

# HASKELL INDIAN NATIONS UNIVERSITY



GENERAL CATALOG



On behalf of our community of educators, it is my pleasure to welcome you to Haskell Indian Nations University. You will find our facility and staff committed to our institutional values of accountability, respect, cooperation, honesty.

Haskell's best features are its people. The personal relationships you develop here with your classmates and our community will last a lifetime. Our enrollment is an ideal size to get the personal attention and quality education you deserve.

Please take the time to read this catalogue from cover to cover and discover the opportunities that are available.

I look forward to meeting you.

Onward Haskell

Linda Sue Warner, PhD.  
President  
Haskell Indian Nations University

Dr. Chuck Haines, Catalog Editor

Photos used in the catalog are historic archival photos of the campus

# General Catalog Information

The Haskell Indian Nations University (Haskell) General Catalog describes current and anticipated academic programs for students, course descriptions, degree requirements, and policies at Haskell. For additional information, see [www.haskell.edu](http://www.haskell.edu). General correspondence should be directed to the following address:

Haskell Indian Nations University  
155 Indian Avenue  
Lawrence, Kansas 66046-4800  
Phone: (785) 749-8404 Fax: (785) 749-8406

The catalog is for information purposes and does not constitute a contractual commitment by the university to continually offer all courses or programs described. Haskell reserves the right to change the fees, courses, graduation requirements, admission policies, and other regulations affecting the student body. Many departments make changes in degree requirements and course descriptions between printings of the *Undergraduate Catalog*. The ultimate responsibility for complying with degree requirements rests with the student.

## ARCH Institutional Values

**Accountability** - to be responsible, accountable and dependable for our conduct, behavior, and attitudes as we strive for excellence in our respective roles.

**Respect** - to honor the diversity of beliefs, rights, responsibilities, culture and accomplishment of self and others.

**Cooperation** - to work with one another to accomplish good for Haskell Indian Nations University and for the American Indian/Alaska Native Nations

**Honesty** - to be truthful and open in our relationships with employees, students and with each other.

## Mission

The mission of Haskell Indian Nations University, a land grant institution, is to serve members of federally recognized American Indian and Alaska Native nations as authorized by Congress and in fulfillment of treaty and trust obligations. With student learning as its focus, Haskell embraces the principles of sovereignty and self-determination through a culturally based holistic lifelong learning environment that promotes and upholds respect, rights, and responsibility.

## Vision

Haskell Indian Nations University, the premier national intertribal university, empowers American Indian and Alaska Native scholars for leadership and service to sovereign first nations and the world by virtue of its excellent academic programs and research, creative activities, and culturally diverse student experiences.

## Haskell's Strategic Plan Initiatives and Institutional Goals 2008

- I. Haskell will develop and maintain high quality baccalaureate degrees in American Indian Studies, Business Administration, Environmental Science, and Elementary Teacher Education. New high quality associate and/or baccalaureate degrees responsive to American Indian and Alaska Native Nations will be developed that are consistent with the vision, mission and strategic plan of the University.
- II. Haskell will significantly improve student advancement and graduation rates.

- III. By 2008, overall institutional funding will be at least \$20 million from appropriated funds and external sources (which includes grants, contracts, cooperative agreements, partnerships, foundations, and tribes nations).
- IV. Haskell will provide specific opportunities for faculty and staff that encourage, support and reward professional development and provide leadership capacity and experiences for faculty, staff, and students.
- V. Haskell will capitalize on opportunities to maintain state of the art information technology that enhances communication and meets Haskell's educational needs.
- VI. Haskell will provide and maintain a safe, secure, and accessible campus with facilities conducive to effective learning and teaching, and meeting the social needs of AI/AN students.
- VII. The environment at Haskell will encourage, support and reward academic research, interdisciplinary research and other creative activities that advance knowledge.

### **Accreditation**

Haskell is accredited by the Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Chicago IL 60602-2504, (312) 263-0456. The baccalaureate degree in Elementary Education at Haskell is accredited by the Kansas State Board of Education, Kansas State Department of Education, 120 SE 10th Avenue, Kansas State Education Building, Topeka, KS 66612-1182.

### **Associations**

Haskell is a member of the following associations:

- American Council on Education
- American Indian Higher Education Consortium
- The Council for Higher Education Accreditation
- The Higher Learning Commission, North Central Association of Colleges and Schools
- National Association of Intercollegiate Athletics
- Lawrence (KS) Chamber of Commerce



## University History

In 1884 twelve American Indian children entered the doors of a new school in Lawrence, Kansas, to begin an educational program that focused on agricultural education in grades one through five. Today, Haskell continues to serve the educational needs of American Indian and Alaska Native people from across the United States. For over a century, American Indians and Alaska Natives have been sending their children to Haskell, and Haskell has responded by offering innovative curricula oriented toward American Indian/Alaska Native cultures.

The doors to Haskell officially opened under the name of the United States Indian Industrial Training School. Enrollment quickly increased from its original 22 to over 400 students within one semester. The early trades for boys included tailoring, wagon making, blacksmithing, harness making, painting, shoe making, and farming. Girls studied cooking, sewing and homemaking. Most of the students' food was produced on the Haskell farm, and students were expected to participate in various industrial duties.

Ten years passed before the school expanded its academic training beyond the elementary grades. A "normal school" was added because teachers were needed in the students' home communities. The commercial department (the predecessor of the business department) opened in 1895 with five typewriters. It is believed that the first touch-typing class in Kansas was taught at Haskell.

By 1927, high school classes were accredited by the state of Kansas, and Haskell began offering post high school courses in a variety of areas. Part of Haskell's attraction was not only its post high school curriculum but also its success in athletics. Haskell football teams in the early 1900's to the 1930's are legendary. And even after the 1930's, when the emphasis on football began to decrease, athletics remained a high priority to Haskell students and alumni. Today, Haskell continues to pay tribute to great athletes by serving as the home of the American Indian Athletic Hall of Fame.

Industrial training became an important part of the curriculum in the early 1930's, and by 1935 Haskell began to evolve into a post high school, vocational-technical institution. Gradually, the secondary program was phased out, and the last high school class graduated in 1965. In 1970, Haskell began offering a junior college curriculum and became Haskell Indian Junior College. In 1992, after a period of planning for the 21st century, the National

Haskell Board of Regents recommended a new name to reflect its vision for Haskell as a national center for Indian education, research, and cultural preservation. In 1993, the Assistant Secretary for Indian Affairs (U. S. Department of the Interior) approved the change, and Haskell became “Haskell Indian Nations University.”

Today, Haskell has an average enrollment of over 900 students each semester. Students represent federally recognized tribes from across the United States and are as culturally diverse as imaginable. Students select programs that will prepare them to enter baccalaureate programs in elementary education, American Indian studies, business administration, and environmental science; to transfer to another baccalaureate degree-granting institution; to enter into graduate studies; or to enter directly into employment. Haskell continues to integrate American Indian/Alaska Native culture into all its curricula. This focus of the curriculum, besides its intertribal constituency and federal support through the Bureau of Indian Affairs, makes Haskell unique and provides exciting challenges as Haskell moves into the 21st century.

### **Haskell Cultural Center and Medicine Wheel**

The Haskell Cultural Center and Medicine Wheel is a living center that celebrates Native culture as a living and ever-evolving culture. The Haskell Cultural Center and Medicine Wheel is dedicated in remembrance of the first Haskell students in 1884, and to all students who have attended Haskell. The vision of the Haskell Cultural Center and Medicine Wheel is to serve as a national center for the study of living American Indian traditions. The museum provides present day and historical information regarding North American Indian/Alaska Native culture through exhibitions, educational programs, and research. Drawing upon the Sacred Circle as the foundation for North American Indian/Alaska Native philosophy, the Cultural Center provides Haskell students with archives and museum classes and training that are focused on oral traditions and the spiritual dimension of objects of power needed to prepare them for careers in tribal archives and tribal museums.

The beautiful log building is located at the corner of Indian Avenue and Barker Avenue on the edge of campus and serves as a welcome center to the historic Haskell campus. The Cultural Center officially opened on September 14, 2002. The American Indian College Fund granted Haskell Indian Nations University 1.3 million specifically for the creation of this cultural interpretative center. The first floor of the 6,000 square foot building is made of cypress logs from Florida and includes a visitor’s desk and interpretive displays that explain the history of Haskell and all the changes it has gone through. The museum’s permanent exhibit, called “Honoring Our Children Through Seasons of Sacrifice, Survival, Change, and Celebration,” looks at the history of Haskell from the perspective of the first Haskell students and celebrates what Haskell has become. The display area has a marmoleum-tiled replica of Haskell’s Medicine Wheel, which is an earthwork south of the campus where the students go to worship and use the sweat lodge. The grounds surrounding the Cultural Center are a living medicinal garden. The garden proudly displays a number of medicinal plants traditionally found in this region and widely used by American Indian tribes throughout history.

The Haskell Cultural Center and Medicine Wheel is proud to serve alumni, students, staff, and the general public. We look forward to continuing to be a valuable resource for all Native people, the Haskell and Lawrence community, as well as researchers around the world. For more information, please feel to call the Haskell Cultural Center and Medicine Wheel at 785-832-6686.

The Medicine Wheel symbolizes the scope and richness of indigenous cultures, from the beginning of humankind to the present. The circle is symbolic of the perpetual and sacredness of the spirituality of native peoples. The spokes are the four directions. The circle marks the astrological locations of the Summer and Winter solstice and represent the death, rebirth, balance and healing in Mother Earth. The bear claw represents the strength needed for the survival of indigenous people. The thunderbird located to the east represents the spiritual traditions of tribal people and points to the sacred circle and sacred fire contained within the Medicine Wheel Teachings.

## **Associates Degrees**

### **Associates of Arts**

Creative Writing  
Liberal Arts  
Literature  
Media Communications  
Social Work  
Speech Communication  
Theatre

### **Associates of Arts (Business)**

Business Administration  
Entrepreneurial Studies  
Tribal Management

### **Associates of Science**

Natural Resources  
Natural Sciences

### **Associates of Arts (Education)**

Para-Professional Education  
Health, Physical Education

## **Baccalaureate Degrees**

### **Bachelor of Arts**

Indigenous and American Indian Studies

### **Bachelor of Science**

Elementary Education

### **Bachelor of Science**

Business Administration

### **Bachelor of Science**

Environmental Science

# Academic Flowchart

Admission to Haskell: Entering Freshmen and transfers of less than junior standing

## Associates Degrees

### Associates of Arts

Creative Writing  
Liberal Arts  
Literature  
Media Communications  
Social Work  
Speech Communication  
Theatre

### Associates of Arts (Business)

Business Administration  
Entrepreneurial Studies  
Tribal Management

### Associates of Arts (Education)

Para-Professional Education  
Health, Physical Education

### Associates of Science

Natural Resources  
Natural Sciences

Apply for admission into Baccalaureate program

## Baccalaureate Degrees

### Bachelor of Arts

Indigenous and American Indian Studies

### Bachelor of Science

Business Administration

### Bachelor of Science

Elementary Teacher Education

### Bachelor of Science

Environmental Science

## **Campus Security**

The City of Lawrence Police Department is responsible for crime prevention, public safety, and law enforcement on the Haskell campus and cooperates closely with Campus Security and Haskell's administration in carrying out its duties.

For Emergencies 911 (using a campus phone dial 9-911)  
Non-Emergency 832-7509  
Administration 830-7400

City of Lawrence Police Department  
Judicial and Law Enforcement Center  
111 East 11th Street  
Lawrence, Kansas

Investigations and Training Center  
4820 Bob Billings Parkway  
Lawrence, Kansas

## **Campus Security at Night (830-2763)**

In addition to the Lawrence Police, the University Housing Program has a Campus Security Office in Residential Halls that is open at night from 10:00 pm to 6:00 am. The telephone number for Night Security is 830-2763. For additional information on Campus Security and the Student Conduct Office, call the Residential Hall Program Office at (785) 749-8444. Haskell Emergency Response Team (HERT) is responsible for the following activities: protecting the campus and taking necessary measures to help prevent accidents; monitoring and supervising emergency procedures during natural disasters, such as fires and storms; enforcing traffic and campus security regulations; and providing assistance and taking appropriate measures in the event of disorderly behavior.

## **Campus Parking and Traffic**

All privately owned vehicles must be registered with the Campus Parking and Traffic office located in North Winnemucca Hall during the enrollment process if the vehicle is available, or as soon as the vehicle is brought to Haskell. Valid parking stickers must be attached to the registered vehicle. Campus parking lots designate parking areas for four categories: handicapped, student, faculty/staff, and visitor. Parking violations in campus parking lots are covered by university regulation and tickets will be issued to individuals who park improperly or do not park in the proper parking zone. Three or more parking tickets may result in the vehicle being towed.

## **Student Right to Know**

Haskell's safety policies, campus resources, and campus and local crime rates information are available by contacting the Division of Student Services at:

Division of Student Services  
Office of Student Rights  
Haskell Indian Nations University  
155 Indian Avenue, # 5032  
Lawrence, Kansas 66046-4800

## **Sexual Harassment and Nondiscrimination**

Haskell Indian Nations University prohibits sexual harassment and discrimination on the basis of race, color, religion, sex, national origin, age, ancestry, and disability and veteran status, in accordance with federal law.

# Admission to the University

Applications for admission to Haskell Indian Nations University may be requested from:

Office of Admissions

155 Indian Avenue, #5031  
Haskell Indian Nations University  
Lawrence, Kansas 66046-4800  
Telephone: (785) 749-8454

Applications also may be downloaded from Haskell's home page at the following address: <http://www.haskell.edu>.

Deadlines for submitting an application for admission to Haskell are:

Fall Semester - June 30

Spring Semester - November 15

Summer School - April 15

A non-refundable application fee must accompany each application; currently this fee is \$10.00. This payment must be made in the form of a cashier's check or money order made out to Haskell Indian Nations University.

## Entrance Requirements

1. Students applying to attend Haskell must either be an enrolled member of a Federally recognized tribe eligible for education benefits from the Bureau of Indian Affairs (BIA) or at least one fourth degree Indian blood descendant of an enrolled member of a tribe eligible for BIA education benefits. Official documentation regarding tribal recognition signed by the appropriate BIA agency or tribe must accompany an admissions application.
2. All students must have a high school diploma, or a General Education Development (GED) diploma with an earned average score of 45 or higher. An official copy of a high school or GED transcript must accompany the application. In case of first-time freshmen, a copy of the 7th semester high school transcript with projected graduation date is acceptable for preliminary review. Upon graduation, an official transcript must be submitted.
3. All students applying for admission must submit either an ACT or SAT score. \*(see exceptions below)
4. Students with a composite score of 19 ACT/910 SAT or above qualify for admission.
5. Students with a composite score of 18 ACT/870 SAT or below must meet two of the following three criteria:  
\*(see exceptions below)
  - A Grade Point Average (GPA) of 2.0 or above on a scale 4.0 scale.
  - A composite of 15 ACT/740 SAT or above.
  - High school ranking of 50% or better, or proof of military service.
6. All students must have current Measles, Mumps, and Rubella (MMR) immunizations. Documentation of immunizations must accompany an admissions application.
7. All students must submit an entrance essay of 350-500 words. The essay must address the question, "Why do you choose to attend Haskell Indian Nations University?" The essay must be typed and signed by the applicant verifying this writing as his/her work.
8. Students transferring from other colleges or universities must submit official transcripts from each college university in which they were enrolled. Transfer students must meet all admission requirements noted above.

9. Students in good standing or on academic probation status, who attended Haskell in the previous three calendar years and are returning at the same status as they were when they last attended, may apply on a short form application (requested from the Office of Admissions) and must submit an entrance essay.
10. Students who have not been enrolled for more than three years at Haskell must apply for re-entry using the standard application form, and must meet all current admission requirements.

Haskell reserves the right to deny or cancel the acceptance or admission of any student whose attendance at the university would not be mutually beneficial for the student or the university.

In order for an application to be considered for acceptance, the following must be submitted by the respective semester enrollment deadline:

- Completed application form.
- Certification of tribal recognition.
- Official copy of high school or GED transcript(s).
- Official copy of college/university transcript(s).
- ACT/SAT test scores
- Immunization form
- Entrance Essay
- \$10.00 Application fee in the form of a cashier's check or money order.

Exceptions to items 3 or 5 above:

1. Individuals who have significant life experiences or relevant continuing education are encouraged to submit a letter to the Admissions Review Board describing their exception(s) to items 3 or 5 above.
2. Individuals who have previously attended and received grades from Haskell are exempt from submitting ACT/SAT scores.
3. If the ACT or SAT test is scheduled in the summer after the fall application deadline, please explain the delay in submitting test scores. In this case, a student's application will be placed in a pending file until a final score is received by the Office of Admissions.

The Office of Admissions will notify all applicants regarding their acceptance status as soon as the pending student file is complete. All questions regarding university admission need to be directed to the Office of Admissions at (785) 749-8454.

Students transferring from other colleges or universities must submit official transcripts. To be official, transcripts must be sent directly from each college or university previously attended. Withholding information regarding previously attended institutions may disqualify the application.

**Please be advised.** Acceptance to Haskell means that you are automatically accepted in a two year Associates Degree program. Associate Degrees are listed on the inside cover of the catalog. Students may apply for admission in a baccalaureate program after completing 45 credit hours or having earned an associates degree. Students must be accepted into a baccalaureate program after the completion of 70 credit hours or after having earned an associates degree to continue studying at Haskell. Transfer students or students applying for re-admission intending to pursue a baccalaureate degree must first be accepted by a baccalaureate program before they will be accepted by the university. Acceptance into a baccalaureate program does not mean acceptance to Haskell.

### **Non-Degree Seeking Students**

A student who cannot meet ordinary admission requirements or who wishes to pursue studies for personal growth or development and does not wish to work toward a formal degree at Haskell may apply as an undergraduate non-degree seeking student. Acceptance into this category does not constitute acceptance into a degree-granting program. Non-degree seeking students are subject to the same requirement of registration, enrollment, fee payment, class attendance, and performance of work as regular students.

Non-degree seeking students may at any time declare a degree program. For an Associate of Arts (AA) or Associate of Science (AS) degree, a maximum of 12 credit hours earned as a non-degree seeking student may be applied toward a degree program. For a Bachelor of Arts (BA) or Bachelor of Science (BS) degree, a maximum of 32 credit hours earned as a non-degree seeking student may be applied to an undergraduate degree at Haskell if the applicant applies and is accepted into a degree program. Non-degree seeking students are not eligible for financial aid or housing.

### **Special Students**

Students wanting to take courses without declaring a formal degree may apply to register as Special Students. Special Students are those enrolled in another institution and seeking instruction not available in the other institution. Students who are classified as Special Students do not have access to all the facilities that regular degree-seeking students are able to use; these students have limited access to the library and computer resources and a limit on the number of credit hours in which they may enroll.

## **Office of the Registrar**

The Office of the Registrar, 119 Navarre Hall, maintains the official student records of Haskell Indian Nations University. Technical questions concerning enrollments, degree requirements, academic policies, and transcript evaluations should be asked of the Registrar. The Registrar's office is responsible for maintaining correct records of student enrollments. Students wishing to obtain official transcripts, to verify their proper enrollments or change enrollment should see the Registrar. The Office of the Registrar processes attendance verification forms for tribal offices, employers, Social Security, and other agencies.

## **Degree Completion Rate**

Information about the percentage of students completing degrees at Haskell is available from the Office of the Registrar.

## **Access to Student Information - FERPA**

The Family Educational Rights and Privacy Act (FERPA), 20 U. S.C. §1232g, 34 C.F.R. Part 99 guarantees the privacy of student records, the right of students to challenge the content of their student records, and the right to file complaint of University non-compliance with federal officials.

FERPA protects the privacy of students by assuring students specific rights including, but not limited to, the following:

- The right to inspect and review their education records;
- The right to challenge the accuracy of education records and to request their correction;
- The right to file complaints concerning alleged failures by the University to comply with FERPA requirements with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5920;
- The right to restrict the release of directory information.

Haskell's procedures for protecting the privacy and accuracy of student records are found in its Academic Affairs Policies and Procedures and is the responsibility of the Office of the Registrar, and in summary:

- Provide students with the opportunity to inspect their education records by request to the Office of the Registrar.
- Provide students with the opportunity:
  - o To request correction or omission of erroneous or misleading information in student records;
  - o For a hearing, before an impartial Academic Review Board, upon request to the Vice President for Academic Affairs, to contest a refusal to correct educational documents. The student is entitled to representation, through an attorney or other person at the student's expense, and to present evidence to support a request for correction of an education record;
  - o To submit a written statement of the student's position on the accuracy of record information, which then becomes a permanent part of the record.
- Limits disclosure of information from the student's record.
  - o To those who have consent of the student; to federal, state, local government officials specifically allowed by law; and
  - o To school officials with legitimate educational interests (see below). A "school official" as any person employed by, voluntarily working with, or contracting to provide services to the university. A "legitimate educational interest" means that the school official is involved in evaluating admission or placement criteria, evaluating student achievement, providing academic advising or counseling, or providing housing, health, or other services to or for the benefit of the student or the student's family. Disclosure is limited for these purposes only, and school officials that receive the information for one purpose may not use the information for other, unspecified purposes.

Directory Information which will be disclosed unless the student requests otherwise, include the following:

- Name, address, telephone number, and e-mail address
- Photograph
- Place and Date of Birth
- Major field of study, enrollment status, and academic standing
- Last school attended
- Participation in university sports and activities
- Height and weight of members of university athletic teams
- Dates attended
- Degrees and awards received
- Name and address of parent or guardian in press release or other publicity of student academic or athletic achievement

Students may request to have their directory information omitted from university publication by written request to the Office of the Registrar within two weeks of the start of enrollment each semester. This request for omission will be effective for the academic year in which the request is made. A request for omission must be renewed each academic year.

### **Confidential Information**

With the exception of the information noted above, students' records are generally considered to be confidential. The following policies govern access to confidential student records:

1. Each type of student record is the responsibility of a designated university official, and only that person or the dean, director, or vice-president to whom that person reports has authority to release the record. The responsible officials are:

- a. Academic records: the Registrar (Office of the Registrar), North Navarre Hall.
- b. Admissions records: the Office of Admissions, Sequoyah Hall.
- c. Financial aid records: Director of Student Financial Aid, Stidham Union.
- d. Business records: Business Office, South Navarre Hall.
- e. Traffic records: office of Campus Parking and Traffic, North Winnemucca Hall.
- f. Medical records: director, Haskell Health Center.
- g. Counseling records: director, Counseling Center, Stidham Union.
- h. Academic Appeals, Academic Review Board or School/Department Review Board, VPAA
- i. Non-academic disciplinary records: Director of Housing, Minoka Hall.
- j. Safety violations: Campus Safety Officer, Winnemucca Hall
- k. Housing records: Director of Housing, Minoka Hall.
- l. Special academic programs: Faculty member in charge of the program

2. Confidential educational records and personally identifiable information from those records will not be released without the written consent of the student involved, except to other university personnel, or in connection with the student's application for financial aid; or by submitting proof of dependency; or in response to a judicial order or subpoena; or in a bona fide health or safety emergency; or, upon request, to other schools in which the student seeks or intends to enroll; or to the U.S. comptroller general, the secretary of H.E.W., the U.S. commissioner of education, the director of the National Institute of Education, and the assistant secretary for education.

3. The responsible official may release records to university officials who have a legitimate need for the information in order to carry out their responsibilities.

4. All student records are reviewed periodically. Information concerning the frequency of review and expurgation of specific records is available in the Office of the Registrar.

The major exceptions to student review are medical and counseling records. These may be released, however to other medical or psychological professionals at the written request of the student and may be inspected by the patient at the discretion of the professional staff. Other exceptions are law enforcement records, private notes of staff members, and financial records of parents.

University personnel who have access to student educational records in the course of carrying out their university responsibilities shall not be permitted to release the record to persons outside the university, unless authorized in writing by the student or as required by a court order. Only the official responsible for the records has the authority to release them.

All personal educational information about a student released to a third party will be transferred on condition that no one else shall have access to it except with the student's consent. A record is maintained showing who has had access to student records, and this record is open to inspection by the student.

# Schedule of Fees

## Fees and Class Registration

Students who have applied for admission, completed all paperwork, and received an acceptance letter will have a specified enrollment time during which they may register for classes. Students must enroll during the scheduled time. It is recommended that students bring their acceptance letters with them to enrollment. Registration procedures are posted across campus.

In planning an educational program, each student will be assisted by a faculty advisor. Freshmen are advised through the Student Academic Development Center (SADC). After selection of a major, students are assigned a faculty advisor in their field of study. Students are responsible for completing their chosen academic programs and should continually discuss their progress with their advisors.

## Fees

Students attend Haskell tuition-free. However, student enrollment fees are required of all students, and other fees may be assessed. The following schedule of fees was in effect at the time this catalog was prepared. Current fees are:

### Enrollment Fees:

\$215.00 for on-campus students
\$68 Food
\$56 Housing
\$51 Library/Textbooks
\$35 Student Activities
\$5 LNAC
\$110.00 for off-campus students
\$70 Library/Textbooks
\$35 Student Activities
\$5 LNAC plus \$40 child care fee if applicable

All fees should be paid immediately upon receiving official notice of acceptance for enrollment. Payment of fees serves as notification to the university of the student's intent to enroll. All payments should be made payable to Haskell Indian Nations University. Either a money order, cashier's check, or credit card (VISA/MasterCard) if paying in person is acceptable for payment; personal checks are not accepted. The student's name must be included with payment. The Business Office will issue a receipt to the student and/or tribe for payment of fees.

Payment should be sent to:

Business Office  
155 Indian Avenue, # 5026  
Haskell Indian Nations University  
Lawrence, Kansas 66046-4800  
Phone: (785) 749-8450

## Late Enrollment Fee

Students enrolling late (not during their designated time) may still enroll, but will be assessed a late fee of \$30.00.

## Registration Procedures

Specific instruction sheets covering the sequential steps of enrollment are issued each semester. Before registering a student must:

1. Pay fees and outstanding fines, or make special arrangements through the Business Office, prior to enrollment.
2. Obtain an advisor's approval and signature on a completed student advisement form indicating

the student's program of classes.

3. Report to the designated enrollment/class registration area and enroll in desired classes.
4. Review and update all student information while in the enrollment area.

### **Library Usage Fee**

All students are assessed a library usage fee for each session (semester or summer) in which they enroll, that is currently \$51.00 for on-campus students and \$70.00 for off-campus students. The fee supports (1) lower-division (090- to 200-level courses) textbook usage for Haskell-taught courses and (2) services available through the library, including computer usage in the library.

All baccalaureate students are responsible for purchasing any required upper-division (300- to 400-level) course textbooks and other materials as necessary for their courses. Other students who may elect to enroll in upper-division courses also are responsible for purchasing required course textbooks. Participants in the Haskell Indian Nations University/University of Kansas Exchange Program are responsible for purchasing their textbooks regardless of the level of the courses in which they enroll.

### **Library Fees/Fines**

All overdue fines, lost or damaged book (library or textbook) charges, and appropriate processing fees must be paid prior to enrollment for continuing students. Students are responsible for making sure that any such charges have been paid in full.

### **Student Teaching Fee**

All students admitted to the professional education sequence of the elementary teacher education program are assessed a fee to cover student teaching in the local school district. The School of Education will announce costs annually.

### **Holds on Transcripts**

In the case of a student who is delinquent in an account with the university, including unpaid traffic or parking fines, the Office of the Registrar will not release a student's record until the student has met the obligation. Further information concerning this policy can be obtained from the Business Office, Navarre Hall, 785-749-8450.

### **Accrued Charges**

On-campus students are assessed charges by the Division of Student Services for failure to return room keys, for damages, or for failure to clean residential hall rooms. These charges are assessed at the end of the semester. It is the student's responsibility to follow all checkout procedures in order to avoid these additional charges. In addition, the Campus Parking and Traffic office assess fines for parking violations. Students are responsible for making sure any parking fines have been paid in full and that they have their vehicle properly registered with the Campus Parking office.

If a student has questions about any such accrued charges and/or is requesting a refund for any charges in dispute, these questions and/or requests must be made to the Division of Student Services.

### **Refunds**

If a student decides not to attend Haskell, the Business Office must be notified in writing.

# Student Life



## Orientation to the University

All new and transfer students must attend the orientation session conducted before enrollment each semester. The orientation sessions provide students with valuable information regarding many aspects of university life. Thus, it is vital that students participate in all orientation sessions.

The most important orientation sessions are the orientation assemblies. During these mandatory assemblies, students are provided with information about the rules and regulations that govern Haskell. These sessions also provide an opportunity for students to ask questions so they might better understand these necessary aspects of campus life. Students are also given information concerning their rights and responsibilities while

they are students at Haskell. All new and transfer students are issued a copy of the Code of Student Conduct, copies are also available in the Student Conduct Office located in Room 102 in Minoka Hall.

During the orientation period, new and transfer students are given the opportunity to become familiar with both campus life and the local community. All new and transfer students must arrive on the specified date and participate in the planned activities. The early arrival to campus of all new and transfer students is to allow required participation in scheduled orientation activities.

