

# **University of Jamestown**

## **2024-2025 Undergraduate Catalog**

# Table of Contents

About University of Jamestown .....	5
Academic Calendar.....	11
Academic Information and Policies.....	23
Academic Units .....	53
University Personnel.....	61
Degree Requirements.....	67
General Education - Associate of Science in Nursing Degree.....	69
General Education - Bachelor of Science in Nursing Degree.....	71
General Education - Bachelor of Arts and Bachelor of Science Degrees.....	73
Associate Degree Programs.....	83
Bachelor's Degree Programs.....	87
Minors.....	197
Certificates.....	210
Other Academic Programs.....	214
Courses .....	221





# About University of Jamestown

## Catalog and Contact Information

### Contact Information

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Jamestown, ND 58405

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Fax: (701) 253-4318

[www.uj.edu](http://www.uj.edu)

#### **Fargo**

*Physical Therapy Building*

4190 26th Avenue South

Fargo, ND 58104

Phone: (701) 356-2136

Fax: (701) 253-4492

*UJ Graduate & Professional Studies Center*

4820 23rd Avenue South

Fargo, ND 58104

#### **Phoenix**

3110 N Central Avenue

Ste L-190

Phone: (701) 557-8071

Fax: (701) 639-4176

[accelerated.uj.edu](http://accelerated.uj.edu)

#### **Office of Admission**

Phone: (800) 336-2554

Email: [admission@uj.edu](mailto:admission@uj.edu) (Residential Programs)

Email: [onlineadmissions@uj.edu](mailto:onlineadmissions@uj.edu) (Online Programs)

## Effective Date of Catalog

August 26, 2024

## Reservation of the Right to Modify

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

Catalog information is subject to change without notice.

## The Mission and History of the University of Jamestown

Throughout its more than 135-year history, University of Jamestown has consistently stood for academic excellence and Christian principles in all that it does. Catalogs published by the University from the very earliest years declare the commitment of this institution to the highest and best.

## Mission Statement

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

## Vision Statement

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

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

## Identity Statement

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

We value academic excellence as well as a highly engaged student body, faculty, and staff. We blend the liberal arts with professional programs with the goal of graduating students who are well rounded and foundationally prepared for careers that are ever changing in an expanding global economy and lives that are lived in an increasingly complex society.

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

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

## Values Statement

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

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

As a Christian institution of higher education in the Presbyterian tradition, we celebrate God through the use of our minds and the exercise of reason, believing that God is

the source of all truth. We believe that learning and the search for truth are closely connected to faith.

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

## Institutional Objectives

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

### **University of Jamestown:**

#### Student Learning

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

Christian religious life activities and to explore their faith; (Christian Life/Religious Life Environment)

### Community Engagement

- recognizes and fosters opportunities to connect with, integrate into, and participate and serve in the larger communities in which it resides; (Community)
- demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development; (Faculty Development)
- demonstrates its commitment to continuous improvement through staff development; (Staff Development)
- maintains mutually beneficial relationships with alumni and institutional friends; (Development)
- operates within a system of shared governance in which the opinions and values of constituents contribute to decisions and responsibility for success is shared; (Shared Governance)

### Stewardship and Fiscal Integrity

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

## History and Heritage

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

In the part of the territory that is now western North Dakota, a French nobleman, the Marquis de Mores, ranched and built a meat packing plant; another

Frenchman, Pierre Wibaux, started a ranching operation that was to become the largest in the United States; and a young man from New York, Theodore "Old Four Eyes" Roosevelt, began a career that was to take him to the White House.

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

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

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

The extremely cold winter of 1886 contributed to the onset of economic problems. After closing during the financial panic of 1893, the University was reopened in 1909 by the North Dakota Synod under the leadership of President Barend H. Kroeze. Dr. Kroeze was to set in motion forces that would allow the University to grow and prosper as it "encouraged the development of an educated Christian citizenship" and sought "to offer a liberal culture combined with moral training." The current 110 acres of wooded land the campus now occupies bears little resemblance to the bleak site upon which the founders stood and pondered the future of their own lives and that of a fledgling college. Today, University of Jamestown overlooks a progressive city of sixteen thousand people which offers a variety of recreational facilities and warm hospitality. Modern facilities now grace "College Hill," including the architectural prize-winning Raugust Library, which houses more than 150,000 items; Larson Center; Seibold and Prentice residence halls; Lyngstad Center, a modern classroom facility; the Reiland Fine Arts Center, with its exceptional concert/performance hall; the Unruh and Sheldon Center for Business and Computer Science; the Ed and Elaine Nafus Student Center; the Foss Fitness Center; the remodeled Liechty Center-Taber Hall; the McKenna Thielsch Center with its nursing and science labs; and the Harold Newman Arena. The University also completed a 13,350 square foot building in Fargo to house

the Doctor of Physical Therapy Program, which matriculated its first class in the fall of 2013.

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

Only the University's objectives have remained unchanged. These are reaffirmed in our goal of academic excellence in a Christian environment and in our determination to equip our students to face new problems and challenges in a changing world. Those objectives are realized not only through a quality faculty and curriculum but also through outstanding facilities and co-curricular programs, such as athletics, choir, and drama. We believe a Christian environment is crucial to the educational process. It provides discipline to the development and freedom of the mind and imparts a spiritual dimension of hope and grace. University of Jamestown and the Presbyterian Church in the United States of America (PCUSA) have an historical relationship, and they maintain their relationship by a covenant agreement to support one another in their respective missions.

## The Jamestown Journey to Success

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

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

minor areas of study as well as involvement in co-curricular activities.

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

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

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

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

## Accreditation, Approvals, Memberships, and Affiliations

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

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411  
 Phone: 800-621-7440/312-263-0456  
 Fax: 312-263-7462  
 info@hlcommission.org <http://www.hlcommission.org/>

The University of Jamestown has been continuously accredited since 1920. Its teacher education program is approved by the Education Standards & Practices Board of North Dakota.

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

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

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

The Physical Therapy Program at the University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>

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

State Authorization and Reciprocity Agreements (NC-SARA): NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. NC-SARA is overseen by a National Council and administered by four regional education compacts. The members of NC-

SARA are states, not institutions or students. Therefore, a state “joins” or becomes a “member” of NC-SARA while a college or university “operates under” or “participates in” NC-SARA. NC-SARA pertains to approval of distance education courses and programs offered across state lines by institutions that already have degree authorization in at least one state. What NC-SARA does is centralize the authorization process for each institution in a single state called the institution’s “home state.” Colleges or universities in an NC-SARA state therefore only need their home state authorization to offer distance education to any other NC-SARA member state.

## Nondiscrimination Statement

The University of Jamestown is committed to fostering an atmosphere that is respectful and cooperative, and which promotes equal opportunity. University of Jamestown prohibits unlawful discrimination and/or harassment in the University environment, in its employment, and in all of its programs, including: all academic, extra-curricular, and University- sponsored activities whether off or on campus. University of Jamestown is committed to ensuring an environment free from all discrimination and/or harassment based on race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, marital status, family medical history or genetic information, disability, political affiliation, military or veteran status, status with regard to public assistance, or other status with respect to which discrimination would be unlawful. Prohibited behaviors include: disrespectful and offensive behavior, unwelcome remarks and/or physical conduct that denigrates or shows hostility or aversion toward an individual’s race, color, national origin, gender, disability, sexual orientation, or other status with respect to which discrimination would be unlawful.

All students, faculty, administrators, and staff are encouraged to work together to prevent acts of unlawful discrimination and/or harassment of any kind. University employees who observe acts of discrimination and/or harassment should intervene to stop discrimination and/or harassment, unless circumstances would make such intervention dangerous. Any student, faculty, administrator, or staff who believes he or she has been subjected to or witnessed discrimination, harassment, or a hostile environment shall promptly report such conduct to the Affirmative Action Officer/Title IX Coordinator, Becky Knodel ([bknodel@uj.edu](mailto:bknodel@uj.edu), 701-252-3467 ext 5566, Liechty Center/Taber Hall 219) or the alternate designee, Vice President for Student Affairs (Lyngstad), so that the University can timely, fairly, and appropriately investigate, document, and respond to any such reports. Any student,

faculty, administrator, or staff found to have engaged in acts of unlawful discrimination, harassment or other acts that create a hostile environment at the University of Jamestown, will be promptly disciplined. Such discipline may include, if circumstances warrant, discipline up to and including suspension, expulsion, and termination.

Retaliation against any person who complains of discrimination or harassment, or who participates in the investigation of a complaint of discrimination or harassment, is prohibited. Individuals who are found to have engaged in retaliation will be subject to discipline up to and including termination of employment, suspension, or expulsion.

# Academic Calendar

See Master of Science in Clinical Counseling calendar here.

## 2024-2025 Academic Calendar

**Fall Term**

Tuesday	Aug 20	New Faculty Orientation
Wednesday-Friday	Aug 21-23	Faculty Workshops
Thursday-Sunday	Aug 22-25	New Student Orientation
Monday	Aug 26	Fall Classes Begin
Monday	Sep 2	Labor Day – No Classes – Offices Closed
Sunday	Oct 20	End of Midterm – First 8 Weeks
Monday	Oct 21	Fall Break – No Classes
Tuesday	Oct 22	Classes Resume
Thursday-Friday	Nov 28-29	Thanksgiving Break
Friday	Dec 6	Last Day of Fall Classes
Monday-Thursday	Dec 9-12	Fall Final Exams
Sunday	Dec 15	Fall Term Ends

**Spring Term**

Monday	Jan 6	Spring Classes Begin
Sunday	Mar 2	End of Midterm – First 8 Weeks
Monday-Sunday	Mar 3-9	Spring Break
Monday	Mar 10	Spring Classes Resume
Tuesday		Assessment Day
Friday	Apr 18	Good Friday – No Classes – Offices Closed
Monday	Apr 21	Easter Monday – No Classes – Offices Closed
Friday	Apr 25	Last Day of Spring Classes
Monday-Thursday	Apr 28-May 1	Spring Final Exams
Saturday	May 3	Commencement
Sunday	May 4	Spring Term Ends

**Summer Term**

Monday	May 5	Summer Term Starts
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Sunday	June 29	Summer First 8 Week Session Ends
Monday	June 30	Summer Second 8 Week Session Starts
Friday	Aug 15	Last Day of Summer Classes
Monday- Thursday	Aug 18-21	Summer Full Term Finals
Sunday	Aug 24	Summer Term Ends

## 2025-2026 Academic Calendar

**Fall Term**

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

**Spring Term**

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

**Summer Term**

Monday	May 4	Summer Term Starts
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Sunday	June 28	Summer First 8 Week Session Ends
Monday	June 29	Summer Second 8 Week Session Starts
Friday	Aug 14	Last Day of Summer Classes
Monday-Thursday	Aug 17-20	Summer Full Term Finals
Sunday	Aug 23	Summer Term Ends

## 2026-2027 Academic Calendar

**Fall Term**

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

**Spring Term**

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

**Summer Term**

Monday	May 3	Summer Term Starts
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Sunday	June 27	Summer First 8 Week Session Ends
Monday	June 28	Summer Second 8 Week Session Starts
Friday	Aug 13	Last Day of Summer Classes
Monday-Thursday	Aug 16-19	Summer Full Term Finals
Sunday	Aug 22	Summer Term Ends

## 2027-2028 Academic Calendar

**Fall Term**

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

**Spring Term**

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

**Summer Term**

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

**2028-2029 Academic Calendar**

**Fall Term**

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

**Spring Term**

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

**Summer Term**

Monday	May 7	Summer Term Starts
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Sunday	July 1	Summer First 8 Week Session Ends
Monday	July 2	Summer Second 8 Week Session Starts
Friday	Aug 17	Last Day of Summer Classes
Monday-Thursday	Aug 20-23	Summer Full Term Finals
Sunday	Aug 26	Summer Term Ends

# Academic Information and Policies

## Academic Integrity Policy

The University of Jamestown values self-discipline, responsibility, and the continuing growth of the individual. To achieve these values, we strive to maintain 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. For the benefit of students and faculty, Turnitin technology is utilized by the University of Jamestown.

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

**Cheating** involves the misrepresentation of knowledge or experience. Cheating takes away one's opportunity to learn, develop, and improve one's own skills.

Examples include, but are not limited to:

- Use of unauthorized materials during an examination either in person or online
- Submission or use of falsified data
- Copying from the work of another person or source
- Soliciting information regarding an exam from another student
- Submitting substantial portions of an assignment to more than one course for credit without permission from each instructor.
- Utilizing generative AI in ways that are not approved by the instructor.

Students should not use generative AI for assignments without explicit permission from the instructor. Instructors who permit the use of generative AI are responsible for indicating what is appropriate use for each assignment. If instructions regarding AI use on an assignment are unclear, students should seek clarification.

**Inappropriate collaboration** involves presenting academic work as one's independent effort when it includes significant elements of the work of others. It is dishonest for one student to write some (or all) of another student's assignment. It is equally wrong for one student to

develop key ideas for a project that is not their own. Inappropriate collaboration is a violation for which all parties will be held accountable. Understanding the expectations for collaboration is an important element in avoiding academic honesty issues and promoting your own growth as a student.

Examples include, but are not limited to:

- Working on or discussing with others an assignment explicitly stated to be completed independently.
- Working collaboratively with a group and submitting the group's work as one's own.
- Loaning another student your individual assignment to reference.

Instructors are responsible for indicating what is appropriate collaboration for each assignment. If instructions regarding collaboration policies on an assignment are unclear, students should seek clarification.

**Plagiarism** involves both theft and cheating. When someone appropriates, for use in coursework, 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. To avoid plagiarism students should focus on using proper citation format.

Examples include, but are not limited to:

- Failing to cite a source
- Using a misleading source
- Failing to enclose directly borrowed language in quotation marks
- Incomplete paraphrasing
- Lacking proper citation of ideas taken from other sources
- Copying data or figures from other works without appropriate attribution

If students are unsure about what constitutes plagiarism, they should seek help from their instructors, the reference librarian, 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 college staff or administration, or the Dean. All cases of academic dishonesty must be reported to the Dean, who will maintain records on each student who has committed a violation of the policy.

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

Students who violate the Academic Integrity Policy of University of Jamestown will be subject to disciplinary action. Upon determination of a violation, the course instructor will decide the penalty to be imposed. Depending upon 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 referred to the Dean for resolution. If the Dean determines that no question exists, the appeal process is terminated. If any question remains, the Undergraduate Dean may refer it to the Executive Committee of the Faculty Senate or the Dean of the College of Graduate and Professional Studies may refer it to the GPS Council for a hearing. The decision of the Executive Committee of the Faculty Senate or the GPS Council 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 Dean will determine appropriate disciplinary action for the unenrolled student.

In the case of multiple violations of the Academic Integrity Policy by a student, the Dean may impose additional sanctions, which may include academic warning, academic probation, academic suspension, or expulsion.

## Academic Standing

### Adequate Progress toward a Degree and Academic Standing

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

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

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

### Academic Warning

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

### Academic Probation

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

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

While on probation, the student is ineligible for

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

#### Academic Suspension

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

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

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

### Eligibility

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

Athletic eligibility is granted only to students who are not on academic probation and who meet the standards of the NAIA, NCAA, and the athletic conference.

### Admission

#### General Admission Policy

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

The University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare, or property of the members of

the academic community or interfere with the orderly and effective performance of the University's functions.

#### Student Conduct

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

### Undergraduate Admission

The University of Jamestown extends admission consideration to academically qualified students of good character and seriousness of purpose based on the following criteria:

1. high school and college academic records
2. personal factors such as extra-curricular involvement, character, and leadership.
3. access to Internet (for online programs)

#### Application Information

##### Each applicant must submit the following:

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

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

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

#### Requirements for and Notification of Acceptance

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

submit a \$250 enrollment fee.

### Categories of Admission Status

- **Good Standing** - Students whose records indicate good accomplishment and potential are admitted in good standing.
- **Conditional Acceptance** - Students whose records indicate additional support or guidance is required are admitted conditionally.
- **Special Admission** - This classification includes students carrying fewer than twelve semester credits who is not a candidate for a degree, the occasional student who has completed a baccalaureate degree, and the student whose program is limited to auditing courses.

### Readmittance

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

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

### Conditional Acceptance

#### Residential Students

On campus undergraduate admissions criteria are a cumulative high school GPA of 2.5 on a 4.0 scale for freshmen, or 2.0 cumulative college GPA for transfer students. Students whose GPA falls below that threshold may be granted Conditional Acceptance based on personal essay or interview with the Director of Admissions and/or Vice President of Enrollment and an in depth transcript analysis. If granted Conditional Acceptance, students will be limited to 12 credit hours their first semester and must meet regularly with the Student Success Coordinator.

#### Online Students

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

(4 classes) in each semester/16 weeks and upon completion of the two semesters/32 weeks, must have a cumulative GPA of 2.0 to continue with additional courses.

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

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

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

#### Additional Information

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

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

### Graduate Admission

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

### International Students

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

Kingdom, and Zimbabwe.

#### International Student Admission Requirements

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

1. Complete the online International Student Application (no application fee).
2. Submit official transcripts from all secondary schools and universities you have attended, (including those from English-speaking countries). International students are required to submit their academic transcripts to InCRED Transcript Evaluation Services for evaluation. Information and procedures can be found at [incredevals.org](http://incredevals.org).
3. Provide a score from the TOEFL (code is 6318). A minimum TOEFL score of 525 on the paper test, 197 on the computerized version or 70 on the Internet-based TOEFL (iBT). The TOEFL may be substituted by the IELTS exam with a minimum score of 6.0 overall and a 5.5 minimum on any one test section. ACT or SAT scores are optional. (Note: if you are from an English-speaking country, the TOEFL requirement may be waived.)
4. Provide documentation of sufficient financial resources. The United States Department of Homeland Security regulations require international students to demonstrate the ability to finance their education prior to the release of their DHS Form I-20. The University will accept a dated bank statement with an official signature. The University of Jamestown will accept a dated bank statement with official signature.

## Centers for Excellence

### Harris Widmer Center for Excellence in Information Technology

In early 1999, the University of Jamestown launched a major new initiative in information technology for the 21st century with the establishment of the Harris Widmer Center for Excellence in Information Technology. The first venture of the newly established Center was to increase students' access to computers. Each room is networked for access to e-mail, the internet, and other network services. This dramatic enhancement of computer accessibility was made at no additional charge to the students. The Center's establishment was made possible with a generous lead gift

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

The Center's facets include the following:

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

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

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

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

#### Degree Programs

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

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

#### Strong and Talented Faculty

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

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

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

- Irish American Scholars Study Program
- International Student Exchange Program (ISEP)

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

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

### **Nationally Recognized Student Organizations**

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

## **Curriculum Delivery**

### **Attendance Policy**

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

Specific policies related to excused and unexcused absences can be found in the Student Handbook and on

program pages in the Catalog. Programs offered entirely online are considered nonattendance taking programs.

### **Online Class Etiquette**

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

1. Attendance to class meetings is required. If students are unable to attend, prior permission must be granted from the instructor to receive an excused absence. Unexcused absences may lead to removal from the course.
2. Class meetings will be recorded so students may review the session. Students who were absent are responsible for viewing the recording and will be given an alternate task to compensate for missing class.
3. Preferably, students should use a computer or tablet for class meetings. Participating in class meetings is possible with a cell phone but is not ideal. Landlines should be used only when other devices aren't working.
4. Students should mute their microphone upon entering the class meeting and unmute their mic to participate in discussion or to ask a question.
5. Students should have the camera on during the entire class meeting. If an emergency arrives, students may send a chat message privately to the instructor and turn off the video. Exceptions should be discussed with the instructor prior to the first class meeting if possible. Exceptions include:
  - Students have limited bandwidth or no webcam
  - Students are in an environment with a lot of visual distractions
  - Students need a private moment
  - The instructor sees issues with bandwidth and requests cameras be turned off
6. Use a headset if possible to improve audio quality.
7. All additional apps and screens should be closed unless they are essential to the class discussion. Students should also turn off music or other

background noise.

8. When speaking, say your name then add your question or comment.
9. Use the chat window for questions and comments that are relevant to class discussion. The chat window is not a place for socializing or posting comments that distract from the course activities.
10. Reaction buttons, raising hands, and other emoticons are encouraged to show you are participating the discussion even though you are not speaking. Instructors may require use of reaction buttons, chat box, polling, discussion groups, or other options to encourage active engagement.
11. Interruptions as well as awkward silences may occur. The instructor will work through these issues as needed.
12. Privacy concerns:
  - Students who will be sharing their screens should open relevant documents ahead of class meeting time. Avoid showing the entire desktop.
  - Use the virtual background options or move to a location that doesn't reveal your living space.
  - Students are able to click on Hide Self-View or place a sticky note over their faces if they are uncomfortable seeing themselves.
  - Avoid using names of colleagues, students, or school districts to maintain professional confidentiality.
13. Sharing the recording, taking screen shots, or distributing course content and discussion is not authorized and may violate FERPA, copyright, or other personal rights of students and instructors.

## Course and Program Cancellation

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

- Courses: The university reserves the right to offer an appropriate course as a substitution for a required course and count the substituted course toward

program requirements if it is unable to offer a required course.

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

## Credit Hour Policy

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

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

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

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

Details of the policy:

- Laboratory Courses: Practical application type courses where the major focus is on 'hands on' experience to support student learning using equipment, activities, tools, machines etc. 1 credit hour is approximately 2-3 laboratory hours.
- Applied Music Lessons: Courses are individual

lessons which meet once per week. Students receive 1-2 credits with lessons lasting 30-60 minutes. Additional independent practice is expected.

- Internships and Practicums: A pre-professional practical learning experience in an appropriate work environment that will benefit the student. 1 credit per 40 hours of internship, with an additional 2 hours or more of coursework, not to exceed 8 credits in one experience with the exception of student teaching.

## Delivery Methods

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

## Directed/Independent Studies and Special Topics

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

Directed Study courses are individualized offerings of courses currently approved and listed in the catalog. These are often offered to assist a student in resolving a serious scheduling conflict outside of his/her control that cannot be resolved by other means.

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

Directed and independent studies are subject to the following requirements:

1. Contact hours: A directed study must have scheduled faculty-student contact hours equal to at least one third of the contact hours of a classroom course of equivalent credit. Contact hours for an independent

study are at the instructing faculty member's discretion.

2. GPA: A student taking a directed study must have a GPA of at least 2.75. A student taking an independent study must have a GPA of at least 3.5.
3. Class standing: Students taking directed or independent studies must have completed at least twenty-four college semester credits.
4. A student who has received a D or F in a course may not take a directed or independent study in order to replace the grade for that course.

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

## Grading and Honors

### Grades

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

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

### Incomplete Grades

The grade "incomplete" is given only at the end of a term in which the student, for justifiable reasons in the opinion of the professor, is unable to complete the course. If an incomplete course is not completed within four weeks of the next resident semester after the grade was given, or if an incomplete course is not completed within one semester by a student not in residence, the grade will be that which the professor submitted based on the assumption that the student received failing grades or zero points for all uncompleted work. Exceptions to this rule will be made only when there exist reasons clearly beyond the control of the student, and the student, with the professor's approval, has petitioned the office of the Dean for an extension of time. The Dean may grant an extension of time or a replacement of the incomplete with a W (Withdrawn). Incompletes must be finished within four weeks of the beginning of the next semester. No final action will be taken until the four-week period has elapsed.

### Pass-Fail Option for Undergraduate Programs

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

### **Grading of Experiential Education and Internships**

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

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

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

A+ = 4.00

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

F = 0.00

Grades of P (Pass), W (Withdrawal), and I (Incomplete) do

not affect the grade point average.

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

## **Appealing 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 academic term of the issuance of the final grade to initiate an appeal (Undergraduate College only: 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 or program director 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 or director. It is the responsibility of the department chair or director 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 Dean in writing within five working days of notification by the chairperson's or director'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 Dean. It is the responsibility of the Dean to collect evidence from the student, faculty member, if the faculty member is not separated from the university, and the department chair or program director prior to making a decision. The student will be notified in writing of the Dean's decision. In all cases, the decision of the Dean 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, program director, or the Dean will administratively change the grade to a more appropriate grade and notify the instructor of the grade change within five business days.

## Honors

### **The Dean's List of Outstanding Scholars**

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

### **Distinction in Degrees**

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

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

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

### **Honor Societies**

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

## Graduation Requirements

### **Graduation Application**

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

### **Commencement**

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

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

1. Student has completed, or will complete by the date of commencement, all requirements necessary for

graduation.

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

## Payment and Financial Aid

Through an extensive program of scholarships, grants, work programs, and loans funded by federal, state, and institutional sources, the University of Jamestown is determined to ensure that no qualified student will be denied an education due to lack of adequate financial resources. The majority of our full-time students participate in one or more of the financial aid programs available through the University. The admission and financial aid staff will work to prepare an individual package to fit the needs of each student. The Office of Financial Aid awards aid based on demonstrated need while most merit and talent-based awards are determined by other departments such as admission, athletics, and fine arts.

## Cost of Attendance and Fees

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

## Financial Aid Application Procedure

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

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

## Loan Programs

Loans allow students and parents to borrow money to meet educational costs at relatively low interest rates. In most

cases, repayment is delayed until graduation or an enrollment status of less than half time. Additional information regarding all loans below is available in the Financial Aid Office and on the college website.

### Federal Direct Loans

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

The maximum annual loan amounts for dependent students are:

Freshmen: \$5,500 (maximum of \$3,500 subsidized)

Sophomore: \$6,500 (maximum of \$4,500 subsidized)

Junior and Senior: \$7,500 (maximum of \$5,500 subsidized)

Repayment begins six months after the borrower is no longer enrolled at least half time. The annual fixed interest rate for loans disbursed to undergraduate students after July 1, 2023, and before July 1, 2024, is 5.5%.

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

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

### Alternative Loans

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

## Payment of Charges

Payment of all student bills is due on the first day of classes. Those not paid in full on that date will be charged

interest at a rate of 1.5 percent per month.

First Day of the Semester/Term:

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

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

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

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

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

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

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

## Return of Title IV Funds and Institutional Charge Policy for Withdrawals

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

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

[disclosures/return-of-title-iv-funds-policy/](https://www.uj.edu/public-disclosures/return-of-title-iv-funds-policy/).

### Institutional Charge Policy for Withdrawals

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

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

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

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

## Satisfactory Academic Progress - Undergraduate Students

### SATISFACTORY ACADEMIC PROGRESS GUIDELINES for FINANCIAL AID PURPOSES

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

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

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

### Monitoring Procedure

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

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

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

### Additional Information

- Limited funding may be available through private sources explicitly stating that SAP is not required.

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

### Glossary/Additional Information

**ACADEMIC PLAN** An academic plan will be created for the student and will include the number of semesters, specific coursework, and minimum grades and/or grade point average it will take the student to regain compliance. The student's advisor will be notified of the plan. Once a student is in compliance, s/he is again considered to be in good standing. The academic plan will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

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

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

**APPEAL GRANTED** If a student's appeal is granted, an

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

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

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

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

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

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

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

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

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

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

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

### SATISFACTORY ACADEMIC PROGRESS GUIDELINES for FINANCIAL AID PURPOSES

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

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

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

### Monitoring Procedure

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

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

representative will sign the academic plan.

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

### Additional Information

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

### Glossary/Additional Information

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

**APPEAL** Should a student fail to make progress after a semester on WARNING, an APPEAL is required for possible reinstatement to financial aid privileges. The APPEAL must be submitted by the published deadline on an official *Financial Aid Appeal Form* (which can be

found on the University of Jamestown website under *Current Students/Financial Aid*). Students have the right to appeal action taken regarding the University's Satisfactory Academic Progress policies. However, for any given circumstance, a student may only appeal once. There is no limit to the number of appeals a student may submit.

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

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

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

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

**Incompletes** Courses for which a student receives an incomplete must be finished in a timely manner as determined by the Registrar. Action will be held until the prescribed period has elapsed (unless the course would have no impact on the decision).

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

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

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

**SUSPENSION** Should a student be determined to be in noncompliance with any of the three components of Satisfactory Academic Progress and has not successfully appealed, s/he is no longer eligible to receive assistance

under financial aid programs at the University of Jamestown. Any charges that the student incurs during this period of SUSPENSION from financial aid privileges are the responsibility of the student.

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

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

## Scholarships and Grants

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

### UJ Scholarships

#### Academic Tuition Scholarships

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

#### Scholarships:

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

#### • Athletic Scholarship

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

#### • Legacy Award

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

#### • Other Scholarship Awards

- The University of Jamestown offers additional awards such as major-related and participation scholarships. For further information see the admissions office.

## Federal Grants

The Federal Pell Grant is designed to provide financial assistance to meet educational costs on the basis of need as determined by the FAFSA. For the 2024-2025 academic year, grants range from \$749 to \$7,395 per year. The Department of Education updates the Pell Grant chart on an annual basis.

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

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

## North Dakota State Scholarships and Grants

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

### North Dakota Scholars

The North Dakota Scholars program, a merit-based scholarship, provides scholarships to freshmen based on

ACT scores. The scholarship at private institutions equals the average tuition at a North Dakota University System research university. The North Dakota Scholars Scholarship is renewable for up to three years provided the recipient maintains a cumulative 3.50 grade point average.

### **North Dakota State Grant**

The North Dakota State Student Incentive Grant Program provides grants to North Dakota residents pursuing their undergraduate degree and who are attending a postsecondary institution in North Dakota. For full-time enrollment status, the grant for 2023-2024 is up to \$1,375 per term.

### **North Dakota State Native American Grant**

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

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

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

## **Student Work Programs**

### **Federal Work Study**

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

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

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

## **VA Benefits**

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

## **Petition for Exceptions to Academic Regulations**

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

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

Students in the DPT program should refer to the petition process outlined in the DPT section of the catalog.

# Registration

## Registration Policy

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

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

## Academic Advising

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

## Academic Course Load and Full-Time Student Status

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

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

## Adding and/or Dropping Classes

Students may drop and/or add classes within the first ten business days of a 16-week term, or within the first five business days of an 8-week term, without receiving a grade, charge, or a "W" on their transcript. The class schedule that is in place after the term add/drop deadline will be the class schedule charged out by the Business Office. No tuition refunds, other than government-mandated ones, will be paid after that date. Classes added beyond these deadlines require approval of the Undergraduate Dean. Students should use the university Add/Drop Form to initiate the process, which can be found here:

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

Students may withdraw from a course without receiving a grade until 60% of the length of the course has been completed; however, a "W" will appear on the transcript. After this period a student may not withdraw from a course unless there exist reasons clearly beyond the control of the student, and the student has petitioned the Undergraduate Dean for approval to withdraw.

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

## Auditing

Students must register for all classes they wish to audit. No credit is given for a class that is audited. Students must observe normal attendance requirements; however, they are not required to take tests or submit term papers. Students have until 60% of the length of the course has been completed to declare the course for audit.

## Classification of Undergraduate Students

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

- Freshman: fewer than 30 semester credits
- Sophomore: a minimum of 30 semester credits and a maximum of 59 semester credits
- Junior: a minimum of 60 semester credits and a maximum of 89 semester credits
- Senior: a minimum of 90 semester credits

## Transcripts

Requests for official transcripts can be made online at [www.studentclearinghouse.org](http://www.studentclearinghouse.org), in person in the Registrar's office, or by letter. The transcript request form can be found in MyUJ or on the university website. Students may access their unofficial transcript at any time through MyUJ. Official transcripts can be sent by email to a designated party, or the student may request a paper copy to be mailed by US Post Office. Federal law does not permit the University to honor requests for transcripts made by telephone, by email, or by relatives or friends of the student. A request for a transcript of credits by a student who is in debt to the University will not be honored.

until the debt has been paid. The university assesses a \$15 charge per transcript. Each transcript includes the student's entire academic record to date. Partial transcripts are not issued. The University of Jamestown does not fax or e-mail official transcripts. The University of Jamestown is not responsible for documents not received by the intended party once we have completed the order.

## Retention of Records

### Student Record Retention Policy

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

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

### Registrar's Office Document Retention

#### **Designated Retention**

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

(Aligned with NDUS Records Retention Schedule)

## Services and Resources

### Accommodations for Academic Programs

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

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

### Campus Ministry

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

work toward the goal of helping students grow in their relationship with Jesus Christ.

The Campus Ministry division strives to meet these five primary needs of the campus community: worship, fellowship, nurture, service, and missions. Regular activities include a weekly chapel service, student ministry teams, student bible studies, retreats, service projects, and mission trips.

### Career Services and Experiential Education

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

The following services and information are available:

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

- interview skills)
- Mock interviews
- Salary information
- Job fairs
- College Level Examination Program (CLEP) administered by appointment – call (701) 252-3467, ext. 5502, or visit the Career Services office

### Experiential Education

- Internship and consulting project contacts and information
- Job shadows
- Internship fairs
- Volunteer fair
- Irish American Scholar Programs
- ISEP (International Student Exchange Program)
- Curricular and optional practical training application materials for international students
- Study abroad presentations
- Career planning, job search, and experiential education workshops

More information about Career Services and Experiential Education can be found online at [www.uj.edu/career-center](http://www.uj.edu/career-center).

### International Study

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

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

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

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

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

## Complaint Policy and Procedure

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

### Formal Student Complaint Process

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

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

#### Procedure:

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

for Student Affairs/Dean of Students or their designee.

- d. Business Office complaints to the Chief Financial Officer or their designee.
- e. Financial Aid complaints to the Chief Financial Officer or their designee.
- f. Records and Registration complaints to the Office of the Provost or their designee.
- g. Unlawful Discrimination and Harassment complaints to the Vice President for Student Affairs/Dean of Students or their designee.
- h. A complaint against a member of the President's Cabinet will be directed to the President.
- i. A complaint against the President is submitted to the Chair of the Board of Trustees.
- j. Complaints not fitting into categories a - i will be directed to the appropriate member of the President's Cabinet.

#### *Level 1 Complaint Process*

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

#### *Level 2 Complaint Process*

The student or one of the other involved parties may, with fifteen (15) business days of receipt of the level 1 recommendation, appeal to the Vice President for Student Affairs/Dean of Students in writing via email. The Vice President for Student Affairs/Dean of Students and/or the Director of Human Resources and/or the Executive Vice President, will hear the appeal. Absent extraordinary circumstances, a meeting will be held within fifteen (15)

business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fifteen (15) business days of such meeting. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the Vice President for Student Affairs/Dean of Students for a minimum of five years.

#### *Level 3 Complaint Process*

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

#### *Appeals*

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

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

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

level 3 processes.

### Documentation

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

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

### Complaints outside the Realm of Due Process

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

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

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

(5) years.

### Filing a Complaint with CAPTE

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

Department of Accreditation

APTA

3030 Potomac Ave., Suite 100

Alexandria, VA 22305-3085

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

Fax: 703-684-7343

Email: accreditation@apta.org

Website: <http://www.capteonline.org>

### Filing a Complaint with NC-SARA

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

Claire Gunwall

Director of Academic Affairs

North Dakota University System

600 E Boulevard Ave, Dept 215

Bismarck, ND 58505-0230

Phone: 701-328-4140

Email: [claire.gunwall@ndus.edu](mailto:claire.gunwall@ndus.edu)

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

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

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

address is:

1740 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

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

## Counseling Services

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

### Services for Students in Fargo, ND

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

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

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

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

- Address: Lommen Hall 113 -1213 6th Ave. S, Moorhead, MN 56563
- Phone: 218-477-2513
- Website:

<https://www.mnstate.edu/academics/graduate/counseling/counseling-services/>

- Email: [counseling@mnstate.edu](mailto:counseling@mnstate.edu)

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

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

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

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

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

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

## Facilities

### Classroom, Residential, and Student Activities Buildings

The University of Jamestown campus offers a unique architectural blend of both old and new. Classrooms, laboratories, and other student services are provided in the Foss Wellness Center, Hansen Center, Larson Center, Liechty Center-Taber Hall, Lyngstad Center, the

McKenna-Thielsch Center, Orlady Hall, Raugust Library, Reiland Fine Arts Center, Sorkness Center, the Unruh and Sheldon Center for Business and Computer Science, Voorhees Chapel, Badal-Nafus Student Center/Westminster Hall, and the Harold Newman Arena.

One of the earliest buildings on campus, Voorhees Chapel, is listed on the National Register of Historic Buildings. It is the site of weekly chapel services and various student recitals, in addition to housing the religion and philosophy department. The Charlotte and Gordon Hansen Stadium (renovation completed in 2021) and the Legacy Center (purchased in 2022) are the most recent campus additions.

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

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

## Athletic Facilities

Athletic facilities include the newly renovated Charlotte and Gordon Hansen Stadium, which includes the Rollie Greeno Field, a nine-lane, 400-meter track, a new press box, and visitor suites; the UJ Soccer Field; and the Larson Lifetime Sports Center, which houses a 6,000 square foot wrestling room a recently renovated weight room, a new indoor running track, coaches' offices, volleyball and basketball courts, and multiple locker rooms. A lighted 82,000 square foot turfed practice field is located next to the Larson Sports Center. The Foss Wellness Center provides a contemporary setting for all students who want to work out on modern aerobic and weight equipment. The Harold Newman Arena is a 61,000 square foot facility which plays host to the University's volleyball, basketball, and wrestling contests. It also includes a large new training room as well as upscale locker rooms for many teams and a number of coaches' offices. A booster room overlooking the main court and a large lobby are available to host social events. A distinguishing feature of the facility is the "victory bell tower," which houses an electronic hall of fame display as well as a bell which is rung with each Jimmie victory.

The indoor winter sports complex owned by the City of Jamestown is also open to University of Jamestown

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

## Health Services

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

## Raugust Library

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

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

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

- University Archive and special collections

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

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

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

## Student Success Center

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

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

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

## Transfer and Prior Learning Credit

### Consortium Agreement

The United States Department of Education requires that a

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

## Credit by Examination

Programs for credit by examination include the following:

### Advanced Placement Tests or College Entrance Examination Board (CEEB)

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

### Challenge Program

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

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

### CLEP (College Level Examination Program)

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

Students may not repeat by CLEP exam a course

previously taken unless this is specifically approved by the department chair in that discipline. For more CLEP information go to [www.collegeboard.com/CLEP](http://www.collegeboard.com/CLEP).

## Credit for Prior Learning

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

## Credit for Veterans

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

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

## Transfer Courses - Undergraduate Level

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

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

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

1. The institution must be accredited by a Council for Higher Education Accreditation approved regional accrediting association of schools and colleges.
2. The institution must offer an Associate of Arts, Associate of Science, Bachelor of Arts or Bachelor of Science degree. University of Jamestown will consider for credit only courses which satisfy the

requirements for these degrees. Other courses will be evaluated according to our policies for courses from non-accredited institutions.

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

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

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

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

A student who has been suspended from the University in which he or she was most recently registered must be out of school for at least one semester before being admitted on academic probation. In admitting transfer students, the University of Jamestown will apply any academic sanction applied to the student at the time of his or her transfer unless those standards are in conflict with the University's requirements.

All undergraduate students enrolled at the University of Jamestown who wish to complete courses at other academic institutions and to transfer those courses for credit to the University of Jamestown must have those

courses pre-approved through the Registrar's Office. For general education and elective courses, the Registrar's office will determine whether a transfer course corresponds in content and quality to a University of Jamestown course. For courses in a student's major, that determination is made by the relevant department chair, program chair, and/or the Dean. A minimal expectation is that the course in question comes from an institution that is accredited by a CHEA approved regional accrediting association of schools and colleges that offers either associate's or bachelor's degrees.

## Transfer Courses - Graduate Level

A graduate transfer course accepted for credit must correspond to courses described in this publication and must come from institutions which meet the criteria listed below. Whether a course corresponds to one of the courses described in this publication will be determined by the Registrar in conversation with the Program Director.

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

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

## Withdrawal from the University

### Official Withdrawal from University

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

## Medical Withdrawal

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

## Administrative Withdrawal

### Residential Students

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

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

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

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

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

### Online Students

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

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

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

## Leave of Absence

### ACADEMIC LEAVE OF ABSENCE POLICY FOR UJ ONLINE STUDENTS

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

#### Eligibility Requirements:

- Must be enrolled and participating in class the term preceding the beginning of the LOA.
- Must be a degree seeking fully online student.
- LOA application must be filed prior to completion of a student's current 8-week enrollment term.
- An LOA cannot be taken in the middle of an 8-week term.
- Cannot be out of attendance for more than 180 days in a 12-month rolling period.
- A student who does not return from an LOA will be withdrawn from UJ effective the last day of documented attendance/participation in their prior

class.

- A student can return early from an LOA by contacting the UJ Retention & Student Success Coordinator as long as a new term will start after the date the request to return has been approved.

#### LOA Request Process:

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

# Academic Units

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

### Clinical Research Mission Statement

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

### Physical Therapy Mission Statement

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

### Kinesiology Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and physical education teacher education, and coaching. The Kinesiology programs at the University of Jamestown provide exceptional instruction and learning experiences that play a vital role in the holistic development of students. Through the academic disciplines, students will gain the knowledge, skills, and abilities required to apply the concepts of physical activity and healthy living in a variety of professional settings. Students will be prepared to pursue a career in the fields of fitness, teaching, or coaching, or continue in graduate studies in exercise physiology, physical therapy, athletic training, or related fields.

### Undergraduate Degree Programs

- Exercise Science, BS (p. 147)
- Health and Fitness Administration, BA (p. 157)
- Health and Physical Education Teacher Education (teaching), BA (p. 158)
- Physical Education (non-teaching), BA (p. 185)

### Minors

- Coaching Minor (p. 200)
- Physical Education Minor (p. 206)
- Physical Education Teacher Education Minor (p. 207)

### Graduate Degree Programs

- Doctor of Physical Therapy
- PhD in Clinical Research

### Graduate Certificates

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

### Courses

- Clinical Research Courses (CRES)
- Kinesiology Courses (KNS) (p. 271)
- Physical Therapy Courses (PT)

### Faculty

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

## School of Nursing

### Mission Statement

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

### Degrees

The SON offers four distinct degree tracks.

- Associate of Science in Nursing (ASN) (p. 83)
- Bachelor of Science in Nursing (BSN) (p. 180)
- Direct Entry Master of Science in Nursing (DEMSN)
- RN to BSN (p. 180) (online)

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

### National Accreditation

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

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

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

North Dakota Board of Nursing

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

### Courses

- ASN Nursing Courses (NRSG) (p. 291)
- BSN Nursing Courses (NRSG) (p. 292)
- DEMSN Nursing Courses (NRSG)
- Health Professions Courses (HLTH) (p. 268)

### Faculty

School of Nursing Faculty

## Unruh School of Character in Leadership

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

### Mission Statement

As an academic community dedicated to pursuing knowledge in an atmosphere of Christian love, the University of Jamestown recognizes the need for leaders of integrity and courage. The Unruh School of Character in Leadership prepares students by developing the knowledge, values, attitudes, and skills that will enable them to live and lead with character and integrity.

### Undergraduate Degree Programs

- Religion-Philosophy, BA (p. 193)

### Minors

- Character in Leadership Minor (p. 198)
- Christian Ministry Minor (p. 199)
- Philosophy Minor (p. 206)
- Religion Minor (p. 208)

### Graduate Degree Programs

- Doctor of Leadership
- Master of Arts in Leadership

### Graduate Certificates

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

### Courses

- Leadership Courses - Undergraduate (LDRS) (p. 277)

- Leadership Courses - Graduate (LDRS)
- Philosophy Courses (PHIL) (p. 295)
- Religion Courses (REL) (p. 303)

## Faculty

Unruh School of Character in Leadership Faculty

# Department of Arts and Humanities

### English and Theatre Mission Statement

The English and Theatre Arts programs provide undergraduate education in the discipline of English and theatre, which includes studies in the language itself, in literature that expresses the accumulated resources of human thought and experience, and in the effective use of language in written and oral expression. English and theatre are presented chiefly as an area of knowledge important to the liberal arts tradition but also as preparation for post-graduate or professional study and as preparation for a career immediately following graduation.

### Music Mission Statement

The Music programs at the University of Jamestown prepare students to become professional musicians, teachers of music, and life-long patrons of music. The curriculum in music is presented as an integral part of the liberal arts tradition and prepares students for professional employment or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

### Foreign Language Mission Statement

The mission of the Foreign Language programs at University of Jamestown is to help prepare the liberal arts student as a citizen of our global community. We seek to expose students to other languages and cultures, thereby broadening their concepts of language, civilization, culture, philosophy, government, religion, geography, art, aesthetics, and literature with a firm anchoring in a Christian perspective and academic excellence. In order to determine student progress toward these ends, the department assesses student learning and departmental effectiveness on a regular basis.

### Undergraduate Degree Programs

- Applied Music, BA (p. 90)
- English, BA (p. 139)

- English Education, BA (p. 141)
- Fine Arts - Music, BA (p. 149)
- Fine Arts - Theatre, BA (p. 150)
- French, BA (p. 152) (p. 155)
- German, BA (p. 155)
- Music Education, BA (p. 174)
- Spanish, BA (p. 194)

### Minors

- English Minor (p. 202)
- French Minor (p. 202)
- (p. 202)German Minor (p. 203)
- Music Minor (p. 206)
- Spanish Minor (p. 208)
- (p. 206)Theatre Minor (p. 209)

### Certificates

- Certificate in Professional Writing (p. 212)

### Courses

- Art Courses (ART) (p. 222)
- English Courses (ENGL) (p. 256)
- Foreign Language Courses (FLAN) (p. 262)
- French Courses (FREN) (p. 263)
- German Courses (GER) (p. 264)
- Italian Courses (ITAL) (p. 270)
- Music Courses (MUS) (p. 282)
- Spanish Courses (SPAN) (p. 307)
- Theatre Courses (THEA) (p. 311)

### Faculty

Department of Arts and Humanities Faculty

# Department of Business,

# Accounting, and Economics

## Department Mission Statement

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

## Business Studies Mission Statement

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

## Undergraduate Degree Programs

- Accounting, BA (p. 87)
- Business Administration - Accounting, BA (p. 100)
- Business Administration - Agricultural Management, BA (p. 102)
- Business Administration - Business Communication, BA (p. 103)
- Business Administration - Information Technology, BA (p. 106)
- Business Administration - Liberal Arts, BA (p. 108)
- Business Administration - Management, BA (p. 110)
- Business Administration - Marketing, BA (p. 113)
- Business Studies, BA (online) (p. 115)
- Business Studies - Banking, BA (online) (p. 116)
- Business Studies - Industrial Management, BA (online) (p. 117)
- Liberal Arts Business Studies, BA (p. 168)

## Minors

- Accounting Minor (p. 197)

- Business Administration Minor (p. 197)
- Business Studies Minor (online) (p. 198)
- Management Minor (p. 205)
- Marketing Minor (p. 205)

## Certificates

- Certificate in Digital Marketing and Analytics (online) (p. 211)
- Certificate in Project Management (online) (p. 212)

## Graduate Program

- Master of Business Administration, MBA

## Courses

- Accounting Courses (ACCT) (p. 221)
- Business Courses - Undergraduate (BUSN) (p. 227)
- Business Courses - Graduate (BUSN)
- Business Studies Courses (BSST) (p. 231)
- Economics Courses - Undergraduate (ECON) (p. 245)
- Economics Courses - Graduate (ECON)

## Faculty

Department of Business, Accounting, and Economics Faculty

# Department of Computing, Design, and Communication

## Communication Mission Statement

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

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

the communications environment.

### **Computer Science and Technology Mission Statement**

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

### **Undergraduate Degree Programs**

- Applied Information Technology, BA (online) (p. 89)
- Communication - Human Resource and Organizational Communication, BA (p. 124)
- Communication - Interpersonal Communication, BA (p. 126)
- Communication - Online Journalism and Social Media, BA (p. 122)
- Communication - Sports Communication, BA (p. 128)
- Communication Studies, BA (online) (p. 130)
- Computer Science, BA (p. 131)
- Digital Design, BA (p. 136)
- Information Technology & Systems, BA (p. 166)

### **Minors**

- Communication Minor (p. 200)
- Communication - Online Journalism and Social Media Minor (p. 200)
- Communication Studies Minor (online) (p. 200)
- Computer Science Minor (p. 201)
- Cybersecurity Minor (online) (p. 201)
- Digital Design Minor (p. 202)
- Full Stack Developer Minor (online) (p. 203)
- Game Design Minor (p. 203)
- Information Technology Minor (p. 204)
- Information Technology Minor (online) (p. 205)
- Web Design Minor (p. 209)

### **Certificates**

- Certificate in Cybersecurity Fundamentals (online) (p. 211)
- Certificate in Advanced Cybersecurity (online) (p. 210)
- Certificate in Full Stack Developer (online) (p. 211)
- Certificate in Advanced Full Stack Developer (online) (p. 210)
- Certificate in CompTIA A+ (online) (p. 210)
- Certificate in IT Service Management (online) (p. 212)

### **Courses**

- Communication Courses (COMM) (p. 238)
- Communication Studies Courses (CMST) (p. 238)
- Computer Science Courses (CS) (p. 241)
- Digital Design Courses (DIG) (p. 244)
- Technology Courses - Undergraduate (TECH) (p. 309)
- Technology Courses - Graduate (TECH)

### **Faculty**

Department of Computing, Design, and Communication Faculty

## **Department of Engineering**

### **Mission Statement**

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

### **Undergraduate Degree Programs**

- Civil Engineering, BS (p. 120)
- Environmental Science, BS (p. 144)
- Mechanical Engineering, BS (p. 170)

## Minors

- Applied Mathematics Minor (p. 197)
- Environmental Science Minor (p. 202)
- Physics Minor (p. 207)

## Courses

- Civil Engineering Courses (CENG) (p. 233)
- Earth and Environmental Science Courses (EESC) (p. 252)
- Engineering Courses (ENGR) (p. 259)
- Environmental Engineering Courses (ENVI) (p. 262)
- Mathematics Courses (MATH) (p. 278)
- Physics Courses (PHYS) (p. 297)

## Faculty

Department of Engineering Faculty

## Department of Natural Science

### Biology Mission Statement

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

### Chemistry Mission Statement

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

### Undergraduate Degree Programs

- Biochemistry, BS (p. 93)
- Biology, BS (p. 95)

- Biology Education, BA (p. 98)
- Chemistry, BS (p. 118)
- Medical Laboratory Science, BS (p. 172)

## Minors

- Biology Minor (p. 197)
- Chemistry Minor (p. 199)

## Courses

- Biology Courses (BIOL) (p. 225)
- Chemistry Courses (CHEM) (p. 234)
- Clinical Lab Science Courses (MEDT) (p. 281)
- Medical Laboratory Science Courses (MLS) (p. 281)

## Faculty

Department of Natural Science Faculty

## Department of Social Science

### Criminal Justice and Sociology Mission Statement

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

### Psychology Mission Statement

The mission of the Psychology programs is to contribute to a balanced program in the liberal arts through an emphasis on both scientific and philosophical considerations of the behavior of organisms, including human beings, in order to prepare students for graduate study and/or professional work.

Students in any major may pursue the department's

addiction counseling concentration, but only those with a BS in psychology or another human service degree would be qualified to get licensed.

### **History-Political Science Mission Statement**

The History and Political Science programs seek to foster in their students an awareness of and appreciation for their cultural, historical, and political heritage as well as an understanding of important national and global issues. The department's curriculum helps develop students' critical thinking, research, writing, and communication skills in order to prepare them to be effective learners and leaders.

### **Clinical Counseling Mission Statement**

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

### **Undergraduate Degree Programs**

- Behavioral Health, BA (Online)
- Criminal Justice, BA (p. 133)
- History, BA (p. 162)
- History Education, BA (p. 163)
- Political Science, BA (p. 187)
- Psychology, BS (p. 189)
- Psychology - Addiction Counseling, BS (p. 191)

### **Minors**

- Criminal Justice Minor (p. 201)
- Global Studies Minor (p. 203)
- History Minor (p. 204)
- Political Science Minor (p. 207)
- Psychology Minor (p. 208)
- Rhetoric and Reasoning Minor (p. 208)

### **Certificates**

- Certificate in Psychology for Health Care Professionals (Online) (p. 213)

### **Graduate Degree Programs**

- Master of Science in Clinical Counseling (Hybrid)

### **Courses**

- Behavioral Health Courses (BEHL) (p. 223)
- Clinical Counseling Courses (COUN)
- Criminal Justice Courses (CJ) (p. 236)
- History Courses (HIST) (p. 265)
- (p. 265)Political Science Courses (POLS) (p. 297)
- Psychology Courses (PSYC) (p. 299)
- Sociology Courses (SOC) (p. 306)

### **Faculty**

Department of Social Science Faculty

## **Department of Teacher Education**

### **Teacher Education Mission Statement**

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

### **Graduate Teacher Education Mission Statement**

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

Core Values:

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

- System-wide Innovation

### **Undergraduate Degree Programs**

- Biology Education, BA (p. 98)
- Curriculum and Instruction, BA (p. 134)
- Elementary Education, BA (p. 137)
- English Education, BA (p. 141)
- Health and Physical Education Teacher Education, BA (p. 158)
- History Education, BA (p. 163)
- Music Education, BA (p. 174)

### **Minors**

- Driver's Education Minor (p. 202)
- Physical Education Teacher Education Minor (p. 207)

### **Graduate Degree Programs**

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

### **Courses**

- Teacher Education Courses - Undergraduate (EDUC) (p. 247)
- Teacher Education Courses - Graduate (EDUC)

### **Faculty**

Department of Teacher Education Faculty

## **Honors Program**

### **Mission Statement**

The mission of the University of Jamestown Honors program is to challenge students to explore and integrate ideas from multiple disciplines, and to think critically and creatively.

### **Undergraduate Programs**

- Honors Program (p. 214)

### **Courses**

- Honors Courses (HNRS) (p. 268)

### **Faculty**

Honors Program Faculty

## **Undergraduate College**

### **Undergraduate Degree Programs**

- General Studies, BA (online) (p. 154)
- Liberal Studies, BA (p. 169)

### **Courses**

- Career Education Courses (CE) (p. 233)
- Collegian Courses (COLL) (p. 238)
- Experiential Education Courses (EE) (p. 252)
- Foundations of Science Courses (NSCI) (p. 295)
- Information Literacy/Writing Courses (ID) (p. 270)
- Journey Courses (JOUR) (p. 271)

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**Mona Klose, RN, MS, CPHQ**

# Degree Requirements

## Associate Degree Requirements

### Requirements to earn an Associate's Degree

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

### Requirements specific to earning the ASN Degree

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

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

### Residency Requirement for the ASN Degree

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

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

### Major Field of Study

At least half of the candidate's major must be completed at the University of Jamestown; modification of this requirement may be made by the Site Director or the EDSON.

### Graduation Application

A Graduation Intent Form must be submitted to the registrar at least one semester prior to graduation. This is the responsibility of the student. Forms are available in the Registrar's Office or the Site Director's office for programs that are not located in Jamestown.

### Commencement

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

## Bachelor's Degree Requirements

### Requirements for the Degree

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

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

## Major – Minor Policy

Below is a list of majors and minors at the University of Jamestown, grouped into Fields of Study. A student who

selects a major in any Field of Study may only choose a minor that is in the same Field of Study if at least nine credits are unique to the minor. A student cannot have the exact same major and minor; nor can a student have the exact same major concentration and minor. A grade of C- or above must be earned in all courses that are required in a major or a minor.

### Fields of Study

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

- Religion/Philosophy, Christian Ministry, Religion, Philosophy Spanish, International Studies

### Major Field of Study

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

### Grade Point Average

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

Grade point averages are rounded to the nearest thousandth.

### Residency Requirement

#### Residency Requirement

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

# General Education - Associate of Science in Nursing Degree

## Overview

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

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

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

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

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

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

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

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

individuals and the world.

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

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

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

### Associate of Science in Nursing Requirements

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

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

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

# General Education - Bachelor of Science in Nursing Degree

## Overview

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

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

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

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

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

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

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

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

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

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

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

*Oral Communication:* Graduates will communicate effectively orally.

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

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

## Course Requirements - Undergraduate College (BSN)

**Total Credit Hours: 43**

## **Bachelor of Science in Nursing Requirements**

<i>Moral &amp; Civic Education</i>	Credits
UJ Foundations	1
Ethics	3

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

American Government or American History	3
Global Perspectives	3

## *Communication Skills*      Credits

ENGL 101 and ENGL 102 (with a grade C- or higher) 6

*Cultural & Social Heritage* Credits

Religion 3

## Literature, Music, Art, or Theatre 3

Psychology 3

Sociology 3

## *Natural Science & Quantitative Reasoning*      Credits

Natural Science (with lab) 8

Computer Science 3

Mathematics 3

Personal Wellness

Fitness and Wellness/Physical Activity 1

1999-2000: *Journal of the American Academy of Child and Adolescent Psychiatry* (JACAP) 38(12):1521-1522.

# General Education - Bachelor of Arts and Bachelor of Science Degrees

## General Education Goal Statement

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

## Course Requirements

- Undergraduate College (BA and BS) (p. 73)
- College of Graduate and Professional Studies (BA and BS) (p. 78)

## Learning Objectives

### THINKERS

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

### COMMUNICATORS

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

### CITIZENS

- *Wellness*: Graduates will apply elements of wellness to their lives by implementing healthy lifestyle choices.

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

## Course Requirements - Undergraduate College (BA and BS)

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

**Overview**

<b>THINKERS</b>	<b>Credits</b>			
Principles of Natural Science Course	3-4	BIOL 150	Chemistry for Health Sciences	
Social Science Course	3	CHEM 113	Introduction to Biology I (Lec/Lab)	3/1
Quantitative Reasoning Course	3	CHEM 133	Food, Chemistry, and You (Lec/Lab)	3/1
Aesthetic Appreciation Course	3	EESC 150	General Chemistry I (Lec/Lab)	3/1
Historical Perspectives Course	3	EESC 160	Environmental Science (Lec/Lab)	3/1
<b>COMMUNICATORS</b>	<b>Credits</b>			
Core Communication Course: ENGL 101	3	EESC 170	Organismal Biology (Lec/Lab)	3/1
Core Communication Course: ENGL 102	3	EESC 180	Physical Geology (Lec/Lab)	3/1
Oral Communication Course	3	EESC 181	Field Ecology - The Arctic	3
Applicational Communication Course	3	PHYS 143	Culture & Ecology of the Hawaiian Islands	3
<b>CITIZENS</b>	<b>Credits</b>			
Core Course: JOUR 101	1	PHYS 203	College Physics I (Lec/Lab)	4/1
Core Course: KNS 180	1		Physics I (Lec/Lab)	4/1
Physical Activity Course	1			
Ethical Reasoning Course	3			
Two Cultural Engagement Courses*	6			
Religion Course	3			
				<b>Subtotal: 3-4</b>
			Social Science Course (3 credits)	
			ECON 201	Principles of Microeconomics
			ECON 202	Principles of Macroeconomics
			PSYC 101	General Psychology
			PSYC 203	Developmental Psychology
			SOC 101	Introduction to Sociology
			SOC 102/CJ 102	Deviance and Social Control
			SOC 230	Sociology of the Family
				3
				<b>Subtotal: 3</b>

\*Students without 2 years of the same high school foreign language must take six credits of one foreign language or three credits of a foreign language in addition to an approved international experience.

Students with at least two years of the same high school foreign language may complete no more than 3 credits from any one distinct prefix, except for GER, FREN, SPAN, FLAN.

**Thinkers****Scientific Literacy**

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

**Principles of Natural Science Course (3 credits)**

BIOL 108	The Human Body (Lec/Lab)	3/1
BIOL 120	Essentials of Biology and	3

**Quantitative Reasoning**

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

**Quantitative Reasoning Course (3 credits)**

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

		<b>Subtotal: 3-4</b>		
<b>Aesthetic Appreciation</b>			SPAN 330	Spanish Peninsular Cultural Studies I
<i>Graduates will understand the complex layers of the creative process, its reflection of human society, and its power to impact.</i>			SPAN 340	Spanish Peninsular Cultural Studies II
			SPAN 370	Latin American Cultural Studies I
			SPAN 380	Latin American Cultural Studies II
<b>Aesthetic Appreciation Course (3 credits)</b>			THEA 190	Introduction to Theatre
COMM 340/ENGL 347	Film Analysis	3	THEA 213	Acting
DIG 111	Digital Design	3	THEA 260	Masterpieces of Drama
DIG 112	Vector Design	3	THEA 303	Stagecraft and Lighting
DIG 251	Graphics Development	3	THEA 318/ENGL 318	Development of American Drama
ENGL 115	Popular Literature and Analysis	3	THEA 323	Acting: Period Styles
ENGL 201	Introduction to Literary Study and Analysis	3	THEA 333	Scene Design
ENGL 210	World Literature to 1500	3	THEA 335	Musical Theatre
ENGL 211	World Literature since 1500	3		<b>Subtotal: 3-4</b>
ENGL 230	British Literature to 1785	3		
ENGL 231	British Literature Since 1785	3		
ENGL 250	American Literature to 1865	3		
ENGL 251	American Literature since 1865	3		
ENGL 305	Studies in the British Novel	3		
ENGL 308	Studies in the American Short Story	3		
ENGL 310	Modern Poetry	3		
ENGL 320	British Romantics	3		
ENGL 330	Victorian England	3		
ENGL 331/THEA 331	Shakespeare	3		
ENGL 340	Advanced Creative Writing - Poetry	3		
ENGL 341	Advanced Creative Writing - Fiction	3		
ENGL 360	Studies in the American Novel	3		
ENGL 370	The Images of Woman in Literature	3		
ENGL 420	African-American Literature	3		
FREN 330	Survey of French Literature	3		
FREN 340	Survey of Francophone Literature	3		
GER 330	Survey of German Literature I	3		
GER 340	Survey of German Literature II	3		
MUS 101	Music Appreciation	3		
MUS 102	Music in Film	3		
MUS 103	History of Popular Music	3		
MUS 160	Harmony/Theory I	3		
			THEA 220	Europe: 1900 to Mid-Century
			HIST 222	History of the Middle East
			HIST 262	History of China
			HIST 291	Western Civilization I
			HIST 292	Western Civilization II
			HIST 303	The Civil War and Reconstruction
			HIST 304	Medieval Europe
			HIST 306	Renaissance and Reformation
			HIST 307	Ancient Greece
			HIST 308	Ancient Rome
			HIST 310	Indigenous History from Time Immemorial to 1787
			HIST 311/POLS 311	Indigenous History and Federal Indian Policy, 1787 - Present
			HIST 316/REL 316	Religion in American History
			HIST 320	Europe: 1900 to Mid-

	Century		Oral Communication Course (3 credits)	
HIST 322	History of the Middle East	3	COMM 102	Fundamentals of Public Speaking
HIST 331	The American West	3	COMM 201	Oral Interpretation of Literature
HIST 344	19th Century Europe	3	ENGR 411	Engineering Design II
HIST 354	Evolution of War	3	HIST	American Constitutions and Revolutions
HIST 362	History of China	3	370/POLS 370	
HIST 364	The French Revolution and the Age of Napoleon	3	THEA 213	Acting
HIST	American Constitutions and Revolutions	3	THEA 323	Acting: Period Styles
370/POLS 370				<b>Subtotal: 3</b>
HIST 374	History of Medicine	3		Applicational Communication Course (3 credits)
MUS 239	Music History I: Medieval and Renaissance	3	CS 140	Integrated Software Applications
POLS 104	American National Government	3	ENGL 414	Multimodal Composition
POLS 312	Congress and the Presidency	3		<b>Subtotal: 3</b>
POLS 314	Governmental Power and U.S. Constitutional Law	3		<b>Citizens</b>
POLS 316	Rights & Liberties and U.S. Constitutional Law	3		Wellness
POLS 325	Comparative European Governments	3		<i>Graduates will apply elements of wellness to their lives by implementing healthy lifestyle choices.</i>
POLS 333	World Politics	3		Core Course - JOUR 101 (1 credit)
POLS 335	The European Union	3	JOUR 101	UJ Foundations
POLS 344	American Foreign Relations to 1920	3		<b>Subtotal: 1</b>
POLS 348	American Foreign Relations since 1895	3		Core Course - KNS 180 (1 credit)
POLS 352	American Economic Policy	3		<b>Subtotal: 1</b>
POLS 375	Modern Political Thought	3		Physical Activity Course (1 credit)
		<b>Subtotal: 3</b>	KNS 111	Beginning Swimming
			KNS 207	Beginning Weight Training and Fitness
			KNS 208	Intermediate Weight Training and Fitness
			KNS 215	Social and Contemporary Dance I
			KNS 216	Social and Contemporary Dance II
			KNS 219	Tennis/Golf
			KNS 221	Bowling
			KNS 223	Spinsanity
			KNS 225	Disc Golf
			KNS 227	High Intensity Interval Training (HIIT)
				<b>Subtotal: 1</b>
				<b>Ethical Reasoning</b>
				<i>Graduates will understand ethical theory and its application to their personal and professional lives.</i>

Core Course - PHIL 252/352 (3 credits)			ENGL 370	The Images of Woman in Literature	3
PHIL 252	Ethics	3	ENGL 414	Multimodal Composition	3
		<b>Subtotal: 3</b>	ENGL 420	African-American Literature	3
Cultural Engagement			ENGR 402	Sustainable Engineering	3
<i>Graduates will develop the attitudes, knowledge, and skills necessary to navigate the challenges and opportunities of a global society.</i>			FREN 101	Beginning French I	3
Two Cultural Engagement Courses (6 credits)			FREN 102	Beginning French II	3
NOTE: Students without 2 years of the same high school foreign language <u>must</u> take 6 credits of one foreign language or 3 credits of a foreign language in addition to an approved international experience for a minimum of 3 credit hours.			FREN 201	Intermediate French I	3
Students with at least 2 years of the same high school foreign language may complete this requirement by taking no more than 3 credits from any one distinct prefix, except for GER, FREN, SPAN, FLAN or by taking an approved international experience for a minimum of 3 credit hours.			FREN 202	Intermediate French II	3
			FREN 310	French Conversation and Composition	3
			FREN 320	French Culture and Civilization	3
			FREN 330	Survey of French Literature	3
			FREN 340	Survey of Francophone Literature	3
			GER 101	Beginning German I	3
			GER 102	Beginning German II	3
			GER 201	Intermediate German I	3
			GER 202	Intermediate German II	3
			GER 310	German Conversation and Composition	3
			GER 320	German Culture and Civilization	3
			GER 330	Survey of German Literature I	3
			GER 340	Survey of German Literature II	3
			HIST 207	The United States to 1865	3
			HIST 208	The United States Since 1865	3
			HIST 220	Europe: 1900 to Mid-Century	3
			HIST 222	History of the Middle East	3
			HIST 262	History of China	3
			HIST 310	Indigenous History from Time Immemorial to 1787	3
			HIST	Indigenous History and	3
			311/POLS 311	Federal Indian Policy, 1787 - Present	3
			HIST 320	Europe: 1900 to Mid-Century	3
			HIST 322	History of the Middle East	3
			HIST 354	Evolution of War	3
			HIST 362	History of China	3
			ITAL 101	Beginning Italian I	3
			ITAL 102	Beginning Italian II	3
			ITAL 201	Intermediate Italian I	3
			POLS 325	Comparative European Governments	3
			POLS 333	World Politics	3
			POLS 335	The European Union	3
			POLS 344	American Foreign Relations	3

	to 1920	
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	3
SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 310	Advanced Spanish I	3
SPAN 320	Advanced Spanish II	3
SPAN 330	Spanish Peninsular Cultural Studies I	3
SPAN 340	Spanish Peninsular Cultural Studies II	3
SPAN 370	Latin American Cultural Studies I	3
SPAN 380	Latin American Cultural Studies II	3
THEA 260	Masterpieces of Drama	3
THEA	Development of American Drama	3
318/ENGL 318		
	<b>Subtotal: 6</b>	

### Christian Engagement

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

#### Religion Course (3 credits)

HIST 316/REL 316	Religion in American History	3
REL 211	Old Testament	3
REL 212	New Testament	3
REL 215	Christian Traditions	3
REL 224	Life and Teachings of Jesus	3
REL 226	Paul's Letters to Corinth	3
REL 262	Christian Beliefs	3
REL 271	World Religions	3
REL 315	Christian Traditions	3
REL 362	Christian Beliefs	3
	<b>Subtotal: 3</b>	

**Total Credit Hours: 42-45**

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

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

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

### Overview

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

### Thinkers

#### Scientific Literacy

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

#### Principles of Natural Science Course (3 credits)

BIOL 108	The Human Body (Lec/Lab)	3/1
BIOL 120	Essentials of Biology and Chemistry for Health Sciences	3
BIOL 150	Introduction to Biology I	3/1

			Sciences	
CHEM 113	Food, Chemistry, and You (Lec/Lab)	3/1		<b>Subtotal: 3-4</b>
CHEM 133	General Chemistry I (Lec/Lab)	3/1	Aesthetic Appreciation	
EESC 110	The Environment and You (Lec/Lab)	3/1	<i>Graduates will understand the complex layers of the creative process, its reflection of human society, and its power to impact.</i>	
EESC 150	Environmental Science (Lec/Lab)	3/1		
EESC 160	Organismal Biology (Lec/Lab)	3/1	Aesthetic Appreciation Course (3 credits)	
EESC 170	Physical Geology (Lec/Lab)	3/1	CMST 133 Introduction to Visual Communication	3
EESC 180	Field Ecology - The Arctic	3	COMM 340/ENGL 347 Film Analysis	3
EESC 181	Culture & Ecology of the Hawaiian Islands	3	DIG 111 Digital Design	3
PHYS 143	College Physics I (Lec/Lab)	4/1	DIG 112 Vector Design	3
PHYS 203	Physics I (Lec/Lab)	4/1	DIG 251 Graphics Development	3
		<b>Subtotal: 3-4</b>	ENGL 115 Popular Literature and Analysis	3
			ENGL 201 Introduction to Literary Study and Analysis	3
Social Science Course (3 credits)			ENGL 210 World Literature to 1500	3
ECON 201	Principles of Microeconomics	3	ENGL 211 World Literature since 1500	3
ECON 202	Principles of Macroeconomics	3	ENGL 230 British Literature to 1785	3
PSYC 101	General Psychology	3	ENGL 231 British Literature Since 1785	3
PSYC 203	Developmental Psychology	3	ENGL 250 American Literature to 1865	3
SOC 101	Introduction to Sociology	3	ENGL 251 American Literature since 1865	3
SOC 102/CJ 102	Deviance and Social Control	3		
SOC 230	Sociology of the Family	3	ENGL 305 Studies in the British Novel	3
		<b>Subtotal: 3</b>	ENGL 308 Studies in the American Short Story	3
			ENGL 310 Modern Poetry	3
Quantitative Reasoning			ENGL 320 British Romantics	3
<i>Graduates will draw inferences and make decisions from relevant quantitative information.</i>			ENGL 330 Victorian England	3
Quantitative Reasoning Course (3 credits)			ENGL 331 Shakespeare	3
CS 230	Data Analysis	3	331/THEA 331 Advanced Creative Writing - Poetry	3
ECON 201	Principles of Microeconomics	3	ENGL 340 Advanced Creative Writing - Fiction	3
ECON 202	Principles of Macroeconomics	3	ENGL 360 Studies in the American Novel	3
EDUC 203	Mathematics for Elementary Teachers	3	ENGL 370 The Images of Woman in Literature	3
MATH 101	Ideas in Mathematics	3	ENGL 420 African-American Literature	3
MATH 106	Mathematical Applications for Management	3	FREN 330 Survey of French Literature	3
MATH 111	College Algebra	3	FREN 340 Survey of Francophone Literature	3
MATH 113	Pre-Calculus	4	GER 330 Survey of German Literature I	3
MATH 205	Statistics	3	GER 340 Survey of German Literature II	3
MATH 251	Calculus of Derivatives	3		
PHYS 143	College Physics I (Lec/Lab)	4/1	MUS 101 Music Appreciation	3
PHYS 203	Physics I (Lec/Lab)	4/1		
PSYC 318	Statistics for the Behavioral	3		

MUS 102	Music in Film	3	311/POLS 311	Federal Indian Policy, 1787 - Present	3
MUS 103	History of Popular Music	3	HIST 316/REL 316	Religion in American History	3
MUS 160	Harmony/Theory I	3	HIST 320	Europe: 1900 to Mid-Century	3
SPAN 330	Spanish Peninsular Cultural Studies I	3	HIST 322	History of the Middle East	3
SPAN 340	Spanish Peninsular Cultural Studies II	3	HIST 331	The American West	3
SPAN 370	Latin American Cultural Studies I	3	HIST 344	19th Century Europe	3
SPAN 380	Latin American Cultural Studies II	3	HIST 354	Evolution of War	3
THEA 190	Introduction to Theatre	3	HIST 362	History of China	3
THEA 213	Acting	3	HIST 364	The French Revolution and the Age of Napoleon	3
THEA 260	Masterpieces of Drama	3	HIST 370/POLS 370	American Constitutions and Revolutions	3
THEA 303	Stagecraft and Lighting	4	HIST 374	History of Medicine	3
THEA 318/ENGL 318	Development of American Drama	3	MUS 239	Music History I: Medieval and Renaissance	3
THEA 323	Acting: Period Styles	3	POLS 104	American National Government	3
THEA 333	Scene Design	3	POLS 312	Congress and the Presidency	3
THEA 335	Musical Theatre	3	POLS 314	Governmental Power and U.S. Constitutional Law	3
		<b>Subtotal: 3-4</b>	POLS 316	Rights & Liberties and U.S. Constitutional Law	3
			POLS 325	Comparative European Governments	3
			POLS 333	World Politics	3
			POLS 335	The European Union	3
			POLS 344	American Foreign Relations to 1920	3
			POLS 348	American Foreign Relations since 1895	3
			POLS 352	American Economic Policy	3
			POLS 375	Modern Political Thought	3
					<b>Subtotal: 3</b>
				<b>Communicators</b>	
				Communication and Information Literacy	
				<i>Communication: Graduates will effectively communicate in a variety of settings and modes.</i>	
				<i>Information Literacy: Graduates will identify, evaluate, and apply information within relevant contexts.</i>	
				<b>Written Communication Course (3 credits)</b>	
			ENGL 101	Expository Writing	3
			ENGL 105	Unpacking Academic Writing and Research	3
					<b>Subtotal: 3</b>
				Additional Written or Oral Communication Course (3	

credits)				
ENGL 102	Argumentative and Analytical Writing	3	global society.	
COMM 101	Introduction to Communication Studies	3	Cultural Engagement Course (3 credits)	
COMM 102	Fundamentals of Public Speaking	3	COMM 305 Cross-Cultural Communication	3
COMM 201	Oral Interpretation of Literature	3	COMM 340/ENGL 347 Film Analysis	3
COMM 220	Interpersonal Communication	3	COMM 370 Diversity Communication	3
COMM 250	Academic Research and Writing	3	EESC 180 Field Ecology - The Arctic	3
ENGR 411	Engineering Design II	3	EESC 181 Culture & Ecology of the Hawaiian Islands	3
HIST 370/POLS 370	American Constitutions and Revolutions	3	ENGL 115 Popular Literature and Analysis	3
THEA 213	Acting	3	ENGL 201 Introduction to Literary Study and Analysis	3
THEA 323	Acting: Period Styles	3	ENGL 210 World Literature to 1500	3
		<b>Subtotal: 3</b>	ENGL 211 World Literature since 1500	3
			ENGL 230 British Literature to 1785	3
			ENGL 231 British Literature Since 1785	3
			ENGL 250 American Literature to 1865	3
Applicational Communication Course (3 credits)			ENGL 251 American Literature since 1865	3
CS 140	Integrated Software Applications	3	ENGL 305 Studies in the British Novel	3
ENGL 414	Multimodal Composition	3	ENGL 308 Studies in the American Short Story	3
		<b>Subtotal: 3</b>	ENGL 310 Modern Poetry	3
<b>Citizens</b>			ENGL 314 Introduction to Rhetorical Theory	3
Wellness			ENGL 320 British Romantics	3
<i>Graduates will apply elements of wellness to their lives by implementing healthy lifestyle choices.</i>			ENGL 330 Victorian England	3
Wellness Course (3 credits)			ENGL 331 Shakespeare	3
JOUR 102	Foundations of Success for Online Students	3	ENGL 360 331/THEA 331	
		<b>Subtotal: 3</b>	ENGL 360 Studies in the American Novel	3
Ethical Reasoning			ENGL 370 The Images of Woman in Literature	3
<i>Graduates will understand ethical theory and its application to their personal and professional lives.</i>			ENGL 414 Multimodal Composition	3
Ethical Reasoning Course (3 credits)			ENGL 420 African-American Literature	3
PHIL 252	Ethics	3	ENGR 402 Sustainable Engineering	3
BSST 311	Management and Leadership of Organizations	3	FREN 101 Beginning French I	3
BEHL 360	Professional Ethics in Practice	3	FREN 102 Beginning French II	3
		<b>Subtotal: 3</b>	FREN 201 Intermediate French I	3
Cultural Engagement			FREN 202 Intermediate French II	3
<i>Graduates will develop the attitudes, knowledge, and skills necessary to navigate the challenges and opportunities of a</i>			FREN 310 French Conversation and Composition	3
			FREN 320 French Culture and Civilization	3
			FREN 330 Survey of French Literature	3
			FREN 340 Survey of Francophone Literature	3
			GER 101 Beginning German I	3
			GER 102 Beginning German II	3

GER 201	Intermediate German I	3	Studies II	
GER 202	Intermediate German II	3	THEA 260	Masterpieces of Drama
GER 310	German Conversation and Composition	3	THEA	Development of American Drama
GER 320	German Culture and Civilization	3	318/ENGL 318	
GER 330	Survey of German Literature I	3		<b>Subtotal: 3</b>
GER 340	Survey of German Literature II	3		
HIST 207	The United States to 1865	3		
HIST 208	The United States Since 1865	3		
HIST 220	Europe: 1900 to Mid-Century	3	Christian Engagement Course (3 credits)	
HIST 222	History of the Middle East	3	HIST 316/REL 316	Religion in American History
HIST 262	History of China	3	REL 211	Old Testament
HIST 310	Indigenous History from Time Immemorial to 1787	3	REL 212	New Testament
HIST 311/POLS 311	Indigenous History and Federal Indian Policy, 1787 - Present	3	REL 215	Christian Traditions
HIST 320	Europe: 1900 to Mid-Century	3	REL 224	Life and Teachings of Jesus
HIST 322	History of the Middle East	3	REL 226	Paul's Letters to Corinth
HIST 354	Evolution of War	3	REL 262	Christian Beliefs
HIST 362	History of China	3	REL 271	World Religions
ITAL 101	Beginning Italian I	3	REL 315	Christian Traditions
ITAL 102	Beginning Italian II	3	REL 362	Christian Beliefs
ITAL 201	Intermediate Italian I	3	REL 371	World Religions
POLS 325	Comparative European Governments	3		<b>Subtotal: 3</b>
POLS 333	World Politics	3		
POLS 335	The European Union	3		
POLS 344	American Foreign Relations to 1920	3		
POLS 348	American Foreign Relations since 1895	3		
POLS 352	American Economic Policy	3		
POLS 375	Modern Political Thought	3		
SPAN 101	Beginning Spanish I	3		
SPAN 102	Beginning Spanish II	3		
SPAN 201	Intermediate Spanish I	3		
SPAN 202	Intermediate Spanish II	3		
SPAN 310	Advanced Spanish I	3		
SPAN 320	Advanced Spanish II	3		
SPAN 330	Spanish Peninsular Cultural Studies I	3		
SPAN 340	Spanish Peninsular Cultural Studies II	3		
SPAN 370	Latin American Cultural Studies I	3		
SPAN 380	Latin American Cultural	3		

**Total Credit Hours: 39-42**

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

# Associate Degree Programs

## Associate of Science in Nursing (Hybrid)

### Overview

### Requirements

#### Degree Requirements

See Degree Requirements for the ASN (p. 67)

#### General Education

See General Education Course Requirements for the ASN (p. 69)

#### Core Courses

NRSG 101	Concepts of Professional Nursing Practice	3
NRSG 110	Fundamental Nursing Skills	6
NRSG 106	Nursing Assessment Across the Lifespan	3
NRSG 131	Nursing Across the Lifespan I	7
NRSG 134	Psychiatric Nursing	4
NRSG 233	Nursing Across the Lifespan II	7
NRSG 232	Childbearing Family Nursing	4
NRSG 244	Nursing Across the Lifespan III	7
NRSG 247	Nursing Practice: Quality and Safety	3
NRSG 248	Content Mastery and NCLEX Success	2
General Education Support Courses		
ENGL 101	Expository Writing	3
HLTH 216	Microbiology (Lec/Lab)	3/1
MATH 102	Intermediate Algebra	3
PHIL 252	Ethics	3
PSYC 203	Developmental Psychology	3
HLTH 208	Anatomy and Physiology for Health Professions I	3/1
HLTH 209	Anatomy and Physiology for Health Professions II	3/1

**Subtotal: 70**

### Admission

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

### Declaration of Major

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

### Admission and Progression

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

For students with no history of college or university attendance:

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

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

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

For students who have previously attended a college or university:

- All official transcripts of credit transfers from other colleges and universities must be in the Registrar's Office before entrance into the nursing program.
- A Cumulative Grade Point Average (CGPA) of 3.0 or higher is required for application to the ASN program. If a student's CGPA does not meet the 3.0 requirements but the CGPA is at or above 2.35 (no rounding will be applied), the student may take the TEAS (Version 7.0). If the student scores 60% or above (no rounding will be applied), the student will be considered qualified for admission. The student will be allowed a maximum of 3 attempts on the TEAS. It is the responsibility of the student to register, schedule, and pay for the TEAS exam using the link below. When registering for the TEAS choose "Remote Online" and then choose "ATI Remote Proctor-Nursing" for the student to take the exam on their own through the ATI system. The

TEAS must be completed by the week prior to the start of the spring semester. Once the student completes the exam, they must share the score with the University of Jamestown by logging into their student ATI account and clicking "Send Transcript." Link to ATI TEAS exam  
registration: <https://atitesting.com/teas>

- Following admission, a grade of C- or above must be earned in all nursing courses as well as all support courses: Microbiology, Anatomy and Physiology I and II, Anatomy and Physiology I and II lab, and Developmental Psychology. Refer to the Readmission Policy as stated below.
- Enrollment is limited. No candidate is excluded based on race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.
- The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values, and a criminal background check.
- Prerequisites cannot be fulfilled via CLEP or PEP.
- All official transcripts of credit transfers from other colleges and universities must be in the Registrar's Office before entrance into the nursing program.
- Admitted students are considered conditionally approved until all required documents are received, including all clinical requirements.

