

Haskell



Indian Nations University

Academic Catalog 2017-2018

The purpose of this catalog is to present clear and accurate information about the programs and services at Haskell Indian Nations University. Every effort has been made to ensure that the information presented in this catalog is accurate and that it reflects the most updated version of university policies and procedures. The catalog is for informational purposes only and is not to be regarded as a contract.

Haskell Indian Nations University reserves the right to change at any time and without prior announcement any matter set forth in this catalog, including fees, charges, programs, policies, regulations, and requirements.

This catalog supersedes all previously published volumes.

Welcome!

Whether you are a first-time college student or a transfer student, the decision to pursue and complete a degree at Haskell Indian Nations University is one of the most important decisions you will make about your future. While earning a college degree is not a guarantee, research shows it increases your employment opportunities and provides protection during times of economic uncertainty. Certainly, a Haskell education will open many doors of opportunity that you may never have imagined.

Haskell builds needed leadership capacity through its four bachelor degree programs in Business Administration, Elementary Teacher Education, Environmental Science, and Indigenous and American Indian Studies. We also offer strong associate degrees in a variety of disciplines. Haskell Indian Nations University is fully accredited by the Higher Learning Commission and our Teacher Education Program has also earned professional accreditation by the National Council for Accreditation of Teacher Education (NCATE).

Here at Haskell, you will learn from some of the brightest tribal and non-tribal educators in the nation and attend classes each semester with hundreds of tribal students from over 150 different tribes from throughout the United States each semester.

Haskell offers an affordable education in partial fulfillment of treaty and trust obligations, small classes with a student-teacher ratio of 16:1, and a range of residential services on campus, including student housing, a student cafeteria and Thorpe Fitness Center. Federal financial aid and other grants and scholarships are available to our students, including PELL grants and grants and scholarships from the American Indian College Fund and the American Indian Higher Education Consortium. We work hard to ensure our students have the resources they'll need to be successful.

We offer a range of services and activities to provide rich learning experiences for our students: internship and research opportunities, student government, the Haskell Band, print publications such as the Indian Leader and Haskell News, powwows and cultural events, the Empowerment Summit, the Haskell Film Festival, the Haskell Indian Art Market, and intercollegiate athletics.

Haskell is located in Lawrence, Kansas, a vibrant urban community with an array of activities occurring throughout the year. Lawrence is also home to the University of Kansas, one of Haskell's local partners. We are proud of the collaborations between Haskell and KU, including the Haskell-KU Course Exchange, which allows students to enroll in a KU class at no additional cost. Kansas is home to four tribes, all within short driving distance: the Prairie Band Potawatomi, Kickapoo, Sac and Fox, and Iowa.

Take a look at our curriculum and you will see we offer one of the most comprehensive culturally-based curricula of any college. Consider coming to campus for a visit and applying for admission if this is the right choice for you. Join the Haskell community as you pursue your educational dreams and become one of thousands who have launched professional careers that began at Haskell.



Venida Chenault, Ph.D.
President

121 Navarre Hall
(785) 749-8497
venida.chenault@bie.edu

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Academic Calendar

The academic calendar is managed by the office of the Vice-President for Academics. Changes, if required, will come from this office.

MAY 2017

May 29	Memorial Day
May 30	Summer School Classes Begin
May 30-June 1	Add/Drop Period

JUNE 2017

June 1	Add/Drop Ends at 4:00 PM
June 22	Last Day to Withdraw with "W" (4:00 PM)

JULY 2017

July 4	Federal Holiday
July 7	Classes End
July 11-14	Professional Development and/or Faculty Assessment Planning and Reporting
July 14	Grades Submitted

AUGUST 2017

August 7	Faculty and Staff Return to Campus
August 16	Enrollment & Orientation for New and Transfer Students
August 18	Enrollment for Continuing Students
August 20	Pre-Enrolled Continuing Students Pick-Up Schedule from Office of the Registrar by 4:00pm (or classes will be dropped)
August 21	Haskell Classes Begin & KU Classes Begin
August 21-Sept 1	Add/Drop Period
August 29	Haskell Fall Campus Convocation (Auditorium – 4:00 PM)

SEPTEMBER 2017

September 1	Add/Drop Ends at 4:00 PM
September 4	Labor Day Holiday (No Classes)
September 8	Last Day to Change English/Math Enrollment
September 15	Application Deadline for Spring 2018 Admission into Baccalaureate Programs: Environmental Sciences (129 Sequoyah) Indigenous and American Indian Studies (129 Sequoyah) School of Business (138 Parker) School of Education (138 Parker)
September 19	Petitions for Spring 2018 Graduation Due at 4:00 PM (Registrar's Office)
September 29	Last Day for Faculty to Submit "Change of Grade Form" for Prior Semester's Incomplete Contracts

OCTOBER 2017

October 9	Holiday – Indigenous Peoples' Day Columbus Day Federal Holiday (No Classes)
October 12-13	Fall Semester Meeting of the Haskell Board of Regents Family/Alumni Visit Day
October 13-14	Haskell Homecoming Weekend
October 27	Last Day to Withdraw from a Class or from the University with a "W"

NOVEMBER 2017

November 6-17	Early Enrollment for Spring 2018
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November 10	Veterans Day Holiday (No Classes)
November 16	Haskell Awards and Scholarship Recognition Ceremony (4:00 PM - Auditorium)
November 23-24	Thanksgiving Federal Holiday and Campus Break (No Classes)
November 30	Fall 2017 Graduation Ceremony (Auditorium)
DECEMBER 2017	
December 1	Fall Classes End
December 4-8	Final Exams Week
December 12	Grades Due
December 13-15	Professional Development, Assessment, and Spring Preparation
December 18- January 8	Campus Break
JANUARY 2018	
January 8	Faculty and Staff Return to Campus
January 11-12	Enrollment & Orientation for New and Transfer Students
January 12	Enrollment for Continuing Students
January 14	Pre-Enrolled Continuing Students Pick-Up Schedule from Office of the Registrar by 4:00pm (or classes will be dropped)
January 15	Martin Luther King, Jr. Federal Holiday (Campus Offices Closed)
January 16	Haskell Classes Begin & KU Classes Begin
January 16	Haskell Spring Campus Convocation (Auditorium – 4:00 PM)
January 16-26	Add/Drop Period
January 26	Add/Drop Ends at 4:00 PM
FEBRUARY 2018	
February 2	Last Day to Change English/Math Enrollment
February 9	Petitions for Fall 2018 Graduation Due at 4:00 PM (Registrar's Office)
February 15	Application Deadline for Fall 2018 Admission into Baccalaureate Programs: Environmental Sciences (129 Sequoyah) Indigenous and American Indian Studies (129 Sequoyah) School of Business (138 Parker) School of Education (138 Parker)
February 23	Last Day for Faculty to Submit "Change of Grade Form" for Prior Semester's Incomplete Contracts
February 19	Presidents Day Federal Holiday (No Classes)
MARCH 2018	
March 19-23	Spring Break (No Classes)
March 26	Haskell Classes Resume
March 30	Last Day to Withdraw from a Class or from the University with a "W"
March 26-April 6	Early Enrollment and Housing Assignment for Fall 2018
APRIL 2018	
April 12	Awards and Scholarship Recognition Ceremony (4:00 PM, Auditorium)
MAY 2018	
May 11	Classes End
May 14-17	Final Exams
May 16-17	Spring Board of Regents Meeting
May 18	Haskell Spring 2018 Commencement (10:00 am)
May 18-20	Haskell Commencement Pow-Wow
May 22	Final Grades Incomplete Contacts Due (4:00 PM, Office of the VPA)

May 23-25	Professional Development, Assessment, and Fall Preparation
May 30	Summer School Classes Begin
May 30-June 1	Add/Drop Period
JUNE 2018	
June 1	Add/Drop Ends at 4:00 PM
June 25	Last Day to Withdraw with "W" (4:00 PM)
JULY 2018	
July 4	Federal Holiday
July 11	Summer School Classes End
July 17	Grades Submitted
July 18-20	Professional Development and/or Faculty Assessment Planning and Reporting
July 20	Faculty and Staff Begin Non-Duty Status

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About Haskell

In 1884, twelve American Indian children entered the doors of a new school in Lawrence, Kansas, to begin an educational program 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 133 years, American Indians and Alaska Natives have sent their children to Haskell, and Haskell has responded by offering innovative curricula oriented toward American Indian and 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 students to over 400 students within one semester. Curriculum during this period focused on the job skills needed in this era and included the trades, tailoring, wagon-making, blacksmithing, cooking, sewing, and homemaking. Most of the food for students was produced on the Haskell farm and students worked in the various departments of the school.

In 1895, academic training beyond elementary grades was added, again recognizing and responding to changing needs in education. A “normal school” was added to prepare students interested in becoming teachers in their home community. A commercial department (the predecessor of today’s School of Business) was opened with five typewriters. It is believed the first touch-typing class in the State of Kansas was taught at Haskell.

By 1927, high school classes were accredited by the state of Kansas, and Haskell began offering high school courses in a variety of areas as well as athletic opportunities. Haskell football teams from the early 1900s to the 1930s were legendary. The sports tradition continues at Haskell today with Intercollegiate Athletic teams competing in basketball (men’s and women’s), cross country, and softball. Haskell’s evolution continued in the early 1930’s, and by 1935 Haskell had become a nationally recognized vocational-technical institution. The high school program was eventually phased out and the last class graduated in 1965.

In 1970, Haskell’s status changed from a vocational-technical institute to a junior college model and the Haskell Institute officially became Haskell Indian Junior College (HIJC). The vocational training curriculum was sufficient at that time for preparing American Indian and Alaska Native students for the type of jobs available; however, changes in technology and the need for vocational training programs contributed to the further evolution of the education provided by Haskell.

HIJC began offering a variety of associate degrees and certificate programs for American Indian and Alaska Native youth. Haskell students were able to complete associate degree programs in preparation for college,

as well as certificates in high-demand vocational fields. This transition resulted in Haskell being granted candidate status for accreditation of its junior college curriculum. In 1979 Haskell Indian Junior College was fully accredited by the North Central Association of Colleges and Schools. Since then, Haskell has successfully maintained accreditation of all its programs.

The most recent phase of educational change occurred in 1992, when the National Haskell Board of Regents adopted a resolution to expand the mission of the institution. A new vision of Haskell as a national center for Indian education, research, and cultural preservation was created on campus. The Assistant Secretary for Indian Affairs, United States Department of the Interior concurred with the recommendation of the National Haskell Board of Regents and Haskell began charting new ground as Haskell Indian Nations University.

In 1993, the National Haskell Board of Regents led Haskell toward gaining university status. The vocational-technical programs were phased out and Haskell's first bachelor's program was introduced. The Bachelor of Science in Elementary Education supplemented the existing associate degree programs. In 1998, Haskell received accreditation for three additional new baccalaureate degrees in Indigenous and American Indian Studies, Business Administration, and Environmental Science. Today, Haskell offers four baccalaureate degrees, along with a host of associate of art and associate of science degrees.

Venida Chenault, Ph.D., was inaugurated as Haskell's seventh president in 2014. She is the first alum to hold this position. The inauguration was not only a commemoration of the school's 130th year of service to American Indian education, but also a public declaration and commitment to the legacy of Haskell. The inauguration of Dr. Chenault ushered in a renewed commitment to student success through pledging to enhance student experiential activities and scholarship. Dr. Chenault believes it is in the best interest of American Indian and Alaska Native students to have an opportunity to achieve their educational goals at an accredited university rich in tradition, values, and service.

Our Mission

The mission of Haskell Indian Nations University is to build the leadership capacity of our students by serving as the leading institution of academic excellence, cultural and intellectual prominence, and holistic education to address the needs of Indigenous communities.

Our Vision

Haskell is a unique and diverse inter-tribal university committed to the advancement of sovereignty, self-determination, and the inherent rights of tribes.

Our Values

The institutional values—Communication, Integrity, Respect, Collaboration, Leadership, and Excellence—infuse everything we do at Haskell, from decision-making to advising students to working in the classroom.

Communication: To successfully convey ideas, opinions, information, results, images, or creative expression using multiple strategies, with the ability to communicate with diverse audiences and stakeholders.

Integrity: To conduct ourselves in ways that honor the sacrifices of tribes on which treaty and trust responsibilities are based; and to carry out our responsibilities as students, staff, faculty, administrators, and regents by engaging in actions based on the highest standards of conduct.

Respect: To honor and promote the diversity of beliefs, rights, responsibilities, cultures and accomplishments of self and others, including all of our relations.

Collaboration: The willingness and ability to work successfully with others in accomplishing the goals of the university, our students, the mission of Haskell, and the tribes we serve.

Leadership: The willingness to acquire the knowledge and skills required to advocate for, and to advance the sovereignty and self-determination of tribes, our university, and the students we serve in a variety of diverse venues.

Excellence: To strive toward the strongest level of accomplishment in our work, in every facet of the university and community, as students, staff, faculty, administration, and regents.

Accreditation

Haskell Indian Nations University is accredited as a degree-granting institution of higher education by the Higher Learning Commission; 230 South LaSalle Street, Suite 7-500; Chicago, IL 60604. Email: info@hlcommission.org. Telephone: 800-621-7440.

The Elementary Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE); 1140 19th Street, Suite 400; Washington, D.C. 20036

All degree programs are approved for the education of veterans by the Department of Veterans Affairs.

Consumer Disclosures

A complete list of consumer disclosures is available on the university website. Policies are summarized below.

Notice of Nondiscrimination Statement

Haskell Indian Nations University does not discriminate on the basis of race, color, sex, gender, gender identity, sexual orientation, religion, disability, or national or ethnic origin in the administration of its programs. Haskell serves members of federally recognized tribes by providing higher education in partial fulfillment of treaty and trust responsibilities of the federal government. The University is committed to providing all students with an educational environment free of bias or discrimination, intimidation, or harassment based on protected categories. In this regard, Haskell Indian Nations University complies with all relevant federal, state, and local laws. The University also complies with all applicable laws and federal regulations regarding prohibition of discrimination and accessibility on the basis of age, disability, veteran status, or otherwise.

Substance Abuse Policy

The present policy regarding substance abuse is a zero-tolerance mandate on campus. If a student is found to have committed any of three violations on campus (trafficking, intoxication, possession), the student will risk loss of university residential housing privileges and be subject to behavioral sanctions. Subsequent violations may result in referral to Student Conduct Review Board for a hearing that may result in dismissal from the university. Parents/guardians of students under the age of 21 will be notified if a student violates the substance abuse policy. For the complete policy, see the *Student Handbook*.

Campus Violence Policy

Students found in violation of policies regarding assault, battery, intimidation, sexual and other harassment, bullying (including cyber-bullying) or stalking may be suspended temporarily or permanently from residential halls and from attending classes; a review by the Student Conduct Review Board is not required. For the complete policy, see the *Student Handbook*.

25 Code of Federal Regulations (CFR)

In an emergency situation that immediately and seriously endangers the health and safety of a student and/or others, students may be temporarily removed from campus until such time for a hearing to be held. It is the student's responsibility to find alternative methods for housing in this situation.

Title IX Policy

Haskell shall adjudicate cases involving alleged violators who are students or Haskell employees. There is no "statute of limitation" for violation of the sexual misconduct policy. This is in recognition of the severe psychological harm that sexual misconduct can have and to empower those against whom sexual misconduct is perpetrated to report when they have been harmed. Title IX prohibits discrimination based on sex in the university's educational programs and activities. Haskell also provides guidance for allegations of sexual assault and violence against women through the Violence Against Women Act (VAWA) and the Campus Sexual Violence Elimination (SaVE) Act.

Students who wish to report sex discrimination or sexual harassment should file a complaint with the Title IX Coordinator at (785) 749-8485.

Privacy Rights

Access to Student Information: The Family Educational Rights and Privacy Act (FERPA), 20 U. S.C. §1232g, 34 CFR 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 student's 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 institutional documents such as the Haskell Catalog and the Academic Policies and Procedures Manual. It is the responsibility of the Office of the Registrar to ensure compliance, by, in summary:

- Providing students with the opportunity to inspect their education records by request to the Office of the Registrar.
- Providing students with the opportunity:
 - to request correction or omission of erroneous or misleading information in student records;
 - for a hearing, before an impartial Academic Review Board, upon request to the Vice President of Academics, 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; and
 - 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.
- Limiting disclosure of information from the student's record.
 - to those who have consent of the student;
 - to federal, state, local government officials specifically allowed by law; and
 - to school officials with legitimate educational interests (see below). A "school official" is 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: Directory information which will be disclosed unless the student requests otherwise, includes 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 for 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.

The Haskell Mail Center will not give out mailbox numbers or mailbox combinations for on-campus mailboxes for students or departments to anyone other than to whom the mailbox is assigned and with proper identification.

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:

- 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:
 - Academic records: Registrar (Office of the Registrar), Navarre Hall.
 - Admissions records: Office of Admissions, Navarre Hall.
 - Financial aid records: Student Financial Aid Office, Navarre Hall.
 - Business records: Bursar Office, South Navarre Hall.
 - Traffic records: Campus Parking and Traffic, North Winnemucca Hall.
 - Medical records: Director, Haskell Health Center.
 - Counseling records: Director, Counseling Center.
 - Academic Appeals, Academic Review Board, or School/Department Review Board, Office of the Vice-President for Academics, Navarre Hall.
 - Non-academic disciplinary records: Student Conduct, Minoka Hall.
 - Safety violations: Campus Safety Officer, Winnemucca Hall
 - Housing records: Director of Housing, Osceola-Keokuk Hall.
 - Special academic programs: Office of the Vice-President for Academics, Navarre Hall.
 - Mailing addresses or mailbox combinations: Haskell Mail Center, Navarre Hall.
- 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.
- The responsible official may release records to university officials who have a legitimate need for the information in order to carry out their responsibilities.
- 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.

Getting Started

We can't wait to meet you! Here are four key steps for getting started at Haskell.

Apply for Admission

If you're not yet a student, contact the Office of Admissions. The Office of Admissions processes all applications—for new students, transfers, or students who are returning to Haskell.

This office also helps admitted students with the transition to enrollment. Whatever your question, this is a good place to start!

Get Financial Aid

Over 95% of Haskell students have some form of financial aid, whether from merit- or need-based scholarships or federal grants or other forms of assistance. **Start early!** The staff in the Financial Aid office will help you with all the forms and deadlines!

Decide about Housing

About 80% of our students live on campus. We have six residential halls (women's, men's, and co-ed) with on-site laundry areas, plus on-campus dining. A **housing application** is required.

Register, Enroll, and Attend Orientation!

This part must be done **on campus**. You'll get your mailbox, your email address, your parking sticker, and other items you'll need to begin the year!

Find out our registration and enrollment schedule by contacting the Office of the Registrar.

These offices are ready to help with your transition to Haskell!

Office of Admissions

Dorothy Stites
Director of Admissions
112A Navarre Hall
(785) 749-8464
admissions@haskell.edu

Office of Financial Aid

Carlene Morris
Financial Aid Officer
111 Navarre Hall
(785) 749-8468
faoffice@haskell.edu

Residential Housing

Dr. Melissa Holder
Acting Dean of Students
Pushmataha Hall
(785) 749-8445
mholder@haskell.edu

Office of the Registrar

(Registration/Enrollment)
Lou Hara
Registrar
119 Navarre Hall
(785) 749-8440
registrar@haskell.edu

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Academic Programs

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. The academic community is committed to assisting Tribal constituents through education in their efforts to address social, cultural, economic, educational, and environmental needs for the twenty-first century.

The academic mission of Haskell Indian Nations University is to educate students with the breadth of knowledge necessary for Tribal people to meet the challenges of the coming decades.

The purpose of the academic curriculum is to enable students to pursue their professional aspirations within a culturally relevant context that considers American Indian and Alaska Native world views, philosophies, cultures, and contemporary experiences.

The academic programs are administered by the Vice-President for Academics.

Dr. Dan Wildcat
Acting Vice-President for Academics
121 Navarre Hall
(785) 830-2770
Fax (785) 749-8408
dwildcat@haskell.edu

Degree Programs Summary

Haskell Indian Nations University grants four types of degrees: Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), and Bachelor of Science (B.S.). An earned degree is recorded on a student's permanent record when the supporting documentation is confirmed and verified by the appropriate college or school in cooperation with the Registrar. Students who have not yet selected a major are generally listed as A.A. Liberal Arts majors until they submit a Change of Major form. Students may declare a new major at any time; however, certain programs have requirements that must be met first.

Associate's Degree Programs

Associate's degrees are intended to prepare students for (a) employment in specific fields or (b) transfer to bachelor's degree programs at Haskell or other four-year institutions. An associate's degree requires the successful completion of a minimum of 60 credit hours. Haskell offers the following associate's degree programs:

Communication Studies (A.A.)
Community Health (A.S.)
Liberal Arts (A.A.)
Media Communication (A.A.)

Natural Science (A.S.)
Para-Professional Education (A.A.)
Recreation and Fitness Management (A.S.)
Social Work (A.A.)

Bachelor's Degree Programs

Bachelor's degrees prepare students for employment in specific fields or for graduate or professional school. A bachelor's degree requires the successful completion of a minimum of 120 credit hours. Haskell offers the following bachelor's degree programs:

Business Administration (B.S.)
Elementary Education (B.S.)

Environmental Science (B.S.)
Indigenous and American Indian Studies (B.A.)

Students who wish to attain a bachelor's degree at Haskell must first apply to and be accepted by the desired program. Each program has its own application requirements. More information about the specific requirements of each program is on the following pages.

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General Education

CONTACT: Dean of Humanities, humanities@haskell.edu, (785) 832-6678

The foundation of every undergraduate degree program is the General Education curriculum.

The Haskell General Education curriculum is the integrated expression of Haskell's mission, vision, and institutional values, and builds on the core institutional values of Haskell. The General Education core produces a unique holistic educational experience which draws on our rich history and diverse intercultural character.

This program is based on the four General Education Program Outcomes that identify what every Haskell graduate should know, should value, and should be able to do.

Student Learning Outcomes and Course Requirements

On the next two pages are the four student learning outcomes, along with the related curriculum areas for each outcome and the approved courses for each area. The complete set of course options is given here; however, certain degree programs have stricter requirements about which option to take. Consult with your advisor as you select your courses.