## Vision Quest

Information provided during the pre-semester orientation sessions will be further explained and expanded upon for a period of ten weeks at the beginning of the first semester of enrollment through a course called Vision Quest. This course is designed to acquaint new and transfer students with resources available on campus and to assist students in making the transition from high school to the university. Vision Quest also provides a brief overview of academic techniques and life skills but should not be viewed solely as a student skills development course. Students may not drop Vision Quest. However, if a transfer student already has taken an orientation course and passed with a “C” or better, or has a GPA of 3.0 on a 4-point scale from another accredited college or university, the student will not be required to take Vision Quest. Any student who has earned an associate or baccalaureate degree from another accredited college or university is also exempt from the requirement.

## University Residential Housing

Haskell’s residential housing mission is to provide the best possible living accommodations reflecting care, safety, and security for the American Indian /Alaska Native student. The goal is to provide a positive, meaningful, residential living experience offering a supportive structure for student academic endeavors. Full-time Haskell students who do not have dependents (spouse and/or children) in residence are eligible to live in the residential halls. Since there are a limited number of spaces in the residential halls, housing assignments are determined on a “first come, first served” basis. Continuing students have first priority for room assignment, followed by new and transfer students. Re-entry students will be given the remaining spaces available. Students who list their address or their parents’ permanent address as “Lawrence” will be considered for housing only after all other priority-housing categories have been met. Fee payment does not ensure a reserved room. Students must

maintain a minimum of twelve (12) credit hours to be eligible to live in the residential halls. Students who fall below the twelve-credit hour minimum must vacate university housing and find housing off campus.

University residential hall application and contract are included in the Haskell application packet and are available on-line at the Haskell website, <http://www.haskell.edu>. Any questions need to be addressed to the Director of Housing at:

Director of Housing  
Haskell Indian Nations University  
155 Indian Avenue  
Lawrence, Kansas 66046-4800  
Phone: 785-749-8444



### University Residence Halls

- **Winona Hall** is a co-ed honors hall which houses 77 students. Originally constructed in 1897, it was rebuilt in 1962. The name Winona, by Sioux tradition, is given to daughters who are the first-born child of the family.
- **Pocahontas Hall**, built in 1931, houses 92 students. This transfer student hall is named after Pocahontas, daughter of Powhatan, an Algonquian chief.
- **Powhatan Hall** is a co-ed residential hall which houses 23 students. Built in 1932 and named after the Algonquian Chief, Powhatan was used as a classroom in 1955.

- **Osceola and Keokuk Halls** (also known as “O-K Hall”) house 194 students. Osceola and Keokuk Hall is a co-ed freshmen dorm. These two buildings were originally constructed in 1884. At that time, Osceola Hall served as a men’s hall and Keokuk Hall served as a women’s hall. Osceola was a famous Seminole warrior whose name means “Rising Sun.” Keokuk, a Sac and Fox whose name means “Watchful Fox,” was not a chief by birth, but rose to the position through skillful leadership, force of character, and brilliant oratory.

- **Blalock Hall**, the athletic dorm, houses 126 students. Constructed in 1978, the building was named in honor of Mrs. Margaret Blalock, Chippewa, a Haskell alumna, and a long-time Haskell employee who was committed to serving the Haskell students.

- **Roe Cloud Hall**, which houses 292 students, is a co-ed dorm that was completed in 1997. Roe Cloud Hall is named after Dr. Henry Roe Cloud, a member of the Winnebago Nation. He was the first American Indian superintendent of the Haskell Institute, serving from 1933 to 1935. Dr. Roe Cloud later served in the presidential administrations of Herbert Hoover and Franklin Delano Roosevelt. He remained a strong voice on behalf of American Indian issues and education throughout his life and his career.



## **University Campus Services**

Campus services complement and support academic programs by providing appropriate social and cultural activities, as well as financial and personal counseling, health, student banking, library, and security services. Students are encouraged to become active in areas of their interest, including student government and the many varied activities offered through student organizations. In addition, Haskell offers the opportunity for students to explore and promote their Native culture and heritage.

## **University Cafeteria**

The university cafeteria is located in Curtis Hall. The cafeteria offers three meals daily, Monday through Friday, and two meals on Saturday, Sunday, and holidays. Students living in residential halls, as well as off-campus and part-time students will receive meals in the cafeteria. Off-campus and part-time students are eligible for breakfast and lunch. Any questions concerning Food Fees need to be addressed to the Director of Food Services at 785-830-2711.

## **Business Office**

The Business Office is located in Navarre Hall and manages the collection of all student fees and outstanding obligations for the university. The Business Office also has the responsibility for the disbursement of financial aid (Institutional and Federal Work Study, FSEOG, and Pell) and funds from other agencies to students.

## **Student Bank**

The student bank is located in Navarre Hall provides banking services for Haskell students and student organizations. Students may deposit their money in the university bank and withdraw it as needed. Checks written or drawn on the university bank may be cashed only at the university bank. The university bank will cash money orders, cashier's checks, local payroll checks, U.S. Treasury checks, and tribal checks with proper identification. The university bank does not cash personal or two-party checks. An ATM cash machine is located on the 1st floor of Tecumseh in the Snack Bar area. All funds solicited by students using the Haskell name, must be deposited in the Student Bank to ensure timely audit of these funds.

## **University Post Office**

The university post office, located in Navarre Hall, provides student assigned post office boxes. Deliveries are also received from Airborne Express, Federal Express and United Parcel Service. A student's Haskell mailing address is:

[Student's Name]  
155 Indian Avenue, # [Student's Box Number]  
Haskell Indian Nations University  
Lawrence, Kansas 66046

## **Student Government**

Each enrolled student is automatically a member of the Associated Students of Haskell. Associated Students has created a student senate to provide effective representation of student interests. The efforts of student senate are focused on allowing students the opportunity to have a major voice in governing those affairs that directly and primarily affect them, as well as to address student rights issues. Student senators serve on university committees that recommend policies by which Haskell is governed. The student senate office is located on the first floor of Tecumseh Hall.

The senate offices and representative membership are made up of the following: president, vice-president, secretary, treasurer, one representative from the senior class, one representative from the junior class, two representatives from the sophomore class, two representatives from the freshman class, one representative from each residence hall, one representative from each recognized club or organization, and two advisors. Students interested in serving on the senate should contact the director of student activities at the Student Activities Office in Tecumseh Hall.

## **Student Organizations**

Numerous student organizations exist at Haskell. A representative list is: American Indian Business Leaders-Phi Beta Lambda, Native American Church, American Indian Science and Engineering Society, Dine' Club, Off Campus Club, H-Club-Athletic Association, Campus Activities Association, Newman Club, United Northern Nations Organization, Baptist Student Union, Cheerleaders, Future Indian Teachers, Haskell Artist Association, Indian Leader Association, Thunderbird Theatre, UNITY, Kiowa Cultural Club, Rodeo Club/Team, Outdoor Sportsman Club, Alabama-Coushatta-Euchee-Seminole-Creek Club, and Wetlands Preservation Organization. Information regarding purposes, activities, meeting times, and contact persons for any of the above organizations may be obtained by contacting the Student Activities Office in Tecumseh Hall.

## **Campus Activities Association (CAA)**

The CAA is responsible for coordinating campus activities such as movies, concerts, dances, and numerous other campus events throughout the year. The association is composed of representatives from student organizations on campus.

## **Student Activities Office**

The Student Activities Office provides both large and small group activities of major interest to students. On-campus activities include dances, movies, intramural sports, and parties. Off-campus activities include skating, bowling, sightseeing, out-of-town excursions for shopping, and attendance at athletic and educational events. Student activities are planned through cooperative efforts of the Student Activities staff, the Student Senate, the Campus Activities Association, and numerous organizations and clubs on campus. A portion of the student activity fee helps the Campus Activities Association financially support these activities.

Haskell offers a recreational program each year under the direction of the Student Activities Director and staff. This program includes many intramural and recreational sports and activities such as flag football, basketball, volleyball, softball, racquetball, bowling, and swimming. There are also tournaments during the year in activities such as table tennis, horseshoes, racquetball, and card games.

Most of the equipment needed for participation in the recreation program can be checked out from the Student Activities Office. However, to be assured of equipment for personal use, students are encouraged to bring their own recreational equipment. The recreation program is for the benefit of all Haskell students. Off-campus students are also encouraged to participate in these activities.

## **University Newspaper**

Regularly published since 1897, the Indian Leader is the oldest American Indian student newspaper in the country. The newspaper is published by students during the academic year and is distributed to students, faculty, and staff at Haskell for no cost. Subscriptions by mail can be purchased for \$15 per year. Contact the Indian Leader office for additional information:

The Indian Leader  
Haskell Indian Nations University  
155 Indian Avenue  
Lawrence, Kansas 66046  
Phone: (785) 749 8477

## **Stidham Union**

Stidham Union houses the President's Room (meeting and conference room), the Counseling Center, Financial Aid Office, the Career Development/Placement Office and Recruitment Office. A variety of activities, including receptions, seminars, conferences, concerts, and various campus activities, are held in the building's main foyer area. Bulletin board displays in the union provide notices of job announcements, upcoming campus and community events, and regional and national events of interest to Haskell students, faculty, and staff.

### **Campus Shoppe and Snack Bar**

The Eagle's Nest Snack Bar is located in Tecumseh Hall. A short-order grill provides a variety of sandwiches, beverages, and assorted snacks. Adjacent to the snack bar are a game area with recreational activities and an area for students to visit and relax. A number of students are employed throughout the school year by the Eagle's Nest. Students who are interested in employment opportunities need to contact the manager.

The Haskell Campus Shoppe and Bookstore, also located in Tecumseh Hall, is open five days a week, Monday through Friday, throughout the year. The Campus Shoppe also is open during campus events, such as homecoming, commencement, powwows, and athletic events. A wide variety of items are available at the Shoppe, such as classroom supplies and necessities for residential hall life, including study guides, magazines, personal care items, and convenience foods for late night snacks. An assortment of Haskell memorabilia, such as T-shirts, sweatshirts, hats, and jackets, are available for purchase at the Campus Shoppe, as well as items (e.g., camera film and batteries, bleacher seats, and umbrellas) for Haskell athletic games and other special events. The Campus Shoppe also proudly features an array of American Indian crafts showing many tribal traditions, such as basketry, pottery, jewelry, and beadwork, as well as star quilts and Pendleton blankets.

### **Counseling Services**

The Counseling Center Office is located in Stidham Union. Counselor offices are located in the dorms. Individual and group services are provided as are structured classroom presentations. Through a comprehensive student support effort, the Counseling Center addresses student needs, such as personal and social counseling, crisis intervention, chemical abuse education and prevention, assistance for students with family responsibilities, American Indian/Alaska Native cultural enrichment activities, and a seminar program in higher education success.

Experienced, professionally trained counselors provide students with personal and social counseling services to help them adjust to and successfully cope with the stresses of personal and social problems that may interfere with their education. Referral services are available for students desiring additional assistance with problems outside the area of expertise of the counselors on campus. Counseling services are kept confidential and are intended to assist students in finding solutions to their problems, thus allowing them to attain their educational goals.

### **Career Development, Placement & Recruitment Center**

Located in Stidham Union, the Career Development, Placement & Recruitment Center offers programs, services, and resources that will assist students and alumni in developing suitable career opportunities based on their education, experiences, and interests. Summer employment, internships, workshops, career fairs, and activities related to college transfer are offered by the Center. Recruiting services conducted through the Center provide prospective students and their families with information on admission requirements, financial aid, benefits, university degree programs, and campus services and activities.

The Center provides opportunities for self-exploration and for individuals to explore career fields using personality inventories, aptitude tests, and career development resource material. Career counseling and guidance are available to all students and alumni.

The Career Development, Placement & Recruitment Center provides workshops on resume' writing, mock job interviews, job search assistance, internship and summer employment, updated list of job openings on and off campus, videos and other information related to career development. The staff advises students on the career planning process and successful job search strategies. Off-campus, part-time, and full-time jobs are available for students to pursue in the City of Lawrence and surrounding communities. Job listings and opportunities will be posted on the center's bulletin board located in Stidham Union.

On-campus Institutional Work-Study (IWS) employment is available to students regardless of financial need. Any currently enrolled, full-time student in "good standing" may apply for a part-time job with a campus department or office. Positions are limited and are funded by each department!

For addition information on career development, placement or recruitment please contact the center by telephone at (785) 749-8485/8437, or by email: [pgrant-orosco@haskell.edu](mailto:pgrant-orosco@haskell.edu).

### **Work-Study**

On-campus Institutional Work-Study (IWS) employment is available to students regardless of financial need. Any currently enrolled, full-time student in "good standing" may apply for a part-time job with a campus department or office. Many jobs are paraprofessional in nature and offer academically related experience. Positions are limited depending upon funding at department level.

### **Natural Resources Liaison Office**

The Natural Resources Liaison Office recruits and mentors qualified students for careers in Natural Resources. Opportunities offered include career counseling, summer job placement, and Student Career Experience Program (SCEP) placement, formerly referred to as the cooperative education program.

While all federal resource agencies are eligible to be served through the liaison's office, the primary employers are the U.S. Forest Service (USFS), the Bureau of Indian Affairs (BIA), and tribal organizations. Any Haskell student in good standing may apply for the summer positions allocated for Haskell through the USFS. Transportation to and from the job site and inexpensive housing at the job site are also provided by the USFS.

Sophomore-level students may apply for SCEP positions with either the USFS or the BIA National Center for Cooperative Education (NCCE), which places students in natural resources trainee positions with tribes across the country. The Liaison's office also administers the USFS American Indian Higher Education Co-op program, which, like the NCCE program, also recruits AI/AN students from universities across the country for additional SCEP positions.

Students selected for SCEP positions receive up to \$5,000 a year in tuition assistance, summer work experience at competitive wages, and the opportunity to be converted to a professional level GS 5/7/9 position after completion of their bachelor's degree.

### **Disability Support Services Coordinator (DSSC)**

The DSSC office is also housed in the Academic Support Center. This office coordinates classroom and other necessary accommodations for students with disabilities. Once a student has provided the DSSC with the necessary documentation of a disability, the DSSC will work with Haskell faculty, staff and the student to provide appropriate accommodations facilitating the student's educational career at Haskell. To obtain more information

regarding this service, students, faculty, and staff may contact the DSSC at (785) 749-8470, extension 258, or go to Room 132 in the Academic Support Center.

### **The Haskell Archives**

The Haskell Cultural Center provides a place to find out about American Indian / Alaska Native culture through ongoing exhibits and archival research activities. Haskell owns many ethnographic artifacts such as headdresses and shields, artwork and sculptures by major American Indian artists, pottery, baskets, beadwork and jewelry. These collections are available for research through a computerized database system.

Haskell also has a rich collection of archival records, historical films and videotapes, and oral history interviews, which chronicle its unique history. The records contained in the Haskell Archives Collection reflect Haskell's unique history, beginning as a government boarding school for Indian children and evolving into the premier national intertribal four-year university where classes are taught from a Native perspective. Haskell also owns the unique Frank Rinehart Photograph collection of 809 glass plate negatives documenting American Indian leaders attending the Trans-Mississippi Exposition and Indian Congress at Omaha, Nebraska in 1898. These images are available to researchers through a computerized database. A new exhibit from the glass negatives called "Beyond the Reach of Time and Change" is traveling to other museums.

Haskell students can learn to become tribal archivists and tribal museum managers by taking classes in the American Indian Studies Department and by earning internship credits working in the museum. In addition, many buildings on campus are recognized as National Historic Landmarks. The area surrounding the museum is being landscaped to provide educational exhibits of medicinal plants used by Native nations to treat illnesses, as well as a Native Veterans Memorial area and ceremony grounds for outdoor performances.

### **Haskell Health Center**

Complete physical examinations, medical histories, and immunization records are required from all students prior to their arrival at Haskell. The Haskell Health Center (HHC) is open Monday through Friday from 8:00 A.M. to 5:00 P.M. (with special clinics during the week), and may be reached by calling (785) 843-3750. In the event a student requires emergency medical care, assistance with payment may be received if the Contract Health Care guidelines are met. Any questions should be directed to the Haskell Health Center staff.

The HHC is operated by the Indian Health Service and is staffed by physicians, nurses, a pharmacist, a medical technologist, x-ray technicians, dentists, a dental hygienist, and dental assistants. These professionals provide a range of services from initial examinations and routine care to acute injuries, trauma, and tooth replacement. The center also provides routine laboratory tests, x-rays, and offers a limited pharmacy service. A human services staff of mental health and alcohol/drug abuse counselors and social services personnel assist students with the normal stresses of adjusting to university life as well as with more serious counseling needs. The social services staff also can assist students with legal aid needs and referrals to community resources. Services of other physicians and health facilities in Lawrence, Topeka, and Kansas City are also available through the HHC.

The HHC, in cooperation with the university, promotes general health programs. The health center staff provides educational services through semester courses, workshops, residential hall meetings, and individual instruction. Special meetings are held as needed to acquaint students with pertinent health issues and information. Emergency medical care is available at Lawrence Memorial Hospital and emergency prescriptions may be filled at local pharmacies.

Students accepted for enrollment receive forms and health information from the HHC. Immunizations for enrolled students must be current. Students under doctor's care should have copies of their records sent to the HHC prior to arriving, especially if regular medications are prescribed. The completed forms should be mailed to the following address:

Haskell Health Center (IHS)  
Attn. Medical Records  
P. O. Box 864  
Lawrence, Kansas 66044-0864

### **Students' Rights and Responsibilities**

All students are expected to conduct themselves in accordance with ARCH institutional values of accountability, respect, cooperation and honesty. Students attending Haskell are accorded certain rights as outlined and supported by the Code of Federal Regulations, in 25CFR 42.3. These rights include:

- The opportunity to pursue an education
- Freedom of speech and expression
- Freedom of the press excepting libel and slander
- Protection from unreasonable search and seizure
- A reasonable degree of privacy
- A safe and secure environment
- Decision-making rights (as applicable)
- Freedom of religion and culture
- Freedom from discrimination
- Right to peaceable assembly
- Right to redress of grievances
- Right to due process.

A complete description of students' rights is listed in the Code of Student Conduct, which is available to each student upon admission to the university and upon request.

### **Student Responsibilities**

- To actively pursue an education
- To attend classes regularly
- To obey the rules and procedures of the university
- To practice self-discipline
- To know the grievance process
- To respect the rights of others
- Not to infringe on the rights of others
- To be respectful while expressing yourself
- To respect all belief systems
- To recognize the right of the university to maintain health, safety, and welfare of the university and the students
- To observe due process procedures
- To respect others' freedom of expression
- To provide pertinent information about previous academic experiences
- To sign the Student Conduct Code Agreement

A complete description of student responsibilities is available in the Code of Student Conduct. A description of student academic responsibilities is included in the Academic Policies section of this catalog.

**Substance Abuse Policy**

The present policy regarding substance abuse is a zero-tolerance mandate. If a student is found to have committed any of three violations regarding substance abuse, the student will risk loss of university residential housing privileges. Subsequent violations may result in referral to University Judicial Council for a suspension hearing.

**Anti-Violence Policy**

Haskell has a policy dealing with violence on campus. Students found in violation of policy stipulations regarding assault, battery, intimidation, sexual harassment, or stalking may be suspended temporarily or permanently from residential halls and from attending classes, pending the outcome of a University Judicial Council hearing.

# Student Financial Aid

## Federal Financial Aid Program

Federal student financial aid exists in the form of federal grants, and/or work-study money to be used for educational purposes. A summary of federal financial aid programs is provided below. These programs are based on calculated student financial need. Need is defined as the cost of attendance minus the student's and/or parent's contribution, according to the federal needs analysis formula. Students are urged to apply as soon as possible after January 1 every year for the following academic year. The priority deadline for the financial aid application is June 30. Complete, accurate, and timely submission of all information requested on the application form will maximize a student's opportunities for obtaining adequate financial assistance. The Federal Student Financial Aid Handbook, containing useful information on financial aid policies and procedures, is on file for review in the Financial Aid Office. Telephone numbers for the offices that can assist with the student financial aid process are:

Haskell Financial Aid Office	785-749-8468
Federal Student Aid Information Center	800-433-3243
Hearing Impaired Information Center	800-730-8785
FAFSA on the Web	<a href="http://www.fafsa.ed.gov">http://www.fafsa.ed.gov</a>
The Student Guide to	
<a href="http://studentaid.ed.gov/students/publications/student_guide/index.html">http://studentaid.ed.gov/students/publications/student_guide/index.html</a>	

Contact the Financial Aid Office to request an information packet.

Financial Aid Office  
Haskell Indian Nations University  
155 Indian Avenue, # 5027  
Lawrence, Kansas 66046-4800  
Phone: 785-749-8468  
Fax: 785-832-6617  
[faoffice@haskell.edu](mailto:faoffice@haskell.edu)

Haskell's School and School Code for the federal financial aid program are:

School: Haskell Indian Nations University  
School Code: 010438

## Financial Aid Application Process

Beginning the application process early can increase the chances of obtaining adequate financial aid. The application is FREE. Effective Spring 2008, all students must complete the FAFSA prior to admission.

## FAFSA

The Free Application for Financial Student Aid (FAFSA) form is used to determine eligibility and calculate financial need for federal Student Financial Aid Programs at Haskell Indian Nations University. The first step for applying for federal student financial aid is to complete the FAFSA form. Counselors in the Financial Aid Office are available to assist students and their families with completion of this form. Accurate completion of the form will ensure processing in a timely manner. The FAFSA form is available at all high schools and post-secondary institutions. The FAFSA form may also be obtained from the Financial Aid Office.

FAFSA on the Web is a free U.S. Department of Education Web site. The FAFSA can be completed and submitted over the Internet via this Web site. The URL for the Web site is <http://www.fafsa.ed.gov>. Processing time is faster using the Internet.

Students are urged to start the financial aid application process during their senior year of high school and definitely no later than one semester prior to attending Haskell. The financial aid process has many regulations and can be confusing to both parents and students. In order to be considered for federal financial aid, students

must apply each award year. Priority Application Deadlines for Federal Student Aid: To receive priority consideration for federal financial aid for the fall semester, submit by June 30; for spring semester, submit by November 30; for summer session, submit by April 30. Priority financial aid applies to the FSEOG and Federal Work Study Programs.

### **Eligibility Requirements:**

To be eligible for federal student aid, the student must meet these requirements:

- possess verifiable financial need
- be currently enrolled as a regular student
- possess a high school diploma or GED
- be a U.S. citizen or have U.S. permanent resident status
- be enrolled in an eligible program of study leading to an AA or BS degree
- meet all requirements for maintaining eligibility of financial aid
- be registered for selective service (if required)
- not be delinquent in the repayment of loan(s) at any institution
- not be in default on a Title IV loan at any institution
- provide signed statement of educational purpose
- provide signed, anti-drug statement (required for Pell Grant purposes)
- have a valid social security number

### **Financial Needs Analysis**

A financial needs analysis will be completed only if the following steps have been completed:

- A corrected “Student Aid Report” (SAR) is on file with the Financial Aid Office. The student will receive the SAR two to four weeks after submitting the FAFSA.
- All verification documents requested have been received.
- An acceptance letter (from Haskell) is on file with the Financial Aid Office.
- Transfer students must have official academic transcript(s) on file with the Office of the Registrar.

The determination of the level of financial need is made by utilizing information submitted on the FAFSA and making calculations based on a federal formula. These calculations determine the “Expected Family Contribution,” or EFC, which is the amount the student and parent(s) could be expected to contribute toward an education. If the EFC is below the amount established by the U.S. Department of Education, a student may be eligible for financial aid. Calculated financial need is equal to the cost of attendance minus the Expected Family Contribution. If it is determined that financial aid need exists, financial aid (such as a Pell grant, FSEOG grant and FWS) will be awarded in accordance with eligibility requirements met and the calculated level of need.

### **Tribal Needs Analysis**

The same information required to complete a Financial Needs Analysis is required for the tribal needs analysis.

### **Federal Pell Grant Program**

The Federal Pell Grant program is a federal aid program designed to provide financial assistance to those who qualify to help defray the costs of attending a college or university. The grant is renewable for each academic year that the student applies for federal financial aid and continues to meet Pell Grant requirements.

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

FSEOG is a campus-based grant that is awarded to those students with the greatest financial need. Funding is limited and awarded to those who are Pell eligible. In order to be considered, the student must meet the deadline set for each term. These grants are limited in terms of the number and amount of awards granted. First consideration will be given to off campus students in good standing with dependents. Part time students are eligible. Awards range from \$400 to \$800 year.

### **Federal Work-Study (FWS)**

This program provides part-time jobs to students while attending school. Whenever possible, jobs are assigned in a manner that provides enhanced learning opportunities which compliment and reinforce the student's educational program. Students are paid hourly wages and are compensated on a bi-weekly basis. Most students participating in the FWS work 15 to 20 hours per week. The hourly wage is at, or above, the federal minimum wage. Funding is limited and awarded to those who are Pell eligible. In order to be considered, the student must meet the deadline set for each term. First consideration will be given to off campus students in good standing with dependents. Part time students are eligible. Awards range from \$1000 to \$3000 per year.

### **Bureau of Indian Affairs/Tribal Higher Education Grants (BIA/Tribal HE)**

Financial assistance is available to students who are members of federally recognized tribes. Students need to contact their tribes in order to obtain information regarding eligibility requirements, application procedures, and deadlines. These procedures vary greatly among the various tribes and agencies. Telephone numbers and addresses of Tribal Agencies and leaders may be obtained from the Financial Aid Office at Haskell.

### **BIA Supplemental Funds and Agency Tribal Funds**

The BIA grant is a supplemental grant available to students who have financial need as determined by the Needs Analysis Formula. Students should apply for assistance at their respective BIA office or agency. Students not eligible for BIA funds are encouraged to ask their agency about Tribal Funds available for higher education.

### **Satisfactory Progress Policy**

Regulations of the U. S. Department of Education require that colleges and universities establish specific standards of satisfactory academic progress for students receiving federal financial aid. All students receiving assistance through the Federal Pell Grant, FSEOG, and Federal Work Study programs must maintain satisfactory academic progress. Haskell's satisfactory academic progress policy requires that all students maintain a minimum of 2.0 cumulative GPA (CGPA), and not over 150% of the credit hours for their degree plan attempted. A student's progress will be monitored on a per-semester basis. If a student has not maintained satisfactory academic progress they will be placed on financial aid probation or suspension. If, after a semester of being on financial aid probation, a student has not made minimum progress, the student's financial aid will be suspended and will not be reinstated until satisfactory academic progress has been achieved. All periods of the student's enrollment, including those when financial aid was not requested or received, are considered in determining satisfactory academic progress. Any transfer student suspended for academic reasons is not eligible until satisfactory academic progress is met. Transcripts must be provided as proof of at least 12 credit hours with a 2.00 CGPA, at the student's expense, before reinstatement is considered.

### **Maximum Time Limit**

To ensure that a student is making sufficient progress throughout the course of study, the number of hours the student attempted must be compared with the number of hours the student successfully completed. Therefore, the school must set a maximum timeframe in which a student is expected to complete an eligible degree program. Federal regulations specify that the timeframe may not exceed 150 percent of the published length of the program measured in credit hours attempted. For example, if the length of an academic degree program is 60 credit hours, the maximum timeframe for program completion may not exceed 90 attempted credit hours (60 X 1.50).

### **Professional Judgment and Special Circumstances**

Although the process of determining a student's eligibility for federal student aid is basically the same for all applicants, there is some flexibility. Students should check with the Financial Aid Officer if there are any special circumstances that might affect the amount the student and the student's families are expected to contribute. There must be good reason(s) to make adjustments and sufficient documentation is required to support the request. The Financial Aid Officer's decision for professional judgment is final and cannot be

appealed to the U.S. Department of Education. This decision only applies to the school in which the request was made. Each school has different criteria for approving professional judgment.

### **Financial Aid Appeal**

Upon review of a student's academic report from the Registrar, the Financial Aid Officer will place a student on financial aid probation or suspension if warranted. Also, the Financial Aid Officer will notify student by letter of such action and will provide information on the appeal process. Any appeal must be submitted to the Financial Aid Officer within three weeks from receipt of the notification. If extenuating circumstances prevent a student from maintaining satisfactory progress, the student may submit an appeal in writing explaining the circumstances in sufficient detail. For example, if the circumstances are due to health problems, the student must submit, along with a personal letter, a note from a doctor that verifies the problem was sufficient enough to interfere with satisfactory progress. The Financial Aid Appeals Committee, made up of faculty and staff, will review the appeal. The decision made by this committee will be final and cannot be further appealed.

### **Disbursements**

The Business Office will request all check payments (Pell, FSEOG, FCWS) through the BIA-Federal Finance System as directed by the BIA Central Office. Pell Grants and FSEOG payments are usually disbursed after classes begin. Pell Grants will be disbursed into two payments during the semester. The first payment will be made after classes begin. The second payment will be made at the completion of nine weeks of the semester. FSEOG payments will be distributed in one payment after classes begin. Students will receive a congratulatory letter indicating expected date of arrival for their check. The Financial Aid Office does not disburse any checks received. All checks from funding agencies will be disbursed from the Business Office. The Business Office will notify the student through the campus mail when the check can be picked up.

### **Fee Deferments**

The Business Office will authorize all fee deferments. A student can only defer institutional fees. The student must show written documentation of any financial aid awarded for the current term before a deferment will be considered. Contact the Business Office at 785-749-8450 for more information on deferments. Students enrolled in baccalaureate degree program are eligible to receive a book voucher from the Business Office if documentation of financial aid is provided. The book voucher can be used at selected bookstores for purchase of required textbooks pending receipt of financial aid. Book purchases will be deducted from financial aid when received by Haskell.