### **Readmission After Nursing Course Failure**

After receiving one failing grade (D+ or below) in a nursing course or a support course (see above) the student will be required to submit a letter requesting re-admission to the nursing program. The nursing faculty will meet and consider the student's re-admission status. A decision will be made based on the student's perceived ability to successfully progress through the major and to pass the NCLEX. Students who fail a nursing course are strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion. After receiving a D+ or below in a subsequent nursing course, or support course, the student will be ineligible for continued progression through the major.

### **Fees and Expenses**

In addition to tuition and general university fees, nursing

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

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

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

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

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

### **Transfer Students**

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

LPNs wishing to earn an ASN may enroll in the nursing program at the University of Jamestown. It is recognized that LPNs possess certain requisite knowledge and skills. Therefore, LPNs may be allowed credit in designated courses. General education requirements may be fulfilled through the approved transfer of previously earned college

credit. The length of time required to complete the ASN program depends on the approved transfer of college credits. A grade of C- or above must be earned in all courses that are required in the major.

### **Disability Accommodation**

Reasonable accommodation will be made in assisting students who have disabilities to fulfill clinical and professional requirements. The ultimate determination regarding the reasonableness of accommodations will be based on the preservation of client safety and the resources of the University of Jamestown and the School of Nursing. Students requesting disability accommodation should refer to the Office of Disability Services.

### **Plan of Study**

#### **Semester 1**

<b>1st 8 Weeks</b>			
HLTH 208	Anatomy and Physiology for Health Professions I		3/1
NRSG 101	Concepts of Professional Nursing Practice		3

<b>2nd 8 Weeks</b>			
ENGL 101	Expository Writing		3
HLTH 209	Anatomy and Physiology for Health Professions II		3/1

#### **Semester 2**

<b>16 Weeks</b>			
NRSG 106	Nursing Assessment Across the Lifespan		3
NRSG 110	Fundamental Nursing Skills		6

<b>1st 8 Weeks</b>			
HLTH 216	Microbiology (Lec/Lab)		3/1

<b>2nd 8 Weeks</b>			
MATH 102	Intermediate Algebra		3

#### **Semester 3**

<b>16 Weeks</b>			
NRSG 131	Nursing Across the Lifespan I		7
NRSG 134	Psychiatric Nursing		4

<b>1st 8 Weeks</b>			
PSYC 203	Developmental Psychology		3

## Semester 4

16 Weeks		
NRSG 232	Childbearing Family Nursing	4
NRSG 233	Nursing Across the Lifespan II	7
1st 8 Weeks		
PHIL 252	Ethics	3

## Semester 5

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

**Outcomes****Associate of Science in Nursing Student Learning Outcomes (SLO)**

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

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

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

# Bachelor's Degree Programs

## Accounting, BA

### Overview

#### Mission Statement

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

#### Broad-based Goals

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

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

- to enhance visibility, reputation, and service presence by developing and sustaining community, regional, state, national, and international outreach initiatives

#### Assessment

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

#### Study Abroad Opportunities

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

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

and accounting are available in universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

**Subtotal: 64**

## Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Core Courses

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 311	Cost/Managerial Accounting	4
ACCT 325	Governmental & Not-for-Profit Accounting	3
ACCT 355	Income Tax Accounting I	3
ACCT 356	Income Tax Accounting II	3
ACCT 451	Auditing I	3
ACCT 452	Auditing II/Senior Seminar	3
ACCT 457	Advanced Accounting	3

**Subtotal: 34**

### Correlative Courses

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

**Subtotal: 30**

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

## Plan of Study

### Freshman

Fall	ACCT 201	Principles of Accounting I	3
	BUSN 221	Business Management	3
	CS 240	Introduction to Business Intelligence	3

Spring	ACCT 202	Principles of Accounting II	3

### Sophomore

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

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

### Junior

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

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

### Senior

Fall	ACCT 451	Auditing I	3
	ACCT 457	Advanced Accounting	3

Spring	ACCT 325	Governmental & Not-for-Profit Accounting	3
	ACCT 452	Auditing II/Senior Seminar	3
	CS 440	Management of Information Systems	3

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

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

In order to complete 150 hours in a normal four-year undergraduate program, students would need to take an average of approximately nineteen credits per semester.

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

## Outcomes

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

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

## Applied Information Technology, BA (Online)

### Overview

#### Requirements

##### Degree Requirements

See Bachelor's Degree requirements (p. 67)

##### General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 78)

##### IT Service Management Certificate

Complete all courses in the IT Service Management Certificate. (p. 212)

TECH 160	Introduction to Computing	3
TECH 200	Hardware Installation and Maintenance	3
TECH 325	Networking	3

TECH 201	IT Helpdesk	3
TECH 300	Operating Systems and Cloud Environments	3

##### Cybersecurity Fundamentals

You should take Networking prior and that course will be waived from this certificate, but all other Cybersecurity Fundamentals courses will be completed. (p. 211)

TECH 362	Cybersecurity	3
TECH 311	Security Policies and Procedures	3
TECH 326	Network Security	3

##### Fullstack Developer Certificate

You will take all courses from the Full Stack Developer Certificate. (p. 211)

TECH 152	Introduction to Web Development	3
TECH 342	Database Development	3
TECH 320	JavaScript Technologies	3
TECH 441	Dynamic Web Design	3

##### 12 Credits of Electives

12 credits of electives must be taken. Students can earn either an additional certificate in "Advanced Fullstack Development" (p. 210) or "Advanced Cybersecurity." (p. 210) Alternatively, students can select 12cr of upper-division TECH courses to fulfill the remaining credit requirements.

**Subtotal: 48**

### Plan of Study

#### Outcomes

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

organizations, and society, including ethical, legal, and policy issues.

## Applied Music, BA

### Overview

#### Mission Statement

The Music Department at the University of Jamestown prepares students to become professional musicians, teachers of music, and life-long patrons of music. The curriculum in music is presented as an integral part of the liberal arts tradition and prepares students for professional employment or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

#### Individual Performance Progress Assessment

Applied Music and Music Education majors must exhibit musical performance competency on a musical instrument or voice, as demonstrated in a jury the fall semester of the sophomore year. They will also field questions in the jury that demonstrate a fundamental theoretical and historical knowledge that informs performance, as defined by the applied faculty of individual performance areas (keyboard, voice, and winds/brass/percussion). Weaknesses identified in the jury must be addressed to the satisfaction of the faculty by the spring jury or they will not be permitted to continue in those degree plans.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

MUS 100	Music Performance Seminar*	0
MUS 160	Harmony/Theory I	3
MUS 161	Harmony/Theory II	3
MUS 162	Ear Training I	2
MUS 163	Ear Training II	2
MUS 239	Music History I: Medieval and Renaissance	3
MUS 262	Ear Training III	2
MUS 266	Introduction to Conducting	2
MUS 339	Music History II: Baroque and	3

MUS 340	Classical Music History III: Romantic and Modern Eras	3
MUS 360	Harmony/Theory III	3
MUS 361	Harmony/Theory IV	3
MUS	Applied Lessons in one area	8
MUS	Ensemble Music – 4 Years* <sup>^</sup>	8

**Subtotal: 45**

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

\*<sup>^</sup>MUS (Ensemble Music – 4 Years): i.e. Chapel Choir, Concert Choir, Wind Ensemble

Plus the following:

- Applied students will sign up for 2-credit lessons each semester for a total of sixteen lesson credits
- A graded recital, approximately thirty minutes in length, performed during the Junior year
- A graded recital, approximately forty-five minutes in length, performed during the Senior year
- Two semesters of French (p. 263) and/or German (p. 264) (or other approved foreign language)
- Two semesters of approved general history (i.e. HIST 291 (p. 265) and HIST 292 (p. 265))

#### Plan of Study

##### Fall Odd Year Start

##### Freshman

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

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

One of the following courses

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

Spring			One of the following	
MUS 100	Music Performance Seminar*	0	MUS 209	Vox Angelus
MUS 161	Harmony/Theory II	3	MUS 210	Concert Choir
MUS 163	Ear Training II	2	MUS 211	Cantus
MUS	Applied Lessons	1-2	MUS 214	Jazz Ensemble
			MUS 215	Wind Ensemble
One of the following courses			Spring	
MUS 209	Vox Angelus	1	MUS 100	Music Performance Seminar*
MUS 210	Concert Choir	1	MUS 339	Music History II: Baroque and Classical
MUS 211	Cantus	1	MUS 275	Vocal Techniques
MUS 214	Jazz Ensemble	1-2	MUS	Applied Lessons
MUS 215	Wind Ensemble	1	MUS 380	Junior Recital
Sophomore			HIST	HIST Approved History Course
Fall			One of the following	
MUS 100	Music Performance Seminar*	0	MUS 209	Vox Angelus
MUS 262	Ear Training III	2	MUS 210	Concert Choir
MUS 360	Harmony/Theory III	3	MUS 211	Cantus
MUS 266	Introduction to Conducting	2	MUS 214	Jazz Ensemble
MUS	Applied Lessons	1-2	MUS 215	Wind Ensemble
	Flan Approved Language	2	Senior	
One of the following courses			Fall	
MUS 209	Vox Angelus	1	MUS 100	Music Performance Seminar*
MUS 210	Concert Choir	1	MUS 340	Music History III: Romantic and Modern Eras
MUS 211	Cantus	1	MUS	Applied Lessons
MUS 214	Jazz Ensemble	1-2	One of the following	
MUS 215	Wind Ensemble	1	MUS 209	Vox Angelus
Spring			MUS 210	Concert Choir
MUS 100	Music Performance Seminar*	0	MUS 211	Cantus
MUS 361	Harmony/Theory IV	3	MUS 214	Jazz Ensemble
MUS 275	Vocal Techniques	2	MUS 215	Wind Ensemble
	Flan Approved Language	2	Spring	
MUS	Applied Lessons	1-2	MUS 100	Music Performance Seminar*
One of the following courses			MUS	Applied Lessons
MUS 209	Vox Angelus	1	MUS 480	Senior Recital
MUS 210	Concert Choir	1		
MUS 211	Cantus	1		
MUS 214	Jazz Ensemble	1-2		
MUS 215	Wind Ensemble	1		
Junior			One of the following	
Fall			MUS 209	Vox Angelus
MUS 100	Music Performance Seminar*	0	MUS 210	Concert Choir
MUS 266	Introduction to Conducting	2	MUS 211	Cantus
MUS	Applied Lessons	1-2	MUS 214	Jazz Ensemble
HIST	HIST Approved History Course	3	MUS 215	Wind Ensemble
MUS 239	Music History I: Medieval and Renaissance	3		

## Outcomes

1. The student will demonstrate skills in music theory as an expressed understanding of the six elements (i.e. melody, harmony, rhythm, texture, timbre, form) of music.
2. The student will demonstrate fluency in music history and the stylistic characteristics of the six major periods in Western Music (i.e. Medieval, Renaissance, Baroque, Classical, Romantic, and 20<sup>th</sup>/21<sup>st</sup> century).
3. The student will demonstrate college-level performance skills in her/his major area of applied study, i.e. their major instrument.

## Behavioral Health, BA (Online)

### Overview

### Requirements

#### Core Courses

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

#### Choose four of the following courses:

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

### Plans Of Study

#### Outcomes

Students will:

1. Demonstrate a knowledge base in Psychology.
  - a. Describe key concepts, principles, and overarching themes in psychology
  - b. Develop a working knowledge of psychology's content domains
  - c. Describe applications of psychology
2. Demonstrate scientific inquiry and critical thinking.
  - a. Use scientific reasoning to interpret psychological phenomena
  - b. Demonstrate psychology information literacy
  - c. Engage in innovative and integrative thinking and problem solving
  - d. Interpret, design, and conduct basic psychological research
  - e. Incorporate sociocultural factors in scientific inquiry
3. Act ethically and socially responsibly in a diverse world.
  - a. Apply ethical standards to evaluate psychological science and practice
  - b. Build and enhance interpersonal relationships
  - c. Adopt values that build community at local, national, and global levels
4. Communicate effectively.
  - a. Demonstrate effective writing for different purposes
  - b. Exhibit effective presentation skills for different purposes
  - c. Interact effectively with others
5. Develop professionally.
  - a. Apply psychological content and skills to career goals
  - b. Exhibit self-efficacy and self-regulation

- c. Refine project-management skills
- d. Enhance teamwork capacity
- e. Develop meaningful professional direction for life after graduation.

## Biochemistry, BS

### Overview

#### Mission Statement

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

#### Majors

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

#### Requirements

##### Degree Requirements

See Bachelor's Degree requirements (p. 67)

##### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

##### Core Courses

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 430	Genetics (Lec/Lab)	4/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1
CHEM 344	Organic Chemistry II (Lec/Lab)	3/1

CHEM 390	Special Topics	1-3
CHEM 413	Biochemistry I	3
CHEM 414	Biochemistry II	3
CHEM 493	Seminar I	1
CHEM 494	Seminar II	1
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1

**Subtotal: 59-60**

*CHEM 493 and CHEM 494: If the student has successfully completed a research program (such as a summer Research Experience for Undergraduates (REU) and receives permission from the chair of the department, the student need not take CHEM 493.*

Plus one of the following courses:

BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 412	Molecular Biology (Lec/Lab)	2/2
CHEM 345	Toxicology	3

**Subtotal: 3-4**

Plus one of the following courses:

CHEM 423	Chemical Thermodynamics	3
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**Subtotal: 3**

Plus one of the following courses:

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

**Subtotal: 1**

Plus one of the following courses:

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

**Subtotal: 1**

Plus one of the following courses:

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

**Subtotal: 3**

**Subtotal: 70-72**

#### Plan of Study

Fall Even Year Start

Freshman Year

Fall

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
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CHEM 133	General Chemistry I (Lec/Lab)	3/1	CHEM 494	Seminar II Biochemistry Elective	1			
Spring			Fall Odd Year Start					
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1	Freshman Year					
CHEM 134	General Chemistry II (Lec/Lab)	3/1	Fall					
Sophomore Year			BIOL 150	Introduction to Biology I (Lec/Lab)	3/1			
Fall			CHEM 133	General Chemistry I (Lec/Lab)	3/1			
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1	Spring					
MATH 251	Calculus of Derivatives	3	BIOL 151	Introduction to Biology II (Lec/Lab)	3/1			
Spring			CHEM 134	General Chemistry II (Lec/Lab)	3/1			
CHEM 344	Organic Chemistry II (Lec/Lab)	3/1	Sophomore Year					
MATH 252	Calculus of Integrals	3	Fall					
PHYS 203	Physics I (Lec/Lab)	4/1	CHEM 343	Organic Chemistry I (Lec/Lab)	3/1			
Junior Year			MATH 251	Calculus of Derivatives	3			
Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring								
Fall			Spring					
BIOL 305	Cell Biology (Lec/Lab)	4/1	CHEM 344	Organic Chemistry II (Lec/Lab)	3/1			
CHEM 353	Chemical Methods of Analysis	3	MATH 252	Calculus of Integrals	3			
CHEM 390	Special Topics	1-3	PHYS 203	Physics I (Lec/Lab)	4/1			
CHEM 413	Biochemistry I	3	Junior Year					
PHYS 204	Physics II (Lec/Lab)	4/1	Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring					
Spring			Fall					
BIOL 430	Genetics (Lec/Lab)	4/1	CHEM 390	Special Topics	1-3			
CHEM 390	Special Topics	1-3	CHEM 423	Chemical Thermodynamics	3			
CHEM 431	Advanced Lab I	1	PHYS 204	Physics II (Lec/Lab)	4/1			
	Biochemistry Elective		Spring					
Senior Year			CHEM 390	Special Topics	1-3			
Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring			CHEM 432	Advanced Lab II	1			
Fall				Biochemistry Elective				
CHEM 390	Special Topics	1-3	Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring					
CHEM 423	Chemical Thermodynamics	3	Senior Year					
CHEM 493	Seminar I	1	Notes: Biochemistry Elective may be taken either spring of sophomore year or spring of senior year; CHEM 390 may be taken either fall or spring					
Spring			Fall					
CHEM 390	Special Topics	1-3	BIOL 305	Cell Biology (Lec/Lab)	4/1			
CHEM 432	Advanced Lab II	1						

CHEM 353	Chemical Methods of Analysis	3
CHEM 390	Special Topics	1-3
CHEM 413	Biochemistry I	3
CHEM 493	Seminar I	1
<b>Spring</b>		
BIOL 430	Genetics (Lec/Lab)	4/1
CHEM 390	Special Topics	1-3
CHEM 431	Advanced Lab I	1
CHEM 494	Seminar II	1
Biochemistry Elective		

## Outcomes

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

## Biology, BS

### Overview

#### Mission Statement

The Biology Department strives to provide an education in

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

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses – Biology

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 201	Biology Orientation	1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 430	Genetics (Lec/Lab)	4/1
BIOL 445	Biology Seminar I	1
BIOL 446	Biology Seminar II	1
BIOL 442	Evolution (Lec/Lab)	3/1
Courses chosen in consultation with advisor; at least one must be an upper level course with a substantial ecological component (BIOL 304, BIOL 306, BIOL 308, or BIOL310)		13

**Subtotal: 38**

#### Core Courses – Chemistry, Mathematics, Physics

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 245	Survey of Organic Chemistry or	3
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1
CHEM 344	Organic Chemistry II (Lec/Lab) or	3/1
CHEM 353	Chemical Methods of Analysis	3

CHEM 431	and Advanced Lab I	1	PHYS 203	Physics I (Lec/Lab)	4/1
MATH 251	Calculus of Derivatives or	3	PHYS 204	or Physics II (Lec/Lab)	4/1
MATH 205	Statistics	3			<b>Subtotal: 11</b>
PHYS 143	College Physics I (Lec/Lab)	4/1			<i>PHYS 203 and PHYS 204: Some graduate schools require a full year of physics.</i>
PHYS 144	or College Physics II (Lec/Lab)	4/1			
PHYS 203	or Physics I (Lec/Lab)	4/1			
PHYS 204	or Physics II (Lec/Lab)	4/1			
		<b>Subtotal: 23-24</b>			
				<b>Subtotal: 61-62</b>	

### Prospective Graduate School Students

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

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

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

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

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

Strongly recommended courses for students considering graduate school:

MATH 252	Calculus of Integrals	3
MATH 205	Statistics or Mathematical Statistics I	3
MATH 401		3

### Plan of Study

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

#### Option 1

##### Freshman Year

###### Fall

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

###### Spring

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

##### Sophomore Year

###### Fall

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

###### Spring

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

Junior Year			
Fall			
BIOL 305	Cell Biology (Lec/Lab)	4/1	Junior Year
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1	
Spring			
BIOL 430	Genetics (Lec/Lab) or Evolution (Lec/Lab)	4/1	Fall
BIOL 442		3/1	BIOL 305 Cell Biology (Lec/Lab) 4/1
CHEM 344	Organic Chemistry II (Lec/Lab)	3/1	PHYS 143 College Physics I (Lec/Lab) 4/1
Senior Year			
Fall			
BIOL 445	Biology Seminar I Biology Elective 3 (BIOL 304, BIOL 308, or BIOL 312)	1	Senior Year
Spring			
BIOL 430	Genetics (Lec/Lab) or Evolution (Lec/Lab)	4/1	Fall
BIOL 442		3/1	BIOL 445 Biology Seminar I 1
BIOL 446	Biology Seminar II	1	Spring
Option 2			BIOL 430 Genetics (Lec/Lab) 4/1
Freshman Year			BIOL 442 Evolution (Lec/Lab) 3/1
Fall			BIOL 446 Biology Seminar II 1
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1	
PHYS 143	College Physics I (Lec/Lab)	4/1	
Spring			
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1	<b>Outcomes</b>
MATH 205	Statistics	3	
Sophomore Year			Upon completion of the biology major, the student will be able to:
Fall			
BIOL 201	Biology Orientation Biology Elective 1 (BIOL 208, BIOL 304, or BIOL 308)	1	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)
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1	2. Choose and safely use appropriate laboratory and field techniques and equipment
Spring			3. Design and recognize an effective scientific study and demonstrate understanding of the process by which scientific concepts are evaluated, modified, and become accepted
CHEM 344	Organic Chemistry II	3/1	4. Identify relevant sources of information and evaluate their credibility
			5. Evaluate the quality of evidence supporting a hypothesis or theory and critically analyze, integrate,

and draw conclusions from multiple lines of evidence

6. Communicate precisely and analytically in scientific written and oral formats
7. Make intellectual connections between biology and other disciplines and apply an interdisciplinary and ethical approach to challenges facing individuals, communities, and societies

## Biology Education, BA

### Overview

#### Mission Statement - Biology

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

#### Mission Statement - Teacher Education

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

#### Teacher Education Organizations

Candidates are encouraged to join Student North Dakota United (SNDU), a professional organization, to gain greater knowledge of their field and to meet other pre-service and in-service Educators. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

#### Admission to the Teacher Education Program

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

#### Admission Criteria

1. Attainment of required credits for sophomore status

2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

#### Additional Information for All Candidates Seeking Teaching Licensure

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

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

#### Requirements

##### Degree Requirements

See Bachelor's Degree requirements (p. 67)

##### General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements (p. 73). Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
MATH 102	Intermediate Algebra	3
	or	
MATH 111	College Algebra	3

MATH	or A higher level math course	3	PSYC 203	Developmental Psychology	3
		<b>Subtotal: 6</b>	PHYS 204	or Physics II (Lec/Lab)	4/1
<b>Subtotal: 23-24</b>					
<b>Core Courses - Biology</b>					
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1	Core Courses - Education		
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1	EDUC 101	Exploring Education	1
BIOL 201	Biology Orientation	1	EDUC 201	Introduction to Teaching	2
BIOL 305	Cell Biology (Lec/Lab)	4/1	EDUC 219	Instructional Media and Technology	2
BIOL 430	Genetics (Lec/Lab)	4/1	EDUC 253	Applied Cognitive Theories	3
BIOL 442	Evolution (Lec/Lab)	3/1	EDUC 303	Introduction to Teaching Students with Exceptionalities	3
BIOL 445	Biology Seminar I	1	EDUC 305	Managing and Monitoring the Learning Environment	3
BIOL 446	Biology Seminar II	1	EDUC 306	Multicultural Education	3
	Courses chosen in consultation with advisor; at least one must be an upper level course with a substantial ecological component (BIOL 304, BIOL 306, BIOL 308, or BIOL310)	13	EDUC 310	Reading Methods in Secondary Schools	3
		<b>Subtotal: 38</b>	EDUC 316	Assessment and Evaluation	3
<b>Core Courses - Chemistry, Math, Physics</b>			EDUC 313	General Principles of Curriculum and Teaching	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1	EDUC 398	TED Seminar I	1
CHEM 134	General Chemistry II (Lec/Lab)	3/1	EDUC 399	TED Seminar II	1
CHEM 245	Survey of Organic Chemistry	3	EDUC 406	Methods: Secondary Science	3
	or		EDUC 498	Student Teaching Seminar	1
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1	EDUC 499	Student Teaching	12
					<b>Subtotal: 44</b>
<b>Plan of Study Outcomes</b>					
<b>Intended Student Learning Outcomes - Biology</b>					
Upon completion of the biology major, the student will be able to:					
<ol style="list-style-type: none"> <li>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)</li> </ol>					
<ol style="list-style-type: none"> <li>2. Choose and safely use appropriate laboratory and field techniques and equipment</li> </ol>					
<ol style="list-style-type: none"> <li>3. Design and recognize an effective scientific study and demonstrate understanding of the process by which scientific concepts are evaluated, modified, and become accepted</li> </ol>					
<ol style="list-style-type: none"> <li>4. Identify relevant sources of information and evaluate their credibility</li> </ol>					
<ol style="list-style-type: none"> <li>5. Evaluate the quality of evidence supporting a hypothesis or theory and critically analyze, integrate,</li> </ol>					

and draw conclusions from multiple lines of evidence

6. Communicate precisely and analytically in scientific written and oral formats
7. Make intellectual connections between biology and other disciplines and apply an interdisciplinary and ethical approach to challenges facing individuals, communities, and societies

### **Intended Student Learning Outcomes - Teacher Education**

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

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

### **Business Administration - Accounting, BA**

#### **Overview**

#### **Mission Statement**

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

#### **Broad-based Goals**

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

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

#### **Assessment**

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

## Study Abroad Opportunities

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

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

## Requirements

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

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	2
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
BUSN 455	Strategic Management	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

**Subtotal: 32**

### Correlative Courses

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

**Subtotal: 9**

### Core Courses – Accounting

ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 311	Cost/Managerial Accounting	4
ACCT 355	Income Tax Accounting I	3
ACCT 451	Auditing I	3
ACCT 457	Advanced Accounting	3

**Subtotal: 19**

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

*Note 1: Various courses in the areas of concentration are offered on an alternating year basis. Consequently, students must work closely with their academic advisors to ensure that the courses are taken in a timely manner for degree completion in the normal four-year time span.*

**Subtotal: 60**

**Plan of Study****Freshman Year****Fall**

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3
ECON 110	Personal Finance	2
CS 140	Integrated Software Applications	3

**Spring**

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

**Sophomore Year****Fall**

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

**Spring**

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

**Junior Year****Fall**

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

**Spring**

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

**Senior Year****Fall**

ACCT 451	Auditing I	3
ACCT 457	Advanced Accounting	3

**Spring**

BUSN 455	Strategic Management	3
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**Outcomes**

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

**Business Administration - Agricultural Management, BA****Overview****Requirements****Degree Requirements**

See Bachelor's Degree requirements (p. 67)

**General Education**

See General Education Course Requirements for the Undergraduate College (p. 73)

**Core Courses – Business Administration**

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	2
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
BUSN 455	Strategic Management	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

**Subtotal: 32**

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

<b>Concentration Core Courses - Agricultural Management</b>		
BUSN 205	Agricultural Data Applications	3
BUSN 206	Agricultural Perspectives	3
BUSN 307	Agricultural Finance	3
BUSN 308	Agricultural Law	3
BUSN 309	Agricultural Marketing and Risk Management	3
EE 450	Consulting	2-4
		<b>Subtotal: 18</b>

### Concentration Core Courses - Agricultural Management Electives

Select 1 or more of the following courses.

EE 350	Internship	1-8
EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1
		<b>Subtotal: 3-4</b>

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

**Subtotal: 62-63**

### Plan of Study Outcomes

1. Students will demonstrate critical thinking and problem-solving skills as they apply to all aspects of agricultural production.
2. Students will demonstrate knowledge of legal, social, and environmental issues within agriculture and exhibit an understanding of the implications of their decisions.
3. Students will demonstrate the ability to gather and analyze data to develop appropriate solutions.

4. Students will demonstrate the ability to analyze current events and their application to agriculture.
5. Students will demonstrate effective communication and management skills.

### Business Administration - Business Communication, BA

#### Overview

#### Mission Statement

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

#### Broad-based Goals

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

- to promote a dynamic environment of academic excellence that emphasizes student learning in all programs of study
- to enhance operational effectiveness and measure excellence in business education through comprehensive programs of outcomes assessment and continuous improvement that are fully integrated with strategic planning
- to engage in continuing curricular review and development
- to develop ethical leaders who excel in a variety of organizational environments through contributions to the personal and professional development of students
- to promote and engage in a variety of faculty development activities
- to provide significant opportunities for international study, experiential education, and co-curricular activities
- to foster a stimulating and effective learning and teaching environment for all students and faculty

- to establish and sustain internal and external collaborative educational relationships and partnerships
- to enhance visibility, reputation, and service presence by developing and sustaining community, regional, state, national, and international outreach initiatives

## Assessment

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

## Study Abroad Opportunities

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

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

year, or a summer. Programs in business, economics, and accounting are available in universities throughout Europe, Asia, Australia, Africa, South America, Central America, and North America.

## Requirements

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

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	2
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
BUSN 455	Strategic Management	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
		<b>Subtotal: 32</b>

### Correlative Courses

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

Core Courses – Business Communication			Sophomore Year		
BUSN 430	Advertising	3	Fall	ECON 201	Principles of Microeconomics
COMM 314	Publicity and PR	3		MATH 105	Applied Business Statistics
COMM 320	Organizational Communication	3		BUSN 351	Financial Management
<b>Subtotal: 9</b>				BUSN 320	Marketing
Plus one of the following courses:				COMM 305	Cross-Cultural Communication
COMM 305	Cross-Cultural Communication	3	Spring	ECON 202	Principles of Macroeconomics
COMM 370	Diversity Communication	3		MATH 111	College Algebra or
<b>Subtotal: 3</b>				MATH 106	Mathematical Applications for Management or
Plus two of the following courses:				MATH	A higher level math course
COMM 220	Interpersonal Communication	3		COMM 314	Publicity and PR
COMM 360	Nonverbal Communication	3	Junior Year		
COMM 318	Computer Mediated Communication	3	Fall	BUSN 370	Production/Operations Management
COMM 405	Conflict Management and Mediation	3		BUSN 315	Business Law I
COMM 312/ENGL 312	Writing in the Professions	3		COMM 370	Diversity Communication
EE 350	Internship	1-8	Spring	COMM 320	Organizational Communication
<b>Subtotal: 6</b>			Senior Year		
Note 1: Various courses in the areas of concentration are offered on an alternating year basis. Consequently, students must work closely with their academic advisors to ensure that the courses are taken in a timely manner for degree completion in the normal four-year time span. (See Course Descriptions for timing of course offerings.)					
<b>Subtotal: 59</b>			Fall	BUSN 430	Advertising
<b>Plan of Study</b>				BUSN 455	Strategic Management
Freshman Year				Plus two following courses	
Fall				COMM 220	Interpersonal Communication
ACCT 201	Principles of Accounting I	3		COMM	Writing in the Professions
BUSN 221	Business Management	3		312/ENGL 312	
ENGL 101	Expository Writing	3		COMM 318	Computer Mediated Communication
ECON 110	Personal Finance	2		COMM 360	Nonverbal Communication
CS 140	Integrated Software Applications	3		COMM 405	Conflict Management and Mediation
Spring				EE 350	Internship
ACCT 202	Principles of Accounting II	3			
ENGL 102	Argumentative and Analytical Writing	3			

## Outcomes

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

## Business Administration - Information Technology, BA

### Overview

#### Mission Statement

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

#### Broad-based Goals

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

- to promote a dynamic environment of academic excellence that emphasizes student learning in all programs of study
- to enhance operational effectiveness and measure excellence in business education through comprehensive programs of outcomes assessment and continuous improvement that are fully integrated with strategic planning

- to engage in continuing curricular review and development
- to develop ethical leaders who excel in a variety of organizational environments through contributions to the personal and professional development of students
- to promote and engage in a variety of faculty development activities
- to provide significant opportunities for international study, experiential education, and co-curricular activities
- to foster a stimulating and effective learning and teaching environment for all students and faculty
- to establish and sustain internal and external collaborative educational relationships and partnerships
- to enhance visibility, reputation, and service presence by developing and sustaining community, regional, state, national, and international outreach initiatives

#### Assessment

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

#### Study Abroad Opportunities

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

1. In cooperation with the Presbyterian Church (USA), the British Council, and the Department for Employment and Learning in Northern Ireland, the department participates in the Irish/American Scholars Program. This program provides students with the opportunity to apply to study for either one semester or a full academic year at one of our partner institutions in Northern Ireland: Queen's University-

Belfast, University of Ulster-Coleraine, University of Ulster, Magee College-Derry, University of Ulster-Jordanstown, University of Ulster-Belfast, or the Belfast Metropolitan College.

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

## Requirements

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

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	2
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
BUSN 455	Strategic Management	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

**Subtotal: 32**

### Correlative Courses

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

**Subtotal: 9**

### Core Courses – Information Technology

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

**Subtotal: 15**

### Plus two of the following courses:

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

**Subtotal: 6**

*Note 1: Various courses in the areas of concentration are offered on an alternating year basis. Consequently, students must work closely with their academic advisors to ensure that the courses are taken in a timely manner for degree completion in the normal four-year time span. (See Course Descriptions for timing of course offerings.)*

**Subtotal: 62**

## Plan of Study

### Freshman Year

#### Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3

ECON 110	Personal Finance	2	leadership decisions.
CS 170	Structured Programming	3	
<b>Spring</b>			<b>3. Students will demonstrate effective communication skills.</b>
ACCT 202	Principles of Accounting II	3	<b>4. Students will demonstrate the acquisition of analytical, quantitative, and critical thinking skills within a business context.</b>
CS 240	Introduction to Business Intelligence	3	<b>5. Students will demonstrate knowledge of the legal, social, and economic environment of business.</b>
CS 160	Introduction to Computer Principles	3	<b>6. Students will demonstrate the ability to use decision-support tools.</b>
ENGL 102	Argumentative and Analytical Writing	3	<b>7. Students will demonstrate effective teamwork skills.</b>
<b>Sophomore Year</b>			
<b>Fall</b>			
ACCT 201	Principles of Accounting I	3	
BUSN 320	Marketing	3	
CS 342	Database Development	3	
MATH 105	Applied Business Statistics or Statistics	3	
MATH 205		3	
<b>Spring</b>			
<b>Junior Year</b>			
<b>Fall</b>			
BUSN 315	Business Law I	3	
BUSN 370	Production/Operations Management	3	
CS 365	Information Systems Security	3	
<b>Spring</b>			
<b>Choose two of the following</b>			
CS 180	Object-Oriented Programming	3	
CS 272	Java Programming I	3	
CS 325	Networking	3	
<b>Senior Year</b>			
<b>Fall</b>			
<b>Spring</b>			
BUSN 455	Strategic Management	3	In order to accomplish its mission, the Department of Business, Accounting, and Economics pursues a set of broad-based goals. They are as follows:
CS 440	Management of Information Systems	3	<ul style="list-style-type: none"> <li>• to promote a dynamic environment of academic excellence that emphasizes student learning in all programs of study</li> <li>• 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</li> <li>• to engage in continuing curricular review and development</li> <li>• to develop ethical leaders who excel in a variety of organizational environments through contributions to the personal and professional development of students</li> </ul>
<b>Outcomes</b>			
<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the functional areas of business.</li> <li>2. Students will demonstrate knowledge of the ethical responsibilities of business and apply them to</li> </ol>			

- to promote and engage in a variety of faculty development activities
- to provide significant opportunities for international study, experiential education, and co-curricular activities
- to foster a stimulating and effective learning and teaching environment for all students and faculty
- to establish and sustain internal and external collaborative educational relationships and partnerships
- to enhance visibility, reputation, and service presence by developing and sustaining community, regional, state, national, and international outreach initiatives

## Assessment

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

## Study Abroad Opportunities

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

1. In cooperation with the Presbyterian Church (USA), the British Council, and the Department for Employment and Learning in Northern Ireland, the department participates in the Irish/American Scholars Program. This program provides students with the opportunity to apply to study for either one semester or a full academic year at one of our partner institutions in Northern Ireland: Queen's University-Belfast, University of Ulster-Coleraine, University of Ulster, Magee College-Derry, University of Ulster-Jordanstown, University of Ulster-Belfast, or the Belfast Metropolitan College.
2. University of Jamestown is a member of the International Student Exchange Program (ISEP), which is the world's largest network of colleges and

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

## Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Liberal Arts Minors

In addition to the areas of business concentration in the business administration major, students may also choose a liberal arts concentration by completing eighteen credit hours from any one of the liberal arts minors listed here: Biology (p. 197), Chemistry (p. 199), Christian Ministry (p. 199), Communication (p. 200), English (p. 202), French (p. 202), German (p. 203), Global Studies (p. 203), History (p. 204), Mathematics, Music (p. 206), Philosophy (p. 206), Political Science (p. 207), Psychology (p. 208), Religion (p. 208), Sociology, Spanish (p. 208), Theatre (p. 209).

Note 1: The eighteen credit hours must be selected in consultation with and approved by the chair of the department in which the concentration is chosen. If eighteen credit hours are selected from a minor that consists of exactly eighteen credit hours as previously specified by that department, then the student would have the option of choosing either a liberal arts concentration in that area or a usual minor in that area. If students choose to complete an entire liberal arts minor that consists of more than eighteen credit hours, then they would earn the normal minor designation as is currently the case.

Note 2: Various courses in the areas of concentration are offered on an alternating year basis. Consequently, students must work closely with their academic advisors to ensure that the courses are taken in a timely manner for degree completion in the normal four-year time span. (See Course Descriptions for timing of course offerings.)

### Plan of Study

#### Freshman Year

##### Fall

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
CS 140	Integrated Software Applications	3
ECON 110	Personal Finance	2
ENGL 101	Expository Writing	3

##### Spring

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

#### Sophomore Year

##### Fall

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

##### Spring

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

#### Junior Year

##### Fall

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

Spring

Senior Year

Fall

Spring

BUSN 455      Strategic Management      3

### Outcomes

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

### Business Administration - Management, BA

#### Overview

#### Mission Statement

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

#### Broad-based Goals

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

- to promote a dynamic environment of academic

excellence that emphasizes student learning in all programs of study

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

## Assessment

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

## Study Abroad Opportunities

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## Requirements

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

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	2
BUSN 221	Business Management	3
BUSN 315	Business Law I	3

BUSN 320	Marketing	3	COMM 320	Organizational Communication	3
BUSN 351	Financial Management	3	EE 350	Internship	1-8
BUSN 370	Production/Operations Management	3			<b>Subtotal: 3</b>
BUSN 455	Strategic Management	3			
ECON 201	Principles of Microeconomics	3			
ECON 202	Principles of Macroeconomics	3			
		<b>Subtotal: 32</b>			
Correlative Courses					
CS 140	Integrated Software Applications	3			<b>Subtotal: 59</b>
MATH 105	Applied Business Statistics or Statistics	3			
MATH 205		3			
MATH 106	Mathematical Applications for Management or College Algebra	3			
MATH 111		3			
MATH	A higher level math course	3			
		<b>Subtotal: 9</b>			
Core Courses – Management					
BUSN 316	Business Law II	3			
BUSN 322	Human Resource Management	3			
BUSN 330	Sales and Sales Management	3			
ECON 354	Global Competition and Strategy or	3			
ECON 390	Special Topics	1-3			
	Accounting, Business, or Economics Elective*	3			
		<b>Subtotal: 15</b>			
*Suggested with advisor approval: ACCT 311 Cost/Managerial Accounting					
*Suggested: BUSN 204 Principles of Healthcare in Business; BUSN 304 Healthcare Management					
Plus one of the following courses:					
BUSN 490	Community Alliance for Management Consulting (CAMC)	3			
COMM 305	Cross-Cultural Communication	3			
COMM	Writing in the Professions	3			
312/ENGL 312					

BUSN 315	Business Law I	3
BUSN 330	Sales and Sales Management	3
ECON 354	Global Competition and Strategy or ECON 390 Special Topics	3
		1-3
<b>Spring</b>		
BUSN 316	Business Law II Accounting, Business, or Economics Elective*	3
<b>Senior</b>		
<b>Fall</b>		
BUSN 490	Community Alliance for Management Consulting (CAMC) or COMM 305 Cross-Cultural Communication or COMM 312/ENGL 312 Writing in the Professions or COMM 320 Organizational Communication	3
		3
		3
		3
<b>Spring</b>		
BUSN 455	Strategic Management	3

Option: EE 350 Internship, BUSN 316 Business Law II

## Outcomes

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

## Business Administration - Marketing Major, BA

### Overview

### Mission Statement

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

### Broad-based Goals

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

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

state, national, and international outreach initiatives

## Assessment

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

## Study Abroad Opportunities

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

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

## Requirements

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

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses – Business Administration

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	2
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
BUSN 455	Strategic Management	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

**Subtotal: 32**

#### Correlative Courses

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

**Subtotal: 9**

#### Core Courses – Marketing

BUSN 330	Sales and Sales Management	3
BUSN 410	Global Marketing	3
BUSN 430	Advertising	3
BUSN 470	Special Topics (Marketing,	3

BUSN 475	Management)	
BUSN 480	Marketing Research	3
BUSN 480	Strategic Marketing	3
BUSN 490	Community Alliance for Management Consulting (CAMC)	3
<b>Subtotal: 21</b>		

Note 1: Various courses in the areas of concentration are offered on an alternating year basis. Consequently, students must work closely with their academic advisors to ensure that the courses are taken in a timely manner for degree completion in the normal four-year time span. (See Course Descriptions for timing of course offerings.)

**Subtotal: 62**

### Plan of Study

#### Freshman

Fall		
ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
ENGL 101	Expository Writing	3
ECON 110	Personal Finance	2
CS 140	Integrated Software Applications	3

#### Spring

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

#### Sophomore

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

#### Spring

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

Junior		
Fall		
	BUSN 370	Production/Operations Management
	BUSN 315	Business Law I
	BUSN 330	Sales and Sales Management
	BUSN 490	Community Alliance for Management Consulting (CAMC)
Spring		
	BUSN 410	Global Marketing
	BUSN 470	Special Topics (Marketing, Management)

#### Senior

Fall		
	BUSN 430	Advertising
	BUSN 475	Marketing Research
Spring		
	BUSN 455	Strategic Management
	BUSN 480	Strategic Marketing

### Outcomes

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

### Business Studies, BA (Online)

## Overview Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

### General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 78)

### Core Courses

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

**Subtotal: 33**

Choose one of the following courses:

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
<b>Subtotal: 3</b>		
<b>Subtotal: 36</b>		

### Plan of Study Outcomes

Students will:

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

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

## Business Studies: Banking, BA (Online)

### Overview Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

### General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 78)

### Core Courses

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

		<b>Subtotal: 36</b>	BUSN 351	Financial Management	3
			BUSN 370	Production/Operations Management	3
					<b>Subtotal: 28</b>
Choose one of the following courses:					
BSST 416	Agricultural Finance and Price Risk Analysis	3			
BSST 422	Asset and Liability Management	3			
		<b>Subtotal: 3</b>			
		<b>Subtotal: 39</b>			

### Plan of Study Outcomes

Students will:

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

## Business Studies: Industrial Management, BA (Online)

### Overview Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

#### General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 78)

#### Core Courses

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

			BUSN 351	Financial Management	3
			BUSN 370	Production/Operations Management	3
					<b>Subtotal: 28</b>
Choose one of the following courses:					
ECON 201	Principles of Microeconomics	3			
ECON 202	Principles of Macroeconomics	3			
					<b>Subtotal: 3</b>

			CS 140	Integrated Software Applications	3
			CS 240	Introduction to Business Intelligence	3
					<b>Subtotal: 3</b>
Choose one of the following courses:					

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

**Subtotal: 43**

### Plan of Study Outcomes

Students will:

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

## Chemistry, BS

### Overview

### Mission Statement

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

### Majors

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

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1
CHEM 344	Organic Chemistry II (Lec/Lab)	3/1
CHEM 353	Chemical Methods of Analysis	3
CHEM 354	Instrumental Methods of Analysis	3
CHEM 373	Inorganic Chemistry I	3
CHEM 374	Inorganic Chemistry II	3
CHEM 390	Special Topics	1-3
CHEM 413	Biochemistry I	3
CHEM 423	Chemical Thermodynamics	3
CHEM 424	Chemical Dynamics and Quantum Mechanics	3
CHEM 493	Seminar I	1

CHEM 494	Seminar II	1
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1

**Subtotal: 56-57**

*CHEM 493 and CHEM 494: If the student has successfully completed a research program (such as a summer Research Experience for Undergraduates (REU) and receives permission from the chair of the department, the student need not take CHEM 493.*

Plus three of the following courses:

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

**Subtotal: 3**

Plus one of the following courses:

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

**Subtotal: 3**

(Only Teacher Education majors may choose MATH 205)

Note 1: It is highly recommended that those students intending to continue their studies at the graduate level (chemistry or biochemistry) take two semesters of either French or German as their Global Perspectives elective.

Note 2: The mathematics elective for the chemistry major will be chosen in consultation with the student's advisor. It is expected that those going to graduate school will choose either Calculus III, Linear Algebra, or Ordinary Differential Equations, and those who plan to teach at the secondary school level will choose Statistics.

**Subtotal: 62-63**

### Plan of Study

Fall Odd Year Start

Freshman Year

Fall				
CHEM 133	General Chemistry I (Lec/Lab)	3/1	CHEM 432	Advanced Lab II
MATH 251	Calculus of Derivatives Additional General Education or Other Credits	3		1 <b>Subtotal: 15-16</b>
			Senior Year	

Note: CHEM 390 may be taken either fall or spring

Fall				
CHEM 134	General Chemistry II (Lec/Lab)	3/1	CHEM 353	Chemical Methods of Analysis
MATH 252	Calculus of Integrals	3	CHEM 390	Special Topics
PHYS 203	Physics I (Lec/Lab) Additional General Education or Other Credits	4/1	CHEM 413	Biochemistry I
			CHEM 493	Seminar I
				1 <b>Subtotal: 15-16</b>
Spring				
CHEM 134	General Chemistry II (Lec/Lab)	3/1	CHEM 373	Inorganic Chemistry I
MATH 252	Calculus of Integrals	3	CHEM 390	Special Topics
PHYS 203	Physics I (Lec/Lab) Additional General Education or Other Credits	4/1	CHEM 431	Advanced Lab I
			CHEM 494	Seminar II
				1 <b>Subtotal: 15-16</b>
				<b>Subtotal: 124</b>

### Sophomore Year

Note: Math Elective may be taken either fall or spring

Fall				
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1		
PHYS 204	Physics II (Lec/Lab) Math Elective Additional General Education or Other Credits	4/1		
				<b>Subtotal: 15-16</b>

### Spring

CHEM 344	Organic Chemistry II (Lec/Lab) Math Elective Additional General Education or Other Credits	3/1
		<b>Subtotal: 15-16</b>

### Junior Year

Note: CHEM 390 may be taken either fall or spring

Fall				
CHEM 390	Special Topics	1-3		
CHEM 423	Chemical Thermodynamics	3		
				<b>Subtotal: 15-16</b>

### Spring

CHEM 390	Special Topics	1-3
CHEM 424	Chemical Dynamics and Quantum Mechanics	3

### Outcomes

1a. Chemistry and biochemistry majors will demonstrate a broad-based foundation that will allow highly competitive candidacy for industry, education and graduate school in chemistry, biochemistry or other related interdisciplinary fields such as environmental chemistry, pharmaceutical chemistry, food science, toxicology and forensic chemistry.

1b. Chemistry and biochemistry majors, biology majors, chemistry minors and others taking chemistry will demonstrate a strong chemistry background for careers in professional fields such as medicine, pharmacy, dentistry, optometry, clinical laboratory science and other related allied health professions.

1c. Non-science majors will demonstrate a basic knowledge of chemistry and its importance in the world today.

2. Majors will demonstrate critical thinking and problem-solving abilities.

3. Majors will demonstrate an understanding of the importance of chemistry as it relates to the other sciences, to the environment, to industry, and to life in general.

4. Majors will demonstrate the skills necessary for communicating scientific information.

5. Majors will demonstrate the skills necessary to develop

and conduct research.

## Civil Engineering, BS

### Overview

#### Mission Statement

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

#### Admission to the Major in Civil Engineering

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

### Requirements

#### Requirements for the Major in Civil Engineering

While grades at or above a D- are considered by the university to be passing, the department of engineering wants to ensure that students are adequately prepared to succeed in their later coursework. Therefore, students who wish to take engineering courses with prerequisite requirements must earn at least a C- in the prerequisite course.

Students who have earned D+, D, or D- in prerequisite courses may petition to take subsequent courses by writing a statement explaining why they should be able to take the subsequent course. The student's advisor, the instructor of the prerequisite course, and the instructor of the petitioned course will together make a determination as to whether the student will be able to continue. In the case where these roles overlap, a minimum of two faculty members need to consult. If all roles overlap or if the two faculty members don't agree, the department chair will also be consulted. If these roles still overlap or there is still disagreement, the request will be evaluated at the next department faculty

meeting.

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Required Courses

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

MATH 252	Calculus of Integrals	3
MATH 254	Multidimensional Calculus	3
MATH 352	Ordinary Differential Equations	3
PHYS 203	Physics I (Lec/Lab)	4/1
	<b>Subtotal: 104</b>	

### Plan of Study

#### Freshman Year

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

#### Sophomore Year

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

#### Junior Year

CENG 310	Structural Analysis	4
CENG 380	Geotechnical Engineering (Lec/Lab)	3/1
CENG 420	Transportation Engineering	3
CENG 442	Concrete Design	3
ECON 202	Principles of Macroeconomics	3
EESC 430	Hydrology	3
ENGR 301	Advanced Computer-Aided Design	1
ENGR 340	Fluid Mechanics (Lec/Lab)	3/1
ENGR 402	Sustainable Engineering	3
MATH 315	Linear Algebra and Series	3
MATH 352	Ordinary Differential Equations	3

#### Senior Year

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

### Outcomes

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

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

### Educational Objectives

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

- Obtain licensure
- Integrate technological advances, ethical concerns, and current evidence into engineering practice
- Lead engineering teams and projects

- Understand the requirements of their work environment and their role within it
- Make meaningful contributions to the engineering profession as well as the broader community

## Communication - Online Journalism and Social Media, BA

### Overview

#### Mission Statement

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

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

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

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 312/ENGL 312	Writing in the Professions	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3
<b>Subtotal: 18</b>		

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

Core Courses – Online Journalism and Social Media		
COMM 112	Mass Media and Society	3
COMM 228	Online Journalism and Social Media	3
COMM 314	Publicity and PR	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
DIG 317	Digital Audio and Video Development	3
CS 152	Introduction to Web Development	3
		<b>Subtotal: 21</b>
Plus two of the following courses:		
BUSN 430	Advertising	3
COMM 220	Interpersonal Communication	3
COMM 320	Organizational Communication	3
COMM 338/DIG 338	Photojournalism	3
COMM 360	Nonverbal Communication	3
COMM 402	International Communication	3
EE 350	Internship	1-8
		<b>Subtotal: 6</b>
		<b>Subtotal: 45</b>

### Plan of Study

#### Fall Even Year Start

#### Freshman Year

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

Fall	DIG 251	Graphics Development	3
	COMM 318	Computer Mediated Communication	3

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

Typography					
<b>Junior Year</b>			<b>Freshman Year</b>		
<b>Fall</b>			<b>Fall</b>		
COMM 228	Online Journalism and Social Media	3	COMM 101	Introduction to Communication Studies	3
COMM 370	Diversity Communication	3	<b>Spring</b>		
<b>Spring</b>			COMM 112	Mass Media and Society	3
COMM 312/ENGL 312	Writing in the Professions	3	COMM 250	Academic Research and Writing	3
DIG 317	Digital Audio and Video Development	3	DIG 232	Digital Design and Typography	3
<b>Senior Year</b>			<b>Sophomore Year</b>		
<b>Fall</b>			<b>Fall</b>		
CS 152	Introduction to Web Development	3	COMM 228	Online Journalism and Social Media	3
<b>Spring</b>			DIG 251	Graphics Development	3
COMM 314	Publicity and PR	3	<b>Spring</b>		
In addition to the course schedule above, students must take two courses (electives) from the list below:			COMM 301	Communication Theory	3
BUSN 430 - Advertising			<b>Junior Year</b>		
COMM 220 - Interpersonal Communication			<b>Fall</b>		
COMM 320 - Organizational Communication			COMM 318	Computer Mediated Communication	3
COMM 338 - Photojournalism			COMM 370	Diversity Communication	3
COMM 360 - Nonverbal Communication			<b>Spring</b>		
COMM 402 - International Communication			COMM 312/ENGL 312	Writing in the Professions	3
EE 350 - Internship in Communication			COMM 314	Publicity and PR	3
<b>Fall Odd Year Start</b>					
This 4-year plan is for students who begin their academic career as freshman in an ODD-Year fall semester. (e.g. 2023-24).			<b>Senior Year</b>		
This 4-year plan does not include General Education courses. Please consult your catalog and speak with your advisor about general education requirements.			<b>Fall</b>		
Finally, this 4-year plan is a suggested path; it is not a requirement to follow it exactly. Please consult with your advisor as you complete your coursework.			CS 152	Introduction to Web Development	3
			<b>Spring</b>		
			DIG 317	Digital Audio and Video Development	3
In addition to the course schedule above, students must take two courses (electives) from the list below:					
BUSN 430 - Advertising					
COMM 220 - Interpersonal Communication					
COMM 320 - Organizational Communication					
COMM 338 - Photojournalism					

COMM 360 - Nonverbal Communication  
 COMM 402 - International Communication  
 EE 350 - Internship in Communication

## Outcomes

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

## Communication - Human Resource and Organizational Communication, BA

### Overview

#### Mission Statement

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

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

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

## Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 312/ENGL 312	Writing in the Professions	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3

**Subtotal: 18**

### Core Courses – Human Resources and Organizational Communication

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

**Subtotal: 21**

Plus two of the following courses:

COMM 314	Publicity and PR	3
COMM 402	International Communication	3
COMM 410	Communication Honors	3
	Research Methods	

EE 350 Internship 1-8

**Subtotal: 6**

**Subtotal: 45**

## Plan of Study

Fall Even Year Start

Freshman Year

Fall

COMM 101	Introduction to Communication Studies	3
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Spring

COMM 250	Academic Research and Writing	3
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Sophomore Year

Fall

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

Spring

COMM 301	Communication Theory	3
COMM 312/ENGL 312	Writing in the Professions	3

Junior Year

Fall

COMM 318	Computer Mediated Communication	3
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Spring

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

Senior Year

Fall

COMM 370	Diversity Communication	3
BUSN 221	Business Management	3

Spring

COMM 320	Organizational Communication	3
BUSN 322	Human Resource Management	3

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

COMM 314 - Publicity & PR

COMM 402 - International Communication

COMM 410 - Communication Honors Research Methods

EE 350 - Internship

Fall Odd Year Start

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

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

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

Freshman Year

Fall	COMM 101	Introduction to Communication Studies	3
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Spring

COMM 250	Academic Research and Writing	3
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Sophomore Year

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

Spring

COMM 301	Communication Theory	3
COMM 360	Nonverbal Communication	3

Junior Year

Fall	COMM 318	Computer Mediated Communication	3
	COMM 320	Organizational Communication	3

## Senior Year

### Fall

COMM 370	Diversity Communication	3
BUSN 221	Business Management	3

### Spring

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

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

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

### Outcomes

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

## Communication - Interpersonal Communication, BA

### Overview

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

The mission of this program is to provide students with a

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

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

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 312/ENGL 312	Writing in the Professions	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3

**Subtotal: 18**

#### Core Courses – Interpersonal Communication

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

**Subtotal: 21**

Plus one of the following courses:

PSYC 311	Theories of Personality	3
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PSYC 315/SOC 315	Social Psychology	3	Mediation			
	<b>Subtotal: 3</b>					
<b>Senior Year</b>						
Plus two of the following courses:						
COMM 314	Publicity and PR	3	Fall			
COMM 402	International Communication	3	COMM 370			
COMM 410	Communication Honors	3	Diversity Communication			
	Research Methods		3			
EE 350	Internship	1-8	PSYC 315/SOC 315			
			Social Psychology			
			3			
	<b>Subtotal: 6</b>		or			
	<b>Subtotal: 48</b>					
<b>Plan of Study</b>						
Fall Even Year Start						
Freshman Year						
Fall						
COMM 101	Introduction to Communication Studies	3	In addition to the course schedule above, students must take two courses (electives) from the list below:			
Spring						
COMM 250	Academic Research and Writing	3	COMM 314 - Publicity & PR COMM 402 - International Communication COMM 410 - Communication Research Methods EE 350 - Internship			
Sophomore Year						
Fall						
COMM 220	Interpersonal Communication	3	This 4-year plan is for students who begin their academic career as freshman in an ODD-Year fall semester. (e.g. 2023-24).			
COMM 305	Cross-Cultural Communication	3				
FLAN 2XX	Intermediate Foreign Language	3	This 4-year plan does not include General Education courses. Please consult your catalog and speak with your advisor about general education requirements.			
Spring						
COMM 301	Communication Theory	3	Finally, this 4-year plan is a suggested path; it is not a requirement to follow it exactly. Please consult with your advisor as you complete your coursework.			
COMM 312/ENGL 312	Writing in the Professions	3				
FLAN 2XX	Intermediate Foreign Language	3				
Junior Year						
Fall						
COMM 318	Computer Mediated Communication	3	Freshman Year			
Spring						
COMM 360	Nonverbal Communication	3	Fall			
COMM 405	Conflict Management and	3	COMM 101			
			Introduction to Communication Studies			
			3			
	Spring					
	COMM 250					
	Academic Research and Writing					
			3			

**Sophomore Year****Fall**

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

**Spring**

COMM 360	Nonverbal Communication	3
FLAN 2XX	Intermediate Foreign Language	3

**Junior Year****Fall**

COMM 318	Computer Mediated Communication	3
PSYC 315/SOC 315	Social Psychology	3
PSYC 311	or Theories of Personality	3

**Spring**

COMM 312/ENGL 312	Writing in the Professions	3
COMM 301	Communication Theory	3
PSYC 311	Theories of Personality	3
PSYC 315/SOC 315	or Social Psychology	3

**Senior Year****Fall**

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

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

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

**Outcomes**

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

**Communication - Sports Communication, BA****Overview**

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

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

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

**Requirements****Degree Requirements**

See Bachelor's Degree requirements (p. 67)

**General Education**

See General Education Course Requirements for the

## Undergraduate College (p. 73)

## Core Courses – Communication

COMM 101	Introduction to Communication Studies	3
COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 312/ENGL 312	Writing in the Professions	3
COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3
	<b>Subtotal: 18</b>	
Core Courses – Sport Communication		
COMM 112	Mass Media and Society	3
COMM 228	Online Journalism and Social Media	3
COMM 314	Publicity and PR	3
COMM 380	Foundations of Sports	3
COMM 415	Sports Information and Media	3
EE 350	Internship	1-8
	<b>Subtotal: 18</b>	

## Plus three of the following courses:

BUSN 430	Advertising	3
COMM 338/DIG 338	Photojournalism	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
DIG 317	Digital Audio and Video Development	3
CS 152	Introduction to Web Development	3
	<b>Subtotal: 9</b>	
	<b>Subtotal: 45</b>	

**Plan of Study**

## Fall Even Year Start

## Freshman Year

## Fall

COMM 101	Introduction to Communication Studies	3
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## Spring

COMM 250	Academic Research and Writing	3
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## Sophomore Year

## Fall

COMM 228	Online Journalism and Social Media	3
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## Spring

COMM 112	Mass Media and Society	3
COMM 312/ENGL 312	Writing in the Professions	3

## Junior Year

## Fall

COMM 318	Computer Mediated Communication	3
COMM 370	Diversity Communication	3

## Spring

COMM 301	Communication Theory	3
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## Senior Year

## Fall

COMM 380	Foundations of Sports	3
EE 350	Internship	1-8

## Spring

COMM 314	Publicity and PR	3
COMM 415	Sports Information and Media	3

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

BUSN 430 - Advertising  
 COMM 338 - Photojournalism  
 DIG 232 - Digital Design & Typography  
 DIG 251 - Graphics Development  
 DIG 317 - Digital Audio and Visual Development  
 CS 152 - Web Development

## Fall Odd Year Start

This 4-year plan is for students who begin their academic career as freshman in an EVEN-Year fall semester. (e.g. 2022-23).

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

Finally, this 4-year plan is a suggested path; it is not a

requirement to follow it exactly. Please consult with your advisor as you complete your coursework.

### Freshman Year

#### Fall

COMM 101	Introduction to Communication Studies	3
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#### Spring

COMM 112	Mass Media and Society	3
COMM 250	Academic Research and Writing	3

### Sophomore Year

#### Fall

COMM 228	Online Journalism and Social Media	3
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#### Spring

COMM 301	Communication Theory	3
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### Junior Year

#### Fall

COMM 318	Computer Mediated Communication	3
COMM 380	Foundations of Sports	3

#### Spring

COMM 312/ENGL 312	Writing in the Professions	3
COMM 314	Publicity and PR	3
COMM 415	Sports Information and Media	3

### Senior Year

#### Fall

COMM 370	Diversity Communication	3
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#### Spring

EE 350	Internship	1-8
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In addition to the course schedule above, students must take three courses (electives) from the list below:

BUSN 430 - Advertising  
 COMM 338 - Photojournalism  
 DIG 232 - Digital Design & Typography  
 DIG 251 - Graphics Development  
 DIG 317 - Digital Audio and Visual Development

### CS 152 - Web Development

#### Outcomes

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

### Communication Studies, BA (Online)

#### Overview Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

#### General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 78)

#### Required Courses

CMST 133	Introduction to Visual Communication	3
BSST 311	Management and Leadership of Organizations	3
CMST 316	Group and Team Communication	3
CMST 321	Business and Professional Communication	3
COMM 101	Introduction to Communication Studies	3
COMM 220	Interpersonal Communication	3

COMM 250	Academic Research and Writing	3
COMM 301	Communication Theory	3
COMM 318	Computer Mediated Communication	3
COMM 320	Organizational Communication	3
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3

**Subtotal: 36**

### Plan of Study Outcomes

Students will:

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

## Computer Science, BA

### Overview

### Mission Statement

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

The computer science (CS) major provides a well-rounded technical and theoretical background to the student. This major gives students a firm foundation in programming and theory so that they can design and implement

computer-based solutions to significant problems. Computer science majors are prepared to enter graduate school or pursue technical software positions.

### Computer and Internet Facilities

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

### Requirements

*Note:* Some courses may be offered in alternate years.

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

CS 160	Introduction to Computer Principles	3
CS 342	Database Development	3
CS 381/DIG 381	Junior Seminar	1
CS 481/DIG 481	Senior Seminar I	1
CS 482/DIG 482	Senior Seminar II	1

**Subtotal: 9**

#### Computer Science Focus Courses

CS 170	Structured Programming	3
CS 180	Object-Oriented Programming	3
CS 230	Data Analysis	3
CS 272	Java Programming I	3
CS 300	Data Structures and Algorithms	3
CS 330	Computer Foundations	3
CS 360	Comparison of Programming Languages	3
CS 325	Networking	3
CS 365	Information Systems Security	3

**Subtotal: 27**

Plus 12 elective credits:

12 upper-division credits with a CS, DIG, or TECH designation. UJ Accelerated technology courses will be accepted as electives with approval from the advisor.

**Subtotal: 12**

Plus 3 cross-disciplinary courses:

*Cross-disciplinary track of nine credits of non-CS, DIG, or TECH-designated courses. Previously approved tracks can be obtained from an advisor or department chair. Any new track requests must include courses from two different disciplines and be approved by the advisor and department chair. Once a track has been approved, the entire track must be completed.*

*Example tracks:*

1. MIS Track: ACCT 201 (Accounting 1), ACCT 202 (Accounting 2), BUSN 221 (Business Management).
2. Working with people Track: COMM 318 (Computer-Mediated Communication), PSYC 315 (Social Psychology), COMM 312 (Writing in the Professions).

**Subtotal: 9**

**Subtotal: 57**

## Plan of Study

### Freshman Year

#### Fall

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3

#### Spring

CS 180	Object-Oriented Programming	3
CS 230	Data Analysis	3

### Sophomore Year

#### Fall

CS 272	Java Programming I	3
CS 300	Data Structures and Algorithms	3
CS 342	Database Development	3

#### Spring

CS 325	Networking	3
Non-CS/DIG	Upper division cross-disciplinary track	3

Non-CS/DIG      Upper division cross-disciplinary track      3

### Junior Year

#### Fall

CS 360	Comparison of Programming Languages	3
CS 381/DIG 381	Junior Seminar	1
CS 3XX/4XX	Upper division CS elective or internship	3

#### Spring

CS 330	Computer Foundations	3
CS 3XX/4XX	Upper division CS elective or internship	3
Non-CS/DIG	Upper division cross-disciplinary track	3

### Senior Year

#### Fall

CS 365	Information Systems Security	3
CS 481/DIG 481	Senior Seminar I	1
CS 3XX/4XX	Upper division CS elective or internship	3

#### Spring

CS 482/DIG 482	Senior Seminar II	1
CS 3XX/4XX	Upper division CS elective or internship	3

## Outcomes

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

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research,

preparation, and presentation of a solution of a technology problem.