Other Information about General Education Program

- Some degree programs may recommend or require specific courses to satisfy General Education program requirements. Be sure to meet with an advisor as you make your selections.
- A single course cannot be used to fulfill more than one General Education program requirement.
- A single course cannot be used to fulfill both a General Education requirement and a major or elective requirement.
- Some students may enter Haskell without the necessary preparation to take the required General Education courses in English and/or Math. Placement in English is based on SAT/ACT score, and placement math is based on SAT/ACT score or a placement exam. Students who place into these pre-college courses must complete them successfully before moving to the next level.
- Special topics courses cannot be used to meet General Education program requirements.

Oral and Written

Communication

Communicate effectively through speaking, listening, reading, and writing.



Students who complete these courses will be able to:

Prepare and present effective **oral presentations**

Listen actively, demonstrating respect for the **oral tradition**

Read critically

Prepare, organize, and create written messages to **communicate ideas** with technical and rhetorical proficiency

REQUIREMENTS

___Written Communication

Take two courses in this area—English I and English II. Placement in these courses depends on ACT/SAT scores. Check with your advisor during enrollment.

___Oral Communication

Choose either public speaking or speech communication for this requirement.

Quantitative and Qualitative

Information and Reasoning

Understand, interpret, and communicate quantitative and qualitative information and reasoning; engage in ethical and responsible problem solving and demonstrate critical thinking skills.



Students who complete these courses will be able to:

Research and report findings in discipline-specific ways.

Demonstrate information literacy

Employ logic and reasoning skills.

Engage in ethical problem solving

Describe, analyze, interpret, and evaluate ideas and discourse from multiple perspectives

REQUIREMENTS

___Humanities and Arts

Choose from: Art Appreciation; Art History; Exploring Cultural Art, Music and Dance with Technology; Themes and Issues in Literature; Intro to Mass Communication, Music Appreciation; Introduction to Theatre.

___Quantitative Reasoning

Choose either College Algebra or Liberal Arts Math. Placement in these courses depends on ACT/SAT scores. Check with your advisor during enrollment.

___Laboratory Science

Choose from: General Biology; General Chemistry I; College Physics I; Physical Science.

Historical and Cultural Forces

Identify, analyze, interpret, and evaluate historical and cultural forces and their implications.



Students who complete these courses will be able to:

Apply an understanding of global, U.S., and Tribal histories, world views, beliefs, and values to contemporary social problems

Identify contemporary political, social, environmental, educational, and spiritual Tribal and intertribal issues

Articulate the implications of multiculturalism, multiracialism, otherness, and the acceptance of differences

Advocate for the sovereignty and self-determination of First Nations peoples

Employ the principles of ethical and effective human interaction in communities and Nations

REQUIREMENTS

___ Historical and Contemporary Indigenous Issues

Choose *two* of the following: American Indian Issues I; History of North American Indian Tribes; Tribal Art Forms; American Indian Literature; Diabetes and the Native American; Indigenous Languages; Chemical Dependency and the Native American; Introduction to Tribal Management; Tribal/Federal Government Relations

___ Multicultural, Comparative, or World Issues

Choose from: Native and Western Views of Nature; Intercultural Communication; World Geography; Cultural Geography; U.S. History; Western Civilization I,II; or World Civilization I,II.

___ Human Behavior

Choose from: Human Relations; Interpersonal Communication; Working in Groups and Teams; Persuasion and Social Influence; General Psychology; Introduction to Sociology

Wellness

Identify and apply the basic concepts of wellness.



Students who complete these courses will be able to:

Apply the principles of health and wellness

Practice time and resource management

Engage in spiritual well-being

Take personal responsibility and demonstrate respect

Engage in leadership and civic responsibility

REQUIREMENTS

___ Vision Quest

This course is an introduction to college and the resources available on campus.

___ Physical Activity or Wellness

Choose either a physical activity course or a wellness course (Personal Hygiene, Fitness for Life, Basic Nutrition, Weight Management and Fitness, Personal & Community Health, First Aid)

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Associate of Arts, Communication Studies

CONTACT: Dean of Humanities, humanities@haskell.edu, (785) 832-6678

The mission of the Communication Studies program is to create culturally relevant learning experiences that will equip students to effectively communicate verbally and visually through life. This will be accomplished through courses that focus on communication skills used in interpersonal, intercultural, group and public contexts.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Organize data in a way that is understandable to audiences from various cultural backgrounds.
2. Analyze persuasive strategies in both written and verbal communication.

Academic Roadmap and Degree Checklist

The academic roadmap below is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the next page.

Academic Roadmap: A. A. Communication Studies	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest)	1
Human Behavior Requirement	3
Oral Communication Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
TOTAL CREDIT HOURS	16
FIRST YEAR SPRING	
COMS 226 Interpersonal Communication	3
ENGL 102 English II	3
Historical/Contemporary Indigenous Issues Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	14
SECOND YEAR FALL	
COMS 246 Intercultural Communication	3
COMS 256 Working in Groups and Teams	3
Historical/Contemporary Indigenous Issues Requirement	3
Humanities and Arts Requirement	3
Elective	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
COMS Elective (200+)	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits)		

COMMUNICATION STUDIES EMPHASIS REQUIREMENTS (12 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
COMS 226	Interpersonal Communication	3			COMS 256	Working in Groups and Teams	3		
COMS 246	Intercultural Communication	3			COMS _____	COMS Elective 200 or above	3		

ELECTIVES (12-14 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

Associate of Science, Community Health

CONTACT: Cheryl Chuckluck, Dean, Professional Schools, cheryl.chuckluck@bie.edu, (785) 749-8436

The mission of the Health, Sport and Exercise Science (HSES) associate's degree programs is to academically prepare students for transferability into baccalaureate programs, as well as obtain career success.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Create an individualized fitness plan.
2. Integrate wellness information for personal health awareness.
3. Analyze coping strategies for stressful situations.

Academic Roadmap and Degree Checklist

The academic roadmap below is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the next page.

Academic Roadmap: A. S. Community Health	
FIRST YEAR FALL	
ENGL 101 English I	3
HSES 112 Intro to Health, Sport, Exercise Science	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Historical/Contemporary Indigenous Issues Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
TOTAL CREDIT HOURS	16
FIRST YEAR SPRING	
ENGL 102 English II	3
HSES 160 Basic Nutrition	3
HSES 204 First Aid	2
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	16
SECOND YEAR FALL	
HSES 125 Fitness for Life	2
HSES 161 Diabetes/Native American	3
HSES 201 Personal and Community Health	3
Oral Communication Requirement	3
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	14
SECOND YEAR SPRING	
HSES 246 Stress Management	3
HSES 262 Internship in Community Health	4
Multicultural, World, or Comparative Issues Requirement	3
Humanities and Arts Requirement	3
TOTAL CREDIT HOURS	13

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music and Dance with Technology --ENGL 210 Themes and Issues in Literature* --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science*		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups or Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 195 Weight Management and Fitness in Young Adults (1 credit)		

COMMUNITY HEALTH EMPHASIS REQUIREMENTS (23 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
HSES 112	Intro to Health, Sport, and ExSci	3			HSES 201	Personal and Community Health	3		
HSES 125	Fitness for Life	2			HSES 204	First Aid	2		
HSES 160	Basic Nutrition	3			HSES 246	Stress Management	3		
HSES 161	Diabetes and the Native American	3			HSES 262	Internship in Community Health	4		

ELECTIVES (1-3 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

Associate of Arts, Liberal Arts

CONTACT: Dean of Humanities, humanities@haskell.edu, (785) 832-6678

The Associate of Arts (A.A.) in Liberal Arts degree is based on our General Education program and aims to graduate students who are well-rounded individuals, prepared for the professional world or for further academic study. This degree allows students to tailor their educational experience to their specific academic interests and future professional plans.

Unlike the other associate degrees offered by Haskell, the A.A. in Liberal Arts has no specific emphasis requirements; instead, any college-level courses that are not used to fill General Education requirements can meet the major requirements, just as they can meet the elective requirements. Essentially, aside from completing the General Education requirements, students can select whatever courses that will be most helpful or interesting to them.

Students who enter with no declared major will automatically be placed into this degree program.

Academic Roadmap and Degree Checklist

The academic roadmap below is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the next page.

Academic Roadmap: A. A. Liberal Arts	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Oral Communication Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
Elective	3
TOTAL CREDIT HOURS	16
FIRST YEAR SPRING	
ENGL 102 English II	3
Historical/Contemporary Indigenous Issues Requirement	3
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	14
SECOND YEAR FALL	
Historical/Contemporary Indigenous Issues Requirement	3
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups or Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits)		

LIBERAL ARTS EMPHASIS REQUIREMENTS (15-18 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

ELECTIVES (8-11 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

Associate of Arts, Media Communications

CONTACT: Dean of Humanities, humanities@haskell.edu, (785) 832-6678

The mission of the Media Communications program is to teach students the skills they need to start working in tribal media in multiple mediums (newspaper, radio, and/or television) and to prepare students for a four-year degree in media or journalism if they choose to pursue one.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Write journalism stories.
2. Produce video.
3. Utilize multimedia software.

Academic Roadmap and Degree Checklist

The academic roadmap below is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the next page.

Academic Roadmap: A. A. Media Communications	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
MCOM 115 Video Production	3
VISQU 101 Vision Quest	1
Oral Communication Requirement	3
Physical Activity/Health Requirement	1-3
Elective	1-3
TOTAL CREDIT HOURS	17
FIRST YEAR SPRING	
ENGL 102 English II	3
MCOM 150 News Writing I	3
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	14
SECOND YEAR FALL	
MCOM 131 or 141 Digital Photography or Graphic Communications	3
MCOM 231 Intro to Mass Communication	3
Historical/Contemporary Indigenous Issues Requirement	3
Humanities and Arts Requirement	3
Elective	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
MCOM 116, 212, or 215 Video Production, Television News Production or Internship	3
Historical/Contemporary Indigenous Issues Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature* --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups or Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) / HSES 125 Fitness for Life (2 credits) / HSES 160 Basic Nutrition (3 credits) / HSES 195 Weight Management and Fitness in Young Adults (1 credit) / HSES 201 Personal and Community Health (3 credits) / HSES 204 First Aid (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit)		

MEDIA COMMUNICATIONS EMPHASIS REQUIREMENTS (15 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
MCOM 115	Video Production	3			MCOM 231	Intro Mass Communication	3		
MCOM 131 or MCOM141	Digital Photography or Graphic Communication	3			MCOM 116, MCOM 212, MCOM 215	Video Production, Television News Production, or Internship	3		
MCOM 150	News Writing I	3							

ELECTIVES (9-11 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

Associate of Science, Natural Science

CONTACT: Raylene Hayes, Administrative Assistant: raylene.hayes@bie.edu, (785) 832-6611

Associate of Science (A.S.) in Natural Science graduates will be able to apply their knowledge of basic scientific concepts to advance their understanding of the natural world.

Natural Sciences faculty members have conducted a variety of research studies on the natural world from vertebrate morphological evolution and fish responses to climate change to soils and native plant cultivation. In addition to teaching, we continuously write grants to fund lab classroom equipment and to fund student research experiences to enhance your science education.

The A.S. degree in Natural Science is meant to be an introduction to basic science and math, which lays the foundation for later coursework in more advanced scientific topics. The A.S. degree requires three 5-hour laboratory/lecture courses (15 hours of lab science) as well as the general education requirements. Math requirements for the degree are more rigorous than the general education math requirements. In addition to College Algebra, completion of either trigonometry or any of the calculus courses will satisfy the math requirements of the A.S. Please carefully consult the checklist for more information. We suggest you consult with a science or writing tutor if you are having difficulty in your science classes or with your research papers.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Examine concepts of sustainability and biodiversity to meet environmental challenges and maintain quality of life.
2. Use scientific methods of inquiry to investigate, measure, and analyze environments.
3. Apply mathematical and statistical applications to understand, communicate, and solve environmental problems.
4. Communicate scientific ideas, theories, and observations in oral and written forms.
5. Students will be able to use the scientific literature to answer questions about the natural world.

Academic Roadmap and Degree Checklist

The academic roadmap is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the following page.

Academic Roadmap: A.S. Natural Science**FIRST YEAR FALL**

ENGL 101 English I	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Historical/Contemporary Indigenous Issues Requirement	3
Elective	3
TOTAL CREDIT HOURS	13

FIRST YEAR SPRING

ENGL 102 English II	3
Historical/Contemporary Indigenous Issues Requirement	3
Human Behavior Requirement	3
Laboratory Science Requirement (General Education)	5
Oral Communication Requirement	3
TOTAL CREDIT HOURS	17

SECOND YEAR FALL

MATH 103 College Trigonometry	3
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Laboratory Science Requirement (first required lab science for major) (Rec. BIOL 121 or 122)	5
TOTAL CREDIT HOURS	14

SECOND YEAR SPRING

Laboratory Science Requirement (second required lab science for major)	5
Physical Activity/Health Requirement (+other electives to total 2 hours)	2
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	16

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) / HSES 125 Fitness for Life (2 credits) / HSES 160 Basic Nutrition (3 credits) / HSES 195 Weight Management and Fitness in Young Adults (1 credit) / HSES 201 Personal and Community Health (3 credits) / HSES 204 First Aid (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit)		

NATURAL SCIENCE EMPHASIS REQUIREMENTS (13 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
MATH 103	College Trigonometry	3			_____	Laboratory Science	5		
_____	Laboratory Science	5							

ELECTIVES (13 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

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Associate of Arts, Para-Professional Education

CONTACT: Cheryl Chuckluck, Dean, Professional Schools, cheryl.chuckluck@bie.edu, (785) 749-8436

The mission of the Associate of Arts (A.A.) degree in Para-Professional Education is to prepare individuals to work as para-professionals in K-6 schools and to provide the foundation for completion of the Bachelor of Science degree in Elementary Education at Haskell.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Understand the professional education standards for elementary teachers.
2. Understand professional leadership qualities for elementary classrooms.
3. Understand the field of education including the role of math and literature for elementary students.
4. Understand the requirements for applying to the baccalaureate degree program in Elementary Education.

Academic Roadmap and Degree Checklist

The academic roadmap below is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the next page.

Academic Roadmap: A. A. Para-Professional Education		
FIRST YEAR FALL		
ENGL 101 English I		3
HIST 101 U.S. History Through Civil War		3
HSES 125 Fitness for Life or Physical Activity/Health Requirement +other electives to total 3 hours		3
MATH 101 College Algebra		3
VISQU 101 Vision Quest		1
Humanities and Arts Requirement		3
TOTAL CREDIT HOURS		16
FIRST YEAR SPRING		
ENGL 102 English II		3
HSES 204 First Aid or Certification		0-2
Laboratory Science Requirement		5
Oral Communication Requirement		3
Historical/Contemporary Indigenous Issues Requirement		3
TOTAL CREDIT HOURS		14-16
SECOND YEAR FALL		
EED 202 Math Content Standards		3
EED 204 Children's Literature		3
EED 212 Intro to Education		2
EED 214 Intro Field Experience		1
PSYC 101 General Psychology or SOC 100 Introduction to Sociology		3
Historical/Contemporary Indigenous Issues Requirement		3
TOTAL CREDIT HOURS		15
SECOND YEAR SPRING		
EED 205 Abnormal Psychology		3
EED 241 The Role of Writing in Teaching and Learning		3
EED 215 Pre-Induction Seminar		1
GEOG 110 World Geography		3
PSCI 100 Physical Science		5
Multicultural, World, or Comparative Issues Requirement		3
TOTAL CREDIT HOURS		18

GENERAL EDUCATION REQUIREMENTS (36-37 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours	MATH 101 College Algebra (C or better required to complete course)		
	Laboratory Science 5 hours	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--COMS 246 Intercultural Communication --COMS 256 Working in Groups and Teams --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or HSES 125 Fitness for Life AND First Aid or CPR Certification 1-4 hours total	--HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits) --HSES 204 First Aid (2 credits)		

PARA-PROFESSIONAL EDUCATION EMPHASIS REQUIREMENTS (27 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
EED 202	Math Content Standards for Teachers	3			EED 215	Pre-Induction Seminar	1		
EED 204	Children's Literature	3			EED 241	The Role of Writing in Teaching and Learning	3		
EED 205	Abnormal Psychology	3			GEOG 110/230	World/Cultural Geography (choose 1)	3		
EED 212	Introduction to Education	2			HIST 101/102	U.S. History Through/Since Civil War (choose 1)	3		
EED 214	Introduction to Field Experience	1			PSCI 100	Physical Science	5		

Candidates are required to pass these EED courses with a "C" or better and maintain a 2.8 or higher cumulative GPA.

Approved by Acting Vice-President for Academics and Registrar on 06/19/2017.

Associate of Science, Recreation and Fitness Management

CONTACT: Cheryl Chuckluck, Dean, Professional Schools, cheryl.chuckluck@bie.edu, (785) 749-8402

The mission of the Health, Sport and Exercise Science Associate Degree Program is to academically prepare students for transferability into baccalaureate programs, as well as obtain career success.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Integrate fitness strategies for individual performance goals
2. Apply foundational knowledge in the field of recreation and fitness management.
3. Distinguish between life threatening and non-life threatening situations.

Academic Roadmap and Degree Checklist

The academic roadmap below is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the next page.

Academic Roadmap: A. S. Recreation and Fitness Management	
FIRST YEAR FALL	
ENGL 101 English I	3
HSES 112 Intro to Health, Sport, and Exercise Science	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Historical/Contemporary Indigenous Issues Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
TOTAL CREDIT HOURS	16
FIRST YEAR SPRING	
ENGL 102 English II	3
HSES 131 Introduction to Recreation Administration	3
HSES 204 First Aid	2
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	16
SECOND YEAR FALL	
HSES 161 Diabetes and the Native American	3
HSES 201 Personal and Community Health	3
HSES 225 Applied Anatomy	3
Historical/Contemporary Indigenous Issues Requirement	3
Oral Communication Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
HSES 245 Introduction to Sports Marketing and Promotion	3
HSES 264 Internship Rec and Fitness Management	4
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
TOTAL CREDIT HOURS	13

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit)		

RECREATION AND FITNESS MANAGEMENT EMPHASIS REQUIREMENTS (24 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
HSES 112	Intro to Health, Sport, and Exercise Science	3			HSES 204	First Aid	2		
HSES 131	Intro to Recreation Mgmt	3			HSES 220	Applied Anatomy	3		
HSES 161	Diabetes and the Native American	3			HSES 245	Intro to Sports Marketing and Promo	3		
HSES 201	Personal/Community Health	3			HSES 264	Internship Rec/Fitness Mgmt	4		

ELECTIVES (1-2 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

Associate of Arts, Social Work

CONTACT: Raylene Hayes, Administrative Assistant: raylene.hayes@bie.edu, (785) 832-6611

Mission

Learn. Empower. Support. Indigenize.

Vision

The social work program uses a strengths based empowerment approach when instructing and advising social work students to become scholars and leaders to their tribal nations. Students are encouraged to learn basic research methods and begin critically reflecting upon their writing and framework.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Describe the profession of social work, including its history and value base and the impact of this history on communities of culture and color.
2. Describe the role of a generalist social worker within the social welfare system.
3. Identify the importance of diversity and research based practice.
4. Identify professional social work education requirements.
5. Discuss the theories of causality, the addiction process, and prevention and treatment efforts.

Admission, Retention, Graduation Requirements

Students who are working towards their Associate of Arts (A.A.) degree or who wish to pursue a bachelor's degree can elect social work as their emphasis area. There are no admission requirements to get into the Social Work Program, however students do need to meet continuation standards as set forth by the university to maintain enrollment, i.e., satisfactory academic and social standing. To remain in the program, students must maintain good academic standing and follow degree requirements. The basic degree requirements are similar to those required by other emphasis areas, students must take the all general education courses such as English, mathematics, and psychology, however to earn an emphasis in social work, the recommended emphasis courses are more stringent. Completing these requirements at Haskell improves the likelihood of admission into a school of social work elsewhere. Extensive research has been conducted to ensure all social work courses are transferable to other institutions. To be awarded an A.A. in social work students must take the specified courses as indicated on the degree checklist (60-62 credit hours, see degree checklist).television) and to prepare students for a four-year degree in media or journalism if they choose to pursue one.

Academic Roadmap and Degree Checklist

The academic roadmap below is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the next page.

Academic Roadmap: A. A. Social Work	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Human Behavior Requirement	3
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	15
FIRST YEAR SPRING	
ENGL 102 English II	3
SW 101 Intro to Social Work	3
SW 110 Chemical Dependency and the Native American Historical/Contemporary Indigenous Issues Requirement	3
Oral Communication Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR FALL	
Humanities and Arts Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
Elective (Recommended: SOC 100 or PSCY 101)	3
Elective (Recommended: AIS 321 Human Behavior in American Indian Communities)	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
SW 201 Social Welfare/Society	3
Historical/Contemporary Indigenous Issues Requirement	3
Elective (Recommended: AIS 421 Community Health Social Work with Indigenous Peoples)	3
Elective (Recommended: PSYC 201 or SOC 201)	3
Elective	3
TOTAL CREDIT HOURS	15

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking ## --COMS 151 Speech Communication Co-requisite: ENGL 101 English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) ## --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes ## --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature ## --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication ## --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II ## --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups or Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology ##		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits) --HSES 160 Basic Nutrition (3 credits) --HSES 195 Weight Management and Fitness in Young Adults (1 credit) --HSES 201 Personal and Community Health (3 credits) --HSES 204 First Aid (2 credits)		

These selections are recommended for smoother transfer to four-year programs.

SOCIAL WORK EMPHASIS REQUIREMENTS (9 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade
SW 101	Introduction to Social Work	3			SW 201	Social Welfare	3		
SW 110	Chem Dependency/NatAm	3							

ELECTIVES (15-17 credit hours)

Number	Course	Credit Hours	Sem	Grade	Number	Course	Credit Hours	Sem.	Grade

Suggested: AIS 321 Human Behavior in Am Indian Communities, AIS 421 CommHealth Social Work, PSYC 201 Child/Adolescent Psych, SOC 201 Marriage and Family
 Approved by Acting Vice-President for Academics and Registrar on 06/19/2017.