### **Refund and Repayments on Financial Aid**

When a student has received a financial aid award and decides to withdraw from the university, the amount of refund and repayment is calculated using criteria from the U.S. Department of Education. Upon receiving the notice of withdrawal, Financial Aid will use the last day of attendance to calculate the refund and repayment. A certified letter will be sent to the student informing the amount of financial aid earned (refund) and/or what amount needs to be repaid (repayment) and what steps must be taken.

### **Scholarships**

Many merit-based scholarships are available on a competitive basis for those who have outstanding academic records or show strong potential in a particular academic discipline. Application criteria differ for each scholarship. Students should contact the Financial Aid Office or the Scholarship Committee chairperson to obtain information regarding scholarship eligibility, application procedures, and deadlines. In order to be considered for scholarship awards, students need to make sure they adequately prepare their applications and submit them by the established deadlines.

## **Popular Scholarship Websites**

[www.fastweb.com](http://www.fastweb.com)

[www.scholarships.com](http://www.scholarships.com)

[www.collegefund.org](http://www.collegefund.org)

[www.catchingthedream.org](http://www.catchingthedream.org)

[www.coca-colascholars.org](http://www.coca-colascholars.org)

[www.aiefprograms.org](http://www.aiefprograms.org)

[www.indian-affairs.org](http://www.indian-affairs.org)

[www.ihs.gov](http://www.ihs.gov)

[www.gmsp.org](http://www.gmsp.org)

## **Veterans Benefits**

Veterans attending Haskell may receive veteran benefits. Veterans and dependents of deceased or disabled veterans are encouraged to contact the nearest Veterans Administration (VA) office in order to initiate the necessary paper work prior to enrolling at Haskell. To start VA benefits for the first time, students must have a Form DD-214 (Report of Separation from Active Duty) and Form 22-1990 (Application for Education Benefits). Students should take all documents to the Veteran's Coordinator in the Office of the Registrar.

# University Academic Policies

## Academic Advising

First-semester freshmen are assigned to the Counseling Center at Stidham Union for help in planning their academic program, scheduling classes, and addressing problems that may affect their academic performance and adjustment to the university environment. Second-semester freshmen are assigned individual faculty advisors in their respective majors. These advisors will mentor students throughout their academic program at Haskell. Students wanting to pursue a baccalaureate degree or to transfer to another institution need to see an advisor in their field of interest. Transfer students are assigned a faculty advisor upon admission to their respective discipline of interest. Academic advisors inform students of graduation requirements and help with course selections so as to minimize the number of semesters required for graduation. They also inform students of career opportunities in their field of study. The ultimate responsibility for complying with degree requirements rests with the student.

## Academic Classification

Academic classification is based upon the student's accumulated earned credit hours. These credit hours indicate the progression toward an associate degree or toward a baccalaureate degree. Only college-level credit hours are used to determine academic classification:

Credit Hours Earned	Academic Classification
0-29	freshman
30-60	sophomore
61-90	junior
91-120	senior

Tuition-free education and room and board at Haskell are provided in fulfillment of the treaty-trust obligation the Federal Government has towards the First Nations. To ensure an equitable access of this educational opportunity, students are limited in the number of semesters they may attend Haskell. Normal progression for degree completion is six semesters for an associate's degree and twelve semesters for a baccalaureate degree. Summer sessions count as part of the spring semester.

## Academic Credits

A class meeting one hour a week will yield one credit hour; a class meeting three hours a week will yield three credit hours. A class requiring laboratory time or skill practice normally meets for more hours per week than the number of credit hours conferred. Credit hours earned in a course must be used as a block to fulfill a requirement; credit hours cannot be used to satisfy more than one requirement.

## Academic Course Load

The recommended academic course load for full-time students is 15 credit hours. Students must maintain at least 12 credit hours per semester to be eligible for housing (see below under Satisfactory Academic Progress). Students enrolling in 17 or more credit hours require a cumulative grade point average of 2.00 or higher and the approval of the appropriate dean.

## Academic Dismissal

The university may dismiss a student for unsatisfactory progress, failure to maintain academic standards, failure to meet the terms of academic probation or suspension, failure to demonstrate academic integrity, or failure to meet other university requirements.

## Academic Eligibility – Intercollegiate Athletics

Students who wish to participate in a varsity sport at Haskell need to contact the Faculty Athletic Representative and Registrar to determine eligibility.

## **Academic Forgiveness**

Academic forgiveness allows a student to remove up to 16 credit hours (associates degree) and 24 credit hours (baccalaureate degree) from their Haskell GPA, and will be granted only once in their career at Haskell. Academic forgiveness is available once to undergraduates who meet these requirements:

1. Have had a break in attendance of at least two years from Haskell.
2. Have earned at least 12 credit hours since return.
3. Have an overall current GPA of 2.5 since returning. All grades earned at Haskell since returning are used to make this grade-point average calculation.

The forgiveness policy provides students the opportunity to have their academic standing reflect increased maturity and improved level of academic performance. However, students should recognize that in some cases, Haskell's academic forgiveness may not transfer to other institutions. Haskell students who plan to transfer to another college or university should consult with the admissions office of that institution to determine the transfer of course credits and grade point average. Haskell cannot determine or guarantee student eligibility for financial aid or admission to other colleges or universities.

## **Academic Good Standing**

The Registrar grants academic good standing to entering students who meet certain admission standards. First-time college students attain academic good standing when their first-semester GPA is 2.0 or higher. Students maintain academic good standing when their semester and cumulative GPAs are 2.00 or higher. Part-time and special students are expected to meet the same academic standards as full-time students. Students are advised that baccalaureate programs may require a 2.50 or higher GPA for admission. The Office of the Registrar reviews academic performance at the end of each semester and determines academic standings.

## **Academic Integrity and Academic Misconduct**

Haskell Indian Nations University requires that every student consistently demonstrate academic integrity. Thus, to avoid charges of plagiarism, students must acknowledge all words and ideas taken from other sources. Students must credit all sources of information that they use to produce every course assignment, including, but not limited to, written and oral examinations, quizzes, essays, research papers, and lab reports, as directed by their course instructors. Students who fail to give credit for such use are guilty of plagiarism.

Any violation of Haskell's policies against plagiarism or any other form of academic misconduct, as defined below, may result in the following severe penalties, depending upon the specific violation:

- a grade of F on an assignment
- a grade of F in the course
- dismissal from the University with a notation of the offense on their transcripts.

Academic misconduct includes (a) cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism as noted above, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; and (b) assisting others in any such acts. For information concerning student appeals of academic misconduct penalties, refer to Academic Review Board in this catalog.

## **Academic Participation**

Students who fail to participate in class may be, at the prerogative of the instructor, dismissed from the class. Failure to participate is defined as habitual failure to meet assignment deadlines, to turn in homework, to do reading assignments, to take tests, to complete projects, and to engage in discussion or

other class activities. Students dismissed for failure to participate will receive an F for the course. For appeals, see Academic Review Board.

### **Academic Placement Testing**

Placement examinations in English and Mathematics are mandatory for the following students:

- those who do not have ACT scores
- those over age 21 years old
- those who do not have transferable English and mathematic courses.

Academic Placement Testing will take place during orientation and before enrollment.

### **Academic Probation**

Academic probation is an advisory warning that improved performance is necessary for a student to continue at the university. Students are placed on academic probation if their semester or cumulative GPA falls below 2.00. Academic probation is not subject to appeal.

### **Academic Review Board**

Students requesting a review of academic decisions adversely affecting their grades, enrollment, readmission, or academic status may submit an appeal to the Academic Review Board. The Vice President for Academic Affairs will convene this body as necessary. The Academic Review Board will consider the original appeal and the rationale for the decision of the Departmental Review Board. The decision of the Academic Review Board is binding and will be forwarded to the Vice President for Academic Affairs, who will notify students and the appropriate college or school in writing concerning the Board's decision.

Students are guaranteed appropriate due process in all matters of appeals. All appeals must be in writing and must be addressed to the appropriate review board. Appeals must clearly explain the problems contributing to inadequate achievement and a statement explaining how these might be resolved. Students are responsible for documenting extenuating circumstances, if any, which may have affected academic performance. The appeal, which may contain recommendations from instructors, if appropriate, should clearly state the student's academic and career intentions and provide a strong educational rationale. Students successful in appealing admission or academic status may be subject to special conditions imposed by the Academic Review Board.

### **Academic Sessions**

The academic year is divided into two semesters of approximately 16 weeks each. Summer sessions when available are normally eight weeks.

### **Academic Suspension**

The university will place students on academic suspension if one or more of the following occurs: failure to fulfill minimal requirements of the institution; a semester and cumulative GPA below 2.00 for a student already on academic probation; withdrawal from the university of a student on academic probation; completion of the first semester by a freshman with a GPA less than 1.00; or failure to complete a semester by failing all courses in a semester. Students placed on academic suspension will not be considered eligible for readmission before the completion of the suspension period, normally one semester. Students may be subject to suspension or dismissal if they fail to provide official transcripts from colleges previously attended. Facsimiles (fax) of transcripts are not official transcripts.

### **Administrative Withdrawal of Students**

Whenever a student, because of his/her mental or physical condition, exhibits behavior that constitutes a danger to himself/herself, other persons or property, or when that behavior is disruptive to the normal educational processes of the University (including activities in University housing) or renders him/her

incapable of achieving academic goals, that student may be temporarily withdrawn from the University. An Administrative Withdrawal policy may be activated by the Vice President for Academic Affairs or designee in consultation with the Dean of Student Services. This policy allows a fair-minded withdrawal decision to be made that protects the health, safety, and welfare of the student and the University community. The Administrative Withdrawal policy seeks to safeguard the student's privacy, to avoid inappropriate punitive sanctions, and to engage in an expeditious response to the concerns addressed. Policy Statement: A student whose behavior meets the conditions as outlined above, and who does not agree to a voluntary Leave of Absence, may be withdrawn by administrative action. The withdrawal will be activated by the Vice President for Academic Affairs or designee in consultation with the Dean of Student Services and the University Judicial Council. In most cases, the withdrawal will be immediate and shall be for a reasonable length of time. There is no appeal to this policy, since it is invoked only in response to imminent concerns.

At or near the time of withdrawal, the student shall be given information and the conditions of withdrawal in writing that will include the following:

1. Notice of intent to withdraw the student from classes and University housing and the reason(s) for this action;
2. Information regarding the student's eligibility for any fee refund;
3. Information regarding any impact this action may have upon the student's current grades and academic progress;
4. Other re-enrollment conditions as deemed appropriate, including the earliest date at which the student may re-enroll providing all conditions are met;
5. Information regarding the student's presence on campus or use of University services/facilities.

The written plan outlined above may be subject to amendment as determined by the Vice President for Academic Affairs or designee. After compliance with the remedial plan, the student must reapply for admission to the University in order to continue her/his studies. Although this policy is not intended to be punitive, invoking the policy does not imply that the student will necessarily be exempt from regular disciplinary action according to the policies governing the university community as printed in the Code of Student Conduct.

## **Assessment**

Haskell has a comprehensive academic assessment program to measure student learning. Its purpose is to specify measurable student learning outcomes in accordance with the University's mission, assess student learning in terms of the outcomes, and use the results to improve academic programs. Students are required to participate in assessment activities periodically during their studies at Haskell. Data are collected when students enter the University; additional data may be gathered each semester, prior to graduation, and after graduation. Assessment activities include surveys, essays, tests, and portfolios. Student responses are confidential and do not affect grades. Present assessment activities focus upon effective communication of the university's institutional, citizenship, and general education requirements. Additional student learning outcomes will be measured in accordance with the university's mission and objectives.

## **Attendance**

Regular class attendance is crucial to the development of a student's knowledge and skills. If excessive absences impact the development of a student's knowledge and skills, or diminish a student's role or cumulative achievement in a class, the instructor has the right to reflect this judgement in the student's grades. An instructor who reserves the right to make such a judgement must specify in the course syllabus the manner in which excessive absences affect grades

Absences will be excused for documented illness, school-sponsored activities, emergency situations and required participation in significant cultural responsibilities in student's community. School-sponsored

activities are all varsity athletic sports; academic competitions and conferences/events that are officially approved by the University President. Documented illness requires a signed and current doctor's statement and does not include appointments that can be made at other times. Emergency situations and cultural responsibilities will be verified by the Counseling Center.

Students will be allowed one unexcused absence per course credit hour. Students in a three credit hour course may have 3 unexcused absences, 2 credit hours, 2 unexcused absences, 1 credit hour, 1 unexcused absence. However, students should recognize that any failure to attend class for either excused or unexcused absences may adversely impact the overall grade in the course based on the percentage of grade or points earned by attendance and participation in class as identified in the course syllabus.

Students who are academically failing a class, as evidenced by failure to complete required assignments or failing performance on required assignments and who are not attending class may be subject to a recommendation for dismissal at the discretion of the faculty member, with a grade of F in the course.

On campus students who fall below twelve (12) credits may lose financial aid and student residential housing eligibility and the opportunity to represent the University in intercollegiate athletics and school sponsored events. For appeals, see Academic Review Board.

### **Auditing Courses**

Students admitted to the university who have paid fees and wish to informally audit a class instead of registering for it must obtain written approval of the instructor to attend the class. No grade is recorded for the audit; however, a designation of "AU" will appear on the academic transcript.

### **Change of Course**

Students may make course changes during the official drop/add period, normally ending with the completion of late enrollment except for academic preparation courses in English and mathematics, in which some change may take place during the first three weeks of a semester. Changes (e.g., withdrawing, adding, or changing courses or classes) are not official until the appropriate form is filed with the Registrar. The student is responsible for filing the form with the Registrar.

### **Classification of Students**

- New Student: A student who has not previously attended college.
- Transfer Student: A student who attended another college
- Re-entry Student: A student whose last college attended was Haskell.
- Continuing Student: A student who attended Haskell the previous semester.
- Non-Degree-Seeking Student: A student who wishes to attend classes but is not seeking a degree.
- Part-Time Student: A degree-seeking student enrolled in less than 12 credit hours.

### **College Credit**

College credit courses offered in academic programs shall satisfy all of the following requirements:

- The course must be founded in an accepted discipline or field of study offered at an accredited public or private college or university and counted toward completion of a two-year associates or four-year baccalaureate degree program.
- The course must be clearly utilized in the pursuit of a baccalaureate degree program.
- The course, if utilized as an elective, must be acceptable in the baccalaureate degree program, or in transfer to another institution of higher education to count as credit toward completion of a baccalaureate degree.

## **Commencement**

A commencement ceremony is held in December and May of each academic year. Students are eligible to participate in the ceremony if graduation requirements for a selected degree program are completed and if a “Petition to Graduate” form is submitted by the published deadline during the semester prior to the expected date of graduation.

## **Completed Course Hours**

Only credit hours in courses for which grades of A, B, C, or D have been granted are officially recognized as completed hours.

## **Course Numbering**

Lower division college courses are numbered 100 to 299. Upper courses are numbered 300 to 499. Generally, freshman courses are 100 to 199; sophomore courses are 200 to 299; junior courses are 300 to 399; and senior courses are 400 to 499. Freshmen and sophomores who have satisfied the prerequisites or equivalents and have consulted with their academic advisors may enroll in upper division courses not restricted by program entry requirements.

## **Course Prerequisites and Corequisites**

A prerequisite is a requirement, usually credit in another course, which must be met before a particular course can be taken. A corequisite is a requirement that one course must be taken at the same time as another course. Students are responsible for fulfilling prerequisites and corequisites. The instructor and academic division have the authority to waive specific prerequisites and/or corequisites for students who have completed equivalent courses at another institution, who have had equivalent experience (such as work experience), or who possess the requisite skills to proceed with the work of the course. Students should consult the instructor before registering to determine whether the course(s) or experience they present will justify waiver of the stated prerequisite(s) and/or corequisite(s).

## **Credit by Special Examination/Challenge**

Students may receive credit for a course by passing a comprehensive challenge examination but cannot receive credit by examination for courses that they have failed or from which they have withdrawn. Students can challenge no more than 10 credit hours in pursuit of an associate degree and no more than 20 credit hours in pursuit of a baccalaureate degree. Students must obtain the approval of the appropriate dean, department chair, and course instructor in order to challenge a course by examination. The transcript notation “Credit by Examination” or a letter grade for the course will be awarded for creditable performance on the examination, subject to the policy of the department awarding credit. Students have the option of refusing to accept the credit hours and grade after learning the results of the examination. No official record of unsuccessful challenges is kept.

## **Credit for Military Service**

The University may grant elective credit for courses completed in military service schools and training provided such credit is baccalaureate level as recommended by the American Council on Education in “A Guide to Evaluation of Educational Experiences in the Armed Services.” Based on a review of an official transcript, elective credit may be awarded for general military training. These credit hours will be assigned provided the applicant’s duration of military service exceeded one year. Veterans must provide a certified copy of their form DD-214 or DD-2384 (separation papers) as proof of military service to the Registrar, ATTN: VA coordinator, for verification in order to receive credit.

## **Degree Check and Petition to Graduate**

A formal degree check is required of all students the semester before the expected graduation date to ensure that all degree requirements will be met. The academic advisor must submit a signed copy of the

degree checklist along with the student's written request for the degree check to the Office of the Registrar. The completed formal petition to graduate from the university must be submitted to the Registrar the semester prior to the expected date of graduation. The petition must be submitted and approved before the degree is awarded and the student is allowed to participate in the spring commencement ceremony.

### **Departmental/School Review Board**

Students may appeal grades and any other academic decisions made within the college or school in which they are enrolled. Students must document the written presentation of their appeals, to include the specific action desired. The dean of the college or school shall convene this review board, composed of faculty from the college or school. The Departmental Review Board will review student appeals and submit its decisions and recommendations to the appropriate dean of the college or school, who will notify students in writing of the decision. Students may appeal the decision of the departmental board by requesting that the dean of the college or school forward the appeal file to the Academic Review Board.

### **Directed Study**

Directed Study is designed to benefit students who show academic promise and interest in a certain discipline. Students may enroll in directed study to earn elective credit in their major fields of study. A student may enroll in directed study if the following conditions are met:

- The student is in good academic standing and currently enrolled;
- The course curriculum is under the supervision of a Haskell faculty member;
- The complete course syllabus is on file with the chair of the instructional area, the dean of the appropriate school or college, the Vice President for Academic Affairs, and the Registrar;
- The course content does not duplicate a regular course offering at Haskell;
- The college or school dean and the Vice President for Academic Affairs have both reviewed and approved the student's enrollment and credit hours to be awarded for the directed study;
- The course counts only as an elective;
- Enrollment occurs during the regular enrollment period; and
- The directed study agreement, official syllabus, and enrollment form are received by the Registrar before the last day of the add/drop period.

Directed study instruction is considered an addition to the instructor's regular workload and does not preclude regularly assigned teaching responsibilities; hence it is offered at the instructor's discretion. Students wishing to enroll in a directed study program should initiate the process with their academic advisor.

### **Disruptive Behavior**

Students are expected to conduct themselves with accountability, respect, cooperation and honesty. Disruptive, disrespectful behavior which poses a threat to the student or others may result in a dismissal from a course with a final grade of F or dismissal from the University. For appeals, see Academic Review Board.

### **Distance Education and Extension Credits**

Haskell provides course credit through cooperative agreements with other colleges and universities. Courses may be taught by means of telecast sessions or by presentations offered at specific sites outside the Haskell campus. These offerings are listed in the class timetables each semester.

### **English and Speech Requirements**

New and transfer students placed in English I are normally required to complete English I and II (ENGL 101 and 102), and either Speech Communications (COMS 131) or Public Speaking (COMS 151) by the end of the third semester of enrollment. Students who begin their English composition sequence with Basic Composition (ENGL 090), a remedial course, must maintain continuous enrollment in the sequence and must complete ENGL 102 and COMS 131 or COMS 151 by the end of their fourth semester. Students failing to meet these completion requirements are placed on academic probation and are subject to

academic suspension and eventually dismissal if they fail to satisfactorily complete the courses. Students who strongly wish to take a course lower or higher than their initial placement must sign a waiver excusing the university from any advisement responsibilities relating to their placement in English. Students may withdraw once from ENGL 101, ENGL 102, COMS 131, or COMS 151 within the prescribed time limit without being placed on academic probation.

### **Final Examinations**

Final examinations or final class meetings are required in all courses at the time and place shown in the final examination schedule in the Schedule of Classes. Any exception in time or place must have written approval of the instructor and dean. Students who find it impossible to take a final examination at the scheduled time may, with the written approval of the instructor and dean, have a special final examination administered.

### **Grade Changes**

Grades and designations of Incomplete (“I”) recorded by the Registrar at the end of a semester will not be changed except in the following cases: (1) when a letter grade is submitted to replace the Incomplete; (2) when a grade resulting from an error in computation is corrected by the instructor; (3) when an error committed in the administrative recording process is corrected by the Registrar’s office; or (4) when a student’s grade appeal has been successful. Students must initiate grade appeals for the previous semester within the first four weeks from the first day of classes the following semester. Changes, if approved, must be completed and filed with the Registrar within six weeks from the first day of classes. Student grade appeals will not normally be accepted beyond the above-indicated time frame.

### **Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**

All grades received for college credit will appear on the transcript and will be calculated in the student’s grade point average (GPA). The GPA determines academic standing. A student’s grade point average is obtained by dividing the grade points earned by the hours for which the student has registered, excluding courses from which the student has withdrawn or which the student has taken for no credit. A “semester GPA” is the average numerical value of grades earned for a semester. A “cumulative GPA” or CGPA is the average numerical value of all college-level grades earned during a student’s academic career. Academic preparation (remedial) courses — those courses with a course number less than 100 (MATH 010 Pre-algebra; MATH 011 Introduction to Algebra; ENGL 090 Basic Composition; and ENGL 099 College Reading Strategies) — are not included in the CGPA although they are counted as institutional credit for the purpose of determining full-time student status.

### **Grade Reports**

Grade reports will be sent to students at their home addresses as soon as possible after the conclusion of each semester. Students should examine these reports carefully and discuss them with their faculty advisors. Students are responsible for ensuring the accuracy of their transcript and any errors should be reported immediately to the Registrar. The Registrar will supply academic transcripts after a written request from and payment of a transcript fee by the student. Grades for summer credits will be averaged with spring semester grades for continuing students.

## Grading System

Haskell uses letter grades to evaluate academic performance in a course. Each credit hour in a course receives a numerical value corresponding to the course grade.

<b>Grades</b>	<b>Performance Level</b>	<b>Grade Points Per Credit Hour</b>
A	Superior	4.00
B	Above Average	3.00
C	Average	2.00
D	Below Average	1.00
F	Failure to meet grading standards	0.00
WF	Failure awarded administratively for defaulting in a class because of nonparticipation, absenteeism, disruptive behavior, or cheating	0.00 (calculated in GPA, equivalent to a failing grade)
<b>Other Designations</b>		
Au	Audit – Not a grade	
W	Withdrawal without academic assessment	(not calculated in GPA)
I	Incomplete	(not calculated in GPA)

## Haskell-KU Exchange Program

Through a cooperative agreement between Haskell and the University of Kansas (KU), selected courses are offered for credit from either institution to students of the other. Applications are available during pre-enrollment each semester from the Office of the Registrar. Further information can be obtained from that office or from the dean of the appropriate college or school. Students must be full-time and in good academic standing in order to participate in the Haskell-KU exchange program.

## Incomplete Course Grades

Students may request an Incomplete (“I”) when circumstances beyond their control prevent completion of requirements for a course. Students must have the consent of the instructor and must make arrangements before final grades are submitted. A contract negotiated and signed by the student, instructor, and the dean of the college or school must be completed. The completed form is submitted with the final course grades and kept on file in the student’s official records. Students must clear the Incomplete within the time frame stipulated in the contract (see Grade Changes for an “I”). If the course requirements are not completed, the Incomplete will be changed to a grade of “F” at the completion of the following semester. The designation of Incomplete on a transcript does not affect the grade point average. For appeals, see Academic Review Board.

## Internship

Students interested in internships must submit a proposal to the department in which the internship will be completed, prior to approval and enrollment. A departmental committee will review all proposals and provide students with the criteria, expectations, and requirements for the internship, including hours required and deliverables, such as a presentation or paper. Internships normally consist of 3 credits for 120 hours of work/service. Students will be allowed only one 3-credit hour internship per academic semester. Students may arrange concurrent internships during summer with permission from the departmental committee. Internships are only available to students in baccalaureate programs.

## Mathematics Requirements

Beginning students will be placed into a specified level of mathematics based on a review of their ACT scores, placement examinations, and previous mathematics coursework. Students are required to begin the mathematics sequence with the course in which they are placed. However, a beginning student may be moved to a different level at the mutual discretion of the instructor and student within the first three weeks

after instruction begins. Students who strongly wish to take a course lower or higher than their initial placement must sign a waiver excusing the university from any advisement responsibilities relating to their placement in mathematics. Students are required to remain enrolled in the mathematics sequence until satisfactory completion of their general education math requirement. Students may repeat mathematics courses a maximum of three times.

### **Official Academic Transcript**

An official transcript is one that has been received directly from the issuing institution. It must bear the college seal, date, and an appropriate signature. Transcripts that do not meet these requirements are not considered official. Facsimiles (fax) of transcripts are not official transcripts.

### **Precollege Courses**

Precollege courses include the following: MATH 010 Pre-Algebra; MATH 011 Introduction to Algebra; MATH 012 Math Fundamentals I; MATH 013 Math Fundamental II; ENGL 090; Basic Composition; and ENGL 099 College Reading Strategies. Students are not allowed to withdraw from precollege courses.

### **Program Admission for Baccalaureate Degree**

Admission is required in the following baccalaureate programs:

- Schools of Business and College of Indigenous and American Indian Studies
  - Business Administration (Bachelor of Science)
  - Indigenous and American Indian Studies (Bachelor of Arts)
- School of Education
  - Elementary Education (Bachelor of Science)
- College of Math and Science
  - Environmental Science (Bachelor of Science)

Students who return after an absence must reapply for admission to a baccalaureate program and are subject to following the program of study for the degree in effect at the time of readmission.

### **Provisional Status**

Provisional status for enrollment may be extended to students who were unable to submit complete credentials by the beginning of the semester for which they have requested admission. The Vice President for Academic Affairs must approve the student's provisional status. Students enrolled in this status must have all credentials on file in the Office of the Registrar and the Office of Admissions no later than the end of their first semester of enrollment at Haskell. In accordance with federal regulations, students on provisional status may not have any federal financial aid disbursed to them until all credentials have been received and evaluated to determine whether they meet satisfactory academic progress.

### **Readmission Review Board**

The Director of Admissions will convene an admissions board as needed to review applications for readmission to the university. Membership consists of three faculty with input from student services as necessary. The board reviews all readmission applications and recommends acceptance or denial based on both the academic and social history of applicants. Students may appeal the decision of the Readmission Review Board to the Vice President for Academic Affairs.

### **Repeating a Course**

Students may repeat for credit only those courses in which the earned grade is a D or F. All repeated course grades appear on the transcript along with the D or F previously earned. When a course is repeated, all grades earned will be shown on the transcript. Only the latest grade may satisfy part of the hour requirements for a degree, but both grades will be calculated in the cumulative GPA.

## **Residency Credit**

Residency credit is awarded for courses taken on the Haskell campus, approved off-campus courses, courses taught by approved adjunct faculty, or courses directed by Haskell faculty. Students must enroll in at least 3 credit hours at Haskell for residency credit to be granted. Residency credit allows Haskell students to enroll at the University of Kansas (KU) and pay in-state tuition.

## **Satisfactory Academic Progress**

Students are considered to be making satisfactory academic progress if they have completed the minimum number of hours that will permit them to graduate with an associate degree in 6 semesters or with a baccalaureate degree in 12 semesters. The 12-semester limit for completing a baccalaureate includes work done for an associate degree. Satisfactory academic progress for part-time students (those taking fewer than 12 hours) will be prorated accordingly. Students in baccalaureate programs requiring additional semesters may appeal to the respective departments, schools, and Academic Review Board. Student Financial Aid eligibility may be adversely impacted if a baccalaureate degree is not completed in 12 semesters.

## **Transfer Credit**

The Registrar, with assistance from academic departments, will determine the transferability of credits. Acceptable transfer course credit must carry a grade of “C” or higher (2.0 on a 4.0 scale). A written evaluation of transfer credit will be made available to students and to their advisors after they are accepted for admission. The evaluation of course credits will indicate which courses have transferred and which courses fulfill general education requirements and Haskell graduation requirements. Students who have earned credits elsewhere which do not fulfill Haskell degree requirements may take a comprehensive challenge examination or request a review by the appropriate academic department to validate that level of achievement. Transfer credits are included in the calculation of the student’s cumulative grade point average (GPA) upon graduation. Students in the associate degree program must complete 15 credit hours in residence. Students in the baccalaureate degree programs must complete 30 credit hours in residence.