6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

## Criminal Justice, BA

### Overview

#### Mission Statement

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

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

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

CJ 101	Introduction to Criminal Justice	3
CJ 102/SOC 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 or	2-8
CJ 497	Criminal Justice Thesis	3
CJ 313	Community Policing and Problem Solving or	3
CJ 320/SOC 310	Crime and Delinquency	3

**Subtotal: 27**

#### Electives

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

##### Psychology Theme

PSYC 202	Research Methods	3
PSYC 215	Applied Behavior Analysis	3
PSYC 302	Abnormal Psychology	3
PSYC 315/SOC 315	Social Psychology	3
PSYC 360	Psychopharmacology	3
PSYC 365	Dynamics of Addiction	3
PSYC 410	Fundamentals of Counseling	3

##### Business Theme

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUSN 315	Business Law I	3
BUSN 316	Business Law II	3
BUSN 322	Human Resource Management	3

##### Law Theme

BUSN 315	Business Law I	3
BUSN 316	Business Law II	3
POLS 104	American National Government	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
PSYC 430	Psychology and Law	3

Some of the above courses may have prerequisites.

**Subtotal: 36-38**

### Plan of Study

#### Freshman Year

CJ 101	Introduction to Criminal Justice	3
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CJ 102/SOC 102	Deviance and Social Control	3	knowledge of the basic reporting requirements needed to be successful as criminal justice practitioners.
ENGL 101	Expository Writing	3	4) Demonstrate basic knowledge of the criminal law and legal procedures sufficient to prepare them for an entry level police position.
ENGL 102	Argumentative and Analytical Writing	3	5) Demonstrate knowledge of institutional and community corrections sufficient for an entry level position in corrections, probation, or parole.
<b>Fall</b>			
CJ 101	Introduction to Criminal Justice	3	
<b>Spring</b>			
CJ 102/SOC 102	Deviance and Social Control	3	
<b>Sophomore Year</b>			
CJ 202	Writing in Criminal Justice	3	
CJ 311	Corrections	3	
CJ 313	Community Policing and Problem Solving	3	
	Themed Elective	3	
<b>Fall (even year)</b>			
CJ 311	Corrections	3	
<b>Fall (odd year)</b>			
CJ 330	Criminal Law and Procedure	3	
<b>Junior Year</b>			
CJ 312	Police Science	3	See Bachelor's Degree requirements (p. 67)
CJ 330	Criminal Law and Procedure	3	General Education
	Themed Elective	3	See General Education Course Requirements for the Undergraduate College (p. 73)
<b>Senior Year</b>			
CJ 320/SOC 310	Crime and Delinquency	3	<b>Core Courses</b>
CJ 420	Criminal Justice Capstone	3	EDUC 101 Exploring Education 1
CJ 450	Criminal Justice Internship or	2-8	EDUC 201 Introduction to Teaching 2
CJ 497	Criminal Justice Thesis	3	EDUC 219 Instructional Media and Technology 2
	Themed Elective	3	EDUC 253 Applied Cognitive Theories 3
<b>Outcomes</b>			EDUC 303 Introduction to Teaching Students with Exceptionalities 3
<b>Intended Student Learning Outcomes for the Criminal Justice Major</b>			EDUC 305 Managing and Monitoring the Learning Environment 3
Students in the Criminal Justice Major will be able to:			EDUC 306 Multicultural Education 3
1) Demonstrate that they have knowledge of the dominant theories and approaches for understanding deviant and criminal behavior.			EDUC 316 Assessment and Evaluation 3
2) Demonstrate that they understand the basic structure of the American criminal justice system, which includes policing, courts, and corrections.			EDUC 313 General Principles of Curriculum and Teaching 3
3) Demonstrate that they have the writing skills and			PSYC 203 Developmental Psychology 3
			<b>Subtotal: 26</b>
			<b>Electives</b>
			Choose at least 12 credits from the following:

COMM 220	Interpersonal Communication	3
COMM 305	Cross-Cultural Communication	3
EDUC 202	Science for Elementary Teachers	3
EDUC 203	Mathematics for Elementary Teachers	3
EDUC 301	Methods: Elementary Mathematics	3
EDUC 310	Reading Methods in Secondary Schools	3
EDUC 314	Creative Arts in the Classroom	3
EDUC 315	Methods: Elementary Social Studies	3
EDUC 342	Methods: Elementary Language Arts	3
EDUC 343	Children's Literature and Reading Across the Curriculum	3
EDUC 344	Young Adult Literature	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 405	Methods: Elementary Content Reading	3
EDUC 406	Methods: Secondary Science	3
EDUC 407	Methods: Secondary Social Studies	3
EDUC 408	Methods: Secondary English	3
EDUC 410	Methods: Secondary Mathematics	3
EDUC 415	Methods: Elementary Science	3
EDUC 423	Diagnostic & Corrective Reading	2
KNS 261	Methods and Activities for Teaching Elementary Physical Education	3
KNS 262	Middle School Activities and Materials	2
KNS 263	High School Activities and Materials	2
KNS 264	Teaching Fitness Education	2
MUS 291	Music Methods - Elementary	3
MUS 292	Music Methods: Secondary Choral	3
MUS 293	Music Methods: Secondary Instrumental	3
PSYC 204	Adolescent Psychology	3
	<b>Subtotal: 12</b>	
	<b>Subtotal: 38</b>	

### Plan of Study

#### Outcomes

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Curriculum and Instruction degree completers will develop competencies using the following InTASC Standards:

#### 1. Learner Development

**Explanation / Rationale:** The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

This Element will be assessed by:

- Successful Completion of EDUC 253
- Program Key Assessment #1 A and B

#### 2. Learning Differences

**Explanation / Rationale:** The candidate understands the importance of individual differences, diverse cultures, and communities as a means to ensure inclusive learning environments that enable each learner to meet high standards.

This element will be assessed by:

- Program Key Assessment #1 A and B

#### 3. Learning Environments:

**Explanation / Rationale:** The candidate understands the importance of supportive and nurturing learning environments with a focus on individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

This element will be assessed by:

- Program Key Assessment #3 – Classroom Management Philosophy and Plan

#### 4. Content Knowledge

**Explanation / Rationale:** The candidate understands the central concepts, tools of inquiry, and structures of the academic discipline or grade strand. Candidate recognizes

the importance of students be exposed to learning experiences that make the discipline accessible and meaningful.

This element will be assessed by:

- Program Key Assessment #4 – Interdisciplinary Unit Plan and Impact on Student Learning

### 5. Assessment

**Explanation / Rationale:** The candidate understands the importance of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

This element will be assessed by:

- Key Assessment #2 – Assessment for Learning

### 6. Advancement of Profession

**Explanation / Rationale:** Candidate understands importance of ethical behavior, contributing to positive changes in practice, and advancing the education profession.

This element will be assessed by:

- Completion of Philosophy of Education paper (EDUC 201)

## Digital Design, BA

### Overview

### Mission Statement

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

The Digital Design (DIG) major combines the application of visual art, communication, marketing, and computer technology skills, all of which are needed to aid current businesses and industries. This major is offered for students whose interests and future endeavors may involve the creation or implementation of computer-developed visual communications.

### Computer and Internet Facilities

The Computer Science and Technology Department is housed on the second floor of the Unruh-Sheldon Center for Business and Computer Science. The smart lab and

three classroom labs provide students with a modern facility in which to learn, question, discuss, and analyze the theory and application of computer and information technology.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

CS 152	Introduction to Web Development	3
CS 160	Introduction to Computer Principles	3
DIG 111	Digital Design	3
DIG 112	Vector Design	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
DIG 317	Digital Audio and Video Development	3
DIG 338/COMM 338	Photojournalism	3
DIG 361	Advanced Computer Graphic Design	3
DIG 371	2D Computer Animation	3
DIG 381/CS 381	Junior Seminar	1
DIG 470	3D Computer Animation	3
DIG 481/CS 481	Senior Seminar I	1
DIG 482/CS 482	Senior Seminar II	1

**Subtotal: 36**

#### Correlative Courses

BUSN 320	Marketing	3
BUSN 430	Advertising	3
COMM 314	Publicity and PR or	3
COMM 318	Computer Mediated Communication	3

**Subtotal: 9**

Plus twelve-upper division credits:

Twelve upper-division credits with a BUSN, COMM, CS, DIG, or TECH designation. UJ Accelerated technology courses will be accepted as electives with approval from the advisor.

**Subtotal: 12**

**Subtotal: 57**

### Plan of Study

#### Freshman Year

##### Fall

CS 160	Introduction to Computer Principles	3
DIG 111	Digital Design	3

##### Spring

DIG 112	Vector Design	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3

#### Sophomore Year

##### Fall

COMM 314	Publicity and PR or Computer Mediated Communication	3
DIG 317	Digital Audio and Video Development	3

##### Spring

CS 152	Introduction to Web Development	3
DIG 338/COMM 338	Photojournalism	3
Upper division CS/DIG/Tech elective/internship	CS XXX	3

#### Junior Year

##### Fall

BUSN 320	Marketing	3
DIG 371	2D Computer Animation	3
CS 381/DIG 381	Junior Seminar	1

##### Spring

DIG 361	Advanced Computer Graphic Design	3
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Upper division  
CS/DIG/Tech  
elective/internship

#### Senior Year

<b>Subtotal: 12</b>	<b>Subtotal: 57</b>	<b>Upper division CS/DIG/Tech elective/internship</b>	<b>CS XXX</b>	<b>3</b>
			Senior Seminar I	1

#### Spring

DIG 470	3D Computer Animation	3
CS 482/DIG 482	Senior Seminar II	1

#### Outcomes

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

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

### Elementary Education, BA

#### Overview

#### Mission Statement

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum

learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

### **Teacher Education Programs**

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

### **Teacher Education Organizations**

Candidates are encouraged to join Student North Dakota United (SNDU), a professional organization, to gain greater knowledge of their field and to meet other pre-service and in-service Educators. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

### **Admission to the Teacher Education Program**

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

### **Admission Criteria**

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

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

### **Additional Information for All Candidates Seeking Teaching Licensure**

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

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

### **Requirements**

#### **Degree Requirements**

See Bachelor's Degree requirements (p. 67)

#### **General Education**

See General Education Course Requirements for the Undergraduate College (p. 73)

#### **Core Courses - Education**

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 202	Science for Elementary Teachers	3
EDUC 203	Mathematics for 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 and Activities for Teaching Elementary Physical Education	3
EDUC 301	Methods: Elementary Mathematics	3
EDUC 303	Introduction to Teaching Students with	3

	Exceptionalities	
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 314	Creative Arts in the Classroom	3
EDUC 315	Methods: Elementary Social Studies	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 342	Methods: Elementary Language Arts	3
EDUC 343	Children's Literature and Reading Across the Curriculum	3
EDUC 344	Young Adult Literature	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 405	Methods: Elementary Content Reading	3
EDUC 415	Methods: Elementary Science	3
EDUC 423	Diagnostic & Corrective Reading	2
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12
<b>Subtotal: 75</b>		

### General Education Courses

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

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

### Plan of Study

#### Outcomes

#### Intended Student Learning Outcomes - Teacher Education

The Teacher Education program has adopted the Interstate

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

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

## English, BA

### Overview

#### Mission Statement

The English and Theatre Arts Department provides undergraduate education in the discipline of English and theatre, which includes studies in the language itself, in literature that expresses the accumulated resources of human thought and experience, and in the effective use of language in written and oral expression. English and theatre are presented chiefly as an area of knowledge important to the liberal arts tradition but also as preparation for post-graduate or professional study and as preparation for a career immediately following graduation.

The department maintains that the understanding and appreciation of the art of theatre can best be taught by participation. Students from all majors may participate in theatre classes and University productions.

### Requirements

The English major requires 37 English credits beyond ENGL 102. Please note that like all undergraduates at University of Jamestown, English majors and minors must successfully complete both ENGL 101 and ENGL 102 with a minimum grade of C-. Neither course counts toward the major or minor. ENGL 102, moreover, is a prerequisite

for all 200-level and higher English courses.

**English Major with Professional Writing Certificate (p. 212)**

English majors can complete this certificate by taking these courses as part of their 37-credit major. Non-majors may complete the certificate by taking these four courses.

**Postgraduate Study**

Two years of a foreign language are strongly recommended for majors going to graduate school.

**Degree Requirements**

See Bachelor's Degree requirements (p. 67)

**General Education**

See General Education Course Requirements for the Undergraduate College (p. 73)

**Core Courses**

ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 210	World Literature to 1500	3
ENGL 230	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 250	American Literature to 1865	3
ENGL 251	American Literature since 1865	3
ENGL 331/THEA 331	Shakespeare	3
ENGL 351	History of the English Language or	3
ENGL 401	English Grammar	3
ENGL 497	Writing Portfolio	1
ENGL	Writing Elective	3
ENGL	Electives	9

**Subtotal: 37**

*English Ed majors must take both ENGL 351 and ENGL 401*

*ENGL (Writing Elective) must be upper division.*

**Subtotal: 37**

**Plan of Study**

ENGL 101 and ENGL 102 are general education requirements. All other courses listed are English major

requirements. English majors must also take at least one upper-division writing course (ENGL 312, ENGL 314, or ENGL 414) and at least three English elective courses (9 credits). English electives are offered every semester. ENGL 401, which may be taken instead of ENGL 351, is offered fall, even years.

**Fall Even Year Start**

**Freshman Year**

Fall			
	ENGL 101	Expository Writing	3
Spring			
	ENGL 102	Argumentative and Analytical Writing	3

**Sophomore Year**

Fall			
	ENGL 201	Introduction to Literary Study and Analysis	3
	ENGL 230	British Literature to 1785	3
Spring			
	ENGL 231	British Literature Since 1785	3
	ENGL 351	History of the English Language or	3
	ENGL 401	English Grammar	3

**Junior Year**

Fall			
	ENGL 210	World Literature to 1500	3
	ENGL 250	American Literature to 1865	3
Spring			
	ENGL 251	American Literature since 1865	3
	ENGL 331/THEA 331	Shakespeare	3

**Senior Year**

Fall			
		Elective(s)	
Spring			
	ENGL 497	Writing Portfolio	1

## Fall Odd Year Start

## Freshman Year

## Fall

ENGL 101 Expository Writing 3

## Spring

ENGL 102 Argumentative and Analytical Writing 3

## Sophomore Year

## Fall

ENGL 210 World Literature to 1500 3  
ENGL 250 American Literature to 1865 3

## Spring

ENGL 251 American Literature since 1865 3

ENGL 331/THEA 331 Shakespeare 3

## Junior Year

## Fall

ENGL 201 Introduction to Literary Study and Analysis 3  
ENGL 230 British Literature to 1785 3

## Spring

ENGL 231 British Literature Since 1785 3

ENGL 351 History of the English Language or 3

ENGL 401 English Grammar 3

## Senior Year

## Fall

Elective(s)

## Spring

ENGL 497 Writing Portfolio 1

**Outcomes**

The graduate with a degree in English will be able to:

1. Write college-level expository and argumentative essays and, as appropriate, creative nonfiction, fiction, and poetry.
2. Apply basic information literacy methods and techniques as appropriate to expository and

argumentative essays, including preparation of formal research papers.

3. Demonstrate an understanding of the history of the English language and/or an understanding of its grammatical and rhetorical components.

4. Interpret literature at the college level.

5. Relate literature to history and culture, including (as appropriate) Christian thought, experience, and values.

6. Demonstrate an understanding of the history of literature in English in terms of major periods and authors.

7. Demonstrate an understanding of a range of literary and rhetorical genres.

**English Education, BA****Overview****Mission Statement - English and Theatre Arts**

The English and Theatre Arts Department provides undergraduate education in the discipline of English and theatre, which includes studies in the language itself, in literature that expresses the accumulated resources of human thought and experience, and in the effective use of language in written and oral expression. English and theatre are presented chiefly as an area of knowledge important to the liberal arts tradition but also as preparation for post-graduate or professional study and as preparation for a career immediately following graduation.

The department maintains that the understanding and appreciation of the art of theatre can best be taught by participation. Students from all majors may participate in theatre classes and University productions.

**Mission Statement - Teacher Education**

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

**Teacher Education Programs**

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at

University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

### Teacher Education Organizations

Candidates are encouraged to join Student North Dakota United (SNDU), a professional organization, to gain greater knowledge of their field and to meet other pre-service and in-service Educators. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

### Admission to the Teacher Education Program

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

### Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

### Additional Information for All Candidates Seeking

### Teaching Licensure

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

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

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements (p. 73). Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

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

#### Core Courses - English

ENGL 201	Introduction to Literary Study and Analysis	3
ENGL 210	World Literature to 1500	3
ENGL 230	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 250	American Literature to 1865	3
ENGL 251	American Literature since 1865	3
ENGL 314	Introduction to Rhetorical Theory	3
ENGL	Shakespeare	3

331/THEA 331				
ENGL 351	History of the English Language	3		Analytical Writing
ENGL 401	English Grammar	3		
ENGL 414	Multimodal Composition	3		
ENGL 497	Writing Portfolio	1		
ENGL	Elective	3		
		<b>Subtotal: 37</b>		
<b>Core Courses - Education</b>				
EDUC 101	Exploring Education	1		
EDUC 201	Introduction to Teaching	2		
EDUC 219	Instructional Media and Technology	2		
EDUC 253	Applied Cognitive Theories	3		
EDUC 303	Introduction to Teaching Students with Exceptionalities	3		
EDUC 305	Managing and Monitoring the Learning Environment	3		
EDUC 306	Multicultural Education	3		
EDUC 310	Reading Methods in Secondary Schools	3		
EDUC 316	Assessment and Evaluation	3		
EDUC 313	General Principles of Curriculum and Teaching	3		
EDUC 344	Young Adult Literature	3		
EDUC 398	TED Seminar I	1		
EDUC 399	TED Seminar II	1		
EDUC 408	Methods: Secondary English	3		
EDUC 498	Student Teaching Seminar	1		
EDUC 499	Student Teaching	12		
		<b>Subtotal: 52</b>		
<b>Plan of Study</b>				
ENGL 101 and ENGL 102 are general education requirements. All other courses listed are English Education major requirements. English Education majors must also take at least one English elective course (3 credits). English electives are offered every semester. In addition to the requirements for English, English Education majors must complete the requirements for the secondary education major.				
<b>Fall Odd Year Start</b>				
<b>Freshman Year</b>				
Fall				
ENGL 101	Expository Writing	3		
Spring				
ENGL 102	Argumentative and	3		
<b>Fall Even Year Start</b>				
<b>Freshman Year</b>				
Fall				
ENGL 101	Expository Writing	3		
Spring				
ENGL 102	Argumentative and Analytical Writing	3		
<b>Sophomore Year</b>				
Fall				
ENGL 201	Introduction to Literary Study and Analysis	3		
ENGL 230	British Literature to 1785	3		
Spring				
ENGL 251	American Literature since 1865	3		
ENGL 314	Introduction to Rhetorical Theory	3		
ENGL	Shakespeare	3		
331/THEA 331				
<b>Junior Year</b>				
Fall				
ENGL 201	Introduction to Literary Study and Analysis	3		
ENGL 230	British Literature to 1785	3		
Spring				
ENGL 231	British Literature Since 1785	3		
ENGL 351	History of the English Language	3		
ENGL 414	Multimodal Composition	3		
<b>Senior Year</b>				
Fall				
ENGL 401	English Grammar	3		
ENGL 497	Writing Portfolio	1		
Spring				
EDUC 499	Student Teaching	12		

Spring			
ENGL 231	British Literature Since 1785	3	
ENGL 351	History of the English Language	3	
ENGL 414	Multimodal Composition	3	
Junior Year			
Fall			
ENGL 210	World Literature to 1500	3	
ENGL 250	American Literature to 1865	3	
ENGL 401	English Grammar	3	
Spring			
ENGL 251	American Literature since 1865	3	
ENGL 314	Introduction to Rhetorical Theory	3	
ENGL 331/THEA 331	Shakespeare	3	
Senior Year			
Fall			
ENGL 497	Writing Portfolio	1	
Spring			
EDUC 499	Student Teaching	12	

## Outcomes

### Intended Student Learning Outcomes - English

The graduate with a degree in English will be able to:

1. Write college-level expository and argumentative essays and, as appropriate, creative nonfiction, fiction, and poetry.
2. Apply basic information literacy methods and techniques as appropriate to expository and argumentative essays, including preparation of formal research papers.
3. Demonstrate an understanding of the history of the English language and/or an understanding of its grammatical and rhetorical components.
4. Interpret literature at the college level.
5. Relate literature to history and culture, including (as appropriate) Christian thought, experience, and values.
6. Demonstrate an understanding of the history of literature in English in terms of major periods and

authors.

7. Demonstrate an understanding of a range of literary and rhetorical genres.

### Intended Student Learning Outcomes - Teacher Education

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

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

## Environmental Science, BS

### Overview

Being able to implement solutions that protect the health of both humans and the environment requires a diverse set of skills. That's why our Environmental Science program offers courses that build a strong background in the sciences, as well as engineering – all grounded in the liberal arts.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

Core Courses			Field Experience
BIOL 310	Ecology (Lec/Lab) or EESC 310 Aquatic Biology & Ecology (Lec/Lab)	3/1	Choose one of the following: EESC 461 Botany Field Methods 2 EESC 471 Geology Field Experience 2 EESC 481 Ornithology Field Methods - 2 BBL Banding Station EESC 482 Ornithology Field Methods - 2 Nest Site Trapping EESC 483 Ornithology Field Methods - 2 Geese and Waterfowl
CHEM 133	General Chemistry I (Lec/Lab)	3/1	
CHEM 134	General Chemistry II (Lec/Lab)	3/1	
CHEM 245	Survey of Organic Chemistry	3	
COMM 370	Diversity Communication	3	Electives
CS 170	Structured Programming	3	Minimum 6 credits from the following:
ECON 201	Principles of Microeconomics	3	Any PHYS course 144 or above
EESC 150	Environmental Science (Lec/Lab)	3/1	Any 300- or 400-level EESC course beyond requirements listed above
EESC 160	Organismal Biology (Lec/Lab)	3/1	Any 200-, 300-, or 400-level CHEM course beyond requirements listed above
EESC 170	Physical Geology (Lec/Lab)	3/1	Any 200-, 300-, or 400-level BIOL class beyond requirements listed above
EESC 210	Analytic Methods in Earth Science or MATH 130 Applied Calculus or MATH 251 Calculus of Derivatives	3	
EESC 220	Environmental Science Field Skills	3	
EESC 360	Botany (Lec/Lab)	3/1	<b>Subtotal: 2</b>
EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1	
EESC 430	Hydrology or EESC 450 Soils and the Environment	3	
EESC 485	Environmental Science Capstone 1	1	<b>Subtotal: 6</b>
EESC 486	Environmental Science Capstone 2	1	<b>Subtotal: 77</b>
ENGR 402	Sustainable Engineering	3	
MATH 205	Statistics	3	
PHYS 143	College Physics I (Lec/Lab) or PHYS 203 Physics I (Lec/Lab)	4/1	
		4/1	
		<b>Subtotal: 69</b>	
			<b>Plan of Study</b>
			Course Flowchart:
			<ul style="list-style-type: none"> <li>• Fall Even Year Entry</li> <li>• Fall Odd Year Entry</li> </ul>
			Fall Odd Year Entry
			Freshman Year
			Fall
			EESC 150 Environmental Science (Lec/Lab) 3/1
			CHEM 133 General Chemistry I (Lec/Lab) 3/1
			EESC 210 Analytic Methods in Earth Science 3
			 Spring
			EESC 220 Environmental Science Field Skills 3
			EESC 160 Organismal Biology (Lec/Lab) 3/1

CHEM 134	General Chemistry II (Lec/Lab)	3/1	CHEM 133	General Chemistry I (Lec/Lab)	3/1
<b>Sophomore Year</b>					
Fall			Spring		
EESC 360	Botany (Lec/Lab)	3/1	CHEM 134	General Chemistry II (Lec/Lab)	3/1
PHYS 143	College Physics I (Lec/Lab)	4/1	EESC 170	Physical Geology (Lec/Lab)	3/1
MATH 205	Statistics	3	<b>Sophomore Year</b>		
Spring			Fall		
EESC 170	Physical Geology (Lec/Lab)	3/1	CHEM 245	Survey of Organic Chemistry	3
<b>Junior Year</b>					
Fall			PHYS 143	College Physics I (Lec/Lab)	4/1
EESC 310	Elective Aquatic Biology & Ecology (Lec/Lab)	3/1	EESC 210	Analytic Methods in Earth Science	3
CHEM 245	Survey of Organic Chemistry	3	Spring		
<b>Spring</b>					
EESC 430	Elective Hydrology	3	EESC 220	Environmental Science Field Skills	3
Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment					
<b>Senior Year</b>					
Fall			EESC 160	Organismal Biology (Lec/Lab)	3/1
EESC 485	Environmental Science Capstone 1	1	MATH 205	Statistics	3
CS 170	Structured Programming	3	<b>Junior Year</b>		
Spring			Fall		
EESC 486	Environmental Science Capstone 2	1	CS 170	Structured Programming	3
EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1	EESC 360	Botany (Lec/Lab)	3/1
EESC 402	Environmental Research 2	1	Elective		
EESC 450	Soils and the Environment	3	Spring		
Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment					
<b>Fall Even Year Entry</b>					
<b>Freshman Year</b>					
Fall			EESC 410	Introduction to Geospatial Technology (Lec/Lab)	3/1
EESC 150	Environmental Science (Lec/Lab)	3/1	EESC 450	Soils and the Environment	3
Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment					
<b>Freshman Year</b>					
Fall			<b>Senior Year</b>		
EESC 150	Environmental Science (Lec/Lab)	3/1	Fall		
<b>Freshman Year</b>					
Fall			EESC 485	Environmental Science Capstone 1	1
EESC 150	Environmental Science (Lec/Lab)	3/1	EESC 310	Aquatic Biology & Ecology (Lec/Lab)	3/1
Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment			Elective		
<b>Freshman Year</b>					
Fall			Spring		
EESC 150	Environmental Science (Lec/Lab)	3/1	EESC 486	Environmental Science Capstone 2	1
<b>Freshman Year</b>					
Fall			EESC 402	Environmental Research 2	1
EESC 150	Environmental Science (Lec/Lab)	3/1	EESC 430	Hydrology	3

Choose one: EESC 430 Hydrology or EESC 450 Soils and the Environment

## Outcomes

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

1. An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.
2. An ability to formulate or design a system, process, procedure or program to meet desired needs.
3. An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.
4. An ability to communicate effectively with a range of audiences.
5. An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.
6. An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

## Exercise Science, BS

### Overview

#### Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health fitness, health and physical education teacher education, and coaching. The Department of Kinesiology at the University of Jamestown provides exceptional instruction and learning experiences that play a vital role in the holistic development of students. Through the academic disciplines, students will gain the knowledge, skills, and abilities required to apply the concepts of physical activity and healthy living in a variety of professional settings. Students will be prepared to pursue a career in the fields of fitness, teaching, or coaching, or continue in graduate studies in exercise physiology, physical therapy, athletic training, or related fields.

## Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

Choose one of the following pre-requisites for Biology 208/209:

BIOL 120	Essentials of Biology and Chemistry for Health Sciences	3
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
CHEM 133	General Chemistry I (Lec/Lab)	3/1

**Subtotal: 3-4**

### Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 240	Nutrition and Wellness	2
KNS 242	or Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 310	Biomechanics of Human Movement	3
KNS 385	Sport First Aid and Injury Care	3
KNS 403	Advanced Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 410	Methods in Aerobic and Resistance Training	3
KNS 425	Exercise Science Internship	4
KNS 431	Exercise Management in Chronic Disease	3
KNS 433	Health Coaching	3
KNS 434	Health Coaching Practicum	1
KNS 452	Senior Seminar in Exercise Science	2

**Subtotal: 33**

Plus one of the following:

KNS 311	Motor Learning and Development	3
KNS 325	Fundamentals of Strength & Conditioning	3

KNS 411	Personal Training	3	BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
		<b>Subtotal: 3</b>			
Correlative Courses			Spring		
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1	KNS 240	Nutrition and Wellness or	2
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1	KNS 242	Sports Nutrition	2
BIOL 210	Medical Terminology	2	KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
BUSN 320	Marketing	3	KNS 385	Sport First Aid and Injury Care	3
BUSN 221	Business Management or	3	KNS 310	and/or Biomechanics of Human Movement	3
BUSN 304	Healthcare Management	3	BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
PSYC 101	General Psychology or	3	BIOL 210	Medical Terminology	2
PSYC 203	Developmental Psychology	3		KNS 310 AND/OR KNS 385 Spring Sophomore OR F/S Junior Year	
PSYC 330	Health Psychology	3			
		<b>Subtotal: 24</b>			
Plus one of the following courses:				KNS 425 Internship: Make plan to see advisor or Career Center now (4 credits taken Junior-Senior Yr)	
PSYC 302	Abnormal Psychology	3			
PSYC 317	Motivation and Emotion	3			
KNS 415	Sociological and Psychological Aspects of Sports	3			
		<b>Subtotal: 3</b>			
		<b>Subtotal: 66-67</b>			
<b>Plan of Study</b>					
Freshman Year					
Fall					
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1			
	or				
CHEM 133	General Chemistry I (Lec/Lab)	3/1			
PSYC 101	General Psychology	3			
		<b>Subtotal: 66-67</b>			
Spring					
KNS 182	Introduction to Kinesiology	2			
PSYC 203	Developmental Psychology	3			
PSYC 101 OR PSYC 203 - Fall or Spring					
Sophomore Year					
Fall					
KNS 240	Nutrition and Wellness or	2			
KNS 242	Sports Nutrition	2			
Spring					
KNS 433	Health Coaching	3			
KNS 434	Health Coaching Practicum	1			
KNS 452	Senior Seminar in Exercise Science	2			

## Psychology Elective

These classes can be done Junior or Senior year. 3 credits from ONE of the following:

PSYC 302	Abnormal Psychology	3
PSYC 317	Motivation and Emotion	3
KNS 415	Sociological and Psychological Aspects of Sports	3

PSYC 317: Spring Even Year; PSYC 302: Fall/Spring;  
KNS 415: Spring

## Strength Elective

These classes can be done Junior or Senior year. 3 credits from ONE of the following:

KNS 311	Motor Learning and Development	3
KNS 411	Personal Training	3
KNS 325	Fundamentals of Strength & Conditioning	3

KNS 311: Fall Even Year; KNS 411: Fall; KNS 325: Spring Odd Year

## Outcomes

Exercise Science graduates will:

1. Have the scientific and theoretical knowledge required to become a competent fitness professional.
2. Recognize the relationship of chronic disease to exercise and distinguish prevention, treatment and pathophysiology of common chronic diseases.
3. Apply their knowledge, skills and abilities to be able to conduct and interpret fitness assessments including anthropometric, body composition, cardiorespiratory fitness and exercise prescription.
4. Exhibit effective coaching skills to assist in behavior modification, motivation and lifestyle change.
5. Possess the knowledge, skills and abilities to employ safety skills and injury prevention, perform emergency first aid and emergency cardiac care.
6. Delineate and apply basic principles of business management, program administration and marketing to create quality fitness and health promotion programs.
7. Demonstrate dispositions essential to becoming effective professionals.

## Fine Arts - Music, BA

### Overview

#### Mission Statement

The fine arts program at University of Jamestown embraces art, music, and theatre as artistic disciplines that have traditionally been an integral part of the liberal arts. The program seeks to help students express themselves through widely varied artistic means.

Students majoring in fine arts are strongly encouraged to work in close cooperation with their respective departments to develop their artistic abilities through participation in the various public outlets available at the College, such as art shows, theatre productions, and musical ensembles.

If further concentration in a particular area beyond that required for the fine arts major is desired, students are encouraged to explore the possibility of a concurrent minor in a particular area.

The requirement for the fine arts major is forty-two semester credits, including twenty-six semester credits in an area of concentration and two approved courses in each of the other areas. The department chair of an area of concentration may recommend additional courses as electives from among its own offerings or from supporting fields in accordance with the student's educational and career objectives.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Requirements - Fine Arts

ART	Two approved courses in art	6
THEA	Two approved courses in theatre*	6

**Subtotal: 12**

\* THEA 201 and THEA 202 will not fulfill this requirement

**Core Requirements - Music**

MUS 100	Music Performance Seminar*	0
MUS 160	Harmony/Theory I	3
MUS 161	Harmony/Theory II	3
MUS 162	Ear Training I	2
MUS 163	Ear Training II	2
MUS 266	Introduction to Conducting	2
MUS	Applied Lessons	4
MUS	Ensemble – 2 Years* <sup>^</sup>	4

**Subtotal: 20**

\*All majors and minors enrolled in applied lessons are required to take MUS 100. Consideration given to transfer and late music minor declaration students.

Plus two of the following courses:

MUS 239	Music History I: Medieval and Renaissance	3
MUS 339	Music History II: Baroque and Classical	3
MUS 340	Music History III: Romantic and Modern Eras	3

**Subtotal: 6****Subtotal: 38****Plan of Study****Outcomes****Fine Arts - Theatre, BA****Overview****Mission Statement**

The fine arts program at University of Jamestown embraces art, music, and theatre as artistic disciplines that have traditionally been an integral part of the liberal arts. The program seeks to help students express themselves through widely varied artistic means.

Students majoring in fine arts are strongly encouraged to work in close cooperation with their respective departments to develop their artistic abilities through participation in the various public outlets available at the College, such as art shows, theatre productions, and musical ensembles.

If further concentration in a particular area beyond that required for the fine arts major is desired, students are encouraged to explore the possibility of a concurrent minor in a particular area.

The requirement for the fine arts major is forty-two semester credits, including twenty-six semester credits in an area of concentration and two approved courses in each of the other areas. The department chair of an area of concentration may recommend additional courses as electives from among its own offerings or from supporting fields in accordance with the student's educational and career objectives.

**Requirements**

Thirty-eight semester credits including a minimum of twenty-six credits in theatre and two approved courses in music (six semester credits) and two approved courses in art (six semester credits).

**Degree Requirements**

See Bachelor's Degree requirements (p. 67)

**General Education**

See General Education Course Requirements for the Undergraduate College (p. 73)

**Core Courses**

ART	Two approved courses	6
COMM 201	Oral Interpretation of Literature	3
MUS	Two approved courses	6
THEA 190	Introduction to Theatre	3
THEA 201	Drama Performance	1
THEA 202	Theatre Practice	1
THEA 303	Stagecraft and Lighting	4
THEA	Dramatic Literature	3
THEA	Electives	9

*THEA (Dramatic Literature): THEA 220 - Appreciation of Drama, THEA 260 - Masterpieces of Drama, THEA 318 - Development of American Drama, or ENGL 331 - Shakespeare fulfill this requirement.*

*Note 1: Students majoring in fine arts are encouraged to work in close cooperation with the three departments to develop their artistic expression through participation in the various public outlets available at the university, such as art shows, theatre productions, and musical ensembles. If further concentration in theatre is required for the fine arts major, students are encouraged to explore the possibility of a concurrent minor in theatre or a double concentration: theatre and music or theatre and art.*

**Subtotal: 38**

**Plan of Study****Fall Even Year Start****Freshman Year**

THEA 190	Introduction to Theatre	3
THEA 213	Acting	3
THEA 201	Drama Performance and/or	1
THEA 202	Theatre Practice	1

**One of the following courses**

ART 111	Drawing I	3
ART 209	Figure Drawing	3

**One of the following courses**

MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

**Sophomore Year**

COMM 201	Oral Interpretation of Literature	3
THEA 303	Stagecraft and Lighting	4
THEA 201	Drama Performance and/or	1
THEA 202	Theatre Practice	1

**One of the following courses**

ART 112	Design	3
ART 209	Figure Drawing	3

**One of the following courses**

MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

Literature requirement may be taken after freshman year

THEA 260	Masterpieces of Drama	3
	or	
THEA 318/ENGL 318	Development of American Drama	3
	or	
ENGL 331/THEA 331	Shakespeare	3

**Junior Year**

THEA 333	Scene Design or	3
THEA 350	Directing	3
THEA 201	Drama Performance and/or	1
THEA 202	Theatre Practice	1

**Senior Year**

THEA 401	Senior Project in Play Production	4
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or

THEA 201	Theatre Elective	3
	Drama Performance and/or	1
THEA 202	Theatre Practice	1

**Fall Odd Year Start**

Freshman Year		
THEA 190	Introduction to Theatre	3
COMM 201	Oral Interpretation of Literature	3
THEA 201	Drama Performance and/or	1
THEA 202	Theatre Practice	1

  

One of the following courses		
ART 112	Design	3
ART 209	Figure Drawing	3

**Sophomore Year**

One of the following courses		
MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

  

One of the following courses		
ART 111	Drawing I	3
ART 209	Figure Drawing	3

**One of the following courses**

MUS 101	Music Appreciation	3
MUS 103	History of Popular Music	3

**Literature requirement may be taken after freshman year**

THEA 260	Masterpieces of Drama	3
	or	
THEA 318/ENGL 318	Development of American Drama	3
	or	
ENGL 331/THEA 331	Shakespeare	3

**Junior Year**

THEA 303	Stagecraft and Lighting	4
THEA 201	Drama Performance and/or	1
THEA 202	Theatre Practice	1
	Theatre Elective	3

Senior Year		
THEA 333	Scene Design or THEA 350 Directed or THEA 401 Senior Project in Play Production	3 3 4
THEA 201	Drama Performance and/or THEA 202 Theatre Practice	1 1

Approved music credit hours may also be earned through registered ensembles and/or lessons.

### Outcomes

1. Direct and perform in a broad range of dramatic styles and genres.
2. Demonstrate an understanding of the significance of cultural, societal, and political effects upon the evolution of the art form.
3. Recognize significant dramatic literature from the past and present.
4. Comprehend and apply standard methods and processes of the technical, management, box office, and public relations aspects of theatre.
5. Generate and defend astute critical analysis of theatrical performance, design, and literature in writing and in oral expression.
6. Conceive and create original work in the forms of playwriting and technical design.
7. Acquire and refine interpersonal skills necessary for effective theatrical production.

## French, BA

### Overview

### Mission Statement

The mission of the Foreign Language Department at University of Jamestown is to help prepare the liberal arts student as a citizen of our global community. We seek to expose students to other languages and cultures, thereby broadening their concepts of language, civilization, culture, philosophy, government, religion, geography, art, aesthetics, and literature with a firm anchoring in a Christian perspective and academic excellence. In order to determine student progress toward these ends, the department assesses student learning and departmental

effectiveness on a regular basis.

### Foreign Language Department Overview

The Foreign Language Department of the University of Jamestown offers a wide range of language learning opportunities that allow students to continue to learn languages they began in high school or begin to learn new languages they first encounter at the university level.

Majors are available in German, French, and Spanish to students who pursue a semester or two summers of study abroad; language minors in German, French, and Spanish can be completed on campus by students majoring in other subjects, and the interdisciplinary Italian Studies minor offers a combination of language, history, art, and study abroad to students majoring in other subjects as well.

Courses in Portuguese, Romanian and Latin are also offered on demand.

### Placement and Advanced Standing in French, German and Spanish

The first semester beginning courses in French, German, and Spanish are aimed at students with no prior instruction in those languages. A student who has completed high school course work in a foreign language is encouraged to consult with foreign language faculty members to receive advanced placement in a course beyond 101.

Students who receive advanced placement into French, German, or Spanish 102 and complete the course with an earned grade of C- or higher will also receive three college credits for 101. Students who enroll directly in a 200-level French, German, or Spanish course will receive six advanced placement credits for language courses at the 101 and 102 levels when they complete the 200-level course with a C- or higher.

The advanced standing credits count on the student's record but do not count as part of the semester course load. The credits count toward fulfilling general education requirements in the area of Global Perspectives. The advanced standing credits will be awarded at no charge to the student.

The Foreign Language Department awards advanced standing credit for the German, French or Spanish 201 course requirement based on student performance on CLEP tests, which are administered through the Career Services. There is a charge for the CLEP exams.

### Majors in French, German, or Spanish

The Foreign Language Department offers majors in French, German, and Spanish that require a minimum of twenty-four credit hours of coursework on campus or the equivalent thereof with 12-18 credit hours of advanced language study in the student's major language. The advanced credits will be gained during study abroad or participation in a US-based language immersion program. Students wishing to major in French, German, or Spanish must complete all courses leading to the minor at University of Jamestown, then take additional coursework in their study abroad to complete the major. Credits gained through advanced placement or CLEP exams will be counted as coursework leading to the minor.

All external upper-division courses must be approved by the Foreign Language Department prior to the student's study abroad or participation in an immersion program. Courses in the exchange institution that will meet departmental approval include but are not limited to literature of the target language, film, linguistics, grammar and composition, history, communication and media studies, business, music history, and art history. Courses must be taught in the target language in order to be approved for the major. Successful completion of required coursework while enrolled in the exchange institution is a prerequisite for fulfilling requirements for the major. Students are expected to remain in contact with their on-campus language major advisors during the course of their study abroad.

Students majoring in French, German, or Spanish may participate in an ISEP-sponsored study abroad program, or they may participate in approved summer immersion or study abroad programs (program list available upon request). Students majoring in Spanish may enroll in two summers of post-minor study in the MLSA-University of Jamestown Program at the University of Costa Rica in San Jose. All ISEP participants must present a minimum GPA of 2.75 at the time of application and be accepted into a program that offers the student's major language. The department recommends that students study abroad in their junior year. For more ISEP information, students may consult the ISEP section of this catalog.

### Courses in Classical and Biblical Languages

Courses in New Testament Greek (REL 301, REL 302) fulfill the Global Perspectives general education requirement. The Religion Department also offers courses in Biblical Hebrew on request. The Foreign Language Department offers beginning Latin (FLAN 300) on request.

### Special Topics Courses

Special Topics courses are offered at the 100 (beginning) and 200 (intermediate) levels in modern foreign languages that are not part of the departmental major or minor language curricula. These currently include beginning-level courses in Portuguese and Romanian.

Special Topics courses at the 300- or 400-level can be offered in Spanish, French, or German. These courses are taught in the target language and can be used by students to replace any 300-level course for the minor or count toward the major.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Required Courses

FREN 101	Beginning French I	3
FREN 102	Beginning French II	3
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
FREN 310	French Conversation and Composition	3
FREN 320	French Culture and Civilization	3
FREN 330	Survey of French Literature	3
FREN 340	Survey of Francophone Literature	3
FREN 390	Special Topics	1-3
Thru		
FREN 490	Special Topics	1-3

*FREN 390 thru FREN 490 (12 total credits): French-language courses, either special-topics courses taken on campus or in an approved study abroad program.*

**Subtotal: 36**

### Plan of Study

Fall Even Year Start

Fall Odd Year Start

Freshman Year

Fall

FREN 201	Intermediate French I	3
	Additional General	

Education or Other Credits		
Spring		
FREN 202	Intermediate French II Additional General Education or Other Credits	3

Sophomore Year

Fall

Spring

## Outcomes

Every course offered through the Foreign Language Department is designed to develop language proficiency in reading, writing, speaking and listening in the target language as well as presenting aspects of the cultures where the target language is spoken. The four major skills of language acquisition form the core outcomes for students majoring in German, French and Spanish:

1. Reading: The student will be able to read unedited target language texts in his/her field of interest.
2. Writing: The student will be able to express him/herself in writing in the target language on a wide variety of topics of personal interest and will be able to produce simple to complex academic texts.
3. Speaking: The student will become a more effective oral communicator in the target language and will be able to speak on a variety of personal topics with accuracy of tense usage and will be able to give opinions on abstract topics of personal interest.
4. Listening: The student will be able to follow the gist of conversations among native speakers and will be able to understand broadcasts and films in the target language with adequate help and preparation.

In addition, students who complete target-language majors will address the following additional outcomes:

1. Literature: The student will have read and discussed selected poems, novels, short stories, and dramas from a variety of periods and peoples in the literature of the target language.
2. History: The student will be able to discuss important historical events and trends in the country/countries of the target language, including developments in art, music, science, architecture and/or technology.
3. Geography and Culture: The student will be able to

identify important geographical, cultural, economic and demographic features of the country/countries in which the target language is spoken.

4. Language Acquisition: The student will demonstrate knowledge about the theoretical challenges inherent in the acquisition of the target language and will demonstrate increased facility in understanding the structure of his/her first language.

## General Studies, BA (Online)

### Overview Requirements

The student will choose one of the following models:

- Model A – complete 45 credits beyond the general education requirement including 15 credits each in three different topics. There must be a minimum of 9 credits of upper division in each of the three topics
- Model B – complete 42 credits beyond the general education requirements including 21 credits each in two different topics with a minimum of 15 credits of upper-division courses in each of the two topics.

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the College of Graduate and Professional Studies (p. 78)

### Plan of Study Outcomes

Intended Student Learning Outcomes include:

- Students will demonstrate an understanding of major concepts, issues, and theories in the topic areas.
- Students will apply their knowledge and use standard practices of their topic areas.
- Students will clearly communicate, both orally and in written form, with respect to the standards of their topic areas.
- Students will understand the ethical issues and apply ethical standards of their topic areas.

Student accomplishment of these outcomes will be measured directly in individual courses through class projects, assignments, and exams as well as through the

capstone/internship experience through supervisor assessment and student work. Follow-up surveys will be used to assess the program and its ability to prepare students for the workplace. Other forms of assessment used by the university, including student surveys and course evaluations, also be administered, and used for continuous program improvement.

## German, BA

### Overview

#### Mission Statement

The mission of the Foreign Language Department at University of Jamestown is to help prepare the liberal arts student as a citizen of our global community. We seek to expose students to other languages and cultures, thereby broadening their concepts of language, civilization, culture, philosophy, government, religion, geography, art, aesthetics, and literature with a firm anchoring in a Christian perspective and academic excellence. In order to determine student progress toward these ends, the department assesses student learning and departmental effectiveness on a regular basis.

#### Foreign Language Department Overview

The Foreign Language Department of the University of Jamestown offers a wide range of language learning opportunities that allow students to continue to learn languages they began in high school or begin to learn new languages they first encounter at the university level.

Majors are available in German, French, and Spanish to students who pursue a semester or two summers of study abroad; language minors in German, French, and Spanish can be completed on campus by students majoring in other subjects, and the interdisciplinary Italian Studies minor offers a combination of language, history, art, and study abroad to students majoring in other subjects as well.

Courses in Portuguese, Romanian and Latin are also offered on demand.

#### Placement and Advanced Standing in French, German and Spanish

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The advanced standing credits count on the student's record but do not count as part of the semester course load. The credits count toward fulfilling general education requirements in the area of Global Perspectives. The advanced standing credits will be awarded at no charge to the student.

The Foreign Language Department awards advanced standing credit for the German, French or Spanish 201 course requirement based on student performance on CLEP tests, which are administered through the Career Services. There is a charge for the CLEP exams.

#### Majors in French, German, or Spanish

The Foreign Language Department offers majors in French, German, and Spanish that require a minimum of twenty-four credit hours of coursework on campus or the equivalent thereof with 12-18 credit hours of advanced language study in the student's major language. The advanced credits will be gained during study abroad or participation in a US-based language immersion program. Students wishing to major in French, German, or Spanish must complete all courses leading to the minor at University of Jamestown, then take additional coursework in their study abroad to complete the major. Credits gained through advanced placement or CLEP exams will be counted as coursework leading to the minor.

All external upper-division courses must be approved by the Foreign Language Department prior to the student's study abroad or participation in an immersion program. Courses in the exchange institution that will meet departmental approval include but are not limited to literature of the target language, film, linguistics, grammar and composition, history, communication and media studies, business, music history, and art history. Courses must be taught in the target language in order to be approved for the major. Successful completion of required coursework while enrolled in the exchange institution is a prerequisite for fulfilling requirements for the major. Students are expected to remain in contact with their on-campus language major advisors during the course of their study abroad.

Students majoring in French, German, or Spanish may participate in an ISEP-sponsored study abroad program, or they may participate in approved summer immersion or study abroad programs (program list available upon request). Students majoring in Spanish may enroll in two summers of post-minor study in the MLSA-University of Jamestown Program at the University of Costa Rica in San Jose. All ISEP participants must present a minimum GPA of 2.75 at the time of application and be accepted into a program that offers the student's major language. The department recommends that students study abroad in their junior year. For more ISEP information, students may consult the ISEP section of this catalog.

### Courses in Classical and Biblical Languages

Courses in New Testament Greek (REL 301, REL 302) fulfill the Global Perspectives general education requirement. The Religion Department also offers courses in Biblical Hebrew on request. The Foreign Language Department offers beginning Latin (FLAN 300) on request.

### Special Topics Courses

Special Topics courses are offered at the 100 (beginning) and 200 (intermediate) levels in modern foreign languages that are not part of the departmental major or minor language curricula. These currently include beginning-level courses in Portuguese and Romanian.

Special Topics courses at the 300- or 400-level can be offered in Spanish, French, or German. These courses are taught in the target language and can be used by students to replace any 300-level course for the minor or count toward the major.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Required Courses

GER 101	Beginning German I	3
GER 102	Beginning German II	3
GER 201	Intermediate German I	3
GER 202	Intermediate German II	3
GER 310	German Conversation and Composition	3

GER 320	German Culture and Civilization	3
GER 330	Survey of German Literature I	3
GER 340	Survey of German Literature II	3
GER 390	Special Topics	1-3
Thru		
GER 490	Special Topics	1-3

*GER 390 thru GER 490 (12 total credits): German-language courses, either special-topics courses taken on campus or in an approved study abroad program.*

**Subtotal: 36**

### Plan of Study Outcomes

Every course offered through the Foreign Language Department is designed to develop language proficiency in reading, writing, speaking and listening in the target language as well as presenting aspects of the cultures where the target language is spoken. The four major skills of language acquisition form the core outcomes for students majoring in German, French and Spanish:

1. Reading: The student will be able to read unedited target language texts in his/her field of interest.
2. Writing: The student will be able to express him/herself in writing in the target language on a wide variety of topics of personal interest and will be able to produce simple to complex academic texts.
3. Speaking: The student will become a more effective oral communicator in the target language and will be able to speak on a variety of personal topics with accuracy of tense usage and will be able to give opinions on abstract topics of personal interest.
4. Listening: The student will be able to follow the gist of conversations among native speakers and will be able to understand broadcasts and films in the target language with adequate help and preparation.

In addition, students who complete target-language majors will address the following additional outcomes:

1. Literature: The student will have read and discussed selected poems, novels, short stories, and dramas from a variety of periods and peoples in the literature of the target language.
2. History: The student will be able to discuss important

historical events and trends in the country/countries of the target language, including developments in art, music, science, architecture and/or technology.

3. Geography and Culture: The student will be able to identify important geographical, cultural, economic and demographic features of the country/countries in which the target language is spoken.

4. Language Acquisition: The student will demonstrate knowledge about the theoretical challenges inherent in the acquisition of the target language and will demonstrate increased facility in understanding the structure of his/her first language.

## Health and Fitness Administration, BA

### Overview

#### Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and physical education teacher education, and coaching. The Department of Kinesiology at the University of Jamestown provides exceptional instruction and learning experiences that play a vital role in the holistic development of students. Through the academic disciplines, students will gain the knowledge, skills, and abilities required to apply the concepts of physical activity and healthy living in a variety of professional settings. Students will be prepared to pursue a career in the fields of fitness, teaching, or coaching, or continue in graduate studies in exercise physiology, physical therapy, athletic training, or related fields.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses – Kinesiology

KNS 182	Introduction to Kinesiology	2
KNS 183	Concepts of Fitness and Wellness	3
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy &	3

	Physiology II	
KNS 240	Nutrition and Wellness or Sports Nutrition	2
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 309	Basic Biomechanics	3
KNS 326	Facility Management and Administration	3
KNS 402	Exercise Physiology	3
KNS 404	Exercise Physiology Lab	1
KNS 410	Methods in Aerobic and Resistance Training	3
KNS 416	Physical Education/Health & Fitness Administration Internship	4
KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2

**Subtotal: 35**

#### Core Courses – Accounting, Business, Economics

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUSN 221	Business Management	3
BUSN 320	Marketing	3
BUSN 322	Human Resource Management	3
ECON 201	Principles of Microeconomics	3

**Subtotal: 18**

#### Plus one of the following courses:

COMM 314	Publicity and PR	3
COMM 320	Organizational Communication	3

**Subtotal: 3**

Note 1: Students are encouraged to double major with Business Administration and pass a Personal Training Certification Exam.

**Subtotal: 56**

#### Plan of Study

##### Freshman Year

Fall	KNS 183	Concepts of Fitness and Wellness	3
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ACCT 201	Principles of Accounting I	3	KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2
<b>Spring</b>					
KNS 182	Introduction to Kinesiology	2			
ACCT 202	Principles of Accounting II	3			
<b>Sophomore Year</b>					
<b>Fall</b>					
KNS 240	Nutrition and Wellness or Sports Nutrition	2			
KNS 242		2			
KNS 217	Essentials of Anatomy & Physiology I	3			
<b>Spring</b>					
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3			
KNS 218	Essentials of Anatomy & Physiology II	3			
KNS 416 Internship - 4 Credit: Make plan to see advisor or Career Center now					
<b>Junior Year</b>					
<b>Fall</b>					
KNS 402	Exercise Physiology	3			
KNS 404	Exercise Physiology Lab	1			
BUSN 320	Marketing	3			
KNS 326	Facility Management and Administration	3			
KNS 416	Physical Education/Health & Fitness Administration Internship	4			
<b>Spring</b>					
KNS 309	Basic Biomechanics	3			
KNS 410	Methods in Aerobic and Resistance Training	3			
BUSN 221	Business Management	3			
COMM 320	Organizational Communication	3			
KNS 416	Physical Education/Health & Fitness Administration Internship	4			
KNS 416 - 4 credits prior to graduation					
<b>Senior Year</b>					
<b>Fall</b>					
ECON 201	Principles of Microeconomics	3			
COMM 314	Publicity and PR	3			

### Outcomes

HFA Graduates will:

1. Have the scientific and theoretical knowledge required to become a competent fitness professional.
2. Apply the knowledge, skills and abilities gained to function as a fitness professional.
3. Possess the knowledge, skills and abilities to employ safety and injury prevention, perform emergency first aid and emergency cardiac care.
4. Delineate and apply basic principles of business management, program administration, and marketing to create quality fitness and health promotion programs.
5. Demonstrate dispositions essential to becoming effective professionals.

## Health and Physical Education Teacher Education, BA

### Overview

#### Mission Statement - Kinesiology

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and physical education teacher education, and coaching. The Department of Kinesiology at the University of Jamestown provides exceptional instruction and learning experiences that play a vital role in the holistic development of students. Through the academic disciplines, students will gain the knowledge, skills, and abilities required to apply the concepts of physical activity and healthy living in a variety of professional settings. Students will be prepared to pursue a career in the fields of fitness, teaching, or coaching, or continue in graduate studies in exercise physiology, physical therapy, athletic training, or related fields.

## Mission Statement - Teacher Education

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

## Teacher Education Programs

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

## Teacher Education Organizations

Candidates are encouraged to join Student North Dakota United (SNDU), a professional organization, to gain greater knowledge of their field and to meet other pre-service and in-service Educators. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

## Admission to the Teacher Education Program

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

## Admission Criteria

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education

4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

## Additional Information for All Candidates Seeking Teaching Licensure

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

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

## Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements (p. 73). Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203	Developmental Psychology	3
MATH 102	Intermediate Algebra	3
MATH 111	College Algebra	3
MATH	A higher level math course	3
<b>Subtotal: 6</b>		

Core Courses – Health and Physical Education			Core Courses – Education		
KNS 111	Beginning Swimming	1	EDUC 101	Exploring Education	1
KNS 182	Introduction to Kinesiology	2	EDUC 201	Introduction to Teaching	2
KNS 183	Concepts of Fitness and Wellness	3	EDUC 253	Applied Cognitive Theories	3
KNS 217	Essentials of Anatomy & Physiology I	3	EDUC 306	Multicultural Education	3
KNS 218	Essentials of Anatomy & Physiology II	3	EDUC 313	General Principles of Curriculum and Teaching	3
KNS 240	Nutrition and Wellness or Sports Nutrition	2	EDUC 398	TED Seminar I	1
KNS 242		2	EDUC 399	TED Seminar II	1
			EDUC 498	Student Teaching Seminar	1
			EDUC 499	Student Teaching	12
					<b>Subtotal: 27</b>
					<b>Subtotal: 89</b>
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3	<b>Plan of Study</b>		
KNS 261	Methods and Activities for Teaching Elementary Physical Education	3	Freshman Year		
KNS 262	Middle School Activities and Materials	2	Fall	KNS 183	Concepts of Fitness and Wellness
KNS 263	High School Activities and Materials	2		COMM 102	Fundamentals of Public Speaking
KNS 264	Teaching Fitness Education	2	Spring	EDUC 101	Exploring Education
KNS 305	Curriculum, Standards, and Assessment in PE	3		KNS 182	Introduction to Kinesiology
KNS 309	Basic Biomechanics	3		PSYC 203	Developmental Psychology
KNS 311	Motor Learning and Development	3	Sophomore Year		
KNS 346	Adaptive Physical Education	2	Fall	EDUC 201	Introduction to Teaching
KNS 360	Methods in Health Education	3		EDUC 253	Applied Cognitive Theories
KNS 361	Methods in Physical Education	4		KNS 217	Essentials of Anatomy & Physiology I
KNS 385	Sport First Aid and Injury Care	3		KNS 240	Nutrition and Wellness or
KNS 402	Exercise Physiology	3		KNS 242	Sports Nutrition
KNS 404	Exercise Physiology Lab	1		KNS 262	Middle School Activities and Materials
PSYC 373	Psychology of Human Sexuality	3		KNS 311	Motor Learning and Development
KNS 215	Social and Contemporary Dance I or	1		KNS 346	Adaptive Physical Education
KNS 216	Social and Contemporary Dance II	1	Spring	KNS 218	Essentials of Anatomy & Physiology II
KNS 207	Beginning Weight Training and Fitness or	1		KNS 240	Nutrition and Wellness or
KNS 208	Intermediate Weight Training and Fitness	1		KNS 242	Sports Nutrition
				KNS 260	Technology Integration in Physical Education, Health, and Fitness
					<b>Subtotal: 56</b>

KNS 261	Methods and Activities for Teaching Elementary Physical Education	3	<b>Outcomes</b>
KNS 264	Teaching Fitness Education	2	<b>Intended Student Learning Outcomes - Health and Physical Education</b>
Junior Year			Health and Physical Education candidates:
Fall			
EDUC 306	Multicultural Education	3	1. Demonstrate an understanding of common and specialized content, scientific and theoretical foundations, health literacy, digital literacy skills, and behavior change, for the delivery of effective K-12 health and physical education standards for the purpose of instilling health behaviors in all learners.
EDUC 313	General Principles of Curriculum and Teaching	3	
KNS 263	High School Activities and Materials	2	
KNS 402	Exercise Physiology	3	2. Are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
KNS 404	Exercise Physiology Lab	1	
PSYC 373	Psychology of Human Sexuality	3	
Spring			3. Apply content and foundational knowledge to plan and implement meaningful and developmentally appropriate learning experiences aligned with local, state, and national standards for K-12 Health and Physical Education. Candidates plan and use a range of instructional technology, resources and accommodations and/or modifications that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability.
EDUC 398	TED Seminar I	1	
KNS 305	Curriculum, Standards, and Assessment in PE	3	
KNS 309	Basic Biomechanics	3	
KNS 360	Methods in Health Education	3	
KNS 385	Sport First Aid and Injury Care	3	
Senior Year			4. Engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
Fall			
EDUC 399	TED Seminar II	1	
KNS 361	Methods in Physical Education	4	
Spring			5. Select and implement appropriate assessments to engage all learners, monitor students' progress, provide meaningful feedback, and guide decision making related to instruction and learning.
EDUC 498	Student Teaching Seminar	1	
EDUC 499	Student Teaching	12	
Electives			6. Demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education, expanded physical activity opportunities, and health promotion and support the development of health and physically literate individuals.
KNS 215	Social and Contemporary Dance I or	1	
KNS 216	Social and Contemporary Dance II	1	
KNS 111	Beginning Swimming	1	
KNS 207	Beginning Weight Training and Fitness	1	
KNS 208	Intermediate Weight Training and Fitness	1	
KNS 209	Advanced Weight Training and Fitness	1	
MATH 102	Intermediate Algebra	3	<b>Intended Student Learning Outcomes - Teacher Education</b>

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC)

standards as its program outcomes. These standards have been adopted by a majority of states, including North Dakota. Candidates in the University of Jamestown Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

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

## History, BA

### Overview

#### Mission Statement

The Department of History and Political Science seeks to foster in their students an awareness of and appreciation for their cultural, historical, and political heritage as well as an understanding of important national and global issues. The department's curriculum helps develop students' critical thinking, research, writing, and communication skills in order to prepare them to be effective learners and leaders.

#### Educational Objectives

The History major develops in students an understanding of and critical outlook toward American and European history and international affairs. The History major prepares students for secondary school teaching, for historical research and for graduate school in history or public history, as well as for other professional fields requiring critical thinking and writing skills.

#### Requirements

##### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

##### Core Courses

HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST 291	Western Civilization I	3
HIST 292	Western Civilization II	3

**Subtotal: 12**

Plus three of the following courses:

HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 302	Selected Readings and Topics in Non-U.S. Studies	3
HIST 304	Medieval Europe	3
HIST 305/REL 305	Ancient Near East	3
HIST 306	Renaissance and Reformation	3
HIST 307	Ancient Greece	3
HIST 308	Ancient Rome	3
HIST 310	Indigenous History from Time Immemorial to 1787	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3
HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 374	History of Medicine	3
HIST 450	Internship in History	3
POLS 325	Comparative European Governments	3
POLS 335	The European Union	3

**Subtotal: 9-10**

HIST 450: If area involved is non-U.S.

Plus three of the following courses:

HIST 301	Special Readings and Topics in U.S. Studies	3
HIST 303	The Civil War and Reconstruction	3
HIST 312/EDUC 312	North Dakota History	3
HIST 316/REL 316	Religion in American History	3
HIST 331	The American West	3
HIST	American Economic	3

391/POLS 391	History	
HIST 450	Internship in History	3
HIST	Indigenous History and	3
311/POLS 311	Federal Indian Policy, 1787 - Present	
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS	American Constitutions and	3
370/HIST 370	Revolutions	
	<b>Subtotal: 9-10</b>	

HIST 450: If area involved is U.S.

Plus Senior Seminar:

HIST 480	Senior Seminar in History	3
	<b>Subtotal: 3</b>	
	<b>Subtotal: 36</b>	

## Plan of Study

### Freshman Year

	General Education courses	
HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST 291	Western Civilization I	3
HIST 292	Western Civilization II	3
	Other major and minor courses	

### Sophomore Year

	General Education courses	
	US and Non-US History	6
	Electives	
	Other major and minor introductory courses	

### Junior Year

	General Education courses	
	US and Non-US History	6
	Electives	
HIST 480	Senior Seminar in History	3
	Other major and minor courses	
	Possible semester internship or study abroad	

### Senior Year

	General Education courses	
	US and Non-US History	6
	Electives	
	Other major and minor	

courses  
Possible semester internship or study abroad

## Outcomes

1. By the completion of their program of study, students will demonstrate an understanding of the important historical concepts, theoretical approaches, and major issues and events.
2. In their capstone course, students will demonstrate an understanding of and the ability to apply basic research methods, including the proper use and attribution of sources, and the ability to draw appropriate and logical conclusions.
3. In their capstone course, students will demonstrate the ability to develop and apply critical thinking skills in the analysis of historical sources and issues.
4. By their junior and senior years, students will demonstrate competency in information literacy, including the effective use of library resources, databases, and online resources.
5. By their junior and senior years, students will demonstrate the ability to communicate effectively, both orally and in writing.

## History Education, BA

### Overview

#### Mission Statement - History

The Department of History and Political Science seeks to foster in their students an awareness of and appreciation for their cultural, historical, and political heritage as well as an understanding of important national and global issues. The department's curriculum helps develop students' critical thinking, research, writing, and communication skills in order to prepare them to be effective learners and leaders.

#### Educational Objectives - History

The History major develops in students an understanding of and critical outlook toward American and European history and international affairs. The History major prepares students for secondary school teaching, for historical research and for graduate school in history or public history, as well as for other professional fields requiring critical thinking and writing skills.

#### Mission Statement - Teacher Education

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

### **Teacher Education Organizations**

Candidates are encouraged to join Student North Dakota United (SNDU), a professional organization, to gain greater knowledge of their field and to meet other pre-service and in-service Educators. Candidates who meet the eligibility requirements are invited to join Pi Lambda Theta, the International Honor Society and Professional Association in Education.

### **Teacher Education Programs**

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

### **Individual Performance Progress Assessment**

Music Education majors must exhibit musical performance competency on a musical instrument or voice, as demonstrated in a jury the fall semester of the sophomore year. They will also field questions in the jury that demonstrate a fundamental theoretical and historical knowledge that informs performance, as defined by the applied faculty of individual performance areas (keyboard, voice, and winds/brass/percussion). Weaknesses identified in the jury must be addressed to the satisfaction of the faculty by the spring jury or they will not be permitted to continue in those degree plans.

### **Admission to the Teacher Education Program**

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair

upon admission to UJ. Applications are due November 1<sup>st</sup> for spring admission and April 1<sup>st</sup> for fall admission. Applications are not accepted or reviewed during the summer months.

### **Admission Criteria**

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201: Introduction to Teaching with a minimum grade of C-
3. Completion of EDUC 101: Exploring Education
4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

### **Additional Information for All Candidates Seeking Teaching Licensure**

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

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

### **General Education Requirements for Education Majors**

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

majors are PSYC 203, MATH 102 or MATH 111 (or higher).

## Requirements

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements (p. 73). Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

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

### Core Courses - History

HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST	North Dakota History	3
312/EDUC 312		
HIST 480	Senior Seminar in History	3
HIST	Non-Western History Course at 300 level or above	3
<b>Subtotal: 15</b>		

Plus one of the following courses:

POLS 335	The European Union	3
POLS	Any Current Affairs Course	3
<b>Subtotal: 3-4</b>		

Plus three of the following courses:

HIST 220	Europe: 1900 to Mid-Century	3
HIST 222	History of the Middle East	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3
HIST 262	History of China	3
HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3

HIST 268	History of India	3
HIST 368	History of India	3
HIST 374	History of Medicine	3
HIST 302	Selected Readings and Topics in Non-U.S. Studies	3
HIST 304	Medieval Europe	3
HIST 305/REL 305	Ancient Near East	3
HIST 306	Renaissance and Reformation	3
HIST 307	Ancient Greece	3
HIST 308	Ancient Rome	3
HIST 450	Internship in History	3
POLS 335	The European Union	3
POLS 325	Comparative European Governments	3

**Subtotal: 9-11**

Plus three of the following courses:

HIST 301	Special Readings and Topics in U.S. Studies	3
HIST 303	The Civil War and Reconstruction	3
POLS 311/HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
HIST 316/REL 316	Religion in American History	3
HIST 331	The American West	3
HIST 391/POLS 391	American Economic History	3
HIST 450	Internship in History	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3

**Subtotal: 9-10**

### Core Courses - Education

EDUC 101	Exploring Education	1
EDUC 201	Introduction to Teaching	2
EDUC 219	Instructional Media and Technology	2
EDUC 251	Geography for Teachers	2
EDUC 253	Applied Cognitive Theories	3
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 310	Reading Methods in Secondary Schools	3

EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of Curriculum and Teaching	3
EDUC 398	TED Seminar I	1
EDUC 399	TED Seminar II	1
EDUC 407	Methods: Secondary Social Studies	3
EDUC 498	Student Teaching Seminar	1
EDUC 499	Student Teaching	12

**Subtotal: 46**

### Plan of Study

#### Fall

##### Freshman Year

HIST 207	The United States to 1865	3
HIST 291	Western Civilization I	3

##### Sophomore Year

Upper or Intro Level History Course	3
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##### Junior

2 Upper Level History Courses	6
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##### Senior

2 Upper Level History Courses	6
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#### Spring

##### Freshman

HIST 208	The United States Since 1865	3
HIST 292	Western Civilization II	3

##### Sophomore

Upper or Intro Level History Course	3
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##### Junior

HIST 480	Senior Seminar in History	3
	2 Upper Level History Courses	6

##### Senior

### Outcomes

#### Intended Student Learning Outcomes - History

1. By the completion of their program of study, students will demonstrate an understanding of the important historical concepts, theoretical approaches, and major

issues and events.

2. In their capstone courses, students will demonstrate an understanding of and the ability to apply basic research methods, including the proper use and attribution of sources, and the ability to draw appropriate and logical conclusions.
3. In their capstone courses, students will demonstrate the ability to develop and apply critical thinking skills in the analysis of historical sources and issues.
4. By their junior and senior years, students will demonstrate competency in information literacy, including the effective use of library resources, databases, and online resources.
5. By their junior and senior years, students will demonstrate the ability to communicate effectively, both orally and in writing.

#### Intended Student Learning Outcomes - Teacher Education

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

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

### Information Technology & Systems, BA

#### Overview

#### Mission Statement

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

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

### Computer and Internet Facilities

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

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3
CS 201	IT Helpdesk Administration	3
CS 230	Data Analysis	3
CS 240	Introduction to Business Intelligence	3
CS 325	Networking	3
CS 342	Database Development	3
CS 365	Information Systems Security	3
CS 381/DIG 381	Junior Seminar	1

CS 420	Systems Analysis Methods	3
CS 423	LINUX	3
CS 440	Management of Information Systems	3
CS 481/DIG 481	Senior Seminar I	1
CS 482/DIG 482	Senior Seminar II	1
CS 3XX/4XX	Upper division CS elective or internship	12

**Subtotal: 48**

*Twelve upper-division credits with a CS, DIG, or TECH designation. UJ Accelerated technology courses will be accepted as electives with approval from the advisor.*

Plus 3 cross-disciplinary courses:

*Cross-disciplinary track of nine credits of non-CS, DIG, or TECH-designated courses. Previously approved tracks can be obtained from an advisor or department chair. Any new track requests must include courses from two different disciplines and be approved by the advisor and department chair. Once a track has been approved, the entire track must be completed.*

*Example tracks:*

1. MIS Track: ACCT 201 (Accounting 1), ACCT 202 (Accounting 2), BUSN 221 (Business Management).
2. Working with people Track: COMM 318 (Computer-Mediated Communication), PSYC 315 (Social Psychology), COMM 312 (Writing in the Professions).

**Subtotal: 9**

**Subtotal: 57**

### Plan of Study

#### Freshman Year

Fall	CS 160	Introduction to Computer Principles	3
	CS 170	Structured Programming	3

Spring	CS 230	Data Analysis	3
	CS 240	Introduction to Business Intelligence	3

#### Junior Year

Fall	CS 420	Systems Analysis Methods	3
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CS 381/DIG 381	Junior Seminar	1
CS 3XX/4XX	Upper division CS elective or internship	3

Spring		
CS 440	Management of Information Systems	3
CS 3XX/4XX	Upper division CS elective or internship	3
Non-CS/DIG	Upper division cross-disciplinary track	3

#### Senior Year

Fall		
CS 365	Information Systems Security	3
CS 481/DIG 481	Senior Seminar I	1
CS 3XX/4XX	Upper division CS elective or internship	3

Spring		
CS 423	LINUX	3
CS 482/DIG 482	Senior Seminar II	1
Non-CS/DIG	Upper division cross-disciplinary track	3

#### Sophomore Year

Fall		
CS 342	Database Development	3
CS 3XX/4XX	Upper division CS elective or internship	3

Spring		
CS 201	IT Helpdesk Administration	3
CS 325	Networking	3
Non-CS/DIG	Upper division cross-disciplinary track	3

#### Outcomes

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

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers

verbally and in writing.

4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

## Liberal Arts Business Studies, BA

### Overview

Be prepared for a varied, exciting range of career possibilities. A liberal arts education matched with a base in business to prepare you for the world ahead of you.

- Opportunities to explore your passions while focusing on business studies
- Cross-disciplinary approach providing knowledge and skills in your discipline, as well as a broad general education
- Ability to tailor study and internship experiences to your long-term ambitions

Students may choose between 18 liberal arts majors and 20 liberal arts minors to go alongside their business degree.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

MATH 105	Applied Business Statistics or Statistics	3
MATH 205		3
MATH 106	Mathematical Applications for Management or College Algebra	3
MATH 111		3

CS 140	Integrated Software Applications	3
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 110	Personal Finance	2
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
BUSN 221	Business Management	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3
BUSN 455	Strategic Management	3
<b>Subtotal: 41</b>		

Plus a liberal arts major or minor:

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

**Subtotal: 57**

### Plan of Study

#### Outcomes

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

1. Knowledge in the functional areas of business
2. Knowledge of the ethical responsibilities of business and apply them to leadership decision
3. Effective communications skills
4. The acquisition of analytical, quantitative, and critical-thinking skills within a business context
5. Knowledge of the legal, social, and economic environment of business
6. The ability to use decision-support tools
7. Effective teamwork skills
8. The acquisition of the knowledge and skills appropriate for a particular liberal arts discipline

## Liberal Studies, BA

### Overview

The Liberal Studies major allows students to study two to

three major areas without having to focus on one or to propose an individualized major, which offers the opportunity for students with multiple interests to explore different academic disciplines. It also enables students to individualize a major with their interests, allowing them to use courses that are already being offered to create a more customized major. The Liberal Studies major offers students the opportunity to combine different interests into a single degree, rather than choosing to have multiple majors and/or minors.