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Bachelor of Science, Business Administration

CONTACT: Cheryl Chuckluck, Dean, Professional Schools, cheryl.chuckluck@bie.edu, (785) 749-8436

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

Emphases:

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

Mission

The School of Business provides an academically-challenging learning environment, where students develop critical-thinking skills applicable to all areas of business and management, with an emphasis on teamwork, communication, leadership, and ethical decision making. Our students can take on leadership roles to meet the changing needs of today's global and tribal environments.

Vision

The School of Business will be recognized nationally for graduating American Indian and Alaska Native students who distinguish themselves as managers and leaders in the business world and in their service to Indian Country.

Values

Respect: We value the American Indian and Alaska Native cultures, languages, and communities; honor ourselves and others; and treat everyone with integrity, tolerance, and dignity.

Commitment: We are dedicated to the success and growth of our students and our programs. We promote the willingness and responsibility to initiate ideas and solutions.

Sovereignty: We honor our past and gain insight into a future of self-determination and autonomy.

Admissions Requirements

All students who wish to pursue a Bachelor of Science degree in Business Administration must seek concurrent acceptance at Haskell as a degree-seeking student. Applications to the program are made directly to the School of Business after completing 45 hours of credit. 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
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:

- Students must be admitted to Haskell Indian Nations University. This requirement applies to continuing Haskell students, readmitted students, and transfer students.
- 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.
- Continuing students must complete a minimum of 45 semester credit hours of university credit to be admitted. Normally an associate's degree satisfies this requirement.
- Continuing students must be accepted into the program after the completion of 70 credit hours to remain enrolled at Haskell.
- Students must have a minimum cumulative G.P.A. of 2.30.
- Students must complete English I, English II, and College Algebra or a higher-level Math course with a grade of "C" or better.
- Students must complete an application portfolio materials submitted to the School of Business in a 9 x 12 envelope:
 - Application form (available from the School of Business);
 - Resume with two reference letters;
 - All official transcripts;
 - A personal essay; and
 - Completed degree checklist from chosen concentration.

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 15, for fall admission, and September 15, 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 Dean of Professional Schools.

All students who wish to pursue a Bachelor of Science degree in Business Administration are encouraged to complete the business foundation courses listed below in their first 2 years:

- ACCT 203 Financial Accounting
- ACCT 204 Managerial Accounting
- BUS 210 Business Calculus
- BUS 232 Business/Technical Writing
- CIS 102 Introduction to Information Processing
- CIS 250 Advanced Business Applications for Microcomputers
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics

Graduation Requirements

To be eligible to graduate with a business baccalaureate degree, students must have been accepted into the program after completing 30 hours of the program-required course work. Students must have completed all concentration area courses and BUS 451 with a grade of "C" or better. Students are required to maintain a cumulative 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. Students must be in good standing with the University to be eligible to graduate.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Employ multiple platforms to communicate business and technical strategies to stakeholders.
2. Strategically analyze business and tribal opportunities.
3. Effectively collaborate with team members in an organizational environment
4. Navigate the unique tribal business environment
5. Integrate ethics into their responsibilities and communities they serve.

Academic Roadmaps and Degree Checklists

The academic roadmaps are based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the following pages.

Academic Roadmap: B.S. Business Administration, Management Emphasis		
FIRST YEAR FALL		
ENGL 101 English I		3
MATH 101 College Algebra		3
VISQU 101 Vision Quest		1
Historical/Contemporary Indigenous Issues Requirement		3
Human Behavior Requirement		3
Humanities and Arts Requirement		3
TOTAL CREDIT HOURS		16
FIRST YEAR SPRING		
CIS 102 Intro to Information Processing		3
ENGL 102 English II		3
Historical/Contemporary Indigenous Issues Requirement		3
Oral Communication Requirement		3
Physical Activity/Health Requirement (+other electives to total 3 hours)		3
TOTAL CREDIT HOURS		15
SECOND YEAR FALL		
ACCT 203 Financial Accounting		3
CIS 250 Advanced Business Applications for Microcomputers		3
ECON 201 Principles of Microeconomics		3
Multicultural, World, or Comparative Issues Requirement		3
Elective		3
TOTAL CREDIT HOURS		15
SECOND YEAR SPRING		
ACCT 204 Managerial Accounting		3
BUS 232 Business Technical Writing		3
ECON 202 Principles of Macroeconomics		3
Laboratory Science Requirement		5
TOTAL CREDIT HOURS		14
THIRD YEAR FALL		
ACCT 302 Cost Accounting		3
BUS 210 Business Calculus		5
BUS 301 Legal Environment Business I		5
MGMT 301 Management and Organizational Behavior		3
TOTAL CREDIT HOURS		16
THIRD YEAR SPRING		
BUS 311 Legal Environment Business II		3
BUS 320 Business Statistics		4
BUS 321 Principles of Marketing		3
MGMT 311 Human Resource Management		3
Elective		3
TOTAL CREDIT HOURS		16
FOURTH YEAR FALL		
BUS 401 Financial Management		3
MGMT 401 Production and Operations Management		3
Business Elective (300-level or higher)		3
Elective		3
Elective		3
TOTAL CREDIT HOURS		15
FOURTH YEAR SPRING		
BUS 411 International Business		3
BUS 451 Business Policy		3
Business Elective (300-level or higher)		3
Elective		3
Elective		3
TOTAL CREDIT HOURS		15

Academic Roadmap: B.S. Business Administration, Tribal Management Emphasis	
FIRST YEAR FALL	
ENGL 101 English I	3
MATH 101 College Algebra	3
TMGMT 101 Intro to Tribal Management (Historical/Contemporary Indigenous Issues Requirement)	3
VISQU 101 Vision Quest	1
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
TOTAL CREDIT HOURS	13
FIRST YEAR SPRING	
CIS 102 Introduction to Information Processing	3
ENGL 102 English II	3
Oral Communication Requirement	3
Laboratory Science Requirement	5
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	17
SECOND YEAR FALL	
ACCT 203 Financial Accounting	3
CIS 250 Advanced Business Applications for Microcomputers	3
ECON 201 Principles of Microeconomics	3
Humanities and Arts Requirement	3
Human Behavior Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
ACCT 204 Managerial Accounting	3
BUS 232 Business Technical Writing	3
ECON 202 Principles of Macroeconomics	3
Multicultural, World, or Comparative Issues Requirement	3
Elective	3
TOTAL CREDIT HOURS	15
THIRD YEAR FALL	
BUS 210 Business Calculus	5
BUS 301 Legal Environment Business I	3
MGMT 301 Management and Org Behavior	3
TMGMT 321 Indian Law I	3
TOTAL CREDIT HOURS	14
THIRD YEAR SPRING	
BUS 320 Business Statistics	4
BUS 321 Principles of Marketing	3
MGMT 311 Human Resource Management	3
TMGMT 325 Indian Law II	3
Elective	3
TOTAL CREDIT HOURS	16
FOURTH YEAR FALL	
BUS 401 Financial Management	3
TMGMT 410 Tribal Resource & Economic Development	3
Business Elective (300+)	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15
FOURTH YEAR SPRING	
BUS 451 Business Policy	3
TMGMT 330 Fundamentals of Sovereignty	3
Business Elective (300+)	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	15

Haskell Indian Nations University
Degree Checklist for Bachelor of Science in Business Administration
Management Emphasis (120 credit hours)

Student:

ID:

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) / HSES 125 Fitness for Life (2 credits) / HSES 160 Basic Nutrition (3 credits) / HSES 195 Weight Management and Fitness in Young Adults (1 credit) / HSES 201 Personal and Community Health (3 credits) / HSES 204 First Aid (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit)		

BUSINESS FOUNDATION REQUIREMENTS (26 credit hours)

Number	Course	Credit Hours	Sem.	Grade
ACCT 203	Financial Accounting	3		
ACCT 204	Managerial Accounting	3		
BUS 210	Business Calculus	5		
BUS 232	Business/Technical Writing	3		
CIS 102	Introduction to Information Processing	3		
CIS 250	Advanced Business Applications for Microcomputers	3		
ECON 201	Principles of Microeconomics	3		
ECON 202	Principles of Macroeconomics	3		

MANAGEMENT EMPHASIS REQUIREMENTS (40 credit hours)

Number	Course	Credit Hours	Sem.	Grade
ACCT 302	Cost Accounting	3		
BUS 301	Legal Environment of Business I	3		
BUS 311	Legal Environment of Business II	3		
BUS 320	Business Statistics	4		
BUS 321	Principles of Marketing	3		
BUS 401	Financial Management	3		
BUS 411	International Business	3		
BUS 451	Business Policy	3		
BUS ____	Business Elective 300+	3		
BUS ____	Business Elective 300+	3		
MGMT 301	Management and Org Behavior	3		
MGMT 311	Human Resources Management	3		
MGMT 401	Production and Operations Mgmt	3		

Electives (18-20 credit hours)

Number	Course	Credit Hours	Sem.	Grade

Approved by Acting Vice-President for Academics and Registrar on 06/19/2017.

Haskell Indian Nations University
Degree Checklist for Bachelor of Science in Business Administration
Tribal Management Emphasis (120 credit hours)

Student:

ID:

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) (R) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--TMGMT 101 Introduction to Tribal Management (required) <i>Plus one of the following:</i> --AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature* --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) / HSES 125 Fitness for Life (2 credits) / HSES 160 Basic Nutrition (3 credits) / HSES 195 Weight Management and Fitness in Young Adults (1 credit) / HSES 201 Personal and Community Health (3 credits) / HSES 204 First Aid (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit)		

BUSINESS FOUNDATION REQUIREMENTS (26 credit hours)

Number	Course	Credit Hours	Sem.	Grade
ACCT 203	Financial Accounting	3		
ACCT 204	Managerial Accounting	3		
BUS 210	Business Calculus	5		
BUS 232	Business/Technical Writing	3		
CIS 102	Introduction to Information Processing	3		
CIS 250	Advanced Business Applications for Microcomputers	3		
ECON 201	Principles of Microeconomics	3		
ECON 202	Principles of Macroeconomics	3		

TRIBAL MANAGEMENT EMPHASIS REQUIREMENTS (40 credit hours)

Number	Course	Credit Hours	Sem.	Grade
BUS 301	Legal Environment of Business I	3		
BUS 320	Business Statistics	4		
BUS 321	Principles of Marketing	3		
BUS 401	Financial Management	3		
BUS 451	Business Policy	3		
BUS ____	Business Elective 300+	3		
BUS ____	Business Elective 300+	3		
MGMT 301	Management and Org Behavior	3		
MGMT 311	Human Resources Management	3		
TMGMT 321	Indian Law and Legislation I	3		
TMGMT 325	Indian Law and Legislation II	3		
TMGMT 330	Fundamentals of Tribal Sovereignty	3		
TMGMT 410	Tribal Resources and Economic Development	3		

ELECTIVES (18-20 credit hours)

Number	Course	Credit Hours	Sem.	Grade

Approved by Acting Vice-President for Academics and Registrar on 06/19/2017.

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Bachelor of Science, Elementary Education

CONTACT: Cheryl Chuckluck, Dean, Professional Schools, cheryl.chuckluck@bie.edu, (785) 749-8402

Conceptual Framework

The Haskell Memorial Arch, located on campus, serves as a model for the School of Education's (SOE) Conceptual Framework (CF). This model illustrates the strong foundation of knowledge and skills needed to develop Native Leaders who become critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners. This model symbolizes the importance of two main support systems, the mission and the vision, which are built upon high standards and accountability. The evaluation process includes a variety of assessment practices and checkpoints throughout the program to monitor and enhance the candidate's growth and development.

Conceptual Framework Components

The conceptual framework for Haskell Indian Nations University's School of Education (SOE) includes three main components: the mission, the vision, and the evaluation process. These three components guide the operation of the Elementary Teacher Education Program (ETEP). Key defining elements are included to support each component. The SOE's mission is defined and supported by fifteen Program Objectives and ten Leadership Qualities identified as teacher candidate dispositions. The SOE's vision is displayed through the Elementary Teacher Education Program of Study. The SOE Evaluation Process includes scheduled meetings, teacher candidate monitoring procedures, and utilization of a variety of assessment practices.

Mission

Haskell Indian Nations University's School of Education provides a quality Elementary Teacher Education Program grounded in traditional and contemporary American educational philosophies and theories, current best practices, and K-6 curriculum standards while integrating native and cultural perspectives to foster equitable learning communities for children.

Vision

Haskell Indian Nations University's School of Education is dedicated to developing Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners.

Elementary Teacher Education Program of Study

The ETEP is divided into four phases of study. Each phase contains one or more transition points with key assessments which teacher candidates must successfully meet before entering the next program phase. The phases are designed to provide guidance and structure as candidates meet their goal of becoming Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners.

Phase One involves the completion of an Associate of Arts Degree and admission to the Elementary Teacher Education Program; Phase Two involves completion of the Bachelor of Science Degree; Phase Three involves program completion and application for the Kansas Initial Teaching License; and Phase Four involves mentorship during the first three years of teaching.

Students interested in pursuing an Elementary Education career must complete an Associate of Arts Degree with a Para-Professional Education major. This major provides pre-teacher candidates with foundational knowledge which supports employment as a Para-Professional Educator in an elementary classroom setting. The AA Degree (Para-Professional Education) requirements include 36 hours of general education and 26 hours of electives and Elementary Education-related courses. Students identifying this area of interest are assigned an SOE Academic Advisor who will provide assistance with enrollment.

Additional specifics about the four Phases and Transition Points are in the Elementary Teacher Education Program (ETEP) Handbook.

Student Learning Outcomes and Unit Objectives

The School of Education utilizes the KSBE standards as Unit Objectives for all teacher candidates, regardless of their chosen degree program. Currently, Haskell's School of Education offers only one degree program, the baccalaureate degree in Elementary Education K-6. This degree program utilizes the Elementary Education K-6 standards.

Using the Mission Statement, Professional Leadership Qualities and knowledge base supported by research and current best practices, the SOE faculty identifies ten Unit Objectives. Teacher candidates are expected to demonstrate mastery of these objectives in the process of becoming critical thinkers, high achievers, reflective practitioners and caring leaders for tomorrow's learners. These are closely related to the Kansas Professional Education Standards adopted by the Kansas State Board of Education (KSBE) January, 2015. Our teacher candidates will demonstrate:

1. Standard 1: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences
2. Standard 2: Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3: Learning Environment – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
4. Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6: Assessment – The teacher understands and uses multiple method of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making
7. Standard 7: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard 8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connection, and to build skills to apply knowledge in meaningful ways.
9. Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practices, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth and to advance the professions

Professional Leadership Qualities

Haskell Indian Nations University's ETEP believes essential leadership qualities are associated with becoming a Native Leader who is a critical thinker, high achiever, reflective practitioner, and a caring leader

for tomorrow's learners. These qualities are a combination of personal and professional skills as identified by the faculty and Haskell SOE Advisory Board as important teacher candidate dispositions. The identification of these Professional Leadership Qualities is based in part on the writings and research provided by Charlotte Danielson, respected author of many educational books and a contributor to the training and evaluation practices of education professionals.

A rubric is utilized to evaluate teacher candidate performance of the ten identified leadership qualities. Haskell's ETEP Professional Leadership Qualities are:

1. Responsibility – attends and participates in class
2. Respect – interacts respectfully and accepts differences
3. Reliability – submits quality work and maintains accurate records.
4. Communication – demonstrates effective oral and written communications
5. Professionalism & Appearance – wears proper attire and displays professional grooming
6. Professionalism & Demeanor – is receptive to varying ideas
7. Collaboration – collaborates and plans with peers and host teacher
8. Contributions – contributes to meaningful discussions, searches for answers, and encourages others
9. Self-Reflection – ability to reflect, understand and make connections from theory to practice
10. Openness – demonstrates interest, passion, and curiosity; responsive to feedback.

A continued focus on the development and enhancement of the ten Leadership Qualities is embedded in the program of study through course connections, field experiences, student teaching experiences, seminars and professional development activities. In addition, mid-term and end-of-semester evaluation conferences are held each semester with individual teacher candidates and faculty.

Admissions Requirements

The School of Education utilizes a cohort model so potential teacher candidates are only accepted into the program for entry in the fall. Potential teacher candidates are eligible to apply for admission to the Elementary Teacher Education Program upon completion of the A.A. Degree (Para-Professional Education). Potential teacher candidates are advised to begin the application process in January. Application packets are due to the SOE Department Chair by February 15. Incomplete and/or late application packets may delay the process or may not be considered.

Potential candidates must meet the following admissions requirements:

1. Complete the Associate of Arts Degree with an major in Para-Professional Education, a cumulative GPA of 2.8 or higher, and a "C" or better in all required courses;
2. Successfully complete the Praxis Core Academic Skills for Educators in the content areas of math, reading, and writing prior to program application. The required score for Math is 142, Reading is 156 and Writing 162 or a total composite score of 460. Applicants must designate Haskell as the receiving institution when taking this test. Test scores must accompany ETEP Application Form;
3. Submit a written vision statement indicating a commitment to teaching and an educational autobiography. (These two documents are completed in EED 241, The Role of Writing in Teaching and Learning. They should be updated and carefully edited.);
4. Complete twenty documented classroom observation hours (completed in EED 212 Introduction to Education via timesheet verification.);
5. Submit two letters of recommendation- one from a Haskell faculty member and one letter from a member of the community in which the candidate officially resides;
6. Verify good Social Standing with Students Rights Office (complete Social Standing Status Form);
7. Complete Felony Disclosure Statement and disclose any misdemeanor(s) or felony charges to the Dean of Professional Schools and/or SOE Department Chair
8. Submit application form and required documents by February 15 to the SOE Department Chair; and
9. Complete an interview session with the SOE Interview Committee.

A 3-point rubric scale is utilized by committee members to rate candidates as they respond to interview questions. The composite interview score acceptable for admission is 2.4 out of 3. Candidates also receive ratings on five Leadership Qualities which serve as a baseline score of their dispositions. If necessary a potential teacher candidate may be interviewed twice. An official notification letter will be presented to candidates within 10 working days following the interview at a scheduled debriefing session with the Dean of Professional Schools.

Academic Roadmap and Degree Checklist

The academic roadmap is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the following pages.

Academic Roadmap: B.S. Elementary Education	
FIRST YEAR FALL	
ENGL 101 English I	3
HIST 101 U.S. History Through Civil War	3
HSES 125 Fitness for Life or Activity Course	1-2
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Humanities and Arts Requirement	3
TOTAL CREDIT HOURS	14-15
FIRST YEAR SPRING	
ENGL 102 English II	3
HSES 204 First Aid or Certification	0-2
Laboratory Science Requirement	5
Oral Communication Requirement	3
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	14-16
SECOND YEAR FALL	
EED 202 Math Content Standards	3
EED 204 Children's Literature	3
EED 212 Introduction to Education (co-requisite EED 214)	2
EED 214 Intro Field Experience (co-requisite EED 212)	1
PSYC 101 General Psychology or SOC 100 Introduction to Sociology	3
Historical/Contemporary Indigenous Issues Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR SPRING	
EED 205 Abnormal Psychology	3
EED 241 The Role of Writing in Teaching and Learning	3
EED 215 Pre-Induction Seminar	1
GEOG 110 World Geography	3
PSCI 100 Physical Science	5
Multicultural, World, or Comparative Issues Requirement	3
TOTAL CREDIT HOURS	18
THIRD YEAR FALL	
EED 305 Developmental Psychology	3
EED 306 Walking in Balance – Health	1
EED 307 Curriculum, Instruction, and Assessment Introduction, Theory, and Development	4
EED 311 Governance and Organization of Schools	3
EED 318 Multicultural Education/English Language Learners	4
EED 323 Understanding Exceptionalities	3
TOTAL CREDIT HOURS	18
THIRD YEAR SPRING	
EED 327 Classroom Management and Design	3
EED 330 Math Methods for K-3	3
EED 338 Curriculum, Instruction, and Assessment II	3
EED 341 Language Arts Methods for K-3	3
EED 350 Field Experience K-6 Classrooms	2
EED 472 Physical Education/Music Methods K-6	3
TOTAL CREDIT HOURS	17
FOURTH YEAR FALL	
EED 404 First Days of School	1
EED 408 KPTP Preparation Seminar	1
EED 430 Math Methods for 4-6 Learners	3
EED 441 Language Arts Methods for 4-6 Learners	3
EED 453 Science & Health Methods for K-6	4
EED 462 Social Studies and Art Methods for K-6 Learners	4
EED 480 Pre-Student Teaching in K-6 Classrooms	3
TOTAL CREDIT HOURS	19
FOURTH YEAR SPRING	
EED 409 KPTP Implement. Seminar	1
EED 490 Student Teaching K-6	15
TOTAL CREDIT HOURS	16

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better		
	Oral Communication 3 hours (choose one)	--COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--COMS 246 Intercultural Communication --COMS 256 Working in Groups and Teams --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or HSES 125 Fitness for Life AND First Aid or CPR Certification 1-4 hours total	--HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit) --HSES 125 Fitness for Life (2 credits) --HSES 204 First Aid (2 credits)		

ELEMENTARY EDUCATION FOUNDATION REQUIREMENTS (27 HOURS)

Number	Course	Credit Hours	Sem.	Grade
EED 202	Math Content Standards for Teachers	3		
EED 204	Children's Literature	3		
EED 205	Abnormal Psychology	3		
EED 211	Introduction to Education	2		
EED 214	Introduction to Field Experience	1		
EED 215	Pre-Induction Seminar	1		
EED 241	The Role of Writing in Teaching and Learning	3		
GEOG 110/230	World/Cultural Geography	3		
HIS 101/102	U.S. History	3		
PSCI 100	Physical Science	5		

ELEMENTARY EDUCATION MAJOR REQUIREMENTS

	Number	Course	Credit Hours	Sem.	Grade
Junior I: 18 hrs	EED 305	Developmental Psychology	3		
	EED 306	Walking in Balance – Health	1		
	EED 307	Curriculum, Instruction, and Assessment I/Introduction of Theory & Development	3		
	EED 311	Governance and Organization of Schools	3		
	EED 319	Multiculturalism and English Language Learners	4		
	EED 323	Understanding Exceptionalities	3		
Junior II: 17 hrs	EED 327	Classroom Management and Design	3		
	EED 330	Math Methods for K-3 Learners	3		
	EED 338	Curriculum, Instruction, and Assessment II, Application of Theory & Development	3		
	EED 341	Language Arts Methods for K-3 Learners	3		
	EED 350	Field Experience K-6 Classrooms	2		
	EED 472	Physical Education and Music Methods for K-6 Learners	3		
Senior I: 19 hrs	EED 404	First Days of School	1		
	EED 408	KPTP Preparation Seminar	1		
	EED 430	Math Methods for 4-6 Learners	3		
	EED 441	LA Methods for 4-6 Learners	3		
	EED 452	Science and Health Methods for K-6 Learners	4		
	EED 462	Social Studies and Art Methods for K-6 Learners	4		
	EED 480	Pre-Student Teaching in Teaching K-6 Classrooms	3		
Sr II	EED 409	KPTP Implementation Seminar	1		
	EED 490	Student Teaching in K-6 Classrooms	15		

B. S. Elementary Education: $([63 \text{ or } 64] + 70 = 133 \text{ or } 134 \text{ hours})$. Candidates are required to pass these courses with a "C" or better and maintain a 2.8 or higher cumulative GPA.