### **Evaluation of Transfer Credit**

1. An evaluation of transfer credit will be completed after final and official transcripts from each institution have been received by Haskell. Upon completion, evaluation information will be sent to the student and to the student’s academic advisor.
2. All college-level courses from colleges or universities in candidacy status or accredited by any of the six regional accrediting agencies at the time the courses were taken will be accepted for transfer. Courses from unaccredited schools will not be accepted for transfer.
3. The Office of the Registrar determines whether or not the transfer work is college level, the appropriate grading and credit conversions on transfer work, and the applicability of transfer credit toward the University core requirements. However, the colleges and schools have the prerogative to substitute transfer courses for curriculum requirements.
4. College-level courses which do not have an equivalent at Haskell will be accepted as general elective credit. The college or school will determine if the transfer electives satisfy specific curriculum requirements.
5. Transfer credit is accepted as general elective credit from vocational technical institutions if the institution is regionally accredited and the courses taken apply toward an associate degree at the institution.
6. Courses granted as elective transfer credit will count toward the total number of academic credits required for a degree, but are normally not applicable toward the General Education curriculum or major requirements.

## **Transfer Students from Tribal Colleges and Universities**

Transfer students who have completed associate degrees at tribal colleges and universities, but who have not completed general education degree requirements may be admitted to Haskell on a provisional basis for two semesters. Upon successful completion of required courses, applications for admission into a baccalaureate program will be reconsidered. Students who have used up financial aid eligibility in an associates program will not be eligible for financial aid until admitted into a baccalaureate program.

## **Withdrawal from a Course or the University**

The university allows withdrawal from a course and withdrawal from the university without penalty under certain conditions. A “W,” indicating an authorized administrative withdrawal, may be sought for any number of reasons, ranging from schedule conflicts or changes in a student’s academic plan to special problems such as illness or unusual personal or family problems. The designation will be recorded on the transcript for courses from which a student has withdrawn before the end of the tenth week of the semester, or after the tenth week in exceptional cases usually involving medical problems or extreme hardship; normally an F will be recorded for withdrawals after the tenth week. Withdrawals must be completed through the Registrar. Students who default in a course without officially withdrawing from it will receive a grade of WF. For appeals, see Academic Review Board.

## **Recognition of Academic Achievement: Honors and Distinctions**

Honors and distinctions are granted to students determined by the grades in all work. Notation of the accomplishment recorded on the official transcript of the student.

### **Academic Distinction**

Academic distinction honors for graduation are based upon the following cumulative GPAs and are granted for both the associate and baccalaureate degrees.

Summa Cum Laude	3.95 to 4.00 cumulative GPA
Magna Cum Laude	3.50 to 3.94 cumulative GPA
Cum Laude	3.00 to 3.49 cumulative GPA

These academic designations are noted by the Registrar’s office on the official transcript after the degree has been conferred.

### **President’s Honor Roll**

Students who achieve a semester GPA of 4.00 in a minimum of 12 university-level credit hours and who have no incomplete grades will be placed on the President’s Honor Roll.

### **Vice President for Academic Affairs Honor Roll**

Students who achieve a semester GPA of 3.50 in a minimum of 12 university-level credit hours, who have no grade lower than a “B” and who do not have any incomplete grades will be placed on the Dean’s Honor Roll.

# **Academic Organization and Undergraduate Requirements**

## **Vice President of Academic Affairs**

**Dr. Venida Chenault**

The Office of the Vice President for Academic Affairs is committed to fostering the intellectual and personal growth of each student attending Haskell. The Vice President is charged with the management and oversight for the academic and grant programs, including the planning, organizing, coordinating, implementation and assessment of the associate and baccalaureate degree programs to ensure accreditation requirements for the University are met. The Vice President works with and directs the division through the Deans in the College of Math and Sciences, College of Humanities and Arts, School of Business and College of Indigenous and American Indian Studies, School of Education and Health, the Directors of the Academic Support Center, Office of the Registrar, and the Office of Institutional Assessment.

## **Academic Philosophy**

### **Academic Vision Statement**

The academic vision of Haskell Indian Nations University is to prepare graduates to assume positions of political, economic, intellectual, artistic and environmental leadership in tribal, regional, national and international contexts. In order to achieve Haskell's vision of being the premier national intertribal university for teaching, extension and research, the academic community is committed to assisting tribal constituents in their efforts to address social, cultural, economic, educational, and environmental development for the twenty-first century.

### **Academic Mission Statement**

To realize this vision, the academic mission of Haskell Indian Nations University is to educate students with the breadth of knowledge and the potential for intellectual, moral, and cultural growth necessary for tribal people to meet the challenges of the coming decades.

Haskell's academic community believes that such an education rests upon a strong general education program that has two necessary parts: the knowledge and practice of basic skills, which include the ability to write clearly, read critically, speak effectively, use mathematics competently, think critically and creatively, understand abstract concepts; and a knowledge and understanding of different disciplines and analytical approaches before students undertake to fulfill specific demands of their chosen fields.

As it is an intertribal university, the academic community at Haskell additionally believes that all students also need a general knowledge of American Indian/Alaska Native history, culture and philosophy, art, music, literature, and contemporary tribal issues, i.e., American Indian / Alaska Native citizenship, to understand and tell "the story of the people." The purpose of the curriculum is to enable students to pursue constructive and responsible personal and professional lives grounded in American Indian and Alaska Native cultural values and an ethical concern for all life.

The academic community further believes that in-depth education in specific fields, provided primarily in baccalaureate programs, should prepare graduates to actively participate in the development of their fields through professional service, education or research. The university emphasizes the need for graduates to honor their debts to their ancestors by either serving as role models in their tribal communities and larger society or by practicing their professions in the tribal venue.

### **General Degree Information**

Haskell's academic programs offer course work that may lead to an associate degree and/or a baccalaureate degree when all supporting documentation is presented to the university. The appropriate degree is recorded on

the student's permanent record when the supporting documentation is confirmed and verified by the college or school offering the degree in cooperation with the Registrar. Haskell Indian Nations University is the degree-granting body.

Students who are unsure of a pre-baccalaureate area or associate field of study will be given the notation of "undeclared" and listed in the liberal arts associate program until a formal declaration is made by the student. A student may transfer to another associate or baccalaureate program at Haskell as long as the requirements are met and the appropriate academic dean of the college/school approves the change.

Haskell and each academic program require specific courses to graduate.

**Elective courses** may be chosen by the student or selected from a range of alternatives prescribed by the program of study or recommended by the student's advisor to complement the required program of study. In essence, an elective course is a course outside the core courses required for a specific associate or baccalaureate degree.

**An emphasis** in an associate degree is course work chosen by the student in consultation with the student's advisor and may lead to a baccalaureate degree.

**A minor** is a specific set of courses in a subject area or academic discipline. A minor does not lead to an academic degree, but may be required by some programs. A minor differs from an emphasis area in that a minor is focused outside the student's main baccalaureate program.

Two courses regularly offered under the Office for Academic Affairs: Vision Quest and Leadership and Skill development.

### **VISQU 101 Vision Quest (1)**

This course is a series of presentations providing information about the social, cultural, health, and academic aspects of college life. This is a university requirement. All students entering the university are required to enroll in the course the first semester of attendance. Students may not drop the course. Transfer students who have completed orientation with a "C" or higher and have a GPA of 3.0 or students who hold a bachelors degree are exempt.

### **VISQU 201 Leadership and Skill Development (1)**

Leadership and skill development is a course designed to offer students an opportunity to develop their leadership and interpersonal development skills. Course topics covered will include Haskell history, academic programs, communication skills, and interpersonal skills. Students will have the opportunity to participate in leadership workshops, vision quest sessions, and orientation activities. Prerequisites: VISQU 101 or Vision Quest Coordinator permission.

### **University Education Requirements**

Haskell's general education and institutional requirements were developed to meet the vision statement and mission of the university and that of academic affairs (see above). Required courses in these areas provide the foundation for all degrees offered by Haskell Indian Nations University. Also included in the academic mission is "the telling the story of the people — the American Indians and Alaska Natives." At the associate degree level, this includes contemporary issues of American Indians /Alaska Natives (AI/AN). At the baccalaureate degree level, the basic knowledge defining Haskell's academic mission and commitment to the preservation and promotion of American Indian/Alaska Native life and cultures is expressed through selected general education courses that contain significant content in the area of AI/AN citizenship, including the area of contemporary issues. The objectives of AI/AN citizenship and contemporary issues courses are not to provide specific tribal

knowledge or to take the responsibility of teaching tribal knowledge, but to provide knowledge applicable to all indigenous citizens for the continuance of each sovereign tribal nation.

Collectively, the general education and institutional courses will provide: orientation to university academic life; physical education, health and wellness education; and a basic knowledge defining the mission of the university. The general education and institutional requirements will introduce students to the following areas to help refine basic learning skills and to establish contact with various academic disciplines, subjects, and thought processes:

- Orientation: introduction to academic, cultural, health, and social aspects of college life.
- American Indian/Alaska Native Contemporary Issues and Citizenship: understanding of cultural, educational, environmental, governmental, political, and social concerns, issues, and priorities of American Indians/Alaska Natives.
- Analytical and Quantitative Thinking: skills in the areas of abstract reasoning, symbolic manipulation, ordering, memory work, and other types of analysis.
- Communication: skills of reading and comprehension, writing, speaking, expression of ideas and listening.
- Humanities: understanding of the traditions of human thought and the importance of humanistic concerns to the daily lives of all people.
- Natural Sciences: study of the basic principles that order natural phenomena and the way these principles are applied to various fields of knowledge.
- Physical Education and Health: developing and maintaining social, mental emotional, and physical health.
- Social Sciences: understanding of human beings and their relation to the diverse structures and institutions of their environment reflected in the individual, groups, modern states, and international order.

Courses that may be used to satisfy the general education and institutional requirements are listed below. Degree plans for associate and baccalaureate degrees may select specific courses from these lists to satisfy the institutional and general education distribution requirements for a particular emphasis. Students should refer to the particular degree plan and emphasis of interest when choosing courses to satisfy the general education and institutional requirements. Note: Courses offered at the 300-400 level are restricted to students at the junior/senior levels of study.

## **Institutional Requirements**

### **Orientation**

VISQU 101 Vision Quest

### **Citizenship Requirements**

a. Courses satisfying the contemporary tribal issues requirement for the associate and baccalaureate degrees:

AIS 101 Contemporary Issues  
AIS 110 History of North American Indian Tribes  
AIS 180 Introduction to Tribal Sovereignty  
AIS 301 Native and Western View of Nature  
AIS 310 Introduction to American Indian Studies  
AIS 312 American Indian Experience in the 20th Century  
AIS 320 Environmental Protection in Indian Country  
AIS 321 Human Behavior and the American Indian Community  
AIS 340 American Indian Poetry  
AIS 341 American Indian Narratives  
AIS 342 American Indian Music  
AIS 343 American Indian Film  
AIS 344 Literature in Translation  
AIS 345 Introduction to Tribal Archives  
AIS 346 Philosophy in Indigenous Literature  
AIS 348 Law and American Indian Religious Freedoms  
AIS 350 Foundations of Indigenous Philosophy  
AIS 351 American Indian Theater History  
AIS 352 American Indian Drama  
AIS 360 Theories of Decolonization and Indigenization  
AIS 397 Internship  
AIS 402 American Indian Treaties and Agreements  
AIS 410 American Indian Literature Seminar I  
AIS 411 American Indian Literature Seminar II  
AIS 421 Community Health Social Work with Indigenous Peoples  
AIS 422 Culturally Responsive Teaching for first Nation Learners  
AIS 423 Biography of American Indian Leaders: Past and Present  
AIS 446 Introduction to Tribal Museum Management  
AIS 490 Directed Study  
AIS 497 Internship  
ART 250 Art of the Ohio and Mississippi River Valley  
ART 253 Indian Painting I  
ART 254 Indian Painting II  
ART 255 Tribal Art Forms  
BIOL 400 Ethnobiology  
BIOL 480 Plants of Kansas  
COMS 310 Traditional and Contemporary Native American Rhetoric  
EED 203 Exploring Cultural Art, Music, and Dance with Children  
ENGL 212 American Indian Literature  
LANG 101 Cherokee I  
LANG 102 Cherokee II  
LANG 110 Choctaw I  
LANG 111 Choctaw II  
SW 110 Chemical Dependency and the Native American  
THEAT 225 Introduction to American Indian Theater Performance  
TMGMT 101 Introduction to Tribal Management  
TMGMT 201 Tribal/Federal Government Relations  
TMGMT 202 Introduction to Casino Management  
TMGMT 203 Special Topics in Tribal Government  
TMGMT 300 Advanced Casino Management  
TMGMT 321 Indian Law and Legislation  
TMGMT 330 Fundamental of Tribal Sovereignty  
TMGMT 410 Tribal Resources and Economic Development

## General Education Requirements

Courses indicated with an asterisk (\*) under the following headings satisfy both the general education requirement and a citizenship requirement, simultaneously, for the baccalaureate degrees.

### Communication

ENGL 101 English I  
ENGL 102 English II  
AND  
COMS 131 Public Speaking  
OR

COMS 151 Speech Communication

### Analytic and Quantitative Thinking

6 hours to be selected from the following courses and others as later designated. Specific degrees may have additional analytic and quantitative thinking course requirements.

MATH 100 Intermediate Algebra  
MATH 101 College Algebra  
MATH 102 Liberal Arts Mathematics  
MATH 103 College Trigonometry  
MATH 104 Precalculus  
MATH 207 Statistics  
MATH 215 Applied Calculus I  
MATH 216 Applied Calculus II  
MATH 221 Calculus & Analytical Geometry I  
MATH 222 Calculus & Analytical Geometry II  
BUS 210 Business Calculus  
BUS 320 Business Statistics

### Humanities

#### a. Historical studies

\*AIS 110 History of North American Indian Tribes  
\*AIS 312 American Indian Experience in the 20th Century  
HIST 101 History of the United States Through the Civil War  
HIST 102 History of the United States Since the Civil War  
HIST 110 Western Civilization I  
HIST 112 Western Civilization II  
HIST 221 World Civilizations I  
HIST 222 World Civilizations II  
MCOM 231 Introduction to Mass Communication

#### b. Literature and the Arts

\*AIS 340 American Indian Poetry  
\*AIS 341 American Indian Narratives  
\*AIS 343 American Indian Film  
\*AIS 344 Literature in Translation  
ART 100 Art Appreciation  
\*ART 250 Native American Art History I: Protohistoric  
\*ART 251 Native American Art History II: Historic  
\*ART 255 Tribal Art Forms  
ENGL 210 Themes and Issues in Literature  
\*ENGL 212 American Indian Literature  
ENGL 311 Literature of the West  
MUS 136 Music Appreciation  
THEAT 100 Introduction to Theatre  
THEAT 203 Introduction to Dramatic Literature  
\*THEAT 225 Dramatization of Indian Literature and Legend

#### c. Philosophy and Religion

AIS 301 Native and Western Views of Nature  
AIS 346 Philosophy in Indigenous Literature  
AIS 350 Foundations of Indigenous Philosophy  
HIST 110 Western Civilization I  
HIST 112 Western Civilization II

## Natural Sciences

Courses with prefixes: ASTR, BIOL, CHEM, ENVS, GEOG, GEOL, PSCI, PHYS

## Social Sciences

### a. Culture and Society

- \*AIS 360 Theories of Decolonization and Indigenization
- GEOG 110 World Geography
- \*LANG 101 Cherokee Language I
- \*LANG 102 Cherokee Language II
- \*LANG 110 Choctaw I
- \*LANG 111 Choctaw II
- SOC 101 Introduction to Sociology
- COMS 246 Intercultural Communication
- COMS 310 Traditional and Contemporary Native American Rhetoric
- SW 110 Chemical Dependency and the Native American
- SW 201 Social Welfare and Society
- TMGMT 330 Fundamentals of Tribal Sovereignty

### b. Individual Behavior

- BUS 251 Human Relations
- PSYC 101 General Psychology
- PSYC 201 Child and Adolescent Psychology

### c. Public Affairs

- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics
- \*TMGMT 101 Introduction to Tribal Management
- \*TMGMT 201 Tribal/Federal Government Relations
- \*TMGMT 321 Indian Law and Legislation

## Physical Education and Health

### a. Activity

- HPER 101 Weight Training and Conditioning
- HPER 103 Fundamentals of Conditioning for Basketball
- HPER 104 Body Weight Control
- HPER 105 Golf and Archery
- HPER 106 Racquetball
- HPER 107 Jogging and Basketball
- HPER 108 Beginning Swimming
- HPER 109 Intermediate Swimming
- HPER 110 Advanced Swimming
- HPER 195 Fitness and Weight Management in Young Adults
- HPER 209 Life Guard Training
- Intercollegiate Athletics (requires permission of head coach)

### b. Health

- HPER 100 Personal Hygiene
- HPER 201 Personal and Community Health
- HPER 204 First Aid

## Associate Degrees

The university offers the following associate degrees: an Associate of Science degree with emphases in natural resources or natural science; an Associate of Arts in liberal arts; and associate of arts in liberal arts with emphases in art; business administration; entrepreneurial studies; health, physical education, and athletics; media arts; pre-professional education; social work; theatre; and tribal management. These associate degrees are intended to prepare students for employment in specific fields, to be used as an entry for baccalaureate work at Haskell or another four-year institution.

An associate degree is granted with the completion of the general education requirements and an additional 23 to 30 credit hours. Students may earn only one associate degree at Haskell. The student who has completed an associate degree must declare a baccalaureate program, and his or her acceptance into the baccalaureate

program must be granted by the time the associate degree is completed if the student is to continue his or her studies at the university.

### Associates Degree General Requirements

In general, a student must complete 60 to 67 credit hours to earn an associate of arts or associate of science degree. Haskell offers associate of arts degrees in: Art; Business Administration; Computer Information Systems; Entrepreneurial Studies; Health, Physical Education & Athletics; Media Arts; Pre-Professional Education; Social Work; Theatre; and Tribal Management. Associate of science degrees are offered in: Natural Resources and Natural Sciences. The general requirements for an associate degree are found in the following table. Specific degree checklists are available from the College of Math and Science, the College of Humanities and Arts, the School of Business and College of Indigenous and American Indian Studies, and the School of Education and Health.

<b>Associate of Arts / Associate of Science</b>		<b>60 to 67 credit hours (degree dependent)</b>
		<b>2.00 or 2.50 GPA (degree dependent)</b>
<b>General Education Requirements</b>		<b>31 or 37 credit hours (degree dependent)</b>
<b>Area</b>	<b>Credits</b>	<b>To be selected from</b>
<b>Orientation</b>	<b>1</b>	<b>VISQU 101 Vision Quest</b>
<b>American Indian / Alaska Native Contemporary Issues</b>	<b>3</b>	<b>1 course from approved list under Institutional Requirements</b>
<b>Analytical &amp; Quantitative Thinking</b>	<b>6</b>	<b>Two courses from the Analytical and Quantitative Thinking list under General Education Requirements. (AS Natural Science and Natural Resources requires MATH 101 College Algebra and one higher math course)</b>
<b>Communication</b>	<b>9</b>	<b>ENGL 101 English I ENGL 102 English II COMS 131 Public Speaking or COMS 151 Speech Communication</b>
<b>Humanities</b>	<b>6</b>	<b>2 courses from 2 of the 3 following topic groups: a. Historical Studies b. Literature and the Arts c. Philosophy and Religion</b>
<b>Natural Sciences</b>	<b>5</b>	<b>1 laboratory course from the Natural Sciences.</b>
<b>23 to 30 additional credit hours as departmental requirements or electives.</b>		

## **Baccalaureate Degrees**

The university offers one Bachelor of Arts and three Bachelor of Science degrees. They are American Indian Studies (B.A.), Business Administration (B.S.), Environmental Science (B.S.), and Elementary Education (B.S.). Environmental Science is offered through the College of Math and Science; Business Administration and American Indian Studies through the School of Business and College of Indigenous and American Indian Studies; and Elementary Education through the School of Education. Details about the baccalaureates and emphases associated with them may be found in subsequent sections. Tables outlining the specific degree requirements and checklists are available from the departments offering the degrees.

Students may declare a pre-baccalaureate associate program and may take courses related to their intended baccalaureate, but may not make a formal declaration of their baccalaureate program until after completing of 45 credit hours. Admission to a baccalaureate degree program is determined by application to the specific college or school offering the baccalaureate degree and should not be considered automatic. *Students must be accepted into a baccalaureate program after the completion of 70 credit hours or after having earned an associates degree to continue studying at Haskell.*

Transfer students or students applying for re-admission intending to pursue a baccalaureate degree also must first be accepted by a baccalaureate program before they will be accepted by the university. Acceptance into a baccalaureate program does not mean acceptance to the Haskell.

Baccalaureate degrees generally are granted upon completion of 120 semester credit hours of creditable college work (credit hours for the B.S. in Elementary Education may be slightly more), a final GPA of at least 2.00 (may be higher for specific baccalaureates) and completion of the university requirements, general education requirements, and specific baccalaureate requirements. Additional requirements of the baccalaureate degree are:

- At least 6 credit hours of general education requirements must be junior/senior credit hours.
- Upper division credit: total hours must include at least 40 hours of junior/senior credits.
- Maximum transfer hours or community college credit: 64 hours.
- Maximum hours in BA major field: 40 hours / Minimum hours in BA: 30 hours.
- Maximum hours in BS major field: 50 hours / Minimum hours in BS: 40 hours.
- 30 credit hours must be taken in residence at Haskell.
- Minimum 2.00 grade point average (GPA) in upper division credit hours, except where noted as a higher requirement for specific baccalaureate programs.
- Courses used to satisfy general education requirements may, at the option of the offering department, also count toward the fulfillment of requirement in a baccalaureate.
- The same course may not be used to fulfill more than one general education requirement.
- Special topics courses are not acceptable for meeting the general education requirements.
- A change in degree plan may be made at any time prior to the final semester of residence.
- Students in two emphasis programs are subject to the same academic standards and to the same policies concerning honors, probation, academic discipline, and residence requirements.
- Only one baccalaureate degree will be conferred.

## Baccalaureate General Degree Requirements

In general a student must complete 120 credit hours to earn a baccalaureate degree from Haskell Indian Nations University. A Bachelor of Arts degree is offered in American Indian Studies. Bachelor of Science degrees are offered in: Business Administration, with emphases, Management or Tribal Management; Environmental Science; and Elementary Education. The general requirements for a baccalaureate degree are found in the following table. Specific degree checklists are available from the College of Arts and Science, the School of Business and the School of Education.

<b>Baccalaureate</b>		<b>120 credit hours</b>
		<b>2.00 or 2.50 GPA (degree dependent)</b>
<b>General Education Requirements:</b>		<b>45 credit hours.</b>
<b>Area</b>	<b>Hours</b>	<b>To be selected from</b>
<b>Orientation</b>	<b>1</b>	<b>VISQ 101 Vision Quest</b>
<b>General Education Requirements:</b>		<b>44 hours. Includes 9 hours of AI/AN citizenship courses with 3 hours coming from contemporary issues and 6 hours from communications, humanities, natural sciences, social sciences or other areas as designated.</b>
<b>Communication</b>	<b>9</b>	<b>ENGL 101 English I ENGL 102 English II COMS 131 Public Speaking or COMS 151 Speech Communication</b>
<b>Analytical &amp; Quantitative Thinking</b>	<b>6</b>	<b>Two courses from the Analytical and Quantitative Thinking list under General Education Requirements.</b>
<b>Humanities</b>	<b>9</b>	<b>3 courses from 3 separate topic groups a. Historical studies b. Literature and the arts c. Philosophy and religion</b>
<b>Natural Sciences</b>	<b>8</b>	<b>2 courses from the Natural Sciences, one must be a lab course</b>
<b>Physical Education and Health</b>	<b>3</b>	<b>a. Activity course b. Health course</b>
<b>Social Sciences</b>	<b>9</b>	<b>3 courses from 3 separate topic groups a. Culture and society b. Individual behavior c. Public affairs</b>
<b>75 additional credit hours as departmental requirements or electives.</b>		

# Summary of Degrees Offered

## College of Math and Science

Associate of Science (AS)

Natural Resources

Natural Sciences

Bachelor of Science in Environmental Science

## College of Humanities and Arts

Associate of Arts (AA)

Art

Creative Writing

Liberal Arts

Literature

Speech Communication

Television Production

Theatre

Associate of Arts (AA) Social Work

Bachelor of Arts in American Indian Studies

## School of Business and College of Indigenous and American Indian Studies

Associate of Arts (AA) with the following emphases:

Business Administration

Social Work

Tribal Management

Bachelor of Arts in Indigenous and American Indian Studies

Bachelor of Science in Business Administration

## School of Education and Health

Associate of Arts (AA) Pre-professional Education

Associate of Arts (AA) Health, Physical Education, and Athletics

Bachelor of Science in Elementary Education

# College of Humanities and Arts

## Communication Studies

The Communication Studies Department seeks to develop students' communication skills and theoretical perspectives through learning experiences that will equip them to communicate verbally and visually throughout life. Courses in this department focus on the communication skills used in interpersonal, group, public, and media contexts. Due to the broad spectrum of communication contexts, the department has two major divisions, Speech and Media. The department currently offers emphases in two areas, Speech Communication and Television Production.

The mastery of speech communication skills enables students to communicate more effectively in interpersonal, intercultural, group, and public situations. Principles of communication theory provide students with a basis for understanding and analyzing the role of communication and rhetoric in society.

The departmental curriculum provides an associate of arts degree emphasis as follows:

### **Speech Communication emphasis (15 hours)**

1. Completion of COMS 131 or COMS 151 (general education requirement)
2. An additional 12 hours in the department in the following coursework:
  - COMS 226 Interpersonal Communication (3)
  - COMS 246 Intercultural Communication (3)
  - COMS 256 Working in Groups & Teams(3)
  - COMS Sophomore/Junior-Level Elective Speech Communication Course (3)

### **COMS 131 Public Speaking (3)**

Introduction to expressive and rhetorical communication, with emphasis on practice in formal speaking situations. **Prerequisite: ENGL 101 or concurrent enrollment**

### **COMS 151 Speech Communication (3)**

Introduction to human communication theory with practice in developing listening, verbal and nonverbal skills in the contexts of intrapersonal, interpersonal, group, and public communication. **Prerequisite: ENGL 101 or concurrent enrollment**

### **COMS 226 Interpersonal Communication (3)**

Because we are challenged, as never before, to create and maintain healthy relationships with others, this course focuses on the goal of increasing our interpersonal communication skills. The course will emphasize concepts, contexts, and skills with the aim of improving personal interaction in all facets of life. **Prerequisite: COMS 131 or 151**

### **COMS 246 Intercultural Communication (3)**

An examination of the theoretical and practical relationship between culture and communication behavior in a variety of communication contexts (settings), with emphasis on: cultural identity formation, belonging to multiple cultures, racism and prejudice, and intercultural communicative competence in perception, verbal and nonverbal codes. Projects and readings explore strategies for effective cross-cultural communication between and among cultural groups. **Prerequisite: COMS 131 or COMS 151**

### **COMS 256 Working in Groups and Teams (3)**

Working effectively in small groups is a crucial skill in today's workplace. Employers increasingly place more responsibility on employees to participate in the decision-making process and to solve work-related problems mainly through participation on teams or in groups. This course furnishes students with an understanding of the principles of small group communication through knowledge of core group communication concepts and processes. Group communication skills will be improved through participation in a semester-long team project. **Prerequisite: COMS 131 or COMS 151**

### **COMS 276 Persuasion and Social Influence (3)**

An examination of the theories of persuasion as they apply to everyday communication situations. The course will examine the psychological, social, cultural and the ethical considerations in persuasion and challenge students to analyze, critique, and compose persuasive messages. Research into a contemporary rhetorical issue will form the basis for semester long research and writing. **Prerequisite: COMS 131 or COMS 151**

### **COMS 310 Traditional and Contemporary Native American Rhetoric (3)**

This is a course in rhetorical analysis and criticism of traditional and contemporary Native American discourse. This course will examine predominant themes in historical and contemporary Native American oratory while gaining knowledge of and skill in both classical and indigenous rhetorical theory and criticism. In addition, the course will examine how historical context, social and political agendas, and translation impact our understanding and interpretation of Native American oratory. The course challenges students to research traditional and contemporary Native American rhetorical discourse, and perform oral presentations and/or poster sessions of their work. **Prerequisite: COMS 131 or COMS 151**

### **COMS 360 Environmental Communication (3)**

An examination of the discourse about and in response to environmental affairs. The course will examine local environmental debates, analyze the discourse in the debate, and identify potential strategies for problem solving and conflict resolution. Additional research into environmental issues affecting tribes or reservations will be the focus for individual research projects. Completion of COMS 246 (Intercultural Communication) is strongly recommended prior to enrolling in this course. **Prerequisites: COMS 131 or COMS 151 and ENGL 102**

# Media Communications

The Media Communications program is undergoing “Program Review” at this time, and television production courses are in abeyance until the future of the program has been determined. These courses introduce students to various forms of media production. Practical experience is also available and encouraged in these areas of media communications. The departmental curriculum provides an associate of arts degree emphasis in Media Communications as follows:

## Television Production (15 hours)

MCOM 113 Television Production I  
MCOM 114 Television Production II  
MCOM 121 Photography I  
MCOM 231 Introduction to Mass Communication  
MCOM 212 Television News Production  
Or  
MCOM 215 Internship

## MCOM 113 Television Production I (3)

Basic operating procedures of television production equipment: sound recording and mixing, studio and location lighting, and video editing techniques. Study of the operating characteristics, care, and maintenance of professional video equipment.

## MCOM 114 Television Production II (3)

Experience producing industrial video presentation for area civic organizations and producing a monthly program to be aired on a local channel. Students set up for location shooting and operate cameras and other equipment for sound recordings. Video footage is edited into a final product with titles and graphics developed. **Prerequisites: MCOM 113**

## MCOM 121 Photography I (3)

This is an introductory course in basic camera composition techniques, film processing, darkroom procedures, use of artificial light sources, and operation and maintenance of 35mm SLR cameras. This course has a lab component.