### Requirements

For the Major in Liberal Studies, student choose one of the following models:

**Model A** – complete 45 credits beyond the general education requirement including 15 credits each in three different topics. There must be a minimum of 9 credits of upper-division in each of the three topics.

**Model B** – complete 42 credits beyond the general education requirements including 21 credits each in two different topics with a minimum of 15 credits of upper-division courses in each of the two topics.

\*A topic is defined as courses containing a common three- or four-letter code designation (example: ENGL for English or KNS for Kinesiology).

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Plan of Study

#### Outcomes

1. Students should be able to demonstrate an understanding of major concepts, issues, and theories in the topic areas.
2. Students should be able to apply their knowledge and use standard practices of their topic areas.
3. Students should be able to clearly communicate, both orally and in written form, with respect to the standards of their topic areas.
4. Students should understand the ethical issues and

apply ethical standards of their topic areas.

## Mechanical Engineering, BS

### Overview

#### Mission Statement

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

#### Admission to the Major in Mechanical Engineering

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

### Requirements

#### Requirements for the Major in Mechanical Engineering

While grades at or above a D- are considered by the university to be passing, the department of engineering wants to ensure that students are adequately prepared to succeed in their later coursework. Therefore, students who wish to take engineering courses with prerequisite requirements must earn at least a C- in the prerequisite course.

Students who have earned D+, D, or D- in prerequisite courses may petition to take subsequent courses by writing a statement explaining why they should be able to take the subsequent course. The student's advisor, the instructor of the prerequisite course, and the instructor of the petitioned course will together make a determination as to whether the student will be able to continue. In the case where these roles overlap, a minimum of two faculty members need to consult. If all roles overlap or if the two faculty members don't agree, the department chair will also be consulted. If

these roles still overlap or there is still disagreement, the request will be evaluated at the next department faculty meeting.

### Degree Requirements

See Bachelor's Degree requirements (p. 67)

### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

### Core Courses

CHEM 133	General Chemistry I (Lec/Lab)	3/1
COMM 370	Diversity Communication	3
ECON 202	Principles of Macroeconomics	3
ENGR 101	Introductory Computer-Aided Design	1
ENGR 110	Introduction to Engineering	3
ENGR 121	Engineering Computing	3
ENGR 201	Intermediate Computer-Aided Design	1
ENGR 210	Statics	3
ENGR 211	Dynamics	3
ENGR 212	Materials (Lec/Lab)	3/1
ENGR 220	Mechanics of Materials	3
ENGR 301	Advanced Computer-Aided Design	1
ENGR 330	Manufacturing Processes (Lec/Lab)	3/1
ENGR 340	Fluid Mechanics (Lec/Lab)	3/1
ENGR 350	Thermodynamics I	3
ENGR 351	Thermodynamics II	3
ENGR 361	Numerical Methods	3
ENGR 362	Control Systems	3
ENGR 370	Machine Design	3
ENGR 380	Fundamentals of Electric Circuits (Lec/Lab)	3/1
ENGR 381	Instrumentation and Measurement (Lec/Lab)	3/1
ENGR 402	Sustainable Engineering	3
ENGR 410	Engineering Design I	3
ENGR 411	Engineering Design II	3
ENGR 450	Heat Transfer	3
ENGR 461	Engineering Statistics	3
MATH 251	Calculus of Derivatives	3
MATH 252	Calculus of Integrals	3
MATH 254	Multidimensional Calculus	3
MATH 315	Linear Algebra and Series	3
MATH 352	Ordinary Differential Equations	3

PHYS 203	Physics I (Lec/Lab)	4/1	ENGR 220	Mechanics of Materials	3
PHYS 204	Physics II (Lec/Lab)	4/1	ENGR 350	Thermodynamics I	3
		<b>Subtotal: 107</b>	ENGR 381	Instrumentation and Measurement (Lec/Lab)	3/1
			MATH 352	Ordinary Differential Equations	3
Plus one of the following courses:					
ENGR 420	Intermediate Mechanics of Materials	3			
ENGR 451	Introduction to Combustion	3	Junior Year		
ENGR 460	Finite Element Analysis	3	Fall		
ENGR 470	Machine Dynamics	3	ENGR 301	Advanced Computer-Aided Design	1
ENGR 471	Vibrations	3	ENGR 351	Thermodynamics II	3
ENGR 480	Introduction to Electronic Packaging	3	ENGR 380	Fundamentals of Electric Circuits (Lec/Lab)	3/1
ENGR 401/PHYS 401	Classical Mechanics	3	MATH 315	Linear Algebra and Series	3
ENGR 490	or Special Topics	1-3			
		<b>Subtotal: 3</b>	Spring		
		<b>Subtotal: 110</b>	ENGR 330	Manufacturing Processes (Lec/Lab)	3/1
			ENGR 340	Fluid Mechanics (Lec/Lab)	3/1
			ENGR 370	Machine Design	3
			ENGR 402	Sustainable Engineering	3

### Plan of Study

Course Flowchart: Mechanical Engineering

#### Freshman Year

##### Fall

ENGR 101	Introductory Computer-Aided Design	1
ENGR 110	Introduction to Engineering	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1
MATH 251	Calculus of Derivatives	3

##### Spring

PHYS 203	Physics I (Lec/Lab)	4/1
ENGR 121	Engineering Computing	3
MATH 252	Calculus of Integrals	3

#### Sophomore Year

##### Fall

ENGR 201	Intermediate Computer-Aided Design	1
ENGR 210	Statics	3
ENGR 212	Materials (Lec/Lab)	3/1
ENGR 461	Engineering Statistics	3
PHYS 204	Physics II (Lec/Lab)	4/1
MATH 254	Multidimensional Calculus	3

##### Spring

ENGR 211	Dynamics	3
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#### Senior Year

Fall					
ENGR 361	Numerical Methods	3			
ENGR 410	Engineering Design I	3			
ENGR 450	Heat Transfer	3			
Spring					
ENGR 4XX	Mechanical Engineering Elective	3			
ENGR 362	Control Systems	3			
ENGR 411	Engineering Design II	3			

#### Outcomes

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

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to communicate effectively with a range of audiences.

- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### **Educational Objectives**

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

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

## **Medical Laboratory Science, BS**

### **Overview**

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

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

lab, that must be taken online from UND or from another institution at the student's own expense.)

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

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

### **Requirements**

#### **Degree Requirements**

See Bachelor's Degree requirements (p. 67)

#### **General Education**

See General Education Course Requirements for the Undergraduate College (p. 73)

#### **Courses Taken at University of Jamestown**

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1	MLS 434	Clinical Microbiology III	2
BIOL 216	Microbiology (Lec/Lab)	3/1	MLS 449	Capstone in Medical Laboratory Science	3
BIOL 305	Cell Biology (Lec/Lab)	4/1	MLS 450	Advanced Clinical Applications in Medical Laboratory Science	1
BIOL 435	Immunology	3			
CHEM 133	General Chemistry I (Lec/Lab)	3/1			
CHEM 134	General Chemistry II (Lec/Lab)	3/1			<b>Subtotal: 12</b>
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1			
MATH 205	Statistics	3			

#### Courses Taken Online from UND

To see information about these specific courses, click <a href="#">here</a> .
MLS 332      Introduction to Clinical Hematology      3

#### Highly-Recommended Courses

BIOL 210	Medical Terminology	2
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#### Senior Year 12-Month Clinical Program

##### Summer Semester Courses (online)

MLS 411	Clinical Chemistry I	2
MLS 412	Clinical Hematology & Hemostasis	3
MLS 413	Clinical Immunohematology I	2
MLS 414	Clinical Microbiology I	3
MLS 415	Clinical Urinalysis & Body Fluids I	2
MLS 416	Clinical Immunology & Molecular Diagnostics	1
		<b>Subtotal: 13</b>

##### Fall Semester Courses (on campus at UND)

MLS 420	Clinical Laboratory Operations	2
MLS 421	Clinical Chemistry II	2
MLS 422	Clinical Hematology & Hemostasis II	3
MLS 423	Clinical Immunohematology II	2
MLS 424	Clinical Microbiology II	3
MLS 425	Clinical Urinalysis & Body Fluids II	2
		<b>Subtotal: 14</b>

##### Spring Semester Courses (at clinical site)

MLS 431	Clinical Chemistry & Urinalysis III	2
MLS 432	Clinical Hematology & Hemostasis III	2
MLS 433	Clinical Immunohematology III	2

#### Plan of Study

Students who have a strong academic background that includes preparation in chemistry and/or math, and who are fairly confident in pursuing a career in Medical Lab Sciences are encouraged to follow the first 4-year plan.

Students who have a weaker academic background with less preparation in chemistry and/or math, and who are less confident in pursuing a career in Medical Lab Sciences are encouraged to follow the second 4-year plan.

##### Option 1

###### Freshman Year

###### Fall

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

###### Spring

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

###### Sophomore Year

###### Fall

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1

###### Spring

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1

Junior Year			
Fall			
BIOL 305	Cell Biology (Lec/Lab)	4/1	CHEM 343
MATH 205	Statistics	3	Organic Chemistry I (Lec/Lab)
Spring			
BIOL 435	Immunology	3	MATH 205
MLS 332	Introduction to Clinical Hematology	3	Statistics
Senior Year			
Summer			
12-Month UND Clinical Program			
Fall	12-Month UND Clinical Program	3	Spring
Spring	12-Month UND Clinical Program	3	Senior Year
Option 2			Fall
Freshman Year			
Fall			Spring
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1	12-Month UND Clinical Program
Spring			12-Month UND Clinical Program
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1	12-Month UND Clinical Program
BIOL 216	Microbiology (Lec/Lab)	3/1	12-Month UND Clinical Program
Sophomore Year			
Fall			12-Month UND Clinical Program
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1	12-Month UND Clinical Program
CHEM 133	General Chemistry I (Lec/Lab)	3/1	12-Month UND Clinical Program
Spring			12-Month UND Clinical Program
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1	12-Month UND Clinical Program
CHEM 134	General Chemistry II (Lec/Lab)	3/1	12-Month UND Clinical Program
Junior Year			
Fall			12-Month UND Clinical Program
BIOL 305	Cell Biology (Lec/Lab)	4/1	12-Month UND Clinical Program

CHEM 343      Organic Chemistry I  
(Lec/Lab)  
MATH 205      Statistics      3

Spring

Senior Year

Fall

Spring

### Outcomes

Upon completion of the Medical Lab Science major, the student will be:

1. Able to explain and apply the vocabulary, fundamental principles, and theories relevant to the field.
2. Able to choose and safely use appropriate laboratory and field techniques and equipment.
3. Able to demonstrate proficiency to problem-solve, troubleshoot, interpret results, and think critically when evaluating data.
4. Able to communicate precisely and analytically in scientific written and oral formats.
5. Well prepared for success in an MLS internship program.

## Music Education, BA

### Overview

#### Mission Statement - Music

The Music Department at the University of Jamestown prepares students to become professional musicians, teachers of music, and life-long patrons of music. The curriculum in music is presented as an integral part of the liberal arts tradition and prepares students for professional employment or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

#### Mission Statement - Teacher Education

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

concern for the continuing growth of the individual.

### **Music Teacher Education Organizations**

The National Association for Music Education (NAfME) is the only professional association that addresses all aspects of music education. Through its many programs, initiatives, and resources, NAfME works to promote the importance of music education, foster the best possible school music programs across the nation, and advance music education as a profession. As you prepare for your career, you can become part of your professional association - and take advantage of the many benefits of membership.

### **Teacher Education Programs**

Programs and requirements are subject to change to meet state approval. Approved areas for teacher licensure at University of Jamestown include:

- Elementary
- Biology
- English
- History
- Music
- Health and Physical Education

### **Individual Performance Progress Assessment**

Music Education majors must exhibit musical performance competency on a musical instrument or voice, as demonstrated in a jury the fall semester of the sophomore year. They will also field questions in the jury that demonstrate a fundamental theoretical and historical knowledge that informs performance, as defined by the applied faculty of individual performance areas (keyboard, voice, and winds/brass/percussion). Weaknesses identified in the jury must be addressed to the satisfaction of the faculty by the spring jury or they will not be permitted to continue in those degree plans.

### **Admission to the Teacher Education Program**

Candidates generally apply for admission to the program while enrolled in EDUC 201: Introduction to Teaching. Candidates who transfer this course from another institution should meet with the Teacher Education chair upon admission to UJ. Applications are due November 1<sup>st</sup> for spring admission and April 1<sup>st</sup> 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 COMM 201
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

### **Additional Information for All Candidates Seeking Teaching Licensure**

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

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

### **Admission to the Teacher Education Program**

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

### **Admission Criteria**

1. Attainment of required credits for sophomore status
2. Completion of EDUC 201 (minimum grade of C-)
3. Completion of EDUC 100

4. Minimum grade of C- in ENGL 101 and ENGL 102
5. Minimum grade of C- in COMM 102 or COMM 101
6. Minimum cumulative GPA of 2.70
7. Satisfactory background check
8. Passing scores on the Praxis I (Core Academic Skills) tests
9. Approval of the Teacher Education Council

### General Education Requirements for Education Majors

All Education majors must pursue the Bachelor of Arts General Education requirements. Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category. Specific general education courses required for Education majors are PSYC 203, MATH 102 or MATH 111 (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

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education Courses

All Education majors must pursue the Bachelor of Arts General Education requirements (p. 73). Additionally, certain General Education courses are mandated for Education majors. Education candidates are required to take the following General Education courses and not select an alternative from other courses within that General Education category.

PSYC 203      Developmental Psychology      3

MATH 102      Intermediate Algebra      3

MATH 111	or College Algebra or A higher level math course	3 3 Subtotal: 6
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#### Core Courses – Music

MUS 100	Music Performance Seminar*	0
MUS 160	Harmony/Theory I	3
MUS 161	Harmony/Theory II	3
MUS 162	Ear Training I	2
MUS 163	Ear Training II	2
MUS 239	Music History I: Medieval and Renaissance	3
MUS 262	Ear Training III	2
MUS 266	Introduction to Conducting	2
MUS 271	Brass Techniques	2
MUS 272	Woodwind Techniques	2
MUS 273	String Techniques	2
MUS 274	Percussion Techniques	2
MUS 275	Vocal Techniques	2
MUS 291	Music Methods - Elementary	3
MUS 292	Music Methods: Secondary Choral	3
MUS 293	Music Methods: Secondary Instrumental	3
MUS 319	Instructional Media and Technology for Music	3
MUS 339	Music History II: Baroque and Classical	3
MUS 340	Music History III: Romantic and Modern Eras	3
MUS 360	Harmony/Theory III	3
MUS 361	Harmony/Theory IV	3
MUS 363	Choral Arranging	2
MUS 367	Advanced Conducting - Choral	2
MUS 368	Advanced Conducting - Instrumental	2
MUS 380	Junior Recital	0-1
MUS	Applied Lessons in one area	7
MUS	Ensemble Music – 4 Years* <sup>^</sup>	8

Subtotal: 72-73

\*Consideration given to transfer and late music major declaration students. All majors and minors enrolled in applied lessons are required to take MUS 100.

\*<sup>^</sup> Voice majors must register for Chapel Choir or Concert Choir as their ensemble. Instrumental majors must register for Wind Ensemble as their ensemble. Consideration given to transfer and late music major declaration students.

MUS 380: Junior or Senior year.

Core Courses – Education			MUS 163	Ear Training II	2
EDUC 101	Exploring Education	1	MUS	Applied Lessons	1-2
EDUC 201	Introduction to Teaching	2			
EDUC 253	Applied Cognitive Theories	3			
EDUC 303	Introduction to Teaching Students with Exceptionalities	3	One of the following		
EDUC 306	Multicultural Education	3	MUS 209	Vox Angelus	1
EDUC 498	Student Teaching Seminar	1	MUS 210	Concert Choir	1
EDUC 398	TED Seminar I	1	MUS 211	Cantus	1
EDUC 399	TED Seminar II	1	MUS 214	Jazz Ensemble	1-2
EDUC 499	Student Teaching	12	MUS 215	Wind Ensemble	1
<b>Subtotal: 27</b>			General Education Courses requirements for Music Education Majors		
			ENGL 102	Argumentative and Analytical Writing	3

### Piano Proficiency

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

**Subtotal: 105-106**

### Plan of Study

#### Fall Even Year Start

##### Freshman

##### Fall

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

##### One of the following

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

##### General Education Courses requirements for Music Education Majors

ENGL 101	Expository Writing	3
EDUC 101	Exploring Education	1
COMM 102	Fundamentals of Public Speaking or	3
COMM 201	Oral Interpretation of Literature	3

##### Spring

MUS 100	Music Performance Seminar*	0
MUS 161	Harmony/Theory II	3

MUS 163	Ear Training II	2
MUS	Applied Lessons	1-2
One of the following		
MUS 209	Vox Angelus	1
MUS 210	Concert Choir	1
MUS 211	Cantus	1
MUS 214	Jazz Ensemble	1-2
MUS 215	Wind Ensemble	1
General Education Courses requirements for Music Education Majors		
ENGL 102	Argumentative and Analytical Writing	3

##### Sophomore

##### Fall

MUS 100	Music Performance Seminar*	0
MUS 262	Ear Training III	2
MUS 360	Harmony/Theory III	3
MUS 291	Music Methods - Elementary	3
MUS 273	String Techniques	2
MUS	Applied Lessons	1-2

##### One of the following

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

##### General Education Courses requirements for Music Education Majors

EDUC 201	Introduction to Teaching	2
EDUC 253	Applied Cognitive Theories	3

##### Spring

MUS 100	Music Performance Seminar*	0
MUS 361	Harmony/Theory IV	3
MUS 292	Music Methods: Secondary Choral	3
MUS 293	Music Methods: Secondary Instrumental	3
MUS 272	Woodwind Techniques	2
MUS	Applied Lessons	1-2

##### One of the following

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

##### General Education Courses requirements for Music

Education Majors			
PSYC 203	Developmental Psychology	3	MUS 340 Seminar*
Junior			Music History III: Romantic and Modern Eras
Fall			MUS 363 Choral Arranging
MUS 100	Music Performance Seminar*	0	MUS Applied Lessons
MUS 239	Music History I: Medieval and Renaissance	3	One of the following
MUS 266	Introduction to Conducting	2	MUS 209 Vox Angelus
MUS 319	Instructional Media and Technology for Music	3	MUS 210 Concert Choir
MUS 274	Percussion Techniques	2	MUS 211 Cantus
MUS	Applied Lessons	1-2	MUS 214 Jazz Ensemble
General Education Course requirements for Music Education Majors			MUS 215 Wind Ensemble
One of the following			
General Education Course requirements for Music Education Majors			
EDUC 303	Introduction to Teaching Students with Exceptionalities	3	EDUC 498 Student Teaching Seminar
EDUC 306	Multicultural Education	3	Spring
EDUC 398	TED Seminar I	1	EDUC 499 Student Teaching
Spring			12
MUS 100	Music Performance Seminar*	0	Fall Odd Year Start
MUS 339	Music History II: Baroque and Classical	3	Freshman
MUS 367	Advanced Conducting - Choral	2	Fall
MUS 368	Advanced Conducting - Instrumental	2	MUS 100 Music Performance Seminar*
MUS 271	Brass Techniques	2	MUS 160 Harmony/Theory I
MUS 275	Vocal Techniques	2	MUS 162 Ear Training I
MUS	Applied Lessons	1-2	MUS Applied Lessons
MUS 380	Junior Recital	0-1	One of the following
One of the following			
MUS 209	Vox Angelus	1	MUS 209 Vox Angelus
MUS 210	Concert Choir	1	MUS 210 Concert Choir
MUS 211	Cantus	1	MUS 211 Cantus
MUS 214	Jazz Ensemble	1-2	MUS 214 Jazz Ensemble
MUS 215	Wind Ensemble	1	MUS 215 Wind Ensemble
General Education Course requirements for Music Education Majors			
EDUC 399	TED Seminar II	1	General Education Course requirements for Music Education Majors
Senior			ENGL 101 Expository Writing
Fall			EDUC 101 Exploring Education
MUS 100	Music Performance	0	COMM 102 Fundamentals of Public Speaking
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.			or
Spring			
			COMM 201 Oral Interpretation of Literature
			0

MUS 161	Harmony/Theory II	3	MUS 215	Wind Ensemble	1
MUS 163	Ear Training II	2			
MUS	Applied Lessons	1-2		General Education Course requirements for Music Education Majors	
One of the following			PSYC 203	Developmental Psychology	3
MUS 209	Vox Angelus	1			
MUS 210	Concert Choir	1	Junior		
MUS 211	Cantus	1			
MUS 214	Jazz Ensemble	1-2	Fall		
MUS 215	Wind Ensemble	1	MUS 100	Music Performance Seminar*	0
General Education Course requirements for Music Education Majors			MUS 239	Music History I: Medieval and Renaissance	3
ENGL 102	Argumentative and Analytical Writing	3	MUS 273	String Techniques	2
MATH 102	Intermediate Algebra	3	MUS 291	Music Methods - Elementary	3
Sophomore			MUS	Applied Lessons	1-2
Fall			One of the following		
MUS 100	Music Performance Seminar*	0	General Education Course requirements for Music Education Majors		
MUS 262	Ear Training III	2	EDUC 303	Introduction to Teaching Students with Exceptionalities	3
MUS 266	Introduction to Conducting	2	EDUC 306	Multicultural Education	3
MUS 274	Percussion Techniques	2	EDUC 398	TED Seminar I	1
MUS 360	Harmony/Theory III	3			
MUS	Applied Lessons	1-2	Spring		
One of the following			MUS 100	Music Performance Seminar*	0
MUS 209	Vox Angelus	1	MUS 272	Woodwind Techniques	2
MUS 210	Concert Choir	1	MUS 292	Music Methods: Secondary Choral	3
MUS 211	Cantus	1	MUS 293	Music Methods: Secondary Instrumental	3
MUS 214	Jazz Ensemble	1-2	MUS 339	Music History II: Baroque and Classical	3
MUS 215	Wind Ensemble	1	MUS 363	Choral Arranging	2
General Education Course requirements for Music Education Majors			MUS 380	Junior Recital	0-1
EDUC 201	Introduction to Teaching	2	MUS	Applied Lessons	1-2
EDUC 253	Applied Cognitive Theories	3	One of the following		
Spring			MUS 209	Vox Angelus	1
MUS 100	Music Performance Seminar*	0	MUS 210	Concert Choir	1
MUS 271	Brass Techniques	2	MUS 211	Cantus	1
MUS 275	Vocal Techniques	2	MUS 214	Jazz Ensemble	1-2
MUS 361	Harmony/Theory IV	3	MUS 215	Wind Ensemble	1
MUS 367	Advanced Conducting - Choral	2			
MUS 368	Advanced Conducting - Instrumental	2	General Education Course requirements for Music Education Majors		
MUS	Applied Lessons	1-2	EDUC 399	TED Seminar II	1
One of the following					
MUS 209	Vox Angelus	1			
MUS 210	Concert Choir	1			
MUS 211	Cantus	1			
MUS 214	Jazz Ensemble	1-2			

**Senior****Fall**

MUS 100	Music Performance Seminar*	0
MUS 319	Instructional Media and Technology for Music	3
MUS 340	Music History III: Romantic and Modern Eras	3
MUS	Applied Lessons	1-2

**One of the Following**

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

**General Education Course requirements for Music Education Majors**

EDUC 498	Student Teaching Seminar	1
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**Spring**

EDUC 499	Student Teaching	12
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**Outcomes****Intended Student Learning Outcomes - Music**

1. The student will demonstrate skills in music theory as an expressed understanding of the six elements (i.e. melody, harmony, rhythm, texture, timbre, form) of music.
2. The student will demonstrate fluency in music history and the stylistic characteristics of the six major periods in Western Music (i.e. Medieval, Renaissance, Baroque, Classical, Romantic, and 20<sup>th</sup>/21<sup>st</sup> century).
3. The student will demonstrate college-level performance skills in her/his major area of applied study, i.e. their major instrument.
4. The Music Education student will demonstrate skills in 1) music pedagogy, 2) classroom management, 3) rehearsal methods, and 4) ensemble conducting, with a demonstrated knowledge of those ideologies in print, course lecture, and field observation.

**Intended Student Learning Outcomes - Teacher Education**

The Teacher Education program has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) standards as its program outcomes. These standards have

been adopted by a majority of states, including North Dakota. Candidates in the University of Jamestown Teacher Education program will demonstrate competency in the ten InTASC standards, which are:

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

**Nursing, BSN****Overview**

The pre-licensure Bachelor of Science in Nursing (BSN) program is designed for individuals with some or no college experience who desire a 4-year liberal arts bachelor's degree. The BSN program prepares the student for the NCLEX-RN licensure examination and entry-level practice as a registered nurse. The University of Jamestown will accept transfer credits for students already completed which meet the requirements presented in the transfer credit policy.

**Requirements**

All prerequisite courses must be successfully completed before the student enrolls in 200 level nursing courses.

**Degree Requirements**

See Bachelor's Degree requirements (p. 67)

**General Education**

See General Education Course Requirements for the Undergraduate College (p. 72)

**Prerequisites - Biology**

BIOL 208 Human Anatomy and Physiology I (Lec/Lab)

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
BIOL 216	Microbiology (Lec/Lab)	3/1
<b>Prerequisite/Core Courses - Psychology and Sociology</b>		
PSYC 203	Developmental Psychology	3
SOC 101	Introduction to Sociology or Sociology of the Family	3
PSYC 302	Abnormal Psychology or	3
PSYC 365	Dynamics of Addiction	3
SOC 101 or SOC 230 and PSYC 203 (prerequisites)		
PSYC 302 or PSYC 365 (core courses)		
<b>Prerequisites - Nursing</b>		
NRSG 205	Nutrition	2
<b>Core Courses - Nursing</b>		
NRSG 206	Health Assessment	3
NRSG 210	Nursing Foundations	6
NRSG 331	Child/Adult Health I	7
NRSG 332	The Childbearing Family	5
NRSG 333	Child/Adult Health II	7
NRSG 334	Child/Adult Mental Health	5
NRSG 424	Child/Adult Health III	6
NRSG 425	Community Health Nursing	6
NRSG 426	Nursing Leadership/Management	7
NRSG 427	Nursing as a Profession	2
NRSG 428	NCLEX Success	2
NRSG 497	Nursing Research	2
<b>Elective Courses (Not required for the major)</b>		
NRSG 397	Nursing Cooperative Experience	1-4
NRSG 490	Special Topics	1-3
NRSG 498	ACLS/PALS	3

**Subtotal: 94-95**

## Admission and Progression

There are two types of admissions into the BSN nursing program.

1. *Traditional Admission.* Occurs after three semesters of nursing prerequisite and general education courses. A student may be admitted conditionally if all admission criteria are not fully met.
2. *Freshman Admission.* Some students may be admitted formally into the nursing program as entering freshmen.

### Traditional Admission – BSN Student

Students must apply and be accepted to the University of Jamestown prior to applying for acceptance into the nursing program. Applications to the nursing program are available online via the SON web page. Once all prerequisites are met, the student may apply at any time, once all the prerequisites are met. Notification regarding admission into the nursing program will be sent via email. The criteria for admission to the nursing program are as follows:

1. Prior to applying to the nursing program, all the following nursing pre-requisites, or their equivalents, must be successfully completed with a grade of C- or above: PSYC 203, NRSG 205, BIOL 208 and lab, BIOL 216 and lab, SOC 101 or SOC 230. BIOL 209 and lab may be taken before or concurrently with sophomore courses. Students who have received a grade lower than C- in one prerequisite may repeat that course and still be eligible to apply for the nursing major. Students who have received a grade lower than a C- in more than one prerequisite course will not be considered for admission into the nursing program. An applicant may petition for an exception to this rule if the failed prerequisite courses are more than 5 years out and have been retaken and received a grade of C- or above. A Cumulative Grade Point Average of 3.2 or higher is required for application to the nursing program.

2. If a student's CGPA does not meet the 3.2 requirements but meets ALL other program requirements, and the student's CGPA is at or above 2.85 (no rounding will be applied), the student may take the TEAS (Version 7.0). If the student scores 70% or above (no rounding will be applied), the student will be considered qualified for admission. The student will be allowed a maximum of 3 attempts on the TEAS. It is the responsibility of the student to

## Admission

### Declaration of Major

The BSN student planning to apply to the nursing program is encouraged to declare nursing as a major in the freshman year. Declared students receive important communication from the School of Nursing.

register, schedule and pay for the TEAS exam using the link below. When registering for the TEAS choose “Remote Online” and then choose “ATI Remote Proctor-Nursing” for the student to take the exam on their own through the ATI system. The TEAS must be completed by the week prior to the start of the spring semester. Once the student completes the exam, they must share the score with the University of Jamestown by logging into their student ATI account and clicking “Send Transcript.” Link to ATI TEAS exam registration: <https://atitesting.com/teas>

3. Submit a brief essay describing the extracurricular and work activities in which you have been involved that have contributed personally to you and/or the community. Indicate how you believe these experiences have prepared you for a career in nursing.
4. Enrollment is limited. The admission process gives University of Jamestown students some advantage over transfers. No candidate is excluded based on race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.
5. The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values, and a criminal background check.
6. Prerequisites cannot be fulfilled via CLEP or PEP.
7. All official transcripts of credit transfers from other colleges and universities must be in the Registrar’s Office before entrance into the nursing program.
8. Following admission, a grade of C- or above must be earned in all nursing courses and A&P II + lab. Refer to the Readmission Policy as stated below.
9. The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values and a criminal background check.
10. Admitted students are considered conditionally approved until all required documents are received, including all clinical requirements.

### **Direct Freshman Admission**

A select number of students may be admitted directly into the nursing program on entrance to the University. The criteria for Freshman Admission to the nursing program are as follows:

1. Applicant must be admitted to the University of Jamestown before application to the nursing program will be accepted.
2. Minimum high school GPA of 3.4 on a 4.0 scale.
3. Preferred minimum ACT Composite score of 25 or SAT (R&M) score of 1200.
4. High school science and math courses are strongly recommended.

### **Progression in the Nursing Major for Direct Freshman Admits:**

All freshmen accepted to the nursing program will be required to meet the same requirements as the Traditional Admission process, even though they were admitted as freshmen.

Direct entry students are expected to work very closely with their academic advisor to help ensure necessary coursework is completed on time. [Refer to Sophomore Entry for a complete list of nursing program requirements.](#)

### **Readmission After Nursing Course Failure**

After receiving one failing grade (D+ or below) in a nursing course the student will be required to submit a letter requesting re-admission to the nursing program. The nursing faculty will meet and consider the student’s re-admission status. A decision will be made based on the student’s perceived ability to successfully progress through the major and to pass the NCLEX. Students who fail a nursing course are strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion. After receiving a D+ or below in a subsequent nursing course the student will be ineligible for continued progression through the major.

**Disability Accommodation**—Reasonable accommodations will be made in assisting students who have disabilities to fulfill clinical and professional requirements. The ultimate determination regarding the reasonableness of accommodations will be based on the preservation of client safety and the resources of the University of Jamestown and the School of Nursing. Students requesting disability accommodations should refer to the Office of Disability Services.

A criminal background check will be completed per affiliating healthcare agencies' requirements. Participation in the criminal background check is necessary for obtaining clearance for a student's participation in clinical learning opportunities at various healthcare facilities. Depending on the criminal background check results, the student may be denied progression in the nursing program. For the complete policy, refer to the SON Nursing Student Handbook.

### **Fees and Expenses**

In addition to tuition and general university fees, nursing students assume additional fees. Fees are attached to your bill each semester you are in the nursing program. Clinical fees and ATI (an integrated testing service utilized in the nursing department) fees are assessed each semester. Charges for lab supplies used throughout the program will be charged with enrollment in Nursing Foundations (NRSG 206). Students who transfer into the program will also be assessed the same lab supply fee their first semester of enrollment.

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

All the above are required as part of the nursing program. Total fees and charges assessed by the billing department will be approximately \$3,700.00 over the course of the program.

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

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

### **Transfer Students**

Applicants with previous college credits are evaluated in terms of CGPS and SON program requirements. Students seeking transfer into the nursing major should contact Admissions for enrollment into the college. All nursing

prerequisites must be completed prior to entrance into the second-semester sophomore courses. All nursing requirements stated above in *"Admission and Progression"* apply.

BIOL 209 and lab may be taken before or concurrently with sophomore nursing courses. A student may also petition to the nursing faculty for permission to take EITHER SOC 101 or SOC 230 or PSYC 203 concurrently with sophomore nursing courses in the spring. These courses must also be passed with a C- or above to continue in the nursing program as a junior.

LPNs wishing to earn baccalaureate degrees may enroll in the nursing program at the University of Jamestown. It is recognized that LPNs possess certain requisite knowledge and skills. Therefore, LPNs may be allowed credit in designated courses. General education requirements may be fulfilled through the approved transfer of previously earned college credit. The length of time required to complete the baccalaureate program depends on the approved transfer of college credits and whether the student is enrolled part-time or full-time. A grade of C- or above must be earned in all courses that are required in a major.

### **Bachelor of Science in Nursing continuing to Doctor of Physical Therapy (DPT)**

The BSN to DPT Curriculum enables highly motivated students to achieve a BSN degree while they are completing Pre-Physical Therapy Requirements. Students are advised to declare a nursing and pre-PT major during their freshman year to receive important communication from the BSN Program/academic advisor and the DPT Program academic advisor.

Policies for admission to the SON, BSN Program, and to the DPT Program will apply.

### **RN to BSN (online)**

Students with an Associate of Science in Nursing, who are registered nurses at the time of application to the RN to BSN program, must meet the same criteria and adhere to the same policies as the traditional BSN student. All students in the BSN program must fulfill the same academic requirements for graduation. In addition, the RN student's current unencumbered license will be verified prior to granting full admission.

Prior to admission to the program, students must first be admitted to the University. All official transcripts will be reviewed by the Director of the RN to BSN program. Through collaboration with the University Registrar and

the program Chair, placement within the nursing program is determined and the applicant is notified.

General education requirements can be met by 1) approved transfer of previously earned college credit; 2) validation with CLEP written examinations as per university policy; 3) validation by approved departmental challenge examinations; 4) enrollment in the courses at the University of Jamestown or another approved college/University.

#### Course Sequence for a RN to BSN Major

Nursing course cohorts begin in the summer.

Course Title (credits)

Nrsg 497 Nursing Research (2)

Summer Session A

8 weeks

Nrsg 427 Nursing as a Profession (2)

Summer Session B

8 weeks

Nrsg 425 Community Health Nursing (6)

Fall Session

16 weeks

(RN licensure is necessary)

Nrsg 426 Nursing Leadership/Management (7)

Spring Session

16 weeks

(RN licensure is necessary)

\*These are the nursing specific courses that need to be completed by many RN to BSN candidates. Each applicant's experience and varying RN program coursework is reviewed to determine if each nursing course is necessary and/or if partial credit may be awarded based on an experience portfolio. Some transfer students must complete certain general education courses in addition to these nursing courses. A grade of C- or higher must be earned in all nursing courses.

#### **Disability Accommodation**

Reasonable accommodations will be made in assisting students who have disabilities to fulfill clinical and professional requirements. The ultimate determination regarding the reasonableness of accommodations will be based on the preservation of client safety and the resources of the University of Jamestown and the School of Nursing. Students requesting disability accommodations should refer to the Office of Disability Services.

#### **Plan of Study**

##### **Freshman Year**

BIOL 120	Essentials of Biology and Chemistry for Health Sciences	3
BIOL 216	Microbiology (Lec/Lab)	3/1
PSYC 203	Developmental Psychology	3

One of the following two courses:

SOC 101	Introduction to Sociology	3
SOC 230	Sociology of the Family	3

##### **Sophomore Year**

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
NRSG 205	Nutrition	2
NRSG 206	Health Assessment	3
NRSG 210	Nursing Foundations	6

##### **Fall**

BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1
NRSG 205	Nutrition	2

One of the following two courses (can be taken fall of sophomore or junior year):

PSYC 302	Abnormal Psychology	3
PSYC 365	Dynamics of Addiction	3

##### **Spring**

BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1
NRSG 206	Health Assessment	3
NRSG 210	Nursing Foundations	6

##### **Junior Year**

NRSG 331	Child/Adult Health I	7
NRSG 332	The Childbearing Family	5
NRSG 333	Child/Adult Health II	7
NRSG 334	Child/Adult Mental Health	5

##### **Fall**

NRSG 331	Child/Adult Health I	7
NRSG 332	The Childbearing Family	5

##### **Spring**

NRSG 333	Child/Adult Health II	7
NRSG 334	Child/Adult Mental Health	5

Summer: NRSG 397 Nursing Cooperative Experience (an elective course). NRSG 397 can also be taken fall and spring of senior year as long as the student is employed as

a nurse intern.

#### Senior Year

NRSG 424	Child/Adult Health III	6
NRSG 425	Community Health Nursing	6
NRSG 426	Nursing Leadership/Management	7
NRSG 427	Nursing as a Profession	2
NRSG 428	NCLEX Success	2
NRSG 490	Special Topics	1-3
NRSG 497	Nursing Research	2
NRSG 498	ACLS/PALS	3
NRSG 498	ACLS/PALS	3
NRSG 397	Nursing Cooperative Experience	1-4

*NRSG 490 and NRSG 498: Elective.*

#### Fall

NRSG 424	Child/Adult Health III	6
NRSG 425	Community Health Nursing	6
NRSG 497	Nursing Research	2
NRSG 397	Nursing Cooperative Experience	1-4

#### Spring

NRSG 426	Nursing Leadership/Management	7
NRSG 427	Nursing as a Profession	2
NRSG 428	NCLEX Success	2
NRSG 397	Nursing Cooperative Experience	1-4

**Subtotal: 90-91**

#### Outcomes

#### Bachelor of Science in Nursing Student Learning Outcomes (SLO)

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

*The BSN Student, upon graduation, will be able to:*

1. Approach patient-centered care of the individual as a biopsychosocial-spiritual human being.
2. Synthesize knowledge of individuals, families, and communities into the practice of nursing.
3. Collaborate with health team members to assist individuals/families/communities/world toward

optimum wellness as they vacillate on the health continuum.

4. Apply nursing research, evidence-based practice, and knowledge from the liberal arts in refining nursing practice.
5. Utilize clinical judgement in the application of the nursing process to provide compassionate care throughout the lifespan and across various healthcare settings.
6. Promote quality health care in a safe environment.
7. Responsibly engage in unselfish service to humankind.
8. Apply technology and information management tools to support safe and effective patient care.

## Physical Education (non-teaching), BA

### Overview

#### Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and physical education teacher education, and coaching. The Department of Kinesiology at the University of Jamestown provides exceptional instruction and learning experiences that play a vital role in the holistic development of students. Through the academic disciplines, students will gain the knowledge, skills, and abilities required to apply the concepts of physical activity and healthy living in a variety of professional settings. Students will be prepared to pursue a career in the fields of fitness, teaching, or coaching, or continue in graduate studies in exercise physiology, physical therapy, athletic training, or related fields.

#### Requirements

##### Degree Requirements

See Bachelor's Degree requirements (p. 67)

##### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

##### Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 183	Concepts of Fitness and	3

	Wellness		<b>Subtotal: 56</b>
KNS 217	Essentials of Anatomy & Physiology I	3	
KNS 218	Essentials of Anatomy & Physiology II	3	
KNS 240	Nutrition and Wellness or Sports Nutrition	2	
KNS 242		2	
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3	
KNS 309	Basic Biomechanics	3	
KNS 325	Fundamentals of Strength & Conditioning	3	
KNS 326	Facility Management and Administration	3	
KNS 346	Adaptive Physical Education	2	
KNS 385	Sport First Aid and Injury Care	3	
KNS 402	Exercise Physiology	3	
KNS 404	Exercise Physiology Lab	1	
KNS 416	Physical Education/Health & Fitness Administration Internship	4	
KNS 420	Organization and Administration of Physical Education and Athletics	3	
KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2	
KNS	Kinesiology Electives	8	
		<b>Subtotal: 51</b>	
<i>KNS (Physical Education Electives): See advisor.</i>			
Plus the following activity classes:			
KNS 215	Social and Contemporary Dance I	1	
KNS 111	Beginning Swimming	1	
KNS 207	Beginning Weight Training and Fitness or	1	
KNS 208	Intermediate Weight Training and Fitness or	1	
KNS 209	Advanced Weight Training and Fitness	1	
KNS	Elective activity classes	2	
		<b>Subtotal: 5</b>	
<b>Plan of Study</b>			
Freshman Year			
Fall			
	KNS 183	Concepts of Fitness and Wellness	3
Spring			
	KNS 182	Introduction to Kinesiology	2
Sophomore Year			
Fall			
	KNS 217	Essentials of Anatomy & Physiology I	3
	KNS 240	Nutrition and Wellness or Sports Nutrition	2
	KNS	Kinesiology Elective	3
Spring			
	KNS 218	Essentials of Anatomy & Physiology II	3
	KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
	KNS	Kinesiology Elective	3
KNS 416 Internship - 4 Credit: Make plan to see advisor or Career Center now			
KNS Electives - see advisor for elective options			
<b>Junior Year</b>			
Fall			
	KNS 346	Adaptive Physical Education	2
	KNS 385	Sport First Aid and Injury Care	3
	KNS 402	Exercise Physiology	3
	KNS 404	Exercise Physiology Lab	1
	KNS 416	Physical Education/Health & Fitness Administration Internship	4
Spring			
	KNS 309	Basic Biomechanics	3
	KNS 420	Organization and Administration of Physical Education and Athletics	3
	KNS	Kinesiology Elective	3
	KNS 416	Physical Education/Health & Fitness Administration	4

	Internship	
KNS 416	- 4 credits prior to graduation	
Senior Year		
Fall		
KNS 451	Senior Seminar in Physical Education/Health & Fitness Administration	2
Spring		
KNS 325	Fundamentals of Strength & Conditioning	3

### Outcomes

Physical Education graduates will:

1. Know and apply discipline-specific scientific and theoretical concepts towards their personal health & wellness.
2. Become physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated by SHAPE.
3. Possess the knowledge, skills, and abilities to assess student/athlete fitness levels and prescribe fitness plans to meet a variety of goals.
4. Be able to distinguish and compare various psychological and sociological concepts, principles, and strategies that apply to physical activity and sport.
5. Demonstrate dispositions essential to becoming effective professionals.

## Political Science, BA

### Overview

### Mission Statement

The 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.

### Objectives for the Political Science Major

The Political Science major develops in students an informed and critical outlook toward the origins, nature, and functioning of the U.S. Constitution and the institutions of government that it empowers, as well as their role in shaping the debate on the important political, social, and economic issues of the contemporary world. It also acquaints them with the political systems of other advanced democracies, the complexities of international politics, and the political philosophy of the modern era. This major prepares students for law school, graduate school, and careers in government service and with nongovernmental and intergovernmental organizations. The critical thinking, research, and writing components are also excellent preparation for many other professional fields.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

POLS 104	American National Government	3
POLS 312	Congress and the Presidency	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 352	American Economic Policy	3
POLS 375	Modern Political Thought	3

**Subtotal: 18**

Plus three of the following courses:

POLS 311/HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 370/HIST 370	American Constitutions and Revolutions	3
POLS	American Economic	3

391/HIST 391	Development		HIST 344, HIST 354, HIST 362, HIST 364, HIST 368,
POLS 450	Internship in Political Science	1-3	HIST 370, HIST 374, HIST 391
POLS 495	Independent Study in Political Science	3	GER 310, GER 320, GER 330, GER 340
POLS X00	Directed study in Political Science	3	PHIL 251, PHIL 303, PHIL 304, PHIL 305, PHIL 306, PHIL 307
POLS X90	Special Topics in Political Science	3	PSYC 202, PSYC 306, PSYC 311, PSYC 315, PSYC 317, PSYC 318, PSYC 319, PSYC 323, PSYC 365, PSYC 370, PSYC 373
		<b>Subtotal: 9</b>	

### Other Requirements

Internships conducted through the Office of Experiential Education (EE 350) and worth at least 3 credits can be used to satisfy one Political Science elective requirement with the approval of the Department of History and Political Science.

**Political Science Research and Writing Requirement:**  
 Majors must write at least three research papers for their Political Science classes. Courses or course sections which can be used to satisfy this requirement are POLS 311, POLS 312 Section B, POLS 314 Section B, POLS 316 Section B, POLS 325 Section B, POLS 333 Section B, POLS 335 Section B, POLS 344 Section B, POLS 348 Section B, POLS 352 Section B, POLS 391, POLS 450, POLS 495, POLS X00, and POLS X90. Research papers written for courses in other disciplines may be used to fulfill part of this requirement with the approval of the Department of History and Political Science.

### Non-Political Science Elective Requirement:

Three of the following related, non-political science courses:

BUSN 315, BUSN 316, BUSN 410, BUSN 440

COMM 301, COMM 305, COMM 314, COMM 318, COMM 320, COMM 370, COMM 402, COMM 405

CJ 312, CJ 313, CJ 320, CJ 330

ECON 201, ECON 202, ECON 309, ECON 314, ECON 354, ECON 364, ECON 391

EESC 322

ENGL 201, ENGL 351

FREN 310, FREN 320, FREN 330, FREN 340

HIST 222, HIST 262, HIST 268, HIST 302, HIST 303, HIST 304, HIST 305, HIST 306, HIST 307, HIST 308, HIST 310, HIST 311, HIST 312, HIST 316, HIST 331,

REL 304, REL 305, REL 315, REL 316, REL 320, REL 371

SOC 201, SOC 315, SOC 320

SPAN 330, SPAN 340, SPAN 370, SPAN 380

Special topics and other classes in any department can be used to fulfill part of this requirement with the approval of the Department of History and Political Science.

Students cannot take multiple sections of classes that are cross-listed with other departments or have different sections or numbers in Political Science.

**Subtotal: 36**

### Plan of Study

#### Freshman Year

POLS 104	General Education courses American National Government Political science required or elective courses (1-2) Other major and minor introductory courses	3
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**Subtotal: 30-40**

#### Sophomore Year

General Education courses Political science required or elective courses (1-2) Non-political science elective courses (1-2) Other major and minor courses Possible summer internship or study abroad
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**Subtotal: 30-40**

#### Junior Year

Political science required or elective courses (1-2)
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	Non-political science elective courses (1-2) Other major and minor courses Possible semester internship or study abroad Possible summer internship or study abroad
Senior Year	Political science required or elective courses (1-2) Non-political science elective courses (1-2) Other major and minor courses Possible semester internship or study abroad

## Outcomes

1. Critical Thinking: Students will demonstrate the ability to apply critical thinking skills to the analysis of politics.
2. Research Design: Students will demonstrate and apply basic methods of political science research design.
3. Information Literacy: Students will demonstrate competence in critical and technological information literacy for researching political issues.
4. Written Communication: Students will demonstrate the ability to write effectively in the argot of political science.
5. Content Expertise: Students will demonstrate familiarity with major political concepts, issues, and trends.
6. Oral Communication: Students will demonstrate the ability to speak effectively in front of their peers on political issues.

## Psychology, BS

### Overview

#### Mission Statement

The mission of the Psychology Department is to contribute to a balanced program in the liberal arts through an emphasis on both scientific and philosophical considerations of the behavior of organisms, including

human beings, in order to prepare students for graduate study and/or professional work. In order to meet the needs of the diversity of students who wish to major in psychology, students may pursue a Bachelor of Science degree. Students whose career goals might include a doctoral degree in psychology should pursue the Bachelor of Science degree. Students whose immediate career goals do not include a doctoral degree (i.e., who wish to enter a master's program in psychology or a related field or enter the job market following graduation) should pursue a Bachelor of Arts degree. Students in any major may pursue the department's addiction counseling concentration, but only those with a BS in psychology or another human service degree would be qualified to get licensed.

### Requirements

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Core Courses

PSYC 101	General Psychology	3
PSYC 201	Psychology in Context	3
PSYC 202	Research Methods	3
PSYC 318	Statistics for the Behavioral Sciences	3
PSYC 391	Junior Seminar	1
PSYC 450	History and Systems	3

**Subtotal: 16**

Plus one of the following courses:

PSYC 302	Abnormal Psychology	3
PSYC 311	Theories of Personality	3

**Subtotal: 3**

Plus one of the following courses:

PSYC 321	Biological Psychology	3
PSYC 330	Health Psychology	3
PSYC 360	Psychopharmacology	3

**Subtotal: 3**

Plus two of the following courses:

PSYC 315/SOC 315	Social Psychology	3
PSYC 317	Motivation and Emotion	3
PSYC 319	Cognition	3

**Subtotal: 6**

Electives - Choose from the following:		
PSYC 203	Developmental Psychology	3
PSYC 204	Adolescent Psychology	3
PSYC 215	Applied Behavior Analysis	3
PSYC 306	Industrial and Organizational Psychology	3
PSYC 316	Tests and Measurement	3
PSYC 323	Judgment and Decision Making	3
PSYC 365	Dynamics of Addiction	3
PSYC 370	Psychology of Religion	3
PSYC 373	Psychology of Human Sexuality	3
PSYC 395	Thesis Development	1
PSYC 401	Professional Ethics	3
PSYC 410	Fundamentals of Counseling	3
PSYC 411	Group Counseling	3
PSYC 412	Advanced Counseling	3
PSYC 413	Family Counseling	3
PSYC 420	Theories of Psychotherapy	3
PSYC 430	Psychology and Law	3
PSYC 440	Psychology of Gender	3
PSYC 491	Senior Research Seminar	1
PSYC 497	Independent Research in Psychology: Senior Thesis	3-6

**Subtotal: 12**

Note 1: Students are encouraged to seek internship experiences in psychology through the Career Resource Center.

Note 2: Psychology majors and minors should note that PSYC 410, PSYC 411, PSYC 412, PSYC 413, and PSYC 420 are specifically designed for the addiction counseling track and you are only able to count 3 of these 5 courses toward the psychology major or minor elective requirement.

**Subtotal: 40**

### Plan of Study

#### Freshman

Fall	PSYC 101	General Psychology	3
Spring	PSYC 201	Psychology in Context Elective or Required Course	3

Sophomore			
Fall	PSYC 202	Research Methods Elective or Required Course	3
Spring	PSYC 318	Statistics for the Behavioral Sciences Elective or Required Course	3
Junior			
Fall		Elective or Required Course	
		Elective or Required Course	
Spring		Junior Seminar Elective or Required Course	1
Senior			
Fall		Elective or Required Course	
Spring	PSYC 450	History and Systems Elective or Required Course	3

### Outcomes

#### Intended Student Learning Outcomes for the Psychology Major

1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology: Students will be able to weigh

evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

6. Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills: Students will communicate effectively in a variety of formats.
8. Personal Development: Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
9. Career Planning and Development: Students will pursue realistic ideas about how to implement psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
10. Sociocultural and International Awareness: Recognize, understand, and respect the complexity of sociocultural and international diversity.

## Psychology - Addiction Counseling Major, BS

### Overview

#### Mission Statement

The mission of the Psychology Department is to contribute to a balanced program in the liberal arts through an emphasis on both scientific and philosophical considerations of the behavior of organisms, including human beings, in order to prepare students for graduate study and/or professional work. In order to meet the needs of the diversity of students who wish to major in psychology, students may pursue either a Bachelor of Science or a Bachelor of Arts degree. Students whose career goals might include a doctoral degree in psychology should pursue the Bachelor of Science degree. Students whose immediate career goals do not include a doctoral degree (i.e., who wish to enter a master's program in psychology or a related field or enter the job market following graduation) should pursue a Bachelor of Arts degree. Students in any major may pursue the department's addiction counseling concentration, but only those with a BS or BA in psychology or another human service degree would be qualified to get licensed.

### Requirements

The following courses are required for certification as a licensed addiction counselor by the state of North Dakota along with successful application to a training consortium, and completion of 960 hours of training practicum in addiction. These courses, when combined with the psychology core courses, the general education requirements of University of Jamestown, and an appropriate grade point average will constitute a bachelor of arts degree in psychology with an addiction counseling concentration. Students are advised that certification as an addiction counselor in North Dakota requires a four-year degree in addiction studies or a closely related mental health field (i.e. psychology). Because some of these courses are offered only during summer sessions and a number of them have prerequisites, students entering the addiction counseling concentration should carefully plan their program with their faculty advisor. Students should also work closely with a faculty advisor to prepare for training consortium deadlines. Additional details about training practicum may be found at [www.ndbace.org](http://www.ndbace.org)

#### Degree Requirements

See Bachelor's Degree requirements (p. 67)

#### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

#### Addiction Counseling

COMM 370	Diversity Communication	3
PSYC 101	General Psychology	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	Training Practicum in Addiction Counseling	1-12
PSYC 499	Training Practicum in Addiction Counseling	3-6

**Subtotal: 37-49**

Further information on the clinical practicum, work

experience, and certification examination requirements for addiction counselors may be obtained from the Psychology Department.

## Psychology

### Core Courses

PSYC 101	General Psychology	3
PSYC 201	Psychology in Context	3
PSYC 202	Research Methods	3
PSYC 318	Statistics for the Behavioral Sciences	3
PSYC 391	Junior Seminar	1
PSYC 450	History and Systems	3

**Subtotal: 16**

### Plus one of the following courses:

PSYC 302	Abnormal Psychology	3
PSYC 311	Theories of Personality	3
	<b>Subtotal: 3</b>	

### Plus one of the following courses:

PSYC 321	Biological Psychology	3
PSYC 330	Health Psychology	3
PSYC 360	Psychopharmacology	3

**Subtotal: 3**

### Plus two of the following courses:

PSYC 315/SOC 315	Social Psychology	3
PSYC 317	Motivation and Emotion	3
PSYC 319	Cognition	3
	<b>Subtotal: 6</b>	

### Electives - Choose from the following:

PSYC 203	Developmental Psychology	3
PSYC 204	Adolescent Psychology	3
PSYC 215	Applied Behavior Analysis	3
PSYC 306	Industrial and Organizational Psychology	3
PSYC 316	Tests and Measurement	3
PSYC 323	Judgment and Decision Making	3
PSYC 365	Dynamics of Addiction	3
PSYC 370	Psychology of Religion	3
PSYC 373	Psychology of Human Sexuality	3
PSYC 395	Thesis Development	1
PSYC 401	Professional Ethics	3
PSYC 410	Fundamentals of Counseling	3
PSYC 411	Group Counseling	3
PSYC 412	Advanced Counseling	3
PSYC 413	Family Counseling	3
PSYC 420	Theories of Psychotherapy	3

PSYC 430	Psychology and Law	3
PSYC 440	Psychology of Gender	3
PSYC 491	Senior Research Seminar	1
PSYC 497	Independent Research in Psychology: Senior Thesis	3-6

**Subtotal: 12**

*Note:* Psychology majors and minors should note that PSYC 410, PSYC 411, PSYC 412, PSYC 413, and PSYC 420 are specifically designed for the addiction counseling track and you are only able to count 3 of these 5 courses toward the psychology major or minor elective requirement.

### Plan of Study

#### Freshman

Fall	PSYC 101	General Psychology	3
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Spring	PSYC 201	Psychology in Context	3
		Elective or Required Course	

#### Sophomore

Fall	PSYC 202	Research Methods	3
	PSYC 365	Dynamics of Addiction	3
	PSYC 410	Fundamentals of Counseling	3
		Elective or Required Course	

Spring	PSYC 299	Sophomore Experience in Addiction Counseling	1
	PSYC 318	Statistics for the Behavioral Sciences	3
		Elective or Required Course	

#### Junior

Fall		Elective or Required Course	
		Elective or Required Course	

Spring	PSYC 391	Junior Seminar	1
		Elective or Required Course	

Senior		Elective or Required Course	
Fall		Elective or Required Course	

Spring		
PSYC 450	History and Systems Elective or Required Course	3

## Outcomes

### Intended Student Learning Outcomes for the Psychology Major

1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills: Students will communicate effectively in a variety of formats.
8. Personal Development: Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
9. Career Planning and Development: Students will pursue realistic ideas about how to implement psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
10. Sociocultural and International Awareness: Recognize, understand, and respect the complexity of sociocultural and international diversity.

## Religion-Philosophy, BA

### Overview

#### Mission Statement

The mission of the Religion-Philosophy Department at University of Jamestown is to promote the significance of Christian faith and thought for all areas of life and to provide students with a sound educational foundation in the fields of religion and philosophy.

#### Requirements

##### Degree Requirements

See Bachelor's Degree requirements (p. 67)

##### General Education

See General Education Course Requirements for the Undergraduate College (p. 73)

##### Core Courses

REL 211	Old Testament	3
REL 212	New Testament	3
REL 362	Christian Beliefs	3
REL 296	Selected Texts of the Old Testament or Selected Texts of the Old Testament	2-3
REL 396	Selected Texts of the New Testament or Selected Texts of the New Testament	2-3
REL 297	Selected Texts of the New Testament or Selected Texts of the New Testament	2-3
REL 397	Selected Texts of the New Testament	2-3
PHIL 252	Ethics	3

**Subtotal: 14-15**

Plus three of the following courses:

PHIL 303	Classical Philosophy	3
PHIL 305	Medieval Philosophy	3
PHIL 306	Modern Philosophy	3
PHIL 307	Recent and Contemporary Philosophy	3

**Subtotal: 9**

##### Electives

REL/PHIL	Electives	12
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**Subtotal: 12**

**Recommend Courses**

REL 371	World Religions	3
<b>Subtotal: 39-40</b>		

**Plan of Study****Freshman Year**

REL 211	Old Testament	3
PHIL 303	Classical Philosophy	3
	Philosophy elective	
	Religion elective	

**Sophomore Year**

PHIL 305	Medieval Philosophy	3
PHIL 252	Ethics	3
	Religion elective	
	Rel study of selected	
	Biblical texts (variety of	
	choices)	

**Junior Year**

REL 211	Old Testament	3
PHIL 306	Modern Philosophy	3
	Philosophy elective	
	Religion elective	

**Senior Year**

REL 362	Christian Beliefs	3
PHIL 307	Recent and Contemporary	3
	Philosophy	
	Philosophy elective	
	Religion elective	

**Outcomes**

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.

**Spanish, BA****Overview****Mission Statement**

The mission of the Foreign Language Department at University of Jamestown is to help prepare the liberal arts student as a citizen of our global community. We seek to expose students to other languages and cultures, thereby broadening their concepts of language, civilization, culture, philosophy, government, religion, geography, art, aesthetics, and literature with a firm anchoring in a Christian perspective and academic excellence. In order to determine student progress toward these ends, the department assesses student learning and departmental effectiveness on a regular basis.

**Foreign Language Department Overview**

The Foreign Language Department of the University of Jamestown offers a wide range of language learning opportunities that allow students to continue to learn languages they began in high school or begin to learn new languages they first encounter at the university level.

Majors are available in German, French, and Spanish to students who pursue a semester or two summers of study abroad; language minors in German, French, and Spanish can be completed on campus by students majoring in other subjects, and the interdisciplinary Italian Studies minor offers a combination of language, history, art, and study abroad to students majoring in other subjects as well.

Courses in Portuguese, Romanian and Latin are also offered on demand.

**Placement and Advanced Standing in French, German and Spanish**

The first semester beginning courses in French, German, and Spanish are aimed at students with no prior instruction in those languages. A student who has completed high school course work in a foreign language is encouraged to consult with foreign language faculty members to receive advanced placement in a course beyond 101.

Students who receive advanced placement into French, German, or Spanish 102 and complete the course with an earned grade of C- or higher will also receive three college credits for 101. Students who enroll directly in a 200-level French, German, or Spanish course will receive six advanced placement credits for language courses at the 101 and 102 levels when they complete the 200-level course with a C- or higher.

The advanced standing credits count on the student's record but do not count as part of the semester course load. The credits count toward fulfilling general education requirements in the area of Global Perspectives. The advanced standing credits will be awarded at no charge to the student.

The Foreign Language Department awards advanced standing credit for the German, French or Spanish 201 course requirement based on student performance on CLEP tests, which are administered through the Career Services. There is a charge for the CLEP exams.

### **Majors in French, German, or Spanish**

The Foreign Language Department offers majors in French, German, and Spanish that require a minimum of twenty-four credit hours of coursework on campus or the equivalent thereof with 12-18 credit hours of advanced language study in the student's major language. The advanced credits will be gained during study abroad or participation in a US-based language immersion program. Students wishing to major in French, German, or Spanish must complete all courses leading to the minor at University of Jamestown, then take additional coursework in their study abroad to complete the major. Credits gained through advanced placement or CLEP exams will be counted as coursework leading to the minor.

All external upper-division courses must be approved by the Foreign Language Department prior to the student's study abroad or participation in an immersion program. Courses in the exchange institution that will meet departmental approval include but are not limited to literature of the target language, film, linguistics, grammar and composition, history, communication and media studies, business, music history, and art history. Courses must be taught in the target language in order to be approved for the major. Successful completion of required coursework while enrolled in the exchange institution is a prerequisite for fulfilling requirements for the major. Students are expected to remain in contact with their on-campus language major advisors during the course of their study abroad.

Students majoring in French, German, or Spanish may participate in an ISEP-sponsored study abroad program, or they may participate in approved summer immersion or study abroad programs (program list available upon request). Students majoring in Spanish may enroll in two summers of post-minor study in the MLSA-University of Jamestown Program at the University of Costa Rica in San Jose. All ISEP participants must present a minimum GPA of 2.75 at the time of application and be accepted into a

program that offers the student's major language. The department recommends that students study abroad in their junior year. For more ISEP information, students may consult the ISEP section of this catalog.

### **Courses in Classical and Biblical Languages**

Courses in New Testament Greek (REL 301, REL 302) fulfill the Global Perspectives general education requirement. The Religion Department also offers courses in Biblical Hebrew on request. The Foreign Language Department offers beginning Latin (FLAN 300) on request.

### **Special Topics Courses**

Special Topics courses are offered at the 100 (beginning) and 200 (intermediate) levels in modern foreign languages that are not part of the departmental major or minor language curricula. These currently include beginning-level courses in Portuguese and Romanian.

Special Topics courses at the 300- or 400-level can be offered in Spanish, French, or German. These courses are taught in the target language and can be used by students to replace any 300-level course for the minor or count toward the major.

### **Requirements**

#### **Degree Requirements**

See Bachelor's Degree requirements (p. 67)

#### **General Education**

See General Education Course Requirements for the Undergraduate College (p. 73)

#### **Required Courses**

SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3

**Subtotal: 12**

A minimum of twelve credits from the following:

SPAN 310	Advanced Spanish I	3
SPAN 320	Advanced Spanish II	3
SPAN 330	Spanish Peninsular Cultural Studies I	3
SPAN 340	Spanish Peninsular Cultural Studies II	3
SPAN 370	Latin American Cultural Studies I	3
SPAN 380	Latin American Cultural Studies II	3

## Studies II

**Subtotal: 12**

Twelve additional credits from the following:

SPAN 390	Special Topics	1-3
Thru		
SPAN 490	Special Topics	1-3

**Subtotal: 12**

*Note 1: SPAN 390 thru SPAN 490: Spanish-language courses selected from additional courses from those above, special-topics Spanish courses or pre-approved courses from a Spanish Immersion Study Abroad Program.*

*Note 2: A Spanish 300 Special Topics course can replace another 300-level Spanish course.*

**Subtotal: 36****Plan of Study****Outcomes**

Every course offered through the Foreign Language Department is designed to develop language proficiency in reading, writing, speaking and listening in the target language as well as presenting aspects of the cultures where the target language is spoken. The four major skills of language acquisition form the core outcomes for students majoring in German, French and Spanish:

1. Reading: The student will be able to read unedited target language texts in his/her field of interest.
2. Writing: The student will be able to express him/herself in writing in the target language on a wide variety of topics of personal interest and will be able to produce simple to complex academic texts.
3. Speaking: The student will become a more effective oral communicator in the target language and will be able to speak on a variety of personal topics with accuracy of tense usage and will be able to give opinions on abstract topics of personal interest.
4. Listening: The student will be able to follow the gist of conversations among native speakers and will be able to understand broadcasts and films in the target language with adequate help and preparation.

In addition, students who complete target-language majors will address the following additional outcomes:

1. Literature: The student will have read and discussed selected poems, novels, short stories, and dramas from a variety of periods and peoples in the literature

of the target language.

2. History: The student will be able to discuss important historical events and trends in the country/countries of the target language, including developments in art, music, science, architecture and/or technology.
3. Geography and Culture: The student will be able to identify important geographical, cultural, economic and demographic features of the country/countries in which the target language is spoken.
4. Language Acquisition: The student will demonstrate knowledge about the theoretical challenges inherent in the acquisition of the target language and will demonstrate increased facility in understanding the structure of his/her first language.

# Minors

## Accounting Minor

### Overview Requirements

#### Core Courses

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 311	Cost/Managerial Accounting	4

Plus three of the following courses:

ACCT 325	Governmental & Not-for-Profit Accounting	3
ACCT 355	Income Tax Accounting I	3
ACCT 451	Auditing I	3
ACCT 457	Advanced Accounting	3
BUSN 315	Business Law I	3
EE 350	Internship	1-8

**Subtotal: 25**

## Applied Mathematics Minor

### Overview Requirements

#### Required Courses

MATH 205	Statistics or ENGR 461	3
MATH 252	Calculus of Integrals	3
MATH 254	Multidimensional Calculus	3
MATH 352	Ordinary Differential Equations	3
		<b>Subtotal: 12</b>

#### Electives

EESC 210	Analytic Methods in Earth Science Any Engineering course numbered 36X or 46X Any 300- or 400-level Math course	3
		<b>Subtotal: 9</b>
		<b>Subtotal: 21</b>

## Biology Minor

### Overview Requirements

#### Required Courses – Biology

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 442	Evolution (Lec/Lab)	3/1
BIOL	Courses chosen in consultation with advisor	10

#### Required Courses – Chemistry

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

**Subtotal: 30**

## Business Administration Minor

### Overview Requirements

#### Core Courses

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUSN 315	Business Law I	3
BUSN 320	Marketing	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

Plus one of the following:

BUSN 221	Business Management	3
BUSN 304	Healthcare Management	3
BUSN 322	Human Resource Management	3
		<b>Subtotal: 3</b>

Plus one of the following:

BUSN 490	Community Alliance for Management Consulting (CAMC)	3
CS 140	Integrated Software Applications	3
CS 240	Introduction to Business Intelligence	3

MATH 111	College Algebra	3
MATH 205	Statistics	3
EE 350	Internship	1-8
<b>Subtotal: 24</b>		

## Business Studies Minor (Online)

### Overview

### Requirements

Choose two of the following courses:

ACCT 201	Principles of Accounting I	3
ECON 201	Principles of Microeconomics	3
BUSN 370	Production/Operations Management	3
COMM 405	Conflict Management and Mediation	3
<b>Subtotal: 6</b>		

### Core Courses

BUSN 315	Business Law I	3
BUSN 221	Business Management	3
BUSN 322	Human Resource Management	3
BUSN 330	Sales and Sales Management	3
BUSN 351	Financial Management	3
COMM 370	Diversity Communication	3
<b>Subtotal: 18</b>		
<b>Subtotal: 24</b>		

### Outcomes

Students will:

1. Exhibit knowledge of the ethical responsibilities of business and apply them to leadership decisions.
2. Use enhanced collaboration, team building and management skills to encourage better communication, delegation, and trust.
3. Students will demonstrate knowledge in the functional areas of business.
4. Identify the cultural dimensions influencing communication competence within a diverse workplace.
5. Demonstrate knowledge of the legal and economic environment of business.

## Character in Leadership Minor

### Overview

### Mission Statement

As an academic community dedicated to pursuing knowledge in an atmosphere of Christian love, the University of Jamestown recognizes the need for leaders of integrity and courage. The Unruh School of Character in Leadership prepares students by developing the knowledge, values, attitudes, and skills that enable them to live and lead with character and integrity.

### Program

The heart of the Character in Leadership program is its academic core. Each student who participates will receive a minor in leadership. The University of Jamestown values its reputation for quality education and is committed through its Character in Leadership program to providing a broad and sound intellectual foundation that will enable its students to practice leadership with character and integrity.

The Character in Leadership program also provides opportunities for students to learn many practical skills and have hands-on learning experiences. The program emphasizes:

- Learning the skills of critical thinking and moral reasoning.
- Developing personal awareness and the skill of honest self-reflection.
- Participation in retreats and team-building activities.
- Attendance at conferences.
- Completion of an applied leadership capstone project.
- Development of a personal leadership plan.

### Admission to the Program

Approximately thirty students are admitted to the program each year. To be considered for admission, students must have a cumulative 3.0 GPA in high school and submit a separate application to the Character in Leadership program. Applications are available in the Admission Office and online.

**Subtotal: 18**

## Requirements

LDRS 101	The Servant Leader	3
PHIL 252	Ethics	3
LDRS 220	Leadership Elective	0
LDRS 301	The Reflective Leader	3
LDRS 401	The Discerning Leader	3
LDRS 410	Applied Leadership	1
	Capstone I	
LDRS 415	Applied Leadership	1
	Capstone II	
LDRS 200	Practical Leadership	1

PHIL 352: Character in Leadership Section.

**Subtotal: 18**

## Plan of Study

### Freshman Year

LDRS 101	The Servant Leader	3
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### Sophomore Year

PHIL 252	Ethics	3
LDRS 220	Leadership Elective	0

PHIL 352: Character in Leadership Section.

### Junior Year

LDRS 301	The Reflective Leader	3
LDRS 401	The Discerning Leader	3

### Senior Year

LDRS 410	Applied Leadership	1
	Capstone I	
LDRS 415	Applied Leadership	1
	Capstone II	
LDRS 200	Practical Leadership	1

\*Please note that the elective credit may be fulfilled by completing the HNRS Capstone sequence and LDRS 401 counts toward the completion of the Honors Program Contract Course. Please see the Director for additional details.

## Outcomes

### Intended Program Student Learning Outcomes

#### The Leadership Apprentice

1. Theoretical Understanding: Students will remember, understand, and apply theories of leadership and associated disciplines.

2. Practical Application: Students will demonstrate

leadership skills across a variety of situations.

3. Ethical Awareness: Students will analyze and evaluate situations and apply ethical awareness in personal and group decision-making.

4. Personal Development: Students will analyze and evaluate their values, strengths, and weaknesses.

## Chemistry Minor

### Overview Requirements

#### Core Courses

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1

#### Plus one of the following courses:

CHEM 343	Organic Chemistry I (Lec/Lab)	3/1
CHEM 353	Chemical Methods of Analysis	3
CHEM 373	Inorganic Chemistry I	3
CHEM 423	Chemical Thermodynamics	3
	Electives: three 3 or 4 credit courses	9-10

*Electives: three 3 or 4 credit courses:- (from at least two different areas of chemistry) (three CHEM 390 Special Topics can substitute for one three credit upper level).*

**Subtotal: 20-22**

## Christian Ministry Minor

### Overview Requirements

#### Core Courses

REL 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 Education	3

#### Plus one of the following courses:

COMM 101	Introduction to Communication Studies	3
COMM 102	Fundamentals of Public Speaking	3
COMM 201	Oral Interpretation of	3

Literature	<b>Subtotal: 21</b>	<b>Subtotal: 18</b>
<b>Coaching Minor</b>		
<b>Overview Requirements</b>		
<b>Core Courses</b>		
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy & Physiology II	3
KNS 309	Basic Biomechanics	3
KNS 351	Coaching Principles	3
KNS 385	Sport First Aid and Injury Care	3
KNS 415	Sociological and Psychological Aspects of Sports	3
KNS 420	Organization and Administration of Physical Education and Athletics	3
Plus four credits from the following courses:		
KNS 249	Theory of Coaching Football	2
KNS 250	Theory of Coaching Basketball	2
KNS 252	Theory of Coaching Soccer	2
KNS 254	Theory of Coaching Wrestling	2
KNS 255	Theory of Coaching Baseball	2
KNS 257	Theory of Coaching Track and Field	2
KNS 259	Theory of Coaching Volleyball	2
<b>Subtotal: 25</b>		
<b>Communication Minor</b>		
<b>Overview Requirements</b>		
<b>Required Courses</b>		
COMM 101	Introduction to Communication Studies	3
COMM 305	Cross-Cultural Communication	3
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3
COMM	Electives	6
<b>Subtotal: 12</b>		
<b>Outcomes</b>		
Students will:		
1. Demonstrate interpersonal skills.		
<b>Communication - Online Journalism and Social Media Minor</b>		
<b>Overview Requirements</b>		
<b>Required Courses</b>		
COMM 101	Introduction to Communication Studies	3
COMM 228	Online Journalism and Social Media	3
COMM	Electives	6
DIG 232	Digital Design and Typography	3
DIG 317	Digital Audio and Video Development	3
<b>Subtotal: 18</b>		
<b>Communication Studies Minor (Online)</b>		
<b>Overview Requirements</b>		
Choose two of the following courses:		
COMM 112	Mass Media and Society	3
COMM 220	Interpersonal Communication	3
COMM 228	Online Journalism and Social Media	3
COMM 301	Communication Theory	3
COMM	Writing in the Professions	3
312/ENGL 312		
COMM 318	Computer Mediated Communication	3
<b>Subtotal: 6</b>		
<b>Core Courses</b>		
COMM 101	Introduction to Communication Studies	3
COMM 305	Cross-Cultural Communication	3
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3
<b>Subtotal: 12</b>		

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

## Computer Science Minor

### Overview Requirements

#### Core Courses

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3
CS 180	Object-Oriented Programming	3
CS 272	Java Programming I	3
CS 300	Data Structures and Algorithms	3
<b>Subtotal: 15</b>		

Plus nine credits of upper-division electives

Nine upper-division credits with a CS, DIG, or TECH designation. UJ Accelerated technology courses will be accepted as electives with approval from the advisor.

