate pre-professional behavior such as:
 - No campus violations
 - Attend Direct Entry meetings

* If the student's cumulative GPA falls below 3.00, the student has one semester to raise his or her 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 Requirements

Minimum Required Semester Hours	Prerequisite	Acceptable Courses	UJ Equivalent
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, Embryology, General Biology II, Genetics, Histology, Immunology, Microbiology, Molecular, Zoology <i>**Botany not accepted</i>	Biol 151
8 Total Semester Hours	General Chemistry I with Lab	General Chemistry I	Chem 133
	General Chemistry II with Lab	General Chemistry II, Biochemistry, Inorganic, Organic	Chem 134
4 Total Semester Hours	Physics I with Lab	Physics I	Phys 143 or 203
4 Total Semester Hours	Physics II with Lab	Physics II	Phys 144 or 204
3 Total Semester Hours	General Psychology	General Psychology	Psyc 101
3 Total Semester Hours	Lifespan Development	Developmental Psychology	Psyc 203
3 Total Semester Hours	Abnormal Psychology	Abnormal Psychology	Psyc 302
3 Total Semester Hours	Statistics	Biostatistics, Business Statistics, Math Statistics, Psychology Statistics	Psyc 202 or Math 205
1 Total Semester Hour	Medical Terminology	Medical Terminology	Biol 210

*Must be taken at the University of Jamestown for Direct Entry.

***If the student's prerequisite GPA falls below 3.25, the student has one semester to raise his or her prerequisite GPA in those courses to 3.25 or higher. If the student is unable to raise his or her prerequisite GPA in those courses to 3.25 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 (for example, by February 1, 2021, for entry in the fall semester of 2021).

Direct Entry students must complete their undergraduate degree in four years 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

A minimum of 40 hours of observation in a physical therapy setting (e.g., inpatient acute/subacute care, geriatrics, pediatrics, neurological rehabilitation, orthopedics) must be completed and verified by a physical therapist. Observation hours must be recorded on the **Direct Entry Observation Hours Form and verified/signed by a physical therapist from each site of observation.** Additional copies of this form can be made for additional settings.

Letters of Recommendation

One recommendation from a work-related supervisor using the **Direct Entry Letter of Recommendation, Supervisor form** is required. This recommendation can be sent directly from the reference to: University of Jamestown 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, Physical Therapist form** is required. This recommendation can be sent directly from the reference to: 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.

GRE

All Direct Entry students are required to take the GRE and obtain a score of 140 or higher on quantitative and 145 or higher on verbal.

PHYSICAL THERAPIST CENTRALIZED APPLICATION SERVICE (PTCAS)

Students who have completed required course work and will be receiving a bachelor's degree from an accredited institution may apply to the University of Jamestown Doctor of Physical Therapy Program using the Physical Therapist Centralized Application Service (PTCAS) 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 deadlines for applications are October 1, and December 15. PTCAS must receive all information by the application deadlines. Incomplete applications will not be accepted.

Qualified applicants will be invited to attend a face-to-face interview at the University of Jamestown Doctor of Physical Therapy Program Fargo campus. The Program does not interview candidates via Skype or similar programs. 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 Function Requirements Form.
- Two letters of recommendation:
 - o One from work supervisor
 - o One from licensed physical therapist
- Submission of GRE scores:
 - o The Program currently does not have a minimum GRE score.
 - o University of Jamestown Doctor of Physical Therapy PTCAS GRE code: 3885
- Submission of TOEFL scores, if applicable. Acceptable scores are as follows:
 - o TOEFL score 525 Paper
 - o TOEFL score of 195 Computer
 - o TOEFL score of 70 Internet-based
 - o An IELTS band score of 5.5

Prerequisite Coursework

Nine of thirteen prerequisite courses must be completed by Oct 1 to be eligible for an interview in November, or Dec 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. Any course work completed Fall 2020 and Spring 2021 will not count toward cumulative or prerequisite GPA calculations but will need to be completed and meet minimum requirements prior to matriculation.

Please refer to prerequisite table on page 209.

If your application is selected for admission, and upon accepting the offer of admission, you will be agreeing to an annual national background report and also agreeing to comply with health, immunization, and education requirements of the clinical education program.