## MCOM 131 Digital Photography I (3)

This course is designed to acquaint the student with the advantages and disadvantages of using digitally mastered images beginning with capturing of the image and proceeding to the print stage without the loss of image quality. There will be a minimal number of digital cameras available for hourly checkout through the library. For this reason, it is recommended that the student furnish his or her own digital camera and the accompanying peripherals needed for downloading images onto the computer. Students are required to furnish their own paper to print quality images.

## MCOM 141 Introduction to Graphic Communication (3)

A study of the important roles of graphic communication in our technological society, including identification of the major processes commonly associated with the graphic communications industry and a description of the flow of products through a graphic communications facility.

## MCOM 142 Introduction to Graphic Design (3)

Application of basic design principles and theory interwoven with information about how we perceive and shape a two-dimensional surface and integrate current information trends, issues, inventions, and developments.

**MCOM 212 Television News Production (3)**

The news production class will teach students to write, edit, report and broadcast a student-run TV news show — “The Haskell Report.” Students are responsible for all reporting, producing, studio management, editing, and broadcasting of the student-produced show. **Prerequisites: MCOM 113 OR Concurrent Enrollment in MCOM 201**

**MCOM 215 Internship in TV Production (3)**

Instruction provided in this course will be given in a professional broadcast environment. Students will work with a wide variety of video production tools. **Prerequisites: MCOM 114 AND Instructor Permission**

**MCOM 223 Photography II (3)**

An advanced course in camera and darkroom manipulation, production of picture stories and essays, role of color printing, color films, color film and slide development and printing. **Prerequisite: MCOM 121**

**MCOM 231 Introduction to Mass Communication (3)**

A historical and descriptive survey of mass media for communicating public information. Students will analyze newspapers, magazines, radio, television, motion pictures, and audio recordings through various projects to see how these forms of media define our values, thoughts, and actions. **Prerequisite: ENGL 101**

**MCOM 279 Portfolio Development in Photography (3)**

Advanced photography studio with emphasis in contemporary American Indian culture and portfolio development. **Prerequisite: MCOM 223 OR Instructor Permission**

# English Composition and Literature

The function of the English curriculum is to teach students to write, read, and think effectively and critically. The curriculum emphasizes the development of writing and reading abilities. To meet this objective a variety of courses are offered, including those in composition and rhetoric, literature, science writing, film and creative writing.

The General Requirements for the Bachelor of Science Degree, Bachelor of Arts Degree, Associate of Arts Degree, and Associate of Science Degree include English 101 (English I: Composition and Rhetoric) and English 102 (English II: Composition and Literature). All students at Haskell are required to pass these two courses.

The English department also offers courses that fulfill the Humanities Distribution Requirement of all degrees, English 210 (Themes and Issues) and English 212 (American Indian Literature).

Creative writing courses fulfill elective hours for the associates degrees and lower-division elective credits for the baccalaureate degrees. English 315 Advanced Composition is an in-depth study of writing for academic and professional audiences. It fulfills an elective credit for all degree programs.

## **ENGL 90 Basic Composition (4)**

An intensive preparatory course in composing, analyzing, and revising sentences and paragraphs. Grammar and writing processes are reviewed. No college credit, institutional credit only. **Prerequisite: Placement**

## **ENGL 100 College Reading Strategies (2)**

A college-level, computer-based course in reading comprehension and writing, with attention to specialized styles of science, social science, literature, and other academic disciplines. This course is recommended for Basic Composition students. Prerequisite: None

## **ENGL 101 English I: Composition and Rhetoric (3)**

Study and practice in the writing process, with attention to: 1) principles of unity and coherence; 2) methods of development in paragraphs and essays; 3) critical reading of narration, description, exposition, and argument; and 4) analysis of tone and meaning in prose. **Prerequisite: Placement or ENGL 90.**

## **ENGL 102 English II: Composition and Literature (3)**

An examination of selected fiction, verse, and drama (optional) leading to critical analysis; continued practice in composition; and research strategies (MLA-specific). The aims of the course are twofold: to enable students to experience literature more fully, and to provide opportunities for them to express – and to sharpen – their critical awareness through discussion and writing. The course addresses two questions: how does one read imaginative literature, and what approaches and techniques are useful in analyzing it. **Prerequisite: ENGL 101**

### **ENGL 104 Beginning Honors English (3)**

A combination of the rhetorical and literary critical aims of English I and English II with a more extensive and challenging curriculum. This course introduces students to the study of selected masterpieces of world literature from a variety of genres and periods with the aim of developing critical reading and writing skills. Prerequisite: One of the following criteria must be met prior to enrollment in this course: 1) an ACT English score of at least “25”; 2) an advanced placement examination English score of “3”; or 3) adequate performance (passing or above) on a freshman honors placement examination administered by the English Department (note: to be eligible to take the honors English placement examination students must a) either have a score of between “17” and “21” on the English portion of the ACT examination and be placed in English I or b) have an advanced placement English examination score of “2”. **Prerequisite: Departmental Permission**

### **ENGL 120 Creative Writing (3)**

Instruction and work in writing poetry and short fiction, with emphasis on intention and meaning and the basic elements of both genres. This course does not fulfill a humanities general education requirement.

### **ENGL 210 Themes and Issues in Literature (3)**

Study of a major concern in several genres and various periods of literature; continued practice in composition. The purpose is to develop reading and writing abilities further and to encourage a coherent approach to significant topics and issues in imaginative literature. **Prerequisite: ENGL 102**

### **ENGL 212 American Indian Literature (3)**

Overview of several genres of both traditional and contemporary Native writings. The course reviews themes of boarding school experience, traditional beliefs, identity, and other relevant topics. Genres include poetry, fiction, film, and non-fiction prose. **Prerequisite: ENGL 102**

### **ENGL 220 Fiction Writing I (3)**

This course offers study and practice in the writing of fiction, and critical approaches to the genre. Special attention is given to employing the elements of fiction in original work and as the basis for discussion in critical work, both written and oral. The course also offers opportunity for extensive reading writing, and critical thinking. This course does not fulfill a humanities general education requirement. **Prerequisite: ENGL 120 or Instructor Permission**

### **ENGL 221 Fiction Writing II (3)**

This course continues the study and practice of fiction writing and critical approaches to the genre. **Prerequisite: ENGL 220 or Instructor Permission**

### **ENGL 222 Poetry Writing I (3)**

This course offers study and practice in the writing of poetry, with attention to form and content. The historic range of verse, from the Renaissance sonnet form to the contemporary prose poem, will be taught, as well as the joining of subject matter to appropriate form. In addition, critical reading of poetry and methods of revision will be included. This course does not fulfill a humanities general education requirement. **Prerequisite: ENGL 120 or Instructor Permission**

### **ENGL 223 Poetry Writing II (3)**

This course continues study and practice in the writing process of poetry, with attention to form and content. **Prerequisite: ENGL 222 or Instructor Permission**

**ENGL 310 Short Fiction (3)**

This course traces the development of the short story. Major authors of the past and present will be studied, as well as the structural characteristics of the genre. This is a junior- or senior-level course.

**Prerequisites: ENGL 210, ENGL 212 OR THEAT 203**

**ENGL 311 Literature of the American West (3)**

A survey of fictional writings, historical documents, inspired artwork, personal narratives, and critical essays produced by writers and authors of the American West. With selections from Mark Twain, Zane Grey, N. Scott Momaday, Sherman Alexie, and others, this course will deepen students understanding and appreciation of literature. **Prerequisites: ENGL 210, ENGL 212 OR THEAT 203**

**ENGL 315 Advanced Composition (3)**

The principles of effective composition for college and professional writing, with attention to grammar, usage, and electronic and print media research. The course provides additional practice in writing, to offer students the opportunity to order and articulate their knowledge. **Prerequisite: ENGL 102**

**ENGL 332 Writing in the Sciences (3)**

Recommended for Indigenous and American Indian Studies and Environmental Sciences majors. This course includes research methodologies in the sciences, especially environmental sciences. Advanced research and writing formats and their applications will be studied, especially in the context of the American Indian/Alaskan Native perspectives. **Prerequisite: Any 200- or 300-level English Course**

**ENGL 333 Environmental Writing (3)**

Survey of nature and environmental writers with attention to their underlying philosophies about ecology. Creative nonfiction techniques of writing about the environment, both objectively and subjectively, also are covered. **Prerequisite: Any 200- or 300-level English Course**

## Fine and Performing Arts

The fine and performing arts includes the areas of music, theatre, and art. The department offers study in the humanities, American Indian culture and the professional study in the arts. The area of music offers private instruction in music and the Haskell Band. The art area offers study in two dimensional arts, painting, drawing, photography, computer generated art and design, American Indian art history and traditional arts. The theatre department provides professional study in theatre history and dramatic literature, acting and technical theatre, and traditional American Indian theatre. The fine and performing arts studios are located across the Haskell campus in Jim Thorpe, Tam-I-Nend, Navarre, Seattle and Parker Halls. Theatre productions are presented in Hiawatha Hall. The Richard “Dick” West Gallery is housed in Seattle Hall and is the gallery and show space for campus art shows and gallery talks.

The department offers various artistic experiences through the Haskell Artists Association, Thunderbird Theatre, and Haskell Band. All students of the university are eligible to audition for the performing organizations: theatre touring and campus productions.

### Art

The Haskell art department offers a foundation in art allowing students the opportunity to explore different areas of art. The curriculum also allows students to take art as elective credit as well as serving as the basis for professional study

#### **ART 100 Art Appreciation (3)**

The course is a beginning course in the study of art with relation to the nature of art, art expressions, experiences and creativity. The course will examine the visual communication of art forms as related to cultural heritage. This course is also a foundation for developing critical thinking by observation, evaluation, interpretation, and criticism.

#### **ART 110 Drawing I (3)**

This course provides an introduction to the principles of freehand drawing, the materials and techniques for visual expression, and the expression of cultural heritage.

#### **ART 111 Drawing II (3)**

This course provides for the continued utilization of drawing principles with a focus on additional skill development in the use of value and line. There is also an emphasis on exploring the picture plane, texture, composition, and thematic development. **Prerequisite: ART 110**

#### **ART 112 Figure Drawing (3)**

This course is designed for students with some drawing experience. It provides an opportunity to draw from a live model so that students can continue to refine skills and study representation of the human form. Concentration will be on traditional naturalistic depictions of the figure with emphasis on process and conceptual aspects of drawing. Contemporary trends and expressions of the human form will be examined to promote personal expression. **Prerequisites: ART 110 and ART 111**

#### **ART 120 Design I: 2-Dimensional Design (3)**

Introduction to concepts of two-dimensional design using various media and processes including an introduction to color study. Offered every other semester.

#### **ART 121 Design II: 3-Dimensional Design (3)**

Exploration of three-dimensional design concepts in regard to space, form and vision. **Prerequisite: ART 120**

**ART 130 Painting I: Acrylic Media (3)**

Basic instruction in materials and techniques of acrylic painting. **Prerequisites: ART 110 and ART 120**

**ART 131 Painting II: Oil Media (3)**

Basic instruction in materials and techniques in oil painting. **Prerequisites: ART 110 and ART 120**

**ART 160 Ceramics I (3)**

This course presents an introduction to the art of ceramics within an overview that examines the relationship between Native American culture and potter. It will provide information regarding the properties and preparation of clay and methods for forming and firing clay. Aspects of form, design and decoration will also be presented.

**ART 161 Ceramics II (3)**

This course presents a continuation of practice experiences in the art of ceramics, providing an emphasis on wheel technique, specific examination of traditional Native American forms and firing techniques and contemporary sculptural forms. **Prerequisite: ART 160**

**ART 240 Art History I: Pre-Renaissance Art History (3)**

A survey of the history of art from the prehistoric to the renaissance.

**ART 241 Art History II: Renaissance to Modern (3)**

A survey of the history of art from the renaissance to modern times.

**ART 250 Art of the Ohio & Mississippi River Valley (3)**

History of Native American prehistoric and protohistoric art forms of the eastern United States from the Gulf of Mexico, along the Mississippi River and north through the Ohio River valley and surrounding areas. **Prerequisite: ENGL 102 or ENGL 104**

**ART 251 Protohistoric Art of the Southwest (3)**

History of Native American prehistoric and protohistoric art forms of southwestern United States (Colorado, Utah, New Mexico, Arizona). **Prerequisites: ENGL 102 or ENGL 104**

**ART 253 Indian Painting I (3)**

A beginning painting course using Native American symbols, designs and figures as subjects.

**ART 254 Indian Painting II (3)**

The second course of Indian painting with emphasis on composition, design, and artistic development. **Prerequisite: ART 253**

**ART 255 Tribal Art Forms (3)**

The history and construction of Native American tribal art forms.

**ART 270 Sculpture (3)**

Introduction to three-dimensional form through a variety of materials. **Prerequisites: ART 112, ART 121, and ART 160**

## Music

Courses in music theory, performance, and history develop appreciation and enjoyment of music and provide a foundation that allows students the opportunity to explore different areas of music. The curriculum allows students to take music as elective credit and serves as the basis for professional study. The following courses are recommended for students planning to major in music: Fundamentals of Music, Music Appreciation, Private Voice Instruction, Piano Class or Private Piano, and Haskell Band.

### **MUS 100, 101, 200, 201 Haskell Band (1)**

Instruction and performance in instrumental ensembles — concert, marching, and pep bands — designed to address needs and concerns of students who have never before performed in a band. Open to all Haskell students regardless of playing experience. Instruments provided but limited by availability. No auditions required.

### **MUS 104 Fundamentals of Music (2)**

A course in basic music theory, covering the areas of keys, key signatures, major minor scales, note value, rhythmic notation, and harmonic structure through diminished chords. The instruction includes an overview of written harmony, keyboard harmony, ear training, and sight singing.

### **MUS 110 Music Theory I (3)**

This is the first course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight-seeing and keyboard harmony. Music Theory I begins with a review of music theory fundamentals and proceeds with a linear approach to harmony through predominant harmony and tonic expansions.

**Prerequisite: MUS 104 or Instructor Permission**

### **MUS 111 Music Theory II (3)**

This is the second course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight-seeing and keyboard harmony. Music Theory II expands upon harmonic functions presented in Music Theory I with the addition of secondary dominants and voice-leading harmony. **Prerequisite: MUS 110 or Instructor Permission**

### **MUS 121, 122, 223, 224 Haskell Chorus (1)**

A performing organization open to all students. Rehearses daily and performs on campus and on tours. Popular, sacred, and traditional Indian music repertoire.

### **MUS 131 Elementary Keyboard Skills I (1)**

An introductory piano course for student with no prior experience with piano. Instruction covers basic keyboard skills, including music reading, transposition, harmonization, improvisation, and playing by ear. Also introduces basic features of the digital piano.

### **MUS 132 Elementary Keyboard Skills II (1)**

A continuation of material introduced in MUS 131. Instruction covers major scales, chord inversions, secondary triads and seventh chords. **Prerequisite: MUS 131 or Instructor Permission**

### **MUS 136 Music Appreciation (1)**

Survey of the development of music in Western civilization from medieval to contemporary times.

### **MUS 141, 142, 243, 244 Private Voice Instruction (1)**

Instruction in voice for students interested in acquiring techniques for performance.

### **MUS 210 Music Theory III (3)**

This is the third course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight-seeing and keyboard harmony. Music Theory III further develops the students' harmonic vocabulary with topics, such as form, modulation, chromatic harmony using augmented sixths and the Neapolitan sixth chord. **Prerequisite: MUS 111 or Instructor Permission**

### **MUS 211 Music Theory IV (3)**

This is the second course on a comprehensive music theory sequence involving written analysis, composition, aural skills, sight-seeing and keyboard harmony. Music Theory IV covers analytical techniques of 20th and 21st century music. Topics covered in this course will include modes and other scalar formations, set theory, serialism, and new approaches to rhythmic/metric organization. **Prerequisite: MUS 210 or Instructor Permission**

### **MUS 233 Intermediate Keyboard Skills I (1)**

An intermediate piano course focused on the development of keyboard skills, including reading, transposition, harmonization, improvisation, and playing by ear. Instruction covers all major and minor scales as well as secondary dominant harmony. **Prerequisite: MUS 132 or Instructor Permission**

### **MUS 234 Intermediate Keyboard Skills II (1)**

This course is a continuation of material introduced in MUS 233. Instruction focuses on fluency in all key centers and covers repertoire from various style periods. **Prerequisite: MUS 233 or Instructor Permission**

## **Theatre**

The theatre program introduces students to the study of dramatic literature, theatre history, and the practice of theatre art—including play production, acting, and directing. In addition to contributing to the general education of students, the program seeks to initiate the education of students planning to major in theatre while preparing for careers as theatre professionals or educators. Studying and participating in theatre provides a foundation for any pursuit demanding the fusion of practical expertise and creative intelligence. The program contributes to the development of theatre that is Native in style and form, provides a forum for the production of Native playwrights, and provides Native theatre experiences to Native and non-Native communities.

### **THEAT 100 Introduction to Theatre (3)**

Introduction to the elements of theatre and drama necessary for analysis of dramatic literature and theatrical performances, and for understanding the role of theatre in society.

### **THEAT 101, 102, 201, 202 Performing Theatre Arts (1)**

Practicum in theatre procedures and techniques through participation in theatre productions.

### **THEAT 105 Improvisation (3)**

Basic methods of extemporaneous physical and vocal expression serving as a foundation for acting technique.

### **THEAT 106 Acting I (3)**

Fundamental techniques in acting, with practice in pantomime, character creation, body language, and effective stage speech.

### **THEAT 160, 161, 190, 260, 261 Theatre Tour (2)**

Experience in all aspects of touring a theatrical production. Loading in and assembling sets, hanging and focusing lighting instruments and touring lighting board, running lights for performances, setting up sound system and running sound cues for performance, maintaining costumes, performing productions in a wide range of performance settings, and striking and loading sets, equipment, and costumes at the conclusion of performances.

**THEAT 203 Introduction to Dramatic Literature (3)**

Survey of plays from Greek theatre to contemporary theatre. **Prerequisite: ENGL 102.**

**THEAT 206 Acting II (3)**

Continued study of character creation, body language, stage speech, and pantomime with an emphasis on reinforcing basic skills and the introduction of more advanced acting techniques. **Prerequisite: THEAT 105 or THEAT 106**

**THEAT 210 Introduction to Technical Theatre (3)**

Introduction to the various stagecrafts (scene design, construction, lighting, costume and make-up) with an understanding of how these areas contribute to the total theatre experience. Practical experience is offered in basic scene design, in construction, and in the hanging and mounting of scenery and lighting instruments. **Prerequisite: THEAT 100 or Instructor Permission**

**THEAT 225 Introduction to American Indian Theatre Performance (3)**

Develops techniques for adapting American Indian/Alaska Native literature, legend, and subject matter to the stage through improvisation and script preparation.

# College of Mathematics & Natural Sciences

The mission of the College of Mathematics & Natural Sciences is to provide students with a foundation in mathematics, chemistry, biology and physics upon which each can build a reliable store of knowledge in any academic area of the university including the environmental sciences, geography and natural resources, in support of the principles of sovereignty and self-determination.

The College offers courses by the Mathematics faculty and the Natural Sciences faculty.

## Mathematics

Courses in mathematics and the placement into these courses are designed with the student in mind, to help students meet the general education requirements of the university and to integrate with the Environmental Science baccalaureate degree. Because of the distinctiveness of the discipline of mathematics, the math course selection reflects a step-wise progression so that all students are placed into courses appropriate for their achievement levels. Students who lack knowledge in the basics of algebra will have the opportunity to advance their skills in the Math Academic Preparation Program. The instructors may adjust placement in math courses in the first three weeks upon classroom assessments. See Academic Preparation Program for Math 010, Math 011 descriptions and requirements.

### **MATH 010 Pre-Algebra (3)**

Review of whole number and fraction manipulation; decimals, percent, and problem solving techniques; introduction to operations involving signed integers. **Prerequisites: Placement**

### **MATH 011 Introduction to Algebra (3)**

Manipulation of integers and through the real number system and simplification of algebraic expressions. The course will emphasize elementary linear algebra, and will include solving and graphing linear equations and inequalities. Students will learn to relate their mathematical knowledge to everyday situations whenever appropriate. **Prerequisite: Math 010 or Placement**

### **MATH 012 Individualized Math Fundamentals I (3)**

This is an open-ended, one semester course that combines pre-algebra and introduction to algebra for those students who do not need a complete review before taking intermediate algebra. There will be a review of whole number and fraction manipulation; decimals, percent, and problem solving techniques. Algebra topics include manipulation of integers, the real number system, and simplification of algebraic expressions. There will be an emphasis on elementary linear algebra, which will include solving and graphing linear equations. Students will learn to relate their mathematical knowledge to everyday situations whenever appropriate. This course is self-paced (with deadlines) and addresses individual student needs. Successful completion of pre-algebra topics is required. Successful completion of intro to algebra is possible. **Prerequisites: Placement or Referral by Math Department**

### **MATH 013 Individualized Math Fundamentals II (3)**

This is an open-ended, one semester course that combines introduction to algebra and intermediate algebra. Introduction to algebra topics include manipulation of integers, the real number system, and simplification of algebraic expressions. There will be an emphasis on elementary linear algebra, which will include solving and graphing linear equations. Intermediate algebra topics include exponents and polynomials, factoring polynomials, rational expressions, roots and radicals and quadratic equations. This course is self-paced (with deadlines) and addresses individual student needs. Successful completion of introduction to algebra topics is required. Successful completion of intermediate algebra is possible. Successful completion of the Individualized Math Fundamentals I and II sequence is considered equivalent to successful completion of math 010 and math 011, with the potential for students to additionally earn credit for math 100 under Haskell credit by exam policy. **Prerequisites: MATH 012 or Placement**

### **MATH 100 Intermediate Algebra (3)**

Algebraic properties of real numbers, linear and quadratic equations, exponents and radicals, and graphs, and systems of linear equations. **Prerequisite: MATH 011 or Placement**

### **MATH 101 College Algebra (3)**

Covers real numbers, algebraic expressions, equations and inequalities, graphs and transformations of graphs, functions and properties of functions, conic sections, exponential and logarithmic functions, and complex numbers. A Texas Instruments TI-83 graphing calculator or a TI-83 Plus is required for this course. **Prerequisite: MATH 100 or Placement**

### **MATH 102 Liberal Arts Mathematics (3)**

This course is designed for students in liberal arts programs and other fields that do not require a core of mathematics. Topics covered include introductions to logic, sets, counting and combinatorics, elementary probability and statistics, and geometry. Additional topics(s) which may be covered include introductions to finance, voting and apportionment, number systems and number theory, graph theory, exponential growth and decay, logarithmic scales, matrices and Markov chains, and linear programming. A Texas Instruments TI-83 or TI-84 graphing calculator (or equivalent) is required for this course. **Prerequisite: MATH 100 or Placement**

### **MATH 103 College Trigonometry (3)**

Covers trigonometric functions, identities, graphs, trigonometric equations, radian measure, complex numbers, polar coordinates, solving triangles and applications. High school or college plane geometry background recommended. A Texas Instruments TI-83 graphing calculator or a TI-83 Plus is required for this course. **Prerequisite: MATH 101**

### **MATH 104 Precalculus (5)**

Precalculus offers background for students who intend to major in science, technology, engineering mathematics, economics, or finance. Precalculus consists of a review of elementary algebra, the concepts of algebraic, trigonometric, logarithmic, exponential functions, applications and modeling, and analytical geometry. **Preparation for MATH 221. Prerequisite: MATH 101 and MATH 103 or an ACT math score of 23 or higher**

### **MATH 107 Math Applications (3)**

This course investigates a variety of mathematics/science applications using productivity software in a computer lab setting. Topics include types of data and graphs, descriptive statistics, functions, math modeling, and programming. The final is a simulated research project, report, and presentation. **Prerequisite: MATH 101 College Algebra**

### **MATH 207 Statistics (3)**

Descriptive measurement, elementary probability, sampling, estimation and testing, chi-square, and analysis of variance. Equivalent to statistics for social sciences at other colleges. A Texas Instruments TI-83 graphing calculator or a TI-83 Plus is required for this course. **Prerequisite: MATH 101**

### **MATH 215 Applied Calculus I (5)**

A study of single variable calculus and analytic geometry, including functions, limits, derivatives, applications of derivatives, exponential growth and decay and an introduction to integration. The course meets five days a week. A Texas Instruments TI-83 graphing calculator or a TI-83 Plus is required for this course. **Prerequisites: MATH 101 and MATH 103**

### **MATH 216 Applied Calculus II (5)**

Further study of integration techniques, approximation and application, multivariate calculus, differentiation and integration of trigonometric functions and differential equations. The course meets five days a week. A Texas Instruments TI-83 graphing calculator or a TI-83 Plus is required for this course.

**Prerequisite: MATH 215**

### **MATH 221 Calculus and Analytic Geometry I (5)**

Study of variables and functions with emphasis on the changing properties of relationships that can be described mathematically by algebraic, numeric, and graphical methods. Designed to provide students majoring in mathematics, science, computer programming, engineering and many non science fields an opportunity to begin a study of analysis. The basic underlying theory and the tools of calculus including differentiation and integration of functions are studied and used in geometric and various applied problems. A Texas Instruments TI-83 graphing calculator or a TI-83 Plus is required for this course. **Prerequisites:**

**MATH 101 and MATH 103**

### **MATH 222 Calculus and Analytic Geometry II (5)**

A continuation of Calculus and Analytic Geometry I that studies variable and functions emphasizing the dynamic properties of relationships described mathematically. Integration techniques (fundamental theorem, substitution, parts, tables and constructing anti-derivatives), second order differential equations (oscillations), growth and decay, applications, modeling, damped oscillations, numerical methods, and approximations (Riemann sums, midpoint, trapezoid, Simpson's rule, Taylor polynomials and series, and Fourier Series) are emphasized. A Texas Instruments TI-83 graphing calculator or a TI-83 Plus is required for this course. **Prerequisite: MATH 221**

## **Natural Sciences**

The mission of the Natural Sciences faculty is to provide a broad-based background that will prepare students for graduate school or a career in environmental or biological fields.

Natural Sciences include Biology, Ecology, Chemistry, Physics, Geography, Natural Resources, and Environmental Sciences. Natural science courses support two associates degrees (Natural Science, Natural Resources) and a baccalaureate degree in Environmental Science (Bachelor of Science).

## **Biological Sciences**

Biology course numbers with prefix of BIOL fulfill part a of the Natural Sciences general education requirement. Course description indicates if a lab is required. Biology courses at or above the BIOL 105 level will transfer to other colleges or universities as science credits towards a major in biology.

### **BIOL 101 General Biology (5)**

Intended for non-science majors. A one-semester introduction to the principles of biology, designed for students with little or no formal background in the biological sciences. The focus of the course is on basic biological principles and includes an overview of cell biology, genetics, evolution, organismal diversity, animal physiology, populations, and ecology. Not intended for students' expecting to major in biology or planning to enter health fields and is not applicable toward a biology major. Lecture and laboratory.

**Prerequisite: MATH 100**

### **BIOL 121 Principles of Molecular and Cellular Biology (5)**

First semester of a two-semester general biology course for science majors. This course covers fundamental principles of biochemistry, cell biology, genetics, and molecular biology. Lecture and Laboratory.