**Subtotal: 9**

**Subtotal: 24**

## Criminal Justice Minor

### Overview Requirements

#### Required Courses

Students must complete these 6 credit hours for the criminal justice minor.

CJ 101	Introduction to Criminal Justice	3
CJ 102/SOC 102	Deviance and Social Control	3
<b>Subtotal: 6</b>		

### Elective Courses

Students must complete 12 credit hours from this list of criminal justice courses.

CJ 202	Writing in Criminal Justice	3
CJ 311	Corrections	3
CJ 312	Police Science	3
CJ 313	Community Policing and Problem Solving	3
CJ 320/SOC 310	Crime and Delinquency	3
CJ 330	Criminal Law and Procedure	3

**Subtotal: 12**

**Subtotal: 18**

## Cybersecurity Minor (Online)

### Overview Requirements

The Cybersecurity minor comprises the Cybersecurity Fundamentals Certificate and the Advanced Cybersecurity Certificate. Courses should be taken in sequence.

#### Cybersecurity Fundamentals Certificate

TECH 325	Networking	3
TECH 362	Cybersecurity	3
TECH 311	Security Policies and Procedures	3
TECH 326	Network Security	3

#### Advanced Cybersecurity Certificate

TECH 401	Defensive Network Security	3
TECH 310	Secure Operating Systems	3
TECH 402	Computer Forensics	3
TECH 400	Ethical Hacking	3

**Subtotal: 24**

### Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.

5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.

6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

## Digital Design Minor

### Overview Requirements

#### Core Courses

BUSN 320	Marketing	3
CS 152	Introduction to Web Development	3
DIG 111	Digital Design	3
DIG 112	Vector Design	3
DIG 232	Digital Design and Typography	3
DIG 251	Graphics Development	3
<b>Subtotal: 18</b>		

Plus one of the following courses:

BUSN 430	Advertising	3
COMM	Photojournalism	3
338/DIG 338		
DIG 317	Digital Audio and Video Development	3
	Other course with CS department approval	3
<b>Subtotal: 3</b>		
<b>Subtotal: 21</b>		

## Driver's Education Minor

### Overview Requirements

Plus 8 credits from any combination of the following courses:

PSYC 203	Developmental Psychology	3
EDUC 219	Instructional Media and Technology	2
EDUC 303	Introduction to Teaching Students with Exceptionalities	3
EDUC 305	Managing and Monitoring the Learning Environment	3
EDUC 306	Multicultural Education	3
EDUC 316	Assessment and Evaluation	3
EDUC 313	General Principles of	3

## Curriculum and Teaching

### Required Courses - Education

EDUC 231	Classroom Driver and Traffic Education	3
EDUC 232	Beginning Driver Problems	2
EDUC 233	In-Car Instruction	3
EDUC 234	Organization and Administration of Safety Education	2

**Subtotal: 18**

## English Minor

### Overview Requirements

The English minor requires at least eighteen semester credits of English beyond 102, including at least one course in British literature and at least three upper-division courses.

## Environmental Science Minor

### Overview Requirements

#### Core Courses

EESC 150	Environmental Science (Lec/Lab)	3/1
EESC 160	Organismal Biology (Lec/Lab)	3/1
EESC 170	Physical Geology (Lec/Lab)	3/1

Plus a minimum of 9 additional credits

(200 level or above from CHEM, BIOL, EESC, or ENGR 402)

**Subtotal: 24**

## French Minor

### Overview Requirements

#### Required Courses

FREN 101	Beginning French I	3
FREN 102	Beginning French II	3
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
FREN 310	French Conversation and Composition	3
FREN 320	French Culture and Civilization	3

FREN 330	Survey of French Literature	3
FREN 340	Survey of Francophone Literature	3
<b>Subtotal: 24</b>		

## Full Stack Developer Minor (Online)

### Overview Requirements

The Full Stack Developer minor comprises of the Full Stack Developer Certificate and the Advanced Full Stack Developer certificate. The Full Stack Developer certificate should be taken in sequence.

#### Full Stack Developer Certificate

TECH 152	Introduction to Web Development	3
TECH 342	Database Development	3
TECH 320	JavaScript Technologies	3
TECH 441	Dynamic Web Design	3

#### Advanced Full Stack Developer Certificate

TECH 301	Agile Project Management	3
TECH 423	Linux Administration	3
TECH 350	Source Code Control & Virtualization	3
TECH 340	Python	3

**Subtotal: 24**

### Outcomes

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

## Game Design Minor

### Overview Requirements

#### Required Courses

CS 170	Structured Programming	3
CS 180	Object-Oriented Programming	3
DIG 251	Graphics Development	3
CS 272	Java Programming I or	3
CS 373	C# Development	3
DIG 317	Digital Audio and Video Development	3
DIG 470	3D Computer Animation	3
CS 471	Game Development	3

**Subtotal: 21**

## German Minor

### Overview Requirements

#### Required Courses

GER 101	Beginning German I	3
GER 102	Beginning German II	3
GER 201	Intermediate German I	3
GER 202	Intermediate German II	3
GER 310	German Conversation and Composition	3
GER 320	German Culture and Civilization	3
GER 330	Survey of German Literature I	3
GER 340	Survey of German Literature II	3

**Subtotal: 24**

## Global Studies Minor

### Overview Requirements

#### Core Courses

FLAN	Two consecutive foreign language courses beyond the minimum university requirements	6
COMM 305	Cross-Cultural Communication	3

Plus three of the following courses:

HIST 222	History of the Middle East	3
HIST 262	History of China	3
HIST 268	History of India	3
HIST 302	Selected Readings and Topics in Non-U.S. Studies	3
HIST 344	19th Century Europe	3
HIST 354	Evolution of War	3
HIST 362	History of China	3
HIST 364	The French Revolution and the Age of Napoleon	3
HIST 368	History of India	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3
POLS 335	The European Union	3

Plus two of the following courses:

ART 312	Comparative Art Forms: East and West	3
ENGL 230	British Literature to 1785	3
ENGL 231	British Literature Since 1785	3
ENGL 305	Studies in the British Novel	3
ENGL 319/THEA 319	Modern British Drama	3
ENGL 320	British Romantics	3
ENGL 330	Victorian England	3
ENGL 331/THEA 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

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.

**Subtotal: 24**

## History Minor

### Overview Requirements

#### Required Courses

HIST 207	The United States to 1865	3
HIST 208	The United States Since 1865	3
HIST 291	Western Civilization I	3
HIST 292	Western Civilization II	3

Plus nine additional credits in History:

To include least once course from the American History course offerings and at least one course from the non-American History course offerings, and including at least six credits at the 300 level or above.

**Subtotal: 21**

## Information Technology Minor

### Overview Requirements

#### Core Courses

CS 160	Introduction to Computer Principles	3
CS 170	Structured Programming	3
CS 240	Introduction to Business Intelligence	3
CS 325	Networking	3
CS 342	Database Development	3
CS 365	Information Systems Security	3

**Subtotal: 18**

Plus six credits of upper-division electives

Six upper-division credits with a CS, DIG, or TECH designation. UJ Accelerated technology courses will be accepted as electives with approval from the advisor.

**Subtotal: 6**

**Subtotal: 24**

## Information Technology Minor (Online)

### Overview

#### Requirements

To earn the Information Technology Minor, students must complete 24 credits of TECH courses as outlined below. This will comprise of completing all unique courses from the IT Service Management certificate and the CompTIA A+ certificate. Cybersecurity must be taken as well along with one elective.

#### IT Service Management Certificate

TECH 160	Introduction to Computing	3
TECH 200	Hardware Installation and Maintenance	3
TECH 325	Networking	3
TECH 201	IT Helpdesk	3
TECH 300	Operating Systems and Cloud Environments	3

#### CompTIA A+ Course

TECH 202	CompTIA A+ Certification Preparation	3
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#### Cybersecurity Course

TECH 362	Cybersecurity	3
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#### Elective Courses

Select any elective course from the following options:

TECH 311	Security Policies and Procedures	3
TECH 342	Database Development	3
TECH 301	Agile Project Management	3
TECH 340	Python	3
TECH 423	Linux Administration	3

**Subtotal: 24**

### Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group

cooperation.

5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

## Management Minor

### Overview

#### Requirements

#### Core Courses

ACCT 201	Principles of Accounting I	3
BUSN 221	Business Management	3
BUSN 322	Human Resource Management	3
BUSN 330	Sales and Sales Management	3
BUSN 351	Financial Management	3
BUSN 370	Production/Operations Management	3

Plus two of the following courses:

BUSN 315	Business Law I	3
BUSN 455	Strategic Management	3
BUSN 490	Community Alliance for Management Consulting (CAMC)	3
COMM 370	Diversity Communication	3
COMM 405	Conflict Management and Mediation	3
ECON 201	Principles of Microeconomics	3
EE 350	Internship	1-8

**Subtotal: 24**

## Marketing Minor

### Overview

#### Requirements

#### Core Courses

BUSN 320	Marketing	3
BUSN 410	Global Marketing	3
BUSN 430	Advertising	3
BUSN 480	Strategic Marketing	3

Plus one of the following courses:

BUSN 470	Special Topics (Marketing, Management)	3
BUSN 475	Marketing Research	3

Plus three of the following courses:				<b>Subtotal: 6</b>
BUSN 322	Human Resource Management	3		
BUSN 490	Community Alliance for Management Consulting (CAMC)	3	Plus electives:	
COMM 305	Cross-Cultural Communication	3	PHIL	Electives
BUSN	Internship to be approved by department	3		9
				<b>Subtotal: 18</b>

## Physical Education Minor

### Overview Requirements

**Subtotal: 24**

## Music Minor

### Overview Requirements

#### Core Courses

MUS 100	Music Performance Seminar*	0
MUS 160	Harmony/Theory I	3
MUS 161	Harmony/Theory II	3
MUS 162	Ear Training I	2
MUS 163	Ear Training II	2
MUS 266	Introduction to Conducting	2
MUS	Applied Lessons	4
MUS	Ensemble – 2 Years*^	4

*Note: All majors and minors enrolled in applied lessons are required to take MUS 100.*

*MUS (Ensemble – 2 Years): Choir or Wind Ensemble.*

#### Plus two of the following courses:

MUS 239	Music History I: Medieval and Renaissance	3
MUS 339	Music History II: Baroque and Classical	3
MUS 340	Music History III: Romantic and Modern Eras	3

**Subtotal: 26**

## Philosophy Minor

### Overview Requirements

#### Core Courses

PHIL 252	Ethics	3
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#### Core Courses

KNS 182	Introduction to Kinesiology	2
KNS 183	Concepts of Fitness and Wellness	3
KNS 217	Essentials of Anatomy & Physiology I	3
KNS 218	Essentials of Anatomy & Physiology II	3
KNS 260	Technology Integration in Physical Education, Health, and Fitness	3
KNS 309	Basic Biomechanics	3
KNS 420	Organization and Administration of Physical Education and Athletics	3
KNS	Theory Electives	4

#### Plus the following activity classes:

KNS 215	Social and Contemporary Dance I	1
	or	
KNS 216	Social and Contemporary Dance II	1
KNS 111	Beginning Swimming	1
KNS 207	Beginning Weight Training and Fitness	1
	or	
KNS 208	Intermediate Weight Training and Fitness	1
	or	
KNS 209	Advanced Weight Training and Fitness	1

KNS	Elective activity classes	2
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#### Plus two of the following courses:

PHIL 303	Classical Philosophy	3
PHIL 305	Medieval Philosophy	3
PHIL 306	Modern Philosophy	3
PHIL 307	Recent and Contemporary Philosophy	3

## Physical Education Teacher Education Minor

### Overview Requirements

#### Core Courses

KNS 261	Methods and Activities for Teaching Elementary Physical Education	3
KNS 262	Middle School Activities and Materials or	2
KNS 263	High School Activities and Materials	2
KNS 264	Teaching Fitness Education	2
KNS 305	Curriculum, Standards, and Assessment in PE	3
KNS 311	Motor Learning and Development	3
KNS 346	Adaptive Physical Education	2
KNS 361	Methods in Physical Education	4
<b>Subtotal: 19</b>		

## Physics Minor

### Overview Requirements

#### Required Courses

PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
PHYS 345	Introduction to Modern Physics Electives	3
		9

*Electives: A minimum of 9 credits from ENGR 380, ENGR 401, PHYS 390, or PHYS 490 (PHYS 390 and PHYS 490 may be repeated for different topics).*

**Subtotal: 22**

## Political Science Minor

### Overview Requirements

The Political Science minor is designed to offer interested non-majors exposure to some of the important issues in American, European, and world politics, and is an excellent complement to majors in many areas.

#### Core Courses

POLS 104	American National Government	3
POLS 325	Comparative European Governments	3
POLS 333	World Politics	3

Plus three of the following courses:

POLS 311/HIST 311	Indigenous History and Federal Indian Policy, 1787 - Present	3
POLS 312	Congress and the Presidency	3
POLS 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3
POLS 335	The European Union	3
POLS 344	American Foreign Relations to 1920	3
POLS 348	American Foreign Relations since 1895	3
POLS 352	American Economic Policy	3
POLS 370/HIST 370	American Constitutions and Revolutions	3
POLS 375	Modern Political Thought	3
POLS 391/HIST 391	American Economic Development	3
POLS 450	Internship in Political Science	1-3
POLS 495	Independent Study in Political Science	3
POLS X00	Directed study in Political Science	3
POLS X90	Special Topics in Political Science	3

Internships conducted through the Office of Experiential Education (EE 350) and worth at least 3 credits, as well as special topics classes in any department, can be used to satisfy one Political Science elective requirement with the approval of the Department of History and Political Science.

Students cannot take multiple sections of classes that are cross-listed with other departments or have different sections or numbers in Political Science. At least 9 credits must be unique to the minor – i.e. they cannot also fulfill other major or minor requirements.

**Subtotal: 18**

## Psychology Minor

### Overview Requirements

#### Core Courses

PSYC 101	General Psychology	3
PSYC 201	Psychology in Context	3
PSYC 215	Applied Behavior Analysis	3
	Additional courses chosen in consultation with an advisor from the Psychology Department.	12

Minors in psychology must be declared and the elective courses approved prior to the senior year.

## Religion Minor

### Overview Requirements

#### Required Courses

REL 211	Old Testament	3
REL 212	New Testament	3
REL 362	Christian Beliefs	3
REL	Electives	9

**Subtotal: 18**

## Rhetoric and Reasoning Minor

### Overview Requirements

#### One of the following courses:

ENGL 201	Introduction to Literary Study and Analysis	3
PHIL 251	Introduction to Critical Thinking	3
PSYC 323	Judgment and Decision Making	3

#### Plus three of the following courses:

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

*(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)

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 314	Governmental Power and U.S. Constitutional Law	3
POLS 316	Rights & Liberties and U.S. Constitutional Law	3

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.

**Subtotal: 18**

## Spanish Minor

### Overview Requirements

#### Core Courses

SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3

#### Advanced Courses

(Students may take any four of the following advanced credits. Up to 6 credits of advanced coursework may be completed in programs abroad.)

SPAN 310	Advanced Spanish I	3
SPAN 320	Advanced Spanish II	3
SPAN 330	Spanish Peninsular Cultural Studies I	3
SPAN 340	Spanish Peninsular Cultural Studies II	3
SPAN 370	Latin American Cultural Studies I	3
SPAN 380	Latin American Cultural Studies II	3

Note: A Spanish 300: Special Topics course can replace another 300-level Spanish course.

**Subtotal: 24**

## Theatre Minor

### Overview

### Requirements

#### Required Courses

COMM 201	Oral Interpretation of Literature	3
THEA 190	Introduction to Theatre	3
THEA 201	Drama Performance	1
THEA 202	Theatre Practice	1
THEA 303	Stagecraft and Lighting	4
THEA	Electives	6

DIG 317	Digital Audio and Video Development	3
CS 325	Networking	3
CS 342	Database Development	3
DIG 361	Advanced Computer Graphic Design	3
CS 365	Information Systems Security	3
DIG 371	2D Computer Animation	3
CS 373	C# Development	3

**Subtotal: 21**

### Requirements for a Theatre Minor or Students Majoring in Fine Arts

The student must have twenty semester credits from within the theatre offerings in addition to the two theatre courses taken to satisfy the requirements for a fine arts major. The Theatre Department chair may recommend as electives additional courses from among the department's offerings or in supporting fields as indicated by the student's educational and career objectives.

**Subtotal: 20**

## Web Design Minor

### Overview

### Requirements

#### Core Courses

DIG 251	Graphics Development	3
CS 152	Introduction to Web Development	3
CS 441	Dynamic Web Design	3

#### Plus electives:

(Pick four courses. Three must be unique to this minor and not included in other Major(s) or Minor(s). No more than two from any one area.)

BUSN 320	Marketing	3
BUSN 390	Special Topics	1-3
BUSN 430	Advertising	3
COMM 228	Online Journalism and Social Media	3
COMM 314	Publicity and PR	3
COMM 318	Computer Mediated Communication	3
COMM 338/DIG 338	Photojournalism	3
COMM 415	Sports Information and Media	3

# Certificates

## Certificate in Advanced Cybersecurity (Online)

### Overview

### Requirements

TECH 401	Defensive Network Security	3
TECH 310	Secure Operating Systems	3
TECH 402	Computer Forensics	3
TECH 400	Ethical Hacking	3
<b>Subtotal: 12</b>		

### Outcomes

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

## Certificate in Advanced Full Stack Developer (Online)

### Overview

### Requirements

TECH 301	Agile Project Management	3
TECH 350	Source Code Control & Virtualization	3
TECH 423	Linux Administration	3
TECH 340	Python	3
<b>Subtotal: 12</b>		

### Outcomes

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

## Certificate in CompTIA A+ (Online)

### Overview

### Requirements

All four courses must be completed to complete the certificate.

TECH 160	Introduction to Computing	3
TECH 200	Hardware Installation and Maintenance	3
TECH 325	Networking	3
TECH 202	CompTIA A+ Certification Preparation	3
<b>Subtotal: 12</b>		

### Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.

4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues

## Certificate in Cybersecurity Fundamentals (Online)

### Overview Requirements

All courses must be completed to earn the certificate.

TECH 325	Networking	3
TECH 362	Cybersecurity	3
TECH 311	Security Policies and Procedures	3
TECH 326	Network Security	3
<b>Subtotal: 12</b>		

### Outcomes

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

## Certificate in Digital Marketing and Analytics (Online)

### Overview Requirements

BSST 361	Storytelling and Video Marketing	3
BSST 362	Social Media Marketing	3
BSST 363	Digital Marketing Ads	3
BSST 364	Digital Marketing and Analytics	3

**Subtotal: 12**

### Outcomes

Students will:

1. Demonstrate the ability to use different kinds of digital marketing techniques to promote a brand or company.
2. Create a digital marketing campaign that uses a variety of methods for reaching potential consumers and generate sales.
3. Assess the effectiveness of a digital marketing campaign.

## Certificate in Full Stack Developer (Online)

### Overview Requirements

TECH 152	Introduction to Web Development	3
TECH 342	Database Development	3
TECH 320	JavaScript Technologies	3
TECH 441	Dynamic Web Design	3
<b>Subtotal: 12</b>		

### Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology-related problems.
3. Communicate effectively with clients and peers verbally and in writing.

4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution to a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues

## Certificate in IT Service Management (Online)

### Overview

### Requirements

All courses must be completed to complete the certificate.

TECH 160	Introduction to Computing	3
TECH 200	Hardware Installation and Maintenance	3
TECH 325	Networking	3
TECH 201	IT Helpdesk	3
TECH 300	Operating Systems and Cloud Environments	3
<b>Subtotal: 15</b>		

### Outcomes

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

## Certificate in Professional Writing

### Overview

### Requirements

Students may elect to complete an undergraduate certificate in Professional Writing by completing the following courses.

English majors can complete this certificate by including taking these courses as part of their 37-credit major. Non-majors may complete the certificate by taking these four courses.

ENGL 312/COMM 312	Writing in the Professions	3
ENGL 314	Introduction to Rhetorical Theory	3
ENGL 316	Technical Writing	3
ENGL 414	Multimodal Composition	3
<b>Subtotal: 12</b>		

### Outcomes

1. Think critically about a variety of rhetorical situations common in professional environments
2. Demonstrate knowledge of a variety of rhetorical theories and their practical application in a variety of professional and technical fields.
3. Create documents in a variety of genres for a variety of audiences
4. Communicate clearly using both written and oral communication skills
5. Write and edit according to the rules of Standard American English

**Subtotal: 12**

### Outcomes

## Certificate in Project Management (Online)

### Overview

### Requirements

BSST 341	Introduction to Project Management	3
BSST 342	Project Planning	3

BSST 343	Project Execution, Monitoring, and Control	3	4. Assess and critique research related to health care and psychology.
BSST 344	Advanced Project Management Practicum	3	
<b>Subtotal: 12</b>			

## Outcomes

Students will:

1. Critically assess the application of waterfall and agile methodologies for different projects within a business context, and justify their decisions as well as any associated financial investment.
2. Construct detailed project plans that take into account scope, resource constraints, dependencies and quality assurance.
3. Ensure quality of execution for a given project and execute projects that adapt to changing circumstances.
4. Demonstrate adaptable project management skills with an extensive simulated project, and articulate ethics and scalability considerations.

## Certificate in Psychology for Health Care Professionals (Online)

### Overview

### Requirements

BEHL 341	Medical Psychology	3
BEHL 380	Public Health and Prevention	3
PSYC 101	General Psychology	3
PSYC 203	Developmental Psychology	3
<b>Subtotal: 12</b>		

## Outcomes

Students will:

1. Demonstrate familiarity with the key theoretical perspectives, concepts, and empirical findings in psychology, particularly as they related to health care fields.
2. Apply psychological principles to individuals, organizations, and systems in health care settings.
3. Be able to discuss the biopsychosocial model for health care and its application in a professional setting.

# Other Academic Programs

## Honors Program

### Overview

The mission of the University of Jamestown Honors program is to challenge students to explore and integrate ideas from multiple disciplines, and to think critically and creatively.

### Admission to Program

Incoming freshmen who have earned a 3.0 or higher high school GPA are encouraged to apply to join the Honors Program. Current UJ students and transfer students with a 3.2 or higher post-secondary GPA are also encouraged to apply to join the Honors Program. We will admit as many applicants as we can accommodate. Applications will be reviewed based on GPA and student response to two application questions.

### Requirements

#### Required Courses

HNRS 110	Disrupting Education	1
HNRS 401	Honors Capstone I	1
HNRS 402	Honors Capstone II	1
	7 Honors Seminars or 4 Honor Seminars plus 3- credit Honors Contract course	7

*7 Honors Seminars: 1 credit each.*

Students must have earned a 3.2 or higher cumulative UJ GPA to complete the Honors Program and graduate with University Honors.

## Individually-Designed Majors and Minors

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

## Pre-Professional Preparation

### Pre-Engineering

The 3-2 engineering program provides a three-year course of study at the University of Jamestown with an additional two years of study in one of many engineering programs at universities around the country. Students completing the program receive two degrees: a Bachelor of Arts in mathematics from the University of Jamestown and a Bachelor of Science in engineering from the university at which they complete their engineering courses. Recent University of Jamestown engineering students have completed their studies at several universities, including:

- \*Montana Tech (College of Mineral Science and Technology)
- \*North Dakota State University
- \*South Dakota School of Mines
- \*University of North Dakota
- \*University of South Dakota
- \*Washington University, St. Louis, Mo.

### Pre-Medicine

The University of Jamestown offers pre-professional preparation for a number of health-related fields such as medicine, dentistry, optometry, pharmacy, podiatry, osteopathy, chiropractic, physical therapy, and occupational therapy. Traditionally, more than 85 percent of our science (biology and chemistry) majors pursue further study or professional degrees in the health professions, graduate research, and/or teaching. Note: Students preparing for health profession programs should obtain scheduling advice from advisors in biology or chemistry before registering for classes.

### Pre-Medicine

Most American medical colleges select for admission only those applicants with a four-year college degree and prefer students with a well-rounded liberal arts education. Admission to medical school is strongly influenced by two measures: the student's score on the nationally administered Medical College Admission Test (MCAT) and the overall grade point average (GPA).

University of Jamestown students historically have received excellent preparation for successful performance on the MCAT. We believe the key to this success is the

availability of our instructors to help students. Students' scholastic achievements and their successful attainment of career goals are important to us.

Pre-medicine students are not limited to a single set of courses. Students plan their programs in consultation with the pre-medical advisors. Medical schools usually require only a few basic courses. Beyond this minimum, courses may be chosen according to the student's own interests. The majority of the University of Jamestown pre-medical students choose to major in either biology, chemistry, or biochemistry; but a major in a different area may be satisfactory. It should be noted, however, that the first two years of medical school consist of intensive coursework in biology and chemistry.

### **Pre-Chiropractic, Pre-Dentistry, Pre-Optometry, Pre-Osteopathy, Pre-Podiatry, Pre-Veterinary**

Collegiate preparation for admission to schools of dentistry, optometry, veterinary, and other health professions is essentially the same as that for medical school. United States dental schools require that applicants take the Dental Admission Test (DAT) and schools of optometry require the Optometry Admission Test (OAT).

Students interested in these fields should contact advisors in biology or chemistry to prepare a course program to meet their individual objectives. Also, professional schools may differ in what courses they desire applicants to have taken.

### **Pre-Pharmacy**

The University of Jamestown traditionally has provided a strong background for students pursuing a degree in pharmacy. The Student Success Center and health professions advisors should be consulted when planning a pre-pharmacy schedule.

### **Coursework**

#### **Biology Curriculum**

BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
BIOL 151	Introduction to Biology II (Lec/Lab)	3/1
BIOL 208	Human Anatomy and Physiology I (Lec/Lab) or	4/1
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1

BIOL 216	Microbiology (Lec/Lab)	3/1
BIOL 305	Cell Biology (Lec/Lab)	4/1
BIOL 312	Developmental Biology	3
BIOL 430	Genetics (Lec/Lab)	4/1
BIOL 445	Biology Seminar I	1
BIOL 446	Biology Seminar II	1

#### **Suggested Chemistry Courses:**

(Pre-Medicine students should have schedule plans checked by a biology advisor.)

CHEM 133	General Chemistry I (Lec/Lab)	3/1
CHEM 134	General Chemistry II (Lec/Lab)	3/1
CHEM 343	Organic Chemistry I (Lec/Lab)	3/1
CHEM 344	Organic Chemistry II (Lec/Lab)	3/1
CHEM 413	Biochemistry I	3

#### **Suggested Courses in Other Departments:**

MATH 251	Calculus of Derivatives	3
PSYC 101	General Psychology	3
PHYS 203	Physics I (Lec/Lab)	4/1
PHYS 204	Physics II (Lec/Lab)	4/1
SOC 101	Introduction to Sociology	3

### **Pre-Occupational Therapy**

In addition to specific science courses, a background in psychology is recommended for occupational therapy. Students may complete two or three years of coursework at the University of Jamestown and apply for the professional programs at other institutions. Alternatively, students may complete four years of training in a major at University of Jamestown and then apply for Master of Science programs. As with other professional programs, admission to occupational therapy at the graduate level is competitive. Students considering this program should consult the Student Success Center and health professions advisors in biology or chemistry when planning their coursework.

### **Pre-Physical Therapy**

There are two avenues to be admitted into the University of Jamestown Doctor of Physical Therapy Program, Direct Entry and PTCAS (Physical Therapist Centralized Application Service), [www.ptcas.org](http://www.ptcas.org).

## Direct Entry

Incoming freshmen who have been officially admitted to the University of Jamestown's undergraduate program in a pre-physical therapy track major (e.g. biology, biochemistry, chemistry, exercise science, or nursing) may apply for Direct Entry to the University of Jamestown Doctor of Physical Therapy program.

Current freshmen and sophomore students at the University of Jamestown may apply for Direct Entry to the University of Jamestown Doctor of Physical Therapy Program.

Direct Entry application criteria are as follows:

- Acceptance to the University of Jamestown
- High school transcripts showing minimum 3.00 GPA (4.00 scale)
- For current University of Jamestown students, minimum cumulative GPA of 3.00 and minimum prerequisite GPA of 3.00 (4.00 scale)

To apply to Direct Entry, the following items must be submitted:

- Completed application for Direct Entry into Doctor of Physical Therapy Program
- Official transcript(s)
- Essential Function Requirements form
- Interview with a University of Jamestown Doctor of Physical Therapy Program admissions representative.

The first deadline for completed applications is January 1, year of entry. Successful applicants will be notified by February 1.

The second deadline for completed applications is April 1, year of entry. Successful applicants will be notified by May 1.

## Maintenance of Eligibility in Direct Entry - Grades and Pre-professional Behavior

Direct Entry students are required to maintain:

- Cumulative GPA in all undergraduate course work ( $\geq 3.00$ )\*
- Cumulative GPA in all undergraduate prerequisite course work ( $\geq 3.00$ )\*

- Appropriate pre-professional behavior such as no campus violations and attending Direct Entry meetings

\*If a student's cumulative GPA falls below 3.00, the student has one semester to raise his or her cumulative GPA to 3.00 or higher. If the student is unable to raise his or her cumulative GPA above 3.00 after one semester, he or she is dismissed from Direct Entry but is eligible to remain at the University and is eligible to apply to the Doctor of Physical Therapy Program through PTCAS.

\*Human anatomy and physiology I and II with lab must be completed at the University of Jamestown. Online courses will not be accepted.

## Prerequisite Table

Minimum Required Semester Hours	Prerequisite	Acceptable Courses (see prerequisite for lab requirement t)	University of Jamestown Requirements
8 Total Semester Hours	Human Anatomy and Physiology I with Lab	Human Anatomy and Physiology I	BIOLOGY 208*
	Human Anatomy and Physiology II with Lab	Human Anatomy and Physiology II	BIOLOGY 209*
8 Total Semester Hours	General Biology I with Lab	Cell Biology or General Biology I	BIOLOGY 150
	General Biology II with Lab	Cell Biology, Embryology, General Biology II, Genetics, Histology, Immunology , Microbiology, Molecular Biology, Zoology <i>Botany not accepted</i>	BIOLOGY 151
8 Total Semester Hours	General Chemistry I with Lab	General Chemistry I	CHEM 133
	General Chemistry II with Lab	General Chemistry II, Biochemistry, Inorganic Chemistry, Organic Chemistry	CHEM 134
8 Total Semester Hours	Physics I with Lab	Physics I	PHYS 143 or PHYS 203

	Physics II with Lab	Physics II	PHYS 144 or PHYS 204
3 Total Semester Hours	General Psychology	General Psychology	PSYC 101
3 Total Semester Hours	Lifespan Development <b>OR</b> Abnormal Psychology	Developmental Psychology <b>OR</b> Abnormal Psychology	PSYC 203 or PSYC 302
3 Total Semester Hours	Statistics	Business Statistics, Math Statistics, Psychology Statistics, or Biostatistics	MATH 105 or MATH 205 or PSYC 202

\*Must be taken at the University of Jamestown for Direct Entry.

\*\*\*If the student's prerequisite GPA falls below 3.00, the student has one semester to raise his or her prerequisite GPS in those courses to 3.00 or higher. IF the student is unable to raise his or her prerequisite GPA in those courses to 3.00 or higher after one semester, he or she is dismissed from Direct Entry but is eligible to remain at the University and is eligible to apply to the Doctor of Physical Therapy Program through PTCAS. If prerequisite courses are retaken, grades will be averaged to calculate the new prerequisite GPA.

*If the student violates any of the above criteria, the student may be dismissed from Freshman Direct Entry.*

### Matriculation into the Physical Therapy Program

To matriculate in the Doctor of Physical Therapy Program, the following criteria must be met by February 1 of the year of entry to the professional program. Direct Entry students must complete their undergraduate degree in order to matriculate into the Doctor of Physical Therapy Program.

### Essential Function Requirements

Because a student's ability to carry out the essential functions required of a physical therapist may change between the student's initial matriculation into the University of Jamestown as an undergraduate and his/her

graduation, an additional signed Essential Function Requirements Form is required. This additional form is separate from the Essential Function Requirements Form that was signed during the application process.

### Observation Hours

Physical Therapy observation hours are recommended but not required. We do encourage each applicant to learn more about the physical therapy profession prior to their interview.

### Letters of Recommendation

One recommendation from a work-related supervisor using the Direct Entry Letter of Recommendation, Supervisor form is required. This recommendation can be sent directly from the reference to this address: University of Jamestown Doctor of Physical Therapy Program, 4190 26th Ave. S, Fargo, ND, 58104. It can also be submitted by the student directly to the University of Jamestown Doctor of Physical Therapy Program in a sealed envelope with the supervisor's signature across the sealed, back side of the envelope.

One recommendation from a physical therapist using the Direct Entry Letter of Recommendation, Supervisor form is required. This recommendation can be sent directly from the reference to this address: University of Jamestown Doctor of Physical Therapy Program, 4190 26th Ave. S, Fargo, ND, 58104. It can also be submitted by the student directly to the University of Jamestown Doctor of Physical Therapy Program in a sealed envelope with the physical therapist's signature across the sealed, back side of the envelope.

### Background Check

A background check is required. Contact Brittany Anderson at ext. 5921 to obtain information. There is an estimated \$75 fee.

### Physical Therapist Centralized Application Service (PTCAS)

Students who have completed required course work and will be receiving a bachelor's degree from an accredited institution may apply to the University of Jamestown Doctor of Physical Therapy Program using the Physical Therapist Centralized Application Service (PTCAS) online application at [www.ptcas.org](http://www.ptcas.org). All required application materials must be uploaded into PTCAS for processing; materials mailed directly to the program will not be accepted. The University of Jamestown Doctor of Physical Therapy Program has a rolling admissions process. PTCAS

must receive all information by the application deadlines. Please check PTCAS for application deadlines. Incomplete applications will not be accepted.

Qualified applicants will be invited to interview at the University of Jamestown Doctor of Physical Therapy Program Fargo campus. All costs associated with the interview are the responsibility of the applicant.

Admission to the program is determined based on the following criteria:

- Completion of a Bachelor's degree from an accredited institution prior to matriculation
- Official transcripts from all higher learning institutions attended
- A minimum GPA of 3.00/4.00 in all undergraduate courses (GPA calculation includes repeated courses)
- A minimum GPA of 3.00/4.00 in all prerequisite courses listed in the prerequisite table (GPA calculation includes repeated courses)
- Completion of a minimum of 40 hours observation, volunteer, and/or paid work in a physical therapy setting verified by a licensed physical therapist
- Signed Essential Functions Requirements Form
- Two letters of recommendation: one from work supervisor, one from licensed physical therapist
- Submission of TOEFL scores, if applicable (acceptable scores are as follows: TOEFL score 525 Paper; TOEFL score 195 Computer; TOEFL score 70 Internet-based; IELTS band score 5.5)

### Prerequisite Coursework

Nine of thirteen prerequisite courses must be completed by October 1 to be eligible for an interview in November, or December 15 to be eligible for an interview in February. All coursework and a Bachelor's degree from an accredited institution must be completed by June 1 prior to beginning the program.

If your application is selected for admission, and upon accepting the offer of admission, you will be agreeing to an annual national background report and also agreeing to comply with health, immunization, and education requirements of the clinical education program.

University of Jamestown protects applicants rights, including due process. If an individual believes that he or

she has been treated unfairly in the admissions process, he or she may wage a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Director of the Physical Therapy Program and the Provost.

### Pre-Law

Law schools do not generally require a specific pre-law program. Those pursuing an undergraduate curriculum in preparation for law school should consult with history-political science faculty.

### Bachelor of Science in Nursing Continuing to Doctor of Physical Therapy

The BSN to DPT Curriculum enables highly motivated students to achieve a BSN degree while they are completing Pre-Physical Therapy Requirements. Students are advised to declare a nursing and pre-PT major during their freshman year in order to receive important communication from the Department of Nursing and from the DPT Program. Policies for admission to the Nursing Program (described in this catalog under Nursing), and to Doctor of Physical Therapy Program will apply.

### Suggested Course Sequence

#### Freshman Year - Fall Semester

JOUR 101	UJ Foundations	1
ENGL 101	Expository Writing	3
PSYC 101	General Psychology	3
CHEM 133	General Chemistry I (Lec/Lab)	3/1
BIOL 150	Introduction to Biology I (Lec/Lab)	3/1
MATH 112	Trigonometry	3

#### Freshman Year - Spring Semester

PSYC 203	Developmental Psychology	3
ENGL 102	Argumentative and Analytical Writing	3

SOC 102/CJ 102	Deviance and Social Control	3
SOC 230	or Sociology of the Family	3

CHEM 134	General Chemistry II (Lec/Lab)	3/1	Sophomore Year - Summer Term	
	Global Perspectives Course (general education)	3	Ethics (general education)	3
	Music/Art/Theatre/Literature Course (general education)	3		
<b>Freshman Year - Summer Term</b>				
<b>Junior Year - Fall Semester</b>				
NRSG 331	Child/Adult Health I	7		
NRSG 332	The Childbearing Family	5		
PSYC 302	Abnormal Psychology	3		
<b>Junior Year - Spring Semester</b>				
NRSG 333	Child/Adult Health II	7		
NRSG 334	Child/Adult Mental Health	5		
	Religion Course	3		
BIOL 210	Medical Terminology	2		
<b>Junior Year - Summer Term</b>				
	American History/Government (general education)	3		
	Nursing Elective	1-4		
<b>Senior Year - Fall Semester</b>				
NRSG 424	Child/Adult Health III	6		
NRSG 425	Community Health Nursing	6		
NRSG 497	Nursing Research	2		
<b>Senior Year - Spring Semester</b>				
NRSG 426	Nursing Leadership/Management	7		
NRSG 427	Nursing as a Profession	2		
NRSG 428	NCLEX Success	2		
	Nursing Elective	1-3		
<b>Sophomore Year - Fall Semester</b>				
BIOL 208	Human Anatomy and Physiology I (Lec/Lab)	4/1		
PHYS 143	College Physics I (Lec/Lab)	4/1		
MATH 205	Statistics	3		
NRSG 205	Nutrition	2		
	Computer Science Course	3		
<b>Sophomore Year - Spring Semester</b>				
BIOL 209	Human Anatomy and Physiology II (Lec/Lab)	4/1		
PHYS 144	College Physics II (Lec/Lab)	4/1		
PHYS 144	College Physics II (Lec/Lab)	4/1		
NRSG 210	Nursing Foundations	6		
NRSG 206	Health Assessment	3		

# Courses

## ACCT-Accounting

### ACCT 190 - Special Topics (1-3)

By arrangement

### ACCT 200 - Directed Studies (1-4)

By arrangement

### ACCT 201 - Principles of Accounting I (3)

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

Offered: Fall, Spring.

### ACCT 202 - Principles of Accounting II (3)

A continuation of ACCT 201, with emphasis on corporations, reporting and analysis, and managerial accounting.

Prerequisite: ACCT 201. Offered: Fall, Spring.

### ACCT 290 - Special Topics (1-3)

By arrangement

### ACCT 300 - Directed Studies (1-4)

By arrangement

### ACCT 301 - Intermediate Accounting I (3)

A study of financial reporting and statements, current assets and liabilities; property, plant, and equipment; intangibles; investments; and long-term receivables.

Prerequisite: ACCT 202. Offered: Fall.

### ACCT 302 - Intermediate Accounting II (3)

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

Prerequisite: ACCT 301. Offered: Spring.

### ACCT 311 - Cost/Managerial Accounting (4)

This course examines various topics in cost and managerial accounting. It focuses on the examination and analysis of

cost data for performance evaluation and decision-making. Special emphasis is placed on job order costing, process costing, standard costs, the budgeting process, cost-volume-profit analysis, variable costing, capital budgeting, and capital investment.

Prerequisite: ACCT 202. Offered: Spring.

### ACCT 325 - Governmental & Not-for-Profit Accounting (3)

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

Prerequisite: ACCT 302. Offered: Spring.

### ACCT 350 - Internship (1-8)

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

Offered: Fall, Spring.

### ACCT 355 - Income Tax Accounting I (3)

A study of the current environment surrounding the federal income taxation of individuals and businesses, tax planning, and tax minimization.

Prerequisite: ACCT 202. Offered: Fall.

### ACCT 356 - Income Tax Accounting II (3)

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

Prerequisite: ACCT 355. Offered: Spring.

### ACCT 357 - Tax Practicum: VITA (1)

A practicum offering students the opportunity to prepare individual tax returns. The program is offered under the auspices of the Taxpayer Service Section of the Internal Revenue Service.

Prerequisite: ACCT 355 or permission of instructor.

Offered: Spring.

### **ACCT 390 - Special Topics (1-3)**

By arrangement

### **ACCT 400 - Directed Studies (1-4)**

By arrangement

### **ACCT 451 - Auditing I (3)**

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. Offered: Fall.

### **ACCT 452 - Auditing II/Senior Seminar (3)**

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. Offered: Spring.

### **ACCT 457 - Advanced Accounting (3)**

A course of specialized accounting procedures and reporting with emphasis on multi-corporate entities, multinational entities, and partnership.

Prerequisite: ACCT 302. Offered: Fall.

### **ACCT 490 - Special Topics (1-3)**

By arrangement

### **ACCT 495 - Independent Study (1-4)**

By arrangement

## **ART-Art**

### **ART 103 - Art Appreciation (3)**

(For non-majors) An introduction to the understanding and appreciation of the visual arts as a revelation of cultural values of the past and present.

Offered: Fall, even years.

### **ART 111 - Drawing I (3)**

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

Offered: Fall, even years.

### **ART 112 - Design (3)**

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

Offered: Fall, odd years.

### **ART 190 - Special Topics (1-3)**

By arrangement

### **ART 200 - Directed Study (2-3)**

By arrangement

### **ART 209 - Figure Drawing (3)**

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

Offered: Spring.

### **ART 210 - Art History I (3)**

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

Offered: Fall, odd years.

### **ART 211 - Art History II (3)**

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

Offered: Spring, even years.

### **ART 212 - Drawing II (3)**

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

Offered: Fall, odd years.

**ART 290 - Special Topics (1-3)**

By arrangement

**ART 298 - Directed Studio Experience (3)**

Advanced individual development in studio areas  
(drawing, design, painting, print-making, other media).

Prerequisite: See instructor for relevant prerequisites.

**ART 299 - Directed Studio Experience (3)**

Advanced individual development in studio areas  
(drawing, design, painting, print-making, other media).

Prerequisite: See instructor for relevant prerequisites.

**ART 300 - Directed Study (2-3)**

By arrangement

**ART 302 - Printmaking (3)**

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

**ART 309 - Painting (3)**

An introduction to the basic materials and methods of painting.

**ART 311 - A History of Modern Painting (3)**

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

**ART 312 - Comparative Art Forms: East and West (3)**

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

Prerequisite: Spring, odd years.

**ART 390 - Special Topics (3)**

By arrangement

**ART 398 - Directed Studio Experience (3)**

Advanced individual development in studio areas  
(drawing, design, painting, print-making, other media).

Prerequisite: See instructor for relevant prerequisites.

**ART 399 - Directed Studio Experience (3)**

Advanced individual development in studio areas

(drawing, design, painting, printmaking, other media).

Prerequisite: See instructor for relevant prerequisites.

**ART 400 - Directed Study (2-3)**

By arrangement

**ART 490 - Special Topics (1-3)**

By arrangement

**ART 495 - Independent Study (3)**

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

**ART 498 - Senior Thesis Exhibition (3)**

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

**BEHL - Behavioral Health****BEHL 150 - Critical Thinking (1)**

Students will learn the process of evaluating arguments, claims, reasoning, logic, and how beliefs are formed. The overall purpose of this course is to learn how to carefully evaluate information and apply the process of careful deliberation to the behavioral health field. Topics covered will include common errors in judgment, probability, calculation of risks, and how to develop and make strong arguments.

**BEHL 192 - Psychology in the Workplace (3)**

The business aspect of psychology, specifically how psychological theory and practice is applied in the workplace.

**BEHL 230 - Behavior Modification (3)**

This course covers behavioral learning principles and theories and application to clinical settings. Students will learn how a treatment plan is developed and will develop their own treatment plans.

**BEHL 240 - Social Justice and Advocacy in Behavioral Health (3)**

This course gives students the understanding of social justice and empowers them to identify strategies to become advocates in the behavioral health field.

Offered: Summer.

**BEHL 280 - Introduction to Addiction Studies (3)**

An introduction to the history of addiction counseling and evolution of addiction treatment theories and methods that will prepare students to work in various fields where the understanding and treatment of addiction is critical. Students will be introduced to diagnostic criteria from the Diagnostic and Statistical Manual.

Offered: Fall.

**BEHL 285 - Introduction to Counseling Helping Skills (3)**

This course provides an overview of foundational counseling theories, as well as an introduction to counseling techniques, the therapeutic relationship, and the general counseling process. Particular emphasis will be placed on helping skills.

**BEHL 310 - Cognitive Psychology (3)**

Scientific study of the mind and the role the senses play in how we interpret and perceive our surroundings. Topics covered include attention, learning, memory, perception, and executive function.

**BEHL 320 - Social Behavior (3)**

Overview of the field of social psychology with emphasis on examining how individuals function within a group or other social context. Topics covered include attitudes, performance, stereotypes, prejudice, and research findings within the field.

**BEHL 335 - Biopsychology (3)**

This course focuses on the physiological aspects of psychology, including biological bases for behavior, emotion, motivation, and cognition.

**BEHL 341 - Medical Psychology (3)**

This course will cover how health and the human behavior/mind are interrelated with emphasis on mind-body connection. Research around the prevention, comprehension, and treatment of medical issues will be examined from the perspective of the biopsychosocial model.

**BEHL 352 - Psychopathology (3)**

This course covers the categorization of abnormal behavior in the field of psychology, including an introduction to the Diagnostics and Statistical Manual of Mental Disorders, 5th ed. (DSM-5). Mental disorders and their etiologies will

be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential, and systemic.

**BEHL 360 - Professional Ethics in Practice (3)**

This course will introduce students to the fundamental principles of professional ethics and their application to the behavioral health field. It explores ethical theories, dilemmas and decision-making processes utilizing the Code of Ethics from the American Counseling Association (ACA) and National Association for Alcoholism and Drug Abuse Counselors (NAADAC). Students will be introduced to laws that govern the behavioral health field, including but not limited to, HIPAA and 42 CFR.

Offered: Summer.

**BEHL 380 - Public Health and Prevention (3)**

An overview of the public health model, its applications in the field of psychology, and an introduction to prevention will be covered.

**BEHL 405 - Clinical Psychology (3)**

Introduction to the field of clinical psychology with a focus on both science and practice. Topics include the profession of clinical psychologists, diagnoses during the DSM-5, history, and current issues in the field. This course is recommended for students thinking of getting a master's or doctorate degree in a counseling or behavioral health related field.

**BEHL 460 - History of Psychology (3)**

A survey of the historical background and major theories and systems, past and present, in the field of psychology.

**BEHL 465 - Sports Psychology (3)**

This course will provide an overview of the field of sports psychology and exercise science. Students will learn how to apply psychological concepts to competition, exercise, and health. Topics include resilience, concentration, motivation, personality, and attention. Relevant research will also be covered.

**BEHL 470 - Psychology of Gender and Culture (3)**

This course provides an analysis of the psychological research on gender. Topics covered include gender diversity, gender stereotypes, and the interplay of culture and gender.

**BEHL 471 - Child Psychopathology (3)**

Psychological disorders in children will be covered with

emphasis on origin, diagnosis, treatment, and use of the DSM-5 in childhood psychological disorders. Introduction to the field of abnormal child and adolescent psychology, including the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective.

## BIOL-Biology

### BIOL 108 - The Human Body (Lec/Lab) (3/1)

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.)

Offered: Spring.

### BIOL 120 - Essentials of Biology and Chemistry for Health Sciences (3)

An overview of principles of general biology, chemistry, and biochemistry relevant to health-related fields. This course is designed to prepare students in health-related majors such as nursing and radiologic technology for subsequent courses in biology and professional classes. (Not for major or minor credit.)

Offered: Fall.

### BIOL 150 - Introduction to Biology I (Lec/Lab) (3/1)

An introduction to the processes of science and the major principles of biology, including biochemistry, cell biology, genetics, development, and evolution.

Offered: Fall, Spring.

### BIOL 151 - Introduction to Biology II (Lec/Lab) (3/1)

An introduction to the processes of science and the major principles of biology, including microbial, plant and animal diversity, plant form and function, and ecological concepts. The lab course emphasizes these concepts as well as biology research methods.

Prerequisite: BIOL 150 or BIOL 120 . Offered: Spring.

### BIOL 160 - Forensic Science (Lec/Lab) (4)

An entry level course exploring the methodologies and procedures used by crime scene investigators and forensic laboratories. Emphasis on crime scene investigation, recognition, documentation, and collecting of physical evidence. Laboratory exercises provide hands-on opportunities supplementing lecture topics.

Offered: Spring.

### BIOL 180 - Field Ecology of Costa Rica (1/2)

A field study of tropical ecology focused on several ecosystems in Costa Rica. Students will learn about the biological diversity of organisms living at the field sites, ecological interactions, and Costa Rican culture. The course meets weekly during the fall semester and includes a 12-day field trip during the winter break that follows. *Class is offered on a three year rotation*

Offered: Fall.

### BIOL 190 - Special Topics (1-3)

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

### BIOL 200 - Directed Studies (1-4)

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

### BIOL 201 - Biology Orientation (1)

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

Offered: Fall.

### BIOL 208 - Human Anatomy and Physiology I (Lec/Lab) (4/1)

A study of the structure and function of the human body, including gross and micro-anatomy. Physiological principles at the organ system and organ levels are emphasized. Focus on integumentary, skeletal, muscular, nervous, and endocrine systems. (In the BIOL 208 - BIOL 209 sequence, only BIOL 208 will count for major or minor credit.)

Prerequisite: BIOL 120, BIOL 150, or CHEM 133.

Offered: Fall.

### BIOL 209 - Human Anatomy and Physiology II (Lec/Lab) (4/1)

Continuation of BIOL 208. Focus on cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. (Only one course in the 208-209 sequence will count for major or minor credit.)

Prerequisite: BIOL 208. Offered: Spring.

**BIOL 210 - Medical Terminology (2)**

Introduces word roots, prefixes, and suffixes to describe anatomical structure, pathologic conditions, diagnostic procedures, and treatments. This standardized language ensures concise and accurate communication among practitioners within the health care community.

Offered: Spring.

**BIOL 216 - Microbiology (Lec/Lab) (3/1)**

A study of the characteristics of microorganisms (bacteria, viruses, microorganisms), and principles of their growth and control. Host microbe interaction, including host defenses, infectious diseases, and epidemiology are also included.

Prerequisite: BIOL 120 or BIOL 150. Offered: Spring.

**BIOL 290 - Special Topics (1-3)**

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

**BIOL 300 - Directed Studies (1-4)**

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

**BIOL 301 - Biology Research Methods I (1)**

This course will continue to develop students understanding of the process of science that was introduced in Introductory Biology. Students will explore current topics in biology, choose a research question, and develop a testable hypothesis, review the relevant primary literature and design a study that tests the hypothesis.

Prerequisite: BIOL 151. Offered: Spring.

**BIOL 302 - Biology Research Methods II (1)**

This course is a continuation of BIOL 301. Topics will include data analysis and interpretation, and dissemination of results through a research poster and/or oral presentation and/or research paper.

Prerequisite: BIOL 301. Offered: Fall.

**BIOL 304 - Invertebrate Zoology (Lec/Lab) (3/1)**

A study of biological diversity of invertebrate animals, focused on the evolution, ecology, and morphology of major phyla.

Prerequisite: BIOL 151. Offered: Fall, even years.

**BIOL 305 - Cell Biology (Lec/Lab) (4/1)**

A study of cell structure and function with emphasis on the eukaryotic cell and cellular processes.

Prerequisite: BIOL 151; CHEM 134; CHEM 343 or CHEM 245 (or concurrently), or permission. Offered: Fall.

**BIOL 306 - Vertebrate Zoology (Lec/Lab) (3/1)**

A study of the diversity of the various vertebrate classes. The physical characteristics used to define classes, the physiological adaptations to the environment, and the evolutionary history of representative species of each class as documented in the fossil record will be explored. Topics presented in lecture will be supplemented by various hands-on laboratory exercises.

Prerequisite: BIOL 151 and junior standing, or permission. Offered: Spring, odd years.

**BIOL 308 - Animal Behavior (Lec/Lab) (3/1)**

A study of mechanisms and evolution of animal behavior. Examples will be drawn from a taxonomically diverse assemblage of animals, and labs will include field and lab-based studies.

Prerequisite: BIOL 150 and sophomore standing, or permission of instructor. Offered: Fall, odd years.

**BIOL 310 - Ecology (Lec/Lab) (3/1)**

Principles of population, community, and ecosystem ecology, exemplified by plant and animal populations. Emphasis on population dynamics, trophic relationships, and environmental factors affecting the community.

Prerequisite: BIOL 151; CHEM 133. Offered: Spring, even years.

**BIOL 312 - Developmental Biology (3)**

Patterns and principles of development in diverse organisms from the perspective of morphology, the cell, the gene, and evolution.

Prerequisite: BIOL 151 and BIOL 209 or BIOL 305 (or concurrently), or permission. Offered: Fall.

**BIOL 325 - Histology (2)**

A study of mammalian cell structure, tissues, and their organization.

Prerequisite: BIOL 209. Offered: By arrangement.

**BIOL 390 - Special Topics (1-3)**

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

**BIOL 400 - Directed Studies (1-4)**

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

**BIOL 402 - Research Problems (1-4)**

By permission of the department chair.

Offered: Fall, Spring.

**BIOL 412 - Molecular Biology (Lec/Lab) (2/2)**

A study of the structure and function of nucleic acids, the replication of DNA, and the regulation of the gene. Laboratory experience will involve the application of recombinant DNA techniques to molecular biology.

Prerequisite: BIOL 305. Offered: Spring, even years.

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

The study of the important classes of biochemicals as well as enzymes and enzyme function. (Same as CHEM 413)

Prerequisite: CHEM 344. Offered: Fall, even years.

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

The study of intermediary metabolism and the synthesis and breakdown of small biomolecules.

Prerequisite: BIOL 413. Offered: Spring, odd years.

**BIOL 430 - Genetics (Lec/Lab) (4/1)**

A study of the principles and processes of inheritance. Classical, molecular, and population genetics are discussed.

Prerequisite: Three courses in biology, including BIOL 305, or permission. Offered: Spring, odd years.

**BIOL 435 - Immunology (3)**

An introduction to human immunochemistry, immunobiology, and the development of the immune system. Topics include innate, cell-mediated, and humoral immunity, autoimmunity, immunization, and immunodeficiency.

Prerequisite: BIOL 216. Offered: Spring, even years.

**BIOL 442 - Evolution (Lec/Lab) (3/1)**

A study of changes in biological systems at the molecular, organismal, and populational levels. These biological changes are studied in the framework of concepts and causal mechanisms.

Prerequisite: BIOL 151. Offered: Spring, even years.

**BIOL 445 - Biology Seminar I (1)**

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

Offered: Fall.

**BIOL 446 - Biology Seminar II (1)**

This course is designed to complete the process begun in Biology 445. Students will complete the literature search and paper, prepare and present a poster at the annual UJ Student Research Symposium, and give an oral presentation to the campus community on the topic chosen. Required of all majors.

Offered: Spring.

**BIOL 490 - Special Topics (1-3)**

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

**BIOL 495 - Independent Study (1-4)**

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

**BUSN-Business****BUSN 190 - Special Topics (1-3)**

By arrangement

**BUSN 200 - Directed Studies (1-4)**

By arrangement

**BUSN 204 - Principles of Healthcare in Business (3)**

This course provides students with an overview of healthcare topics specific to business within healthcare organizations such as operations, healthcare settings, staffing, occupancy, regulations, and communication with stakeholders. This foundational information will provide students with knowledge and understanding of the principles of healthcare in business.

Offered: Fall, Spring.

**BUSN 205 - Agricultural Data Applications (3)**

This course examines data generation, collection, and application in an agricultural environment.

Prerequisite: Math 105 or 205 & CS240. Offered: Fall.

**BUSN 206 - Agricultural Perspectives (3)**

This course serves as an introduction to agriculture. It examines basic financial statement generation and analysis, capital management, financial ratios, and financial cycles with a perspective unique to agriculture. It will explore the evolution and current state of agriculture in a global environment.

Offered: Fall.

**BUSN 221 - Business Management (3)**

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

Offered: Fall, Spring.

**BUSN 290 - Special Topics (1-3)**

By arrangement

**BUSN 300 - Directed Studies (1-4)**

By arrangement

**BUSN 301 - Introduction to Financial Planning (1)**

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

Offered: Fall.

**BUSN 304 - Healthcare Management (3)**

This course explores the principles and practices pertinent to the management of health services organizations. During the course, you will learn about several management theories, ideas, and applications. Topics covered related to healthcare management will include, but are not limited to: global challenges, leadership, team

effectiveness, organization design, conflict management, improving quality, managing strategic alliances, health policy and regulations, as well as ethics.

Offered: Spring.

**BUSN 305 - Insurance Planning (3)**

This course involves a comprehensive study that addresses the use of insurance for personal risk management within the overall financial planning context. Students will examine basic insurance principles, specific coverages provided by life, health, disability, homeowners, and automobile insurance policies, and strategies for determining appropriate coverages for individuals.

Prerequisite: BUSN 301; junior or senior standing.

Offered: Fall.

**BUSN 307 - Agricultural Finance (3)**

This course examines financial statement generation and analysis, capital management, financial ratios, and financial cycles with a perspective unique to agriculture.

Prerequisite: Acct 201 & BUSN 206. Offered: Spring, odd years.

**BUSN 308 - Agricultural Law (3)**

This course builds on the foundation set in BUSN 315. It further explores property ownership and tenancies, contracts and UCC (Uniform Commercial Code), water rights, applicable government agencies, programs and regulations, and environmental issues.

Prerequisite: BUSN 315. Offered: Spring, odd years.

**BUSN 309 - Agricultural Marketing and Risk Management (3)**

This course will explore the integration of ag marketing and risk management. The focus will start with a focus on production agriculture; develop into the global aspects of commodity trade, government policy and transportation; and culminate in a comprehensive view of risk and its relationship to marketing.

Prerequisite: BUSN 206. Offered: Spring, even years.

**BUSN 310 - Retirement and Benefits Planning (3)**

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

sound overall personal financial plan.

Prerequisite: BUSN 301. Offered: Spring.

### **BUSN 315 - Business Law I (3)**

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

Offered: Fall.

### **BUSN 316 - Business Law II (3)**

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

Prerequisite: BUSN 315. Offered: Spring.

### **BUSN 320 - Marketing (3)**

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

Offered: Fall.

### **BUSN 322 - Human Resource Management (3)**

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

Prerequisite: Junior or senior standing. Offered: Fall, Spring.

### **BUSN 330 - Sales and Sales Management (3)**

This course examines the various facets of relationship strategy, personal selling, and the management of an organizational sales force. Major personal selling topics addressed in the course include types of selling, partnership building, communication, prospecting, sales presentation methods, sales closing, and post-sale service.

Sales force management elements of the course include staffing, training, leading, compensating, motivating, and evaluating the sales force.

Prerequisite: Junior or senior standing. Offered: Fall.

### **BUSN 333 - Banking Regulation and Compliance (3)**

Regulation and compliance is central to the banking industry and how it functions. This course addresses the federal regulatory environment, specifically banking regulations designed to protect depositors and consumers. Bank managers will be prepared for audits and regulatory exams. (Online only.)

### **BUSN 350 - Internship (1-8)**

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

Offered: Fall, Spring.

### **BUSN 351 - Financial Management (3)**

This course focuses on activities that maximize stakeholder value. Topics include financial statement analysis, working capital management, financing, valuation models, capital budgeting, the cost of capital and capital structure management, and tax management.

Prerequisite: ACCT 201; ECON 202; MATH 106 or MATH 111 or a higher level math course; junior or senior standing. Offered: Fall, Spring.

### **BUSN 370 - Production/Operations Management (3)**

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

Prerequisite: Prerequisite or corequisite: BUSN 221.

Offered: Fall, Spring.

### **BUSN 380 - Entrepreneurship and Small Business Management (3)**

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

Offered: When circumstances permit.

### **BUSN 390 - Special Topics (1-3)**

By arrangement

### **BUSN 400 - Directed Studies (1-4)**

By arrangement

### **BUSN 410 - Global Marketing (3)**

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

Prerequisite: BUSN 320. Offered: Spring.

### **BUSN 430 - Advertising (3)**

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

Offered: Fall.

### **BUSN 440 - Investments (3)**

This course provides an introduction to financial markets and the fundamentals of securities valuation and selection in an efficient-markets context. The course integrates fundamental investment concepts and principles within the overall financial planning process. The course covers standard investments, tools of risk management, and practical applications.

Prerequisite: BUSN 301; junior or senior standing.

Offered: Fall.

### **BUSN 450 - Estate Planning (3)**

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

Prerequisite: BUSN 301; ACCT 355; senior standing (recommended). Offered: Spring.

### **BUSN 451 - Senior Financial Planning Colloquium (3)**

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

Offered: Spring.

### **BUSN 455 - Strategic Management (3)**

This is a capstone course that is designed to integrate and apply knowledge from the various business functional areas for the purpose of formulating and implementing corporate strategy at the upper levels of management.

Prerequisite: BUSN 320; BUSN 221 or BUSN 380; BUSN 351; BUSN 370; graduating senior. Offered: Spring.

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

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

Offered: Spring.

**BUSN 475 - Marketing Research (3)**

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

Offered: Fall.

**BUSN 480 - Strategic Marketing (3)**

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

Offered: Spring.

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

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

Offered: Fall, Spring.

**BUSN 495 - Independent Study (1)**

By arrangement

**BSST - Business Studies****BSST 302 - Principles of Banking (3)**

Principle of Banking is an introduction and overview of the banking industry and day-to-day activity. Students will learn how to create and read a bank's balance sheet, how the banking system works with the Federal Reserve, the

operational management of banks, lending practices and policies, interest rate pricing, and federal banking regulations. Online only

**BSST 311 - Management and Leadership of Organizations (3)**

Through the course, students will learn the fundamentals to effectively lead people and teams, manage organizations as well as tools to analyze business situations and develop strategies. Students explore the impact of a workforce on leadership practices and decision making while examining new organizational structures.

**BSST 312 - Financial Statements and Analysis (3)**

Financial Statements and Analysis prepares students to compile customer financial information to determine repayability, collateralization, and compliance with the financial institution's lending criteria. Industry-specific credit analysis for agricultural, business, and personal lending will be covered. Online only

**BSST 323 - Credit Underwriting (3)**

Credit Underwriting is the evaluation of a borrower's financial strength to insure it meets the financial institution's lending criteria. Topics to be covered include preparing narratives of customer financial status, ratio and trend analysis, identification of financial risks, collateral coverage, and equity position. Online only

**BSST 333 - Banking Regulation and Compliance (3)**

Regulation and compliance is central to the banking industry and how it functions. This course addresses the federal regulatory environment, specifically banking regulations designed to protect depositors and consumers. Bank managers will be prepared for audits and regulatory exams. Online only

**BSST 340 - Quality Management (3)**

The purpose of this course is to provide undergraduate students with foundational information of Quality Management theory and practice, with a focus on principles and tools used to identify, analyze, and understand the impact of quality management systems within any organization. Online only

**BSST 341 - Introduction to Project Management (3)**

According to a recent study of Human Resource Managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall

and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This online class has optional live sessions.

### **BSST 342 - Project Planning (3)**

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them in order to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This online class has optional live sessions.

### **BSST 343 - Project Execution, Monitoring, and Control (3)**

In today's fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities or context of a project may require various adjustments. Additionally, project implementation and closure requires conviction and trust in established processes and personnel. In either context, these are vital parts of a project's success and are reflections of how future projects will be managed. This course covers project execution, monitoring/control, implementation/handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Project Management Practicum.

### **BSST 344 - Advanced Project Management Practicum (3)**

This course is intended as a culmination of a student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion, encountering and overcoming challenges and complications along the way. This course will also provide students with an overview of the product life cycle, governance, and other topics to help contextualize project work.

### **BSST 361 - Storytelling and Video Marketing (3)**

Six out of ten people would rather watch videos than TV. Eighty-one percent of businesses use videos as a marketing tool and are starting to apply them to internal communication. The greatest challenge is having the confidence to share on camera and to tell a powerful story.

### **BSST 362 - Social Media Marketing (3)**

Facebook marketing can be used to prospect new customers and to engage with your existing audience. In this course, students will learn how to build Facebook (Meta) ad campaigns and determine effective social media strategy to generate sales and leads. At the end of the course students will have gained the necessary skills to earn a Facebook (Meta) Blueprint certificate.

### **BSST 363 - Digital Marketing Ads (3)**

Google allows marketers to deliver ads to potential customers on the Search Results Page, YouTube, and across the Display Network. In this course students will learn how to create campaigns for all three channels including best practices for ad creation, budget allocation, and strategy that drives results. Students will learn the necessary skills to be prepared to earn Google Ad certificates (Search, Display, and YouTube) by the end of the course.

### **BSST 364 - Digital Marketing and Analytics (3)**

The goal of digital marketing is to build an audience and generate sales. This course walks through using digital marketing channels such as email, SEO, and content marketing to connect with customers. Then, this course helps students set up measurement to hone marketing messages and teaches students to allocate attention on the content that earns the most sales. Students will earn a Google Analytics certificate as a part of the course.

### **BSST 371 - Supply Chain Management (3)**

Supply Chain Management introduces student to high-level strategy and concepts along with practical tools necessary to solve supply chain problems. Using a strategic framework, students are guided through all the key drivers of supply chain performance, including facilities, inventory, transportation, information, sourcing, and pricing. Through case study application, students will develop an understanding how effective strategic planning in supply chain management offers a competitive advantage and impacts performance for a company.

### **BSST 375 - Process Improvement Methods (3)**

This course focuses on the manner in which organizations set priorities for continuous improvement of their processes, how they execute process improvement plans, and how they sustain their continuous process improvement initiatives.

### **BSST 416 - Agricultural Finance and Price Risk Analysis (3)**

Agricultural Finance and Price Risk Analysis prepares bank managers and agricultural lenders to analyze agricultural-related lending. Topics will include asset valuations, commodities and pricing, and factors affecting the financial health of agricultural industry. Online only

### **BSST 422 - Asset and Liability Management (3)**

Asset and Liability Management is an examination of the financial institution's loan-to-deposit ratios, deposit and lending interest rate pricing, and regulatory compliance. This course prepares students for internal bank management.

### **BSST 431 - Banking Capstone and Internship (3)**

Banking Capstone and Internship provides a professional, practical learning experience in an appropriate work environment that will benefit the student and the organization. The course is structured to integrate classroom and work site learning experiences relevant to the student's educational and career objectives. Online only

## **CE-Career Education**

### **CE 101 - Career Decision Making (1)**

An overview of the world of work, career exploration, and career testing. Appropriate for students who are deciding on or exploring career choices for their major.

Offered: Spring.

### **CE 401 - Job Search Skills (1)**

This course will give a broad overview of activities involved in an effective job search.

Prerequisite: Seniors only. Offered: Fall, Spring.

## **CENG-Civil Engineering**

### **CENG 210 - Surveying (Lec/Lab) (2/1)**

Measurement of distances and angles; error estimation and propagation; horizontal and vertical curves; computation methods; instrumentation; topographic and construction surveys; field exercises.

Offered: Fall.

### **CENG 310 - Structural Analysis (4)**

Analysis of beams, trusses, and frames; energy methods and virtual work concept for structural deformation;

critical loading and influence lines; approximate analysis.

Prerequisite: ENGR 220. Offered: Fall.

### **CENG 330 - Wastewater Treatment (3)**

Theory and design of physical, chemical, and biological processes for the treatment, disposal, reuse, and recycling of water and wastewater.

Prerequisite: ENVI 301. Offered: Fall.

### **CENG 380 - Geotechnical Engineering (Lec/Lab) (3/1)**

Physical, mechanical, and hydraulic properties of rocks and soils; site exploration the effective stress principle; shear strength and stress distribution; analysis of stability, consolidation, compaction, settlement, and seepage.

Prerequisite: ENGR 220. Offered: Spring.

### **CENG 420 - Transportation Engineering (3)**

Traffic flow principles, planning, and design; capacity and design constraints; pavement design; highway engineering; levels of service; introduction to multimodal transportation.

Prerequisite: CENG 210; ENGR 461. Offered: Fall.

### **CENG 431 - Hydraulic Engineering (3)**

Theory and analysis of hydraulic systems including pipe flow, open channels, measurements, machinery, and models; applications of theory to water resources, supply and distribution, and sewer systems.

Prerequisite: ENGR 340; EESC 430. Offered: Fall.

### **CENG 440 - Construction Materials (Lec/Lab) (3/1)**

Properties and behavior of structural metals, timber, Portland cement concrete, and bituminous concrete; standard specification and methods of test; inspection and control; long-term protection and durability. Techniques for construction with and testing of materials including concrete, metals, plastics, and wood.

Prerequisite: ENGR 220.

### **CENG 441 - Steel Design (3)**

Mechanical behavior of metals; beams, trusses, and connections; tension and compression; fatigue of structural members; selection of components.

Prerequisite: ENGR 220. Offered: Fall.

**CENG 442 - Concrete Design (3)**

Properties and design of concrete; design and analysis of reinforced concrete members; bending and shear design of beams; serviceability criteria; loading and behavior of columns.

Prerequisite: CENG 310. Offered: Spring.

**CHEM-Chemistry****CHEM 113 - Food, Chemistry, and You (Lec/Lab) (3/1)**

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

Offered: Fall, odd years.

**CHEM 133 - General Chemistry I (Lec/Lab) (3/1)**

An introduction to chemistry including a study of stoichiometry, gas laws, and colligative properties. A detailed look at atomic and molecular structure and their influence on chemical and physical properties.

Prerequisite: One year of high school chemistry; two years of high school algebra . Offered: Fall.

**CHEM 134 - General Chemistry II (Lec/Lab) (3/1)**

An introduction to thermodynamics, equilibria, electrochemistry, and kinetics. A study of the inorganic chemistry of the elements as well as an introduction to organic chemistry.

Prerequisite: CHEM 133. Offered: Spring.

**CHEM 190 - Special Topics (1-3)**

By arrangement

**CHEM 200 - Directed Study (1-4)**

By arrangement

**CHEM 245 - Survey of Organic Chemistry (3)**

Students taking this course will learn about structures, bonding, nomenclature, stereochemistry and reactivity of organic compounds. The following types of organic compounds will be covered: hydrocarbons (alkanes, alkenes, alkynes, and aromatics), alkyl halides, alcohols, phenols, ethers, amines, aldehydes, ketones, carboxylic

acids, esters and amides.

Prerequisite: CHEM 134. Offered: Fall.

**CHEM 290 - Special Topics (1-3)**

By arrangement

**CHEM 300 - Directed Study (1-4)**

By arrangement

**CHEM 343 - Organic Chemistry I (Lec/Lab) (3/1)**

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. Offered: Fall.

**CHEM 344 - Organic Chemistry II (Lec/Lab) (3/1)**

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. Offered: Spring.

**CHEM 345 - Toxicology (3)**

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. Offered: Spring, even years.

**CHEM 353 - Chemical Methods of Analysis (3)**

A study of wet chemical techniques. Both qualitative and quantitative analytical methods will be discussed. Data analysis and treatment in relation to quantitative chemical analysis will be covered.

Prerequisite: CHEM 134. Offered: Fall, even years.

**CHEM 354 - Instrumental Methods of Analysis (3)**

A study of instrumental methods of analysis, including electrochemical, chromatographic, spectroscopic, and radiochemical methods.

Prerequisite: CHEM 134; MATH 251. Offered: Spring, odd years.

**CHEM 373 - Inorganic Chemistry I (3)**

A survey of modern inorganic chemistry, including a study of molecular symmetry and structure, molecular orbital theory, acids and bases, solid state chemistry, and an introduction to d-metal complexes.

Prerequisite: CHEM 134; MATH 252. Offered: Fall, odd years.

**CHEM 374 - Inorganic Chemistry II (3)**

A study of the chemical and physical properties of the elements. A continuation of the study of chemistry of d-metal complexes.

Prerequisite: CHEM 373. Offered: Spring, even years.