Approved by Acting Vice-President for Academics and Registrar on 06/19/2017.

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Bachelor of Science, Environmental Science

CONTACT: Raylene Hayes, Administrative Assistant: raylene.hayes@bie.edu, (785) 832-6611

The B.S. degree in Environmental Science provides a comprehensive curriculum that explores the interconnected living and non-living components of the natural world (our environment). Environmental Science is a relatively young scientific field of study that combines tools and knowledge from traditional scientific fields such as biology, physics, chemistry, geology, and hydrology to investigate the components and processes that make up complicated environmental systems like prairies, agro-ecosystems, wetlands, lakes, forests, coastlines and deserts. Our program strives to provide this foundational knowledge in Biology, Chemistry, Physics and applied scientific fields that will enable students to understand what is required to sustain these ecosystems upon which we depend. The maintenance of healthy ecosystems supports the ability of Indigenous peoples to sustain healthy communities on tribal lands.

Many courses in this program have both lab and lecture components (5 hours), so that you may apply what you've learned in lecture during lab. This will require significant effort, including many hours outside of class writing lab reports, doing independent data collection/analysis in the lab or in the field, and writing papers. To augment your applied science learning, it is highly recommended that you take advantage of the various research internship opportunities available through our department and elsewhere during your undergraduate tenure.

Note that you may apply for the Environmental Science B.S. program prior to obtaining your A.S. or A.A. degree, but your application will be much stronger if you have had significant science and math courses prior to applying.

Mission

Graduates earning a Bachelor of Science degree in Environmental Science will be able to apply scientific methods to communicate and solve environmental problems and conceptualize the world in an environmentally sound way.

Program Outcomes

Graduates of the Environmental Science baccalaureate program will address the environmental needs of their communities.

Graduates of the Environmental Science baccalaureate program will be prepared to pursue professional or graduate education in environmental science or a related field.

Student Learning Outcomes

1. Students will be able to examine concepts of sustainability and biodiversity to meet environmental challenges and maintain quality of life.
2. Students will be able to use scientific methods of inquiry to investigate, measure, and analyze environments.
3. Students will be able to apply mathematical and statistical applications to understand, communicate, and solve environmental problems.
4. Students will be able to communicate scientific ideas, theories, and observations in oral and written forms.
5. Students will be able to use the scientific literature to answer questions about the natural world.

Admission Requirements

Submission of a copy of all official transcripts of all college course work. You must be in "good academic standing" to apply for admission to the program, with a 2.5 cumulative GPA. Your transcripts and application

must indicate you have the time and ability to complete the degree program. Send completed application and transcripts to:

Haskell Indian Nations University
Dean of Natural & Social Sciences, SQ 129
Attn: Environmental Science Program, SQ 123
155 Indian Avenue
Lawrence, KS 66046-4800

Students are notified in writing regarding acceptance into the Environmental Science Baccalaureate (Bachelor of Science) degree program. Acceptance into the Environmental Science Program does not guarantee acceptance into Haskell Indian Nations University. Students must apply separately to the Office of Admissions, 785-749-8454. E-Mail: admissions@haskell.edu.

Graduation Requirements

Required for graduation with a Bachelor of Science degree in Environmental Science:

- GPA of 2.0 in 300-400 level courses
- 49 credit hours of required courses
- At least 24 elective credit hours of 300-400 level courses in BIOL, CHEM, GEOG, ENVS, NATRS, or PHYS

Academic Roadmap and Degree Checklist

The academic roadmap is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the following pages.

Academic Roadmap: B.S. Environmental Science

FIRST YEAR FALL

ENGL 101 English I	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Historical/Contemporary Indigenous Issues Requirement	3
Elective	3
TOTAL CREDIT HOURS	13

FIRST YEAR SPRING

ENGL 102 English II	3
Historical/Contemporary Indigenous Issues Requirement	3
Human Behavior Requirement	3
Laboratory Science Requirement (General Education)	5
Oral Communication Requirement	3
TOTAL CREDIT HOURS	17

SECOND YEAR FALL

MATH 103 College Trigonometry	3
Humanities and Arts Requirement	3
Laboratory Science Requirement (first required lab science for major)	5
Multicultural, World, or Comparative Issues Requirement	3
TOTAL CREDIT HOURS	14

SECOND YEAR SPRING

Laboratory Science Requirement (second required lab science for major) (Rec BIOL 121 or 122)	5
Physical Activity/Health Requirement (+other electives to total 2 hours)	2
Elective	3
Elective	3
Elective	3
TOTAL CREDIT HOURS	16

THIRD YEAR FALL

BIOL 121 or BIOL 122 Principles of Organismal Biology	5
MATH 221 Calculus and Analytic Geometry I	5
PHYS 211 College Physics I	5
Elective	3
TOTAL CREDIT HOURS	18

THIRD YEAR SPRING

CHEM 201 Organic Chemistry	5
PHYS 212 College Physics II	5
300+ Science Course	3
300+ Science Course	3
TOTAL CREDIT HOURS	16

FOURTH YEAR FALL

ENVS 330 Principles of Ecology	5
ENVS 415 Environmental Science Seminar	1
300+ Science Course	5
300+ Science Course	4
TOTAL CREDIT HOURS	15

FOURTH YEAR SPRING

BIOL 385 Biostatistics	3
ENVS 480 Undergraduate Research	3
300+ Science Course	3
300+ Science Course	3
TOTAL CREDIT HOURS	12

Haskell Indian Nations University
Degree Checklist for Bachelor of Science in Environmental Science
(120 credit hours)

Student:

ID:

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better		
	Oral Communication 3 hours (choose one)	ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better --COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 102 American Indian Issues I --AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--COMS 246 Intercultural Communication --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) / HSES 125 Fitness for Life (2 credits) / HSES 160 Basic Nutrition (3 credits) / HSES 195 Weight Management and Fitness in Young Adults (1 credit) / HSES 201 Personal and Community Health (3 credits) / HSES 204 First Aid (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit)		

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Bachelor of Arts, Indigenous and American Indian Studies

CONTACT: Raylene Hayes, Administrative Assistant: raylene.hayes@bie.edu, (785) 832-6611

Mission

Learn. Empower. Support. Indigenize.

Vision

Affirming sovereignty through action.

The focus of the Indigenous and American Indian Studies (IAIS) Program is to prepare Indigenous, American Indian, and Alaska Native students for advocacy and leadership positions that promote and protect the sovereignty and self-determination of First Nations Peoples. 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.

The Indigenous and American Indian Studies program is an interdisciplinary field that encompasses such fields as history, language, psychology, social work, sociology, and American Indian studies. Our program utilizes a curriculum that fosters a comprehensive and critical approach to the study and practice of Tribal Nation sovereignty and self-determination.

The American Indian studies field emerged during the late 1960s and early 1970s in response to the need for an academically rigorous, critically engaged, and socially relevant academic discipline devoted to Tribal communities. Our program's focus remains grounded to this mission as we prepare students for ethical advocacy and leadership roles in organizations, institutions, and communities to foster and protect sovereignty and self-determination.

Respectful coexistence is a basic tenet of sovereignty, and our program seeks to respect the cultural and philosophical diversity of Indigenous, Tribal Nations, and Alaska Native communities. To this end, we strive to promote the values embodied by CIRCLE: Communication, Integrity, Respect, Cooperation, Leadership, and Excellence. We believe these values foster academic success, lifelong learning and service, and capacity building for Tribal and Alaska communities.

Student Learning Outcomes

By the time a student has completed the required courses, he or she will be able to:

1. Identify and describe Indigenous, American Indian, and Alaskan Native treaties, policies, histories, and sovereignty and self-determination.
2. Demonstrate proficiency in effective oral, written, and visual communications.
3. Recognize and apply Indigenous-based ethical concepts and practices.
4. Demonstrate proficiency in critical and logical reasoning
5. Identify and analyze challenges to Native Peoples, and to promote relevant and community-based opportunities and solutions that contribute to the well-being of Indigenous Nations and American Indian and Alaskan Native communities.
6. Demonstrate proficiency in and understanding of the history and practical applications of the Indigenous and American Indian Studies discipline.

Graduates from our program have used their studies to prepare themselves for occupations in Tribal and federal government, social work, law, education, archiving and information management, information technology, and advocacy positions. Many also have entered graduate or professional programs in

American Indian Studies, geography, conflict resolution, law, environmental sciences, public health, education, or in other areas related to their concentration.

Admission Requirements

- Completion of 45 hours of General Education Requirements
- Minimum cumulative GPA of 2.50
- Submission of IAIS application packet: A complete application packet includes:
 - Application
 - Official academic transcripts from all colleges/universities attended
 - Two letters of recommendation
 - One essay
- Completion of AIS 102 and AIS 110 (or their equivalent) with a “C” or higher

Graduation Requirements

Students are required to carry a minimum 2.00 GPA for continued study and graduation. Failure to maintain this minimum GPA may result in dismissal from the baccalaureate program in IAIS. To be eligible to graduate with a BA in Indigenous and American Indian Studies, students must have earned a “C” or higher in all of their upper-level AIS classes and have earned a minimum cumulative 2.00 GPA.

Once accepted into the IAIS program, students are assigned an advisor from the core IAIS faculty. Students are expected to regularly meet with their advisor to discuss grades, progress toward degree, and educational/professional goals.

The Indigenous and American Indian Studies Bachelor of Arts degree is designed to provide students with an integrated foundation of interdisciplinary knowledge and practical skills relevant to sustainable and intelligent capacity-building within and for Tribal communities. The IAIS discipline emphasizes an introduction to the discipline, federal Indian policy, contemporary Indian problems, language study, and law and society.

Prior to admission into the program, students must complete AIS 102 and AIS 110 with a “C” or higher. After admission, all students must complete the following requirements:

- IAIS Major Foundation classes (12 hours): see degree checklist for options
- Internships (6 hours): AIS 397 and AIS 497. (Students must obtain permission from the AIS internship director prior to enrolling)
- Senior Thesis (3 hours): AIS 499

Academic Roadmap and Degree Checklist

The academic roadmap is based on entry into ENGL 101 and MATH 101 in the first semester at Haskell. The requirements for the degree are shown on the checklist on the following pages.

Academic Roadmap: B.A. Indigenous and American Indian Studies

FIRST YEAR FALL	
AIS 102 American Indian Issues	3
ENGL 101 English I	3
MATH 101 College Algebra	3
VISQU 101 Vision Quest	1
Laboratory Science Requirement	5
TOTAL CREDIT HOURS	15
FIRST YEAR SPRING	
AIS 110 Hist of North American Indian Tribes	3
ENGL 102 English II	3
Human Behavior Requirement	3
Multicultural, World, or Comparative Issues Requirement	3
Oral Communication Requirement	3
TOTAL CREDIT HOURS	15
SECOND YEAR FALL	
ENGL 102 English II	3
TMGMT 101 Introduction to Tribal Management or SOC 101 Introduction to Sociology	3
Historical/Contemporary Indigenous Issues Requirement	3
Humanities and Arts Requirement	3
Physical Activity/Health Requirement (+other electives to total 3 hours)	3
Elective	3
TOTAL CREDIT HOURS	18
SECOND YEAR SPRING	
Elective	3
Elective	3
Elective	3
Elective	3
TMGMT 201 Tribal /Federal Government Relations	3
TOTAL CREDIT HOURS	15
THIRD YEAR FALL	
AIS 311	3
AIS 322	3
AIS 350	3
AIS ____ (300 or above, chosen with advisor)	3
AIS ____ (300 or above, chosen with advisor)	3
Elective	3
TOTAL CREDIT HOURS	18
THIRD YEAR SPRING	
AIS ____ (300 or above, chosen with advisor)	3
____ (300 or above, chosen with advisor)	3
____ (300 or above, chosen with advisor)	3
____ (300 or above, chosen with advisor)	3
Elective	3
TOTAL CREDIT HOURS	15
FOURTH YEAR FALL	
AIS 349	3
AIS 397	3
AIS 402	3
Elective	3
TOTAL CREDIT HOURS	12
FOURTH YEAR SPRING	
AIS 497	3
AIS 499	3
AIS ____ (300 or above, chosen with advisor)	3
Elective	3
TOTAL CREDIT HOURS	12

Haskell Indian Nations University
Degree Checklist for Bachelor of Arts in Indigenous and American
Indian Studies (120 credit hours)

Student:

ID:

GENERAL EDUCATION REQUIREMENTS (34-36 credit hours)

Outcome	Outcome Categories, Credit Hours	Complete the following courses:	Sem.	Grade
Communication	Written Communication 6 hours (both required)	ENGL 101 English I (C or better required to complete course) Prerequisite: placement or completion of ENGL 090 with C or better		
	Oral Communication 3 hours (choose one)	ENGL 102 English II (C or better required to complete course) Prerequisite: completion of ENGL 101 with C or better --COMS 131 Public Speaking --COMS 151 Speech Communication Co-requisite: ENGL 101 – English I		
Qualitative and Quantitative Thinking	Humanities and Arts 3 hours (choose one)	--ART 100 Art Appreciation --ART 240/241 Art History --EED 203 Exploring Cultural Art, Music, and Dance with Technology --ENGL 210 Themes and Issues in Literature --MCOM 231 Mass Communication --MUS 137/138 Music Appreciation through Classical Period/Contemporary Times --THEAT 100 Introduction to Theatre		
	Quantitative Reasoning 3 hours (choose one)	--MATH 101 College Algebra (C or better required to complete course) --MATH 102 Liberal Arts Math Prerequisite: placement or completion of MATH 100 with C or better		
	Laboratory Science 5 hours (choose one)	--BIOL 103 General Biology and Lab --CHEM 101 General Chemistry I --PHYS 211 College Physics I --PSCI 100 Physical Science		
Historical and Cultural Forces	Historical/Contemporary Indigenous Issues 6 hours (choose two)	--AIS 110 History of North American Indian Tribes --ART 255 Tribal Art Forms --ENGL 212 American Indian Literature --HSES 161 Diabetes and the Native American --LANG 101/102, 110/111 Indigenous Languages --SW 110 Chemical Dependency and the Native American --TMGMT 101 Introduction to Tribal Management --TMGMT 201 Tribal/Federal Government Relations		
	Multicultural, World or Comparative Issues 3 hours (choose one)	--AIS 301 Native and Western Views of Nature --COMS 246 Intercultural Communication --GEOG 110 World Geography --GEOG 230 Cultural Geography --HIST 101/102 U. S. History Through/Since the Civil War --HIST 110/112 Western Civilization I/II --HIST 221/222 World Civilization I/II		
	Human Behavior 3 hours (choose one)	--BUS 251 Human Relations --COMS 226 Interpersonal Communication --COMS 256 Working in Groups and Teams --COMS 276 Persuasion and Social Influence --PSYC 101 General Psychology --SOC 100 Introduction to Sociology		
Wellness	Orientation 1 hour	--VISQU Vision Quest		
	Physical Activity Course or Health Class 1-3 hours (choose one)	--HSES 100 Personal Hygiene (2 credits) / HSES 125 Fitness for Life (2 credits) / HSES 160 Basic Nutrition (3 credits) / HSES 195 Weight Management and Fitness in Young Adults (1 credit) / HSES 201 Personal and Community Health (3 credits) / HSES 204 First Aid (2 credits) --HSES 101/104/105/106/107/108 Physical Activity Courses (all 1 credit)		

INDIGENOUS AND AMERICAN INDIAN STUDIES MAJOR FOUNDATION REQUIREMENTS (12 credit hours)

Number	Course	Credit Hours	Sem.	Grade
AIS 102	American Indian Issues (a)	3		
AIS 110 or SW 101	History of North American Indian Tribes (a) or Chemical Dependency and the Native American (a) or	3		
TMGMT 101 or SOC 100	Introduction to Tribal Management or Introduction to Sociology (a)	3		
TMGMT 201 or SW 110	Tribal /Federal Government Relations a or Chemical Dependency and the Native American (a)	3		

INDIGENOUS AND AMERICAN INDIAN STUDIES MAJOR EQUIREMENTS (36 credit hours)

Number	Course	Credit Hours	Sem.	Grade
AIS 311	Intro to American Indian Studies I: American Indian Issues (a)	3		
AIS 322	Intro to Research Methods in American Indian Studies (a)	3		
AIS 349	Law and American Indian Religious Freedoms (a)	3		
AIS ____	(a) (b)	3		
AIS ____	(a) (b)	3		
AIS ____	(a) (b)	3		
AIS ____	(a) (b)	3		
AIS 350	Foundations of Indigenous Philosophy (a)	3		
AIS 397	Internship I (a)	3		
AIS 402	American Indian Treaties and Agreements (a)	3		
AIS 497	Internship II (a)	3		
AIS 499	American Indian Studies Senior Capstone (a)	3		
	300-400 upper-level course	3		
	300-400 upper-level course	3		
	300-400 upper-level course	3		

ELECTIVES (27-29 credit hours)

Number	Course	Credit Hours	Sem.	Grade

Approved by Acting Vice-President for Academics and Registrar on 06/19/2017.

(a) Courses requiring a grade of C or higher

(b) Courses designated as "AIS ____" are to be selected by student in conjunction with IAIS advisor.

Students may meet emphasis requirements by taking an equivalent course with approval from IAIS advisor and IAIS program.

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Academic Policies

Key academic policies are spelled out below. Academic policies are currently under revision. For a complete list of updated policies, see <http://www.haskell.edu/academics>.

Academic Achievement

Honors and distinctions are granted to students determined by grades in all work. Notations of the accomplishments is noted on the official transcript of the student.

Graduation Honors: 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

Academic Classification – College Level

The College Level 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. Levels are as follows:

0-29 credit hours: First-Year Student

30-60 credit hours: Sophomore

61-90 credit hours: Junior

91-120 credit hours: Senior

(Revised/Updated April 2017)

Academic Classification – Student Load

The Student Load academic classification is based on total number of credit hours for which a student is enrolled. Load classifications are as follows:

Full Time: 12+ credit hours

Three Quarters: 9-11 credit hours

Half Time: 6-8 credit hours

Less than Part-Time: 1-5 credit hours

(Revised/Updated April 2017)

Academic Credits

A class that meets 50 minutes once a week will yield one credit hour; a class that meets 50 minutes three times a week will yield three credit hours. A class requiring laboratory time or skill practice normally meets another day for a longer time per week.

Academic Course Load

A minimum course load of 12 credit hours is considered a full load for fees, although 15 credit hours are recommended. A minimum of 12 credit hours for undergraduate students is considered a full load for financial aid. The normal full-time load for summer session is 6 credit hours. Students enrolling in 17 or more credit hours (or 9 or more for summer) require a cumulative grade point average of 3.00 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, failure to demonstrate academic integrity, or failure to meet other University requirements.

Academic Eligibility – Intercollegiate Athletics

Students who wish to participate in varsity sport at Haskell need to contact the Faculty Athletic Representative and Registrar to determine eligibility. Most academic requirements are mandated by an outside governing athletic institution or league and are not determined by Haskell.

Academic Forgiveness

The forgiveness policy provides students the opportunity to have their academic standing reflect increased maturity and improved level of academic performance. Students can pick up the Academic Forgiveness Form from the Office of the Registrar. 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. Academic forgiveness courses must be from the students prior academic career and not from the continuous enrollment period after their educational break
2. Have had a break in attendance of at least two years from Haskell.
3. Have earned at least 12 credit hours since return in one semester
4. Have an overall current GPA of 2.5 since returning. All grades earned at HINU since returning are used to make this grade-point average calculation.

Courses approved for academic forgiveness will continue to appear on Haskell transcript and will be identified as “no grade” (NG). 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. Students may be placed on academic probation or academic suspension by the Registrar based on grades earned.

Academic Honor Roll

President’s Honor Roll

Students who achieve a semester grade point average of 4.0 in a minimum of twelve college-level credit hours and who have no incomplete grades will be placed on the President’s Honor Roll. Students whose grade point average depends upon inclusion of grades earned in pre-college courses shall not qualify for this honor.

Dean’s Honor Roll

Students who achieve a semester grade point average of 3.5 in a minimum of twelve college-level credit hours and no incomplete grades will be placed on the Dean’s Honor Roll.

(Revised/Updated April 2017)

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

Academic misconduct includes (a) cheating (using unauthorized materials, technology, 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 Review

Departmental Review: Students must first appeal grades and any other academic decisions made within the college or school in which they are enrolled to the instructor of record. In the event the student is undeclared and/or not officially in a college or school, the Departmental Review shall be performed by the college or the school that the instructor has been assigned to. Students must request a Departmental Review in writing and include all pertinent information, documentation, as well as desired outcome. As needed, the dean of each college or school shall convene a Departmental Review Board, composed of faculty from the college or school in question. The Departmental Review Board will review student appeals and submit its decision(s) and recommendation(s) to the appropriate dean of the college or school. Within 30 calendar days of a student filing for Review, the appropriate dean will notify the student and instructor, in writing, of the decision reached by the Departmental Review. After a Departmental Review has been completed the student may further request an Academic Appeal if not satisfied.