**Prerequisite: CHEM 101**

**BIOL 122 Principles of Organismal Biology (5)**

This course is for biology majors, premed students, and students planning to take additional courses in biology and covers basic plant and animal (invertebrate and vertebrate) morphology and physiology, principles of evolution, organismal diversity and phylogeny, population biology, population genetics, ecology, and behavior. Lecture and laboratory. **Prerequisite: BIOL 121**

**BIOL 210 General Zoology (5)**

The basic facts and principles of animal science, dealing with such topics as the cellular structure, sources and uses of energy, genetics and development biology, evolution, behavior and ecology of the vertebrate organism, especially man. Lecture and laboratory. **Prerequisite: BIOL 101 or equivalent**

**BIOL 220 General Botany (5)**

Introduction to the study of plants, their diversity, structure, function, and ecology. Includes the study of Native American contributions to biology and botany, including the use of plants as food and medicine. Lecture and laboratory. **Prerequisite: BIOL 101 or equivalent**

**BIOL 251 Human Anatomy & Physiology I (4)**

Study of the structural and functional relationships of the human body systems, emphasizing concepts of the regulatory processes that integrate body cells, tissues, and organs. Topics include: organization of the body; development of the tissues; the integumentary, skeletal, muscular, and nervous systems; and the senses. Students will perform selected laboratory exercises in correlation with the lecture material. **Prerequisite: BIOL 101 with a C or better**

**BIOL 252 Human Anatomy & Physiology II (4)**

Study of the structural and functional relationships and homeostatic mechanisms of various human systems in their normal physiological states. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students will perform selected laboratory exercises in correlation with the lecture material. **Prerequisite: BIOL 251 with a C or better**

**BIOL 260 Microbiology (5)**

Study of the fundamental characteristics and biology of pathogenic microorganisms; the host microbe interactions resulting in infection and infectious disease; and the principles and techniques of asepsis, disinfection, and sterilization. Lecture and laboratory. **Prerequisite: BIOL 101**

**BIOL 310 Vertebrate Zoology (4)**

Presents an overview of the major features of vertebrate animals in relation to environmental change throughout geologic time. The lecture presents a survey of vertebrate diversity with topics that cover morphology, physiology and zoogeography. Designed to introduce students to the basic facts of evolutionary biology, relationships and classification. Laboratory focuses on practical identification of specimens from the major groups of vertebrates. Lecture and laboratory. **Prerequisite: BIOL 121 and BIOL 122**

**BIOL 325 History and Diversity of Organisms (5)**

This course provides an overview of the variety and diversity of species and ancestry of life on earth. Emphasis is on coverage of: prokaryotes, protists, fungi, and animals; the principles of phylogenetic reconstruction; evolutionary trends in life history; functional morphology; and structural complexity of extant and extinct organisms. Lecture and Laboratory. **Prerequisites: BIOL 121 and BIOL 122**

### **BIOL 330 Principles of Ecology (5)**

Emphasis on understanding the inter-relationships of species and their environments, including in-depth studies of ecosystem, population, and community ecology. Examples from these areas as they relate to Native American and Alaska Native lands will be discussed. Lecture and laboratory. **Prerequisite: BIOL 121 and BIOL 122**

### **BIOL 385 Biostatistics (3)**

Biostatistics is an introduction to probability and common statistical methods used in the natural sciences. The course will cover such topics as sampling design, measures of variability, probability, hypothesis testing and use of computer statistical packages. Class emphasis will be on an applied statistical foundation, analysis of ecological data sets and interpretation and communication of statistical results. **Prerequisites: BIOL 121, BIOL 122, and MATH 215**

### **BIOL 400 Ethnobiology (5)**

Integrates Native American traditional knowledge of ecology and biology with modern Western science. One purpose of this course is to preserve the unique knowledge and varied cultural traditions relating to the life sciences that are possessed by indigenous peoples of the Americas. Lecture and laboratory. **Prerequisite: BIOL 101 or BIOL 121**

### **BIOL 405 Genetic Applications (2)**

This course introduces students to the complexities of genetic technology used in humans, animals, and plants. Both laboratory and seminar activities are incorporated to expose students to the methods of: Genotyping and Genome Analysis; Microarray Analysis; DNA Fingerprinting; Forensic DNA Analysis; Pharmacogenetics; and Ecological Genetics. Coverage will also include: genotyping of corn (*Zea mays*) and other herbaceous plants important to American Indians; and Bison (*Bison bison*) and Elk (*Cervus elaphus*) genetics related to management and conservation of tribal herds. Laboratory. **Prerequisite: BIOL 121**

### **BIOL 410 Wildlife Ecology (3)**

This course examines the ecology of North American wildlife; including population biology, biodiversity, and interactions within communities and ecosystems. The course emphasis will be on basic ecological principles, and how to apply those principles to populations and communities of wildlife, but other topics, including wildlife legislation and the threats to current biodiversity will be covered. **Prerequisite: BIOL 330**

### **BIOL 440 Comparative Vertebrate Anatomy (5)**

Structure, function, and evolution of the vertebrates with a focus on understanding major events in the history of vertebrate evolution and the integration of morphology with ecology, behavior and physiology. Overviews of major organ systems (bones, muscles, nervous, sensory and endocrine systems) and phenomena distinct to vertebrates are covered, including the water-to-land transition and tetrapod locomotion, feeding, communication, and reproduction. Detailed laboratory dissections using shark, mudpuppy and cat. Lecture and Laboratory. **Prerequisites: BIOL 121 and BIOL 122**

### **BIOL 460 Introduction to Genetics (3)**

Principles of genetic inheritance are examined with emphasis on populations, development, human genetics, and molecular processes. The course will cover natural selection and adaptation processes in populations and species and focus on the origin and mechanisms of genetic variation and the processes of co-evolution. Other topics include genetic mechanisms of development, quantitative traits, fitness, and molecular expression of the genes. **Prerequisites: BIOL 121 and BIOL 122**

### **BIOL 465 Research in Animal Behavior (2)**

Students develop and collect data on an independent research project of their choosing. Training in the methods of behavioral research precedes the initiation of the research projects. Students analyze and interpret data, and present their findings orally or in poster form, as well as in written form, at the end of class. A major emphasis is placed on an individual project and understanding and evaluating behavioral studies and the methodologies and lab techniques used to study behavior. **Prerequisites: BIOL 121, BIOL 122 and MATH 215**

### **BIOL 470 Animal Behavior (3)**

This course provides an introduction to the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis for behavior, foraging behavior, kin selection, mating systems, and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques. **Prerequisites: BIOL 121, BIOL 122 and MATH 215**

### **BIOL 480 Plants of Kansas (5)**

Plants of Kansas is an introduction to the basic principles and procedures in systematics and taxonomy, nomenclature, and classification of common and native Kansas with a special emphasis on the plant ecology of the state of Kansas; climatic, physiography, and vegetation of the central prairies and plains; poisonous, edible and medicinal plants used by indigenous peoples of the region; methods of phylogenetic systematics including the application of morphological and molecular data; and learning to identify plant families by means of classification keys and field manuals. The course will provide an overview of plant associations and communities and their adaptations found in floodplains and riverine wetlands, prairie uplands (Flint Hills, High Plains, and Smoky Hills), lowlands, playa lakes, and glaciated regions. Lecture and laboratory. **Prerequisites: BIOL 121 and BIOL 122**

## **Environmental Science**

The environmental courses are designed to provide students with a balance of technical skills as well as a broad conceptualization of math and science pertaining to environmental issues. Objectives are to provide students with the ability to interface with tribal and federal programs within the framework of American Indian/Alaska Native value systems, and to contribute to the environmental stewardship and sustainability of American Indian and Alaska Native communities.

### **ENVS 102 Environmental Issues (3)**

Exposure of students to issues within the natural environment intended to provide students basic information on environmental sustainability, common to global and therefore, tribal health. **Prerequisite: ENGL 101**

### **ENVS 310 Geologic History: A Sense of Place (3)**

This course describes the geologic history of Earth with particular emphasis on the Continental history of North America. The locations of mineral deposits, mountain ranges, lakes, rivers, rock types, soil types, and the general topography of the land will be connected to this history. The effect of the physical geography on the climates of different locations and on the fauna and flora, which exist there now and existed historically, will be studied. Connections between the geologic history and cultural, economic, and political geographies will be explored and blended together to provide a sense of place and a sense of being.

### **ENVS 320 Sustaining Watersheds (4)**

Utilizing basic geologic concepts as a backdrop, sustainable watersheds is intended to present the morphological development of watersheds, along with the natural hydrologic processes, to better understand ecological sustainability. Lecture and laboratory. **Prerequisites: ENVS 102**

### **ENVS 340 Air Quality (3)**

This course establishes the history and evolution of Earth's atmosphere, its composition and structure, the natural cycles that maintain and control the atmosphere, how man-made events affect the atmosphere, how construction affects indoor air, and discusses air quality standards and health related issues as well as legislation, policies, and treaties, such as the Clean Air Act and the Montreal Protocol. **Prerequisites: CHEM 101 or PSCI 100**

### **ENVS 360 Energy (3)**

A look at the sources and uses of energy both in the natural world and for human technology. The science of energy will be integrated into the discussion of the role of energy, sources of energy, efficiency in the use of energy, energy economics, and environmental and social impacts of the use of energy. Special emphasis will be placed on energy and its role with regard to Indian land.

### **ENVS 411 Environmental Toxicology (5)**

An interdisciplinary approach to problems related to the presence of biologically active substances and potentially hazardous synthetic chemicals in man's environment. The course covers principles of environmental chemodynamics and toxicology, basic ecological processes, such as biomagnification of hazardous substances in local and nonlocal food webs, foods we eat, nutrient and geochemical cycles, along with environmental protection laws, organic chemistry, and the effects of environmental chemicals on people and ecosystems. Topic areas include: risk assessment; toxicological assessment (epidemiology, human physiology, endocrine and immune systems, and human genetics); endocrine disruptors; pharmaceuticals; heavy metals; air pollution; pesticides, herbicides, rodenticides, and fungicides; radionuclides; chemicals used by terrorists; industrial chemicals; plasticizers; household chemicals; chemicals/drugs found in food/meat/drinking water; mining waste; and hazardous substances on tribal lands. Lecture and laboratory. **Prerequisite: CHEM 201**

### **ENVS 415 Environmental Science Seminar (1)**

A weekly seminar presenting a variety of current environmental science topics. Presenters for each session of the seminar will come from various federal, state, and tribal agencies.

### **ENVS 420 Environmental Biology Seminar (1)**

A weekly seminar presenting a variety of current environmental biology topics. Presenters for each session of the seminar will come from various universities and present their research activities.

### **ENVS 440 Integrated Rangeland Planning (3)**

An integrated ecosystem approach to practical land management decision making for environmental science concepts. Practical land management applications include domestic livestock, wildlife and/or fisheries habitat and populations, water harvesting, prescribed and wildfire and a myriad of other benefits.

### **ENVS 450 Aquatic Biology (5)**

An overview of aquatic ecosystems and their organisms. Topics include the systematics of freshwater aquatic environments (rivers, lakes, wetlands); collecting and identification of major aquatic taxa (fish, microbes, algae, aquatic insects and other aquatic invertebrates); water chemistry and biogeochemical cycles; community structure; and applied topics (acid rain, effects of pollution in aquatic systems). We will touch briefly on marine systems if time allows. Lecture and laboratory. **Prerequisites: BIOL 121 and BIOL 122**

### **ENVS 470 Environmental Microbiology (4)**

A study of environmentally significant microorganisms includes fundamental principles of microbial physiology, microbial ecology, biogeochemical cycling, and bioremediation and natural attenuation of environmental contaminants. Laboratory includes microbial culturing, sampling, and analytical techniques. Lecture and Laboratory. **Prerequisite: CHEM 201**

### **ENVS 480 Undergraduate Research (1 to 3)**

Students are required to submit a one-page summary of the research planned to their research sponsor and the chairperson of Natural Science. A detailed five- to ten-page report on the completed work must be submitted to the research sponsor and chairperson of Natural Science the Friday before final examinations. **Prerequisite:** Consent of sponsor and chairperson of Natural Science.

## **Physical Sciences**

Course offerings in the physical sciences provide opportunities for students to pursue studies in the physical sciences (chemistry, physics, geography, astronomy) that will lead to a bachelor's degree at college or university. These courses may transfer as prerequisites for degree programs requiring basic knowledge of the physical sciences.

### **ASTR 101 Astronomy (3)**

This course is an introduction to astronomy. Topics include the location and motions of Earth and their effect on what, when, and how we can view objects and events beyond earth; the structure, formation, and description of the Solar System and the objects that make up the Solar System; stellar evolution; the description of galaxies, galaxy clusters, and superclusters; and a general discussion of cosmology.

**Prerequisites: None**

### **CHEM 101 General Chemistry I (5)**

Basic principles and calculations of chemistry involving atomic theory, stoichiometry, gases, thermochemistry, atomic structure, periodic table, and bonding. Lecture and laboratory. Lecture and Laboratory. **Prerequisites:** completion or concurrent enrollment in **MATH 101 and Instructor Permission**

### **CHEM 102 General Chemistry II (5)**

Basic principles and calculations of chemistry involving solutions, equilibria, acids and bases, kinetics, thermodynamics, electrochemistry, and nuclear chemistry. Lecture and laboratory. **Prerequisite: CHEM 101**

### **CHEM 201 Organic Chemistry (3)**

A one-semester survey of organic chemistry with emphasis on nomenclature, structure, properties, reactions, and reaction mechanisms of the major groups. Groups covered are alkanes, alkenes, alkynes, aromatic compounds, alcohols, aldehydes, ketones, and carboxylic acids and their derivatives. Amines, ethers, and thiols are included briefly. **Prerequisite: completion or concurrent enrollment in Chemistry 102.**

### **CHEM 330 Biochemistry (3)**

The course introduces the major biomolecules and metabolic pathways including glycolysis, the tricarboxylic acid cycle, protein synthesis, and enzyme action. **Prerequisites: CHEM 102**

### **GEOG 104 Principles of Physical Geography (5)**

A study of components of the physical environment, their distributions, and dynamic nature, including a study of the atmosphere, landforms, soils, and vegetation together with their interrelationships and their relevance to human activity. Lecture and Laboratory.

### **GEOG 110 World Geography (3)**

A geographic survey of the eight major world regions: Anglo-American, Latin America, Europe, Euro-Asia, Middle East, Asia, Pacific, and Africa. Includes analysis of the natural environment, cultural environment, population, political status, economic development, problems and potentials.

### **GEOG 310 Introduction to Geographic Information Systems (3)**

An introduction to core GIS concepts including data input, spatial analysis, and cartographic output. Specific topics include map projections and coordinate systems, raster and vector data models, digital data sources, digitizing, attribute data, spatial analysis (buffer, overlay, query), map design and production, and GIS applications. Students will work extensively with current GIS software to address geographic problems in a laboratory environment. **Prerequisite: MATH 101**

### **GEOG 320 Applications of ArcGIS (2)**

This course will give students a significant amount of hands-on practice with the various software components of ArcGIS (ArcMap, ArcCatalog, ArcToolbox, ArcGlobe, etc.) through several tutorial and application-oriented exercises. The course is designed to complement the core GIS concepts and applications covered in GEOG 310 with a more software-oriented approach. Students will complete a final project applying GIS to a specific topic of interest. **Prerequisite: MATH 101 and GEOG 310**

### **GEOG 330 Advanced GIS and GPS (3)**

A continuation of the "Introduction to GIS" course with advanced GIS concepts. Specific topics include database design and editing, raster analysis and modeling, vector analysis and modeling, the Global Positioning System, remote sensing, customizable GIS, 3-D visualization, GIS project design and management, GIS and society, and GIS applications. Students will complete a research project applying GIS to a particular area of interest, and will present the research results to the class. **Prerequisites: GEOG 310**

### **PSCI 100 Physical Science (5)**

A general introductory laboratory course in the physical sciences which develops some of the major concepts from physics, chemistry, the earth sciences, and astronomy. Lecture and laboratory. **Prerequisite: completion of or concurrent enrollment in MATH 100**

### **PHYS 211 College Physics I (5)**

The first course in a two-course sequence in introductory physics. Units, motion in one, two, and three dimensions, rotational motion, Newton's laws, conservation laws, mechanics of solids and fluids, and waves are covered. Lecture and laboratory. **Prerequisite or co-requisite: MATH 215**

### **PHYS 212 College Physics II (5)**

The second course in a two-course sequence in introductory physics. Heat and thermodynamics, electricity and magnetism, and nuclear and atomic physics are covered. Lecture and laboratory. **Prerequisite: PHYS 211 and completion of or concurrent enrollment in MATH 216**

### **SCTEC 150 Spreadsheet Use in Science (3)**

Introduces spreadsheets as tools for deriving results from experimental data, organizing information, and for problem solving. Includes graphs, calculations, statistics and iteration. A small amount of programming and an introduction to presentation programs such as Power Point are included. **Prerequisite: MATH 101**

## **Natural Resources**

The Natural Resources emphasis at Haskell prepares students to transfer to universities that grant baccalaureate degrees in resource related fields. Such degrees prepare students to enter professional career fields such as forestry, ecology, range management, soil conservation, landscape architecture, wildlife and fisheries management, recreation and park management, and geographic information system management. Students seeking natural resources careers should select the Associate of Science degree. Students who successfully complete this degree option may be eligible for Student Career Experience Program (SCEP) appointments that provide tuition assistance and career related employment for the student's remaining course work towards a bachelor's degree.

### **NATRS 110 Forest Skills (4)**

Integrated course with land surveying, vegetation surveys, and forest measurement with emphasis on woodsmanship and field forestry skills. Lecture and laboratory. **Prerequisite: ENVS 102**

### **NATRS 201 Introduction to Soils (4)**

Fundamental chemical, physical and biological and morphological properties of soils; their formation, fertility and management. Emphasis will be on management problems and solutions. Lecture and laboratory. **Prerequisites: CHEM 101 and ENVS 102**

### **NATRS 355 Culture and Fire (3)**

A synthesis of written and oral information leading to knowledge and an understanding of (1) the importance of wildfire determining a sense of place for indigenous cultures of North America and (2) the importance those cultures placed on the use of fire. An exploration of the incorporation of wildfires used for the sustainability within cultures worldwide and the perennial affects on the flora and fauna on which the cultures depended. An Awareness of the benefits of fire is essential to understanding the total dimensions of wildfire suppression, pre-suppression and management. **Prerequisite: NATRS 210**

# School of Business and College of Indigenous and American Indian Studies

Offerings in the School of Business and College of Indigenous and American Indian Studies cover many subjects including, business, social sciences, history, literature, language, Indigenous and American Indian studies, psychology, law, mathematics, accounting, finance, and computer science.

## College of Indigenous and American Indian Studies

The focus of the Indigenous and American Indian Studies Program is to prepare Indigenous American Indian and Alaska Native students for leadership in communities and organizations that promote and protect the sovereignty and self-determination of First Nations people. The Indigenous and American Indian Studies Bachelor of Arts degree is designed to provide students with an integrated foundation of interdisciplinary knowledge and the practical skills needed to contribute to the development of Indigenous American Indian and Alaska Native communities and nations. An interdisciplinary approach is reflected in our degree program, which includes junior and senior level coursework in five thematic foundation areas. These areas include: 1) history, sovereignty, law, and government; 2) health, social wellness, and community issues; 3) language and culture acquisition and preservation; 4) literature and the arts; and 5) philosophy and religion.

The Indigenous and American Indian Studies baccalaureate degree program has identified three curricular goals for our graduates.

1. **Interdisciplinary curriculum** providing thematic foundations of knowledge in history, sovereignty, and government; health/wellness, social and community issues; language/culture acquisition and preservation; literature and fine arts; philosophy and religion; and museum/cultural center study.
2. **Emphasis on practical skills** needed for immediate service to American Indian and non-American Indian communities, i.e., advocacy, compact/contract negotiations, cultural and economic resource planning and management, grant writing, preparation of impact and needs analysis, historical research, cultural preservation and tribal management and organizational skills or for continued graduate education.
3. **Development of high level intellectual skills** in reading, writing, thinking analytically, critically and cross-culturally and communicating persuasively.

Application forms are obtained by calling the office of the Dean of the School of Business and College of Indigenous and American Indian Studies at 785-749-8402. Applications to the baccalaureate program must be received no later than April 1 for fall semester admission and October 1 for spring semester admission. Applications are also available on the Haskell website, [www.haskell.edu](http://www.haskell.edu)

Application forms must be submitted to:

School of Business and College of Indigenous and American Indian Studies  
Blue Eagle Hall  
Haskell Indian Nations University  
155 Indian Avenue, #5012  
Lawrence, Kansas 66046-4800

Admission Requirements for the Indigenous and American Indian Studies (IAIS) baccalaureate program include:

- Admitted to Haskell Indian Nations University as a degree-seeking student;
- Completion of 45 hours of Institutional and General Education requirements;
- Minimum GPA of 2.5;
- Submission of all official academic transcripts;
- Completed application;
- Two letters of recommendation (one must be from an IAIS faculty member);
- Student essay describing future professional plans and the role of a degree in AIS in accomplishing these goals.

Students will be notified in writing regarding admission status.

Costs: Students admitted to the Indigenous and American Indian Studies baccalaureate program are responsible for all fees assessed by the university (housing fees, student activity fees, book fees, lab fees, etc.). In addition, students must purchase all books and materials required for 300 – 400 level courses.

## School of Business

The School of Business offers the Bachelor of Science in Business Administration with emphases in management and tribal management. The business curriculum provides a comprehensive introduction to general principles and practices for students considering a career in management.

**Management:** The management emphasis is a traditional academic study of contemporary management practices and theories common to the management of human, financial, technical, natural, and other resources.

**Tribal Management:** The tribal management emphasis offers the student an academic study of contemporary and historical issues that impact tribal governments.

All students wishing to pursue a Bachelor of Science degree in Business Administration must first be accepted by Haskell as a degree-seeking student before applying to the business program. Applications to the business bachelor program are made directly to the School of Business. Letters of acceptance must come from both the Haskell's Office of Admissions and the School of Business. Application forms are available from:

School of Business and College of Indigenous and American Indian Studies

Blue Eagle Hall

Haskell Indian Nations University

155 Indian Avenue, #5012

Lawrence, Kansas 66046-4800

Applicants must satisfy the following to be considered for admission to the Bachelor of Science degree program in Business Administration student:

1. Be admitted to Haskell Indian Nations University as a degree-seeking student. This requirement applies to continuing Haskell students, readmitted students, and transfer students.
2. Completion of a minimum of 45 semester credit hours of university credit. Normally an AA degree, or equivalent, satisfies this requirement.
3. Have a minimum cumulative GPA of 2.50.
4. Completion of College Algebra or a higher-level Math course with a grade of "C" or better.
5. Completion of application portfolio materials submitted to the School of Business in a 9 x 12 envelope:  
1) Application form; 2) Resume with two reference letters; and 3) All official transcripts. (Application forms are available from the School of Business and College of Indigenous and American Indian Studies.)
6. Once a completed application portfolio has been submitted and reviewed by the School of Business, a preliminary interview may be requested.

## **Application deadlines and notification**

The School of Business must receive applications by February 1, for fall admission, and October 1, for spring admission. Students are notified in writing of their admission status. If the student is accepted into the program, the School of Business will notify the Office of Admissions, Office of the Registrar, and Financial Aid Office of the student's acceptance into the Business Administration baccalaureate. Students who wish to appeal their admission status must submit a letter of request within two weeks of notification to the Vice President of Academic Affairs.

## **Graduation Requirement**

To be eligible to graduate with a business baccalaureate degree students must have completed all emphasis area courses with a grade of "C" or better. Students are required to maintain a 2.00 GPA for continued study and graduation. Failure to maintain the minimum grade point average may result in dismissal from the baccalaureate program in the School of Business. Failure to maintain academic integrity standards may result in dismissal from the School of Business Baccalaureate program in addition to any consequences prescribed by the faculty teaching the course(s).

## **Associate of Arts with a Business Emphasis**

The School of Business also offers two areas of emphasis in business for the Associate of Arts degree: business administration and tribal management. Students seeking a baccalaureate degree in business at Haskell may initially enroll in an Associates of Art degree program and later apply to the baccalaureate degree program.

**Business Administration:** The business administration curriculum provides a combination of courses that help prepare students for success in the fields of business. These courses also prepare students for economics, finance, and real property management.

**Tribal Management:** The tribal management program at Haskell offers a unique academic program for students seriously considering working for an American Indian tribe or some federal, state, or local entity whose main clientele are American Indians.

## **Courses**

Students must complete any listed prerequisites before enrolling in a course. For courses with co-requisites, students must either be concurrently enrolled in the course or have successfully completed the co-requisite before enrolling in a course. Unless otherwise noted, the course description indicates whether a course fulfills a general education requirement. The course description indicates if a lab is required. For the prerequisite "permission of instructor," students must get approval from the instructor of that class or course section before enrolling in the course.

## **AIS 101 Contemporary Issues of the American Indian (3)**

An overview of current and historical issues, which have resulted in policies and regulations affecting American Indians and Alaska Natives. The issues include: education, treaties, sovereignty and self-determination, religions, natural resources, legislation, jurisdiction, reservation and/or urban status, federal trust relationship, tribal economics and enterprises, American Indian policy, federal recognition, and current issues both regional and local.

### **AIS 110 History of North American Indian Tribes (3)**

Introductory survey of the origin, evolution, and distribution of Indians throughout North America, location of tribes in historic times, their relationships to one another, and their responses to white penetration of the continent. Emphasis on American Indian leadership and major contributions of American Indian people to American society.

### **AIS 180 Introduction to Tribal Sovereignty (1)**

The purpose of this course is to introduce you to the basic principles underlying the sovereignty of the indigenous nations located within the United States. Through an examination of the threats to sovereignty and the ways in which sovereignty is affected by the various aspects of native life, it is intended that you gain a greater appreciation of the difficulties of maintaining a distinct indigenous existence. Foremost, this course is designed to develop your leadership skills in ensuring the survival of your people and of indigenous peoples generally.

### **AIS 301 Native and Western Views of Nature (3)**

Native and Western Views of Nature examines the convergences and divergences between Western and Indigenous North American perceptions, attitudes and practices with respect to the natural world. The course consists of a comparative examination of the institution of modern Western Science and what scholars today recognize as traditional ecological or environmental knowledge (TEK). The course suggests that some viable and reliable knowledge can be gained by serious examination of the practices and methods of knowledge acquisition of native peoples. It also suggests Native peoples may be less at odds with some developments in contemporary Western science, than Western scientists trained a generation or two ago. **Prerequisite: BIOL 101 or equivalent**

### **AIS 310 Introduction to American Indian Studies (3)**

In this course, students are introduced to the intellectual, thematic, and historical foundations of the American Indian Studies (AIS) discipline through the rigorous study of the AIS histories, analysis of the standard conventions of the discipline, and the close examination of the contemporary issues faced by AIS practitioners, scholars, and intellectuals. In addition, the course utilizes AIS materials and resources to promote written and oral communication skills, proficiency in critical thinking, and the application of ethical literacy. Students will increase their knowledge, understanding, and envisioning of how AIS can contribute to the survival, strengthening, self-and community-sufficiency, and mutual support of Tribal Nations and Indigenous Peoples with tribal and non-tribal environments. **Prerequisite: Acceptance into the AIS program**

### **AIS 312 American Indian Experience in the 20th Century (3)**

A sophomore/junior level course providing students with the opportunity to experience history as told by American Indian elders representing diverse geographic regions and tribal traditions. This course provides for an extended study of American Indians in the twentieth century using a “contextualized chronology” approach in which a rigorous analysis of early 20th century government policy and history is paralleled with oral history interviews from the Haskell Indian Nations Oral History Project. **Prerequisite: AIS 110**

### **AIS 320 Environmental Protection in Indian Country (3)**

Examines the nature and scope of tribal sovereignty and the interplay between tribal sovereignty, environmental protection, and tribal culture. Criteria to consider when developing tribal environmental protection programs and key environmental issues facing tribes will be studied throughout the semester. **Prerequisite: Acceptance into the AIS program**

### **AIS 321 Human Behavior and the American Indian Community (3)**

Course examines human behavior issues within American Indian communities using a social system approach. The course will provide students with a frame of reference for understanding the effect of social, political and cultural dynamics on the behavior of Indigenous people and the overall functioning of social structures within First Nations communities. This course will increase student's understanding of human behavior and provide a base for effective social work practice. **Prerequisites: SW 101, SW 110, or SW 201**

### **AIS 322 Introduction to Research Methods in American Indian Studies (3)**

This introductory course on research examines trends and histories of research and assists students in enhancing their critical and ethical literacy skills through the close examination of the diverse range of methods and issues involved in selecting research methodologies appropriate to individual and community goals and projects. In addition, this course helps students clearly articulate and justify the research methodologies that they adopt and practice to fulfill objectives for a research project that they develop in consultation with the instructor. As students gain experience in examining and developing research projects which are ethical, rigorous, and well-focused, they will increase their critical capabilities as practitioners and/or scholars of American Indian and Indigenous issues. **Prerequisite: Acceptance into the AIS program**

### **AIS 331 Records Management I (3)**

This course is designed for students to learn to develop and manage office Records as well as personal and school files. Methods for developing and controlling an office records management program will be discussed. Selection of equipment for active and inactive records will be covered along with procedures for document, card and special records; mechanized and automated records; and records storage, retention, and transfer. Upon successful completion of the course, the student should be able to file documents using alphabetic, subject, and geographic filing systems utilizing requisition, charge-out and transfer procedures in addition to managing the basics of a database program. The course will cover the identification of evaluation methods and standards for both staff and programs in a records management setting.

**Prerequisite: Sophomores and higher or Instructor Permission**

### **AIS 332 Records Management II (3)**

The course includes examination and in-depth discussion of the history of Indian records and how they have been managed since the government started keeping written records of Indian-government relations. Various activities will be included in presenting the information. Some hands-on activities will be used for learning and reinforcing basic records creation and management skills. **Prerequisite: Records Management I**

### **AIS 340 American Indian Poetry (3)**

A junior/senior-level class exploring the continuity between traditional verse forms (traditional songs and ceremonies; narrative verse) and contemporary songs and poetry (peyote songs, literary poetry). Students will become familiar with major contemporary American Indian poets and their themes. Attention will be paid to bi-lingual poets such as Ray Young Bear, Luci Tapahonso and L. Henson. Continuity of cultural traditions will be looked at in the work of American Indian writers, both in the context of American Indian communities and of mainstream literary publications. The course will include analysis of British poetics and its influence on the hybridized forms of contemporary writers, as well as tribal traditions.