**CHEM 390 - Special Topics (1-3)**

By arrangement

**CHEM 400 - Directed Study (1-4)**

By arrangement

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

The study of the important classes of biomolecules as well as enzymes and enzyme function.

Prerequisite: CHEM 344. Offered: Fall, even years.

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

The study of intermediary metabolism and the synthesis and breakdown of small biomolecules.

Prerequisite: CHEM 413. Offered: Spring, odd years.

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

A detailed mathematical study of thermodynamics as it applies to chemistry. Topics will include state functions and equations of state, chemical equilibria, phase equilibria, and electrochemistry. Statistical mechanics will be introduced in terms of its relations to thermodynamics.

Prerequisite: CHEM 344; MATH 252; PHYS 203.

Offered: Fall, odd years.

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

A study of molecular dynamics and quantum mechanics. Topics in molecular dynamics will include kinetic molecular theory, reaction kinetics, and transport properties. Topics in quantum mechanics will include atomic structure, molecular structure, and spectroscopy.

Prerequisite: CHEM 423; PHYS 204. Offered: Spring, even years.

**CHEM 431 - Advanced Lab I (1)**

Chemical and instrumental laboratory experience involving environmental chemistry, geochemistry, analytical chemistry, and inorganic chemistry.

Corequisite: CHEM 363 or CHEM 255. Offered: Spring, odd years.

**CHEM 432 - Advanced Lab II (1)**

Chemical and instrumental laboratory experience involving organic chemistry and biochemistry.

Prerequisite: CHEM 413. Offered: As needed.

**CHEM 433 - Advanced Lab III (1)**

Chemical and instrumental laboratory experience involving analytical chemistry and physical chemistry.

Corequisite: CHEM 325 or CHEM 423. Offered: Fall, odd years.

**CHEM 434 - Advanced Lab IV (1)**

Chemical and instrumental laboratory experience involving physical and inorganic chemistry.

Prerequisite: CHEM 423; CHEM 373. Offered: Spring, even years.

**Student Learning Outcomes**

Learn to use various pieces of laboratory equipment

Learn to write a good laboratory notebook

Learn to write a good laboratory reports

Learn various aspects of laboratory work

**CHEM 490 - Special Topics (3)**

By arrangement

**CHEM 493 - Seminar I (1)**

An introduction to chemical research and scientific communication.

Prerequisite: Senior Chemistry or Biochemistry major, or Chemistry minor. Offered: Fall.

**CHEM 494 - Seminar II (1)**

A continuation of CHEM 493 culminating in the presentation of the project to the campus community.

Prerequisite: CHEM 493 or successful participation in a research program (such as a summer undergraduate research experience); permission of department chair.  
Offered: Fall, Spring.

### **CHEM 495 - Independent Study, Research (2-3)**

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

Offered: As needed.

## **CJ-Criminal Justice**

### **CJ 101 - Introduction to Criminal Justice (3)**

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

Offered: Fall.

### **CJ 102 - Deviance and Social Control (3)**

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

Crosslisted as: SOC 102. Offered: Spring.

### **CJ 190 - Special Topics (1-4)**

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

Offered: As needed.

### **CJ 200 - Directed Study (1-4)**

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.

### **CJ 202 - Writing in Criminal Justice (3)**

The course will focus on writing essays, reports, and literature reviews as well as thesis development, organization, logic, proofreading, and feedback.

Prerequisite: ENGL 102. Offered: Spring.

### **CJ 290 - Special Topics (1-4)**

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

Offered: As needed.

### **CJ 300 - Directed Study (1-4)**

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

### **CJ 311 - Corrections (3)**

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

Prerequisite: CJ 101. Offered: Fall, even years.

### **CJ 312 - Police Science (3)**

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

Prerequisite: CJ 101. Offered: Spring, even years.

### **CJ 313 - Community Policing and Problem Solving (3)**

This course is intended to provide the student with a thorough understanding of the role of community policing in modern law enforcement. The course will also present the student with the basic core values that are vital to the success of a highly effective police officer and the community that they serve.

Prerequisite: CJ 101. Offered: Spring, odd years.

### **CJ 320 - Crime and Delinquency (3)**

This course takes an integrated approach to theories of crime and delinquency in as much as biological and psychological perspectives will supplement the traditionally prominent sociological views. The course also focuses on the blurring of the distinctions between the two as juvenile crime is perceived as increasingly serious and the practice of juvenile certification (transfer to adult court)

becomes more prevalent. Same as SOC 310

Prerequisite: CJ 101 or SOC 101. Crosslisted as: SOC 310.  
Offered: Fall.

### **CJ 330 - Criminal Law and Procedure (3)**

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

Prerequisite: CJ 101. Offered: Fall, odd years.

### **CJ 360 - Community Engagement in 21st Century Policing (3)**

This course discusses the importance of community engagement in policing and how to create an effective outreach effort to establish trust and a spirit of sincere, genuine collaboration with the public. Topics to be covered include the importance of the law enforcement agency's legitimacy in the community, best practices for building collaboration between law enforcement and the community and establishing and maintaining an effective outreach program.

### **CJ 361 - Response to Mental Health & Officer Wellness as a Law Enforcement Organization (3)**

This course presents best practices for law enforcement organizations in providing effective services to individuals with mental illness. Services and venues available to assist mentally ill populations will also be explored, as will criminal justice applications and alternative paths for offenders. Additionally, this course will address issues surrounding and ways to improve officer mental health and wellness within a law enforcement organization

### **CJ 362 - Critical Leadership Issues in Policing (3)**

Critical Leadership Issues in Policing is a discussion of contemporary issues facing law enforcement agencies and exploration of ways to navigate 21st Century policing challenges. The course identifies change catalysts and ways in which a law enforcement leader can effectively and strategically evolve to best carry out her/his organization's mission. The course also covers best practices for identifying trends and predicting future challenges so leaders can mitigate negative consequences.

### **CJ 363 - Crisis Management Leadership in Policing (3)**

The complexity of societal and community relationships with the police and government presents challenges that law enforcement leaders must address and embrace. This

course identifies best practices for addressing and effectively managing crises in contemporary policing. The course outlines methods for developing solutions to crises affecting public safety and crime reduction, strategies for fostering community collaboration when crises occur, and ways to manage and mitigate crises. An adaptable, scalable plan will be presented and used as a model for crisis management through this course.

### **CJ 390 - Special Topics (1-4)**

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

Offered: On sufficient demand.

### **CJ 400 - Directed Study (1-4)**

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.

### **CJ 420 - Criminal Justice Capstone (3)**

This course provides a summary overview of the full range of criminal justice topics and issues, akin to the basic overview provided in the introductory course (CJ 101), but at an advanced level that features the use of primary resources, student research, and a critical analysis of issues and controversies in the field, all in a seminar setting.

Prerequisite: CJ 101; senior standing. Offered: Spring.

### **CJ 450 - Criminal Justice Internship (2-8)**

This course provides a practical experience for students to explore career opportunities in the field of criminal justice. Public and private agencies in or closely related to the criminal justice system are ideal locations for internship placements. Working relationships with several sites have been developed, though the student is encouraged to develop his/her own site in consultation with the CJ faculty. Career development, the integration of classroom study with hands-on practical experience, and/or exposure to the offenders, victims, and at-risk populations are the primary objectives. Signed receipt of "Guidelines for Criminal Justice Internships," approval of the department chair, valuation by the participating agency, and a written report by the student are required.

Prerequisite: Junior standing.

### **CJ 490 - Special Topics (3)**

A study of a wide range of topics in CJ not otherwise

included in department offerings. Minimum enrollment of five students with related interests.

Offered: On sufficient demand.

### **CJ 495 - Independent Study (2-4)**

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

### **CJ 497 - Criminal Justice Thesis (3)**

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

Prerequisite: CJ 202; minimum GPA of 2.75; department chair approval.

## **CMST - Communication Studies**

### **CMST 133 - Introduction to Visual Communication (3)**

Visual communication is the process of organizing, designing, and creating messages in print and multimedia form that meet specific purposes and practical needs. In this course students investigate the role of visual culture in daily life, exploring fine art, popular culture, film, television, advertising, business communications, propaganda, viral social media, and information graphics.

### **CMST 316 - Group and Team Communication (3)**

The primary purpose of this course is to enhance students' understanding of the principles of small group communication so that they may communicate competently in various team contexts. Specifically, this course is designed to: 1) help students become familiar with concepts and processes in group communication, and 2) allow students to experience the challenge of learning how to improve their communication skills through actual participation in groups. The knowledge gained about groups, along with experiences participating in groups, will hopefully enhance students' ability to engage in effective communication in diverse group contexts. This course examines basic communication concepts and processes which influence the nature and function of group dynamics in both face-to-face and computer-mediated teams.

### **CMST 321 - Business and Professional Communication (3)**

Business and Professional Communication is a course which provides students the opportunity to develop skills

and understandings useful in the career environment. A variety of communication situations may be analyzed, including problem solving; discussion groups; organizational networks; interviewing; and conference planning and speaking. This course emphasizes the theory and practice of communication as it relates particularly to business and professional settings.

## **COLL-Collegian**

### **COLL 100 - Student Senate (1)**

A credit for students who serve on the student senate executive board or chair a senate committee.

### **COLL 200 - Collegian (1)**

A credit for students who write and/or work for the University of Jamestown newspaper -- The Collegian

## **COMM-Communication**

### **COMM 101 - Introduction to Communication Studies (3)**

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

Offered: Fall.

### **COMM 102 - Fundamentals of Public Speaking (3)**

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

Offered: Fall, Spring.

### **COMM 112 - Mass Media and Society (3)**

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

Offered: Fall, odd years.

### **COMM 190 - Special Topics (1-3)**

By arrangement

### **COMM 200 - Directed Studies (1-3)**

By arrangement

### **COMM 201 - Oral Interpretation of Literature (3)**

Develops effectiveness in personal expression and abilities

through study and practice of oral interpretation of various types of literature such as poetry, diaries, letters, autobiographies, essays, short stories, novels, and drama.

Offered: As needed.

### **COMM 220 - Interpersonal Communication (3)**

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

Offered: Spring.

### **COMM 228 - Online Journalism and Social Media (3)**

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

Offered: Fall, even years.

### **COMM 250 - Academic Research and Writing (3)**

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

Offered: Spring.

### **COMM 290 - Special Topics (1-3)**

By arrangement

### **COMM 300 - Directed Studies (1-3)**

By arrangement

### **COMM 301 - Communication Theory (3)**

Introduces students to the concepts and function of theory in social science and in the communication discipline. Students will be exposed to several social scientific paradigms and will examine a variety of theories relevant to areas such as mass communication, organizational

communication, small group communication, message production, and social and cultural reality.

Offered: Spring.

### **COMM 305 - Cross-Cultural Communication (3)**

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

Offered: Fall, Spring.

### **COMM 312 - Writing in the Professions (3)**

Study and practice of writing techniques and forms commonly used in business, the professions, and public relations. Same as ENGL 312.

Crosslisted as: ENGL 312. Offered: Spring.

### **COMM 314 - Publicity and PR (3)**

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

Offered: Spring, odd years.

### **COMM 318 - Computer Mediated Communication (3)**

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

Offered: Fall.

### **COMM 320 - Organizational Communication (3)**

Theory and practice of effective communication within organizations. Examines organizational structures and functions of communication theories and skills.

Offered: Spring, odd years.

### **COMM 338 - Photojournalism (3)**

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.

Crosslisted as: DIG 338. Offered: As needed.

### **COMM 340 - Film Analysis (3)**

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

Crosslisted as: ENGL 347. Offered: As needed.

### **COMM 360 - Nonverbal Communication (3)**

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

Offered: Fall, even years.

### **COMM 370 - Diversity Communication (3)**

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

Offered: Fall.

### **COMM 380 - Foundations of Sports (3)**

This course surveys the field of communication and sports, and introduces students to numerous communication principles -- e.g. organizational, interpersonal, mediated, cultural -- in the context of sport.

Offered: Fall, odd years.

### **COMM 390 - Special Topics (1-3)**

By arrangement

### **COMM 400 - Directed Studies (1-3)**

By arrangement

### **COMM 402 - International Communication (3)**

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 from and various site visits. Post Assessment Paper due September 1.

Prerequisite: COMM 305; COMM 370; junior standing . Offered: Summer.

### **COMM 405 - Conflict Management and Mediation (3)**

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

Offered: Spring, even years.

### **COMM 410 - Communication Honors Research Methods (3)**

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

Offered: By arrangement.

### **COMM 415 - Sports Information and Media (3)**

This course offers students pragmatic insight into the skills and day-to-day operations associated with various careers in sports communication, which include multimedia production, public relations, sports management, and sports information. Industry professionals will augment student knowledge via guest lectures and presentations.

Offered: Spring, even years.

### **COMM 490 - Special Topics (3)**

By arrangement

### **COMM 495 - Internship in Communication (3)**

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

Offered: Fall, Spring.

## CS-Computer Science

### CS 140 - Integrated Software Applications (3)

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

Offered: Fall, Spring.

### CS 152 - Introduction to Web Development (3)

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

Offered: Fall.

### CS 160 - Introduction to Computer Principles (3)

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

Offered: Fall, Spring.

### CS 170 - Structured Programming (3)

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

Offered: Fall, Spring.

### CS 179 - Special Topics in Programming Languages (1-3)

By arrangement

### CS 180 - Object-Oriented Programming (3)

This course approaches programming from an object-orientated methodology by examining C++ structures and classes. Data structures such as arrays, strings, and linked

lists are introduced and studied. Common searching and sorting algorithms will be discussed. The relationship between data structures and algorithms will be explored. Algorithms will be analyzed in regard to time and space efficiency.

Prerequisite: CS 170. Offered: Spring.

### CS 190 - Special Topics (1-3)

Further in-depth study on topics reflective of advances in state-of-the-art computing.

Offered: As scheduling allows.

### CS 200 - Directed Studies (1-4)

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.

### CS 201 - IT Helpdesk Administration (3)

IT Helpdesk Administration course introduces service management and covers the core concepts of creating value, service offerings, service relationships, achieving outcomes, managing costs, mitigating risks, and measuring the utility and warranty of a given service.

Offered: Spring.

### CS 230 - Data Analysis (3)

This course considers how to take data sets and describe them using descriptive statistics which will primarily be generated with software tools. Emphasis will be placed on students learning to analyze the problem setting and reaching and communicating statistically justifiable conclusions about those data sets. Focus is on the use of software analysis tools to explore data distributions and graphing; univariate and bivariate data; measures of central tendency, relative standing, and variability; probability distribution; the Central Limit Theorem; and hypothesis testing.

Prerequisite: CS 160 or permission of instructor. Offered: Spring.

### CS 240 - Introduction to Business Intelligence (3)

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

Prerequisite: Sophomore standing. Offered: Fall, Spring.

**CS 272 - Java Programming I (3)**

This course introduces the syntax and features of the Java Programming language. Students learn to create a variety of apps using visual components. Object-oriented design, event handling and exception-handling concepts are presented and used in programming projects. Other topics include input-output management, data types and structures, class structures, calendar and date objects, and decision structures.

Prerequisite: CS 170. Offered: Fall.

**CS 279 - Special Topics in Programming Languages and Their Applications (2-3)**

By arrangement

**CS 290 - Special Topics (1-3)**

Further in-depth study on topics reflective of advances in state-of-the-art computing.

Offered: As scheduling allows.

**CS 300 - Data Structures and Algorithms (3)**

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

Prerequisite: CS 180. Offered: Fall.

**CS 309 - Computer Organization and Architecture I (3)**

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

Prerequisite: CS 170. Offered: As needed.

**CS 322 - Windows Server (3)**

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

Offered: As needed.

**CS 325 - Networking (3)**

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

Offered: Spring.

**CS 330 - Computer Foundations (3)**

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

Prerequisite: CS 170. Offered: Spring, odd years.

**CS 342 - Database Development (3)**

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

Offered: Fall.

**CS 360 - Comparison of Programming Languages (3)**

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

Prerequisite: CS 170. Offered: Fall, even years.

**CS 362 - Cybersecurity (3)**

Cyber security professionals know how to troubleshoot security issues while continuing to maintain and evolve IT

infrastructure to ensure data and devices stay protected. This course is perfect for career transformation and acceleration in a fast-growing field. If you are skilled in IT and have a passion for security, this certificate will help you take the next step towards your new career.

### **CS 365 - Information Systems Security (3)**

The objective of this course is to provide an overview of modern computer security concepts. Topics covered may include security terminology, risk management, security policy and strategy, security awareness, cryptography, operating system security, network security, physical security and digital forensics. The course will contain a lab component where students will investigate current hardware and software tools for vulnerability analysis and penetration testing.

Offered: Fall.

### **CS 372 - Java Programming II (3)**

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

Prerequisite: CS 272. Offered: As needed.

### **CS 373 - C# Development (3)**

This course will cover intermediate and advanced programming topics using the .NET programming framework. Advanced graphical user interface design, event handling, object-oriented programming, input-output management, data types and structures, and concurrency will be covered, using .NET languages.

Prerequisite: CS 180 or CS 272. Offered: Fall, odd years.

### **CS 381 - Junior Seminar (1)**

This course provides discussion and reflection on professionalism and ethics within the computer technology fields. Job search skills, including resume preparation and interviewing will be covered. Students will be required to do research on post-graduate employment and graduate school opportunities.

Crosslisted as: DIG 381. Offered: Fall.

### **CS 390 - Special Topics (1-3)**

Further in-depth study on topics reflective of advances in

state-of-the-art computing.

Offered: As scheduling allows.

### **CS 400 - Directed Studies (1-4)**

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.

### **CS 420 - Systems Analysis Methods (3)**

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

Prerequisite: CS 342. Offered: Fall, odd years.

### **CS 423 - LINUX (3)**

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

Prerequisite: Sophomore, junior, or senior standing.

Offered: Spring.

### **CS 440 - Management of Information Systems (3)**

This course demonstrates the principles and concepts involved in the management of organizational information systems resources. Topics include CIO functions, information systems planning, legal and professional issues, and the strategic impact of information systems.

Prerequisite: Junior or senior standing. Offered: Spring.

### **CS 441 - Dynamic Web Design (3)**

This course will advance the web site design and development skills introduced in CS 341. Topics include web forms, database implementation, XML, server side scripting, web server implementation and configuration,

and discussion of design and development issues and problems.

Prerequisite: CS 152; CS 342. Offered: Spring.

### **CS 471 - Game Development (3)**

Students will use an open source game engine and computer programming to experiment with games in various genres. Students will also develop game design skills needed for level editing and design, prototyping, and working in game engines.

Prerequisite: CS 180 or CS 272; DIG 371. Offered: Spring, odd years.

### **CS 472 - Mobile App Development (3)**

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

Prerequisite: CS 180 or CS 272; CS 342. Offered: Spring, even years.

### **CS 481 - Senior Seminar I (1)**

This course will involve selection and approval of a student research project relevant to their major. This project will be continued in CS 482.

Prerequisite: Senior standing. Crosslisted as: DIG 481. Offered: Fall.

### **CS 482 - Senior Seminar II (1)**

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

Prerequisite: CS 481. Crosslisted as: DIG 482. Offered: Spring.

### **CS 490 - Special Topics (1-3)**

Further in-depth study on topics reflective of advances in state-of-the-art computing.

Offered: As scheduling allows.

### **CS 495 - Independent Study (1-4)**

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

## **DIG-Digital Design**

### **DIG 111 - Digital Design (3)**

This course provides a background in the basic elements of graphic design using digital formats. This includes both the technical aspects and the creative elements of digital design. Design theory including the basic elements of lines, shapes, colors, typography, texture, and space will be covered.

Offered: Fall.

### **DIG 112 - Vector Design (3)**

This course provides the student with hands-on instruction in vector design using industry-standard software. The course will focus on the development of basic layout and design skills to produce vector graphics for advertising and social media. Students will cover the full range of basic aspects of vector drawing, layering, and coloring.

Offered: Spring.

### **DIG 190 - Special Topics (1-3)**

### **DIG 232 - Digital Design and Typography (3)**

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

Offered: Spring, even years.

### **DIG 251 - Graphics Development (3)**

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

Offered: Fall, Spring.

**DIG 290 - Special Topics (1-3)****DIG 317 - Digital Audio and Video Development (3)**

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

Offered: Fall, even years.

**DIG 338 - Photojournalism (3)**

Cross-listing COMM 338 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.

Crosslisted as: COMM 338. Offered: As needed.

**DIG 361 - Advanced Computer Graphic Design (3)**

This course engages upper-level design students in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets, and phones. Students will create digital portfolios that demonstrate competency in graphic design.

Prerequisite: DIG 232; DIG 251. Offered: Spring, odd years.

**DIG 371 - 2D Computer Animation (3)**

This course is an introduction to basic animation principles as they are applied to 2D environments. Includes basic principles of character animation and expressive form in motion utilizing Adobe software.

Prerequisite: DIG 251 (recommended). Offered: Fall, odd years.

**DIG 381 - Junior Seminar (1)**

Cross-listing CS 381 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.

Crosslisted as: CS 381. Offered: Fall.

**DIG 390 - Special Topics (1-3)****DIG 470 - 3D Computer Animation (3)**

This course is an introduction to basic animation principles as they are applied to 3D environments. Includes basic principles of character animation and expressive form in motion.

Prerequisite: DIG 251 (recommended). Offered: As needed.

**DIG 481 - Senior Seminar I (1)**

This course will involve the selection and approval of a student research project relevant to their major. This project will be continued in DIG 482.

Prerequisite: Senior standing. Crosslisted as: CS 481. Offered: Fall.

**DIG 482 - Senior Seminar II (1)**

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

Prerequisite: DIG 481. Crosslisted as: CS 482. Offered: Spring.

**DIG 490 - Special Topics (1-3)****ECON-Economics****ECON 110 - Personal Finance (2)**

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

Offered: Fall.

**ECON 190 - Special Topics (1-3)**

Offered: Fall, Spring.

**ECON 200 - Directed Study (1-4)**

Offered: Fall, Spring.

**ECON 201 - Principles of Microeconomics (3)**

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

Offered: Fall.

**ECON 202 - Principles of Macroeconomics (3)**

This course serves as an introduction to the principles of macroeconomics analysis, which deals with the study of general economic aggregates such as total production, real income, employment, and the general price level in the economy as a whole. This course defines the relevant macroeconomic variables, examines their interrelationships, and analyzes the forces at work in the modern economy that determines the levels of these variables. The course also examines questions relating to government use of various policy instruments in attempts to achieve goals relating to full employment and price level stability. Recommended prior to enrollment: Math 106 or Math 111 or higher level math course.

Offered: Spring.

**ECON 290 - Special Topics (1-3)**

Offered: Fall, Spring.

**ECON 300 - Directed Study (1-4)**

Offered: Fall, Spring.

**ECON 309 - Global Financial Markets (3)**

This course includes a study of the structure and function of domestic and global financial markets, including the role of money, the behavior of interest rates, commercial banking, the Federal Reserve, and the impact of monetary policy on economic outcomes. The primary focus of this course is an understanding of the role of money and monetary policy affecting macroeconomic outcomes in domestic and international markets.

Prerequisite: ECON 202. Offered: As scheduling allows.

**ECON 314 - History of Economic Thought (3)**

This course examines the origins of the discipline of

economics, the ideas of important economists from Adam Smith to J.M. Keynes to contemporary theorists, and the evolution of economic concepts and their impact.

Offered: As scheduling allows.

**ECON 350 - Internship (1-8)**

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

Offered: Fall, Spring.

**ECON 354 - Global Competition and Strategy (3)**

This course introduces general international business concepts and expands to include the dynamics of globalization, international trade and competition, and their implications for competitive business strategy.

Prerequisite: ECON 201; ECON 202. Offered: Fall, even years.

**ECON 364 - International Economics (3)**

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

Prerequisite: ECON 354. Offered: As scheduling allows.

**ECON 390 - Special Topics (1-3)**

Offered: Fall, Spring.

**ECON 391 - American Economic History (3)**

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: As scheduling allows.

### **ECON 400 - Directed Study (1-4)**

Offered: Fall, Spring.

### **ECON 490 - Special Topics (1-3)**

Offered: Fall, Spring.

### **ECON 495 - Independent Study (1-4)**

Offered: Fall, Spring.

## **EDUC-Education**

### **EDUC 101 - Exploring Education (1)**

This course is designed for college freshmen and to encourage students of all majors to consider a career in teaching. The logistics of working through the education program at UJ will occur as well as the processes of teacher licensure. Students will also gain a better understanding of how K12 schools are organized.

Offered: Fall, Spring.

### **EDUC 102 - Teaching Professional (3)**

This course combines elements of Exploring Education and Introduction to Education which are offered on the UJ campus. This course is developed for high school students taking the course as a dual credit course. History and philosophy of American education are surveyed along with the personal and professional requirements of teaching. Course requirements include field experience in an accredited public or private classroom.

Offered: As needed.

### **EDUC 190 - Special Topics (1-3)**

By arrangement

### **EDUC 201 - Introduction to Teaching (2)**

This is an early course in education for the pre-service prospective teacher. History and philosophy of American education are surveyed. Course requirements include **field experience in an accredited public or private classroom.**

Prerequisite: Sophomore standing; EDUC 101. Offered: Fall, Spring.

### **EDUC 202 - Science for Elementary Teachers (3)**

This course is a study of the basic science concepts from biology, chemistry, physical science, and earth science that elementary teacher are expected to know. Several types of teaching and evaluation techniques are examined in this course.

Offered: Spring.

### **EDUC 203 - Mathematics for Elementary Teachers (3)**

A continuation of basic college mathematics with additional topics from elementary algebra, geometry, mathematical reasoning, basic number operations, probability, and the history of mathematics. The curriculum includes investigations with manipulatives, calculators and computers.

Offered: Spring.

### **EDUC 206 - Introduction to Early Childhood Education (3)**

This course is an orientation to early childhood education focusing on the history, philosophies, social foundations, and theories. Developmentally appropriate practices for children birth to age eight will be covered. Emphasis will be placed on teacher's role and responsibilities regarding parental involvement, play, and meeting the individual learning differences and cultural diversity. A field experience of fifteen hours is required.

Offered: Fall.

### **EDUC 211 - Observation and Assessment in Early Childhood (3)**

This course provides an overview of observations and assessment strategies used for children birth through age eight. Informal and formal assessments to document development, growth, play, and learning will be explored. Teacher candidates will review, use, and interpret observation and assessment data and explore how it informs teaching practice and curriculum planning. A fifteen hour field experience will be required where students will administer and score observations and assessments in an early childhood classroom.

Prerequisite: Admission to Teacher Education EDUC 206 Introduction to Early Childhood Education. Offered: Spring.

**EDUC 219 - Instructional Media and Technology (2)**

A course designed to familiarize education majors with the national and state 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.

Offered: Fall, Spring.

**EDUC 231 - Classroom Driver and Traffic Education (3)**

This course provides a future driver's education teacher with information needed to teach the classroom portion of driver's education.

Offered: Fall, odd years; Summer, even years.

**EDUC 232 - Beginning Driver Problems (2)**

This course provides future driver education teachers with the training they will need to teach students in the driver education car. The prospective teacher will learn how to develop an in-car curriculum and the methods needed to teach the skills required by a new driver.

Offered: Spring, even years; Summer, even years.

**EDUC 233 - In-Car Instruction (3)**

This course provides future driver education teachers with the training they will need to teach students in the driver education car. The prospective teacher will learn how to develop an in-car curriculum and the methods needed to teach the skills required by a new driver.

Offered: Fall, even years; Summer, odd years.

**EDUC 234 - Organization and Administration of Safety Education (2)**

This course provides prospective driver education teachers with the training needed to organize and schedule a driver education class, order supplies, obtain vehicles and establish vehicle use policies, budget, provide for special needs students, communicate with parents, and be familiar with driver education regulating agencies.

Offered: Spring, odd years; Summer, odd years.

**EDUC 251 - Geography for Teachers (2)**

This course is designed to increase student understanding and ability to present the elements of geography and the concepts and skills that are fundamental to geography. Candidates will be introduced to geography themes and

standards.

Offered: Spring.

**EDUC 253 - Applied Cognitive Theories (3)**

Designed for education majors, this course offers a constructivist approach to the theories of cognition for instruction, emphasizing the use of applied psychology. Candidates will explore cognitive processes related to learning that they will encounter in their teaching careers. In addition, candidates will conduct and evaluate their own research.

Prerequisite: PSYC 203. Offered: Fall.

**EDUC 290 - Special Topics (1-3)**

By arrangement

**EDUC 301 - Methods: Elementary Mathematics (3)**

An overview of elementary mathematics education-- history, issues, and national standards. Standards-based topics for elementary mathematics will be examined and applied. Includes an emphasis on instructional technologies. Emphasis is given to problem-solving strategies with manipulatives, visuals, and other instructional technologies. *This course is taken as part of a methods block, which requires a 30-hour field experience in which candidates prepare, teach, and assess lessons*

Prerequisite: Admission to teacher education; EDUC 203; EDUC 303; EDUC 306; EDUC 316; EDUC 313.

Corequisite: EDUC 305; EDUC 415; KNS 261; EDUC 398 or EDUC 399. Offered: Spring.

**EDUC 303 - Introduction to Teaching Students with Exceptionalities (3)**

Designed to provide prospective elementary and secondary school teachers with the knowledge and skills to understand and teach students with exceptionalities. Includes a 15-hour field experience.

Prerequisite: Admission to teacher education; EDUC 201.

Corequisite: EDUC 306. Offered: Fall, Spring.

**EDUC 305 - Managing and Monitoring the Learning Environment (3)**

This course provides prospective educators with a proactive, comprehensive, and practical guide for the understanding and development of skills necessary to create a positive learning environment, encourage appropriate social interactions, and advance engagement learning. Emphasis is on recognizing and empowering

desired behavior and addressing with undesirable behavior. Teacher disposition is also explored for its effect on student learning, motivation, and development as well as the educator's own professional growth.

Prerequisite: Admission to teacher education; EDUC 313; EDUC 316; EDUC 303; EDUC 306. Corequisite: EDUC 398 or EDUC 399. Offered: Spring.

### **EDUC 306 - Multicultural Education (3)**

This course examines the dimensions of diverse populations in schools and implications for educational programming and instruction. Specifically, the course focuses on methods, curriculum models, strategies, modifications, and skills necessary for teaching culturally and linguistically diverse students. Includes a 15-hour field experience.

Prerequisite: Admission to teacher education; EDUC 201. Corequisite: EDUC 303. Offered: Fall, Spring.

### **EDUC 310 - Reading Methods in Secondary Schools (3)**

A course designed to improve vocabulary and reading comprehension skills for secondary education majors. The course will focus on the identification of skills and strategies to perform, model, and teach academic reading to students in grades 5-12. Includes evaluation of reading abilities and creation of reading exercises. *Taken as part of a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 313; EDUC 303; EDUC 306. Corequisite: EDUC 305; EDUC 398 or EDUC 399. Offered: Spring.

### **EDUC 312 - North Dakota History (3)**

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 certification in history.

Crosslisted as: HIST 312. Offered: Spring, even years.

### **EDUC 313 - General Principles of Curriculum and Teaching (3)**

This course will cover principles of instruction, planning for teaching, curriculum development, guidance and evaluation of learning, and specific teaching/planning procedures. Field experience of approximately 10 hours will be completed in and out of class.

Prerequisite: Admission to Teacher Education Program; EDUC 201. Corequisite: EDUC 316. Offered: Fall, Spring.

### **EDUC 314 - Creative Arts in the Classroom (3)**

An exploration of the stages of growth in children's artistic development as it applies to the elementary classroom, including direct experiences with methods and materials in art, music, creative drama, and movement education. State standards will be addressed.

Offered: Fall.

### **EDUC 315 - Methods: Elementary Social Studies (3)**

An overview of elementary social studies education-history, issues, state and national standards. Standards-based instruction for elementary social studies will be examined and applied. Includes an emphasis on instructional technologies. *Taken as part of a methods block, that requires a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 251; EDUC 303; EDUC 306; EDUC 316; EDUC 313. Corequisite: EDUC 342; EDUC 405; EDUC 423; and EDUC 398 or EDUC 399. Offered: Fall.

### **EDUC 316 - Assessment and Evaluation (3)**

A study of methods, procedures, strategies, materials, modifications and current trends and research in the assessment and evaluation of student learning.

Prerequisite: Admission to teacher education; EDUC 201. Corequisite: EDUC 313. Offered: Fall, Spring.

### **EDUC 321 - Language and Literacy in Early Childhood Education (3)**

This course explores language and literacy development in the early childhood years. Focus will be on scientifically, evidence, and researched based best literacy practices. Developmentally appropriate literacy activities focused on oral language, phonological awareness, concepts of print, and read aloud strategies supporting vocabulary and comprehension development will be shared. Integrating the relationship of language and literacy in the child's home language in the early childhood classroom will be addressed.

Prerequisite: EDUC 206 Introduction to Early Childhood Education EDUC 211 Observation and Assessment in Early Childhood Education Admission to Teacher Education Department. Offered: Fall.

**EDUC 342 - Methods: Elementary Language Arts (3)**

An overview of elementary language arts education-history, issues, state and national standards. Standards-based instruction for elementary language arts will be examined and applied. Includes an emphasis on instructional technologies. Examines the nature of language through different theoretical approaches so that sounds principles of language development may be applied as children learn to use and control language through reading, writing, listening, and speaking in the classroom. *Taken as part of a methods block that requires a 30-hour field experience in which candidates prepare, teach, and assess lessons*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 315; EDUC 405; EDUC 423; EDUC 398 or EDUC 399. Offered: Fall.

**EDUC 343 - Children's Literature and Reading Across the Curriculum (3)**

Introduces prospective elementary teachers to the field of children's literature and explores a variety of approaches, including reading-based literature and reading strategies and methods across the curriculum for appropriate use in an elementary classroom.

Prerequisite: Admission to teacher education; EDUC 201. Offered: Fall.

**EDUC 344 - Young Adult Literature (3)**

Introduces prospective teachers to the world of young adult literature that is appropriate to upper elementary and secondary classrooms. Emphasis on classroom application.

Prerequisite: Admission to teacher education; EDUC 201. Offered: Spring.

**EDUC 390 - Special Topics (1-3)**

By arrangement

**EDUC 398 - TED Seminar I (1)**

This is a co-requisite course taken during either the fall or spring along with appropriate method block courses. This course will meet once a week and explore ancillary topics of the education profession such as teaching standards, mental health, professional dispositions, school culture and school systems, and professional standards. Additionally, the course will focus on Social Emotional Learning (SEL). Both the theory and practice of SEL are explored allowing pre-service teachers to create learning environments

suitable for k-12 learners. Students will complete a disposition self-assessment in this course as well.

Prerequisite: Admission to teacher education, completion of Key Assessments 1 and 2, completion of appropriate foundation block coursework, appropriate method's block co-requisites, and departmental approval. Offered: Fall, Spring.

**EDUC 399 - TED Seminar II (1)**

This is a co-requisite course taken during the fall or spring along with appropriate method block courses. This course meets once a week and continues to explore ancillary topics of the education profession begun in EDUC 398. In addition, this course allows students to study the education profession holistically through the consideration of topics and themes such as history, philosophy, and emerging trends. Registration for student teaching occurs in this course.

Prerequisite: Admission to teacher education, completion of Key Assessments 1 and 2, completion of key assessments 3 and 4 or documentation of work in progress, completion of appropriate foundation block coursework, appropriate method's block co-requisites, and departmental approval. Offered: Fall, Spring.

**EDUC 404 - Kindergarten Methods and Materials (3)**

Teacher candidates will explore and analyze developmentally appropriate kindergarten curriculum in literacy, mathematics, social studies, science, music, movement, and art. Scientifically, evidence, and research based best practices for instruction in kindergarten will be emphasized. Teacher candidates will develop and implement lessons and analyze student data in a 30 hour field experience.

Prerequisite: Admission to Teacher Education EDUC 206 Introduction to Early Childhood Education EDUC 211 Observation and Assessment in Early Childhood Education EDUC 321 Language and Literacy in Early Childhood Education. Offered: Spring.

**EDUC 405 - Methods: Elementary Content Reading (3)**

An overview of elementary reading education-history, issues, state and national standards. Candidates will be introduced to techniques, procedures, strategies, methods, and materials in reading instruction. Includes an emphasis on instructional technologies. Examines the physical, psychological, and social factors involved in learning to read through grade 8. Reading theories and philosophies will be discussed. *Taken as part of a methods block that requires a 30-hour field experience in which candidates*

*prepare, teach, and assess lessons*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 315; EDUC 342; EDUC 423; EDUC 398 or EDUC 399. Offered: Fall, Spring.

**EDUC 406 - Methods: Secondary Science (3)**

Designed for secondary science education majors, the course provides an overview of secondary science education-history, issues, state and national standards. Standards-based instruction for secondary science will be examined and applied. Includes an emphasis on instructional technologies. *Taken as part of a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall.

**EDUC 407 - Methods: Secondary Social Studies (3)**

Designed for secondary history education majors, the course provides an overview of secondary social studies education-history, issues, state and national standards. Standards-based instruction for secondary social studies will be examined and applied. Includes an emphasis on instructional technologies. *Taken as part of a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall.

**EDUC 408 - Methods: Secondary English (3)**

Designed for secondary English education majors, the course provides an overview of secondary English education-history, issues, state and national standards. Standards-based instruction for secondary English will be examined and applied. Includes an emphasis on instructional technologies. Candidates will discuss and develop sensitivity to diversity and inclusivity that is demanded in today's schools and will plan lessons and units that allow and help students to explore this diversity. *Taken as part of a methods block, this course provides a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall.

**EDUC 410 - Methods: Secondary Mathematics (3)**

Designed for secondary math education majors, the course provides an overview of secondary math education-history, issues, state, and national standards. Standards-based instruction for secondary math will be examined and applied. Includes an emphasis on instructional technologies. The course is an applied study of current strategies, materials, technologies, and content related to the learning and teaching of secondary school mathematics. Covers units and lessons in applied arithmetic, algebra, geometry, functions, probability and statistics, trigonometry, and discrete mathematics, with attention to the historical significance of ideas. Includes hands-on investigations with manipulatives, visuals, graphing calculators, and computers.

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 398 or EDUC 399. Offered: Fall, as needed.

**EDUC 415 - Methods: Elementary Science (3)**

An overview of elementary science education-history, issues, state and national standards. Standards-based instruction for elementary science will be examined and applied. Emphasis is given to problem-solving strategies with manipulatives, visuals, and instructional technologies. Topics include the nature of science, critical thinking and questioning techniques, and designing a guided discovery (inquiry) based science unit and instructional technologies. *Taken as part of a methods block that requires a 30-hour field experience in which candidates prepare, teach, and assess lessons.*

Prerequisite: Admission to teacher education; EDUC 202; EDUC 316; EDUC 313; EDUC 303; EDUC 306. Corequisite: EDUC 305; EDUC 301; KNS 261; EDUC 398 or EDUC 399. Offered: Spring.

**EDUC 423 - Diagnostic & Corrective Reading (2)**

Designed to help prospective teachers become familiar with techniques in determining types of reading problems and presenting appropriate corrective procedures.

Prerequisite: Admission to teacher education; EDUC 316; EDUC 303; EDUC 306; EDUC 313. Corequisite: EDUC 315; EDUC 405; EDUC 342; EDUC 398 or EDUC 399. Offered: Fall.

**EDUC 490 - Special Topics (1-3)**

With the approval of departmental faculty, students may take 1-3 credits in an approved study of special topics related to education.

**EDUC 498 - Student Teaching Seminar (1)**

Student teachers will attend weekly seminar sessions to debrief on their experiences, network, work on major assessments, and learn from guest speakers.

Prerequisite: EDUC 398; EDUC 399; approval of TEC.  
Corequisite: EDUC 499. Offered: Fall, Spring.

**EDUC 499 - Student Teaching (12)**

Teacher candidates will apply the concepts and methods learned throughout the Teacher Education program during 12 weeks of supervised teaching in their licensure area.

Prerequisite: EDUC 398; EDUC 399; approval of TEC.  
Corequisite: EDUC 498. Offered: Fall, Spring.

**EE-Experiential Education****EE 100 - Intro to Experiential Education (1)**

Introduces students to job shadows and observations, internships, consulting projects, study/intern abroad, and volunteer/community service projects. Students participate in community service projects of their choice.

Offered: Fall, Spring.

**EE 290 - Study Tour (1-3)**

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.

**EE 300 - Internship Preparation (1)**

Students learn about internships, locate sites, prepare application materials, develop interview skills, and visit with current/past interns. A non-credit internship preparation seminar/self-study is also available.

Offered: Fall, Spring.

**EE 350 - Internship (1-8)**

Provides a pre-professional practical learning experience in an appropriate work environment that will benefit the student and the organization. The course is structured to integrate classroom and work site learning experiences relevant to the student's educational and career objectives.

Offered: Fall, Spring.

**EE 450 - Consulting (2-4)**

Students apply the theoretical foundations of their studies to a practical situation. Student teams assist existing and start-up businesses and organizations to solve specific problems in areas designated by the project contact. The student consulting team is usually assigned to each project for eight to sixteen weeks and receives two to four credits.

Offered: Fall, Spring, Summer.

**EESC-Earth and Environmental Science****EESC 110 - The Environment and You (Lec/Lab) (3/1)**

A study of our natural environment and the physical and biological principles functioning in it. We will study humans as part of the overall ecosystem and we will look at the effects human actions have on different natural systems: land use, air and water pollution, biodiversity decline, resource extraction and global issues.

**EESC 150 - Environmental Science (Lec/Lab) (3/1)**

This course will introduce students to natural cycles and unnatural processes, flows, and feedback loops. This course explores patterns and processes in the natural world and their modification by human activity. We will consider physical, biological and chemical processes. This course explores current environmental issues by examining scientific principles and the application of those principles to natural systems. This course will survey some of the many environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet. Topics include Evolution, species interactions, biological communities, Human populations, Biomes, Biodiversity, Environmental Conservation, Food and Agriculture, Environmental Health and Toxicology, Climate, Pollution, Water resources and pollution, Environmental Geology, Energy, Solid and Hazardous waste, Economics and Urbanization, Environmental Policy and Sustainability.

Offered: Fall .

**EESC 160 - Organismal Biology (Lec/Lab) (3/1)**

This course explores fundamental concepts including Cell structure and function, Scientific method, Evolution, Genetics, Ecology and Population Ecology. This course surveys organismal diversity within an evolutionary context, primarily in protists, fungi, plants and animals. Relationships between form and function, as well as relationships of organisms to their environments are

addressed. Ecological concepts will be introduced and include biotic and abiotic factors.

Offered: Fall.

### **EESC 170 - Physical Geology (Lec/Lab) (3/1)**

This is a course covering the fundamental concepts of geology that describe the Earth's constitution, structure, and evolution. Specific topics addressed will include rock mineralogy and formation, tectonic plates and their boundaries, erosional and depositional processes, and interactions between the hydrosphere, biosphere, lithosphere, and atmosphere.

Offered: Spring, odd years.

### **EESC 180 - Field Ecology - The Arctic (3)**

Students will develop an appreciation of the various cultural influences involved in settling and defining current day Churchill. Students will also be familiar with historical events impacting Churchill. Ecology is the study of the interactions between organisms and their environments. This course will also focus on the ecology of several species living in Churchill, Manitoba on Hudson's Bay. The classroom component during the spring semester introduces the cultures and history, as well as ecology and the focal species. The field component provides the opportunity for us to meet and interview various Churchill elders, experience first-hand traditional ways of life, supplement the cultural experience with resources from two local museums and participate in current day to day Churchill life -- life in a remote town not connected by road to the outside world. We will participate in workshops, lead a workshop, and take tours of town facilities, such as the Health Center, Duke of Marlborough school, Town Complex and Churchill Northern Studies Centre. We will study Arctic and sub-arctic species in their natural environment as part of several long-term monitoring studies. Our partners in these studies include Environment Canada, Toronto Ministry of Natural Resources, The Hudson Bay Project American Museum of Natural History, Churchill Northern Studies Centre and Parks Canada.

### **EESC 181 - Culture & Ecology of the Hawaiian Islands (3)**

Students will develop an appreciation of the various cultural influences involved in settling and defining current day Hawaii. The Hawaiian Archipelago is one of the most remote in the world! Topics include historical events impacting Hawaii and the changes through the eras. Students embark on an historic resource study, specifically

using Hawaiian units of the National Park System (NPS). The NPS mission in Hawaii is unique in that their mission is not only to preserve, but also to perpetuate and promote traditional Hawaiian culture. The Parks possess prehistoric sites as well as resources related to the period after European and American vessels began to visit the islands. Text materials will cover origins of the Hawaiian Population, origins of Hawaiian Culture and Natural Sciences of Hawaii as well as Hawaiian responses to intercultural encounters. The course will meet weekly during the semester and culminate in a 7-day trip to Hawaii. Students will have daily opportunities to embed themselves in cultural workshops or daily life of Hawaii.

Offered: Spring, as needed.

### **EESC 200 - Prairie Ecology (3)**

Topics include formation and extent of the Great Plains, Grassland ecosystems, Ecological succession, biodiversity, Native and non-Native species, current status of the Great Plains, Plant-insect interactions and anthropogenic induced changes. We study the scientific process, scientific reasoning and evaluate evidence, using the Great Plains as our focus. Students will be expected to engage in discussions and research outside of the classroom, in addition to in-class activities. There are 2 days of mandatory field trips which are required in order to pass the course. The Great Plain grasslands of North America are one of the largest ecosystems in North America and also some of the most altered environments on earth.

### **EESC 210 - Analytic Methods in Earth Science (3)**

This course covers some of the basic mathematical tools used in earth sciences. Topics covered will include trigonometry, functions, cartography, single and partial derivatives, and vector mathematics.

Offered: Spring, even years.

### **EESC 220 - Environmental Science Field Skills (3)**

This course guides students through the process of identifying, and preparing and applying for internships and/or jobs as well as graduate school opportunities while giving them core competencies valued by employers. Students will become competent in orienteering with a compass and map, as well as a handheld GPS unit and receive an overview of surveying. This course will provide the North American model for sustainable harvest and students will acquire first aid and CPR skills. Students will become proficient with identifying peer-reviewed journals and will review articles in those journals. Students will develop presentation skills, a resume, a cover letter,

participate in mock interviews and job fairs and finally, develop a research proposal.

Prerequisite: Majors: admission to program, non- majors: instructor permission. Offered: Spring.

### **EESC 271 - Introductory Geology Field Experience (2)**

An exploration and application of geologic topics covered in EESC 170 with reference to a particular location. Lectures and discussions will meet once weekly during the semester culminating in a weeklong field experience in May. Emphasis will be placed on historical, social, cultural, and economics considerations of location. Cannot be used for Environmental Science major field experience requirements.

Corequisite: EESC 170. Offered: Spring.

### **EESC 290 - Special Topics (1-3)**

By arrangement

### **EESC 310 - Aquatic Biology & Ecology (Lec/Lab) (3/1)**

Lecture: This course examines the physical process, aquatic biota, community interactions structure, and function of inland aquatic ecosystems. Topics will include the scientific method, energy flow, nutrient cycling, ecosystem functioning, and human impacts on aquatic resources (eutrophication, water treatment plants, wastewater treatment, etc.) Students will understand the structure (lake zonation) and function of major types of aquatic systems (e.g. reservoirs, large rivers, etc.).

Lab: This course will provide an experimental approach to topics covered in EESC 310. This course will provide hands on exercises to complement the lecture. Students will learn field techniques to sample local aquatic systems. This course examines the physical process, aquatic biota, community interactions structure, and function of inland aquatic ecosystems. Topics will include the scientific method, energy flow, nutrient cycling, ecosystem functioning, and human impacts on aquatic resources (eutrophication, water treatment plants, wastewater treatment, etc.) Students will understand the structure (lake zonation) and function of major types of aquatic systems (e.g. reservoirs, large rivers, etc.).

Prerequisite: Majors: admission to program, Non- Majors: Instructor premision. Offered: Fall, odd years.

### **EESC 320 - Advanced Ecology (Lec/Lab) (3/1)**

This course will cover and expand ecological concepts introduced in BIOL 310 and will include implications for analyzing and even managing or remediating

environmental problems (e.g. oiled animals, commercial business proposals-fertilizer plant, soybean plant, etc.). Topics will include aquatic ecology, the introduction and management of invasive species, superabundant species, as well as endangered and endemic species. Specific examples will be used to emphasize the application of these concepts to the management of natural resources and sustainable practices.

Prerequisite: Majors: admission to program, Non-Majors: Instructor permission. Offered: As needed.

### **EESC 322 - Environmental Policy (3)**

This course provides an introduction to and overview of environmental policy. In this course we will examine the policy process, interest groups and political parties. We will focus on the framework and flow of environmental problem identification, root cause analysis, solution analysis, and the use of environmental policy tools, structured decision making, and policy implementation.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Crosslisted as: POLS 322. Offered: Spring, odd years.

### **EESC 360 - Botany (Lec/Lab) (3/1)**

A classroom, laboratory and field study of the biological diversity of the plant kingdom, focused on the evolutionary history, ecology and morphology of major lineages.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring, even years.

### **EESC 390 - Special Topics (1-3)**

By arrangement

### **EESC 401 - Environmental Research I (1)**

This course will allow students to research current topics presented in the Environmental Science curriculum. Students will develop a hypothesis, describe their intended methodology, and collect data or select data from an available database. Students will provide a summary of research methods and a dataset. Course may be repeated once.

Prerequisite: Major: Admission to program, Non-Majors: Instructor permission. Offered: As needed.

### **EESC 402 - Environmental Research 2 (1)**

This course will allow students to research current topics presented in the Environmental Science curriculum and is a continuation of EESC 401. Students will analyze the data

acquired in EESC 401. Students will provide the results and discussion in a formal report that will include the hypothesis and methodology from EESC 401. Course may be repeated once.

Prerequisite: Major: Admission to program, Non-Majors: Instructor permission. Offered: As needed.

### **EESC 410 - Introduction to Geospatial Technology (Lec/Lab) (3/1)**

An introduction to the fundamentals of Geospatial Technology, including Geographic Information Systems (GIS), cartography, remote sensing, and spatial analysis through a series of lectures and hands-on computer-based exercises.

Prerequisite: Majors: Admission to advanced program, Non-Majors: Instructor permission. Offered: Spring, odd years.

### **EESC 461 - Botany Field Methods (2)**

This course will use concepts from EESC 360 and train students in different monitoring methods used in vegetation studies such as transects, quadrats, enclosure plots, etc. Quantitative features of vegetation and measurement of these characteristics will be used to define plant communities and allow for ecological comparisons. Field sites can include restored prairie, public lands and subarctic tundra. Course may be repeated.

Prerequisite: Major: Admission to program, Non-Major: Instructor permission. Offered: Summer.

### **EESC 430 - Hydrology (3)**

Hydrology explores the hydrologic cycle. This course emphasizes surface water processes, water quality, and watershed management.

Prerequisite: Major: Admission to advanced program, Non-Majors: Instructor permission. Offered: Spring, even years.

### **EESC 450 - Soils and the Environment (3)**

This course explores the role of soil and its interactions with the hydrosphere, biosphere, and atmosphere in determining environmental quality. Soil chemistry, contaminants and remediation are also explored.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring, odd years.

### **EESC 471 - Geology Field Experience (2)**

An advanced exploration and application of geologic

topics covered in EESC 271 with reference to a particular location. Lectures and discussions will meet once weekly during the semester culminating in a weeklong field experience in May.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring.

### **EESC 480 - Ornithology (Lec/Lab) (3/1)**

The evolution, classification, origin of flight, anatomy, physiology, migration, ecology, reproductive behavior, and conservation of birds. Laboratory includes techniques used in ornithological research and field trips to focus on bird identification and behavior. Students can be expected to attend at least one overnight field trip.

Prerequisite: Major: Admission to the program, Non-Majors: Instructor permission. Offered: Fall, even years.

### **EESC 481 - Ornithology Field Methods - BBL Banding Station (2)**

Students will assist in all aspects of a long running banding station in Stonewall, MB or similar, approved by BBL, USFWS and CWS. Prerequisite or Corequisite: EESC 484. Field practicum will occur in Spring (May-June), Summer or Fall (Aug-Sept), may be repeated

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Spring.

### **EESC 482 - Ornithology Field Methods - Nest Site Trapping (2)**

Students will learn methods of locating nests and trapping adults for banding at the nest site or nest box and collection of morphometric data, approved by BBL, USFWS and CWS. Course may be repeated.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Summer.

### **EESC 483 - Ornithology Field Methods - Geese and Waterfowl (2)**

Students will participate in banding waterfowl such as Ross's Geese, lesser Snow Geese, Canada Geese and Common Eiders, approved by BBL, USFWS and CWS. There will be opportunities to partner with Canadian agencies conducting research on nesting densities, peak hatch, survival rates, etc. Eider and Lesser Snow Goose research will be conducted at LA Perouse Bay field research station on Cape Churchill Peninsula. Students will be part of a long-term study (>50 years) of Lesser Snow Geese and Common Eiders. Course may be repeated.

Prerequisite: Majors: Admission to program, Non-Majors: Instructor permission. Offered: Summer.

### **EESC 484 - Ornithology Field Methods (1)**

Students will learn all aspects of bird banding in North America as approved by the North American Banding Council. Students will learn how to safely and productively conduct bird banding as well as learning the merits and value of bird banding. Weekly meetings will cover standard procedures during the semester.

Prerequisite: Prerequisite or Corequisite: EESC 480. Offered: As needed.

### **EESC 485 - Environmental Science Capstone 1 (1)**

This course will allow students to identify or to further investigate current topics presented in the Environmental Science curriculum. Students will explore current literature on an environmental science-related topic. Students will produce a literature review or, in combination with EESC 401 and EESC 402, a research paper with a significant background section.

Prerequisite: Major: Admission to advance program and sr. standing, Non-Major: Instructor permission. Offered: Fall.

### **EESC 486 - Environmental Science Capstone 2 (1)**

This is a seminar course where each student will be expected to provide a minimum of one 40-minute presentation on the topic researched in EESC 485.

Prerequisite: Major: Admission to advanced program & sr. standing, Non-Major: Instructor permission. Offered: Spring.

### **EESC 490 - Special Topics (1-3)**

By arrangement

## **ENGL-English**

### **ENGL 101 - Expository Writing (3)**

Should be taken in the first semester of the freshman year. A course introducing students to writing, rhetoric, and critical thinking.

Offered: Fall.

### **ENGL 102 - Argumentative and Analytical Writing (3)**

Should be taken during the freshman year. Continues aims of ENGL 101, particularly synthesis and argument, and introduces research writing and documentation. Note: Course grades of C- or higher are required for completion

of ENGL 101 and ENGL 102.

Prerequisite: ENGL 101 (with grade of C- or higher). Offered: Spring.

### **ENGL 105 - Unpacking Academic Writing and Research (3)**

Academic writing and research skills are essential to student success in higher education. However, students are often unaware of the conventions of formal academic research and writing. In this class, students identify and apply relevant academic research and discourse conventions, evaluate, and integrate academic research into their own writing, and employ APA style and citation to build academic ethos. Through discussion boards, scaffolded writing assignments, and hands-on research, students demonstrate the necessary skills for academic success in their chosen programs.

### **ENGL 115 - Popular Literature and Analysis (3)**

Texts include novels, short stories, films, and television shows to illustrate how literature is always adapting and evolving to fit the times. The course focuses on basic literary analysis skills, geared towards non-majors. Offered Spring semester annually.

Offered: Spring.

### **ENGL 190 - Special Topics (1-3)**

Topics will be announced in the yearly schedule. Recent offerings have included Introduction to Poetry, Travel Literature, Literature of the American West, Late Twentieth-Century American Fiction, Classic Modern Short Novels, and the Native American Literature.

Prerequisite: ENGL 102 or permission.

### **ENGL 200 - Directed Study (2-4)**

By arrangement

### **ENGL 201 - Introduction to Literary Study and Analysis (3)**

Introduces a range of literary genres (poetry, fiction, and drama), a technical vocabulary related to the study of works of those genres, and traditional and contemporary critical approaches to such works. English majors should complete ENGL 201 as early as possible, especially prior to undertaking 300- and 400-level literature courses.

Offered: Fall, odd years.

**ENGL 210 - World Literature to 1500 (3)**

Survey of literature exclusive of the British Isles from the ancient world to 1500.

Offered: Fall, even years.

**ENGL 211 - World Literature since 1500 (3)**

Survey of literature exclusive of the British Isles and the U.S. from 1500 to the present.

Offered: Spring, odd years.

**ENGL 230 - British Literature to 1785 (3)**

A survey of major figures such as Chaucer, Spenser, Shakespeare, Donne, Jonson, Milton, Dryden, Pope, and Swift.

Offered: Fall, odd years.

**ENGL 231 - British Literature Since 1785 (3)**

A survey of major figures such as Blake, Wordsworth, Keats, Tennyson, Browning, Yeats, Conrad, Woolf, and Lawrence.

Offered: Spring, even years.

**ENGL 250 - American Literature to 1865 (3)**

Survey of major periods, works, and writers in American literature through the Civil War. Emphasis on the development of genuine American literature from Colonial through American Romantic periods.

Offered: Fall, even years.

**ENGL 251 - American Literature since 1865 (3)**

Survey of major works and writers in American literature from the Civil War to the present. Emphasis on Realism, Naturalism, and Modernism.

Offered: Spring, odd years.

**ENGL 290 - Special Topic (1-3)**

Topics will be announced in the yearly schedule. Recent offerings have included Introduction to Poetry, Travel Literature, Literature of the American West, Late Twentieth-Century American Fiction, Classic Modern Short Novels, and Native American Literature.

Offered: As needed.

**ENGL 300 - Directed Studies (2-4)**

By arrangement

**ENGL 305 - Studies in the British Novel (3)**

Study of selected British novels from Defoe to Woolf.

Prerequisite: ENGL 102 or permission of instructor.

Offered: Fall, even years.

**ENGL 308 - Studies in the American Short Story (3)**

Study of representative works of such writers as Poe, Hawthorne, Twain, Fitzgerald, Hemingway, Welty, O'Connor, and Updike.

Prerequisite: ENGL 102 or permission of instructor.

Offered: Fall, odd years.

**ENGL 310 - Modern Poetry (3)**

Study of selected works by such modern poets as Hardy, Yeats, Pound, Eliot, Frost, Williams, and Stevens.

Prerequisite: ENGL 102 or permission of instructor.

Offered: Spring, odd years.

**ENGL 312 - Writing in the Professions (3)**

Study and practice of writing techniques and forms commonly used in business and the professions. Same as COMM 312.

Prerequisite: ENGL 102 or permission of instructor.

Crosslisted as: COMM 312. Offered: Spring, even years.

**ENGL 313 - Creative Writing (3)**

Study and practice in writing original short fiction.

Prerequisite: ENGL 102 or permission of instructor.

Offered: Fall.

**ENGL 314 - Introduction to Rhetorical Theory (3)**

Overview of various foundational rhetorical theories and their historical applications. Study and practice of advanced expository writing and research writing and strategies.

*English education majors please note: ENGL 314 and ENGL 414 do not need to be taken sequentially.*

Prerequisite: ENGL 102 or permission of instructor.

Offered: Spring, odd years.

### **Student Learning Outcomes**

- Identify and analyze the rhetorical situation of a single text
- Rhetorically analyze both textual and multimodal media
- Identify the key actors, events, and exigencies of various social movements
- Employ various expository modes to describe the rhetorical situation and context surrounding a social movement and its rhetoric
- Design a multimodal object for public use
- Integrate and document both primary and secondary sources into a multimodal project using an accepted citation style (APA or MLA)

### **ENGL 316 - Technical Writing (3)**

Study and practice of writing techniques commonly used in technical fields.

Prerequisite: ENGL 102 or permission of instructor.  
Offered: Spring, odd years.

### **ENGL 318 - Development of American Drama (3)**

Study of the development of principal styles and forms of American drama from colonial times to the present; application of research strategies and critical principles to American dramatic literature. . Same as THEA 318.

Prerequisite: ENGL 102. Crosslisted as: THEA 318.  
Offered: Spring, even years.

### **ENGL 319 - Modern British Drama (3)**

Survey of 20th-century drama in Britain from Shaw to Stoppard.

Prerequisite: ENGL 102. Crosslisted as: THEA 319.  
Offered: Spring, even years.

### **ENGL 320 - British Romantics (3)**

A study of the principal writers of the Romantic Period (1798-1832), including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: ENGL 102 or permission of instructor.  
Offered: Fall, even years.

### **ENGL 330 - Victorian England (3)**

A study of the principal writers of the Victorian Age (1837 - 1901), including Carlyle, Mill, Newman, Ruskin, Tennyson, Browning, and Arnold.

Prerequisite: ENGL 102 or permission of instructor.  
Offered: Fall, odd years.

### **ENGL 331 - Shakespeare (3)**

Study of selected comedies, histories, and tragedies.

Prerequisite: ENGL 102 or permission of instructor.  
Crosslisted as: THEA 331. Offered: Spring, odd years.

### **ENGL 340 - Advanced Creative Writing - Poetry (3)**

Study and practice of the diverse forms and patterns English poetry employs, from Anglo-Saxon and ballad to concrete and spatial, with a portfolio of poems in a dozen forms due at semester's end. Other emphases may include free-form poetry or the forms found in foreign languages. May be repeated for credit with permission of the instructor.

Prerequisite: ENGL 102 or permission of instructor.

### **ENGL 341 - Advanced Creative Writing - Fiction (3)**

Study and discussion of the short story as the essential narrative form, with emphasis on qualities apparent in successful short stories and the methods and techniques used to achieve that success in aesthetically satisfying stories, with a portfolio at least three revised stories required by semester's end. Recent emphases include The Traditional Short Story, The Brief Short, and Flash Fiction. May be repeated for credit with the permission of the instructor.

Prerequisite: ENGL 102 or permission of instructor.

### **ENGL 342 - Advanced Creative Writing - Creative Non-Fiction (3)**

Advanced practice in creative non-fiction, or artful methods of dealing with facts and personal opinions, with a portfolio of at least five revised pieces due by semester's end. Recent emphases have included these three genres: The Creative Essay, The Memoir, The Creative Op-Ed Piece. May be repeated for credit with permission of the instructor.

Prerequisite: ENGL 102 or permission of instructor.

### **ENGL 347 - Film Analysis (3)**

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

Crosslisted as: COMM 340.

**ENGL 351 - History of the English Language (3)**

Explores the history and development of the English language from its origins to the present, focusing on the details of the sounds and structure of the language in its various stages of development, and the historical conditions that contributed to the evolution of Old English to modern English. Also introduces basic concepts of linguistics, the scientific study of the way languages work and the relationship between languages.

Offered: Spring, even years.

**ENGL 360 - Studies in the American Novel (3)**

Study of selected American novels.

Prerequisite: ENGL 102 or permission of instructor.  
Offered: Spring, even years.

**ENGL 370 - The Images of Woman in Literature (3)**

An exploration of the images of woman in literature.

Prerequisite: ENGL 102 or permission of instructor.  
Offered: Spring, odd years.

**ENGL 390 - Special Topic (1-3)**

Topics will be announced in the yearly schedule. Recent offerings have included Introduction to Poetry, Travel Literature, Literature of the American West, Late Twentieth-Century American Fiction, Classic Modern Short Novels, and the Native American Literature.

Prerequisite: ENGL 102 or permission of instructor.

**ENGL 400 - Directed Study (2-4)**

By arrangement

**ENGL 401 - English Grammar (3)**

A review of grammatical methodologies.

Prerequisite: ENGL 102 or permission of instructor.  
Offered: Fall, even years.

**ENGL 414 - Multimodal Composition (3)**

Study of multimodality and digital composition, and the application of multimodal composition strategies in practice. Course includes substantial research and writing components and the creation of an original multimodal text.

*English education majors please note: ENGL 314 and ENGL 414 do not need to be taken sequentially.*

Prerequisite: ENGL 102 or permission of instructor.

Offered: Spring, even years.

**ENGL 420 - African-American Literature (3)**

Study of representative major African-American writers from colonial times to the present, including such figures as Douglass, Hughes, Wright, Ellison, Baldwin, and Walker.

Prerequisite: ENGL 102 or permission of instructor.  
Offered: Spring, odd years.

**ENGL 490 - Special Topics (1-3)**

Topics will be announced in the yearly schedule. Recent offerings have included Introduction to Poetry, Travel Literature, Literature of the American West, Late Twentieth-Century American Fiction, Classic Modern Short Novels, and the Native American Literature.

Prerequisite: ENGL 102 or permission of instructor.

**ENGL 495 - Independent Study (2-4)**

The following courses in the Theatre Department may also be taken for English credit: Appreciation of Drama, Modern British Drama, Development of Drama to 1900, Development of American Drama, and Masterpieces of Drama.

**ENGL 497 - Writing Portfolio (1)**

Each senior English/English education major will assemble and submit a portfolio of writing samples spanning her or his career at University of Jamestown. The samples will be selected by the student from work previously completed for designated English courses. The portfolio will be accompanied by a substantial cover essay explaining the choice of papers and how they manifest the student's growth in knowledge and skills. Portfolio and cover essay will be reviewed and evaluated by the entire English faculty.

Offered: Spring.

**ENGR-Engineering****ENGR 101 - Introductory Computer-Aided Design (1)**

This course covers the fundamental introduction to computer aided design (CAD) software. Student will learn the CAD interface and become familiar with tools and concepts to create parts and simple assemblies. They will also learn how to create documentation that will communicate what the design requirements are for parts and assemblies being designed.

Offered: Spring, first eight weeks.

### **ENGR 110 - Introduction to Engineering (3)**

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

Offered: Fall.

### **ENGR 121 - Engineering Computing (3)**

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

Offered: Spring.

### **ENGR 190 - Special Topics (1-3)**

By arrangement

### **ENGR 201 - Intermediate Computer-Aided Design (1)**

The course will cover more advanced design concepts to create parts and assemblies. Students will also learn to analyze for interference, range of motion, tolerancing, and design re-equipments. Finally, students will be introduced to Geometric Dimensioning and Tolerancing (GD&T) on drawings.

Prerequisite: ENGR 101. Offered: Fall, second eight weeks.

### **ENGR 210 - Statics (3)**

Statics is a study of static equilibrium: forces, moments, couples, equilibrium of structures, and friction. Engineering applications include trusses, frames, and machines.

Prerequisite: PHYS 203. Offered: Fall.

### **ENGR 211 - Dynamics (3)**

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

Prerequisite: ENGR 210. Offered: Spring.

### **ENGR 212 - Materials (Lec/Lab) (3/1)**

Materials examines the relationship between the structure of materials and the subsequent mechanical, electrical, optical, and thermal properties. Topics covered will also include bonding, atomic structure and arrangement, crystal structure, symmetry, and defects, phase equilibria, and microstructural development.

Prerequisite: CHEM 133. Offered: Fall.

### **ENGR 220 - Mechanics of Materials (3)**

Mechanics of Materials applies the principles of mechanics to the design of structural and machine members. General principles of stress, strain, shear, torsion, beams, columns, and connections are covered. Other topics covered include the properties and strength of various engineering materials.

Prerequisite: ENGR 210. Offered: Spring.

### **ENGR 290 - Special Topics (1-3)**

By arrangement

### **ENGR 301 - Advanced Computer-Aided Design (1)**

This course will cover advanced design concepts related to drawing parts that may need to be created by stamping, plastic injection, or casting processes. Students will learn how to perform stress analysis for parts and assemblies. Computer-Aided Manufacturing (CAM) will also be introduced.

Prerequisite: ENGR 201; ENGR 330. Offered: Fall, first eight weeks.

### **ENGR 330 - Manufacturing Processes (Lec/Lab) (3/1)**

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

Prerequisite: ENGR 212; ENGR 381. Offered: Spring.

### **ENGR 340 - Fluid Mechanics (Lec/Lab) (3/1)**

Fluid mechanics introduces physical properties of fluids, fluid statics, and the mechanics of fluid flow. Applications studied include Bernoulli's equation for incompressible flow, hydrostatic forces on gates, frictionloss, lift and drag, and sizing of pipes and pumps.

Prerequisite: ENGR 350. Offered: Spring.

**ENGR 350 - Thermodynamics I (3)**

Thermodynamics I discusses properties of pure substances and develops a fundamental understanding of the first and second laws of thermodynamics and their application to a wide range of systems.

Prerequisite: ENGR 210. Offered: Spring.

**ENGR 351 - Thermodynamics II (3)**

Thermodynamics II covers exergy, moist air properties, vapor and gas power cycles, and refrigeration cycles.

Prerequisite: ENGR 350. Offered: Fall.

**ENGR 361 - Numerical Methods (3)**

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

Prerequisite: ENGR 121; MATH 252. Offered: Fall.

**ENGR 362 - Control Systems (3)**

Control systems introduces mathematical modeling of dynamic lumped parameter systems. Topics include analysis of linear systems and system response to transient and periodic inputs, block diagram system representation using Laplace transforms, and feedback control of linear systems.

Prerequisite: ENGR 380; MATH 352. Offered: Spring.

**ENGR 370 - Machine Design (3)**

Machine Design Addresses the principles of the design and analysis of machines. Topics include the design of machine elements such as gears, shafts, bearings, brakes, and clutches. Other topics include fatigue analysis and failure theories.

Prerequisite: ENGR 220. Offered: Spring.

**ENGR 381 - Instrumentation and Measurement (Lec/Lab) (3/1)**

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

Prerequisite: ENGR 121; ENGR 210; PHYS 204. Offered: Spring.

**ENGR 390 - Special Topics (1-3)**

By arrangement

**ENGR 401 - Classical Mechanics (3)**

A study of the foundations of advanced mechanics. Three-dimensional formulations of Newtonian physics will be developed. Variational methods, Lagrangian and Hamiltonian dynamics, non-inertial reference frames, and dynamics of rigid bodies will also be discussed. Same as PHYS 401.

Prerequisite: MATH 352; PHYS 204. Crosslisted as: PHYS 401. Offered: As needed.

**ENGR 402 - Sustainable Engineering (3)**

This course covers the practices involved in sustainable engineering and how such practices are evaluated. The initial part of the course will cover the basics of environmental science involving human impacts on water quality, air quality, and biogeochemical cycles. The second part of the course examines sustainable engineering models, and the final portion of the course instructs how assessment and analysis is used to evaluate sustainable engineering practices.

Prerequisite: CHEM 133; PHYS 143 or PHYS 203. Offered: Spring.

**ENGR 410 - Engineering Design I (3)**

Engr Design I allows students to synthesize technical, professional, and general knowledge. Skills such as project management are introduced.

Prerequisite: Senior standing in mechanical engineering. Offered: Fall.

**ENGR 411 - Engineering Design II (3)**

Engr Design II is a continuation of ENGR 410: Engr Design I where students will complete the project proposed in Engr Design I. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required.

Prerequisite: ENGR 410. Offered: Spring.

**ENGR 420 - Intermediate Mechanics of Materials (3)**

Intermediate Mechanics of Materials expands of ENGR 220 and provides more advanced applications of mechanics of materials. Topics include curved beams,

thick-walled cylinders, unsymmetrical bending, failure theories and energy methods for statically indeterminate problems.

Prerequisite: ENGR 220. Offered: As needed.

### **ENGR 431 - Project Management (3)**

Engineering Project Management: Provides engineering students with a broad view and detailed understanding of how to plan and efficaciously manage projects to implement new or improved products, advances, and services. These could include building structures, components, systems, linkages, and processes with a team for effective project delivery within scope, schedule, budget, and quality parameters.

Prerequisite: Junior Standing. Offered: Spring.

### **ENGR 450 - Heat Transfer (3)**

Heat Transfer covers concepts involving the transfer of heat through steady state and transient heat conduction in solids, forced and free convection in fluids, and thermal radiation.

Prerequisite: ENGR 340; ENGR 350. Offered: Spring.

### **ENGR 460 - Finite Element Analysis (3)**

Finite element analysis provides an introduction to the theory and application of the finite element method. Students will use commercial software to solve problems in stress analysis, heat transfer, and fluid mechanics.

Prerequisite: ENGR 220; MATH 352. Offered: Fall.

### **ENGR 461 - Engineering Statistics (3)**

Basic statistical methods including variance, covariance and correlation, and various distributions; use of evaluation tools in production including sampling, control charts, significance tests, variance, and regression; use of statistics in design including tolerance and factors of safety.

Prerequisite: MATH 251. Offered: Fall.

### **ENGR 470 - Machine Dynamics (3)**

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

Prerequisite: ENGR 211. Offered: As needed.

### **ENGR 471 - Vibrations (3)**

Vibrations covers the fundamentals of vibration analysis with application of simple machine and structural members. Topics include harmonic motion, free and forced vibration, resonance, damping, isolation, and transmissibility. Single and multiple degree-of-freedom systems are examined.

Prerequisite: ENGR 211; MATH 352. Offered: As needed.

### **ENGR 480 - Introduction to Electronic Packaging (3)**

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

Prerequisite: ENGR 380. Offered: As needed.

### **ENGR 490 - Special Topics (1-3)**

By arrangement

## **ENVI-Environmental Engineering**

### **ENVI 301 - Environmental Engineering (3)**

Quantitative approach to mitigation of societal impacts on the environment; understanding of environmental engineering practices; applications of chemistry and microbiology to solving environmental problems; analysis of systems for wastewater treatment and solid waste management.