Academic Appeal: Students may initiate an Academic Appeal to the Vice-President for Academics for decisions affecting their grades, enrollment, readmission, or academic status if they are not satisfied with a decision reached by Department Review or Admissions Review Board. The deadline for submitting an Academic Appeal is 30 calendar days after the student was notified of the adverse decision of the Departmental Review or Admissions Review Board. Students are responsible for documenting extenuating circumstances which may have affected academic performance. Students are responsible for providing all documentation that they wish to be considered for review. The Academic Review Board reviews these appeals. A decision will be issued within 30 calendar days after the Academic Appeal was submitted to the VPA. In certain cases, if needed, the VPA may reasonably increase the timeline for making a decision.

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 of Academics (VPA) 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 Academics, who will notify students and the appropriate college or school in writing concerning the Board's decision. All 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 provided in sessions of varying length (normally six weeks).

Academic Standing

At the end of the semester, students are awarded an "Academic Standing" according to the student's academic performance for that semester. Haskell uses the following Academic Standing at the end of the semester. Only one academic standing will apply to a student for that semester.

- President's Honor Roll: Students who achieve a semester grade point average of 4.00 in a minimum of twelve college-level credit hours and who have no incomplete grades.
- Dean's Honor Roll: Students who achieve a semester grade point average of 3.50 in a minimum of twelve college-level credit hours, have no grade lower than a "B", and no incomplete grades.
- Good Standing: Entering students who meet certain admission standards begin with academic good standing. First-time college students attain academic good standing when their first-semester Grade Point Average (GPA) is 2.0 or higher. Students' maintain academic good standing when their semester and cumulative GPA's 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.
- 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. Students who fail to raise their cumulative GPA after one semester on Academic Probation are subject to Academic Suspension.
- Academic Suspension: Dismissal of students for failing to meet cumulative GPA requirements, to improve cumulative GPA when placed on probation and impact of academic suspension on re-admissions. 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 or fail to meet any other condition for enrollment.
- Incomplete: When a student has been provided with an opportunity to successfully complete a course and an Incomplete Contract has been approved. This standing will remain until the completion of the contract requirements or conclusion of the following semester.
- Official Withdraw: 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 are in a course without officially withdrawing from it will receive a grade of WF. For appeals, see Academic Review Board.

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, faculty, and staff are required to participate in assessment activities during their studies at Haskell. Data is 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 required to maintain eligibility for on-campus housing, student financial aid, athletic eligibility, student club participation, and most scholarships. Regular class attendance is crucial to the development of student knowledge and skills. Students are expected to attend all classes. Class attendance is a student responsibility.

- Instructors will record attendance and provide this information to the Financial Aid Office when needed to calculate a refund and repayment of financial assistance.
- Instructors will inform students of the attendance policy, including policies on grades for late assignments, tardiness, make-up work, and referral to counseling or Haskell Student Success Center in 131 Sequoyah Hall.
- Absences for officially documented illnesses, emergency situations, school sponsored activities, or participation in significant cultural responsibilities in the student's community may be helpful in assessing reasons for absences, but are not considered to be excused absences from exams, or approved to not submit class material, or assigned work.
- A documented illness requires a signed doctor's statement and does not include appointments that may be made at other times. Emergency situations and cultural responsibilities are verified by the Counseling Center only.

A student dismissed for excessive absences, according to the stated policies, will receive a "WF" in the course. Students may appeal a dismissal to the instructor (recording error) and then to the Dean for a Departmental Review.

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. An audited course cannot count as a course attempt or completion for purposes of financial aid calculation.

Change of Course

Students may make course changes during the official drop/add period, normally ending with the completion of late enrollment except for remedial 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 Office of the Registrar. The student is responsible for initiating the form with the Office of the Registrar.

Classifications

- New Student: A student who has not previously attended college.
- Transfer Student: A student who attended another college.
- Re-admitted 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.

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 on track to be completed and if a "Petition to Graduate" form is submitted by the published deadline during the semester prior to the expected date of graduation.

Course Evaluation

Students have an opportunity to provide feedback on faculty effectiveness. At the end of each semester, including summer school, each student will complete a Student Evaluation of Course form approved by Faculty Senate for each class. The survey results can be used for areas of improvement for the following

semester. An evaluation of student learning and instructional effectiveness is a priority of Academics. Assessing the teaching/learning process must be systematically conducted and reviewed.

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.

Credit Hours

Haskell defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximately one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows: In-Class: 3 days x 50 minutes x 15 weeks	= 2250 mins (37.5 hrs)
Readings: 15 chapters x 3 hours each	= 45 hrs
Assignments: 8 assignments x 2 hours each	= 16 hrs
Group Projects: 3 x 4 hours each	= 12 hrs
Final project and oral presentation	= 25 hrs
Total	= 135.5 hours

Credit Hour Summary Chart

The requirements that follow represent minimums for average students.

Type of Instruction	Minimum classroom or direct faculty instruction per week (1 hour of instruction = 55 minutes for 14 instructional weeks)	Minimum weekly out of class student study/preparation time (e.g. homework, reading assignments, preparation for class)
Field Experience	1 credit = 2.5 hours 2 credits = 5 hours 3 credits = 7.5 hours	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours
Individual and Independent Study	50 hours per credit (Preparation and work time)	
Internship	Internship students must complete a minimum of 50 hours over the course of the semester (per credit earned), which is equivalent to the total hours a student spends in a regular classroom course during the semester. Hours may be divided equally each week during the semester, or may be more concentrated as workplace requires.	

Lecture	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours	1 credit = 2 hours 2 credits = 4 hours 3 credits = 6 hours
Laboratory	1 credit = 2 hours 2 credits = 4 hours 3 credits = 6 hours	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours
Health, Sports and Exercise Science	1 credit = 2 hours	1 credit = 1 hour
Private Instruction (Music)	1 credit = .5 hours 2 credits = 1 hours	1 credit = 3 hours 2 credits = 6 hours
School-Based Field Experience*	1 credit = 2 hours 2 credits = 4 hours 3 credits = 6 hours	1 credit = 1 hour 2 credits = 2 hours 3 credits = 3 hours
Student Teaching	50 hours per credit (Preparation and work time)	

Credits

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.

Completed Course Hours: Credit hours in courses for which grades of “A”, “B”, “C”, or “D” have been earned are officially recognized as completed hours, along with “credit by special examination” and “credit for military service.”

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.
- 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 Office of the Registrar, ATTN: VA coordinator, for verification in order to receive credit.

Residency Credit: Residency credit is awarded for courses taken on the Haskell campus, approved off-campus sites, courses taught by approved adjunct faculty, or courses directed by Haskell faculty.

- Students enroll in at least 3 credit hours at Haskell for residency credit to be granted.
- Students in an associate degree program must complete 15 credit hours in residence.
- Students in a baccalaureate degree programs must complete 30 credit hours in residence.

Transfer Credit: The Registrar, with assistance from academic departments, will determine the transferability of credits. Acceptable transfer credit must carry a grade of "C" or higher (2.0 on a 4.0 scale). Transfer credits are included in the calculation of the student's cumulative grade point average.

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 probationary basis for up to 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.

Course Prerequisite and Co-requisite

- A prerequisite is a requirement, usually credit in another course, which must be met before a particular course can be taken.
- A co-requisite is a requirement that one course must be taken at the same time as another course.
- Students are responsible for fulfilling prerequisites and co-requisites. The instructor and academic division have the authority to waive specific pre-requisites and/or co-requisites 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 co-requisite(s).

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 commencement ceremony.

Directed Study

Haskell students may enroll in directed study to earn elective credit in their major fields of study; it is designed to benefit students who show academic promise and interest in a certain discipline. 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 dean of the appropriate school or college, the Vice President of Academics, and the Registrar;
- The course content does not duplicate a regular course offering at Haskell;
- The college or school dean and the Vice President of Academics 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.

Distance Education and Extension Credits

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

Diplomas

Diplomas are awarded to the graduating student each semester upon verification of graduation. The diploma is dated with the end of semester date. The graduate's name is imprinted with the name of the degree awarded and the major. Diplomas will not be released if the student has a financial obligation to the university. A replacement diploma may be issued upon request from the original holder which certifies the loss or damage of the diploma. A minimal charge is made for the replacement.

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 Appeals

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 Office of 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 Changes

Grades and designations of Incomplete (“I”) recorded by the Office of 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 instructor who awards a final grade for a course determines the original grade resulted from an error in the administrative recording process, in an instructor’s computation, or in case of an appeal by a student,
4. when a student’s grade appeal has been successful,
5. and when a student fails to complete the incomplete contract, the grade will be changed to an “F”.

Grade – Incomplete Course

- 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.

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).

- 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 (e.g., MATH 010, Pre-algebra; MATH 011, Introduction to Algebra; and ENGL 090, Basic Composition) — 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 local 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 Office of 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.

Grades

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.

Grades	Points/Cr Hour	Performance Level
A	4	Superior
B	3	Above Average
C	2	Average
D	1	Below Average
F	0	Failure
WF	0	Failure awarded administratively for defaulting in a class because of nonparticipation, absenteeism, disruptive behavior, or cheating
AU	(Not calculated)	Audit (Note: Calculated as 0.00 for financial aid purposes.)
W	(Not calculated)	Withdrawal (Note: Calculated as 0.00 for financial aid purposes.)
I	(Not calculated)	Incomplete (Note: Calculated as 0.00 for financial aid purposes.)

Haskell-KU Course 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. Freshmen are not eligible until a GPA has been established. Students must be a full-time student and in good academic standing in order to participate in the Haskell-KU exchange program. See website for more information <http://www.haskell.edu/registrar/ku-exchange.php>.

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.

Majors-Declaring a Major

All students must declare a major at the time of enrollment. New students must select from the associate level programs. At the baccalaureate level, declaring a major means being officially accepted into one of the four-year degree programs at the University.

Students can declare a baccalaureate major earlier, if the following apply:

- Completed a minimum of 45 semester credit hours of university credit
- Have a minimum cumulative GPA of 2.50
- Been admitted into one of the four bachelor's degrees

Students who intend to pursue a baccalaureate program must apply to that program when one of the following applies:

- No later than the end of their sophomore year (with at least 60 earned credits)
- They have exceeded 90 attempted credit hours
- The first month of their sixth (full-time) semester

Military Service

Students serving in the National Guard or Reserves who are called to active duty training or service for periods less than 2 weeks will be excused from class.

- Student's responsibility to work with the instructor to make-up assigned work and tests in a timely manner
- Students who are called to active duty training must furnish a copy of their letter (orders) to the Office of Vice-President for Academics, who will notify instructors of the active duty training or service and the length of training, if available.
- In the event a student is called to active duty for longer than 2 weeks or deployed during an academic semester at any time, such students may withdraw with "W" for all classes regardless if the deadline for doing so has passed.

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 received that do not meet these requirements are not considered official. Facsimiles (fax) of transcripts are not official transcripts. Haskell Official Transcript A transcript is a certified, official copy of a student's permanent academic record. The transcript is an official university document that reflects courses and grades in accordance with the academic regulations as listed in the University Catalog. The transcript cannot be altered at the request of the student. Transcripts are requested from the Office of the Registrar at the cost of \$3.00 per official transcript. No transcript will be provided if the student has not met their financial obligation to the University. Disciplinary actions are not recorded on the academic transcript.

Placement

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

- New students over the age of 25 years old who do not have ACT scores
- Transfer students who do not have transferrable English and mathematic courses.

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.

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.

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. Students who wish to repeat a course should consult with the Financial Aid Officer since their financial aid status may be affected.

Satisfactory Academic Progress - Academic

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. A separate policy describes Satisfactory Academic Progress for purposes of Financial Aid. See the Financial Aid section of this catalog.

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. Students who withdraw prior to the tenth week may be required to repay a portion of their financial aid. Withdrawals must be completed through the Office of the Registrar. Students who do not attend course(s) and who do not officially withdraw will receive a grade of F. For appeals, see Academic Review Board.

Course Descriptions

Course descriptions begin on the next page. Abbreviations for course numbers are as follows:

ACCT Accounting
AIS American Indian Studies
ART Art
BIOL Biology
BUS Business
CHEM Chemistry
CIS Computer Information Science
COMS Communication Studies
ECON Economics
EED Elementary Education
ENGL English
ENTR Entrepreneur
ENVS Environmental Science
GEOG Geography
HIST History
HSES Health, Sports, and Exercise Science
LAHS Leadership Haskell
LANG Language
MATH Mathematics
MCOM Media Communications
MGMT Management
MUS Music
NATRS Natural Resources
PHYS Physics
PSCI Physical Science
PSYC Psychology
SOC Sociology
SW Social Work
THEAT Theatre
TMGMT Tribal Management
VISQU Vision Quest

ACCT 203 Financial Accounting (3)

The study of the theories of accounting valuation, their effect on the financial condition of a business and the analysis and presentation of the financial data in the journal, ledger and financial statements according to GAAP (Generally Accepted Accounting Principles). Prerequisites: MATH101LEC AND ENGL101LEC

ACCT 204 Managerial Accounting (3)

A study of partnership and corporate capital structures and related reporting requirements. This course also develops a framework for the decision-making processes of management by presenting cash flow statements, the ratios used in the analysis of financial statements, and the basic principles of accounting in manufacturing. Prerequisites: MATH101LEC AND ENGL101LEC AND ACCT203LEC

ACCT 302 Cost Accounting (3)

The study of an accountant's role in an organization and of the manager's decisions based on cost accounting systems. Topics include cost-volume-profit relationships, job and process-based costing, standard costs, master and flexible budgets, performance evaluation, and differential and capital investment analysis. Prerequisites: MATH101LEC AND ENGL101LEC AND ACCT203LEC AND ACCT204LEC

AIS 102 American Indian Issues I (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. Fulfills the Native citizenship requirement.

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. Fulfills a history requirement. Fulfills the Native citizenship requirement.

AIS 301 NATIVE/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. Prerequisites: BIOL101

AIS 311 Introduction to American Indian Studies: Amer Indian Issues (3)

Introduces students to the American Indian studies (AIS) discipline, but also challenges the standard assumptions and practice the discipline has about research, academic writing, education, and critical thinking. Students will look at a) what has gone on before and is currently happening in AIS; b) what can happen (posing questions and alternatives to standard academic and AIS approaches and practices); and c) what should happen (individual/student responsibility and action). By developing an understanding of the historical context that has produced the modern day AIS discipline, students will be able to develop skills and knowledge in critical thinking and writing that will enable them to address current issues facing the AIS discipline and any American Indian pursuing an academic degree. Prerequisites: (AIS101LEC OR AIS110LEC) AND Major=American Indian Studies

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. Prerequisites: AIS110LEC

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. Prerequisites: College Level=Junior OR College Level=Senior AND Major=American Indian Studies

AIS 321 Human Behavior in American Indian Communities (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: SW101LEC AND SW110LEC OR SW201LEC

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. Prerequisites: Major=American Indian Studies OR Major=AMERICAN INDIAN STUDIES - BA OR Major=AMERICAN INDIAN STUDIES - BS

AIS 331 Records and Information Management I (3)

Methods for developing and controlling an office records management program will be discussed in this class. Selection of supplies and equipment for active and inactive records will be covered along with procedures for document and electronic records storage, retention, and transfer. Upon successful completion of this course, the student should be able to file documents using the Association of Records Managers and Administrators (ARMA) rules for alphabetic, subject, numeric, and geographic filing utilizing requisition, charge-out, and transfer procedures. The student should be able to create a simple database and maintain records electronically. The course will include the identification of staff and program standards that result in a records and information management setting that is successful. Prerequisites: College Level=Sophomore OR College Level=Junior OR College Level=Senior

AIS 332 Records and Information Management II (3)

This course offers an opportunity to examine the concepts, components, and functions of records and information management (RIM) from both the business and the federal government perspectives. Included in the class will be training by the National Archives and Records Administration in Basic Records Operations (KA1) with the opportunity to earn a certificate. The Office of Trust Records will provide Indian Affairs Records Contact Training with the opportunity to earn a certificate. Guest speakers will be utilized as appropriate to provide opportunities for students to learn about the various aspects of RIM from experts in the RIM field. Discussion and hands-on activities will be used throughout the class. Prerequisites: AIS331

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 learn 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. The course includes some analysis of English-language poetics and its influence on the hybridized forms of contemporary writers as well as tribal traditions. Prerequisites: College Level=Junior OR College Level=Senior AND ENGL212

AIS 341 American Indian Narratives (3)

This course 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 are 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: College Level=Junior OR College Level=Senior AND ENGL212LEC

AIS 342 American Indian Music (3)

This course will examine the diversity of Native Peoples throughout the historical, sociological, philosophical and spiritual lives through music. We will examine the integral relationship of music in the spiritual and social lives by examining music from various sections of the nation: the impact of Native Peoples and Euro-Americans music in boarding schools and Indian lives during the reservation period. Prerequisites: AIS310.

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 is included as well as literary critique of plot, character development, setting, and imagery. Techniques of the film director are also considered. Prerequisites: (College Level=Junior OR College Level=Senior) AND (ENGL210 OR ENGL212)

AIS 346 Philosophy in Indigenous Literature (3)

A junior/senior-level class that explores literary works of Native writers and the worldviews, implicit and explicit, that informs the texts. This course explores the indigenous concepts that arise from poetry, fiction, drama, autobiography, film, photography, and/or other print/performance media. Ideas from outside commentators will be considered, such as colonial discourse, Marxism, modernism and postmodernism, feminism, ecological critique, and western philosophical categories of cosmology, ontology, epistemology, psychology. Prerequisites: ENGL210 OR ENGL212

AIS 348 THE SACRED: AMER INDIAN RELIG FREEDOM (3)

This course examines the sacred ways of life of selected American Indian tribal groups and the general impact of Christianity following Indian-white contact. The course also examines federal law and legislation that affects American Indian religious freedom. Prerequisites: College Level=Junior OR College Level=Senior

AIS 349 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 Treaties. Prerequisites: AIS310LEC AND College Level=Junior OR College Level=Senior

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: AIS310 AND (HIST110 OR HIST112 OR HIST222)

AIS 352 AMERICAN INDIAN DRAMA (3)

Survey of plays from contemporary American Indian / Alaska Native playwrights. Prerequisites: (College Level=Junior OR College Level=Senior) AND ENGL102 OR ENGL212

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. Prerequisites: College Level=Junior OR College Level=Senior

AIS 390 Environmental-Community Health and Climate Change (3)

Environmental and Community Health is the study of the relationship between environmental quality and public health. Based upon the concept that everything people interact with on a daily basis plays a role in determining our state of health, the course aims to identify environmental risks in order to promote traditional, healthy ways of life for American Indian/Alaskan Native communities. Areas of major emphasis include a review of climate change and ecosystem degradation, air and water quality, waste water treatment and municipal solid/hazardous waste management, environmental toxins, vector control, radiation, occupational health and safety, and nutritional health and food safety. Prerequisites: AIS310LEC

AIS 397 IND Internship (3)

The student should contact the AIS faculty member in charge of internships before enrolling in this course.

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: AIS310 AND (College Level=Junior OR College Level=Senior)

AIS 410 SEM American Indian Literature Seminar I (3)

This is a senior-level class in a selected American Indigenous literary topic, genre, time period, or author(s). The course focus will change from semester to semester, and may be repeated for credit as AIS 411. 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: College Level=Junior OR College Level=Senior AND 3 Credits From List [AIS301,AIS310,AIS312,AIS320,AIS321,AIS322,AIS331,AIS332,AIS340,AIS341,AIS342,AIS343,AIS344,AIS345,AIS346,AIS348,AIS349,AIS350,AIS351,AIS352,AIS360,AIS397,AIS402,AIS421,AIS422,AIS423,AIS446,AIS490,AIS491,AIS495,AIS497]

AIS 411 SEM 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. Prerequisites: AIS410

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. Prerequisites: AIS321

AIS 423 BIOGRAPHY OF AMER INDIAN LDERS: PAST & 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: AIS101LEC AND AIS110LEC AND AIS312LE

AIS 490 IND DIRECTED STUDY (3)

Directed study opportunities are used by Haskell students requiring courses for their major fields of study not offered in any given semester, or for individuals who show academic promise and/or interest in a certain discipline. The latter is offered at the discretion of the instructor. A student is eligible for directed study if the following conditions are met: good academic standing and currently enrolled; supervision by Haskell faculty; complete course syllabus is on file with the chair of the instructional area and the registrar; course content does not duplicate a regular course offering at Haskell; review and approval of student's enrollment and credit hours for directed study by chair of the instructional area and dean of instruction; course counts only as an elective and may be transferable; enrollment occurs during an established enrollment period; and the directed study agreement, official syllabus, and enrollment form are hand-delivered to the Haskell registrar's office before the last day of the add/drop period. Directed study instruction is considered an addition to the instructor's regular work load and does not preclude regularly-assigned teaching responsibilities.

AIS 497 IND Internship (3)

The student should contact the AIS faculty member in charge of Internships before enrolling in this course.

AIS 499 SEM American Indian Studies Senior Capstone (3)

A senior level class in a selected American Indian topic, genre, time period, or author(s). The course will change each semester. The seminar allows for in-depth exploration of a single topic. 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: Major=American Indian Studies AND College Level=Senior

ART 100 Art Appreciation (3)

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)

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. Prerequisites: ART110

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: ART110LEC AND ART111LEC

ART 120 Design I (3)

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

ART 121 Design II (3)

Exploration of three-dimensional design concepts in regard to space, form and vision. Prerequisites: ART120

ART 130 Painting I (3)

Basic instruction in materials and techniques of acrylic painting. Prerequisites: ART110 AND ART120

ART 131 Painting II (3)

Basic instruction in materials and techniques in oil painting. Prerequisites: ART110 AND ART120

ART 150 Great Lakes Silverworking Techniques (3)

Common hand tools will be used to produce traditional silver jewelry of the eastern woodland peoples. History of trade silver will be taught as well as studio techniques.

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. Prerequisites: ART160

ART 240 Art History I (3)

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

ART 241 Art History II (3)

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

ART 253 INDIAN PAINTING I (3)

A beginning painting course using Native American symbols, designs and figures as subjects. Fulfills native citizenship requirement, part c.