**Prerequisites: Junior/Senior level standing and ENGL 212**

### **AIS 341 American Indian Narratives (3)**

Explores the continuity between traditional oral narratives and literary prose, including novels, short fiction, essays and memoirs. Themes such as twins, geographic sites, renewal, healing and elements of nature will be followed through a variety of histories and genres, including film. Attention will be paid to the author-function as it shifts from members of an oral tradition to specific writers of contemporary texts. **Prerequisites: Junior/Senior level standing and ENGL 212**

### **AIS 342 American Indian Music (3)**

Survey of the development of American Indian music from 1890 to contemporary times. **Prerequisite: AIS 310**

### **AIS 343 American Indian Film (3)**

Film has become an important medium for literature in the Twentieth Century. This course surveys images of American Indians and Alaska Natives in film. Critical analysis of social roles of Indian characters will be included as well as literary critique of plot, character development, setting, and imagery. Techniques of the film director will also be considered in shaping the impact of each film. **Prerequisites: Junior/Senior level standing, ENGL 210 or ENGL 212**

### **AIS 344 American Indian Literature in Translation (3)**

Cross-disciplinary study of language, literature, and translation issues. Alternative forms of literacy are considered, including winter counts, pictographic ledger book narratives, and visual sign systems. **Prerequisites: Junior/Senior level standing, ENGL 210 or ENGL 212 or THEAT 203**

### **AIS 345 Introduction to Tribal Archives (3)**

This course is an introduction to archives and the profession of archiving materials and artifacts. Included also are a study of the history of archive collections, a study of the proper handling, display, and description of artifacts, and how to properly store and transport artifacts. The class will specifically address the needs of tribal cultural archives consisting of records, photographs, oral histories, maps, recordings and physical artifacts. Emphasis is placed on the need to house artifacts in a local community with greater tribal control over research and study. **Prerequisite: AIS 310**

### **AIS/E 346 (3)**

Readings of Indigenous American biographies and other literary works with emphasis on underlying philosophies; discussion of how Native thought relates to literary critical theory and European categories of philosophy. **Prerequisite: ENGL 210 or 212**

### **AIS 348 Law and American Indian Religious Freedoms (3)**

This course examines the impact of federal laws and policies and U. S. Supreme court decisions on the sacred ways of life of American Indian tribal groups. It also examines the legislative and legal history of the First Amendment's "Free Exercise" clause and "Establishment" clause as they apply to American Indian Religious Freedoms. Topics covered will include sacred lands, sacred practices, NAGPRA and repatriation, and environmental colonialism, from the first perspective of legal guarantees under the First Amendment as well as under Treaties. **Prerequisite: Junior/Senior level standing**

### **AIS 350 Foundations of Indigenous Philosophy (3)**

Introduces the philosophies of specific Meso-American and North American indigenous peoples. The relationship of the land and culture and its connection to indigenous worldviews will be explored. Specific cultures of the Huron, Iroquois, Maya and the mound builders will be examined. **Prerequisites: AIS 310, HIST 110 or HIST 112 or HIST or HIST 222 or completion of a third English course**

### **AIS 351 American Indian Theatre History (3)**

An historical overview of American Indian and Alaska Native theatre history based on articles and interviews by American Indian and Alaska Native theatre scholars, artists and practitioners. **Prerequisites: Junior/Senior level standing, THEAT 203 or ENGL 212**

### **AIS 352 American Indian Drama (3)**

Survey of plays from contemporary American Indian / Alaska Native playwrights. **Prerequisites: Junior/Senior level standing, ENGL 102 or ENGL 212**

### **AIS 360 Theories of Decolonization and Indigenization (3)**

This course introduces and examines colonization, decolonization, and Indigenization through exploring their respective, yet overlapping, theories, and philosophies. The major purposes of this course are (1) to increase understanding of the colonization, decolonization, and Indigenization historical and contemporary matrixes affecting Indigenous Peoples, communities, and nations within and outside of the geopolitical borders of the United States and (2) to promote awareness of American Indian studies as a strategic solution to the perennial challenges of colonization that Indigenous Peoples confront locally and globally. This course fulfills the following general education requirements: philosophy and religion; culture and society; and public affairs. **Prerequisite: Junior/Senior level standing**

### **AIS 397 Internship (3) (See Academic Policies)**

The student should contact the faculty person of charge of internships before enrollment. **Prerequisites: Acceptance into the AIS Program and Instructor Permission**

### **AIS 402 American Indian Treaties and Agreements (3)**

A senior-level course introducing students to the scholarship of examining American Indian Treaties and Agreements through cross disciplinary approaches, including law, written and oral history, and geography. The specific nature of various First Nations' documents as well as the importance of these treaties in both national and international law today will be examined. **Prerequisites: AIS 310 and Junior/Senior level standing**

### **AIS 410 American Indian Literature Seminar I (3)**

A senior level class in a selected American Indian literary topic, genre, time period, or author(s). The course focus will change from semester to semester, and the course may be repeated for credit as AIS/ENGL 411. The seminar allows for in-depth exploration of a single topic, such as the oral tradition; or a genre, such as autobiography; or a historic time period, such as pre-contact literature; or a significant author or related group of authors, such as Leslie Marmon Silko and Southwest writers of the 1980's. Students will be expected to participate as readers, as researchers, and also as presenters. A substantial research project from each student will be presented and critiqued within the forum of the seminar. **Prerequisites: Junior/Senior level standing and a 300-level AIS class**

### **AIS 411 American Indian Literature Seminar II (3)**

A senior-level seminar class in American Indian literature. Students may repeat AIS 410 for credit using this number. **Prerequisite: AIS 410**

### **AIS 421 Community Health Social Work with Indigenous Peoples (3)**

This course offers a broad and in-depth examination of critical, social, cultural and political variables important to improving the health of First Nations Peoples and their communities. These variables are presented within macro, mezzo, and micro frameworks and are linked to strengthening traditional culture, empowering the community, and contending with historical and contemporary oppression. A major goal of the course will be (1) to assist students to become familiar with how various critical variables affect the well being of First Nations and (2) how to employ various radically progressive social work approaches to decolonize and empower First Nations communities. **Prerequisite: AIS 321**

### **AIS 422 Culturally Responsive Teaching for first Nation Learners (3)**

This course will examine the contemporary educational and social issues facing First Nations communities. Through reading, discussions, guest lectures, videos, internet chats, individual and group research, students will discuss a range of issues including educational reform, community organizing, healthcare, alcohol/substance abuse, the breakdown of traditional families, and culturally responsive teaching and learning for the Seventh Generation. Students will examine the role education has played as an instrument of oppression and how Indigenous people have restructured educational systems to reclaim their cultural identities and to empower themselves politically. A wide range of “critical thinking” topics will be presented including culturally responsive teaching and learning, cultural identity-based education, intergenerational/holistic curriculum development, falsification of scholarship, genocide/colonization/resistance, how people get power, community organizing/publishing, and multiracial students. **Prerequisites: AIS 310 and Junior/Senior level standing**

### **AIS 423 Biography of American Indian Leaders: Past and Present (3)**

This course will address American Indian leadership issues both past and present. We will seek to clarify and understand the motivations that inspired or forced tribal members to assume leadership roles in tribal communities. We will analyze and compare the social, cultural, and political (economic) differences between the European views of cultural management as compared with how the many tribes viewed life. We will review the conditions and consequences of abrupt social and cultural change and the impact this change brought for Indian people. Sometimes tribes sought to negotiate a peaceful relationship to avoid warfare, other times, warfare became the first option to force a more amenable negotiation. **Prerequisites: AIS 101, AIS 110, and AIS 312**

### **AIS 446 Introduction to Tribal Museum Management (3)**

An introduction to the basics of the museum profession, including museum administration, professional positions within a museum, a discussion of the various types and histories of museums that exist, and issues museums must deal with such as multi-culturalism and interpretation through exhibits and public education programs; as well as museum security and disaster planning. This course will focus on developing a community-base model for native museum that will include oral histories, traditional care of sacred and ceremonial objects, providing elder access to sacred and ceremonial objects, educating the public about living native culture. **Prerequisites: AIS 310 and Junior/Senior level standing**

### **AIS 490 Directed Study (3) (See Academic Policies)**

The Directed Studies course makes it possible for one or more students to work under the supervision of a faculty member on a research project of mutual interest. The course should not duplicate material covered in other AIS classes and should contain original scholarship and research. A student should contact the appropriate faculty member well before enrollment to work out the details of the research. **Prerequisite: Instructor Permission**

### **AIS 497 Internship (3) (See Academic Policies)**

The student should contact the AIS faculty member in charge of Internships before enrolling in this course. **Prerequisite: Instructor Permission**

## **Business**

### **ACCT 201 Principles of Accounting I (3)**

A study of the concepts of accounting, theories of accounting valuation, and their effect on management decisions; meaning of financial data; and interpretation and use of accounting-produced financial data as a basis for management decisions. **Prerequisites: MATH 101 and ENGL 101**

### **ACCT 202 Principles of Accounting II (3)**

A continuation of the study of financial accounting through the investigation of partnership and corporate capital structures and related reporting requirements. This course develops a framework for presenting cash flow statements and utilizes traditional financial analysis tools in management decision-making processes. The course also provides students with an introduction to the principles of accounting in manufacturing. **Prerequisite: ACCT 201**

### **ACCT 301 Managerial Accounting (3)**

This course is the study of an accountant's role in an organization and of the manager's decisions based on cost accounting systems. Topics include planning and control, cost-volume-profit relationships, job-, process- and activity-based -costing, standard costs, relevant costs, capital budgeting, and master and flexible budgets. **Prerequisites: ACCT 201 and ACCT 202**

### **BUS 103 Introduction to Entrepreneurship (3)**

This introductory course explores the entrepreneurial spirit in the emergence of businesses that have impacted our society, as well as providing students an opportunity to learn what it takes to be an entrepreneur. An introductory look at the management skill necessary to operate a business will also be covered. Students will learn how to create and evaluate an actual business idea and market opportunity by developing a Feasibility Plan of their proposed venture.

### **BUS 104 Starting a Small Business (3)**

The objective of the second course in the Entrepreneurship degree program is to give students the foundation with which to start their own businesses. Once the students have analyzed their business idea, entrepreneurial development concepts are introduced, and the development of the organization is covered. The culmination of the course will be the development of and presentation of an individual or team Business Plan. **Prerequisite: BUS 103**

### **BUS 111 Introduction to Business (3)**

Offers a comprehensive overview of modern business philosophy, principles, practice, and structure. Contemporary reading and decision-making exercises are included. Subjects covered include the business and economic system, forms of business ownership, managing a business, products and services, financial operations including the stock market and insurance, accounting systems and international trade.

### **BUS 210 Business Calculus (5)**

This course is for students who require a single semester of applied calculus. The student will study and demonstrate knowledge and understanding of simple techniques of differential and integral calculus and their applications to business and economics. Topics will be approached using the "rule of four" (algebraically, numerically, graphically, words). This course satisfies the general education analytic & quantitative thinking requirement. **Prerequisite: MATH 101**

### **BUS 212 Entrepreneurship Internship/Practicum (3)**

This course is designed to give the student hands-on experience in applying knowledge to a real business situation and is to be taken after completing BUS 103 and BUS 104. An individual student or a team of 2 students will participate in an entrepreneurial project to be finished during the semester. An ideal project would be the start-up of an actual business based either on a business plan developed during the Starting a Small Business course or a plan someone else conceived. Other projects will be evaluated on an individual basis. **Prerequisite: BUS 104**

**BUS 221 Doing Business in Native Communities (3)**

This third course is a unique offering for the Haskell entrepreneurship degree and is ideal for the student who will be returning to a reservation environment. It emerges from the unique legal and economic issues facing business formation and growth in reservation communities. Issues such as marketing, taxation, financial contracting, political and sovereignty issues will be covered along with potential available resources. **Prerequisite: BUS 104**

**BUS 232 Business/Technical Writing (3)**

Provides an opportunity to improve written business and technical writing. Practice will be given in creating letters, proposals, memorandums, and related technical documents. **Prerequisites: ENGL 101, CIS 250, and ENGL 102**

**BUS 251 Human Relations (3)**

An application of principles and concepts of the behavioral sciences to work life relationships and the solutions of interpersonal conflicts at work. Subjects to be covered include self esteem, teamwork, interpersonal communication, and organizational effectiveness.

**BUS 301 Legal Environment of Business I (3)**

This introduces students to the law and its sources, business ethics and corporate social responsibility, contract and tort law, and other general legal principles applicable in a business environment. **Prerequisite: Junior / Senior level standing**

**BUS 311 Legal Environment of Business II (3)**

This course interfaces with materials covered in Legal Environment of Business I. The student will learn to integrate laws and regulations with their knowledge of business management and practices. Emphasis will be placed on commercial transactions, including secured transactions in native communities. Students will learn to analyze marketing strategies and legal risk in Indian, nation, and global business environments. **Prerequisite: BUS 301**

**BUS 320 Business Statistics (4)**

An introduction to statistical inference techniques with emphasis on the application of these techniques to decision-making in a firm. Topics include probability theory, random variables, probability distribution functions, estimation, test of hypothesis, regression, correlation, and introduction to statistical process control. This course satisfies the general education analytic and quantitative thinking requirement.

**Prerequisite: BUS 210**

**BUS 321 Principles of Marketing (3)**

In-depth study and research of the basic principles underlying marketing practices in the modern business environment. **Prerequisites: ACCT 201, ACCT 202, AND MGMT 301**

**BUS 401 Financial Management (3)**

This course consists of the analysis of problems relating to estimating the financial needs of an enterprise and to evaluating the alternative means of providing and utilizing both temporary and permanent capital. The relationship of current financial decisions with financial policy is analyzed from the viewpoint of management and the stockholder. **Prerequisite: BUS 320**

**BUS 411 International Business (3)**

A study of the legal, financial, marketing, cultural policies, and governmental structures found in operating multi-nation corporations (businesses) in an international (global) environment. Topics explored will be international trade, foreign investment, marketing in a global market, the process of internationalizing business, selecting the business model for your export business, and government intervention.

**Prerequisites: BUS 321 AND BUS 311**

**BUS 451 Business Policy (3)**

This course is a study of strategy and a framework for evaluating case studies as a capstone course for graduating business students. This course will allow students to use their knowledge base to evaluate case studies and expand their capacity and capability to make right strategic decisions and actions in creating and maintaining a sustainable competitive advantage for any organization. **Prerequisite: BUS 401**

**BUS 495 Internship (1-3) (See Academic Policies)**

The student should contact the Business faculty member in charge of Internships before enrolling in this course. **Prerequisite: Instructor Permission**

**CIS 102 Introduction to Information Processing (3)**

This course will develop the student's basic knowledge of current Microsoft office application software. The students will learn proper procedures for creating documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. Software applications include Word, Excel, Access, and PowerPoint presentation graphics. **Prerequisite: ENGL 101 or Instructor Permission**

**CIS 250 Advanced Business Applications for Microcomputers (3)**

This course will extend the student's basic knowledge of current Microsoft office application software. The students will learn proper procedures for creating more advanced documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. Software applications include advanced applications in Word, Excel, Access, and PowerPoint presentation graphics. **Prerequisite: CIS 102**

**ECON 201 Principles of Microeconomics (3)**

This course provides an overview of the role of markets and prices in the allocation and distribution of goods and services. Economics is the study of how society allocates scarce resources. Microeconomics is the study of the behavior of households and firms, whose collective decisions determine how resources are allocated in a free market economy. This course will introduce the analytical tools of microeconomics and provide an understanding of how they apply in "real" world situations. **Prerequisite: MATH 101**

**ECON 202 Principles of Macroeconomics (3)**

This course is an introduction to the study of the economy as a whole and provides an analysis of the structure and functioning of the national economy. Issues covered include the analysis of national income determination, inflation and unemployment, banking, monetary and fiscal policy, and aggregate economic growth, from a variety of macroeconomic perspectives. **Prerequisite: MATH 101**

### **MGMT 301 Management and Organizational Behavior (3)**

This course serves as an introduction to the study of individual and group behavior within the context of an organization in order to develop the student's potential for becoming an effective organization member and manager of people. Experiential learning methods are utilized to actively involve the student. A wide variety of topics and theories may be covered to include motivation, leadership, ethics, job design, group dynamics, and formal organizational structure and process. **Prerequisites: BUS 251 or PSYC 101 or SOC 101 and Junior level standing**

### **MGMT 311 Human Resources Management (3)**

This course introduces students to the process of personnel selection (hiring and training of employees), testing, and employment practices in business management. It also includes modern methods of selection and assessment of employees, solving personnel problems, and applying management principles to the work place. **Prerequisite: Junior level standing**

### **MGMT 401 Production and Operations Management (3)**

This course examines operations and production strategy in manufacturing, service, and public organizations. Themes include the relation between productivity and competitiveness, and the role of operations in acquiring competitive advantage by adding value through productivity, quality, flexibility, timeliness, and technology. This course will introduce quantitative methods to support business decision processes. **Prerequisites: ECON 200, ACCT 202, CIS 250, BUS 320, and MGMT 301**

### **TMGMT 101 Introduction to Tribal Management (3)**

This course provides an overview of the various roles of tribal management and government structures relative to the unique Native environment of culture, tradition, and economic reality. Topics include the planning process; tribal and federal structure and programs affecting Native communities; Indian law and legislation; unique tribal cultures and traditions; the study of control and managing change and organization development; the political policy making body of tribal government and the tribal judicial system; and economic variables affecting tribal management and development.

### **TMGMT 201 Tribal/Federal Government Relations (3)**

This course presents an overview of the federal government, Indian Nation governments, the nature of the federal trust responsibility to Indian nations, and the impact of the three branches of federal government on Indian nations and their sovereignty. **Prerequisite: ENGL 101**

### **TMGMT 202 Introduction to Casino Management (3)**

Overview of the casino: practices and problems associated with casino management, including staffing, security, control, and gaming device management.

### **TMGMT 203 Special Topics in Tribal Government (3)**

Current events in Indian Country as a source of study in understanding what Indian tribes are all about; their people, government, and the relationship with the United States Government. **Prerequisite: Instructor Permission**

### **TMGMT 242 Indian Real Estate and Land Management Practices (3)**

Covers real estate principles and practices as they relate to Indian land title and land use. Among the topics covered are land description and appraisal, acquisition and disposal, environmental issues, estate planning, and leasing. Students completing realty course work may be eligible to apply for employment in real estate services with the public or private sector and tribal employers. **Prerequisite: Instructor Permission**

### **TMGMT 300 Advanced Casino Management (3)**

Advanced study of managing a tribal casino. Course will involve bring practical application of textbook theory into the classroom through lecture by practicing managers of various tribal casino gaming operations. **Prerequisite: TMGMT 202**

### **TMGMT 321 Indian Law and Legislation (3)**

Students are introduced to federal Indian policy through United States Supreme Court decisions and federal laws that affect American Indian nations and individuals. Students study federal case law that both recognizes and impairs Indian Nation sovereignty. **Prerequisites: Junior level standing, TMGMT 201, TMGMT 220 or AIS 101 or Instructor Permission**

### **TMGMT 330 Fundamentals of Tribal Sovereignty (3)**

The purpose of this course is to introduce students to the basic principles underlying the sovereignty of Indian Nations and Tribes. Through an examination of the threats to sovereignty and the ways in which sovereignty is affected by various aspects of tribal life, it is intended that the student gain a greater appreciation of the fragile nature of tribal existence. **Prerequisite: Instructor Permission**

### **TMGMT 410 Tribal Resources and Economic Development (3)**

This course is designed as a practical application to enhance the students' analytic and decision-making skills in the context of current economic issues confronting their tribe and the larger Indian society. Students will analyze and study the traditional economic systems of their specific tribes and the broader group of indigenous people in order to compare modern tribal and western economic systems and concepts within a cultural, legal, and historical context. Students will explore new visions for the tribe from the student's perspectives building on the values framework, economic concepts, historical context and current situation in order to create a Vision Plan for economic development. **Prerequisites: ECON 201 and Instructor Permission**

## **Social Sciences**

### **HIST 101 U.S. History Through the Civil War (3)**

Social, economic, political, and cultural factors shaping the development of the United States through 1865.

### **HIST 102 U.S. History Since the Civil War (3)**

Social, economic, political, and cultural factors in the United States history since 1865.

### **HIST 110 Western Civilization I (3)**

Beliefs and values of Western civilization from the eighth century BC to the close of the eighteenth century, compared with the ideas central to American Indian cultural traditions.

### **HIST 112 Western Civilization II (3)**

Beliefs and values of Western civilization since the close of the eighteenth century, compared with ideas central to American Indian cultural traditions.

### **HIST 221 World Civilizations I (3)**

The origin and historical development of cultures throughout the world with particular focus on the major cultures of the Americas, Africa, Asia, the Pan Pacific Basin, and Europe. This course examines the interplay of geographic, economic, political, and social forces in the shaping of world civilizations to the year 1500.

### **HIST 222 World Civilizations II (3)**

The historical development of cultures throughout the world with particular focus on the major cultures of the Americas, Africa, Asia, the Pan Pacific Basin and Europe. This course examines the interplay of geographic, economic, political, and social forces in the shaping of world civilizations from the year 1500 to the present. **Prerequisite: HIST 221**

### **PSYC 101 General Psychology (3)**

Introduction to facts and principles essential to a perspective toward the entire field of psychology: learning, perception, problem solving, emotions, motivation, frustrations, conflicts, development, social behavior, and the biological correlates of behavior and measurements.

### **PSYC 201 Child and Adolescent Psychology (3)**

A study of childhood and adolescent behavior, including the effects of heredity and environment on the physical, mental, social and emotional development of the individual. The course focuses on growth and development, the formation of personalities, the way people think and learn, and the way they respond to the special demands of their culture. **Prerequisite: PSYC 101 or SOC 101**

### **PSYC 202 Social Psychology (3)**

An integration of sociology and psychology in the study of personality development, social adjustments, and social controls. **Prerequisite: PSYC 101 or SOC 101**

### **SOC 101 Introduction to Sociology (3)**

Basic sociological concepts and their application. Attention to the origin and development of social institutions and social processes, social structure, social interaction, social group and community.

### **SOC 102 Social Problems (3)**

Social problems considered through an institutional approach. Poverty, pollution, racism, crime and other problems and the means commonly taken to combat or alleviate them. Special attention to social problems of greatest importance to Native Americans. **Prerequisite: SOC 101**

### **SOC 110 Introduction to Criminal Justice (3)**

Introduction to criminal justice presents a variety of justice-related issues. Topics include an overview of the U.S. criminal justice system; comparison of the U.S. system; selected other nations; discussion of the local criminal justice agencies; presentations by representatives of local, state, and federal law enforcement agencies; and discussion of critical issues and future trends in law enforcement.

### **SOC 201 Marriage and Family (3)**

Using an interdisciplinary approach, this course examines the courtship, marriage, and family practices found within American Indian, Alaska Native, and contemporary society. The impact of historical and contemporary political, social, and economic events affecting family structure will be surveyed. Cultural values, assumptions, and behaviors affecting relationships and family development will be explored throughout the course. **Prerequisite: SOC 101**

### **SW 101 Introduction to Social Work (3)**

History and scope of social work and its fields of practice. Attention to common social problems served by social welfare and its mechanisms for delivering services to Native American and non-Indian populations. Intended for social work majors.

### **SW 110 Chemical Dependency and the Native American (3)**

This course introduces students to the field of addictions and examines the continuum of chemical abuse and dependency. Factors contributing to abuse and dependency and the emotional, physical, intellectual, and spiritual effects on the individual, the family, and community will be explored. Major theories of causality, their effects on treatment approaches, and a special emphasis on integrating American Indian / Alaska Native scholarship, research, and treatment approaches to chemical abuse and dependency will be examined throughout the course.

### **SW 201 Social Welfare and Society (3)**

This course introduces students to the social welfare system and its functioning within the social structure of the United States. The historical development and forces impacting the social welfare system and its relationships to other social institutions will be examined. Historical content on the social structures traditionally found within American Indian communities, the function and effectiveness of these systems (historically and contemporarily) and approaches being used to respond to social issues in American Indian communities today will be examined. **Prerequisite: Not opened to first semester freshmen.**

### **SW 210 Social Work Practice (3)**

Historical and generic development of the social work interviewing process, viewed as it applies to relationships with a variety of client systems, including those of Native Americans. Emphasis on relationship building, interviewing, communication and problem solving. Lab format provides students opportunity to rehearse skill behaviors and design intervention strategies. **Prerequisite: SW 101**

### **SW 230 Social Work Practicum (3)**

Supervised training experiences with social work principles and concepts applied to real situations. Guidance and review of performance provided by the practicum instructor. Scheduled between freshman and sophomore years. Placements are made with consideration of the student's social work practice and the student's area of interest in the tribal community. **Prerequisite: Instructor Permission**

## **Languages**

Courses in Native languages are offered at Haskell to help maintain the vitality of tribal cultures and to enable students to develop speaking and writing skills. Languages do not fulfill a humanities general education requirement.

### **LANG 101 Cherokee I (5)**

An introductory course concerning primarily vocabulary and the fundamentals of reading and writing Cherokee.

### **LANG 102 Cherokee II (5)**

Continuation of Cherokee Language I. Intermediate level of vocabulary skill and increased emphasis on reading and writing. **Prerequisite: LANG 101 or Instructor Permission**

### **LANG 110 Choctaw I (5)**

Introduction to the Choctaw language, basic Choctaw sentence structure, and the structure and form of Choctaw words, their function, and pronunciation; conversational practice, vocabulary building, and the history and culture of the Choctaw speech community are emphasized.

### **LANG 111 Choctaw II (5)**

Continuation of Choctaw I. Primary emphasis on reading, writing, and basic translation. Includes review of elements of Choctaw I. **Prerequisite: LANG 110**

**LANG 301 Cherokee III (5)**

This course provides an advanced study, learning the vocabulary, reading, writing and practical usage of the language. The class will cover basically everyday Cherokee language used within a family or a Cherokee community. **Prerequisite: LANG 102**

**LANG 302 Cherokee IV (5)**

This course is a continuation of LANG 301, Cherokee Language III, and includes the study of grammar, with particular attention to speaking fluency and continued practice in reading and writing. **Prerequisite: LANG 301**

**LANG 495 Potawatomi Language Preservation (6)**

**Prerequisite: Permission of Instructor**

# School of Education and Health

## **Elementary Teacher Education Program (ETEP)**

Haskell provides preprofessional education course work for teacher candidates pursuing a Bachelor of Science in Elementary Education degree. Teacher candidates who complete a Bachelor of Science Degree in Elementary Education and successfully pass the *Principles of Learning and Teaching (PLT) and Elementary Education: Curriculum, Instruction, and Assessment Test*. examination will be eligible to apply for Kansas provisional licensure to teach kindergarten through the sixth grade. Candidates wishing to teach in other states should check with respective state certification units. Haskell's School of Education is in compliance with the Federal Title II reporting guidelines. The complete report is available upon request.

## **Conceptual Framework**

### **Purpose**

The purpose of the Elementary Teacher Education Program (ETEP) is to provide a Bachelor of Science degree with basic teaching certification in elementary education, kindergarten through sixth grade.

### **Vision Statement**

The Elementary Teacher Education Program will prepare qualified American Indian and Alaska Native teacher candidates to teach while incorporating Native and other cultural perspectives when appropriate. Candidates will acquire the skills and knowledge equipping them to appreciate the uniqueness of students as individuals and the uniqueness of their families and communities in a way that enhances the classroom learning experience.

### **Mission Statement**

The mission of the Elementary Teacher Education Program is to prepare American Indian and Alaska Native (AI/AN) teacher candidates to teach all children, kindergarten through sixth grade, in accordance with traditional contemporary American educational philosophies and standards while incorporating Native and other cultural perspectives. A sequence of four interconnecting semesters of instruction and student activities will emphasize, in addition to teaching and learning strategies and practices, a commitment to fostering the harmonious development of the individual's intellectual (cognitive), emotional (affective), spiritual, and physical capacities, enabling the establishment and maintenance of habits of health and wellness.

## **Desired Outcomes for Teacher Candidates**

*Knowledge:* Candidates will exhibit general knowledge of the following:

- general elementary education standards and curriculum
- content areas—mathematics, science, social studies, and language arts
- education history, philosophy, and foundations
- best educational teaching practices
- human growth and development theories
- American Indian and Alaska Native cultures
- differentiated learning for students with exceptionalities
- legal and ethical practices within education
- up-to-date use and integration of technology in education

*Skills:* Candidates will be able to do the following:

- plan, create, instruct, and evaluate lessons and student performance
- respond to the needs of students
- interact appropriately with students, teachers, and staff
- accept and respond appropriately to feedback

*Dispositions (Professional Practices, Attitudes, and Deportment):* Candidates will demonstrate the following:

- effective classroom management
- effective oral and written communication
- collaboration skills
- self-initiative
- self-confidence
- diplomacy

### **Conceptual Framework Model**

The Conceptual Framework Model carries out the twofold commitment made by the School of Education's mission statement: (1) to employ American traditional and contemporary educational philosophies and standards, along with Native American cultural perspectives and (2) to pedagogically address the establishment and maintenance of a balance among the intellectual (cognitive), emotional (affective), spiritual, and physical dimensions of a human life as a means to an individual's general well-being.

Teacher candidates will examine issues related to the concern of each Health and Wellness course and write an essay on each with regard to personal experience. The intent of the health-and-wellness courses and related activities is to enable teacher candidates to clarify and strengthen their cultural knowledge and to encourage reflection on their beliefs and values in the hope that these exercises will lead to a clearer and fuller understanding of themselves and, by extension, of those with whom they will come in contact with in the profession, the classroom, and the community.

### **Program of Study**

The Elementary Teacher Education Program is divided into four phases of study:

#### **Phase I: Completion of Associate of Arts Degree and Admission to the ETEP**

*Associate of Arts in Para-Professional Education Degree:* Upon enrollment at Haskell students may enter the preprofessional education stage that focuses on core areas of literacy and critical inquiry, humanities and fine arts, social and behavioral sciences, mathematics and problem solving, and natural science. Students pursuing the elementary education baccalaureate degree must first complete an Associate of Arts (A.A.) degree of 61 credit hours with an emphasis in para-professional education.