Prerequisite: CHEM 133; PHYS 203. Offered: Fall.

## **FLAN-Foreign Language**

### **FLAN 190 - Special Topics (1-3)**

By arrangement

### **FLAN 290 - Special Topics (1-3)**

By arrangement

### **FLAN 390 - Special Topics (1-3)**

By arrangement

### **FLAN 490 - Special Topics (1-3)**

By arrangement

## FREN-French

### **FREN 101 - Beginning French I (3)**

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required.

Offered: Fall.

### **FREN 102 - Beginning French II (3)**

A continuation of FREN 101.

Offered: Spring.

### **FREN 190 - Special Topics (1-3)**

By arrangement

### **FREN 191 - Special Topics (1-3)**

By arrangement

### **FREN 200 - Directed Studies (2-4)**

By arrangement

### **FREN 201 - Intermediate French I (3)**

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this course.

Prerequisite: FREN 102 or permission of instructor.

Offered: Fall.

### **FREN 202 - Intermediate French II (3)**

Discussion and composition skills are developed through the discussion of topics of daily interest in French-speaking countries.

Prerequisite: FREN 201 or permission of instructor.

Offered: Spring.

### **FREN 290 - Special Topics (1-3)**

By arrangement

### **FREN 291 - Special Topics (1-3)**

By arrangement

### **FREN 300 - Directed Studies/Special Topics (2-4)**

By arrangement

### **FREN 310 - French Conversation and Composition (3)**

Continued development of fluency in the use of French as a means of oral and written expression and intensive

French grammar review are the main emphases.

Prerequisite: FREN 202 or permission of instructor.  
Offered: Fall, odd years.

### **FREN 320 - French Culture and Civilization (3)**

The course consists of a general history of France emphasizing modern trends in French culture and civilization. Conducted in French.

Prerequisite: FREN 202 or permission of instructor.  
Offered: Spring, even years.

### **FREN 330 - Survey of French Literature (3)**

The student will read excerpts of French literature from the medieval era to the present. Conducted in French.

Prerequisite: FREN 202 or permission of instructor.  
Offered: Fall, even years.

### **FREN 340 - Survey of Francophone Literature (3)**

A survey of Francophone writings and cinema of the Twentieth Century. The course centers on questions of identity in post-colonial Africa and in modern Quebec. A combination of literary works, essays and films makes up the material for the course.

Prerequisite: FREN 202 or permission of instructor.  
Offered: Spring, odd years.

### **FREN 390 - Special Topics (1-3)**

By arrangement

### **FREN 391 - Special Topics (1-3)**

By arrangement

### **FREN 400 - Introduction to French Linguistics (Special Topics) (3)**

The course focuses on primary and second language acquisition, linguistic analysis of French, French phonetics, key elements of French pronunciation, use of the international phonetic alphabet, and the historic development of the French language. The course is intended as part of a North Dakota secondary French teaching program of study. Offered on demand only to secondary education majors; however the secondary education program is currently suspended.

### **FREN 490 - Special Topics (1-3)**

By arrangement

**FREN 491 - Special Topics (1-3)**

By arrangement

## GER-German

**GER 101 - Beginning German I (3)**

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required.

Offered: Fall.

**GER 102 - Beginning German II (3)**

A continuation of GER 101.

Offered: Spring.

**GER 190 - Special Topics (1-3)**

By arrangement

**GER 191 - Special Topics (1-3)**

By arrangement

**GER 200 - Directed Studies (2-4)**

By arrangement

**GER 201 - Intermediate German I (3)**

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this class.

Prerequisite: GER 102 or permission of instructor.

Offered: Fall.

**GER 202 - Intermediate German II (3)**

Discussion and composition skills are developed through the study of short prose works by German authors.

Prerequisite: GER 201 or permission of instructor.

Offered: Spring.

**GER 290 - Special Topics (1-3)**

By arrangement

**GER 291 - Special Topics (1-3)**

By arrangement

**GER 300 - Directed Studies/Special Topics (2-4)**

By arrangement

**GER 310 - German Conversation and Composition (3)**

Continued development of fluency in the use of German as a means of oral and written expression and intensive German grammar review are the main emphases.

Prerequisite: GER 202 or permission of instructor.

Offered: Fall, odd years.

**GER 320 - German Culture and Civilization (3)**

Students will be exposed to a general history of the German-speaking countries of Europe and will examine modern trends and institutions. Conducted in German.

Prerequisite: GER 202 or permission of instructor.

Offered: Spring, even years.

**GER 330 - Survey of German Literature I (3)**

A survey of German poetry, short stories, essays, and novellas from Goethe to the present. Includes a comprehensive introduction to German literary terminology. Conducted in German.

Prerequisite: GER 202 or permission of instructor.

Offered: Fall, even years.

**GER 340 - Survey of German Literature II (3)**

A survey of longer prose in German from Goethe to the present, with emphasis on novels and dramas. Representative literature from Germany, Switzerland, and Austria will be presented. Conducted in German.

Prerequisite: GER 202 or permission of instructor.

Offered: Spring, odd years.

**GER 390 - Special Topics (1-3)**

By arrangement

**GER 391 - Special Topics (1-3)**

By arrangement

**GER 400 - Introduction to German Linguistics (Special Topics) (3)**

The course focuses on primary and second language acquisition, linguistic analysis of German, key elements of German pronunciation, use of the international phonetic alphabet, and the historic development of the German language. The course is intended as part of a North Dakota secondary German teaching program of study. Offered on demand only to secondary education majors; however the secondary education program is currently suspended.

**GER 490 - Special Topics (1-3)**

By arrangement

**GER 491 - Special Topics (1-3)**

By arrangement

**HIST-History****HIST 190 - Special Topics (1-4)**

By arrangement

**HIST 200 - Directed Studies (1-4)**

By arrangement

**HIST 205 - Ancient Near East (3)**

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as HIST 305, REL 205, and REL 305.

Crosslisted as: REL 205. Offered: Every other year.

**HIST 207 - The United States to 1865 (3)**

The United States from the colonial period to the close of the Civil War.

Offered: Fall.

**HIST 208 - The United States Since 1865 (3)**

The United States from the Civil War to the present.

Offered: Spring.

**HIST 220 - Europe: 1900 to Mid-Century (3)**

Internal developments and the external relations of European states from 1900 to the outbreak of the Cold War.

**HIST 222 - History of the Middle East (3)**

A history of the Middle East from Muhammad to the modern period. Special emphasis will be placed upon the development of Islam and the Arab-Israeli conflict.

**HIST 231 - The American West (3)**

The history of frontier expansion from the colonial period through the early 20th century, with primary emphasis on

the settlement of the trans-Mississippi West in the 19th century. Also considers the 20th century development of the West. Open to freshman.

**HIST 262 - History of China (3)**

A survey of China from earliest times to the present. Special focus will be placed on dynastic history, Confucianism, as well as the Chinese Revolution and the emergence of the People's Republic of China.

**HIST 268 - History of India (3)**

This is a survey of the history, geography, culture, and politics of India from its legendary prehistory through today.

Offered: Fall, odd years.

**HIST 290 - Special Topics (1-4)**

By arrangement

**HIST 291 - Western Civilization I (3)**

An introduction to the history of the Near East and Europe from prehistoric times to the Renaissance.

**HIST 292 - Western Civilization II (3)**

Introduction to the history of Western Europe from early modern times to the present.

**HIST 300 - Directed Studies (1-4)**

By arrangement

**HIST 301 - Special Readings and Topics in U.S. Studies (3)**

Individually directed and structured readings or topics in U.S. history. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

**HIST 310 - Indigenous History from Time Immemorial to 1787 (3)**

This course will provide students with an introduction to histories of and by Indigenous people and communities in North America, from time immemorial to the end of the 1700s. We will unpack these histories using tools from various disciplines, including archaeology, Indigenous knowledge, and the written word. We will critically examine new scholarship and old stereotypes of Indigenous North America, both before and after permanent European arrival in 1492. And we will explore how Indigenous peoples, polities, and philosophies shaped the world, in the past, present, and possibly the future.

Offered: Fall, even years.

**HIST 302 - Selected Readings and Topics in Non-U.S. Studies (3)**

Individually directed and structured readings or topics in non-U.S. history. With the department chair's permission, this course can be repeated once if the topics differ sufficiently.

**HIST 303 - The Civil War and Reconstruction (3)**

An examination of the history of slavery in the United States, the creation of sectional controversies, rising tensions between abolitionists and pro-slavery fanatics, the conduct of the Civil War, the rise and fall of Reconstruction, and the creation of historical myths and truths that haunt the United States to the present.

Offered: Fall, even years.

**HIST 304 - Medieval Europe (3)**

The development of medieval society, culture, religion, and political institutions from A.D. 325 to 1453.

**HIST 305 - Ancient Near East (3)**

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as REL 305.

Crosslisted as: REL 305.

**HIST 306 - Renaissance and Reformation (3)**

This course examines the history of Europe from the late 14th to the early 17th century. Focus will be on cultural, intellectual, and religious history, including the Renaissance in arts and literature, the Protestant and Catholic Reformation, and philosophical and scientific innovations. The course will also consider the political and social contexts of these developments, including the developing national monarchial state, the impact of printing, changes in trade and manufacturing, and the beginning of European overseas empires.

Offered: As needed.

**HIST 307 - Ancient Greece (3)**

The history and civilization of the Greek world from the Minoan-Mycenaean period to the Hellenistic kingdoms.

**HIST 308 - Ancient Rome (3)**

The history and civilization of Rome from its foundation to the reign of Diocletian.

**HIST 311 - Indigenous History and Federal Indian Policy, 1787 - Present (3)**

This course will provide students with an introduction to Indigenous American history from 1787 to the present, with emphasis on the policies and practices of the United States in relation to Indigenous communities, nations, cultures, and peoples. Focuses will include wars, genocide, land-taking, assimilation, debates over citizenship and sovereignty, and cultural revitalization.

Crosslisted as: POLS 311. Offered: Spring, odd years.

**HIST 312 - North Dakota History (3)**

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 certification in history. (Will not satisfy a history general education requirement.)

Crosslisted as: EDUC 312. Offered: Spring, even years.

**HIST 316 - Religion in American History (3)**

An examination of the history of religion in America, and the role religion has played in the development of American culture. Emphasis is placed on the development of major American denominations, on non-Christian religions, and on the relationship of religion and politics in America.

Crosslisted as: REL 316. Offered: Fall, odd years.

**HIST 320 - Europe: 1900 to Mid-Century (3)**

Internal developments and the external relations of European states from 1900 to the outbreak of the Cold War.

**HIST 322 - History of the Middle East (3)**

A history of the Middle East from Muhammad to the modern period. Special emphasis will be placed upon the development of Islam and the Arab-Israeli conflict. Same as HIST 222 with required research paper.

**HIST 331 - The American West (3)**

The history of frontier expansion and "westering" from the colonial period through the early 20th century, with primary emphasis on interactions in the trans-Mississippi

West of the 19th century. Also considers how contrasting and contested ideas of the "West" have shaped and reshaped American history.

Offered: As needed.

### **HIST 344 - 19th Century Europe (3)**

This course is designed to expand students' understanding of the dramatic and defining 19th Century. Unleashed during this period were the forces of revolution, nationalism, imperialism, liberalism, and industrialism. In addition to considering the "isms," full coverage will be given to the social, economic, and political trends in 19th Century European history. Upon successful completion of the course, students will have a solid understanding of this century. Required research paper.

### **HIST 354 - Evolution of War (3)**

This course explores warfare from earliest times to the present, viewing war as a social institution that must be seen in its fullest cultural context to be understood. Attention will be given not only to the historical development of war, but also to its interrelationships with society, economics, religion, and technology. Although the course focuses mainly on the West, it will have a global component in that the military experience of other world cultures will serve as a vehicle for comparisons. Required research paper.

### **HIST 362 - History of China (3)**

Same as HIST 262 with required research paper.

### **HIST 364 - The French Revolution and the Age of Napoleon (3)**

This course will explore the causes and consequences of this very decisive period, which witnessed the destruction of the Old Regime and the birth of the modern state. Consideration will be given to the ideology of the Enlightenment, social and political reforms, the forces of radicalism and popular violence, and the origin of nationalism. In addition, the career of Napoleon and its impact on Europe will be examined.

Offered: As needed.

### **HIST 368 - History of India (3)**

Same as HIST 268 with required research paper.

Prerequisite: Sophomore standing. Offered: Fall, odd years.

### **HIST 370 - American Constitutions and Revolutions (3)**

This course will provide students with an introduction to history, philosophy, and aftermath of the ideas and actions behind the American Revolution and the creation of the United States Constitution. It will include as a central component a re-enactment/reimagining of the American Constitutional Convention, where students will stage in-character discussions and debates and write their own Constitution. The course will consider the long-term ramifications and alterations of the ideas and documents brought to the fore in the revolutionary period, and help students understand early United States history in a global perspective—in part by learning about other early revolutionary representative governments in North America, like the Haudenosaunee Confederacy and the Haitian Republic.

Crosslisted as: POLS 370. Offered: Fall, odd years.

### **HIST 374 - History of Medicine (3)**

This course will be a survey of the history of medicine from the ancient period to the 20<sup>th</sup> century. Although there will be some discussion of medical practices within the cultures of India and China, the main thrust of the course will focus on the contributions of "Western Civilization" to medical practices. The dual objectives of the course are to track the development of medicine as a science, and second, to understand the how the practice of medicine began to benefit the average person.

Offered: As needed.

### **HIST 390 - Special Topics (1-4)**

By arrangement

### **HIST 391 - American Economic History (3)**

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.

Crosslisted as: POLS 391.

### **HIST 400 - Directed Studies (1-4)**

By arrangement

### **HIST 450 - Internship in History (3)**

A supervised experiential learning course for students interested in public history. A written report on the experience will be required, and preliminary readings and a

report from the agency involved may be required.

### **HIST 480 - Senior Seminar in History (3)**

A capstone course in which students will read, discuss, and synthesize advanced historical texts. Each student will conduct and present upon an extensive research project. Precise topic or sub-field of history will vary.

Prerequisite: HIST 303 or HIST 306 or HIST/POLS 311 or HIST 331 or HIST 364 or HIST 374. Offered: Spring.

### **HIST 490 - Special Topics (1-3)**

By arrangement

## **HLTH - Health Professions**

### **HLTH 208 - Anatomy and Physiology for Health Professions I (3/1)**

This course is an examination of the structure and function of the human body. The physiological principles at the organ-system and organ levels are emphasized with a focus on nervous, skeletal integumentary, endocrine, and muscular systems.

### **HLTH 209 - Anatomy and Physiology for Health Professions II (3/1)**

This course is a continuation of Anatomy and Physiology for Health Professions I and focuses on immune, digestive, reproductive, urinary, cardiovascular, and respiratory systems.

### **HLTH 216 - Microbiology (Lec/Lab) (3/1)**

A study of the characteristics of microorganisms (bacteria, viruses, microorganisms) and principles of their growth and control. Interactions between host and microbe, including host defenses, infectious diseases, and epidemiology are also included.

## **HNRS-Honors**

### **HNRS 110 - Disrupting Education (1)**

Effecting change requires a disruption to the status quo. This class explores disruptions to higher education over the past century. We will focus on the rise of academic disciplines and the shift to interdisciplinary thinking. We will also discuss what it means to be gifted or high achieving, what creativity looks like in different disciplines, and what it means to think critically. This class is an introduction to the principles that guide the UJ Honors Program.

Offered: Fall.

### **HNRS 210 - Monsters and Mayhem: Exploring the History of Science through Fiction (1)**

Dr. Sean Flory and Dr. Michelle Solensky

Scientific discoveries can generate public fear of the potential implications for science to be abused or applied with horrific outcomes. The science fiction genre includes novels that explore this public fear, and often feature some combination of science-generated monsters or mayhem. Students will read several works of science fiction, explore the science behind the fiction, and discuss the interplay between the science, literary works, and cultural paradigms. The class format will primarily feature group discussion of assigned reading.

Offered: Spring, even years.

### **HNRS 212 - Happy Little Trees: Using Art Therapy to Mend your Mood (1)**

This class will introduce the student to using arts as an effective treatment option in clinical mental health practice. This course offers an exploration of creativity and self-expression using several medias to include crayon, paint, chalk, oil pastels, beadwork and clay. Students will participate in their own creative process with the guidance of the instructor and within the weekly objectives. An introduction to the theory behind the use of art as an adjunct therapy treatment will be discussed.

### **Outcomes**

- Students will experience how art therapy is used to improve cognitive and sensorimotor functions, foster self-esteem and self-awareness, cultivate emotional resilience, promote insight, enhance social skills, identify and resolve conflicts and distress and advance society and ecological change.

This course will recreate many of the art therapy techniques used in practice for students to observe for themselves the power of art.

### **HNRS 215 - From Cavemen to Xmen: Evolution and Society (1)**

Dr. Bruce Jensen

Evolution is one of the most influential ideas in history. Its influence goes well beyond biology or science. It has been applied, rightly or wrongly, to many other areas, and its implications have been considered in everything from ethics to psychology to economics. This class will introduce the student to the idea of evolution, the history of the idea, and how the idea has been applied or misapplied

to religion, philosophy, ethics, economics, law and in popular society.

Offered: Fall, even years.

**HNRS 225 - Exotic Lands, Alien Worlds: The British Imperial Romance (1)**

Dr. Mark Brown

British adventure fiction of the late nineteenth and early twentieth centuries frequently depicts the exploration, conquest, and colonization of other continents - even of other planets. In spite of their popularity, such works often interrogate and subvert the very imperialist/colonialist enterprise that, for readers, exerts so powerful an imaginative appeal. This course will focus upon fictional representations of the cultural and environmental impacts of colonization on terrestrial and extraterrestrial peoples and places.

Offered: Fall, even years.

**HNRS 230 - Feeding Mars: Understanding the Impact of War on Humanity through Literature and Film (1)**

Dr. John Weinzierl

War always leaves an indelible mark on those that it touches; the men and women who serve, as well as the civilians, the families, and the children in its path. The experience of war certainly brings death and destruction, but it is those who survive the crucible that must live changed lives. Many suffer post traumatic injury and are unable to embrace anything normal again. In this class, students will consider important works of literature and film that will allow them to gain insight and weigh for themselves the impact of war over the last century. The discussion format of the class will encourage students to probe the meaning of war, and why it has always been part of human culture.

Offered: Spring, even years.

**HNRS 235 - Shades of Grey: Ethics in Healthcare (1)**

Dr. Teree Rittenbach

The study of ethics involves systematizing, defending and recommending concepts of right and wrong behavior. In the healthcare arena, we will discuss the difference between right and wrong as it pertains to life and death and caring for other people. The tricky thing is that there is often not a clear 'right or wrong' in ethics; it isn't about looking at things in black and white but rather all shades of grey in between. The class will feature a selection of

topics, case discussions and student-led presentations. Potential topics include gene-edited babies, palliative care or abandonment of care, whether children have vaccination rights, whether assisted dying will become the new norm, and sex and dementia-is it love or assault? The class format will primarily feature group discussions, guest speakers from various areas of healthcare, and student presentations.

Offered: Fall, odd years.

**HNRS 240 - Of Plagues & People: The History of Disease (1)**

Dr. Elizabeth Naglak and Dr. John Weinzierl

Illness and disease have plagued humans since the beginning of our history. However, epidemics have always had consequences reaching far beyond the individual, leaving entire populations devastated in their wake. This class will introduce students to both biological and societal impacts of major pathogens throughout modern history, including cholera, influenza, and HIV.

Offered: Spring, odd years.

**HNRS 245 - Psychology of Gaming (1)**

Dr. Dana Wallace

Video games are sometimes seen as a waste of time, but they can be an engaging learning tool. Students will explore readings about how games engage players, group dynamics, online communication, motivation, and gaming addiction. Both the potential positives and negatives of video games will be explored. The class format will primarily feature group discussion of assigned reading.

Offered: Fall, odd years.

**HNRS 255 - The End of Racism (1)**

Dr. Paul Olson

This course is an examination of racism in the contemporary United States. We will explore the social construction of race, the historical development of the American racial hierarchy, and the various forms of racism in the United States today. The course will ultimately focus on various explanations for why racism exists and the options for eliminating racism from American society.

Offered: Spring, odd years.

**HNRS 260 - I, for one, welcome our new Robot Overlord: Exploring human interaction with technology (1)**

As technology becomes further integrated into the world and people in it, exploring how humans interact, perceive, and behave in relation to those changes is the purpose behind this course. Students will explore this topic through a look at current trends, how pop-culture treats the intersection of humans and technology, and how human perceptions influence both technological advancement and acceptance.

Offered: Spring, even years.

**HNRS 290 - Special Topics (1)**

Course content and requirements to be established by the instructor.

**HNRS 310 - Contemporary Dilemmas (1)**

This class provides students with the opportunity to explore a contemporary dilemma. Students will read an assigned book during the first half of the semester, complete online assignments focused on that book, and meet twice with the instructor and other students for discussion. During the second half of the semester, each student will develop an interdisciplinary study focused on a theme from the book. Students will meet once individually with the instructor to develop a plan for that study, and then again as a group to deliver a presentation that summarizes that study.

Prerequisite: HNRS 110 and 2 honors seminars. Offered: Spring.

**HNRS 390 - Special Topics (1)**

Course content and requirements to be established by the instructor.

**HNRS 401 - Honors Capstone I (1)**

Students will explore interdisciplinary work, including papers, speeches, academic blogs, TED talks, and other media formats. Drawing upon prior coursework, students will develop a topic of study that incorporates ideas from at least two academic disciplines and plan a project focused on that interdisciplinary topic.

Prerequisite: HNRS 110; two honors seminars; junior or senior standing. Offered: Fall.

**HNRS 402 - Honors Capstone II (1)**

Students will complete the interdisciplinary project

developed during Honors Capstone I.

Prerequisite: HNRS 401. Offered: Spring.

**ID-Information Literacy Writing**

**ID 100 - Skills for Academic Success (1)**

This course is designed to prepare students for the rigor of college-level coursework by covering topics like notetaking, test taking strategies, time management, and study skills.

**ID 201 - College Research Fundamentals (1)**

This course is an examination of the complex information landscape in which we live and learn, as well as an exploration of the skills and habits of mind necessary to navigate that landscape. The course introduces students to methods for finding, evaluating, and using information in an academic setting, as well as to ethical questions related to the production and dissemination of information. Through group research on a topic we select as a class, students will practice search strategies and techniques in library and freely available search tools, critically evaluate and analyze different types of information, and practice the ethical use of information.

Offered: Fall, Spring.

**ID 301 - Meta Learning (1)**

There is no shortage of information in the Digital Age. The challenge is learning to distill that information into useful insights. In this class, learn how to learn. You will be skilled at finding and using information to improve your writing, thinking, and strategy personally and professionally.

**ITAL-Italian**

**ITAL 101 - Beginning Italian I (3)**

Beginning Italian I introduces students to the fundamentals of speaking, reading, listening, and writing in Italian. It fosters the development of survival-level communicative skills and the acquisition of basic proficiency in a cultural context.

Offered: Spring.

**ITAL 102 - Beginning Italian II (3)**

Beginning Italian II continues to develop student skills in speaking, reading, listening and writing in Italian. It continues the development of survival-level communicative skills and the acquisition of basic

proficiency in a cultural context.

Offered: Fall.

### **ITAL 190 - Special Topics (1-3)**

Special Topics in Italian

### **ITAL 201 - Intermediate Italian I (3)**

Students will develop intermediate-low to intermediate-mid proficiency in the target language on the ACTFL scale in speaking, reading, listening and writing in Italian. Their proficiency will be evaluated through chapter tests, compositions, and oral exams.

Offered: As needed.

### **ITAL 290 - Special Topics (1-3)**

Special Topics in Italian

### **ITAL 390 - Special Topics (1-3)**

Special Topics in Italian

### **ITAL 490 - Special Topics (1-3)**

Special Topics in Italian

## **JOUR-Journey**

### **JOUR 101 - UJ Foundations (1)**

UJ Foundations is a one-credit course designed especially for first-year students to help them make a successful adjustment to college and to provide time for personal reflection and planning for their educational journey. Students in UJ Foundations are 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.

### **JOUR 102 - Foundations of Success for Online Students (3)**

This course is designed to support new students as they transition to college and prepare to participate in a UJ academic program. Students will examine concepts that are foundational to their success as students, citizens, future professionals, and—most importantly—as people. These include managing stress, change, and time; writing and communicating academically; using the LMS and other online tools; setting goals; and planning for future courses and careers. Students will examine success through a wellness model and Journey to Success as well as other strategies and resources that can be used to support their goals. At the end of this course, students should walk away with a better understanding of themselves, their UJ community, and how to confidently move forward as they begin their journey as Jimmies.

Offered: Fall, Spring, Summer.

### **Outcomes**

Recognize how success in different areas of life aligns with the domains of wellness.

Identify strategies and resources (institutional or other) that can support development across the domains of wellness.

Implement strategies for meeting goals and improving personal wellness.

Judge the effectiveness of one's wellness choices.

Reflect on progress towards achieving personal goals.

### **JOUR 301 - Peer Leaders (1)**

By arrangement

## **KNS-Kinesiology**

### **KNS 111 - Beginning Swimming (1)**

American Red Cross program in beginning swimming. Basic introduction for non-swimmers. This course will be taken at the Two Rivers Activity Center (TRAC) pool, and has a \$25 lab fee.

Offered: Fall, Spring.

### **KNS 180 - Personal Health and Wellness (1)**

This course prepares students to examine their personal level of wellness; including physical fitness, making good nutrition choices, dealing effectively with stress, determining personal risk of disease, and identifying skills for developing and maintaining social relationships.

Corequisite: You will need to take a Kinesiology 1-credit activity course and KNS 180 Personal Health and Wellness

during the same 8-week period.

**KNS 182 - Introduction to Kinesiology (2)**

A basic course with emphasis on concepts, requirements, trends, career opportunities, and the place of these disciplines in everyday life.

Offered: Fall, Spring.

**KNS 183 - Concepts of Fitness and Wellness (3)**

This course examines personal health and wellness across the lifespan. A study of physical fitness and neuromotor fitness, decision making skills, the dimensions of health, health promotion and disease prevention strategies.

Offered: Fall.

**KNS 185 - First Aid/CPR (2)**

First Aid/CPR certification

**KNS 190 - Special Topics (1-3)**

By arrangement

**KNS 200 - Directed Studies (2-4)**

By arrangement

**KNS 207 - Beginning Weight Training and Fitness (1)**

Instruction in the fundamentals and practical applications of weight training and physical fitness principles.

Offered: Fall, Spring.

**KNS 208 - Intermediate Weight Training and Fitness (1)**

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. Offered: Fall, Spring.

**KNS 209 - Advanced Weight Training and Fitness (1)**

Participation in strength evaluation. Instruction in designing weight training programs for personal fitness trainers, physical education teachers, coaches, and other working in areas of physical fitness.

Offered: As needed.

**KNS 215 - Social and Contemporary Dance I (1)**

Instruction and practice in modern and contemporary

dance patterns and steps.

**KNS 216 - Social and Contemporary Dance II (1)**

This course is a continuation of KNS 215. It offers a more intense practice and development of routines for the dances learned in the previous class.

Offered: Spring.

**KNS 217 - Essentials of Anatomy & Physiology I (3)**

The study of the shape and structure of the human body as it pertains to the anatomical system. The study of the functions of the human body and its parts as it pertains to the physiological systems.

Offered: Fall.

**KNS 218 - Essentials of Anatomy & Physiology II (3)**

A continuation of KNS 217.

Prerequisite: KNS 217 or BIOL 208. Offered: Spring.

**KNS 219 - Tennis/Golf (1)**

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of tennis and golf.

Offered: Fall.

**KNS 220 - Pickleball (1)**

The game of pickleball is a fun sport that combines many elements of tennis, badminton, and ping pong that is played both indoors and outdoors. Students will learn the fundamental skills, rules, and strategies of the game.

**KNS 221 - Bowling (1)**

Instruction and practice designed to teach fundamental skills, rules, techniques, and game strategies of bowling.

Offered: Spring.

**KNS 223 - Spinsanity (1)**

Spinsanity challenges your body with this fusion workout. By combining Cycling and Interval Training, you practice intense cardio as well as strength training and Interval training. No experience necessary.

Offered: Fall, Spring.

**KNS 225 - Disc Golf (1)**

This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting,

distance driving, scoring, and single and doubles play. Upon completion, students should be able to perform the skills required in playing situations.

Offered: Fall.

**KNS 227 - High Intensity Interval Training (HIIT) (1)**

This course is an individualized personal fitness course taught in a high-intensity interval training format, that involves suspension training (TRX bands) and other functional fitness movements for a total-body workout.

Offered: Fall.

**KNS 240 - Nutrition and Wellness (2)**

An introduction to human nutrition with emphasis on the relationship of nutrition to growth, development, health, physical and mental functioning. Sources, functions, interrelationships and human requirement of nutrients, protein, carbohydrate, fat, minerals, and vitamins will be examined as well energy needs throughout the life cycle. Current issues having to do with weight management, fad diets, food safety, additives, behavioral effect of foods, advertising, etc., will be included. The course content will also give students an overview of information on decision-making, analyzing health information, developing a positive self-image and understanding the need for a lifelong commitment in the development of a health promoting lifestyle.

Offered: Spring.

**KNS 242 - Sports Nutrition (2)**

This course is designed to help students distinguish between nutrition recommendations backed by science and the plethora of misinformation available in the field. This is a comprehensive blend of nutrition and exercise science with practical information to provide a clear understanding of how nutrition affects sport, exercise, and overall health.

Offered: Spring.

**KNS 249 - Theory of Coaching Football (2)**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate football.

Offered: Spring.

**KNS 250 - Theory of Coaching Basketball (2)**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate basketball.

Offered: Fall.

**KNS 252 - Theory of Coaching Soccer (2)**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate soccer.

Offered: Spring, even years.

**KNS 254 - Theory of Coaching Wrestling (2)**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate wrestling.

Offered: Spring, odd years.

**KNS 255 - Theory of Coaching Baseball (2)**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate baseball.

Offered: Fall.

**KNS 257 - Theory of Coaching Track and Field (2)**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate track and field.

Offered: Spring.

**KNS 259 - Theory of Coaching Volleyball (2)**

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to interscholastic and intercollegiate volleyball.

Offered: Spring, even years.

**KNS 260 - Technology Integration in Physical Education, Health, and Fitness (3)**

This course provides students with a practical understanding of computer software, hardware, and hand held devices and monitors designed to enhance instruction and feedback in a variety of health and physical education related professions.

Offered: Spring.

**KNS 261 - Methods and Activities for Teaching Elementary Physical Education (3)**

This course is designed to teach activities, materials, methods of instruction, planning and development of

programs, and basic characteristics of children and how they learn motor skills. This information is applied to teaching, organizing, and evaluating a school physical education program. Prerequisites: HPETE or elementary education major or permission.

Offered: Spring.

### **KNS 262 - Middle School Activities and Materials (2)**

This course will provide instruction of various fundamental movements for middle school students. Students will be exposed to such activities as team sports, personal fitness, and games.

Offered: Fall, odd years.

### **KNS 263 - High School Activities and Materials (2)**

This course will provide instruction of various fundamental movements for high school students. Students will be exposed to lifetime activities and personal fitness.

Offered: Fall, even years.

### **KNS 264 - Teaching Fitness Education (2)**

This course will learn how to incorporate health-related physical fitness and lifetime activity into physical education programs. The course will involve an in-depth look at strategies, research, and activities of the Physical Best program and FITNESSGRAM.

Offered: Spring, even years.

### **KNS 270 - Intercollegiate Athletics (1)**

Credit may be earned through satisfactory participation in the following sports: baseball, basketball, cross country, dance and cheer, football, golf, hockey, soccer, softball, swimming, track and field, volleyball, and wrestling. Two credits per sport up to a total of four will count toward the total credits for graduation.

Offered: Fall, Spring.

### **KNS 290 - Special Topics (1-3)**

By arrangement

### **KNS 300 - Directed Studies (2-4)**

By arrangement

### **KNS 305 - Curriculum, Standards, and Assessment in PE (3)**

This course connects theory and practice by providing a practical approach to curriculum writing, standards

development and assessment techniques used in K-12 physical education programs.

Offered: Spring, odd years.

### **KNS 309 - Basic Biomechanics (3)**

An introduction to the concepts of mechanics as they apply to human movement, particularly those pertaining to physical activity, sport and exercise. Students will gain a basic understanding of mechanical and anatomical principles that govern human motion and develop the ability to link anatomical structure of the human body with its function from a mechanical perspective.

Prerequisite: KNS 217 or BIOL 208. Offered: Spring.

### **KNS 310 - Biomechanics of Human Movement (3)**

An in-depth study of human movement and physiological performance, specifically the musculoskeletal system. An appreciation of the basic principles of assessing the effects of physical activity on the human body.

Prerequisite: KNS 217 or BIOL 208. Offered: Spring.

### **KNS 311 - Motor Learning and Development (3)**

The study of theories, principles, and concepts that increase the capability of a person in performing a motor or sport skill from the developmental perspective. The student will be involved in lectures and small group experiences in motor learning, control, and development. Students will develop an understanding of the cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning. Special attention is given to the relationship between motor skill acquisition/learning and motor control theories.

Offered: Fall, even years.

### **KNS 325 - Fundamentals of Strength & Conditioning (3)**

This course is designed to allow students to maximize their development with a progressive approach to weight training. Students will learn which exercises target which muscles and how to perform each exercise correctly and safely. As you master technique with lighter loads, you will move on to heavier loads and more challenging exercises that use versatile equipment such as stability balls and kettlebells. Lastly, students will learn how to calculate safe training loads and design an overall training program that fits a variety of interests and training preferences.

Offered: Spring, odd years.

**KNS 326 - Facility Management and Administration (3)**

The course will include the study of business principles and their application to health and fitness settings for the promotion of physical activity and community health to include Human Resources, Member Recruitment, Retention and Profitability, and Operations and Facility Management.

Offered: Fall, odd years.

**KNS 346 - Adaptive Physical Education (2)**

A study of the physical education and recreation program designs geared to the needs and desires of children with various types of physical handicaps. This course provides experience in planning and administering programs, with practical experiences in local community programs.

Offered: Fall, odd years.

**KNS 351 - Coaching Principles (3)**

This course will provide the foundation of what it takes to be a successful coach, using a philosophy of an Athletes First, Winning Second approach, and how you can put that into action. The course will investigate coaching philosophies, coaching styles, communication, motivation, and management. It also looks at the approach to coaching, and how to teach the technical and tactical skills of sports.

Offered: Fall.

**KNS 360 - Methods in Health Education (3)**

This course prepares future teachers with skills and knowledge necessary to work in the area of school health education at the elementary, middle and secondary level. This course will focus on National and North Dakota Health Education standards, skills-based learning approach, health pedagogy and assessment methodology across content areas, as well as the Health Education Curriculum Assessment (HECAT).

Prerequisite: KNS 183; KNS 240. Offered: Spring.

**KNS 361 - Methods in Physical Education (4)**

This course is designed to teach activities, materials, methods of instruction. This course includes the planning and development of programs and basic characteristics of students. This information is applied to teaching, organizing, and evaluating a school physical education program.

Prerequisite: KNS 261; junior standing . Offered: Fall.

**KNS 385 - Sport First Aid and Injury Care (3)**

This course will cover protocols for conducting emergency action steps in the field of competition. Procedures such as conducting the physical assessments, administering first aid for bleeding, tissue damage, moving an injured athlete, and returning athletes to play will be covered. Strategies for greatly reducing athletes' risk of injury or illness will be covered. Students will complete their CPR and AED certifications in the course.

Prerequisite: KNS 217 or BIOL 208. Offered: Fall, Spring.

**KNS 390 - Special Topics (1-3)**

By arrangement

**KNS 400 - Directed Studies (2-4)**

By arrangement

**KNS 402 - Exercise Physiology (3)**

This course provides an overview of exercise physiology theory and principles related to acute and chronic exercise including concepts such as muscular work, fatigue, differences in response to exercise related to gender, age, training and detraining. Environmental conditions will also be discussed. (HFA, HPE, and PE majors.)

Prerequisite: KNS 217; KNS 218. Corequisite: KNS 404. Offered: Fall.

**KNS 403 - Advanced Exercise Physiology (3)**

Advanced study of exercise physiology including metabolic calculations, physiologic and metabolic responses to acute and chronic exercise and exercise testing, basic ECG reading, understanding abnormal response to exercise and effects of common medications on exercise response. Environmental conditions will also be discussed. (Exercise Science/Biology majors.)

Prerequisite: BIOL 208; BIOL 209. Corequisite: KNS 404. Offered: Fall.

**KNS 404 - Exercise Physiology Lab (1)**

This course studies exercise physiology including metabolic calculations, physiologic and metabolic responses to acute and chronic exercise and exercise testing, basic ECG reading, understanding abnormal response to exercise and effects of common medications on exercise response. Students will gain experience in body composition and anthropometric assessments. Students will conduct aerobic, anaerobic, flexibility and strength fitness assessments with emphasis on data

collection and analysis. Environmental conditions will also be discussed.

Prerequisite: BIOL 208 and BIOL 209, or KNS 217 and KNS 218. Corequisite: KNS 402 or KNS 403. Offered: Fall.

**KNS 410 - Methods in Aerobic and Resistance Training (3)**

This course will investigate the major components of physical fitness, exercise prescription for aerobic and resistance training and the principles related to their development. The subjects of exercise testing, informed consent along with the benefits and risks associated with exercise will be addressed. The introduction to the modification of exercise for special populations will be covered.

Prerequisite: KNS 402 or KNS 403. Offered: Spring.

**KNS 411 - Personal Training (3)**

The personal training course will cover the following topics: functional anatomy, exercise physiology and prescription, screening and evaluation, nutrition and weight management as well as fitness training instruction. Students will gain knowledge and skills necessary to become a personal trainer. Students will have the opportunity to sit for a national certification test at the end of this course (additional fee required to sit for certification exam).

Prerequisite: BIOL 209 or KNS 218; KNS 309 or KNS 310 (preferably KNS 402 or KNS 403). Offered: Fall.

**KNS 415 - Sociological and Psychological Aspects of Sports (3)**

This course addresses the psychological and social dimensions of coaching. Content includes personality factors of the athlete, motivation, conducting effective practices cultural and minority problems, and learning and training factors.

Offered: Spring.

**KNS 416 - Physical Education/Health & Fitness Administration Internship (4)**

This Capstone experience is the culminating experience in a student's academic preparation, bridging the gap from the academic setting to the professional. Students will utilize the knowledge, skills and abilities they have mastered and apply them in an approved internship setting.

Prerequisite: KNS 402 or KNS 403. Offered: Fall, Spring,

Summer.

**KNS 420 - Organization and Administration of Physical Education and Athletics (3)**

This course analyzes problems of organization, administration, and supervision in interscholastic athletic programs. Curriculum planning and design, budgeting, legal liabilities, administrative policies, and evaluation are included.

Offered: Spring.

**KNS 425 - Exercise Science Internship (4)**

This Capstone experience is the culminating experience in a student's academic preparation, bridging the gap from the academic setting to the professional. Students will utilize the knowledge, skills and abilities they have mastered and apply them in an approved internship setting.

Prerequisite: KNS 385; KNS 403. Offered: Fall, Spring, Summer.

**KNS 431 - Exercise Management in Chronic Disease (3)**

This course focuses on the care and treatment of clients with chronic disease and/or disability and provides students with knowledge for designing appropriate exercise prescriptions that can positively affect functional capacity and/or slow or prevent exercise intolerance. Students will learn how to develop appropriate exercise prescriptions for clients with chronic diseases including hypertension, heart disease, arthritis, low back pain, fibromyalgia, cancer, osteoporosis, and more.

Prerequisite: KNS 402 or KNS 403; KNS 410. Offered: Fall.

**KNS 433 - Health Coaching (3)**

This course will focus on creating safe and effective exercise prescription and progression for healthy populations and modification of exercise programs for special populations. Special emphasis will be placed on weight management including energy balance, nutritional guidelines and exercise prescription for weight management. In addition, students will learn how to develop rapport, use active listening skills, and motivational interviewing in the framework of lifestyle coaching. After completing this course, students will be eligible to sit for the America Council of Exercise Health Coaching Certification. KNS 434: Health Coaching Practicum should be taken in conjunction with this theory course.

Corequisite: KNS 434. Offered: Spring.

**KNS 434 - Health Coaching Practicum (1)**

This course is a one credit Practical Application Course taken in conjunction with or after completing KNS 433 Health Coaching (lecture based course). This course will provide an avenue for students to practice their coaching skills as well as practice performing fitness assessments and creating exercise prescriptions for fitness members at the Foss Wellness Center or a local fitness center. The practical experience of working with clients is a valuable experience that helps to foster professionalism and communication skills.

Corequisite: KNS 433. Offered: Spring.

**KNS 451 - Senior Seminar in Physical Education/Health & Fitness Administration (2)**

This is a capstone course to prepare the student for seeking employment and/or applying to graduate school. The course will integrate discussion of strategies for resume development, and search skills, the graduate school application process, goal setting, money management, personal growth and development of ethical behavior.

Offered: Fall.

**KNS 452 - Senior Seminar in Exercise Science (2)**

This capstone course is designed to prepare students for their professional life. Students will practice the practical fitness assessment skills and the fundamental knowledge required to pass the exam. Mock HFS exam will be taken.

Prerequisite: KNS 403; KNS 410; senior status. Offered: Fall, Spring.

**KNS 460 - Health Careers P.R.E.P. (3)**

Health Careers P.R.E.P. (Professional Readiness and Enhancement Program) is designed to prepare Kinesiology and Biology majors for graduate school in their chosen field associated with healthcare.

Offered: Spring.

**KNS 490 - Special Topics (1-3)**

By arrangement

**KNS 495 - Independent Study (2-4)**

By arrangement

**LDRS-Leadership****LDRS 101 - The Servant Leader (3)**

The purpose of this course is to study the basic principles of leadership from both theoretical and practical perspectives. The course addresses leadership and ethical theory as well as an introduction to effective communication and group/teamwork. The course will establish a foundation of knowledge and experience with leadership to initiate the development process of the students' personal plans for leadership in their lives.

Offered: Fall, Spring.

**LDRS 190 - Special Topics (1-3)**

By arrangement

**LDRS 200 - Practical Leadership (1)**

Students will be required to attend four annual fall conferences and four retreats over the course of the minor. Students will receive credit for LDRS 200 in the spring of the senior year. Students will receive a pass/fail grade.

Offered: Fall, Spring.

**LDRS 220 - Leadership Elective (0)**

In consultation with the program director, students will choose a course from the general education curriculum or their major to take as a leadership elective. The course must be a 200, 300, or 400-level course of at least three credits. Students will enroll in the approved course and LDRS 220 at the same time. To complete this requirement, students must write a proposal justifying the link between the proposed course and leadership and a final paper articulating how the course supported or extended their understanding of leadership while completing the elective course with a C or higher.

Offered: Fall, Spring.

**LDRS 290 - Special Topics (1-3)**

By arrangement

**LDRS 301 - The Reflective Leader (3)**

The purpose of this course is to further study leadership principles from both theoretical and practical perspectives. Students will engage in topics such as servant leadership, transforming leadership, and justice and forgiveness. Special attention will be given to leadership based on sound ethical foundations.

Offered: Fall.

### **LDRS 360 - Community Engagement in 21st Century Policing (3)**

This course discusses the importance of community engagement in policing and how to create an effective outreach effort to establish trust and a spirit of sincere, genuine collaboration with the public. Topics to be covered include the importance of the law enforcement agency's legitimacy in the community, best practices for building collaboration between law enforcement and the community, and establishing and maintaining an effective outreach program.

### **LDRS 361 - Law Enforcement Response to Mental Health & Officer Wellness (3)**

This course presents best practices for law enforcement for providing effective services to individuals with mental illness. Services and venues available to assist mentally ill populations will also be explored, as will criminal justice applications and alternative paths for offenders. Additionally, this course will address issues surrounding and ways to improve officer mental health and wellness.

### **LDRS 362 - Critical Leadership Issues in Policing (3)**

Critical Leadership Issues in Policing is a discussion of contemporary issues facing law enforcement agencies and exploration of ways to navigate 21<sup>st</sup> Century policing challenges. The course identifies change catalysts and ways in which a law enforcement leader can effectively and strategically evolve to best carry out her/his organization's mission. The course also covers best practices for identifying trends and predicting future challenges so leaders can mitigate negative consequences.

### **LDRS 363 - Crisis Management Leadership in Policing (3)**

The complexity of societal and community relationships with the police and government presents challenges that law enforcement leaders must address and embrace. This course identifies best practices for addressing and effectively managing crises in contemporary policing. The course outlines methods for developing solutions to crises affecting public safety and crime reduction, strategies for fostering community collaboration when crises occur, and ways to manage and mitigate crises. An adaptable, scalable plan will be presented and used as a model for crisis management through this course.

### **LDRS 390 - Special Topics (1-3)**

By arrangement

### **LDRS 401 - The Discerning Leader (3)**

The purpose of this course is to continue the exploration of the nature and dynamics of leadership. A continuation of LDRS 301, this course will explore leadership topics such as diversity, creativity in leadership, organizational leadership, and the servant leadership model. Students will submit a finalized version of their future action plan for leadership in their lives.

Offered: Spring.

### **LDRS 410 - Applied Leadership Capstone I (1)**

The purpose of this course is to engage in a practical application of leadership knowledge and skills learned throughout the minor. Students will work in small groups and engage with non-profit service entities to provide leadership support in developing and implementing projects over the course of the academic year. Emphasis will be placed on group dynamics, communication, and ethical service.

Offered: Fall.

### **LDRS 415 - Applied Leadership Capstone II (1)**

A continuation of LDRS 410. The purpose of this course is to engage in a practical application of leadership knowledge and skills learned throughout the minor. Students will work in small groups and engage with non-profit service entities to provide leadership support in developing and implementing projects over the course of the academic year. Emphasis will be placed on group dynamics, communication, and ethical service. Students will complete their projects in this course.

Offered: Spring.

### **LDRS 490 - Special Topics (1-3)**

By arrangement

## **MATH-Mathematics**

### **MATH 100 - Directed Studies (2-4)**

By arrangement

### **MATH 101 - Ideas in Mathematics (3)**

An overview of basic mathematics concepts--logic, sets, number theory, operations and properties of sets numbers, algebra, geometry, measurement and problem solving, consumer math, and the historical roots of mathematics.

Offered: Fall, Spring.

**MATH 102 - Intermediate Algebra (3)**

Topics include linear and quadratic equations and inequalities, polynomials, factoring, rational functions, exponents, and graphing.

Prerequisite: Two years of high school algebra, or by placement. Offered: Fall, Spring.

**MATH 105 - Applied Business Statistics (3)**

This is an introduction to descriptive and inferential statistics, intended for students pursuing a degree in the Department of Business, Accounting, and Economics. Topics covered include: collecting, organizing and describing data; probability, random variables, and probability distributions; sampling and normal distributions; estimation; hypothesis testing; categorical data and goodness-of-fit tests; and linear regression.

Prerequisite: Two years of high school algebra or college equivalent. Offered: Fall.

**MATH 106 - Mathematical Applications for Management (3)**

This is a study of math concepts, used as tools, specifically in business functions. Topics covered include: linear equations and inequalities; linear programming; matrices; mathematics of finance; and basic probability and statistics.

Prerequisite: Two years of high school algebra or college equivalent. Offered: Spring.

**MATH 111 - College Algebra (3)**

A study of exponents, radicals, linear and quadratic equations and inequalities, polynomials, rational functions, logarithms, and graphing.

Prerequisite: Two years of high school algebra or college equivalent; Placement exam required or a grade of C- or higher in MATH 102. Offered: As needed.

**MATH 112 - Trigonometry (3)**

A study of right-triangle and circular trigonometry, including trigonometric functions, identities, and laws, analytic trigonometry, and applications.

Prerequisite: Placement exam or a grade of C- or better in MATH 111. Offered: As needed.

**MATH 113 - Pre-Calculus (4)**

This course serves as a stepping stone for students (math/engineering/science majors) interested in taking

calculus. In this course, the students will acquire a solid foundation in two key topics required for success in calculus- algebra and trigonometry. The following topics will be covered: properties and graphs of functions (polynomial, rational, exponential, logarithmic), trigonometric and inverse trigonometric equations, and trigonometric identities.

Prerequisite: Two years of high school algebra. Offered: Fall.

**MATH 130 - Applied Calculus (3)**

Elementary concepts of differential and integral calculus as applied to business and economics. Includes a discussion of limits and continuity.

Prerequisite: Two years of high school algebra and trigonometry or college equivalent. Offered: As needed.

**MATH 175 - LaTeX (1)**

This course provides students with an introduction to technical writing and computer presentation with LaTeX. What is LaTeX? LaTeX is based on Donald Knuth's TeX typesetting language to produce well-structured documents particularly those containing scientific formulae, mathematical proofs or computer programs for publication. This course will cover the following topics: History of LaTeX, LaTeX Installation, Typesetting Basics, Math Typesetting, Tables, Graphics, Packages, Programming, Document Classes, BibTeX, Beamer and Creating Packages.

Offered: Spring.

**MATH 190 - Special Topics (2-4)**

By arrangement

**MATH 200 - Directed Studies (2-4)**

By arrangement

**MATH 205 - Statistics (3)**

An introduction to descriptive and inferential statistics. Intended primarily for students of the social sciences, business, psychology, and education. Includes organizing and describing data, probability, random variables, sampling distributions, estimation, hypothesis testing, correlation, regression, and analysis of variance.

Prerequisite: Two years of high school algebra or college equivalent. Offered: Spring.

**MATH 230 - Fundamentals of Advanced Mathematics (3)**

A study of selected topics designed to prepare the student for advanced mathematics courses. Topics include logic and set theory, methods of proof, mathematical induction, mathematical recursion, and problem solving.

Prerequisite: MATH 252 or permission. Offered: Fall.

**MATH 251 - Calculus of Derivatives (3)**

Functions and models, limits, rules of differentiation, L'Hopital's rule, partial derivatives, maxima and minima, concavity, applications including velocity and acceleration, Newton's method.

Prerequisite: MATH 113, placement by examination, or permission of instructor. Offered: Fall, Spring.

**MATH 252 - Calculus of Integrals (3)**

Integrals, techniques of integration, multiple integrals, Fundamental Theorem of Calculus, relationship to derivatives, applications including motion kinematics.

Prerequisite: MATH 251. Offered: Fall, Spring .

**MATH 254 - Multidimensional Calculus (3)**

Parametric equations, polar coordinates, vector calculus, surface and volume integrals, Green's Theorem, Stokes Theorem.

Prerequisite: MATH 252. Offered: Fall.

**MATH 290 - Special Topics (2-4)**

By arrangement

**MATH 300 - Directed Study (2-4)**

By arrangement

**MATH 310 - Discrete Mathematics (3)**

A study of sets, binomial coefficients, lattice paths, inclusion-exclusion, combinations and permutations, recursions, induction, and graph theory. Applications to computer science and operations research.

Prerequisite: MATH 230 or permission. Offered: As needed.

**MATH 314 - Technology in Mathematics (3)**

The goal of this course is to learn in an exploratory fashion how to use programming skills and mathematical software to solve a variety of mathematical/scientific problems. The

course will concentrate on programming. The initial foundation in programming will be built using Python and will also investigate the integration of various freely available software programs (like GeoGebra, GNU Plot, R) into mathematics education.

Prerequisite: MATH 252. Offered: As needed.

**MATH 315 - Linear Algebra and Series (3)**

Infinite sequences and series, power series, convergence, Taylor and Maclaurin Series, Linear algebra, orthogonality and linear independence, matrices, determinants, vector spaces, eigenvalues and eigenvectors.

Prerequisite: MATH 252. Offered: Spring.

**MATH 352 - Ordinary Differential Equations (3)**

A study of exact equations, integrating factors, undetermined coefficients, linear systems variations of parameters, and Laplace transformations.

Prerequisite: MATH 252. Offered: As needed.

**MATH 353 - Partial Differential Equations (3)**

A study of Fourier Series, Fourier Transforms, boundary value problems for partial differential equations of mathematical physics, series solutions, and Sturm-Liouville problems.

Prerequisite: MATH 254 or MATH 352. Offered: As needed.

**MATH 359 - Topology (3)**

A study of sets, relations, functions, countable and uncountable sets; real numbers, metric and general topological spaces; continuous functions, convergence, compactness, and connectedness.

Prerequisite: MATH 230; MATH 254. Offered: As needed.

**MATH 360 - Junior Seminar (1)**

Students will begin the process of investigating a mathematical concept or process, or the historical development of an idea. At the end of this course, students will have completed an abstract, introduction, table of contents, and the first chapter of their paper.

Offered: Spring.

**MATH 390 - Special Topics (2-4)**

By arrangement.

**MATH 400 - Directed Studies (2-4)**

By arrangement.

**MATH 401 - Mathematical Statistics I (3)**

A study of probability density functions, distribution functions, moment generating functions, estimators, and statistical inference.

Prerequisite: MATH 252. Offered: As needed.

**MATH 402 - Mathematical Statistics II (3)**

Continuation of MATH 401. A study of inference, maximum-likelihood and least-squares estimation, goodness of fit, non-parametric methods, regression analysis, and unbiased estimators.

Prerequisite: MATH 401. Offered: As needed.

**MATH 404 - Geometry (3)**

Topics include differential geometry, non-Euclidean geometry, advanced Euclidean geometry, and fractals.

Prerequisite: MATH 230. Offered: As needed.

**MATH 405 - Real Analysis (3)**

A study of continuity, differentiability, Riemann-Stieltjes integral, uniform convergence.

Prerequisite: MATH 230. Offered: As needed.

**MATH 406 - Complex Analysis (3)**

A study of complex plane, functions of a complex variable, Cauchy's theorem and integral formula, Taylor's and Laurent's theorems, residue calculus, and conformal mappings.

Prerequisite: MATH 405. Offered: As needed.

**MATH 410 - Secondary Mathematics Education (3)**

An applied study of current strategies, materials, technologies, and content related to the learning and teaching of secondary school mathematics. Units and lessons in applied arithmetic, algebra, geometry, functions, probability and statistics, trigonometry, and discrete mathematics, with attention to the historical significance of ideas. Includes hands-on investigations with manipulatives, visuals, graphing calculators, and computers. Also included are graphing and drawing programs. A field experience component will be required. Required of secondary math education majors. This course does not apply toward the math major or minor requirements.

Prerequisite: MATH 251. Offered: Fall, as needed.

**MATH 412 - History of Mathematics (3)**

A survey of the history of mathematics from antiquity through the present time. Contributions by various individuals and cultures will be examined. Both European and non-European mathematical developments will be explored, with an emphasis on the interrelationship between mathematics and the culture of the time.

Prerequisite: MATH 230. Offered: As needed.

**MATH 415 - Algebraic Structures (3)**

A study of basic ideas of abstract algebra and includes groups, rings, vector spaces, fields, and polynomials.

Prerequisite: MATH 230. Offered: As needed.

**MATH 460 - Senior Seminar (1)**

Students will complete the process of investigating a mathematical concept or process, or the historical development of an idea. This will culminate in a final paper and a presentation of their findings before fellow students and faculty members.

Prerequisite: MATH 360. Offered: Fall.

**MATH 490 - Special Topics (2-4)**

By arrangement.

**MATH 495 - Independent Study (2-5)**

By arrangement.

**MEDT-Clinical Lab Science****MEDT 400 - Clinical Lab Science (12)**

By arrangement.

**MLS-Medical Laboratory Science****MLS 332 - Introduction to Clinical Hematology (3)**

Online course through UND. To see information about these specific courses, click [here](#).

Offered: Fall, Spring, Summer.

**MLS 411 - Clinical Chemistry I (2)****MLS 412 - Clinical Hematology & Hemostasis (3)**

**MLS 413 - Clinical Immunohematology I (2)**

**MLS 414 - Clinical Microbiology I (3)**

**MLS 415 - Clinical Urinalysis & Body Fluids I (2)**

**MLS 416 - Clinical Immunology & Molecular Diagnostics (1)**

**MLS 420 - Clinical Laboratory Operations (2)**

**MLS 421 - Clinical Chemistry II (2)**

**MLS 422 - Clinical Hematology & Hemostasis II (3)**

**MLS 423 - Clinical Immunohematology II (2)**

**MLS 424 - Clinical Microbiology II (3)**

**MLS 425 - Clinical Urinalysis & Body Fluids II (2)**

**MLS 431 - Clinical Chemistry & Urinalysis III (2)**

**MLS 432 - Clinical Hematology & Hemostasis III (2)**

**MLS 433 - Clinical Immunohematology III (2)**

**MLS 434 - Clinical Microbiology III (2)**

**MLS 449 - Capstone in Medical Laboratory Science (3)**

**MLS 450 - Advanced Clinical Applications in Medical Laboratory Science (1)**

**MUS-Music**

**MUS 100 - Music Performance Seminar\* (0)**

The purpose of this seminar, required for all majors, is to bring together music majors, faculty, and guests for discussion of special topics, presentation of projects, performances, and master classes. Grading is pass/fail.

Offered: Fall, Spring.

**MUS 101 - Music Appreciation (3)**

This course is a basic survey of the music of the Western World. Emphasis will be placed on elements of music, terminology, and form within a historical context. Students will learn to listen and react to music on a emotional and intellectual level. The goal is to establish in the student a life-long enjoyment of this art form. For non-music majors.

Offered: Spring.

**MUS 102 - Music in Film (3)**

This course will cover music fundamentals and some music history, particularly as they pertain to film music. Study will be provided in how music and sound function in film as well as the history of music and sound in film from the silent era to the present. Prior musical knowledge is not required. For the non-music major.

**MUS 103 - History of Popular Music (3)**

This course is an overview of popular music in the United States covering the roots of rock and roll to music of the present day. Music fundamentals are covered in this general music class. Major styles, representative artists and the conditions from which they rose are explored. Sociological, economic and cultural factors that shaped the music of different eras are also examined. For the non-music major.

**MUS 116 - Piano Proficiency Level 1 (0)**

This is the first of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads, arpeggios, sight-reading one hand at a time and at a slow tempo. Students will play repertoire will both hands simultaneously at a base level.

Offered: Fall, Spring.

### **MUS 117 - Piano Proficiency Level 2 (0)**

This is the second of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads arpeggios one hand at a time at a moderate tempo and expanded keyboard range. Students will also learn the beginning skills of sight-reading two lines of music as well as keyboard improvisation.

Prerequisite: MUS 116 or permission of instructor.

Offered: Fall, Spring.

### **MUS 118 - Piano Proficiency Level 3 (0)**

This is the third of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads, arpeggios in both hands simultaneously at a slow tempo and expanded keyboard range. Students will also learn to play from lead sheets, harmonize simple melodies as well as sight-read more challenging repertoire.

Prerequisite: MUS 117 or permission of instructor.

Offered: Fall, Spring.

### **MUS 119 - Piano Proficiency Level 4 (0)**

This is the fourth semester of a four-semester sequence of courses for Music Majors who need additional training to pass the piano proficiency requirement. This course will cover scales, triads, arpeggios in both hands simultaneously at a moderate tempo and expanded keyboard range. Students will also continue to develop playing from lead-sheets, harmonize, and improvise more difficult repertoire. Students must pass this course to complete their requirement in Piano Proficiency.

Prerequisite: MUS 118 or permission of instructor.

Offered: Fall, Spring.

### **MUS 120 - Applied Lessons: Voice (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students

who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

### **MUS 121 - Applied Lessons: Piano (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

### **MUS 123 - Applied Lesson: Brass (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

### **MUS 124 - Applied Lesson: Woodwinds (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 125 - Applied Lesson: Strings (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 126 - Applied Lesson: Percussion (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 127 - Applied Lessons: Organ (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 160 - Harmony/Theory I (3)**

In 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.

Offered: Fall.

**MUS 161 - Harmony/Theory II (3)**

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. Offered: Spring.

**MUS 162 - Ear Training I (2)**

Intervallic, melodic, harmonic, rhythmic dictation, and sight singing.

Offered: Fall.

**MUS 163 - Ear Training II (2)**

Advanced intervallic, melodic, harmonic, rhythmic dictation, and sight singing.

Prerequisite: MUS 162. Offered: Spring.

**MUS 190 - Special Topics (1-3)**

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal literature, piano literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study.

Offered: Fall, Spring.

**MUS 200 - Directed Study (2-4)**

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.

Offered: Fall, Spring.

**MUS 209 - Vox Angelus (1)**

This choral ensemble is a non-auditioned treble choir, performing soprano and alto literature. With two regular rehearsals a week, students continue developing their singing voices in preparation of concerts throughout the semester. This course may be repeated.

Offered: Fall, Spring.

**MUS 210 - Concert Choir (1)**

This auditioned choral ensemble is a mixed choir, performing soprano/alto/tenor/bass literature with rehearsals four days a week. In addition to concerts throughout the semester, Concert Choir has outreach and recruiting performances outside of the Jamestown community. This course may be repeated.

Offered: Fall, Spring.

**MUS 211 - Cantus (1)**

This choral ensemble is a non-auditioned tenor and bass choir. With two regular rehearsals a week, students continue developing their singing voices in preparation of concerts throughout the semester. This course may be repeated.

Offered: Fall, Spring.

**MUS 212 - Small Ensembles (1-2)**

Both vocal and instrumental ensembles are offered to enrich the music experience of interested and qualified performers. Rehearsals are held at the convenience of the director and the students involved.

Offered: Fall, Spring.

**MUS 213 - Chamber Orchestra (1-2)**

Chamber Orchestra 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.

Offered: Fall, Spring.

**MUS 214 - Jazz Ensemble (1-2)**

The Jazz Ensemble allows music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the swing, jazz, funk, rock, Latin, and popular repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a small ensemble context. The jazz ensemble rehearses two times plus sectionals each week and performs several concerts each

semester. Membership is open to all with high-school-level proficiency, as assessed by the conductor.

Offered: Fall, Spring.

**MUS 215 - Wind Ensemble (1)**

The wind ensemble allows music majors to refine their professional skills while providing others an opportunity to continue making music at a high level. Music from the traditional band and wind ensemble repertoire representing many genres and stylistic periods will be explored. This course focuses on providing students with experience playing their instrument in a large ensemble context. The wind ensemble rehearses three times each week, performs in two concerts each semester, and enjoys a regional tour each year. Membership is open to all with high-school-level proficiency, as assessed by the conductor.

Offered: Fall, Spring.

**MUS 220 - Applied Lessons: Voice (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 221 - Applied Lessons: Piano (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 223 - Applied Lesson: Brass (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 224 - Applied Lesson: Woodwinds (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 225 - Applied Lesson: Strings (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 226 - Applied Lesson: Percussion (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a

one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 227 - Applied Lessons: Organ (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 239 - Music History I: Medieval and Renaissance (3)**

This is the first semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from ancient civilizations through the sixteenth century. The student will study the style, forms, and major composers of the given historical periods.

Prerequisite: MUS 161. Offered: Fall.

**MUS 262 - Ear Training III (2)**

Advanced intervallic and melodic dictation including intervals ascending and descending through the major 10th. Advanced harmonic dictation including secondary triads and sevenths. Advanced sight singing of diatonic and chromatic melodies including modulation.

Prerequisite: MUS 163. Offered: Fall.

**MUS 266 - Introduction to Conducting (2)**

This course is designed to introduce students to the art of choral/instrumental conducting. Students will gain basic conducting skills, and an understanding of how they may be appropriately applied.

Prerequisite: MUS 161; MUS 163. Offered: Fall, even years.

### **MUS 271 - Brass Techniques (2)**

An introduction to the fundamentals of playing, teaching, and maintaining brass instruments, including hands-on experience with various instruments and simulated school classroom situations.

Offered: Spring, alternate years.

### **MUS 272 - Woodwind Techniques (2)**

An introduction to the fundamentals of playing, teaching and maintaining woodwind instruments, including hands-on experience with various instruments and simulated school classroom situations.

Offered: Spring, alternate years.

### **MUS 273 - String Techniques (2)**

An introduction to the fundamentals of playing, teaching, and maintaining string instruments, including hands-on experience with various instruments and simulated classroom situations.

Offered: Fall, alternate years.

### **MUS 274 - Percussion Techniques (2)**

An introduction to the fundamentals of playing, teaching, and maintaining percussion instruments, including hands-on experience with various instruments and simulated classroom situations.

Offered: Fall, alternate years.

### **MUS 275 - Vocal Techniques (2)**

An introduction to the fundamentals of singing and the teaching of singing. The student will learn about vocal anatomy, acoustics, diction, repertoire, song preparation, and structuring a lesson. Hands-on experience teaching voice lessons.

Offered: Spring, alternate years.

### **MUS 290 - Special Topics (1-3)**

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal literature, piano literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study.

Offered: Fall, Spring.

### **MUS 291 - Music Methods - Elementary (3)**

Methods and materials used in teaching K-5 music classes, emphasizing Orff and Kodaly, and Dalcroze approaches for developing musicianship in children. Topics include ukulele, recorder lesson plan writing and implementation, curriculum and unit plan design, resource discovery, diverse learners, assessment, and classroom management. The Teacher Education Program's Key Assessment 2 will be completed and assessed (on Chalk and Wire) in this course.

Prerequisite: MUS 161; MUS 163. Offered: Fall, odd years.

### **MUS 292 - Music Methods: Secondary Choral (3)**

Methods and materials used in teaching in secondary school choral music programs. Topics include foundations and philosophies of music education, curriculum development, lesson planning, student teacher interaction, diverse learners, assessment of student learning, and program administration. Key Assessment 2 (assessment) will be completed and assessed in this class.

Prerequisite: MUS 161; MUS 163. Offered: Spring, even years.

### **MUS 293 - Music Methods: Secondary Instrumental (3)**

Methods and materials used in teaching in secondary school instrumental programs. Topics include history of the wind band, history of jazz band, how to play and teach jazz improvisation, managing all aspects of a band program (including pep band, marching band, jazz band, and concert band), administrative and parental interactions, budget management, assessment, classroom management, resume building and job interviews. Key Assessment 3 will be completed and assessed in this course.

Prerequisite: MUS 161; MUS 163. Offered: Fall, even years.

### **MUS 300 - Directed Studies (2-4)**

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.

### **MUS 319 - Instructional Media and Technology for Music (3)**

This course is designed for music education majors to

familiarize them with technologies used in recording, performing, notating, and creating music. Topics include using music notation software, digital audio software, sound amplification, recording, sound editing, MIDI, as well as a basic understanding of musical synthesis and music sampling.

Offered: Fall, even years.

#### **MUS 320 - Applied Lessons: Voice (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 321 - Applied Lessons: Piano (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 323 - Applied Lesson: Brass (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with

their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 324 - Applied Lesson: Woodwinds (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 325 - Applied Lesson: Strings (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Distribution: By permission of instructors only.

#### **MUS 326 - Applied Lesson: Percussion (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 327 - Applied Lessons: Organ (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

**MUS 339 - Music History II: Baroque and Classical (3)**

This is the second semester of a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from the Baroque and Classical eras. The student will study the style, forms, and major composers of the given historical periods.

Prerequisite: MUS 239. Offered: Spring.

**MUS 340 - Music History III: Romantic and Modern Eras (3)**

This is the third semester of the a three-semester sequence of courses. The purpose of the course is to acquaint the student with the major trends in Western music from the Romantic and Modern eras. The student will study the style, forms, and major composers of the given historical periods.

Prerequisite: MUS 339. Offered: Fall.

**MUS 360 - Harmony/Theory III (3)**

An examination of the various late eighteenth and nineteenth century compositional practices and techniques including borrowed chords, Neapolitan 6th chords, augmented 6th chords, extended tertian harmonies, altered dominants and their relationship to the style, form, and literature of the period.

Prerequisite: MUS 161. Offered: Fall.

**MUS 361 - Harmony/Theory IV (3)**

A study of the diverse approaches to musical composition from the last decades of the nineteenth century to the present. Topics include musical impressionism, expressionism, neoclassicalism, neoromanticism, expanded

tonality, and electronic music.

Prerequisite: MUS 360. Offered: Spring.

**MUS 363 - Choral Arranging (2)**

A study of the techniques of arranging for male, female, and mixed vocal groups, including Finale music-notation software.

Prerequisite: MUS 161; MUS 163. Offered: Alternate years.

**MUS 367 - Advanced Conducting - Choral (2)**

This course, which builds upon concepts covered in MUS 266 (Introduction to Conducting), is a study of the essential gestures and rehearsal techniques required to lead a choral ensemble. Topics covered will include gesture, leadership and communication, choral fundamentals, score study, programming, and rehearsal pacing.

Prerequisite: MUS 266.

**MUS 368 - Advanced Conducting - Instrumental (2)**

This course, which builds upon concepts covered in MUS 266 (Introduction to Conducting), is a study of the essential gestures and rehearsal techniques required to lead an instrumental ensemble. Topics include score study, rehearsal preparation, and essential conducting techniques. Students will conduct their peers and university ensembles.

Prerequisite: MUS 266.

**MUS 380 - Junior Recital (0-1)**

Students who take MUS 380 and/or MUS 480 for one credit will be required to furnish well researched program notes for their performance.

Corequisite: Students who take Mus 380 must be enrolled in an applied lesson. Offered: Fall, Spring.

**MUS 390 - Special Topics (1-3)**

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal pedagogy, vocal literature, choral literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study.

Offered: Fall, Spring.

**MUS 400 - Directed Studies (2-4)**

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.

Offered: Fall, Spring.

#### **MUS 420 - Applied Lessons: Voice (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 421 - Applied Lessons: Piano (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 423 - Applied Lesson: Brass (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 424 - Applied Lesson: Woodwind (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 425 - Applied Lesson: Strings (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 426 - Applied Lesson: Percussion (1-2)**

Applied lessons are available in brass, percussion, piano, voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 427 - Applied Lessons: Organ (1-2)**

Applied lessons are available in brass, percussion, piano,

voice, and woodwinds. Music education majors normally carry one credit of lessons per semester, which represents a one half-hour lesson per week. Music performance majors are required to carry two semester credits of lessons per semester, which represent a one-hour lesson per week. Students who are registered for applied lessons must perform a jury reviewed by the music faculty at the end of each semester. Students who present a recital before semester break are included in this requirement. Students who present a recital after semester break will consult with their studio lesson teacher as to their jury obligations.

Offered: By permission of instructors only.

#### **MUS 480 - Senior Recital (0-1)**

Students who take MUS 380 and/or MUS 480 for one credit will be required to furnish well researched program notes for their performance.

#### **MUS 490 - Special Topics (1-3)**

These courses augment the basic music curriculum and are offered periodically subject to student interest and faculty availability. Special topics include piano pedagogy, vocal pedagogy, vocal literature, piano literature, choral literature, wind band literature, orchestral literature, and music technology. These courses are intended for music majors who wish to pursue more specialized study.

Offered: Fall, Spring.

### **NRSG-Nursing (ASN Program)**

#### **NRSG 101 - Concepts of Professional Nursing Practice (3)**

This course explores professional nursing practice within the US healthcare system. Concepts of person, health, nursing, and environment are introduced and provide a foundation for the role of the nurse and health care for individuals as bio-psychosocial-spiritual beings along the health and wellness spectrum. The course focuses on patient-centered care, interprofessional communication and team members, information systems and healthcare technology, health promotion, and a culture of safety. A clinical decision-making process is introduced and provides a framework to help students think critically and make informed clinical judgements. Must be accepted into the ASN nursing program.

#### **NRSG 106 - Nursing Assessment Across the Lifespan (3)**

This course focuses on the development of interviewing and physical assessment skills for professional nursing

practice. Students learn an evidence-based, systematic approach for the collection and analysis of subjective and objective health-related data for patient throughout the lifespan. Classroom and laboratory experiences promote student confidence and competence in assessing and documenting focused physical, psychosocial, and spiritual patient assessments. Must be accepted into the ASN nursing program.

Prerequisite: HLTH 208, HLTH 209. Corequisite: HLTH 216; Math 102; NRSG 110; NRSG 101 may be taken as a corequisite with faculty approval.

#### **NRSG 110 - Fundamental Nursing Skills (6)**

This course centers on the knowledge and abilities required to perform skills that are foundational to professional nursing practice. Clinical decision-making processes assist students to recognize basic patient needs and make clinical judgements that promote patient and staff safety in the provision of nursing care. Evidence-based techniques and patient-centered approaches for nursing skills are presented throughout the course. Learning experiences include laboratory skills, simulated patient care, and direct patient care. Must be accepted into the ASN nursing program.

Prerequisite: HLTH 208, HLTH 209. Corequisite: HLTH 216; Math 102; NRSG 106; NRSG 101 may be taken as a corequisite with faculty approval.

#### **NRSG 131 - Nursing Across the Lifespan I (7)**

This course is the first of three courses focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. Students will acquire the knowledge and skills essential to make sound clinical judgements for the promotion, restoration, and maintenance of optimal health and wellness for diverse patients. Learning experiences within the classroom, simulation center, and direct patient care settings will engage students in the care of the surgical patient, maintenance of fluid and electrolyte/acid-base balance, and care of the patient experiencing issues of the immune, musculoskeletal, renal, and gastrointestinal systems. Must be accepted into the ASN nursing program.