University of Jamestown protects applicant rights, including due process. If an individual 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-Occupational Therapy

In addition to specific science courses, a background in psychology is recommended for occupational therapy. Students may complete two or three years of coursework at the University of Jamestown and apply for the professional programs at other institutions. Alternatively, students may complete four years of training in a major at University of Jamestown and then apply for Master of Science programs. As with other professional programs, admission to occupational therapy at the graduate level is competitive. Students considering this program should consult the Student Success Center and health professions advisors in biology or chemistry when planning their coursework.

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Mitch Wolden (2014)

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Ph.D., North Dakota State University

*indicates department chair

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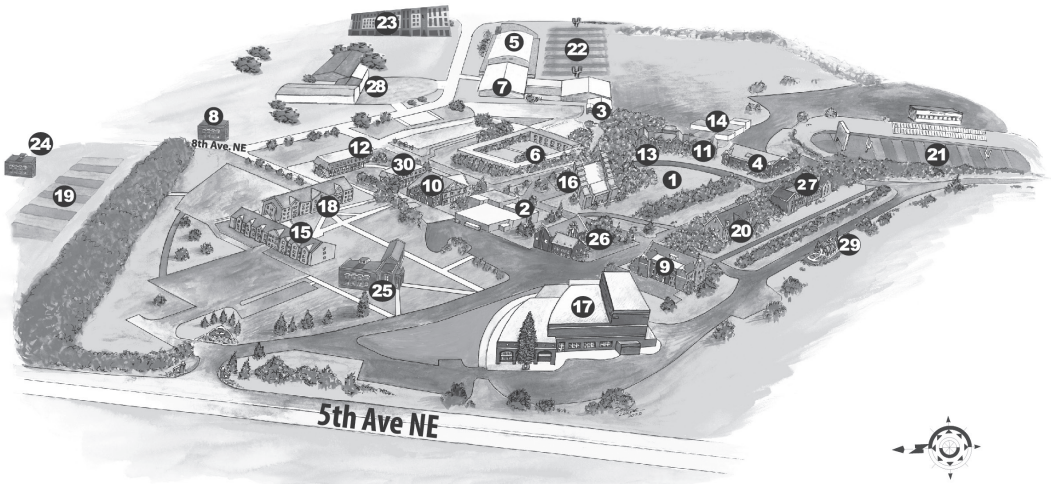
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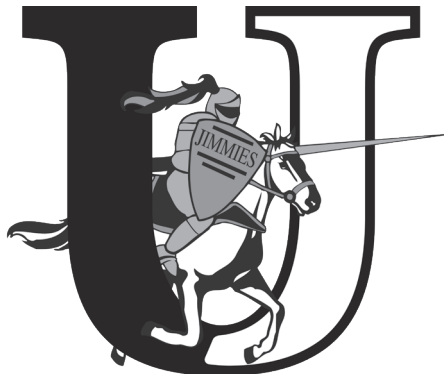
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CAMPUS MAP



Location Key

- | | | | |
|------------------------------------|-----------------------------------|------------------------------------|------------------------------|
| 1. Allen Field | 7. Larson Center | 13. Orlady Hall | 22. Turf Field |
| 2. Badal Nafus Center | 8. Liechty Apartments | 14. Physical Plant | 23. UJ Place |
| • Admissions | 9. Liechty Center Taber Hall | 15. Prentice Hall | 24. University Apartments |
| • Knight Hall (dining center) | • Alumni Center | 16. Raugust Library | 25. Unruh and Sheldon Center |
| • Westminster Hall | 10. Lyngstad Center | • Java Hut (coffee shop) | 26. Voorhees Chapel |
| 3. Foss Wellness Center | • Student Engagement Center (SEC) | • Jimmie Connection (campus store) | 27. Watson Hall |
| 4. Hansen Center | 11. McKenna Thielsch Center | 17. Reiland Fine Arts Center | 27. Wilson Arena |
| • JHouse (student activity center) | 12. Nierling Hall | • DeNault Auditorium | 28. Wilson Memorial |
| 5. Harold Newman Arena | | 18. Seibold Hall | 29. Wilson Memorial |
| 6. Kroeze Hall | | 19. Soccer Field | 30. Wilson Hall |
| | | 20. Sorkness Center | |
| | | 21. Taylor Stadium | |



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