*Admission Requirements for Elementary Teacher Education Program:* Upon completion of the A.A. degree candidates are eligible to apply for admission to the Elementary Teacher Education Program. Each candidate must meet the criteria listed below:

1. Prior to applying, a candidate must successfully complete the Preprofessional Skills Test (PPST) in reading, writing, and mathematics. The minimum required score in each of these subjects is 170 or a minimum passing score of 170 in one of them and composite score of at least 500.
2. A candidate must have a 2.50 or better cumulative grade point average with a "C" or better in courses listed under the core and major requirements for the A.A. degree in paraprofessional education.
3. A candidate must complete the ETEP Application for Admission and submit it by March 1.
4. A candidate must submit a vision statement that indicates a commitment to teaching and an educational autobiography (in EED 101 Introduction to Education).
5. A candidate must acquire and verify 20 hours of classroom observation (in EED 101 Introduction to Education).

6. A candidate must submit two letters of recommendation—one from a Haskell faculty member and one from a member of the community in which the candidate officially resides.
7. A candidate must maintain good social standing and be willing to sign a statement concerning disclosure of a felony, if any.
8. A candidate must complete an interview with the School of Education (SOE) interview team. The interview team will use a rubric scale to rate candidates as they respond to interview questions. After the interview the team will make recommendations to the SOE based on rubric scores. If necessary, a student may be interviewed twice. Students will receive official notification of their status within two weeks following the interview.

## **Phase II: Bachelor of Science in Elementary Education Degree**

Once admitted to the program students will begin their professional education stage. The ETEP prepares students for licensure and teaching in elementary schools by equipping them with the necessary theoretical and practical knowledge, skills, and dispositions (i.e., willingness to engage in professional practices, display professional deportment, and adopt positive attitudes). The program stresses critical reflection enabling students to recognize educational dilemmas, to analyze such challenges, to formulate possible solutions with anticipation of possible consequences, and to test solutions. An integral part of the ETEP is the inclusion of American Indian and Alaska Native perspectives and cultural beliefs in teaching and learning.

Each of the program's four semesters is devoted to a central topic under which required courses, including a one-hour health and wellness course, are listed:

### **Junior Year, Semester I**

#### *Building Foundations (16 credit hours + 60 hours field experience)*

- EED 301 Health and Wellness I (Physical), 1 credit hour
- EED 308 Child Growth and Development, 3 credit hours
- EED 309 Writing for the Education Profession, 3 credit hours
- EED 311 Governance and Organization of Schools, 3 credit hours
- EED 313 Language Acquisition, 3 credit hours
- EED 314 Multimedia Technology in Education, 2 credit hours

### **Junior Year, Semester II**

#### *Understanding the Whole Child (16 credit hours + 120 hours field experience)*

- EED 302 Health and Wellness II (Emotional or Affective), 1 credit hour
- EED 312 Multicultural Education, 3 credit hours
- EED 321 Assessment and Evaluation in Education, 3 credit hours
- EED 322 Psychology in Education, 3 credit hours
- EED 323 Understanding Exceptionalities, 3 credit hours
- EED 324 Introduction to Curriculum Theory and Development, 3 credit hours

### **Senior Year, Semester I**

#### *Learning to Teach (19 credit hours + 120 hours field experience)*

- EED 401 Health and Wellness III (Intellectual or Cognitive), 1 credit hour
- EED 405 Classroom Management Seminar, 1 credit hour
- EED 406 Lesson Mastery and the Teaching Profession Seminar, 1 credit hour
- EED 410 Language Arts Practicum, 1 credit hour
- EED 411 Methods of Teaching Language Arts in the Elementary Classroom, 3 credit hours
- EED 412 Methods of Teaching Science in the Elementary Classroom, 2 credit hours
- EED 413 Methods of Teaching Health & Physical Education in the Elementary Classroom, 2 credit hours
- EED 420 Methods of Teaching Social Studies in the Elementary Classroom, 3 credit hours
- EED 421 Methods of Teaching Art in the Elementary Classroom, 2 credit hours
- EED 422 Methods of Teaching Math in the Elementary Classroom, 3 credit hours

## Senior Year, Semester II

*Practicing Pedagogy (16 credit hours + 15 weeks of student teaching)*

EED 402 Health and Wellness IV (Spiritual), 1 credit hour

EED 423 Student Teaching in the Elementary Classroom, 15 credit hours

## Phase III: Teacher Licensure

After receiving a Bachelor of Science in Elementary Education degree teacher candidates may apply for teacher licensure through the Kansas State Department of Education or through the education department in other states where they intend to teach.

To be eligible to apply teacher candidates must successfully complete the *Principles of Learning and Teaching: Elementary K-6 (PLT) Test* with a score of 161 or higher; *Elementary Education: Curriculum, Instruction, and Assessment Test* with a score of 163 or higher; and complete an initial application for Kansas licensure (or teaching application through some other state).

In the state of Kansas teacher candidates should expect to undergo a background check when they apply for licensure.

## Phase IV: Two Years of Teaching

The School of Education maintains contact with graduates to provide guidance as they embark on their teaching careers. During the first two years of employment graduates and their employers will receive a yearly survey to complete. The surveys will focus on preparedness for college and professional dispositions. Haskell ETEP graduates will also receive seasonal newsletters providing information regarding the program, their colleagues, and available teacher resources.

## Course Descriptions

Course number, title, credit hours in parentheses, description, and prerequisites or co-requisites:

### **EED 101 Introduction to Education (2)**

The goal of this course is to increase awareness of self as an American Indian /Alaska Native person through examination of personal values, decision-making skills, personal learning styles, and communication skills. Career opportunities in education are explored and twenty (20) hours of observations in educational settings are required. **Not open to students in remedial courses (ENGL 90, MATH 010, 011).**

### **EED 202 Math Content Standards for Elementary Teachers (3)**

This course provides an introduction to math standards from which elementary mathematics curriculums are created. Topics will focus on the processes for learning mathematics and basic learning theories in mathematics. Students will examine the five content standards, created by the National Council of Teachers of Mathematics, and explore the general span of instruction and skills for all elementary grade levels, as related to these standards.

### **EED 203 Exploring Cultural Art, Music and Dance with Children (3)**

This course engages students in learning about a variety of cultures through exploring the art, music, and dance/drama of a culture. Students will expand awareness of cultural diversity and develop a broader understanding and appreciation of our global society. Howard Gardner's Multiple Intelligences (MI) Theory will be introduced to demonstrate the diversity of intelligences used by children and adults to explore the world. **Prerequisites: ENGL 101 and ENGL 102**

### **EED 204 Children's Literature (3)**

The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this introductory children's literature course will focus on Scientifically Based Reading Research (SBRR) strategies and activities. The SBRR strategies introduced in this course are designed to assist students with the selection, evaluation, and utilization of literary materials for children from kindergarten through 6th grade (ages 5 –12). The primary emphasis in this course will be the use of research based strategies to help young children develop critical reading and comprehension skills through the use of phonemic awareness, phonics, fluency, and vocabulary development. Integrating SBRR strategies with language arts activities will also be explored. In addition to learning the SBRR strategies recognized by the Reading First Teacher Education Network, students will be expected to read a variety of literary selections in order to discuss and demonstrate sensitivity in book selection and analysis with regard to gender, class, disability and ethnicity. **Prerequisites: ENGL 101 and ENGL 102**

### **EED 205 Abnormal Psychology for Teachers (3)**

This course is designed to provide teacher candidates/class members with an overview of the field of abnormal psychology. Atypical behaviors potentially manifested by elementary students will be the focus of study for this course. The course will examine atypical behaviors that may impact the lives of elementary students and their family members. An integration of American Indian/Alaska Native values and cultural perspectives will be emphasized to the greatest extent possible. **Prerequisite: PSYC 101**

### **EED 206 Elementary Classroom Design and Management (3)**

This course provides an introduction to establishing an effective elementary classroom. Course content will focus on processes used for creating a well-managed classroom – use of physical classroom space, office machines, computer software, and other related materials and resources. Students will gain an understanding of techniques and programs used to manage teacher and student files and records. Behavior management techniques and discipline planning will also be explored. **Prerequisites: PSYC 101 and EED 101**

### **EED 210 Foundations of Education (3)**

This course presents an introduction to the historical, sociological, philosophical and cultural foundation of education. These same aspects in the development of Indian education and schools for Indian children will be presented and analyzed in a comparative manner. **Prerequisites: ENGL 101 and ENGL 102**

### **EED 301 Health and Wellness I (Physical) (1)**

Building foundational knowledge for the elementary teaching profession is a dynamic task that requires perseverance, dedication, commitment and the will to succeed. This course will help students recognize the importance of developing and maintaining physical health and fitness. Students will develop active individual plans to identify: current state of physical health; contributing factors; activities and actions for improvement/maintenance; a schedule for implementing actions (goals); and, the progress toward goals by tracking and recording results. Students are encouraged to draw on individual cultural aspects where appropriate for the maintenance of physical health and fitness. **Prerequisites: Elementary Ed-BS Students only**

### **EED 302 Health and Wellness II (Emotional) (1)**

Understanding of self is instrumental in the development of understanding children in the classroom. This course will help students recognize the importance of developing and maintaining emotional health. Students will develop active individual plans to identify: current state of emotional health; contributing factors; activities and actions for improvement/maintenance; a schedule for implementation of actions (goals); and, the progress toward goals by tracking and recording results. Students are encouraged to draw on individual cultural aspects where appropriate for the maintenance of emotional health. **Prerequisites: Successful completion of Junior I semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 308 Child Growth and Development (3)**

This course is a study in the growth and development of children in the stages of early childhood through late childhood. Students will learn about the physical, intellectual, social and emotional development of children while examining the developmental theories of Piaget, Vygotsky, Erickson, and Kohlberg. **Prerequisites: Successful completion of Junior I semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 309 Writing for the Education Profession (3)**

The purpose of this course is to assist students in the development of professional writing skills. The 6-Traits of Writing Method and methodology of reflective writing will be taught and utilized. The writing skills taught will be applied to projects from other courses taught in this phase of the program. In addition, students will be introduced to the development and maintenance of a professional portfolio along with the methodology behind the writing of rationale statements. **Prerequisites: Elementary Ed-BS Students only**

### **EED 311 Governance and Organization of Schools (3)**

This course explores the governance and organization of various schools operated in America. The focus will be on public, private, and BIA-funded/Tribally-controlled elementary schools along with legislation and law issues affecting these schools. Students will actively participate in activities examining various aspects involved in the operation of elementary schools through visitation of school sites. **Prerequisites: Elementary Ed-BS Students only**

### **EED 312 Multicultural Education (3)**

This course introduces students to the concepts of multicultural education and documents the increasing cultural diversity of the United States, including American Indian and Alaska Natives. The course will foster teacher candidates understanding of differing values, customs, and traditions and provide responsive multicultural experiences which will lead to application within the learning environment. Within the framework of diversity the following topics will be examined: the history of intolerance in America, educational equity, professional responsibility and recognition of family and community contributions within the educational process. The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this course includes a focus on Scientifically Based Reading Research (SBRR) strategies and activities. The SBRR strategy introduced in this course is designed to assist students in the development of vocabulary and the understanding of vocabulary and terms found in the study of multicultural education, diversity in the classroom, and in multicultural literature. **Prerequisites: Successful completion of Junior I semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 313 Language Acquisition (3)**

This course is designed to introduce students to origination theories of language and examine how children acquire spoken language in various developmental stages. This class will address a number of additional aspects of language that go beyond the traditional emphasis on grammar that merit attention in today's language arts curricula. Teaching strategies and the preparation of classrooms for English Language Learners (ELL) will be addressed. **Prerequisites: Elementary Ed-BS Students only**

### **EED 314 Multimedia Technology in Education (2)**

This course is designed to introduce the students to multimedia technology. Students will be provided opportunities to apply and integrate multimedia technology tools with meaningful learning activities for elementary education students. Students will examine the changing nature of literacy brought by current technological developments. Student activities will support students in the writing process, problem solving, and the ability to effectively access information. **Prerequisites: Elementary Ed-BS Students only**

### **EED 321 Assessment and Evaluation in Education (3)**

This course is designed to teach students about various forms of formal and informal assessments used in elementary education. Students will engage in acquiring knowledge and skills necessary to develop, use, and interpret assessments. In addition, students will continue to develop rationale statements for artifacts in the Professional Portfolio as it is a course requirement. **Prerequisites: Successful completion of Junior I semester ("C" or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 322 Psychology in Education (3)**

This course is designed to study the relationship between psychological principles and their application to teaching and learning. Topics of study will include: learning theory, learning styles, multiple intelligences, behavioral analysis and differentiated learning. Cultural influences on the physical, emotional, intellectual, and spiritual/cultural development of American Indian and Alaska Native elementary school children will also be explored. **Prerequisites: Successful completion of Junior I semester ("C" or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 323 Understanding Exceptionalities (3)**

This course is designed to provide students with an introduction to the field of special education. Students will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths that influences the development and learning process in elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of study will include: state and federal legislation, IEP process and document, intervention strategies, meaningful accommodations, and adapting instruction and curriculum to meet the diverse needs of all the students in the classroom. **Prerequisites: Successful completion of Junior I semester ("C" or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 324 Introduction to Curriculum Theory and Development (3)**

This course is designed to provide students with an introduction to curriculum theory and development. Students will learn how to plan, develop, and implement lesson plans based on student developmental levels, interest, and data from building, district and state, and national assessments. Instructional models developed by Madeline Hunter and Benjamin Bloom will be examined and applied to various projects. An emphasis of cultural relevancy and diversity will be required in the development and execution of lessons for the microteaching component. **Prerequisites: Successful completion of Junior I semester ("C" or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 401 Health and Wellness III (Intellectual) (1)**

Learning to teach requires the acquisition of knowledge and application of that knowledge to teaching and learning in the classroom. Intellectual growth promotes the ability to make informed choices and decisions. Students will begin the application and integration of their cultural perspectives with curriculum through the development of a thematic unit. This course will help students outline a plan for maintaining effective study habits as responsibility increases. Students will develop individual plans to identify: current state of intellectual health; contributing factors; activities and actions for improvement/maintenance; a schedule for implementation of actions (goals); and, the progress toward goals by tracking and recording results. Students are encouraged to draw on individual cultural aspects where appropriate towards the maintenance of personal intellectual growth. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 402 Health and Wellness IV (Spiritual/Cultural) (1)**

Practicing Pedagogy engages students in the act of teaching. This course will provide support for student teachers throughout the semester. Students will share ideas about teaching from their individual cultural perspectives and how they apply their cultural knowledge in the elementary classroom. Students will develop individual plans to identify: current state of cultural/spiritual health; contributing factors; activities and actions for improvement/maintenance; a schedule for implementation of actions (goals); and, the progress towards goals by tracking and recording results. Students will reflect on their physical, emotional and intellectual health to identify how they can draw on individual cultural strengths/activities to continue a healthy life-style as they move from the university classroom into the teaching profession or other careers of their choice. **Prerequisites: Successful completion of Senior I semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 405 Classroom Management Seminar (1)**

This seminar is designed to familiarize students with the strategies and techniques of managing an effective classroom. Learning how to begin a productive and successful new school year will be emphasized and modeled. The modeling will occur in the morning at an assigned elementary classroom during the first week of school. Instruction will take place in the afternoons on campus and involve different learning strategies and approaches. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 406 Lesson Mastery and the Teaching Profession Seminar (1)**

This seminar is design to assist with the preparation of the required pre-student teaching activities in weeks 7-16 of the senior I semester. Students will attend four seminars held once a month on Friday mornings. The topics for the seminar will enhance student development in the areas of lesson mastery, effective teaching, life-long learning and professionalism. Learning about these key characteristics will provide a smoother transition to student teaching. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 410 Language Arts Practicum (1)**

This practicum is designed to provide students with hands-on experience to assess and evaluate the progress of elementary students in the area of language arts. Learning how to select appropriate material for evaluation and learning purposes will be emphasized and modeled in the course. The utilization of various assessment tools, analysis of the results, and the application of the results to instruction will be a key focal point. Thirty hours of field work will be conducted at an assigned elementary classroom. Audio and video recordings will be part of the data collection. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 411 Methods of Teaching Language Arts in the Elementary Classroom (3)**

The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this methodology course in language arts will focus on Scientifically Based Reading Research (SBRR) strategies and activities. The SBRR strategies introduced in this course is designed to teach the methods and the process involved in teaching language arts in the elementary classroom. The primary emphasis in this course will be the use of research based strategies to help young children develop critical reading and comprehension skills through the use of phonemic awareness, phonics, fluency, and vocabulary development. Integrating SBRR strategies with language arts activities will also be explored. In addition ,to learning the SBRR strategies recognized by the Reading First Teacher Education Network, a comprehensive understanding of all the essential literacy skills such as reading, writing, speaking, viewing, listening and thinking will be emphasized. The integration of classroom assignments and projects to other disciplines will be evident and reflective of the Kansas State Department of Education Standards for pre-service and elementary students. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 412 Methods of Teaching Science in the Elementary Classroom (2)**

This course is designed to teach the methods of teaching science in the elementary classroom. Students will learn how to design, teach, and assess the fundamental concepts of physical, life, earth, and space sciences. Further unifying concepts of science and inquiry processes used in the discovery of new knowledge will be investigated and utilized. Diversity found within cultural views about science and its inter-connectedness to the physical, emotional, intellectual, and spiritual aspects of life will be explored. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 413 Methods of Teaching Health & Physical Education in the Elementary Classroom (2)**

This course is designed to teach the methods of teaching health and physical education in the elementary classroom. Students will learn how to design, teach, and assess the major concepts of health education, human movement, and physical activity to foster an active and healthy lifestyle for all students. Basic health, nutrition, safety, and sanitation management practices will be studied. Integration of human movement and skill development in physical activities and play will be explored and modeled. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

### **EED 420 Methods of Teaching Social Studies in the Elementary Classroom (3)**

This course is designed to teach the methods of teaching social studies in the elementary classroom. Students will learn how to teach children about people and places. Teaching methods and strategies will emphasize support for children in the posing of questions, conducting research, engaging in discussion, and presenting findings about themselves, their families and communities, and the world around them. This emphasis will help children make connections between what they are learning and their daily lives. Students will experience class activities that contribute to their understanding of their role in family, community, and the world. Cultural perspectives as they apply to the study of social studies will be an integral part of this class. Various strategies that support ways of differentiating instruction for elementary students will be addressed. The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this course includes a focus on Scientifically Based Reading Research (SBRR) strategies and activities. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

**EED 421 Methods of Teaching Art in the Elementary Classroom (2)**

This course is designed to teach the methods of teaching art in the elementary classroom involving children in activities exploring a variety of media. Student activities will incorporate art, music, drama and dance, promote appreciation for different forms of art expression, and support learning differences within the K-6 classroom. Students will learn how to design, teach, and assess a variety of developmentally appropriate art forms and expression. The interrelationships and connections of art within culture, history, and other disciplines will also be explored while the use of authentic American Indian and Alaska Native art will be highlighted. In addition, Indigenous art forms that are reflective of world diversity will be explored. The School of Education at Haskell Indian Nations University is a participant in the Reading First Teacher Education Network (RFTEN). Consequently, this course includes a focus on Scientifically Based Reading Research (SBRR) strategies and activities. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

**EED 422 Methods of Teaching Math in the Elementary Classroom (3)**

This course is designed to teach the methods of teaching math in the elementary classroom. Students will learn how to design, teach, and assess the fundamental mathematical concepts, procedures, and reasoning processes. Defining numbers and operations, geometry, measurement, data analysis, and probability and algebra applications will be modeled in the classroom. Mathematical skills and their application to a variety of situations for the purpose of solving real-life problems (family/community) will be emphasized. **Prerequisites: Successful completion of Junior II semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better.**

**EED 423 Student Teaching in the Elementary Classroom (15)**

This course is designed to provide a structured experience to develop, refine, and demonstrate the competencies necessary for effective instruction of children with diverse abilities and background. The overall aim is to help student teachers become effective and reflective decision makers by applying the theories and methods learned in the university program of study and related activities in real elementary classroom settings under the supervision and guidance of a cooperating teacher and a SOE faculty member. During student teaching, students will be required to assume partial responsibility (Phase I), partial to full responsibility (Phase II), and full responsibility to phase out (Phase III) during the 15 week timeframe. The evaluation of the student teacher performance and level of mastery will be based on the KSDE Professional Education and Content Standards, and the ETEP Outcomes. **Prerequisites: Successful completion of Senior I semester (“C” or better) and a semester and cumulative G.P.A of 2.5 or better and completion of the student teaching admission form.**

## Health

The Health Department has developed specific objectives in the effort to achieve its mission. The objectives of the program are to focus on the following: a) the development and maintenance of a holistic approach for healthy lifestyles and develop life-long habits for wellness; b) the provision of adequate opportunities to develop qualities of leadership and group cooperation through teamwork that will meet the educational needs of students and Indian Nations; and c) the development of game skills and the improvement of knowledge, judgment, and interpretive skills necessary to perform physical activities.

HPER 101, 103 through 110, and 209 fulfill the 1 credit hour physical education activity requirement of the general education and institutional distribution requirements.

### **HPER 100 Personal Hygiene (2)**

Study of principles for developing and maintaining personal health. Emphasis on social, mental, emotional, and physical adjustments in personal relationships, drugs, alcohol, and marriage and the family cycle.

### **HPER 101 Weight Training and Conditioning (1) (Sport Specific????)**

Specialized strength and conditioning programs. **Prerequisites: Instructor Permission**

### **HPER 102 Introduction to Physical Education (3)**

Study of the nature, scope and philosophy of physical education. Includes examination of history, objectives and scientific foundations of physical education and its relation to other educational disciplines.

### **HPER 103 Fundamentals of Conditioning for Basketball (1)**

Emphasis on skills, fundamentals of movement, strength, systems of play, and physical conditioning for students.

### **HPER 104 Body Weight Control (1)**

Exercise class for students interested in nutrition and diet and exercise in weight control. Includes various methods of exercise for aerobic and physical conditioning.

### **HPER 105 Golf and Archery (1)**

Rules, techniques, and skills of golf and archery.

### **HPER 106 Racquetball (1)**

Fundamentals and rules of racquetball. Includes techniques, strategy, and competition.

### **HPER 107 Jogging / Basketball (1)**

Exercise course in techniques and skills of jogging and basketball to improve physical fitness.

### **HPER 108 Beginning Swimming (1)**

Basic water skills, techniques, strokes, and conditioning. Open to students with little or no swimming skills.

### **HPER 109 Intermediate Swimming (1)**

Skills, techniques, knowledge, and otherwise achieved basic skills.

### **HPER 110 Advanced Swimming (1)**

Instruction in water safety and lifesaving techniques. Open to students who have completed intermediate swimming or the equivalent.

**HPER 125 Fitness for Life (2)**

Individualized 30-minute total body workout program designed to improve cardiovascular efficiency, joint flexibility and muscular strength. The program is designed to reduce resting heart rate, percent body fat, and will lower stress.

**HPER 131 Introduction to Recreation Administration (3)**

This course is designed for students interested in pursuing a career in recreation-related fields. The course will cover the administrative aspects of starting, continuing or heading various programs in recreation. Some of the areas that will be covered in this course are budget, personnel and staffing, assessment, and fund raising objectives of different programs and facilities.

**HPER 160 Basic Nutrition (3)**

Principles of normal nutrition and their adaptation in meeting the needs of individuals through the life cycle.

**HPER 161 Diabetes and the Native American (3)**

This course is designed to address type 2 diabetes and its relationship to the physiological and psychological health of Native Americans. The course will address the prevention and treatment of diabetes from a Native American perspective. At the completion of the course, the learner will be able to comprehend the reasons why Native Americans are now suffering from an epidemic of Diabetes. The learner will have a better understanding of why Native Americans were healthier one hundred years ago. The learner will be able to state ways to reclaim the health history of Native Americans.

**HPER 195 Weight Management and Fitness (1)**

This is a weight management and fitness course, which focuses on the prevention of diabetes through didactic material including fitness evaluations and assessments, nutrition, structured aerobic conditioning and strength training.

**HPER 201 Personal Community Health (3)**

Study of principles, attitudes and issues surrounding personal and community health and ways of promoting and maintaining it. Emphasis is placed on the relationship between population and disease, the life cycle, the disease, the life cycle, the ecosystem, and health care.

**HPER 202 Techniques of Officiating Football (2)**

Study of the rules governing football. The duties of officials and techniques in officiating football contests.

**HPER 203 Techniques of Officiating Basketball (2)**

Study of rules governing basketball, men's and women's. The duties of officials and techniques in officiating basketball contests.

**HPER 204 First Aid (2)**

Study of techniques of modern first aid, health precautions, and guidelines for first aid training.

**HPER 205 Introduction to Coaching Football & Wrestling (2)**

Introduction to aspects of instruction in football and wrestling for students planning to continue in physical education.

**HPER 206 Introduction to Coaching Basketball and Golf (2)**

Introduction to aspects of basketball and golf for students planning to continue in physical education.

### **HPER 207 Introduction to Coaching Softball and Track and Field (2)**

Introduction to aspects of softball and track/field for students planning to continue in physical education.

### **HPER 207 Introduction to Coaching Soccer and Volleyball (2)**

Introduction to aspects of soccer and volleyball for students planning to continue in physical education.

### **HPER 209 Lifeguard Training (2)**

Focuses on lifesaving techniques, first aid and cardiopulmonary resuscitation (CPR) it deals with additional skills and knowledge required by individuals to develop effective lifeguard systems at swimming pools and non-surf, open water beaches.

### **HPER 230 Care and Prevention of Athletic Injuries (3)**

This course is the first component of an athletic training program. Emphasis is two-fold; (1) care/minor treatment of acute and chronic sports related injuries, and (2) prevention of injuries during pre-season conditioning, in-season competition, and off-season training. **Prerequisites: HPER 204 and Instructor Permission**

### **HPER 240 Sport in Society (3)**

This course is designed to explore the cultural dynamics of individual and group behavior in sport. Emphasis will be on the role of sport in multicultural and cross-cultural settings. **Prerequisite: SOC 101**

### **HPER 250 Practicum in Coaching Team Sports (2) (See Academic Policies)**

A directed study, this course is designed for students completing an associate of arts degree in health, physical education and recreation. Emphasis will be placed in the coaching of team sports. **Prerequisites: HPER 205, 206 or 207 and Instructor Permission**

### **HPER 260 Internship: Care and Prevention of Athletic Injuries (4) (See Academic Policies)**

An independent study whereby students will gain first hand experience in the introductory level of athletic training, care and prevention of athletic injuries. **Prerequisites: HPER 230 and Permission of Instructor**

## **Intercollegiate Athletics**

### **Athletic Director**

### **Phil Homeratha (Interim)**

A member of the National Association of Intercollegiate Athletics, Haskell offers a program of Intercollegiate Athletics for men in cross-country, football, basketball, golf, and indoor and outdoor track and field, and women in cross-country, basketball, fast-pitch softball, golf, volleyball, and indoor and outdoor track and field. These courses fulfill the physical education activity requirement.

Enrollment in intercollegiate athletic courses is done only with the permission of the head coach.

### **Men**

#### **IA 100, 101, 102 103 Football (1)**

#### **IA 110, 111, 112, 113 Basketball (1)**

#### **IA 120, 121, 122, 123 Golf (1)**

#### **IA 130, 131, 132, 133 Track and Field (1)**

#### **IA 140, 141, 142, 143 Cross Country (1)**

Women

**IA 200, 201, 222, 203 Volleyball (1)**

**IA 210, 211, 212, 213 Softball (1)**

**IA 220, 221, 222, 223 Basketball (1)**

**IA 230, 231, 232, 233 Cross Country (1)**

**IA 240, 241, 242, 243 Track and Field (1)**

Men and Women

**IA Cheerleading 250, 251, 252, 253 (1)**

General Catalog Information ii	Final Needs Analysis
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Accreditation	Federal Work Study (FWS)
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University Residence Halls	Auditing Courses
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Pocahontas Hall	Classification of Students
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Blalock Hall	Completed Course Hours
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Student Academic Support Center	Grading System
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Work Study	Incomplete Course Grades
Natural Resources Liaison Office	Internships
Disability Support Service Coordinator (DSSC)	Mathematics Requirements
Haskell Archives - Questions	Official Academic Transcript
Haskell Health Center	Precollege Courses
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# Haskell Indian Nations University

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Jim Thorpe Hall	106 D4	TO Tommaney Hall (Library & A.S.C.)	138 A3
KI Kiva Hall	4 D2	TO Tommaney Hall (Library & A.S.C.)	127 D3
LNAC Little Nations Academic Ctr.	144 D4	WP West Portable Building	125 E4
Minoka Hall	105 D2	Winona Hall	109 C2
NH Navarre Hall	121 D4		

## Directions to Haskell Indian Nations University

**From the East:** From Kansas City, follow K-10 west into Lawrence. Turn left (south) at the intersection of 23rd St. and Barker Ave.

**From the West:** From Topeka, follow I-70 east and take exit 202 to Iowa St. Continue south for 3 miles to Clinton Parkway (23rd St.) and turn left (east). Continue east for 1.5 miles to Barker Ave. and turn right (south).



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Haskell Sequoyah GIS Lab  
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