Prerequisite: NRSG 101, NRSG 106, NRSG 110. Corequisite: NRSG 134.

#### **NRSG 134 - Psychiatric Nursing (4)**

This course focuses on a holistic and interprofessional team approach to healthcare services for patients with psychiatric-mental and behavioral health issues throughout the lifespan. Clinical decision making, therapeutic and interprofessional treatment strategies, and the continuum of

care for mental health and wellness across healthcare settings are emphasized throughout the course. Additionally, care of the child with cognitive, sensory, or communication impairment is addressed. Simulated and direct care patient experiences allow students to apply clinical judgement, therapeutic communication, and evidence-based pharmacological and nonpharmacological approaches to the care of patients with mental health issues. Must be accepted in the ASN nursing program.

Prerequisite: NRSG 101, NRSG 106, NRSG 110.

Corequisite: NRSG 131.

#### **NRSG 232 - Childbearing Family Nursing (4)**

This course focuses on current trends in family-centered nursing and presents a holistic approach to address health and illness needs of the childbearing family. The course emphasizes normal growth and development, safety, injury prevention, disease management, and the impact of culture on the family unit's response to psychological and physical stressors. Learning experiences in the classroom, simulation center, and direct patient care settings provide opportunities for ASN students to participate in preventive, supportive, and therapeutic nursing care for patients throughout the childbearing cycle.

Prerequisite: all 100 level NRSG courses. Corequisite: NRSG 233.

#### **NRSG 233 - Nursing Across the Lifespan II (7)**

This course is the second of three courses focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. Concepts build upon the student's previously acquired knowledge and skills and promote personal and professional growth development in the application of safe, quality patient care. Learning experiences within the classroom, simulation center, and direct patient care settings will engage ASN students in the maintenance of oxygenation, endocrine, gastrointestinal, and integumentary functions as well as bio-psychosocial-spiritual assessments and the implementation of nursing interventions to enhance and promote adaptation for the child, adult, and family.

Prerequisite: all 100 level NRSG courses. Corequisite: NRSG 232.

#### **NRSG 244 - Nursing Across the Lifespan III (7)**

This course is the final course in this three courses series focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. This course provides ASN students with opportunities to develop increasing levels of autonomy in the coordination of care for patient

with complex health conditions of the cardiovascular and/or neurological systems. Learning experiences within the classroom, simulation center, and direct patient care settings will engage students in patient care situations that require the student to synthesize knowledge from previous nursing courses, supportive courses, and evidence-based scholarly materials. Emphasis is placed on principles of care management including clinical judgement, priority setting, patient safety, collaboration, delegation, and time management.

Prerequisite: All 100 level NRSG courses, NRSG 232, NRSG 233. Corequisite: NRSG 247, NRSG 248.

#### **NRSG 247 - Nursing Practice: Quality and Safety (3)**

This course explores the structure and culture of healthcare delivery organizations with a focus on concepts of nursing leadership and quality improvement processes within healthcare delivery systems. Communication and management skills, decision-making, time and stress management, priority setting, interdisciplinary collaboration, and advocacy will be explored. Additionally, ASN students will apply concepts of evidenced-based, quality improvement processes to evaluate actual and potential problems in local healthcare settings.

Prerequisite: NRSG 232, NRSG 233. Corequisite: NRSG 244, NRSG 248.

#### **NRSG 248 - Content Mastery and NCLEX Success (2)**

This course provides a comprehensive review of essential concepts for beginning nursing practice. Focused on preparation for the NCLEX-RN licensure examination, the student will apply the NCSBN clinical judgement model to stand-alone and unfolding NCLEX-style questions. A review of nursing knowledge, study skills, stress management techniques, test-taking strategies, and ATI methodologies for NCLEX success are embedded throughout this course.

Prerequisite: NRSG 232, NRSG 233. Corequisite: NRSG 244, NRSG 247. Offered: Fall.

### **NRSG-Nursing (BSN Program)**

#### **NRSG 190 - Special Topics (1-3)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but that have not been addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global contexts.

**NRSG 200 - Directed Studies (3)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global context.

**NRSG 205 - Nutrition (2)**

This course focuses on the role of nutrition principles across the life cycle within the context of various cultures. Food needs for energy, proteins, fats, carbohydrates, and the regulation of vitamins and minerals will be studied in relation to maintaining a healthy nutritional status. The course is designed to provide a foundation for further study of clinical nutrition and has applicability to the student's own nutritional lifestyle. Open to all students.

Offered: Fall.

**NRSG 206 - Health Assessment (3)**

This course includes theory and practice in the collection of subjective and objective health-related data through the physical assessment and interview, utilizing classmates for practice. The theory and supervised practice in the course guide the student in recognizing normal and abnormal findings and understanding their significance. In addition, the student will be able to document and record the assessments and apply the data to the nursing process.

Prerequisite: Must be accepted into nursing major; BIOL 208; BIOL 216; NRSG 205; SOC 101 or SOC 230; PSYC 203. Corequisite: BIOL 209; NRSG 210. Offered: Spring.

**NRSG 210 - Nursing Foundations (6)**

The course focuses on the concepts of person, health, nursing, and environment and serves as the basis for the remaining nursing curriculum. Individuals are viewed as biopsychosocial-spiritual beings who vacillate on the health care spectrum throughout the life cycle. The role of the nurse in the health care delivery system and principles of medication administration are introduced. The course uses clinical judgement which combines thinking, doing, and caring to promote safe, effective, and patient-centered care. Learning experiences are provided in the classroom and learning laboratory.

Prerequisite: NRSG 205; BIOL 208; BIOL 216; SOC 101 or SOC 223; PSYC 203. Corequisite: NRSG 206; BIOL 209. Offered: Spring.

**NRSG 290 - Special Topics (1-3)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global context.

**NRSG 300 - Directed Studies (1-3)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global context.

**NRSG 331 - Child/Adult Health I (7)**

The focus is upon care of clients through the life cycle. The content areas of the course includes an introduction to care of the surgical patient; care of the patient with inflammation/infection, immune system, and renal system alterations; maintenance of fluid and electrolyte/acid-base balance; maintenance of the musculoskeletal system; and care of the client with cancer; and end-of-life care. Learning experiences are provided in lab, simulation, and a variety of clinical settings. The nursing process is used to implement the preventive, therapeutic and supportive care of clients and families evidencing various states of health and illness.

Prerequisite: NRSG 205; NRSG 206; NRSG 210; all supportive courses. Offered: Fall.

**NRSG 332 - The Childbearing Family (5)**

The course focuses on the family who is experiencing the normal human phenomenon of childbirth. The content areas of the course consist of nursing needs and care during the antepartum period, labor and delivery, the postpartum period, and for the normal newborn and the high risk newborn. The reproductive health of women throughout the life span is presented. Nursing care approaches incorporate prior learning in the biopsychosocial sciences through the application of the nursing process to the childbearing family. Learning experiences in a variety of settings provide an opportunity to develop knowledge in preventive, supportive, and therapeutic nursing care of clients in the childbearing cycle.

Prerequisite: NRSG 205; NRSG 206; NRSG 210; all supportive courses. Corequisite: NRSG 331. Offered: Fall.

**NRSG 333 - Child/Adult Health II (7)**

The primary content areas are maintenance of oxygenation, gastrointestinal, endocrine, and integumentary function. Learning experiences will focus on bio-psycho-social-spiritual assessment and the implementation of nursing interventions to enhance and promote adaptation for the child, adult, and family. Various resources and agencies will be utilized to provide the student with appropriate nursing care situations.

Prerequisite: NRSG 331. Offered: Spring.

**NRSG 334 - Child/Adult Mental Health (5)**

This course focuses on psychiatric-mental health nursing across the lifespan. The basic concepts in psychiatric-mental health nursing are examined, which includes stress adaptation and the history and theory of mental health and mental illness. Other content areas include: psychobiology, psychopharmacology, ethical and legal issues, therapeutic approaches in psychiatric nursing care, and care of clients with alterations in psychosocial adaptations. Care of the child with cognitive, sensory, or communication impairment is also addressed. The content and processes for the care of identified psychiatric patients are emphasized, but are also relevant to the care for all those with whom nurses interact. Learning experiences take place in a variety of settings: classroom, simulation lab, the North Dakota State Hospital, Anne Carlson Center and the James River Correctional Center.

Prerequisite: NRSG 205; NRSG 206; NRSG 210; NRSG 331. Corequisite: NRSG 332; NRSG 333; PSYC 302. Offered: Spring.

**NRSG 390 - Special Topics (1-3)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global contexts.

**NRSG 397 - Nursing Cooperative Experience (1-4)**

This course is designed to allow students to work in an expanded role as nurse technicians or nurse interns in a 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.

Prerequisite: NRSG 333; NRSG 334. Offered: Summer.

**NRSG 400 - Directed Studies (1-3)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global context.

**NRSG 424 - Child/Adult Health III (6)**

The course focuses on the nursing care of clients and families experiencing multiple problems or striving to maintain or regain optimal health within the context of a variety of cultures. The physical systems covered are the cardiovascular and neurological. Selected nursing care situations require the student to synthesize knowledge from previous nursing courses, supportive courses and evidence-based scholarly materials while using the nursing process as a framework to provide nursing care. Learning takes place in a variety of settings: classroom, college laboratory, Sanford Health.

Prerequisite: NRSG 206; NRSG 210; NRSG 331; NRSG 332; NRSG 333; NRSG 334. Corequisite: NRSG 425; NRSG 497. Offered: Fall.

**NRSG 425 - Community Health Nursing (6)**

The course provides experience in utilizing all prerequisite courses and nursing knowledge as it applies to the health of families, populations groups, communities and the geriatric client. Conceptualizing a holistic view of the family/community includes an analysis and interpretation of bio-psycho-social-spiritual factors including culture, community resources, and epidemiology in relation to health. A synthesis of all steps of the nursing process is applied in working with clients in the community. Clinical experiences are gained from involvement with various community agencies. The student gains experience in assuming the role of the nurse in collaborating with health team members in the delivery of primary care.

Prerequisite: NRSG 206; NRSG 210; NRSG 331; NRSG 332; NRSG 333; NRSG 334. Corequisite: NRSG 424; NRSG 497. Offered: Fall.

**NRSG 426 - Nursing Leadership/Management (7)**

This course focuses on the development of the student in the role of a beginning nurse leader of a clinical practice discipline. The purpose is to provide the nursing student with the basic concepts and theories needed for nursing management and the crucial components of nursing

leadership. The content is focused on skills that nurses need to manage care for groups of patients, manage care within the changing health care environments, manage resources for care, delegate and supervise the work of other licensed and unlicensed assistive personnel, and coordinate care with other health care disciplines. The purpose of the clinical experience is to provide the nursing student with application of skills that support the basic concepts and theories needed for effective management of client care.

Prerequisite: NRSG 424; NRSG 425; NRSG 497. Offered: Spring.

#### **NRSG 427 - Nursing as a Profession (2)**

This course is an in-depth examination of concepts of nursing, the nursing role, and related issues that influence health care delivery. Both the role of professional nursing within the health care delivery system as well as the role of the individual nurse as an integral member of the health team are analyzed. Nursing is viewed as a dynamic growing profession that is striving to define and develop its unique body of knowledge through nursing theories. Student-directed seminars are used to study current nursing issues.

Prerequisite: NRSG 424; NRSG 425; NRSG 497. Offered: Spring.

#### **NRSG 428 - NCLEX Success (2)**

This course, designed for the final semester student nurse, focuses on the development of NCLEX success strategies. The student will participate in a 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: NRSG 424; NRSG 425. Offered: Spring.

#### **NRSG 490 - Special Topics (1-3)**

These on-line courses explore some of the specialties in nursing practice that are introduced in the nursing curriculum but not addressed in a comprehensive way. These courses are elective and may address such topics as palliative care nursing, forensic nursing, parish nursing, and healthcare in global contexts.

#### **NRSG 497 - Nursing Research (2)**

Nursing research is examined as an inherent component in

the development of nursing theory and nursing practice. This course is designed to present the process of nursing research to impart understanding of quantitative and qualitative approaches to generating knowledge. The overarching goal is to enable each student to use research findings in a meaningful way to influence nursing care. Throughout the course the students apply the implications of research for evidence-based practice.

Prerequisite: Senior nursing student or permission.

Offered: Fall.

#### **NRSG 498 - ACLS/PALS (3)**

Following successful completion of the course, the student will receive a certification of completion in Advanced Cardiac Life Support and Pediatric Advanced Life Support from the American Heart Association. Students will learn to recognize life-threatening dysrhythmias, utilize appropriate mechanical and pharmacological interventions, and implement advanced airway management skills. The learner will be able to cognitively state and apply the American Heart Association standards and guidelines for advanced emergency cardiac and respiratory care and resuscitation as broadly as possible in a variety of hypothetical situations.

Offered: Spring.

### **NSCI-Foundations of Science**

#### **NSCI 110 - Foundations of Science (2)**

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.

### **PHIL-Philosophy**

#### **PHIL 190 - Special Topics (1-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy.

#### **PHIL 200 - Directed Studies (2-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one year of philosophy.

**PHIL 251 - Introduction to Critical Thinking (3)**

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.

**PHIL 252 - Ethics (3)**

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse.

Prerequisite: Sophomore standing. Offered: Fall, Spring.

**PHIL 290 - Special Topics (1-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy.

**PHIL 300 - Directed Studies (2-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one year of philosophy.

**PHIL 302 - Philosophy of Art (3)**

Philosophy of Art is the philosophical study of entities (artifacts or performances) intentionally endowed by their makers with a significant degree of aesthetic interest.

**PHIL 303 - Classical Philosophy (3)**

An examination of significant philosophy before 300 C.E., such as that of Socrates, the latter Mohists, and Nagarjuna.

Offered: As needed.

**PHIL 304 - Philosophy of Religion (3)**

Philosophy of religion is the philosophical study of religious traditions and matters of religious significance. This study includes alternatives to religious worldviews (such as secular naturalism). Philosophy of religion involves all primary areas of philosophy: value theory, metaphysics, epistemology, philosophy of language, mind, politics, art, and the like.

Crosslisted as: REL 304. Offered: As needed.

**PHIL 305 - Medieval Philosophy (3)**

An examination of significant philosophy between 300 and

1400 C.E., such as that of Dogen and Wonhyo, or Aquinas and Ibn Rushd's work with Aristotle.

Offered: As needed.

**PHIL 306 - Modern Philosophy (3)**

An examination of significant philosophy between 1400 and 1900 C.E., such as that of the Scottish Enlightenment, Friedrich Nietzsche, and Mary Astell.

Offered: As needed.

**PHIL 307 - Recent and Contemporary Philosophy (3)**

An examination of significant philosophy since 1900 C.E., such as that of Analytic philosophy, Gloria Anzaldua, and area man Alvin Plantinga.

Offered: As needed.

**PHIL 351 - Issues in Philosophy (3)**

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.

**PHIL 352 - Ethics (3)**

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse.

**PHIL 381 - Philosophy of History (3)**

An investigation of the ways in which analytic and speculative thinkers have viewed the nature of history from St. Augustine to contemporary times.

Crosslisted as: HIST 381.

**PHIL 390 - Special Topics (1-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy.

**PHIL 400 - Directed Studies (2-3)**

By arrangement. May not duplicate any regular course in the department without the permission of the department chair.

Prerequisite: At least one year of philosophy.

**PHIL 483 - Philosophy of History (3)**

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.

### **PHIL 490 - Special Topics (1-3)**

Prerequisite: At least one directed study in philosophy. May not duplicate any regular course in the department without permission from the department chair.

### **PHIL 495 - Independent Study (2-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in philosophy.

## **PHYS-Physics**

### **PHYS 143 - College Physics I (Lec/Lab) (4/1)**

A non-calculus-based introduction to physics, including Newton's laws, energy, linear and angular momentum, conservation laws, simple harmonic motion, and thermodynamics.

Prerequisite: MATH 112 or instructor permission. Offered: Fall.

### **PHYS 144 - College Physics II (Lec/Lab) (4/1)**

A continuation of PHYS 143. Topics include waves, sound, electricity and magnetism, optics, and atomic physics.

Prerequisite: PHYS 143. Offered: Spring.

### **PHYS 190 - Special Topics (1-3)**

By arrangement

### **PHYS 203 - Physics I (Lec/Lab) (4/1)**

A calculus-based introduction to physics including Newton's laws, energy, linear and angular momentum, conservation laws, simple harmonic motion, and thermodynamics.

Prerequisite: MATH 251. Offered: Spring.

### **PHYS 204 - Physics II (Lec/Lab) (4/1)**

A continuation of PHYS 203. Topics include waves, sound, electricity and magnetism, optics and atomic physics.

Prerequisite: PHYS 203. Offered: Fall.

### **PHYS 290 - Special Topics (1-3)**

By arrangement

### **PHYS 345 - Introduction to Modern Physics (3)**

This course in an introduction to a variety of topics in modern physics including relativity, quantum mechanics, statistics physics, subatomic physics, and their applications.

Prerequisite: PHYS 204; MATH 252. Offered: As needed.

### **PHYS 390 - Special Topics (1-3)**

By arrangement

### **PHYS 401 - Classical Mechanics (3)**

A study of the foundations of advanced mechanics. Three-dimensional formulations of Newtonian physics will be developed. Variational methods, Lagrangian and Hamiltonian dynamics, non-inertial reference frames, and dynamics of rigid bodies will also be discussed. Same as ENGR 401.

Prerequisite: MATH 352; PHYS 204. Crosslisted as: ENGR 401. Offered: As needed.

### **PHYS 490 - Special Topics (1-3)**

By arrangement

## **POLS-Political Science**

### **POLS 104 - American National Government (3)**

An examination of the origins, structures, and processes of the institutions of the U.S. government, with an emphasis on constitutional design. Required for Political Science majors and minors.

Offered: Fall, Spring.

### **POLS 190 - Special Topics (1-4)**

By arrangement

### **POLS 200 - Directed Studies (1-4)**

By arrangement

### **POLS 290 - Special Topics (1-4)**

By arrangement

### **POLS 300 - Directed Studies (1-4)**

By arrangement

**POLS 311 - Indigenous History and Federal Indian Policy, 1787 - Present (3)**

This course will provide students with an introduction to Indigenous American history from 1787 to the present, with emphasis on the policies and practices of the United States in relation to Indigenous communities, nations, cultures, and peoples. Focuses will include wars, genocide, land-taking, assimilation, debates over citizenship and sovereignty, and cultural revitalization.

Crosslisted as: HIST 311. Offered: Spring, odd years.

**POLS 312 - Congress and the Presidency (3)**

An examination of the political power, roles, and interaction of the U.S. Congress and the President in the federal policy-making process. Required for Political Science majors. A research paper is optional.

Offered: Spring, even years.

**POLS 314 - Governmental Power and U.S. Constitutional Law (3)**

An examination of how the Supreme Court interprets the U.S. Constitution in the area of the scope and limitations on governmental power. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Spring, odd years.

**POLS 316 - Rights & Liberties and U.S. Constitutional Law (3)**

An examination of how the Supreme Court interprets the U.S. Constitution in the area of the protection of natural and civil rights and liberties. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Fall, odd years.

**POLS 322 - Environmental Policy (3)**

This course provides an introduction and overview of environmental policy. In this course we will examine the policy process, interest groups and political parties. We will focus on the framework and flow of environmental problem identification, root cause analysis, solution analysis, and the use of environmental policy tools, structured decision-making, and policy implementation.

Crosslisted as: EESC 322. Offered: Spring, odd years.

**POLS 325 - Comparative European Governments (3)**

A comparative evaluation of the history, government, and politics of the United Kingdom, France, and Germany.

Required for Political Science majors and minors. A research paper is optional.

Offered: Spring, even years.

**POLS 333 - World Politics (3)**

An examination of the history, structure, and processes of world politics, focusing on conflict, cooperation and governance, and the global political economy. Required for Political Science majors and minors. A research paper is optional.

Offered: Fall, even years.

**POLS 335 - The European Union (3)**

An inquiry into the background, structure, and politics in and the contemporary challenges faced by the European Union. A research paper is optional.

Offered: Spring, odd years.

**POLS 344 - American Foreign Relations to 1920 (3)**

An examination of the origins, history, and practice of American foreign relations from before the Revolutionary era through the end of the First World War. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Spring, odd years.

**POLS 348 - American Foreign Relations since 1895 (3)**

A study of the history, evolution, and practice of American foreign relations from the end of the nineteenth century through today. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Fall, odd years.

**POLS 352 - American Economic Policy (3)**

An examination of the history, politics, and processes of the making of U.S. monetary, regulatory, and fiscal policy. Required for Political Science majors. A research paper is optional.

Prerequisite: Sophomore standing. Offered: Fall, even years.

**POLS 370 - American Constitutions and Revolutions (3)**

This course will provide students with an introduction to history, philosophy, and aftermath of the ideas and actions behind the American Revolution and the creation of the United States Constitution. It will include as a central

component a re-enactment/reimagining of the American Constitutional Convention, where students will stage in-character discussions and debates and write their own Constitution. The course will consider the long-term ramifications and alterations of the ideas and documents brought to the fore in the revolutionary period, and help students understand early United States history in a global perspective—in part by learning about other early revolutionary representative governments in North America, like the Haudenosaunee Confederacy and the Haitian Republic.

Crosslisted as: HIST 370. Offered: Fall, odd years.

### **POLS 375 - Modern Political Thought (3)**

A seminar on the modern tradition of political theory and practice through an exploration of the significant treatises of the era, with an emphasis on their influence on the American experiment. Required for Political Science majors.

Prerequisite: Junior standing. Offered: Spring, even years.

### **POLS 390 - Special Topics (1-4)**

By arrangement

### **POLS 391 - American Economic Development (3)**

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.

Crosslisted as: HIST 391. Offered: As needed.

### **POLS 400 - Directed Studies (1-4)**

By arrangement

### **POLS 450 - Internship in Political Science (1-3)**

A supervised experiential learning course for students interested in politics, public policy, or the law. A written report on the experience is required.

Prerequisite: Political Science majors and minors only. Offered: By arrangement.

### **POLS 490 - Special Topics (1-4)**

By arrangement

### **POLS 495 - Independent Study in Political Science (3)**

A student-designed exploration of an area of politics or the law, with direction and supervision by faculty. A major

research paper is required.

Prerequisite: Political Science majors and minors only. Offered: By arrangement.

## **PSYC-Psychology**

### **PSYC 101 - General Psychology (3)**

This course examines the foundation of behavior and is an overview of the field of psychology with an emphasis on fundamental processes and principles. Topics that are covered include scientific method, the nervous system and behavior, sensory processes and perception, learning, memory, motivation, cognition, personality, and behavior disorders. The general purpose of this course is to have students demonstrate a knowledge of the basic concepts, principles, theories, and issues related to these topics. This course is a prerequisite for all courses in psychology except PSYC 203.

Offered: Fall, Spring.

### **PSYC 190 - Special Topics (1-4)**

A study of wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

### **PSYC 200 - Directed Studies (1-4)**

By arrangement

### **PSYC 201 - Psychology in Context (3)**

This course includes components on information literacy, critical thinking, writing in APA style, avoiding plagiarism, ethical principles for psychologists, graduate education in psychology, and careers in psychology.

Prerequisite: PSYC 101. Offered: Fall, odd years (minors only), Spring (majors only).

### **PSYC 202 - Research Methods (3)**

This course will provide an introduction to the methodologies used in psychological research. Topics will include naturalistic observation, correlational and regression methods, reliability and validity of measurements. Special attention will be given to techniques that control or reduce error variance. Students will also be introduced to and become proficient with the technical writing style of the American Psychological Association (APA). This course will provide a basic foundation for the understanding of the research process and is intended as a prerequisite for other 300-level psychology courses in which such knowledge is essential.

Prerequisite: PSYC 101; PSYC 201. Offered: Fall, As needed.

**PSYC 203 - Developmental Psychology (3)**

This course is an overview of the concepts related to the development of humans from conception to old age. Emphases include the physical, intellectual, emotional, and social development of normal children, adolescents, and adults.

Offered: Fall, Spring.

**PSYC 204 - Adolescent Psychology (3)**

This course focuses on the changes in human behavior that occur during adolescence and some of the problems associated with these changes. Issues addressed include transitions in ways of thinking, bodily changes, and ambiguities in the expectation of society. The age range covered is from age 11 to the mid-20s. (May be taken as a directed study under supervision of appropriate faculty members.)

Prerequisite: PSYC 101 or PSYC 203.

**PSYC 215 - Applied Behavior Analysis (3)**

This course is an introduction to the methods of behavior modification. It surveys the practical application of learning principles to the improvement of behavior in a variety of individual and group settings.

Prerequisite: Sophomore standing or permission. Offered: Fall.

**PSYC 290 - Special Topics (1-4)**

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment- five students with related interests.

**PSYC 299 - Sophomore Experience in Addiction Counseling (1)**

Students in this course will engage in job-shadowing with one or more licensed addiction counselors (LACs) for a one-week period (40 hours) during the spring or summer of the sophomore year (or as soon as possible upon entering Jamestown College if transferring from another school). This experience will take place at South Central Human Services, the North Dakota State Hospital, or some other approved location. The experience will be completed one week over the summer.

Prerequisite: PSYC 365; permission of department chair. Offered: Summer (by arrangement).

**PSYC 300 - Directed Studies (1-4)**

By arrangement

**PSYC 302 - Abnormal Psychology (3)**

This course reviews the modern concepts of psychopathology from the perspective of the most current classification system. It stresses the etiology, diagnosis, and treatment of most of the major and minor behavior disorders.

Prerequisite: PSYC 101 or PSYC 203; sophomore standing. Offered: Fall, Spring.

**PSYC 306 - Industrial and Organizational Psychology (3)**

This course provides an in-depth survey of the application of empirically obtained psychological principles to business and industrial settings.

Prerequisite: PSYC 101 or PSYC 203. Offered: Summer.

**PSYC 311 - Theories of Personality (3)**

This course provides an introduction to the major theories of personality: psychoanalytic, trait, biological, humanistic, behavioral, and cognitive. Each theory will be critically examined with respect to its ability to explain human behavior and to generate strategies for assessing and modifying personality.

Prerequisite: PSYC 101; sophomore standing. Offered: Spring, even years.

**PSYC 315 - Social Psychology (3)**

This course examines the effect of the social situation on individuals' thoughts, feelings, and behaviors. Some of the topics include social perception, attitudes, prejudice, the self, attraction, interpersonal relationships, helping behavior, aggression, and small-group behavior. Same as SOC 315.

Prerequisite: PSYC 101 or PSYC 203. Crosslisted as: SOC 315. Offered: Fall.

**PSYC 316 - Tests and Measurement (3)**

The general objective of this course is to provide an understanding of the basic concepts and principles used in the psychological measurement of human characteristics. (May be taken as directed study under supervision of an appropriate faculty member.)

Prerequisite: PSYC 318.

**PSYC 317 - Motivation and Emotion (3)**

This course provides a basis for understanding the ways in which biological processes, learning, and cognitive components interact to determine human motivation and emotions. Topical coverage includes, but is not limited to, the history of the study of motivation and emotion, drives and needs, hunger and eating, love and sexuality, arousal and attention, sleep and dreams, drug use and addiction, aggression and anger, stress and health, intrinsic and extrinsic motivation, negative and positive emotions. The course will enable students to identify and understand the major theories of motivation and emotion and apply theories to understanding their own behavior, thoughts, and feelings.

Prerequisite: PSYC 101 or PSYC 203; sophomore standing. Offered: Spring, even years.

**PSYC 318 - Statistics for the Behavioral Sciences (3)**

This course builds upon material covered in PSYC 202 and is the culmination of the two-course sequence in statistics and design. The course will examine more complex statistics and research methods in psychology, including power, advanced hypothesis testing, factorial designs, one-way and two-way analyses of variance, nonparametric statistics, and advanced statistical computer applications. The major emphases will be on research design, data collection, analysis, interpretation, and professional APA reporting of research results. Students will conduct research under the direction of the instructor and present that research at the research symposium.

Prerequisite: PSYC 202. Offered: Spring.

**PSYC 319 - Cognition (3)**

This course presents the empirically based principles of human cognitive behavior. Some topics include perception, attention, memory, visual imagery, categorization, problem solving, decision making, creativity, and expertise.

Prerequisite: PSYC 318. Offered: Spring, odd years.

**PSYC 321 - Biological Psychology (3)**

This course covers the biological bases of behavior including the neurophysiological correlates of behavior: learning, memory, emotion, hunger, and thirst. In addition to coverage of the gross anatomical characteristics of the nervous system and the structural and functional characteristics of neuronal and synaptic transmission, emphasis is placed on an overview of research techniques in neuropsychology.

Prerequisite: PSYC 101 or PSYC 203. Offered: Spring, odd years.

**PSYC 323 - Judgment and Decision Making (3)**

The purpose of this course is to introduce and discuss the functional uses of critical thinking, problem solving, and decision making as well as prominent psychological theories related to thinking, memory, and language. Students will learn basic strategies that facilitate critical thinking, unbiased judgment, effective problem solving, and superior decision making through the discussion and analysis of research.

Prerequisite: PSYC 101 or PSYC 203. Offered: Summer.

**PSYC 330 - Health Psychology (3)**

The purpose of this course is to explore a variety of health-related issues from a biopsychosocial model. Some of the topics to be covered include health behavior and prevention, stress and coping, management of chronic illness, cardiovascular disease, psychoneuroimmunology, and patient-practitioner relationships.

Prerequisite: PSYC 101 or PSYC 203. Offered: Fall.

**PSYC 360 - Psychopharmacology (3)**

This course presents a survey of the historical and sociological perspectives of drug use and abuse, the physiological and psychological effects of drugs, the identification and pharmacological characteristics of drugs, and the legal implications of drug abuse. A special focus on contraindication, drug interactions, and side effects is included.

Prerequisite: PSYC 101; one upper division psychology course or enrollment in the Addiction Counseling program. Offered: Spring, even years.

**PSYC 365 - Dynamics of Addiction (3)**

This course is intended to explore the theories and scope of addiction from both personal and social viewpoints. It examines the impact of addiction on the individual, the family, and society. Addiction symptomology and causation will be covered.

Prerequisite: PSYC 101 or PSYC 203. Offered: Fall.

**PSYC 370 - Psychology of Religion (3)**

This course examines the nature and development of religious behavior. Its emphases include philosophical, theoretical, and methodological problems encountered in studying religious behavior and a survey of the available

data pertaining to the acquisition and modification of religious beliefs, attitudes, and behavior from childhood through old age.

Offered: Spring, even years.

**PSYC 373 - Psychology of Human Sexuality (3)**

This course is designed to give students breadth of exposure to the psychology of human sexuality in which they will survey behavioral, personality, and psychophysiological components of human sexuality and delineate the facts regarding human sexual behavior. The course will focus on historical and sociocultural views of sexual behavior, anatomy and physiology, communication patterns, emotions, attraction, relationships, love, and sexual health. Course objectives include providing students with the opportunity to study various topics relating to human sexuality in an objective, non-judgmental manner; to assist students in determining and clarifying their values about issues related to human sexuality; to provide information that may assist students in making decisions about sexuality related feelings and behaviors; and to enable students to better understand society's past and current attempts to regulate sexuality.

Prerequisite: Sophomore standing. Offered: Fall, even years.

**PSYC 390 - Special Topics (1-4)**

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

**PSYC 391 - Junior Seminar (1)**

This seminar course is designed to engage students in advanced study of emerging and/or controversial areas. Selected topic areas are intended to draw together the content and theory of major areas in psychology, with an emphasis on enduring issues in the field.

Prerequisite: PSYC 318 or permission of instructor; junior standing; psychology major. Offered: Spring.

**PSYC 395 - Thesis Development (1)**

The purpose of this course is to survey and critique current original research in psychology. Students will prepare a detailed theoretical and empirical literature review for class presentation. This literature review should point toward a senior thesis the following year. Specifically for junior psychology majors who plan to complete senior thesis.

Prerequisite: PSYC 202; PSYC 318. Offered: Spring.

**PSYC 400 - Directed Study (1-4)**

By arrangement

**PSYC 401 - Professional Ethics (3)**

This course provides a survey of the ethical issues in the practice of psychology.

Prerequisite: PSYC 101; psychology major. Offered: Spring, odd years.

**PSYC 410 - Fundamentals of Counseling (3)**

A basic course in the principles and techniques of counseling in educational, industrial, and community settings.

Prerequisite: PSYC 101 or PSYC 203; sophomore standing. Offered: Fall.

**PSYC 411 - Group Counseling (3)**

This course provides a study of the principles and techniques of group work and the application of these principles to counseling. This course does not fulfill elective requirement for the psychology major or minor.

Prerequisite: PSYC 410 or enrollment in the Addiction Counseling program. Offered: Spring, even years.

**PSYC 412 - Advanced Counseling (3)**

This course examines various counseling theories and techniques that emphasize the best known techniques in psychotherapy by means of audio-visual presentation. This course does not fulfill elective requirement the psychology major or minor.

Prerequisite: PSYC 410 or enrollment in the Addiction Counseling program. Offered: Spring, odd years.

**PSYC 413 - Family Counseling (3)**

This course provides a study of family counseling principles and techniques and their application in a variety of settings but with special emphasis on the families of substance abusers. This course does not fulfill elective requirement of the psychology major or minor.

Prerequisite: PSYC 410 or enrollment in the Addiction Counseling program. Offered: Fall, odd years.

**PSYC 420 - Theories of Psychotherapy (3)**

This course examines in-depth various theories and approaches to psychotherapy, combining lecture, discussion, and multimedia presentations. This course does not fulfill elective requirement for the psychology major or

minor.

Prerequisite: PSYC 410 or enrollment in the Addiction Counseling program. Offered: Fall, even years.

### **PSYC 430 - Psychology and Law (3)**

This seminar course introduces the student to the interconnected nature of applied psychology and the legal system. Students are offered an opportunity to explore the vast nature of the field and understand the ways in which psychology and the legal system affect and inform each other. Emphasis is on psychology and the courts, juries and jury decision-making, eyewitness testimony, evidence and related issues, the psychology of criminal behavior, and the psychology of law enforcement. Students will have the opportunity to explore elements of course content that are of particular interest to them. (May be taken under supervision of appropriate faculty member.)

Prerequisite: PSYC 101 or PSYC 203, or permission.

### **PSYC 440 - Psychology of Gender (3)**

This course is an overview of the psychology of gender, its issues, theories, and research methods. A review and examination of both theories and research related to the psychology of gender are conducted. Topics in this course include research methods, biological influences, socialization, relationships and sexuality, and applied settings such as school and work influenced by gender.

Prerequisite: PSYC 101; junior standing. Offered: Spring, odd years.

### **PSYC 450 - History and Systems (3)**

This course is designed to acquaint students with the historical and philosophical antecedents of contemporary psychology. As such, it is a lecture/discussion class in which it is assumed that the student is already familiar with modern empirical and theoretical psychology.

Prerequisite: PSYC 318 and graduating senior, or permission of department chair. Offered: Spring.

### **PSYC 490 - Special Topics (1-4)**

A study of a wide range of topics in psychology not otherwise included in the department offerings. Minimum enrollment: five students with related interests.

### **PSYC 491 - Senior Research Seminar (1)**

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.

Prerequisite: PSYC 391; PSYC 395; senior psychology major. Corequisite: PSYC 497. Offered: Spring.

### **PSYC 495 - Independent Study (2-4)**

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

### **PSYC 497 - Independent Research in Psychology: Senior Thesis (3-6)**

Directed research in a topic area worked out with a member of the psychology faculty. The purpose of this course is to provide the student with direct experience doing research. The thesis should be designed during the second semester of the junior year so that the data may be collected early enough in the fall to permit analysis and submission to a regional psychological association meeting for presentation in the spring and submission for publication before the student graduates.

Prerequisite: Permission of instructor.

### **PSYC 498 - Training Practicum in Addiction Counseling (1-12)**

Addiction counseling students will take course credit while completing their NDBACE-approved training practicum in addiction counseling. This will be accomplished over the course of two consecutive terms (including summer). Students must make acceptable progress in PSYC 498 to be eligible for enrollment in PSYC 499. Students enrolled in PSYC 498 may have no more than two uncompleted addiction counseling concentration courses. Students with alternative financial support for the training practicum may petition to have this requirement waived.

### **PSYC 499 - Training Practicum in Addiction Counseling (3-6)**

Addiction counseling students will take course credit while completing their NDBACE-approved training practicum in addiction counseling. This will be accomplished over the course of two consecutive terms (including summer).

## **REL-Religion**

### **REL 190 - Special Topics (1-3)**

A study of the basic works of a prominent theologian or movement or the study of a specialized theme within the field of religion. Topics will vary from offering to offering and will be announced in the class schedule.

Offered: Occasionally.

**REL 196 - Selected Texts of the Old Testament (2-3)**

An opportunity to examine selected texts and themes of the Old Testament.

**REL 197 - Selected Texts of the New Testament (2-3)**

An opportunity to examine selected texts and themes of the New Testament.

**REL 200 - Directed Studies (2-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one year in religion.

**REL 205 - Ancient Near East (3)**

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as HIST 305, HIST 205, and REL 305.

Offered: Offered every other year.

**REL 211 - Old Testament (3)**

A study of the origins and transmission of the Old Testament writings in their historical, religious, and cultural contexts. The messages of these books for their original readers will be examined for their continuing significance for today.

**REL 212 - New Testament (3)**

A study of the origins and transmission of the New Testament writings in their historical, religious, and cultural contexts. The messages of these books for their original readers will be examined for their continuing significance today.

**REL 215 - Christian Traditions (3)**

A survey of the differences in theology and polity of the major Christian traditions/denominations (e.g., Catholic, Lutheran, Reformed, Baptist, etc..), particularly as to how those differences influence the practical and daily ministry of the church. Ministers from various traditions represented in the local community will participate. Each student will have the opportunity to engage in a class

project related to his/her particular tradition.

**REL 220 - Psalms (3)**

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.

**REL 222 - Short Stories of the Old Testament (3)**

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.

**REL 224 - Life and Teachings of Jesus (3)**

This course will examine the various ways that the life and teachings of Jesus are depicted in Matthew, Mark, Luke, and John. Students will be introduced to literary and historical methods used by modern scholars to study the literary aspects of the gospels as well as the historical details related to the life of Jesus. Attention will be given to the various ways that Jesus has been understood and interpreted in the Gospels and to how the Gospels continue to provide nourishment and challenge to modern day readers.

**REL 226 - Paul's Letters to Corinth (3)**

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.

**REL 228 - Parables (3)**

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 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 their continued relevance for today.

**REL 230 - The Spiritual Life (3)**

This course investigates the practice and significance of Christian spirituality in the ancient, medieval and modern periods. Students will read and discuss classic spiritual texts in the Roman Catholic, Protestant and Eastern Orthodox traditions.

**REL 262 - Christian Beliefs (3)**

An examination of the teachings of classical Christianity--the beliefs that have been held in common by most Christians through the centuries.

Offered: Every two years.

**REL 271 - World Religions (3)**

An introduction to major world religions including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam and others. Each religion will be studied within its historical context and attention will be given to central concerns of each religion.

Offered: Every two years.

**REL 290 - Special Topics (1-3)**

A study of the basic works of a prominent theologian or movement or the study of a specialized theme within the field of religion. Topics will vary from offering to offering and will be announced in the class schedule.

Offered: Occasionally.

**REL 296 - Selected Texts of the Old Testament (2-3)**

An opportunity to examine selected texts and themes of the Old Testament.

**REL 297 - Selected Texts of the New Testament (2-3)**

An opportunity to examine selected texts and themes of the New Testament.

**REL 300 - Directed Studies (2-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one year in religion.

**REL 301 - New Testament Greek I (Beginning) (3)**

An introduction to the grammar, syntax, and vocabulary of the Koine Greek of the New Testament. This is the first semester of a two semester course. It is designed to introduce the student to reading the Greek New Testament

with the aid of a lexicon. The class will use an inductive approach by reading through the book of First John.

**REL 302 - New Testament Greek II (Beginning) (3)**

An introduction to the grammar, syntax, and vocabulary of the Koine Greek of the New Testament. This is the second semester of a two semester course. It is designed to introduce the student to reading the Greek New Testament with the aid of a lexicon. The class will use an inductive approach by reading through 1 John 2:28-5:21; 2 John, 3 John 1:1-18.

**REL 304 - Philosophy of Religion (3)**

An examination of the classical arguments for the existence of God, the seeking of a definition for religion, and the exploration of the thoughts of several philosophers about religion. Special attention is given to the problem of evil. Same as PHIL 304.

Crosslisted as: PHIL 304. Offered: Every two years.

**REL 305 - Ancient Near East (3)**

The history and civilization of the various peoples and cultures of the Ancient Near East from prehistoric to Hellenistic times. This will include groups in Egypt, Syria, Palestine, Anatolia, and Mesopotamia. Special attention will be given to how practices, beliefs, and ideas that originated in the Ancient Near East influenced and shaped Jewish and Christian thought as well as Western civilization. Same as HIST 305.

Offered: Every other year.

**REL 315 - Christian Traditions (3)**

A survey of the differences in theology and polity of the major Christian traditions/denominations (e.g., Catholic, Lutheran, Reformed, Baptist, etc..), particularly as to how those differences influence the practical and daily ministry of the church. Ministers from various traditions represented in the local community will participate. Each student will have the opportunity to engage in a class project related to his/her particular tradition.

**REL 316 - Religion in America History (3)**

An examination of the history of religion in America and the role religion has played in the development of American culture. Emphasis is placed on the development of major American denominations, on non-Christian religions, and on the relationship of religion and politics in America.

Crosslisted as: HIST 316.

**REL 319 - Introduction to Christian Ministry (3)**

A survey and discussion of various approaches to different forms of ministry in the Church: adult, youth, children, small group, hospital visitation, etc. Ministers from the local community with experience in various areas of ministry will participate. Each student will have an opportunity to engage in a class project in his/her area of interest.

**REL 320 - Reformation (3)**

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.

**REL 362 - Christian Beliefs (3)**

An examination of the teachings of classical Christianity -- the beliefs that have been held in common by most Christians through the centuries.

Offered: Every two years.

**REL 371 - World Religions (3)**

An introduction to major world religions including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam and others. Each religion will be studied within its historical context and attention will be given to central concerns of each religion.

Offered: Every two years.

**REL 390 - Special Topics (1-3)**

A study of the basic works of a prominent theologian or movement or the study of a specialized theme within the field of religion. Topics will vary from offering to offering and will be announced in the class schedule.

Offered: Occasionally.

**REL 396 - Selected Texts of the Old Testament (2-3)**

An opportunity to examine selected books and themes of the Old Testament.

**REL 397 - Selected Texts of the New Testament (2-3)**

An opportunity to examine selected texts and themes of the New Testament.

**REL 400 - Directed Studies (2-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one year in religion.

**REL 415 - Field Education (3)**

A course designed to help familiarize the student with the daily practical world of ministry in the local church. Students will work under the supervision of a minister in a local community and a member of the Religion/Philosophy department. ( This course does not fulfill the general education requirement in religion.)

Prerequisite: REL 319 or permission of department chair.

**REL 490 - Special Topics (1-3)**

A study of the basic works of a prominent theologian or movement or the study of a specialized theme within the field of religion. Topics will vary from offering to offering and will be announced in the class schedule.

Offered: Occasionally.

**REL 495 - Independent Study (2-3)**

By arrangement. May not duplicate any regular course in the department without permission from the department chair.

Prerequisite: At least one directed study in religion.

**SOC-Sociology****SOC 101 - Introduction to Sociology (3)**

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

Offered: Fall.

**SOC 102 - Deviance and Social Control (3)**

This course examines the creation and stigmatization of deviant categories, theories and perspectives for understanding deviance, in-depth analysis of various forms of deviance (e.g., criminal, sexual, political, mental,

physical, and institutional), and societal responses aimed at control or change. Same as CJ 102.

Crosslisted as: CJ 102. Offered: Spring.

### **SOC 190 - Special Topics (1-4)**

By arrangement

### **SOC 200 - Directed Studies (1-4)**

By arrangement

### **SOC 201 - Social Problems (3)**

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

Offered: Spring, odd years.

### **SOC 230 - Sociology of the Family (3)**

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

Offered: Fall.

### **SOC 290 - Special Topics (1-4)**

By arrangement

### **SOC 300 - Directed Studies (1-4)**

By arrangement

### **SOC 310 - Crime and Delinquency (3)**

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

Prerequisite: SOC 101 or CJ 101. Crosslisted as: CJ 320.

Offered: Fall.

### **SOC 315 - Social Psychology (3)**

This course covers the principles of the inter-behaving 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. Crosslisted as: PSYCH 315.

Offered: Fall.

### **SOC 320 - Comparative Cultures (3)**

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

Offered: Spring.

### **SOC 390 - Special Topics (1-4)**

By arrangement

### **SOC 400 - Directed Studies (1-4)**

By arrangement

### **SOC 490 - Special Topics (1-4)**

By arrangement

### **SOC 495 - Independent Study (2-4)**

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

### **SOC 497 - Sociology Thesis (3-6)**

The purpose of this course is to allow the student to conduct his/her own empirical research or to explore by way of a library research paper a narrowly defined topic of particular interest. Approval of the topic and an agreement regarding expectations must be obtained from the instructor prior to registration. In addition, a strict timetable must be established and adhered to for successful completion. The student must meet the College minimum GPA for Independent Study is also in effect. Prerequisites: SOC 101 and a minimum of two upper division Sociology courses.

## **SPAN-Spanish**

### **SPAN 101 - Beginning Spanish I (3)**

The basic skills of listening, speaking, reading, and writing are developed in class. Laboratory work required.

Offered: Fall.

**SPAN 102 - Beginning Spanish II (3)**

A continuation of SPAN 101.

Offered: Spring.

**SPAN 190 - Special Topics (1-3)**

By arrangement

**SPAN 191 - Special Topics (1-3)**

By arrangement

**SPAN 200 - Directed Studies (2-4)**

By arrangement

**SPAN 201 - Intermediate Spanish I (3)**

Vocabulary development, grammar review, and development of conversational and writing skills are the main goals of this course.

Prerequisite: SPAN 102 or permission of instructor.

Offered: Fall.

**SPAN 202 - Intermediate Spanish II (3)**

A continuation of SPAN 201, involving improvement of vocabulary, conversation, and composition skills, with special attention to the review and introduction of the most advanced structures of language.

Prerequisite: SPAN 201 or permission of instructor.

Offered: Spring.

**SPAN 290 - Special Topics (1-3)**

By arrangement

**SPAN 291 - Special Topics (1-3)**

By arrangement

**SPAN 300 - Directed Studies/Special Topics (2-4)**

By arrangement

**SPAN 310 - Advanced Spanish I (3)**

This course focuses on honing the four language skills (reading, writing, speaking and listening) through a comprehensive review of grammar structures. Specific attention will be paid to the acquisition of idiomatic expressions, mastery of the subjunctive, and written and oral analysis of brief socio-literary texts.

Prerequisite: SPAN 202 or permission of instructor.

Offered: Fall.

**SPAN 320 - Advanced Spanish II (3)**

A continuation of SPAN 310. Specific attention will be paid to the acquisition of idiomatic expressions, mastery of the sequence of tenses, and written & oral analysis of brief socio-literary texts.

Prerequisite: SPAN 202 or permission of instructor.

Offered: Spring.

**SPAN 330 - Spanish Peninsular Cultural Studies I (3)**

Students will be exposed to representative events, personalities, films, and literary texts germane to Spanish Peninsular culture. Emphasis is on the evolution of Spanish cultural identity from the Golden Age until 1936.

Prerequisite: SPAN 202 or permission of instructor.

Offered: Fall, even years.

**SPAN 340 - Spanish Peninsular Cultural Studies II (3)**

A continuation of SPAN 330. Emphasis is on the evolution of Spanish cultural identity from 1936 until the present.

Prerequisite: SPAN 202 or permission of instructor.

Offered: Spring, odd years.

**SPAN 370 - Latin American Cultural Studies I (3)**

Students will be exposed to representative events, personalities, films, and literary texts germane to Latin American countries. Emphasis is on the evolution of Latin American cultural identity from the Conquest until 1898.

Prerequisite: SPAN 202 or permission of instructor.

Offered: Fall, odd years.

**SPAN 380 - Latin American Cultural Studies II (3)**

A continuation of SPAN 370. Emphasis is on the evolution of Latin American cultural identity from 1898 until the present.

Prerequisite: SPAN 202 or permission of instructor.

Offered: Spring, even years.

**SPAN 390 - Special Topics (1-3)**

By arrangement

**SPAN 391 - Special Topics (1-3)**

By arrangement

### **SPAN 400 - Introduction to Spanish Linguistics (Special Topics) (3)**

An introduction to the basics of linguistics and its various fields of research with the objective of a gaining a better understanding of second language acquisition. The course will be taught in Spanish and will focus not only on the grammatical and phonological aspects of the language, but also on sociolinguistic contexts and variance. Offered on demand only to secondary education majors; however the secondary education program is currently suspended.

### **SPAN 490 - Special Topics (1-3)**

By arrangement

### **SPAN 491 - Special Topics (1-3)**

By arrangement

## **TECH - Technology**

### **TECH 152 - Introduction to Web Development (3)**

This course explores the concepts of Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), XML, and HTML following the current standards set by the World Wide Web Consortium (W3C) for developing inter-linking web pages that include graphical elements, hyperlinks, tables, forms, and image maps.

### **TECH 160 - Introduction to Computing (3)**

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

### **TECH 200 - Hardware Installation and Maintenance (3)**

This course provides students with the knowledge of the fundamentals of computer technology, networking, and security, along with the skills required to identify hardware, peripherals, networking, and security components, with an introduction to the fundamentals of installing and maintaining computers. Students will develop the skills to identify the basic functionality of the operating system, perform basic troubleshooting techniques, utilize proper safety procedures, and

effectively interact with customers and peers. This course is designed to help prepare students for the CompTIA A+ certification examination.

### **TECH 201 - IT Helpdesk (3)**

This course introduces service management and covers the core concepts of creating value, service offerings, service relationships, achieving outcomes, managing costs, mitigating risks, and measuring the utility and warranty of a given service. This course also introduces the new ITIL 4 Foundation certification exam, which is the entry-level certification in the ITIL framework and offers an exceptional overview of ITIL.

### **TECH 202 - CompTIA A+ Certification Preparation (3)**

This course prepares students to complete the CompTIA A+ certification examination and provides students with advanced knowledge of computer technology, networking, and security fundamentals. Students will possess the skills required to identify hardware, peripherals, networking components, and security components. Students will take practice exams to prepare for the exam. Students will also understand basic operating system functionality and troubleshooting methodology while practicing proper safety procedures and effective interaction skills with customers and peers.

### **TECH 272 - Java Programming I (3)**

This course introduces the syntax and features of the Java Programming language. Students learn to create a variety of apps using visual components. Object-oriented design, event handling, and exception-handling concepts are presented and used in programming projects. Other topics include input-output management, data types and structures, class structures, calendar and date objects, and decision structures.

Offered: Fall, Spring, Summer.

### **TECH 300 - Operating Systems and Cloud Environments (3)**

This course provides an overview of modern operating systems and their use in home and small business environments. Activities will utilize the graphical user interface (GUI) and command line environment (CLI). Topics include using modern virtual operating systems and cloud environments.

### **TECH 301 - Agile Project Management (3)**

This course explores the core values and principles of agile project management. Topical coverage includes agile

methodologies, the relationship between defined and empirical processes, best practices, and the latest agile approaches.

### **TECH 310 - Secure Operating Systems (3)**

This course will provide knowledge and the practical experience necessary to configure the most common server platforms. Lab exercises will provide students with experience of establishing operating systems security for the network environment.

### **TECH 311 - Security Policies and Procedures (3)**

This course provides knowledge and experience to develop and maintain security policies and procedures. Students will examine the ethical, legal, and professional issues in information security, learn risk management strategies, and explore the latest security technologies. Students will develop an Information Security Policy and an Acceptable Use Policy.

Offered: Fall, Spring, Summer.

### **TECH 320 - JavaScript Technologies (3)**

This course introduces JavaScript and JavaScript Technologies. This course gets you started with an introduction to JavaScript. This course introduces you to creating functions, creating variables, and calling these lines of code from your standard HTML pages. We talk about events and triggers for custom event handling. We also discuss pattern matching, searching for text within a page, flow control, and the document object model (DOM).

### **TECH 325 - Networking (3)**

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

### **TECH 326 - Network Security (3)**

This course provides the knowledge and practical experience necessary to evaluate, implement, and manage secure information transferred across computer networks. Topics include network security, intrusion detection, types of threats and risks, methods of attacks, security devices, the basics of cryptography, security protocols and mechanisms, and network recovery solutions.

Offered: Fall, Spring, Summer.

### **Outcomes**

Identify LAN devices and network security.  
Assess organizational risks, malware, and vulnerabilities.  
Analyze PKI and cryptographic methodologies and techniques.  
Describe network security protocols and IDS/IPS monitoring technologies.  
Implement CIA, access controls, and strong authentication.  
Protect the network against security threats and cyber-attacks.  
Develop security policies, BCP, and Disaster Recovery Planning solutions.

### **TECH 340 - Python (3)**

This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python. Upon completion, students should be able to design, code, test, and debug Python language programs.

### **TECH 342 - Database Development (3)**

This course introduces students to the essentials of database development and construction. Students will use a database management system throughout the course 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.

### **TECH 350 - Source Code Control & Virtualization (3)**

This course introduces students to the concepts of source code control and virtualization. Students will learn about code repositories, how to manage and utilize them, and virtualization technologies that are common in web platforms.

### **TECH 360 - Comparison of Programming Languages (3)**

This course will survey the major programming language paradigms of imperative, functional, object-oriented, logic languages, and techniques of parallel and concurrent programming. Theoretical coverage of underlying principles of programming languages will be studied and then demonstrated through practical examples from languages representative of each paradigm.

Prerequisite: TECH 372 and TECH 340 or with permission. Offered: Fall, Spring, Summer.

**TECH 362 - Cybersecurity (3)**

Cyber security professionals know how to troubleshoot security issues while continuing to maintain and evolve IT infrastructure to ensure data and devices stay protected. This course is perfect for career transformation and acceleration in a fast-growing field. If you are skilled in IT and have a passion for security, this course will introduce you to the next step towards your new career.

**TECH 372 - Java Programming II (3)**

This course will cover advanced Java programming topics including: JavaFX GUI and SceneBuilder, Strings, Characters and Regular Expressions, Files, I/O streams, and XML Serialization, Generic collections, Lambdas and streams, recursion, searching, sorting, generic collections and data structures, concurrency, parallelism and multithreading.

Prerequisite: TECH 272. Offered: Fall, Spring, Summer.

**TECH 400 - Ethical Hacking (3)**

This course provides a hands-on introduction to ethical hacking and penetration testing. It is for individuals who want to enhance their information security skill set and help meet the growing demand for security professionals. Topics include network and computer attacks, footprinting and social engineering, port scanning, enumeration, OS vulnerabilities, hacking web servers, hacking wireless networks, cryptography, and network protection systems.

**TECH 401 - Defensive Network Security (3)**

In this course, students will learn how to plan, design, install, and configure firewalls that will allow key services while maintaining security. This will include protecting the Internal IP services, configuring a firewall for remote access, and managing a firewall.

**TECH 402 - Computer Forensics (3)**

This course examines the use of computers in the commission of crimes, collection, analysis, and production of digital evidence. Students will use computer resources to explore basic forensic investigative techniques.

**TECH 423 - Linux Administration (3)**

This course will cover the basics of the Unix-like computer with a primary focus on open-source Linux distributions. The operating systems will be investigated in regard 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.

**TECH 441 - Dynamic Web Design (3)**

This course will advance the website design and development skills introduced in TECH152. Topics include web forms, database implementation, server-side development, REST APIs, single-page applications, and discussion of design and development issues and problems.

Prerequisite: Students should have taken an introductory level web programming and an introduction to database design as well. TECH320 is recommended to take prior to TECH441 as well. Offered: Fall, Spring, Summer.

**THEA-Theatre****THEA 190 - Introduction to Theatre (3)**

Introductory course in understanding and appreciation of the theatre arts designed to assist the beginning playgoer and to serve as a background for all formal theater courses. Open to students at any level.

Offered: Fall, Spring.

**THEA 200 - Directed Studies (1-3)**

An extensive reading and intensive study of dramatic literature or theater 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.

Prerequisite: Permission of instructor.

**THEA 201 - Drama Performance (1)**

Credit for participation in major productions before an audience; may be repeated for credit. Maximum drama performance applicable to a major or minor is four credits, whether as THEA 201 or combined with THEA 202. THEA 201 / THEA 202 cannot be used as any of the theater credits for an art or music concentration.

Offered: Fall, Spring.

**THEA 202 - Theatre Practice (1)**

Credit for technical work: stagecraft, lighting, costuming, or other technical aspects of theater; may be repeated for credit. Maximum theater practice credits applicable to a major or minor is four, whether as THEA 202 or combined

with THEA 201. THEA 201 / THEA 202 cannot be used as any of the theater credits for an art or music concentration.

Offered: Fall, Spring.

### **THEA 213 - Acting (3)**

An introduction to the basic techniques of acting: stage movement, vocal projection, pantomimic action, and character analysis. There will be laboratory assignments of acting roles from representative plays.

Offered: Fall, even years.

### **THEA 220 - Appreciation of Drama (3)**

Introductory course in the understanding and appreciation of the major genres of drama, designed to show how playwrights, both past and present, have shaped their plays in different ways to express different aspects of their times and their diverse attitudes toward life. Open to students at any level.

### **THEA 260 - Masterpieces of Drama (3)**

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. Offered: Spring, odd years.

### **THEA 290 - Special Topics (1-3)**

An introduction to dance styles used on the stage, including ballet, tap, jazz, and contemporary dance. Students will learn proper technique in each style, as well as audition and performance skills.

### **THEA 300 - Directed Studies (1-3)**

An extensive reading and intensive study of dramatic literature or theater 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.

Prerequisite: Permission of instructor.

### **THEA 303 - Stagecraft and Lighting (4)**

A lecture/laboratory course in the technical aspects of scenic construction, lighting, tools and materials, scenic painting, and beginning design.

Prerequisite: THEA 190.

### **THEA 316 - Development of Drama to 1900 (3)**

Study of the development of principal styles and forms of world drama from origins in Greece to 1900; application of research strategies and critical principles to world dramatic literature. Offered as directed study.

Prerequisite: ENGL 102.

### **THEA 318 - Development of American Drama (3)**

Study of the development of principal styles and forms of American drama from colonial times to the present; application of research strategies and critical principles to American dramatic literature. Same as ENGL 318.

Prerequisite: ENGL 102. Crosslisted as: ENGL 318.

Offered: Spring, even years.

### **THEA 319 - Modern British Drama (3)**

Survey of 12th century drama in Britain from Shaw to Stoppard.

Prerequisite: ENGL 102. Crosslisted as: ENGL 319.

Offered: Spring, even years.

### **THEA 321 - History of the Theatre (3)**

Historical survey of the development and evolution of the theatre as an institution from its origins to the present, emphasizing the interaction of the theater with the socioeconomic and political conditions of each society. Offered as directed study.

### **THEA 323 - Acting: Period Styles (3)**

Study and practice in advanced performance techniques and methods and in period styles. Areas of focus will include Greek, Elizabethan, Restoration, commedia dell'arte, didactic, and experimental forms. Periodic performance projects are required.

Prerequisite: THEA 190 or permission of instructor.

Offered: Fall, odd years.

### **THEA 331 - Shakespeare (3)**

Study of selected comedies, histories, and tragedies. Same as ENGL 331.

Crosslisted as: ENGL 331. Offered: Spring.

**THEA 333 - Scene Design (3)**

An intensive study in the methods and techniques of stage design, including perspective, rendering, working drawings, detail drawings, and styles of design; technical problems, or specific college productions.

Prerequisite: THEA 190 or a design course in the Art Department.

**THEA 335 - Musical Theatre (3)**

Study of the genre from its origins to the present day. The student will be exposed to a substantial number of musical theater works and their creators through examination of librettos, scores, audio and visual recordings, and live performances. The student will also gain experience in the preparation and presentation of performance projects.

Prerequisite: THEA 190 or permission of instructor.

**THEA 350 - Directing (3)**

Fundamental study of principles and techniques of directing and student direction of appropriate scenes for class presentation. A critical examination and practical application of contemporary directing theories of historical and modern plays, including student direction of one-act plays for workshop production.

Prerequisite: THEA 190 and permission of instructor.

**THEA 390 - Special Topics (1-3)**

Topics include children's theater, play writing, the Oriental theater, stage movement, stage make-up, and theater management. May be repeated for credit.

**THEA 400 - Directed Studies (1-3)**

An extensive reading and intensive study of dramatic literature or theater 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.

Prerequisite: Permission of instructor.

**THEA 401 - Senior Project in Play Production (4)**

Individual guidance to the production problems and directorial techniques, including selecting, casting, rehearsing, and mounting of plays; student direction of new and experimental plays for a public audience.

Prerequisite: Senior standing; permission of instructor.

**THEA 495 - Independent Study**

Special experimental seminar or individual development of advanced techniques of research through supervised research projects in dramatic literature or theater history intended to cover topics not treated by regular course offerings; weekly progress papers and a formal research paper will be submitted.

Prerequisite: Senior standing; permission of instructor.



## Index

2024-2025 Academic Calendar .....	11
2024-2025 Undergraduate Catalog .....	1
2025-2026 Academic Calendar .....	12
2026-2027 Academic Calendar .....	12
2027-2028 Academic Calendar .....	13
2028-2029 Academic Calendar .....	14
About University of Jamestown .....	5
Academic Advising .....	32
Academic Calendar.....	11
Academic Course Load and Full-Time Student Status ....	32
Academic Information and Policies.....	15
Academic Integrity Policy .....	15
Academic Standing.....	16
Academic Units .....	44
Accommodations for Academic Programs .....	34
Accounting Minor.....	187
Accounting, BA .....	78
Accreditation, Approvals, Memberships, and Affiliations	8
ACCT-Accounting.....	210
Adding and/or Dropping Classes .....	32
Adequate Progress toward a Degree and Academic Standing .....	16
Administration .....	53
Administrative Withdrawal.....	42
Admission .....	17
Appealing Grades and Other Academic Matters Not Pertaining to Academic Integrity Issues.....	23
Appeals .....	36
Application Information .....	17
Applied Information Technology, BA (Online) .....	80
Applied Mathematics Minor.....	187
Applied Music, BA.....	81
ART-Art.....	211
Associate Degree Programs .....	74
Associate Degree Requirements .....	58
Associate of Science in Nursing (Hybrid) .....	74
Athletic Facilities.....	39
Attendance Policy.....	20
Auditing .....	32
Bachelor of Science in Nursing Continuing to Doctor of Physical Therapy.....	209
Bachelor's Degree Programs.....	78
Bachelor's Degree Requirements .....	58
Behavioral Health, BA (Online) .....	83
BEHL - Behavioral Health .....	212
Biochemistry, BS .....	84
BIOL-Biology.....	214
Biology Education, BA.....	89
Biology Minor .....	187
Biology, BS .....	86
Board of Trustees.....	52
BSST - Business Studies.....	220
Business Administration - Accounting, BA.....	91
Business Administration - Agricultural Management, BA .....	93
Business Administration - Business Communication, BA .....	94
Business Administration - Information Technology, BA	97
Business Administration - Liberal Arts, BA .....	99
Business Administration - Management, BA.....	101
Business Administration - Marketing Major, BA .....	104
Business Administration Minor .....	187
Business Studies .....	106
Banking, BA (Online) .....	107
Industrial Management, BA (Online).....	108
Business Studies Minor (Online) .....	188
Business Studies, BA (Online).....	106
BUSN-Business .....	216
Campus Ministry.....	34
Career Services and Experiential Education .....	34
Catalog and Contact Information.....	5
CE-Career Education .....	222
CENG-Civil Engineering.....	222
Centers for Excellence .....	19
Certificate in Advanced Cybersecurity (Online).....	200
Certificate in Advanced Full Stack Developer (Online)	200
Certificate in CompTIA A+ (Online).....	200
Certificate in Cybersecurity Fundamentals (Online)....	201
Certificate in Digital Marketing and Analytics (Online)	201
Certificate in Full Stack Developer (Online) .....	201
Certificate in IT Service Management (Online).....	202
Certificate in Professional Writing .....	202
Certificate in Project Management (Online) .....	202
Certificate in Psychology for Health Care Professionals (Online) .....	203
Certificates .....	200
Character in Leadership Minor .....	188
CHEM-Chemistry .....	223
Chemistry Minor.....	189
Chemistry, BS .....	108
Christian Ministry Minor .....	189
Civil Engineering, BS .....	110
CJ-Criminal Justice .....	225
Classification of Undergraduate Students .....	32
Classroom, Residential, and Student Activities Buildings	38
CMST - Communication Studies .....	227
Coaching Minor .....	189
COLL-Collegian .....	227
COMM-Communication .....	227
Commencement .....	24

Communication - Human Resource and Organizational Communication, BA .....	114
Communication - Interpersonal Communication, BA ...	116
Communication - Online Journalism and Social Media Minor .....	190
Communication - Online Journalism and Social Media, BA .....	112
Communication - Sports Communication, BA .....	119
Communication Minor.....	190
Communication Studies Minor (Online) .....	190
Communication Studies, BA (Online).....	121
Complaint Policy and Procedure .....	35
Complaints outside the Realm of Due Process .....	37
Computer Science Minor.....	191
Computer Science, BA .....	121
Conditional Acceptance.....	18
Consortium Agreement.....	40
Contact Information.....	5
Cost of Attendance and Fees .....	25
Counseling Services.....	38
Course and Program Cancellation .....	21
Course Requirements - College of Graduate and Professional Studies (ASN).....	60
Course Requirements - College of Graduate and Professional Studies (BA and BS) .....	69
Course Requirements - Undergraduate College (BA and BS) .....	64
Course Requirements - Undergraduate College (BSN) ...	63
Courses .....	210
Credit by Examination .....	40
Credit for Prior Learning .....	41
Credit for Veterans .....	41
Credit Hour Policy .....	21
Criminal Justice Minor .....	191
Criminal Justice, BA.....	123
CS-Computer Science.....	230
Curriculum and Instruction, BA .....	125
Curriculum Delivery .....	20
Cybersecurity Minor (Online) .....	191
Degree Requirements.....	58
Delivery Methods .....	22
Department of Arts and Humanities .....	46, 55
Department of Business, Accounting, and Economics ...	47, 55
Department of Computing, Design, and Communication	47, 55
Department of Engineering.....	48, 56
Department of Natural Science .....	49, 56
Department of Social Science .....	49, 56
Department of Teacher Education .....	50, 56
DIG-Digital Design .....	233
Digital Design Minor.....	191
Digital Design, BA .....	126

Directed/Independent Studies and Special Topics .....	22
Documentation .....	36
Driver's Education Minor.....	192
ECON-Economics.....	234
EDUC-Education .....	236
EE-Experiential Education.....	241
EESC-Earth and Environmental Science .....	241
Effective Date of Catalog.....	5
Elementary Education, BA .....	128
Eligibility .....	17
ENGL-English .....	245
English Education, BA.....	132
English Minor .....	192
English, BA.....	130
ENGR-Engineering.....	248
ENVI-Environmental Engineering.....	251
Environmental Science Minor .....	192
Environmental Science, BS.....	135
Exercise Science, BS .....	137
Facilities.....	38
Faculty .....	54
Faculty Emeriti .....	57
Federal Grants .....	30
Filing a Complaint with CAPTE .....	37
Filing a Complaint with NC-SARA .....	37
Filing a Complaint with the Arizona State Board for Private Post-Secondary Education (AZPPSE) .....	37
Financial Aid Application Procedure .....	25
Fine Arts - Music, BA.....	139
Fine Arts - Theatre, BA .....	140
FLAN-Foreign Language.....	251
Formal Student Complaint Process .....	35
Foss School of Kinesiology, Sport Science, and Physical Therapy .....	44, 54
French Minor .....	192
French, BA.....	142
FREN-French.....	252
Full Stack Developer Minor (Online) .....	192
Game Design Minor.....	193
General Education - Associate of Science in Nursing Degree .....	60
General Education - Bachelor of Arts and Bachelor of Science Degrees .....	64
General Education - Bachelor of Science in Nursing Degree .....	62
General Studies, BA (Online) .....	144
GER-German .....	253
German Minor.....	193
German, BA .....	145
Global Studies Minor .....	193
Grade Point Average.....	59
Grade Point Average (GPA) .....	23
Grades .....	22

Grading and Honors.....	22
Graduate Admission .....	18
Graduation Application.....	24
Graduation Requirements .....	24
Harris Widmer Center for Excellence in Information	
Technology .....	19
Health and Fitness Administration, BA .....	147
Health and Physical Education Teacher Education, BA	148
Health Services .....	39
HIST-History .....	254
History and Heritage.....	7
History Education, BA.....	153
History Minor .....	194
History, BA.....	152
HLTH - Health Professions .....	257
HNRS-Honors.....	257
Honors .....	24
Honors Program.....	51, 57, 204
Identity Statement.....	6
ID-Information LiteracyWriting .....	259
Individually-Designed Majors and Minors .....	204
Information Technology & Systems, BA .....	157
Information Technology Minor .....	194
Information Technology Minor (Online).....	194
Institutional Objectives.....	6
International Students .....	18
International Study.....	35
ITAL-Italian.....	259
JOUR-Journey .....	260
KNS-Kinesiology .....	260
LDRS-Leadership.....	266
Leave of Absence .....	43
Level 1 Complaint Process .....	36
Level 2 Complaint Process .....	36
Level 3 Complaint Process .....	36
Liberal Arts Business Studies, BA.....	158
Liberal Studies, BA .....	159
Loan Programs.....	25
Major – Minor Policy .....	58
Management Minor .....	195
Marketing Minor.....	195
MATH-Mathematics.....	267
Mechanical Engineering, BS .....	160
Medical Laboratory Science, BS .....	162
Medical Withdrawal .....	42
MEDT-Clinical Lab Science .....	270
Minors.....	187
Mission Statement .....	5
MLS-Medical Laboratory Science.....	270
Music Education, BA.....	164
Music Minor .....	196
MUS-Music .....	271
Nondiscrimination Statement .....	9
North Dakota State Scholarships and Grants .....	30
NRSG-Nursing (ASN Program) .....	280
NRSG-Nursing (BSN Program).....	281
NSCI-Foundations of Science.....	284
Nursing, BSN.....	170
Official Withdrawal from University.....	42
Other Academic Programs.....	204
Payment and Financial Aid .....	25
Payment of Charges .....	25
Petition for Exceptions to Academic Regulations.....	31
Philosophy Minor.....	196
PHIL-Philosophy .....	284
Physical Education (non-teaching), BA .....	175
Physical Education Minor .....	196
Physical Education Teacher Education Minor .....	196
Physics Minor .....	197
PHYS-Physics.....	286
Political Science Minor.....	197
Political Science, BA .....	177
POLS-Political Science.....	286
Pre-Engineering .....	204
Pre-Law.....	209
Pre-Medicine.....	204
Pre-Occupational Therapy .....	205
Pre-Physical Therapy .....	205
Pre-Professional Preparation.....	204
Procedure: .....	35
Psychology - Addiction Counseling Major, BS .....	180
Psychology Minor.....	197
Psychology, BS .....	179
PSYC-Psychology.....	288
Raugust Library .....	39
Registrar's Office Document Retention .....	33
Registration.....	32
Religion Minor.....	198
Religion-Philosophy, BA .....	183
REL-Religion.....	292
Reservation of the Right to Modify .....	5
Residency Requirement .....	59
Retention of Records.....	33
Return of Title IV Funds and Institutional Charge Policy	
for Withdrawals.....	26
Rhetoric and Reasoning Minor .....	198
Roland E. Meidinger Center for Excellence in Business ..	19
Satisfactory Academic Progress - Doctor of Physical	
Therapy and Master's Programs .....	28
Satisfactory Academic Progress - Undergraduate Students	
.....	26
Scholarships and Grants.....	30
School of Nursing .....	44, 54
Services and Resources .....	34
SOC-Sociology .....	295
Spanish Minor.....	198

Spanish, BA .....	184
SPAN-Spanish .....	296
Student Record Retention Policy .....	33
Student Success Center .....	40
Student Work Programs .....	31
TECH - Technology .....	298
The Jamestown Journey to Success .....	8
The Mission and History of the University of Jamestown .....	5
THEA-Theatre .....	300
Theatre Minor .....	198
Transcripts .....	32
Transfer and Prior Learning Credit .....	40
Transfer Courses - Graduate Level .....	42
Transfer Courses - Undergraduate Level .....	41
UJ Scholarships .....	30
Undergraduate Admission .....	17
Undergraduate College .....	51
University Personnel .....	52
Unruh School of Character in Leadership .....	45, 54
VA Benefits .....	31
Values Statement .....	6
Vision Statement .....	5
Web Design Minor .....	199
Withdrawal from the University .....	42