ART 254 INDIAN PAINTING II (3)

The second course of Indian painting with emphasis on composition, design, and artistic development. Fulfills native citizenship requirement, part c. Prerequisites: ART253

ART 255 Tribal Art Forms (3)

The history and construction of Native American tribal art forms.

ART 270 Sculpture (3)

Introduction to three-dimensional art form through a variety of materials. Prerequisites:ART112 AND ART121 AND ART160

ASTR 101 Astronomy (3)

The 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; stellar evolution; the description of galaxies, galaxy clusters, and superclusters; and a general discussion of cosmology.

BIOL 103 General Biology and Lab (5)

Intended for non-science majors, General Biology is a one semester introduction to the principles of biology, designed for students with little or no formal background in the biological sciences. The course 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 certain health fields. BIOL 101 is not applicable towards a biology major. Prerequisites MATH100LEC

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. Prerequisites: MATH101LEC

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. Prerequisites: MATH101LEC

BIOL 220 General Botany (5)

Introduction or 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. Prerequisites: BIOL101

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. Prerequisites:BIOL101 GPA 2.0

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. Prerequisites: BIOL251LEC GPA (2)

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 analysis of locomotion related to skeletal morphology. Prerequisites:BIOL121 AND BIOL122

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. Prerequisites:BIOL121 AND BIOL122

BIOL 380 Ecology of Infectious Diseases (3)

This course focuses on the interactions between host and pathogen populations with the environment that result in infectious disease. Potential consequences at the individual and population levels are examined. Major pathogen groups are surveyed along with in-depth case studies of some of the diseases they cause in plant and animal (including human) hosts. Emphasis is placed on understanding the variables that influence patterns of disease. Students will learn to evaluate the implications of different routes of transmission for implementation of control strategies, examine the effects of genetics and evolution on disease patterns and understand how ecosystems change can affect disease.

BIOL 385 Biostatistics (3)

Biostatistics is an introduction to probability and common statistical methods used in the natural sciences (and many other fields). The course will cover such topics as sampling design, measures of variability, probability, hypothesis testing, and use of computer statistical packages. Emphasis will be on an applied statistical foundation, which will involve the analysis of biological data sets, and interpretation and communication of statistical results. Prerequisites: BIOL121LEC OR BIOL122LEC AND MATH101LEC

BIOL 400 Ethnobiology

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. Prerequisites: BIOL101 OR BIOL121

BIOL 440 Comparative Vertebrate Anatomy & Physiology (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 organs systems (bones, muscles, nervous, sensory and endocrine systems) and phenomena distinct to vertebrates are covered, including the water-land transition and tetrapod locomotion, feeding, communication, and reproduction. Detailed laboratory dissections using shark and cat. Prerequisites: BIOL121LEC AND BIOL122LEC AND CHEM101LEC AND PHYS211LEC

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: BIOL121 AND BIOL122

BIOL 465 Research in Animal Behavior

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: BIOL121LEC AND BIOL122LEC AND (MATH215LEC OR MATH221LEC)

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: BIOL121 AND BIOL122 AND MATH215

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. Prerequisites: BIOL121 AND BIOL122

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 is a one-semester course covering techniques, methods and applications of differential and integral calculus. This course deals with calculus and its applications, especially those applications concerned with business and social sciences. Topics to be discussed will include: differentiation and anti-differentiation of algebraic, exponential, and logarithmic functions; applications of differentiation and integration; and functions of two variables. Topics will be approached using the "rule of four" (algebraically, numerically, graphically, words). Prerequisites: MATH101

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: ENGL101 AND CIS250 AND ENGL102

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. Prerequisites: College Level=Junior OR College Level=Senior

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 regulation with their knowledge of business management and practices. Emphasis will be placed on commercial transactions, including secured transactions in native communities. Student will learn to analyze marketing strategies and legal risk in Indian, national, and global business environments. Prerequisites: BUS301LEC

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. Prerequisites: BUS210

BUS 321 Principles of Marketing (3)

In-depth study and research of the basic principles underlying marketing practices in the modern business environment. Prerequisites: ACCT201 AND ACCT202 AND MGMT301

BUS 385 Corporate Social Responsibility and Environmental Sustainability (3)

Through course work and individual research, students learn the economic benefits of corporate conduct that promotes community and global welfare and environmental and cultural sustainability. Focusing on the "triple bottom line," students will research the Global Reporting of major corporations and analyze the benefit to corporate socially and environmentally responsible conduct. Prerequisites: College Level=Junior OR College Level=Senior

BUS 401 Financial Management (3)

This course presents students with an introduction to fundamental financial principles such as risk and return relationships, domestic securities markets, time value of money, security valuation, capital budgeting, capital structure, and working capital management. After completing the course, students will be able to perform basic analysis of financial statements, solve time value money problems, value traditional debt and equity securities, estimate costs of long and short term capital components, and analyze projects using capital budgeting techniques. Students will understand the integration of basic financial concepts into accounting, management, marketing, and other business areas. This course serves as a foundation for advanced work in finance. Prerequisites: BUS320

BUS 402 Investment Management (3)

This is a study of market investment opportunities and the construction of a portfolio that will give the highest return for a given level of risk. It is very quantitative in nature and will cover the theoretical basis for good management of an investment portfolio. This class will give the student the fundamental skills necessary to select investment options for personal investments, or to manage a corporate/tribal portfolio or work in the investment industry. Prerequisites: BUS401LEC GPA (2)

BUS 403 Issues in Corporate and Tribal Finance (3)

This course will examine advanced concepts in corporate finance to include Capital Budgeting, Payout Policy, Capital Structure, and Financial Planning. This course uses these financial analysis tools and applies them to current issues that face corporate and tribal entities. This course is appropriate for students interested in being financial managers in the corporate, nonprofit, and tribal environments. Prerequisites: BUS401LEC GPA (2)

BUS 411 International Business (3)

A study of the legal, financial, marketing, cultural policies, and government 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: BUS321 AND BUS311

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. Prerequisites: BUS401 BUS 495 IND Internship (0) The student should contact the Business faculty member in charge of Internships before enrolling in this course.

CHEM 101 General Chemistry I (5)

Basic principles and calculations of chemistry involving atomic theory, stoichiometry, gases, thermochemistry, atomic structure, periodic table, and bonding. Prerequisites: MATH101

CHEM 102 General Chemistry II (5)

Basic principles and calculations of chemistry involving solutions, equilibria, acids and bases, kinetics, thermodynamics, electrochemistry, and nuclear chemistry. Prerequisites: CHEM101

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. Prerequisites: CHEM102

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: CHEM201LEC

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. Prerequisites: ENGL101LEC

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. Prerequisites: CIS102

COMS 131 Public Speaking (3)

Public speaking is an introductory class in rhetoric and public address, emphasizing the practical demonstration of public communication skills, including topic selection and audience adaptation, research, message organization, effective delivery, incorporation of technology and multi-media, apprehension reduction, and informative and persuasive speaking strategies.

COMS 151 Speech Communication (3)

Introduction to human communication theory with practice in developing speaking skills in the intrapersonal, interpersonal, and public communication contexts.

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. Prerequisites: COMS131LEC OR COMS151LEC

COMS 231 Persuasive Public Speaking (3)

This course advanced theoretical and skills training in persuasive public speaking. It employs oratorical problem-solving activities and in-depth study of relations of rhetoric to speechmaking, and expands knowledge of research, communication theory, process and practice. While studying elements of argumentation and logic, students analyze important speeches within both Indigenous and Western traditions. Students construct, present and critique speeches that are complex, dynamic, and purposeful. Prerequisites: COMS131LEC

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. Prerequisites: COMS131 OR COMS151

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. Prerequisites: COMS131 OR COMS151

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. Prerequisites: COMS131 OR COMS151

COMS 310 Traditional/Contemporary Native American Rhetoric (3)

This is a course in rhetorical analysis and criticism of traditional and contemporary Native American discourse. The 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, write critically about it and present their work in a public setting. Prerequisites: COMS131 OR COMS151

COMS 311 Native American Rhetoric (3)

This is a course in rhetorical analysis that focuses on American Indian discourse. This course will examine predominant themes in Native American oratory using the lens of a rhetorical critic to better understand strategic attempts to influence within the use of language. Prerequisites: (COMS131LEC OR COMS151LEC AND ENGL102LEC)

COMS 350 Legal Communication (3)

An analysis of how communication principles and theories operate within the context of the legal system. Topics covered will include the lawyer/client interview, depositions and pre-trial discovery, settlement negotiation, jury selection, opening and closing statements, and witness testimony. Prerequisites: COMS131LEC OR COMS151LEC

COMS 360 Environmental Communication (3)

An examination of the discourse 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. Prerequisites: (COMS131LEC OR COMS151LEC) AND ENGL102LEC

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. Prerequisites: MATH101

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. Prerequisites: MATH101

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. Course content will address, in part KSDE Content Standard 2 and KSDE Professional Educator Standards 1, 8, 11, and 12. Prerequisites: MATH101LEC GPA (2) AND EED101LEC

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 pre-service candidates 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: ENGL101 AND ENGL102

EED 205 Abnormal Psychology for Teachers (3)

This course provides teacher candidates/class members with an overview of the field of abnormal psychology. An examination of how atypical behaviors may impact the lives of elementary students and their family member's will be the focus of study. An integration of American Indian/Alaska Native values and cultural perspectives will be emphasized to the greatest extent possible. Prerequisites: PSYC101

EED 208 Exploring Cultural Art, Music, and Dance with Technology (3)

This course is designed to engage students in utilizing the Internet for virtual travel to a variety of countries and cultural groups around the world. Students will gather, analyze and organize information reflective of the art music and dance of student selected cultural groups. Students will utilize a variety of techniques to present information, topics and visual images. Other course experiences include art projects related to global cultures and culminating group projects. Prerequisites: ENGL101LEC

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: ENGL101 AND ENGL102

EED 212 Introduction to Education (2)

This course presents an introduction to teachers, schools, and students, the work of teachers, foundations of education in the U.S., trends in the teaching profession. Supporting activities may include the use of video for students to explore a variety of urban, suburban and rural classrooms and the issues and dilemmas that effect teachers and students. An overview of the Elementary Teacher Education Program will be presented, including specifics of the program application process. An added cultural component will engage participants in exploring the early development of Indian Education and schools for children. Prerequisites: ENGL101LEC

EED 214 FLD Introduction to Field Experience (1)

The field experience provides placement of potential teacher candidates in an elementary classroom (K-6) where they will complete 30 classroom hours. Participants will participate in classroom activities to the extent the host teacher and student feel comfortable. This field experience will familiarize participants with the work of schools, teachers and students in elementary classrooms. Participants will document their experience with notes and timesheets. Prerequisites: EED212LEC

EED 215 SEM Pre-Induction Seminar (1)

This course is designed as a seminar course to cover a range of topics to help potential teacher candidates meet the rigorous entry requirements. Potential teacher candidates will be actively involved in mock simulations, tutorials, and prep sessions. The entry requirements include GPA, Praxis CORE Exam (Reading, Writing, and Math), Application documents and SOE Interview. Potential teacher candidates will be required to take several mock exams prior to the actual Praxis CORE Exam. Prerequisites: MATH101LEC AND ENGL101LEC AND ENGL102LEC

EED 241 The Role of Writing in Teaching and Learning (3)

This course is designed to provide teacher candidates with best practices in writing as they prepare for a successful career in education. Candidates will focus on standard written English, Six Writing Traits, various writing structures/forms and alignment with the Common Core Standards for Writing. Candidates will engage in many writing exercises and produce authentic writing pieces. Candidates will also have an opportunity to self-analyze their writing as they record information in a writing journal. Prerequisites: (ENGL101LEC GPA (2) AND ENGL102LEC GPA (2))

EED 304 Walking in Balance II - Emotional Well Being (1)

This course is designed to provide support for teacher candidates as they prepare to become educators. Course content emphasizes the importance of self care as it relates to emotional well being. Managing and expressing feelings, maintaining optimism, adjusting to change, and coping with stress in a healthy way will be addressed. Candidates will reflect on and assess their emotional well being, identify contributing factors, describe a short term goal, take action and track personal progress. Participation in discussion of course topics, sharing of related experiences and group activities are required.

EED 305 Developmental Psychology (3)

The course will draw on many of the principles learned in general psychology and apply these to biological, psychological, social environmental, cultural, and other changes that occur across the lifespan. The student will appreciate that development is a lifelong, multidimensional, dynamic, plastic process involving many divergent contexts. The study of development across the lifespan requires an interdisciplinary effort for understanding and remediation. The importance of linking theory, research, and the application of research findings to the real-world will be apparent. Finally, learning complex material is most likely to be retained when experiential methodologies are employed, so the textbook author offers opportunities to review, apply, connect, and reflect the material presented in each chapter. Prerequisites: Major=Elementary Education AND College Level=Junior

EED 306 Walking in Balance-Health and Wellness (1)

This course is designed to provide support for teacher candidates as they prepare to become educators. Course content will emphasize the importance of self-care as it relates to the physical, emotional, intellectual, and spiritual well-being of each individual. Teacher candidates will self-evaluate personal status related to each area and identify positive as well as negative contributing factors. Candidates will state a short term goal to maintain or make improvement for each area, track and share their progress within cohort. Candidates will engage in discussion of a variety of course related student identified topics and participate in student selected activities. Prerequisites: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com.

EED 307 Curriculum, Instruction and Assessment (4)

This course is designed to introduce teacher candidates to various curriculum models, instructional

procedures/strategies and assessment frameworks based on research and current practices. These three components will be investigated and emphasized to help teacher candidates understand how all three components are interrelated and essential for teaching and learning. Candidates will gain an understanding of how all three components are utilized to support the learning and development of students and their diverse needs. Inclusion of various technology tools will be explored to help facilitate learning in the classroom and to help our students become digitally aware in the 21st century. Prerequisite: Admission to ETEP, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com. Prerequisites: Major=Elementary Education

EED 311 Governance and Organization of Schools (3)

"The course examines the political and social forces that shape education and explores the governance and modes of organization of elementary and secondary schools, including the financial and legal aspects of education in this nation. The impact of teacher organizations will be analyzed. Additionally, students will study and compare public schools with schools operated by the bureau of Indian affairs and tribal schools. This course has a field experience component. Prerequisites: Admission to ETEP, courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior I level courses and subscription to www.taskstream.com. Prerequisites: Major=ELEMENTARY EDUCATION - BS

EED 317 MATH FOR ELEM TEACHERS II (3)

This course is designed to give the prospective elementary mathematics teacher an overview of several components of the elementary mathematics curriculum focusing on problem solving and geometry. The instructional emphasis will be on developing problem-solving skills relevant to elementary mathematics, including appropriate use of technology to enhance instruction. The course will include review and in-depth investigations of elementary mathematical skills and concepts as outlined in chapters seven through thirteen of the textbook. Discussions of teaching and learning skills will be used, when appropriate, to enhance students' understanding of holistic mathematics education along with use of readily available mathematic manipulative. National council on teachers of mathematics, Kansas state mathematics outcomes, and culturally appropriate mathematics will be reflected in the curriculum, instruction, and assessment of this course.

EED 319 Multiculturalism and English Language Learners (4)

This course is designed to provide a balance of theory and practice needed to meet the needs of diverse learners in the classroom. Due to increasing diversity in schools, not only in basic beliefs and values, but, also, in the many languages spoken, it is critical that teachers have the knowledge and skills to design and implement educational practices and experiences from a multicultural perspective. Course content will introduce important information based on theories and research that will be supported by exercise, case studies, application, practice and reflective experiences. Teacher candidates will visit a variety of schools with diverse populations, including English Language Learners. The focus of this class will be on the preparation of pre-service teachers to develop a firm understanding of culture and how it influences teaching and learning, including the success or failure of diverse student populations. Prerequisites: Major=Elementary Education AND College Level=Sophomore

EED 321 Assessment and Evaluation in Education (3)

This course features analysis of evaluation and assessment of learning and skill-development. Emphasis will be placed on both traditional and authentic assessment. Attention will be directed to both formative and summative procedures. Examples will be drawn from assessment strategies adapted to the needs of needs of Native American/ Alaska native schools. Basic understandings of statistics will be developed. Teacher-made tests will compare with standardized tests, controversies regarding the uses and abuses of standardized tests will be examined. Past conceptualization regarding the nature of intelligence will be compared with emerging viewpoints regarding mental abilities. This course has a field experience component. Prerequisites: College Level=Junior

EED 323 Understanding Exceptionalities (3)

This course is designed to provide candidates with an introduction to the field of special education. Candidates will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths which 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 (ELL, ESL, and Bilingual). Prerequisites: Successful completion of ETEP Junior I

semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com. Prerequisites: College Level=Junior

EED 327 Elementary Classroom Management and Design (3)

This course is designed to provide teacher candidates with best practices in classroom and behavior management. Candidates will focus upon the creation of their own management plans for their future classrooms to include organizing physical space, maximizing time, materials, transitions, individual and group behaviors, active engagement and utilization of technology as a tool for professional productivity. Various classroom management models, strategies, and techniques will be utilized and aligned with the Kansas State Department of Education Professional Educator Standards. Prerequisites: Acceptance to the School of Education, successful completion of Junior I with grades of "C" or better in all Junior courses, and a cumulative GPA of 2.8 or better. Prerequisites: Major=Elementary Education

EED 330 Math Methods for K-3 Learners (3)

This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades K-3. Emphasis will be placed on concept introduction, development, expansion, and assessment practices. The National Council of Teachers of Mathematics (NCTM) content and process standards provide the framework for course content. Course content is aligned with Kansas State Board of Education Professional Educator Standards, and Kansas State Board of Education Content Standards - Mathematics. Relevant local district standards and grade level content provide additional framework. Course content will address, in part, KSDE Content Standard 2 and KSDE Professional Educator Standards 1-12. This course includes a field placement experience, which involves related observations and reflective submissions. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 338 Curriculum, Instruction, and Assessment II (4)

This course is designed to provide teacher candidates will hands-on practical application of curriculum, instruction, and assessment. Theoretical knowledge will be applied as candidate create and implement various units and lesson plans for specific content areas. Units and lesson plans will follow a designated

format that includes alignment to standards-CCRS or CCSS, identification of technology tools, reading and differentiation strategies to meet the diverse needs of learners, and description of assessment process. Candidates will also learning how to make data driven decisions to improve learning and achievement for all students. Prerequisites: Successful completion of ETEP Junior I semester courses with a "C" or better, GPA (semester and Cum) of 2.8 or higher and concurrent enrollment in all Junior II courses and subscription to www.taskstream.com. Prerequisites: ((EED305LEC GPA (2) AND EED306LEC GPA (2) AND EED308LEC GPA (2) AND EED311LEC GPA (2)))

EED 341 Language Arts Methods for K-3 Learners (3)

This course will introduce teacher candidates to various K-3rd grade reading programs (guided reading and whole language), Scientifically Based Reading Research (SBRR) strategies and activities (the "Big 5" – phonemic awareness, word study/phonics, fluency, vocabulary and comprehension), reading assessments (DIBELS, running records, and fluency) and the connection of writing with reading. The primary emphasis in this course will be the development of critical reading and comprehension skills in kindergarten through 3rd grade. Candidates will prepare and teach mini-lessons and administer reading assessment with peers. Field placement experience hours are embedded in this course as candidates are required to observe the teaching of language arts content and write reflective journal entries connecting theory with practice. Direct interaction with elementary learners in one-on-one or small group situations is possible. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 350 Field Experience in K-3 Classrooms (2)

Teacher candidates are required to accumulate 90 hours of field experience in an assigned K-3 classroom. This field experience placement provides teacher candidates the opportunity to observe teaching and learning within a classroom setting. The placement also provides candidates the opportunity to observe teaching methods which they are currently studying during concurrent enrollment in EED 330 and EED 340. Candidates will acquire approximately 6 hours per week of field experience. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 404 SEM First Days of School Seminar (1)

This seminar is designed to provide teacher candidates with the opportunity to observe and assist with the process followed by elementary school faculty when preparing for the first days of school. Three seminar sessions, held campus, are designed to support and expand upon school placement experiences. Teacher candidates will complete assignments related to the course focus topic - classroom management, planning, and professionalism. Active participation, completion of assignments, and discussion of school site reflections are critical components of this seminar. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 408 SEM Kansas Performance Teaching Portfolio Preparation Seminar (1)

This seminar course is designed to introduce and prepare teacher candidates for the Kansas Performance Teaching Portfolio (KPTP). The School of Education has selected the Kansas Performance Teaching Portfolio as a teacher candidate work sample measure to demonstrate how he/she uses contextual factor of students in a classroom to design and implement a unit of study during the student teaching semester. Candidates will provide information about the unit's lesson plans (8) and assessments (pre-assessment, formative, and summative), and modify instruction for two individual students in the classroom. Teacher candidates will meet weekly to learn about the components of the KPTP. Candidates are required to prepare several components of the KPTP (Task 1 and 2) in senior I semester. Candidates will also receive a 2 hour training session from a representative of KSDE in December. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 409 SEM Kansas Performance Teaching Portfolio Implementation Seminar (1)

This seminar course is designed to aid in the implementation phase of the KPTP. The course will provide a specific location and time for candidates to work independently on various sections of the KPTP twice a month. Implementation of the KPTP will be conducted in the student teaching semester - Senior II. Two lessons must be observed and videotaped by the instructor. Teacher candidates are required to submit KPTP documents the first week of April and will be scored by trained KPTP scorers in mid-April. Prerequisites: Successful completion of ETEP Junior I, Junior II, and Senior I semester courses ("C or better),

2.8 Cumulative GPA, concurrent enrollment in all SOE Senior II courses and subscription to www.taskstream.com.

EED 413 TEACHING ABOUT HOLISTIC HLTH., FITNESS & LEISSURE (2)

Development for the teaching strategies appropriates for holistic health and physical education activities for the elementary school child. Emphasis is placed on teaching styles, methodologies, organization of movement activities, and program evaluation. Traditional American Indian and Alaska native games and sports and other physical activities will be studies and taught. Physical activities, which promote holistic healthy lifestyles, fitness and leisure are modeled and presented as methods of instruction. This course has a field experience component. Prerequisites: College Level=Junior

EED 415 Pre-Student teaching Practicum in the K-6 Classroom (3)

Teacher candidates are required to accumulate hours of field experience in a K-6 classroom. The practicum provides the opportunity for candidates to apply the concept of "theory into practice" prior to student teaching. Candidates will acquire elementary classroom hours in a typical week. This placement will be maintained through spring semester and student teaching.

EED 420 TEACH SOC STUDIES (3)

Presents strategies and methods for the study of human relationships in a global society integrated with a whole language approach: the writing process, oral and written expression, thinking and listening skills, spelling and handwriting. Relationships between/among humans and their environment and the land will be emphasized. Cultural world views will be compared and contrasted. AI/AN views will be infused into the social studies curriculum. Integration of social studies with other curricular areas will be a central focus of this methods class. One credit hour of this class will be connected to the field experience. This course has a field experience component. Prerequisites: College Level=Junior

EED 430 Math Methods for 4-6 Learners (3)

"This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades 4-6. Emphasis will be placed on concept introduction, development, expansion, and assessment practices. The National Council of Teachers of Mathematics (NCTM) content and process standards provide the framework for course content. Course content is aligned with Kansas State Board of Mathematics. Relevant local district standards and grade level content provide additional framework. Course content

will address, in part, KSDE Content Standard 2 and KSDE Professional Educator Standards 1-12. This course includes a field placement experience, which involves related observations and reflective submissions. Prerequisites: Successful completion of ETEP Junior I semester courses ("C" or better) and 2.8 cumulative GPA or higher, concurrent enrollment in all SOE Junior II level courses and subscription to www.taskstream.com.

EED 440 Reading Methods for 4-6 Learners (3)

This course will introduce teacher candidates to various 4-6th grade reading programs (guided reading, book clubs), Scientifically Based Reading Research (SBRR) strategies and activities three of the "Big 5"- fluency, vocabulary and comprehension, reading assessments (DIBELS, running records, fluency) and the connection of writing with reading (forms of writing, writing process, and spelling). The primary emphasis in this course will be the further development of critical reading and comprehension skills in 4th through 6th grade. Candidates will prepare mini-lessons and practice teaching with peers. The course will include a field placement experience involving content-related observations, reflective journals submissions, and interactions with elementary learners.

EED 441 Language Arts Methods for 4-6 Learners (3)

This course will introduce teacher candidates to various 4-6th grade reading programs (guided reading, book clubs), Scientifically Based Reading Research (SBRR) strategies and activities three of the "Big 5" – fluency, vocabulary and comprehension, reading assessments (DIBELS, running records, fluency) and the connection of writing with reading (forms of writing, writing process, and spelling). The primary emphasis in this course will be the further development of critical reading and comprehension skills in 4th through 6th grade. Candidates will prepare and teach mini-lessons and administer reading assessment with peers. Candidate will concurrently enroll in EED 415 Pre-Student Teaching Practicum in the K-6 Classroom. The practicum experience will provide direct interaction with elementary learners in various instructional settings (one-on-one, small group, and whole group). Prerequisites: Successful completion of ETEP Junior I and II Semester courses ("C" or better), concurrent enrollment in all SOE Senior I level courses and subscription to www.taskstream.com. Prerequisites: Major=Elementary Education AND College Level=Senior

EED 452 Science and Health Methods for K-6 Learners (4)

This class is designed to prepare K-6 teacher candidates to effectively instruct K-6 learners in the

content areas of science which include life science, earth and space science, physical science, and health. Teacher candidates will engage in activities which include exploring what should be taught (science and health curriculum standards), when and why identified curriculum should be taught, how it should be taught (instructional methods, strategies, modifications and adjustments) and assessment to determine student learning and instructional effectiveness. Prerequisites: Successful completion of ETEP Junior I and II semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses and subscription to www.taskstream.com. Prerequisites: Major=Elementary Education AND College Level=Junior

EED 460 Social Studies Methods for K-6 Learners (3)

This course is designed to provide teacher candidates with knowledge and experiences to apply effective instructional methods to the teaching of social studies for K-6 learners. The (NCSS) Standards (K-6) and Kansas Early Childhood - Late Childhood Standard 4 (history, civics-government, geography and economics) will provide a framework for this course. Teacher candidates will build knowledge and skills for effective teaching strategies and create activities to support the curriculum, instruction, and assessment of social studies content. Teacher candidates will apply their acquired knowledge and skills through presentation of social studies content appropriate for varying grade levels that align standards, curriculum and assessment. The influence of technology and the diversity represented in today's classrooms will be addressed.

EED 462 Social Studies and Art Methods for K-6 Learners (4)

This class is designed to prepare K-6 teacher candidates to effectively contribute to the development of K-6 learners as responsible citizens described in the Kansas mission statement for the social studies. The mission statement addresses preparing students to be informed, thoughtful, and engaged citizens who will enrich their communities, state, nation, world and themselves. Teacher candidates will engage in activities which include exploring what should be taught (social studies curriculum standards), when and why identified curriculum should be taught, how it should be taught (instructional methods, strategies, modifications and adjustments) and assessment to determine student learning and instructional effectiveness. The arts will be integrated with the study of social studies as the arts have and continue to reflect our society (past and present) and that of others around the world. Prerequisites: Successful completion of ETEP Junior I and II semester courses ("C" or

better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses and subscription to www.taskstream.com.

EED 472 Physical Education and Music Methods for K-6 Learners (3)

This methodology course is designed to prepare teacher candidates to teach physical education and music in an integrated approach. Candidates will be exposed to physical education and music content in areas of curriculum, instruction, and assessment. In curriculum, candidates will study the various components and how it's organized, various types of materials/resources, and how to integrate concepts within and across content areas. In instruction, they will examine content-specific teaching and learning principles and their application for appropriate and effective instruction. Candidates will utilize content-specific and general assessment and evaluation procedures and processes to evaluate student learning. These three areas will be utilized in the creation of standards based lessons for physical education and music. Prerequisites: Successful completion of ETEP Junior I and II semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior I courses, Senior I level field experience placement and subscription to www.taskstream.com.

Prerequisites:
Major=Elementary Education AND College Level=Junior

EED 480 Pre-Student Teaching in K-6 Classroom (3)

Teacher candidates are required to accumulate 120 hours of field experience in a K-6 classroom. The practicum provides the opportunity for candidates to apply the concept of "theory into practice" prior to student teaching. Candidates will acquire 8 elementary classroom hours in a typical week. This placement will be maintained through spring semester and student teaching.

EED 490 FLD Student Teaching in K-6 Classroom (5)

"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 ETEP Junior I, Junior II, and Senior I semester courses ("C" or better), 2.8 Cumulative GPA, concurrent enrollment in all SOE Senior II courses and subscription to www.taskstream.com.

ENGL 090 (Placement) Basic Composition (4)

This is an intensive preparatory course in composing, analyzing, and revising sentences and paragraphs. Grammar and writing processes are reviewed. No college credit, institutional credit only.

ENGL 101 English I (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 readings of narration, description, exposition, and argument; and 4) analysis of tone and meaning in prose. Prerequisites: (ENGL090LEC GPA (2))

ENGL 102 English II (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. Prerequisites: (ENGL101LEC GPA (2))

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.

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. Prerequisites: ENGL102

ENGL 212 American Indian Literature (3)

This course includes exploration 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. Prerequisites: ENGL102

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. Prerequisites: ENGL120LEC

ENGL 221 Fiction Writing II (3)

This course continues the study and practice of fiction writing and critical approaches to the genre. Prerequisites: ENGL220

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, is taught, as well as the joining of subject matter to appropriate form. In addition, critical reading of poetry and methods of revision be included. Prerequisites: ENGL120LEC

ENGL 223 Poetry Writing II (3)

This course continues study and practice in the writing process of poetry, with attention to form and content. Prerequisites: ENGL222

ENGL 240 The Art of Film (3)

The Art of Film is an introduction to film analysis we will examine how various elements such as mise-en-scene cinematography editing and sound work to create meaning and produce emotional effects for a films audience. The aims of this course are: 1) to enable students to experience film - the world's most influential art form of the past 120 years - more fully by paying attention to how it is made, and 2) to help students express - and sharpen - these analytical observations through the correct application of film terminology and concepts. Prerequisites: ENGL102LEC

ENGL 310 Short Fiction (3)

This course traces the development of the short story. Major authors of the past and present are studied, as well as the structural characteristics of the genre. Prerequisites: ENGL210 AND ENGL212 OR THEAT203

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. Major Authors are Mark Twain, Zane Grey, N. Scott Momaday, Sherman Alexie, and others, this course will deepen students' understanding and appreciation of literature. Prerequisites: ENGL210 AND ENGL212 OR THEAT203

ENGL 315 Advanced Composition (3)

This is a junior/senior level course covering 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. Prerequisites: ENGL102

ENGL 316 Advanced Composition II (Writing Center Tutoring) (3)

A sequel to ENGL 315 this course is designed for students tutoring at the Writing Center for a second semester. In ENGL 316 we will continue to examine principles of effective composition for college and professional writing, focusing on how best to impart these principles as writing tutors. Students will have the opportunity (1) to experiment with, reflect on, and discuss different tutoring practices, (2) to observe both others and themselves as writers and tutors, and (3) to explore the history of writing centers and peer tutoring in writing. Prerequisites: ENGL315LEC

ENGL 317 Advanced Composition III (Writing Center Tutoring) (3)

This course is the sequel to ENGL 316, designed for students tutoring at the Writing Center for a third semester. In ENGL 317 we will continue to examine principles of effective composition for college and professional writing, focusing on how best to impart these principles as writing tutors. Students will have the opportunity (1) to experiment with, reflect on, and discuss different tutoring practices, (2) to observe both others and themselves as writers and tutors, (3) to engage in empirical research that arises out of unanswered questions encountered in tutoring, course readings, and course discussions. Prerequisites: ENGL316LEC

ENGL 332 Writing in the Sciences (3)

This course is recommended for Indigenous and American Indian Studies and Environmental Sciences majors. The course includes research methodologies specific to the social and physical sciences. Serving as a third semester of composition, advanced research and writing formats and their applications will be studied. Prerequisites: 3 Credits From Range [ENGL210 To ENGL333]

ENGL 333 ENVIRONMENTAL WRITING (3)

This course concerns the development of skills in the writing of nonfiction using techniques typically associated with creative writing (strategic point of view, dialogue, characterization, poetic description, etc.). Class sessions will involve the reading, discussion and evaluation of published essays, as well as exposure to guest's lectures, videos and research to furnish the students models, insights and motivation in preparation

for writing. In small part, students will participate in critiques of their work by their peers in a workshop format. The final course grade will be based on the compilation of a portfolio that will contain the revised work assigned throughout the semester. Any student enrolled in this course will have completed the freshman English composition requirements or have special permission from the instructor. Prerequisites: 3 Credits From Range [ENGL210 To ENGL333]

ENGL 370 Linguistics and Language Revitalization (3)

This junior level course introduces students to the discipline and language of the field of linguistics and to the state of native language loss, as well as efforts tribes are making toward preservation and revitalization. Students work systematically through major core areas in linguistics, including phonetics, phonology, morphology, syntax and semantics, and study related areas such as historical linguistics, second language acquisition, writing systems and language in social contexts, as they pertain in particular to issues surrounding native language loss and revitalization, such as fluency, historical language loss, and contemporary efforts in recovery, preservation and restoration.

ENTR 301 Starting Your Own Business (3)

In this course, the student examines the discipline which comprise the critical success factors in entrepreneurship and develops a fundamental understanding of the basic skill set required to manage his/her own businesses. Learning will be achieved by study /discussion of key entrepreneurial business issues as well as the critical appraisal of new venture business plans as presented in the text and preparation of the student's own business plan. Readings in entrepreneurship and case studies, contained in the text as well as in video presentations, will be used to illustrate the essential entrepreneurial management issues.

ENVS 100 Introduction to Environmental Science (3)

Introduction to growing fields of the environmental sciences. Current thinking and research concerning the impacts on environmental quality and depletion of natural resources; the pollution of air, land surfaces, water, and the public agencies and policies designed to solve environmental problems in mainstream as well as tribal communities.

ENVS 101 Career in Science (1)

Science career seminar to acquaint students with the enormous variety of career options available to those with a science degree (BS, MS, PhD). Emphasize guest presentations from Haskell graduates continuing on to graduate school, working for tribes, working for

federal/state agencies, or working for the private sector.

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. Prerequisites: ENGL101

ENVS 106 Sustainability (3)

This course examines the many approaches to sustainability through systems theories. Students will learn to calculate their carbon and ecological footprints by analyzing case studies in local, regional, national, and global geographies-primarily engaging in energy, waste, water, and transportation related issues.

ENVS 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: (CHEM101LEC)

ENVS 301 Multicultural Perspective on Sustainable Agriculture (3)

This course will teach methods and principles of sustainable agriculture from multiple perspectives (including indigenous and non-indigenous). Students will learn about modern high-impact agricultural systems as well as historical and more modern approaches to agriculture that are more environmentally sustainable. Students will compare and contrast these different approaches, and take part in informed discussions about the merits of different agricultural practices.

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 sense of being.

ENVS 320 Sustaining Watersheds (4)

Utilizing basic geologic concepts as a backdrop, sustainable watershed is intended to present the morphological development of watersheds, along with the natural hydrologic processes, to better understand ecological sustainability Prerequisites: ENVS102

ENVS 330 Principles of Ecology (5)

Ecology is defined as the study of the relationships between organisms (including people) and between organisms and their environment. This is an upper level course intended for juniors or seniors. The course will explore ecological concepts at many different scales: from the ecology of the individual organism (autecology) to global ecology. The science of ecology as it is applied to environmental problem-solving will also be focused upon in this course, especially as it relates to natural resource issues that may be confronted by Tribal resource managers. Lecture & laboratory. Prerequisites: (BIOL121LEC AND BIOL122LEC)

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 Clean Air Act and the Montreal Protocol. Prerequisites: CHEM101 OR PSC1100

ENVS 386 FLD Multicultural Perspectives on Sustainable Agriculture in Cos (2)

The fifteen day short course in Costa Rica is designed to follow "Multicultural Perspectives on Sustainable Agriculture", which is offered in the spring semester. Students will visit ecosystems that include tropical lowland humid, dry, and montane forests, as well as coral reefs. They will also visit diverse agroecosystems including coffee, jatropha, bananas, ornamental crops, pineapple, rice, tilapia, and cacao and interact with native and non-native farmers of these crops during the course. We will rely primarily on field trips and local guides to learn about tropical biodiversity and Costa Rican agriculture, history and culture (very little time will be spent in a classroom). This course will include service learning projects with different indigenous communities. Students will receive two credit hours for this course. Prerequisites: ENVS301LEC

ENVS 394 Multicultural Perspectives on Sustainable Agriculture (3)

This course will teach methods and principles of sustainable agriculture from multiple perspectives. Students will learn about modern high-impact agricultural systems as well as historical and more modern approaches to agriculture that are more environmentally sustainable. The course is designed to introduce students to a variety of approaches to agriculture through involvement of farming professionals from tribal communities and non-native communities in the U.S. and Latin America. Students

will compare and contrast these different approaches, and take part in informed discussions about the merits of different agricultural practices. A key component of this class is to introduce students from two different universities (Haskell and Purdue University) to each other and get them interacting to jointly address issues of sustainable agriculture while sharing their own perspectives with each other. A small subgroup of students from this class will be attending a separate study abroad course in Costa Rica in which they will have hands-on experience with multiple agricultural operations by both native and non-native farmers in Costa Rica.

ENVS 410 Ecological History of North America & Its People (3)

Lecture & evidence-based discussion course familiarizes students with environmental changes and animal/plant turnovers in North America during the past 65 million years, and examines causes and results of extinctions and ecological replacement. A background is provided to past ecological patterns specific to North America, including habitats and natural communities now gone or drastically changed, as well as the geographical and climatic causes of past ecological changes. Final two-thirds of course examines how the Pleistocene Ice Ages and humans impacted the continent and its plant and animal life, and how past events and practices relate to the present. Prerequisites: BIOL121 OR BIOL122

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 environment protection laws, organic chemistry and the effects of environmental chemicals on people and ecosystems. Topics areas include: risk assessment; toxicology 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; chemical/drugs found in food/meat/drinking water; mining waste; and hazardous substances on tribal lands. Prerequisites: CHEM201

ENVS 415 SEM Environmental Science Seminar

A weekly seminar dealing with a variety of current environmental science topics. Presenters for the

seminar will come from various universities, federal, state, and tribal agencies and non-governmental organizations. On occasion, between presenters, students will discuss readings and other educational materials related to presenters' topics.

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 aquatic environments (rivers, lakes and 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 (invasive species, effects of pollution in aquatic systems, aquatic diversity, biological metrics). Marine systems will be touched upon if there is time. Prerequisites: BIOL121 AND BIOL122

ENVS 480 RSH Undergraduate Research (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. A 10-15 minute presentation (or poster) of the completed research must be given to an audience of the research sponsor's choosing.

ENVS 497 IND INTERNSHIP (3)

GEOG 104 Introductory Physical Geography (3)

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.

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 210 Cartography (3)

Cartography is the study of techniques to produce maps that communicates honestly and effectively. It therefore begins with basic principles such as scale,

projection, symbolization, generalization and classification. It then applies these principles to the production of original maps using pen-and-ink, drawing software, and GIS software. This course will also have a special emphasis on the role of map-making as an expression of sovereignty. This course is a complement to coursework in GIS; the skills learned here will equip a GIS practitioner to produce outputs that communicate more effectively than typical GIS maps do. The course may be taken before beginning the GIS sequence, concurrently, or after completing GIS courses. Prerequisites: ENGL101LEC AND MATH100LEC

GEOG 220 Remote Sensing for Spatial Analysis (3)

Remote sensing collects information about the physical and cultural environment from aircraft, satellites, and, increasingly, a variety of new small vehicles. It uses tools that include cameras, lasers, radars, and other sensors to produce data that are used for maps and other analytical products. Most of the maps we use today depend, at least in part, on remotely sensed data. However, remote sensing raises difficult issues of privacy, ownership of information, and sovereignty over the skies. This course will explore the technical issues of collecting data by remote sensing and the ethical and political issues of how those data can be used responsibly. Prerequisites: ENGL101LEC AND MATH100LEC

GEOG 230 Cultural Geography (3)

This is a course about human geography, that part of the discipline of geography that focuses on how humans shape the earth and are shaped by it. In the shorthand of the profession, it is the study of "earth as home for humanity." This course will take a broad cultural approach to this study, considering themes of art, religion, economics, and politics. The class will explore how these components of culture have determined the ways people live on the earth, what we have done to the earth, and how the earth itself has shaped cultural practices. The scope of the course is very broad; just about anything people do and anywhere they do it is within the realm of cultural geography.

GEOG 250 Introduction to Geographic Information Systems (3)

An introduction to core GIS concepts including data input, spatial analysis, and cartographic output. Specifics 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.
Prerequisites: MATH101LEC

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.
Prerequisites: MATH101LEC AND GEOG210LEC

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: GEOG210LEC

GEOG 340 Remote Sensing for Spatial Analysis (3)

Remote sensing collects information about the physical and cultural environment from aircraft, satellites, and increasingly, a variety of new small aerial vehicles (balloons and UAVs). It uses sensors that include cameras, multispectral scanners, lasers, radars, and others to produce data that are used for maps and other analytical products. Most of the maps we use today depend, at least in part, on remotely sensed data. We will begin by examining remote sensing as a field of study, the nature of the electromagnetic spectrum and its interaction with the atmosphere and surface objects, and the interpretation of multispectral scanners, thermal and passive microwave systems, lidar, and radar. In the latter part of the course, attention will shift to digital image processing and to areas in which remote sensing is applied as a tool for mapping, analysis, and decision support. The laboratory portion of the course is designed to emphasize practical applications in air photo interpretation and digital image analysis. As time permits, we will also explore some of the ethical and political issues of how remotely sensed data can be used responsibly. Prerequisites: (GEOG210LEC OR GEOG250LEC)

HCI 100 Historical and Contemporary Indigenous Issues (3)

This is a test to be able to identify a course on the degree audit under the Historical/Contemporary Indigenous Issues area of the General Education.

HIST 101 US HIST THROUGH CIV WAR (3)

Social, economic, political, and cultural factors shaping the development of the United States through 1865.

HIST 102 US HIST SINCE CIV WAR (3)

Social, economic, political, and cultural factors in the United States history since 1865.

HIST 110 WESTERN CIV 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 CIV 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 CIV 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 CIV 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 Prerequisites: HIST221

HSES 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.

HSES 101 ACT WT TRAINING/COND (1)

Specialized strength and conditioning programs.

HSES 103 ACT FUND COND/BASKETBALL (1)

Emphasis on skills, fundamentals of movement, strength, systems of play, and physical conditioning for students.

HSES 104 ACT 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.

HSES 105 ACT GOLF & ARCHERY (1)

Rules, techniques, and skills of golf and archery.

HSES 106 ACT RAQUETBALL (1)

Fundamentals and rules of racquetball. Includes techniques, strategy and competition.

HSES 107 ACT JOGGING/BASKETBALL (1)

Exercise course in techniques and skills of jogging and basketball to improve physical fitness.

HSES 108 ACT BEGIN SWIMMING (1)

Basic water skills, techniques, strokes, and conditioning. Open to students with little or no swimming skills.

HSES 109 ACT INTERMEDIATE SWIMMING (1)

Skills, techniques, knowledge, and otherwise achieved basic skills. Prerequisites: HSES108ACT

HSES 110 ACT ADVANCED SWIMMING (1)

Instruction in water safety and lifesaving techniques. Open to students who have completed intermediate swimming or the equivalent. Prerequisites: HSES109ACT

HSES 112 Introduction to Health, Sports, and Exercise Science (3)

This course is designed for the physical major to develop personal skills and understandings in selected activities commonly found in the public school program. The course introduces the students to the nature and scope of physical education, career preparation and opportunities and the foundations of the profession.

HSES 125 ACT 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.

HSES 131 INTRO TO RECREATION ADMINISTRATION (3)

This course is designed for students interested in pursuing a career in recreational 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, fund raising objectives of different programs and facilities.

HSES 140 Introduction to Native Games and Activities (2)

An introduction to the basic rules, etiquettes and strategies of Native American/Alaskan Native games and social activities from different tribes and areas.

HSES 160 BASIC NUTRITION (3)

Principles of normal nutrition and their adaptation in meeting the needs of individuals through the life cycle.

HSES 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.

HSES 170 ACT GAELIC FOOTBALL(2)

This course is an introduction to Gaelic Football. It will be both classroom and activity based. Classroom based work will examine the history of Gaelic games and current affairs in the Gaelic Athletic Association. The activity-based section of the course will place emphasis on developing an understanding of the rules of Gaelic Football, acquisition of the skills necessary to play the sport and application of such skills to the game.

HSES 195 ACT WT MGMT & FITNESS IN YOUNG ADULTS (1)

This is a weight management and fitness course, which focuses on the prevention of diabetes through didactic material including fitness evaluations/assessments, nutrition, and structured aerobic conditioning and strength training.

HSES 201 PERSONAL COMM 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 ecosystem, and health care.

HSES 202 TECHNIQUES OF OFFICIATING FOOTBALL (2)

Study of the rules governing football. The duties of officials, and techniques in officiating football contests.

HSES 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 contest.

HSES 204 FIRST AID (2)

Study of techniques of modern first aid, health precautions, and guidelines for first aid training.

HSES 205 ACT PRO ACT FOOTBALL/WRESTLING (2)

Introduction to aspects of instruction in football and wrestling for students planning to continue in physical education.

HSES 206 INTRO TO COACHING BASKETBALL/GOLF (2)

Introduction to aspects of basketball and golf for students planning to continue in physical education.

HSES 207 INTRO TO COACHING SOFTBALL/TRACK & FIELD (2)

Introduction to aspects of softball and track/field for students planning to continue in physical education.

HSES 208 INTRO TO COACHING SOCCER/VOLLEYBALL

Introduction to aspects of soccer and volleyball for students planning to continue in physical education.

HSES 225 Applied Anatomy (3)

This course is an introduction to basic anatomy as it relates to human movement and physical activity/exercise. Topics of basic anatomical concepts, the upper extremities, spinal column, pelvis, thorax and lower extremities will be covered. This course is designed for those individuals who will work in physical activity fields such as physical education, athlete training, athletic coaching, kinesiology and related fields. Prerequisites: BIOL103LEC

HSES 230 CARE & PREV OF ATH 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: HSES204LEC AND HSES230LEC

HSES 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. Prerequisites: SOC101

HSES 245 Introduction to Sports Marketing and Promotion (3)

This course is designed to explore marketing and promotional strategies in sporting venues. A foundation course in sports administration set to provide experiential learning opportunities in basic athletic management. Prerequisites: ENGL102LEC

HSES 246 Stress Management (3)

This course is designed to assist students in gaining stress management knowledge, help them to formulate perspectives on stress management techniques and apply the developing constructs in their lives with a sense of purpose and self responsibility. Prerequisites: PSYC101LEC

HSES 250 IND PRACTICUM IN COACHING TEAM SPORTS (2)

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: HSES205 and HSES206 or HSES207

HSES 255 Administration of Sports Programs (3)

This course is designed to explore concepts of administration relative to sports, fitness, and physical education programs. The course will encompass principles, methods, and strategies to effective administration.

HSES 260 FLD INTERNSHIP IN CARE & PREVENTION OF ATHLETIC INJURIES (4)

An independent study whereby students will gain first hand experience in the introductory level of athletic training, care and prevention of athletic injuries. Prerequisites: hses230

HSES 262 FLD Internship in Community Health (4)

This course will serve to provide field experience in the area of community health through hands on training to enhance the experience level of the student. They will continue to gain knowledge and skills in the Health field by providing leadership in the department through assignments and projects geared toward community Health issues. Prerequisites: (HSES201LEC AND Major=Community Health)

HSES 264 FLD Internship to Recreation and Fitness Management (4)

This course will serve to provide field experience in the areas of Recreation and Fitness as it pertains to the degree area of Health, Sports, and Exercise Science (HSES). The Students will have the opportunity to have leadership roles in programs and activities throughout the semester to gain knowledge into the actual workings of a fitness or recreation program. There will be ongoing skills developed as the students will use the

knowledge from completed HSES courses to complete the assignments required, such as program reviews, budgeting, assessments, etc.. Prerequisites: (HSES131LEC AND Major=Recreation & Fitness Management)

HUM 100 Humanities and Arts (3)

This is a test to be able to identify a course on the degree audit under the Humanities and Arts area of the General Education.

LAHS 201 LEADERSHIP HASKELL (2)

Two hours each week of lecture discussion, and related activities. In addition, assignments will require the students to attend meetings or functions to observe leaders in action. Students will meet with Haskell administrators, community leaders, as well as tribal officials on a regular and personal level. Issues affecting Native Americans will be presented and approaches to problems discussed.

LANG 101 CHEROKEE I (5)

An introductory course concerning primarily vocabulary and the fundamentals of reading and writing Cherokee.

LANG 102 CHEROKEE II (5)

A continuation of Cherokee I. Intermediate level of vocabulary skill and increased emphasis on reading and writing. Prerequisites: LANG101

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. Prerequisites: LANG110

LANG 120 Potawatomi I (3)

An introductory course concerning vocabulary and fundamentals of reading and writing Potawatomi.

LANG 121 Navajo I (5)

This course serves as an introductory course into the Navajo (Dine) language. Students will learn about word formation, sentence structure, pronunciation, conversational practice, and the history and culture of the Navajo (Dine) communities are emphasized.

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. Prerequisites: LANG102

LANG 302 CHEROKEE LANGUAGE IV (3)

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. Prerequisites: LANG301

LANG 495 Potawatomi Language Preservation (6)

MATH 014 Pre & Introductory Algebra (5)

This is a one semester course that combines Pre-Algebra and Introduction to Algebra. This course begins by covering operations on whole numbers, fractions, ratios & proportions, decimals, percents, and signed numbers. Then, the course will introduce algebraic expressions, solving linear equations & inequalities in one variable, graphing linear equations & inequalities in two variables, and linear systems of equations & inequalities in two variables. Successful completion of Pre & Introductory Algebra prepares students for Intermediate Algebra.

MATH 100 Intermediate Algebra (3)

Polynomials, factoring, rational expressions, rational exponents and radicals, and quadratic equations and inequalities. The second in a two-course sequence covering basic algebra skills and concepts, this course assumes that the student already has a background in real numbers and variable expressions, solving equations and inequalities, linear functions and inequalities in two variables, and systems of equations and inequalities. Intermediate Algebra builds on that background and covers operations on polynomials, factoring, rational expressions, rational exponents and radicals, and quadratic inequalities. Successful completion of Intermediate Algebra prepares a student for College Algebra. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisites: MATH011LEC GPA (2) OR MATH013LAB GPA (2) OR MATH012LAB GPA (4)

MATH 101 College Algebra (3)

Covers real numbers, algebraic expressions, equations and inequalities, graphs and transformations of graphs, functions and properties of functions, systems of equations and linear programming, exponential and logarithmic functions, and complex numbers. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisites: MATH100LEC

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 graphing calculator (or equivalent) is required for this course. Prerequisites: MATH100LEC

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 graphing calculator (non-symbolic) is required for this course. Prerequisites: MATH101

MATH 207 Statistics (3)

Descriptive statistics, sampling, elementary probability, probability distributions, estimation and an introduction to statistical inference. Students will work with applications from a variety of academic disciplines. A Texas Instruments graphing calculator (non-symbolic) is required for this course. Prerequisites: MATH101

MATH 215 Applied Calculus I (3)

Single variable calculus involving functions, limits, derivatives, applications of derivatives, exponential growth and decay and an introduction to integration. This course is not intended for students who plan to study mathematics or engineering. This course is offered every spring semester. A Texas Instrument graphing calculator (non-symbolic) is required for this course. Prerequisites: MATH101LEC

MATH 221 Calculus and Analytic Geometry I (5)

This course is the first in the calculus sequence. This course consists of the review of functions and graphs, limits, the definition of the derivative, differentiation and its various techniques, application of the derivative, and an introduction to the definite and indefinite integral. Designed to provide students majoring in science, technology, engineering, or mathematics related fields with a strong background in the fundamentals of analysis. A Texas Instruments TI-84, or TI 89 graphing calculator is required for this course. Prerequisites: MATH103LEC GPA (2) AND MATH104LEC

MATH 222 Calculus and Analytic Geometry II (5)

This course is a continuation of MATH 221-Calculus and Analytic Geometry I, and is designed to provide students majoring in science, technology, engineering, or mathematics related fields with a strong background in techniques and applications of integration, the algebra and calculus of parametric equations and polar coordinates, and infinite sequences and series. A

Texas Instrument TI-84, or TI-89 graphing calculator is required for the course. Prerequisites: MATH221

MATH 223 Calculus and Analytic Geometry III (3)

A continuation of Calculus and Analytic Geometry II that is designed to provide students majoring in science, technology, engineering, and mathematics fields with a strong background in the techniques and applications of integration, the algebra and calculus of vector functions, continuity, differentiability, and extremum values of functions of several variables, directional derivatives, gradient vectors, Lagrange multipliers, and double integrals over general regions the plane. A Texas Instruments TI-84, or TI-89 graphing calculator is required for the course. Prerequisites: MATH222LEC

MATH 226 Introduction to Linear Algebra (3)

This course will cover the fundamentals of linear algebra including matrix algebra, systems of linear equations, reduction to diagonal form, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and applications. A Texas Instruments TI-84, TI-89 graphing calculator or equivalent is required for this course. Prerequisites: MATH221LEC GPA (2)

MATH 227 Differential Equations (3)

First-order differential equations, linear differential equations, first-order systems, Laplace transform techniques, and applications. Course includes an introduction to the use of a computer algebra system, such as Maple or MATLAB. Prerequisites: MATH222LEC GPA (2)

MATH 240 Introduction to High Power Rocketry (3)

Students will construct a Level I high power rocket from scratch, model it using rocketry simulation software, and launch their rocket. In the process they will learn the fundamentals of rocket stability, flight dynamics, mathematical modeling, and the NASA design reporting process. Post flight students will analyze accelerometer data to illustrate basic kinematical concepts (position, velocity, and acceleration). Prerequisites: MATH221LEC

MCOM 115 Video Production I (3)

Basic operating procedures of video 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 116 Video Production II (3)

Producing industrial video and producing the Haskell News. Students will 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. All post production will be done on a non-linear system. Exclusive knowledge of the post production system will be tested on at the end of the semester.

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 the capturing of the image and proceeding to the printing 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 will be 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 150 News Writing I (3)

This course is an introduction to news reporting techniques with an emphasis on basic journalistic writing principles. Students will examine various news writing styles and will learn the journalism ethics, interviewing, and research techniques necessary for writing feature and human interest news articles. Prerequisites: ENGL101LEC GPA 1.

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 - "Haskell News." Students are responsible for all reporting, producing, studio management, editing, and broadcasting of the student-produced show. Prerequisites: MCOM113

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: MCOM114

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. Prerequisites: ENGL101

MCOM 279 Portfolio Development in Photography (3)

Advanced photography studio with emphasis in contemporary American Indian culture and portfolio development. Prerequisites: MCOM223

MGMT 221 (3)

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: (BUS251 OR PSYC101 OR SOC101) AND College Level=Junior

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. Prerequisites: College Level=Junior

MGMT 333 Records and Information Management III (3)

This course is an in-depth examination of federal records and information management. Students will apply good business practices when planning, verifying and evaluating record inventory results; use guidelines and strategies to develop and evaluate records schedules; apply cost benefit analysis and asset and risk management strategies to records management programs; evaluate comprehensive records and information management programs. All required content and training provided by National Archives and Records Administration's Certificate of Federal Records Management Training program for records management professionals in all agencies of the federal government is included. Students will have the opportunity to take the NARA tests upon completion of each of five knowledge areas. Successful completion

of all five tests will result in a completion certificate signed by the Archivist of the United States with approval from NARA. Prerequisites: AIS331LEC AND AIS332LEC

MGMT 334 Management and Preservation of Archival Material (3)

This course will examine the basic concepts and management of preservation of archival materials, including factors that lead to deterioration, environmental control, storage, care and handling, emergency preparedness and funding sources. Upon completion, participants will be able to design appropriate storage environments for paper-based collections, designate preservation priorities, explain the basic elements of an emergency plan, and assess preservation conditions, offering options for improvement. Discussion and hands-on activities will be used throughout the class. Prerequisites: AIS332LEC

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: ECON201LEC AND ACCT202LEC AND CIS250LEC AND BUS320LEC AND MGMT301LEC

MUS 100 ACT 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 101 ACT 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 (3)

This is the first course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing 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. Prerequisites: MUS104

MUS 111 Music Theory II (3)

This is the second course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing 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. Prerequisites: MUS110

MUS 121 ACT 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 122 ACT 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 IND 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 IND Elementary Keyboard Skills II (1)

A continuation of material introduced in MUS 131. Instruction covers major scales, chord inversions, secondary triads and seventh chords. Prerequisites: MUS131

MUS 136 MUSIC APPRECIATION (3)

Survey of the development of music in Western civilization from medieval to contemporary times. 8/2006

MUS 137 Music Appreciation: through the Classical Period (3)

A survey of the development of Western music from medieval times to the classical period.

MUS 138 Music Appreciation: through Contemporary Times (3)

A survey of the development of Western music from the romantic period to contemporary times.

MUS 141 IND Private Voice Instruction (1)

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

MUS 142 IND Private Voice Instruction (1)

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

MUS 150 Logic Pro (2)

A comprehensive introduction to Logic Pro music software, using real-world music and hands-on experience to learn aspects of recording, arranging, mixing, producing, and polishing audio and MIDI files.

MUS 200 ACT 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 201 ACT 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 210 Music Theory III (3)

This is the third course in a comprehensive music theory sequence involving written analysis, composition, aural skills, sight singing 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. Prerequisites: MUS111

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. Prerequisites: MUS210

MUS 223 ACT 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 224 ACT 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 233 IND 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. Prerequisites: MUS132

MUS 234 IND 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. Prerequisites: MUS233

NATRS 105 Introduction to Natural Resources Management (3)

Principles of ecology relating to conservation of natural resources, including forests, range land, soils, fish and wildlife, minerals, oil and gas and alternative energy forms; the nature and extent of those resources; politics and economics of resource conservation. Prerequisites: ENGL101LEC

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. Prerequisites: CHEM101 AND ENVS102

NATRS 215 Weather Studies (3)

This course introduces structure, composition and interaction of the atmosphere with emphasis on atmospheric processes and related phenomena, storm systems, weather information resources, basic forecasting, equipment and techniques of meteorologists, and climate variability. It is designed to complement interest and understanding of how these weather phenomena affect and are affected by events such as wild fire and prescribed fire, hurricanes and tornados. Prerequisites: BIOL103LEC

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 American, 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 effects 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. Prerequisites: NATRS210

PHYS 102 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.

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. Prerequisites: MATH215LEC OR MATH221LEC

PHYS 212 College Physics II (5)

The second course in a two-course sequence in introductory physics. Heat and thermodynamics, and electricity and magnetism, and nuclear and atomic physics are covered. Prerequisites: PHYS211

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. Prerequisites: MATH100

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/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. Prerequisites: PSYC101 OR SOC101

PSYC 202 SOCIAL PSYCHOLOGY (3)

An integration of sociology and psychology in the study of personality development, social adjustments, and social controls. Prerequisites: PSYC101 OR SOC101

SCTEC 150 Spreadsheet Use in Science (2)

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 like Power Point. Prerequisites: MATH101LEC

SOC 101 INTRO 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. Prerequisites: SOC101

SOC 110 INTRO TO CRIM JUSTICE (3)

Introduction to criminal justice presents a variety of justice-related issues. Topics include an overview of the USA criminal justice system; comparison of the USA 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 & 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. Prerequisites: SOC101

SW 101 INTRO 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 CHEM DEP/NATIVE AM INDIAN (3)

This course introduces students to the field of addictions and examines abuse and dependency. Factors contributing to spiritual effects on the individual, the family and community will be explored. Major theories of causality, their effects on treatment approaches, scholarship, research, and treatment

approaches to chemical abuse and dependency will be examined throughout the course. Fulfills social science requirement, part A, or native citizenship requirement.

SW 201 SOCIAL WELFARE/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. Not opened to first semester freshman. Fulfills social sciences requirement, part A.

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 FLD Performing Theatre Arts (1)

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

THEAT 102 FLD Performing Theatre Arts (1)

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

THEAT 105 IMPROVISATION THEATRE (3)

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

THEAT 106 ACT Acting I (3)

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

THEAT 160 FLD 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, 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 161 FLD 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, 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 190 FLD 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, 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 201 FLD Performing Theatre Arts (1)

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

THEAT 202 FLD Performing Theatre Arts (1)

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

THEAT 203 Introduction to Dramatic Literature (3)

Survey of plays from Greek theatre to contemporary theatre. Prerequisites: ENGL102

THEAT 206 ACT 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. Prerequisites: THEAT105 OR THEAT106

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.

THEAT 260 FLD Theatre Tour (1)

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, 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 261 FLD Theatre Tour (1)

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, maintaining costumes, performing productions in a wide range of performance settings, and striking and loading sets, equipment, and costumes at the conclusion of performances.

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. Prerequisites: ENGL101

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 300 Advanced Casino Management (3)

Advanced study of managing a tribal casino. Course will involve bring practical application of textbooks theory into the classroom through lecture by practicing managers of various tribal casino gaming operations. Prerequisites: TMGMT202

TMGMT 321 Indian Law and Legislation I (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: College Level=Junior AND (TMGMT201LEC AND AIS101LEC)

TMGMT 325 Indian Law and Legislation II (3)

This course builds on student understanding of federal law impacting American Indian nations and individuals covered in Indian Law & Legislation I. This course presents federal statutes and Supreme Court decisions with direct and specific impact on individual and nation-owned businesses and economic development in Indian communities. The relationship between the strength of Indian nation governance and economic development is analyzed and students are provided

with an overview of trends in federal and international treatment of Indigenous Peoples and their communities. Prerequisites: College Level=Junior AND TMGMT321LEC

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 like, it is intended that the student gain a greater appreciation of the fragile nature of tribal existence.

TMGMT 410 Tribal Resources and Economic Development (3)

This course is designed as a practical application to enhance the student's 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 students' perspectives building on the values framework, economic concepts, historical context and current situation in order to create a Vision Plan for economic development. Prerequisites: ECON201

UNIV 101 AIHEC Knowledge Bowl (1)

This elective course is for students who are eligible to participate in the annual American Indian Higher Education Consortium (AIHEC) Student Conference's Knowledge Bowl contest. Students will explore a topic(s) as announced each year by AIHEC. Selection of students who will represent Haskell Indian Nations University at the Knowledge Bowl will be based upon classroom performance. Students may only enroll in this course one time. Prerequisites: Academic good standing and Approval of Instructor or the VPA.

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 bachelor's degree are exempt.

Faculty

Nana S. Allison-Brewer
Instructor, Mathematics
M.S.E., University of Arizona, 2006

Eric P. Anderson
Instructor, History
Ph.D., University of Kansas, 2009

Gabriel Begaye
Instructor, Mathematics
M.S., University of Kansas, 2006

Joseph J. Bointy
Instructor, HSES
M.S., University of Central Oklahoma,
1986

Jacqueline M. Boyd
Instructor, Education
M.S., University of Kansas, 1997

Michelle Brown
Instructor, English
M.A., University of Montana, 2014

Bridgett K. Chapin
Instructor, Biology
Ph.D., University of Kansas, 2006

Christie G. Cooke
Instructor, English
M.F.A., University of Arizona, 2005

Melanie Daniel
Instructor, Business
J.D., University of Kansas, 1989

Josh Falleaf
Instructor, English
M.F.A., McNeese State University,
2006

Shannon Gillis-LaVallie
Instructor, Education
M.S., Minot State University, 2007

Albert L. Gipp, Jr.
Instructor, HSES
B.S., Augustana College, 1979

Judith Gipp
Instructor, HSES
M.S., University of New Mexico, 1997

Charles Haines
Instructor, Biology
Ph.D., University of Kansas, 1994

Melissa Holder
Instructor, Social Sciences
Ph.D., University of Kansas, 2015

Tyler Kimbrell
Instructor, Speech
M.A., University of Kansas, 2014

Rhonda LeValdo
Instructor, Media Communications
M.S., University of Kansas, 2009

W. Bond Love
Instructor, English
Ph.D., University of California-Irvine,
2007

Cody Marshall
Instructor, Indian Studies
M.S., Villanova University, 2006

Smokey McKinney
Instructor, English
Ph.D., Iowa State University, 1992

Kay McCord
Instructor, Education
M.Ed., Montana State University, 1993

Randall McCoy
Instructor, Accounting
M.S.A, University of Phoenix, 2012

Kinis Lee Meyer
Instructor, Business
M. Econ., Louisiana State University,
1994

Lucas Miller
Instructor, Mathematics
M.A., University of Kansas, 2007

Robert Musgrove
Instructor, Management
M.S.M., Troy State University, 1990

James Rains
Instructor, English
Ph.D., University of Michigan, 2004

Joseph Rodriguez
Instructor English
Ph.D., University of Iowa, 2012

Vickie Rogers
Instructor, Business
M.S., Baker University, 1995

Michael Stewart
Instructor, Indian Studies
M.S., University of Kansas, 2002

Mary L. Stuckey
Instructor, Business Law
J.D., Washburn University, 1979

Gary Tanner
Instructor, HSES
M.S., University of Kansas, 1999

Carole A. Tomlinson
Instructor, Biology
Ph.D., Harvard University, 2003

Sarah Ubel
Instructor, Speech
Ph.D., University of Kansas, 2003

Brian Wika
Instructor, Management
M.S.F., University of Florida, 2005

Daniel R. Wildcat
Instructor, Sociology
Ph.D., University of Missouri-Kansas
City, 2003

Mary J. Wilson
Instructor, Mathematics
M.S., Kansas State University, 1997

